

Relationship between Intelligence Quotient (IQ), Emotional Quotient (EQ), Spiritual Quotient (SQ) and Student Satisfaction



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Abstract: Intelligence plays a very vital role in every one's life. The main intelligence that have an impact on the student's satisfaction are Teachers Intelligence Quotient (IQ), Emotional Quotient (EQ) and Spiritual Quotient (SQ). A teacher can be successful in his role only when these are present. Just being intelligent may not result in student's satisfaction. This is possible only when the faculty is empathetic, caring, understanding is himself satisfied with his job. This implies that the faculty in colleges should have high EQ and SQ along with IQ

Every parent dreams of his/her child's success. Success of a child depends very much on the schools and colleges he goes, His satisfaction depends more on the emotional and spiritual quotient of the teacher.

To be an effective teacher, one should have high emotional and spiritual quotient along with intelligent quotient. Management should focus on enhancing these two quotients.

The researcher intends to study the relationship of IQ, EQ and SQ on student's satisfaction with reference to faculty and students of colleges in Hyderabad.

The researcher intends to study the impact of IQ, EQ and SQ on student's satisfaction with reference to faculty and students of colleges in Hyderabad.

Key words: Intelligence Quotient, Emotional Quotient, Spiritual Quotient, Student Satisfaction

I. INTRODUCTION

Intelligence plays a very vital role in every one's life. The management of any educational

institution while selecting a faculty looks only for a candidate with high IQ and neglect the other two intelligences. The other two intelligences are equally important, if the college is looking for highly productive and loyal faculty.

There are three levels of intelligence – IQ (intelligence quotient), EQ (Emotional quotient) and SQ (spiritual quotient).

High IQ (intelligence quotient) means that the faculty is knowledgeable, intelligent, is capable of taking good decision, good planning and is capable of giving the best job like conducting the class in an effective manner by using a innovative teaching method.

High EQ (Emotional quotient) means that the faculty is empathetic, caring, understanding, thinks of student's feelings. Such a faculty can be a very good team teacher. He is capable of improving a slow student.

High SQ (spiritual quotient) means that the faculty is highly satisfied with work life. He is not looking for anything more in his professional life. Such faculties are loyal to the organization. High spiritual quotient also means that the faculty takes up complete responsibility of student's overall development like a parent, solves all their problems, is flexible towards students.

II. OBJECTIVES

1. To study the relationship between IQ, EQ, SQ and student satisfaction
2. To study the impact of IQ, EQ and SQ on student's satisfaction

III. REVIEW OF LITERATURE

Preeti Wadhvani has also highlighted the importance of spiritual intelligence in faculty. She has mentioned that the most dominating intelligence is spiritual intelligence that is required to make a faculty successful. This is found in her paper "IQ, EQ or SQ: Searching the Most Crucial Dimension of Intelligence as a Predictor of Psychological Risk and Change Proneness"

Dr. Juhary Haji, Ali Bambang Bemby & Ilham Sentosa have concluded that there is a positive relationship between IQ, EQ, SQ and the quality of managers in the article "The Intelligence, Emotional, Spiritual Quotients and Quality of Managers". According to them quality of corporate managers are high when IQ, EQ and SQ in them are high.

Arshad Mahmood, Mohd Anuar Arshad, Adeel Ahmed, Sohail Akhtar and Zain Rafique conducted a study and have concluded that religiosity and spirituality are positively related. A person with high SQ will be a show high performance in his work.

According to Adrian Furnham (1999) and Bar-on (2006) employees who have good IQ and EQ can contribute more towards the organization's development.

Zohar Marshal and King have concluded in their paper that the greatest of all the three intelligence SQ. Having SQ is greater than having IQ and EQ. A person with higher SQ can perform better than person with IQ and EQ. SQ is the superior than IQ and EQ.

According to Shrutika Verma has shown there exists relation between EQ, EQ and IQ. She has highlighted the importance of SQ.

Manuscript published on January 30, 2020.

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According to her the research EQ and IQ are not positively correlated, SQ and EQ are positively correlated. According to her research, people with high EQ are able to handle criticism.

According to B. Sudheer Kumar, Dr. N. Kumara Swamy, Dr. V. Mallikaruna & R. KavyaSree, The characteristics of outstanding performers are they high IQ, EQ and SQ. This makes them ver active in all the areas. They are good at creativity and come up with new ideas. This was highlighted in their paper "A PAPER ON EQ, IQ & SQ WORK FORCE IN SELECTED SOFTWARE COMPANIES AT ANDHRA PRADESH:

BambangSoebyaktoSriwijaya of University of Indonesia and Chee MingLimkokwingof University of Creative Technology have done a study on the relationship between the intelligence and the personality. They have concluded that all the three intelligence is directly related to personality.

Shabnam and Tung have given the importance of the three intelligence in leadership. To be a good leader he has to have a balance of the three intelligence. Having only IQ is not enough, other 2 intelligence i.e. EQ and SQ are equally important.

Arshad Mahmood of UniversitiSains, Malaysia, has give the importance of spiritual intelligence. According to him performance of the employees can be enhanced by implementing spiritual activities in the organization.

Dr. Achintayajnik has done a study on interrelationship between IQ, Eq and SQ. He concluded that is no correlation between IQ, EQ, SQ and there is correlation between EQ and SQ.

Assist. Prof. Dr. Nilay, YURDAKUL, Assoc. Prof. Dr. Müjde KER-DINCER and Assoc. Prof. Dr. Z. Beril AKINCI VURAL have expressed that IQ, EQ and SQ can play a very important role in improving the communication of the educators.

The Five Components of Emotional Intelligence was give by Daniel Goleman in his book 'Emotional Intelligence' in 1995. The 5 components according to him are Self-awareness, Self-regulation, Internal motivation, Empathy and Social skills.

Self-awareness: The ability to understand one's own emotions, feelings and mental status.

Self-regulation: The ability to have a control over ones emotions i.e. having emotional balance .

Internal motivation: An urge or a strong desire to do something for others.

Empathy: Understanding the problems, feelings of others.

Social skills: Skills of being in the group, communicating, team spirit.

IV. RESEARCH METHODOLOGY

The research methodology is correlative and descriptive in nature. The study included Professors, Associate Professors, Assistant Professors and Lecturers. Data was collected from a sample of 36 faculty and 36 students from colleges in Hyderabad. The data collection tool included 4 questionnaires for collecting data measuring IQ, EQ, SQ and student's satisfaction.

IQ questionnaire was adopted from Stanford-Binet Intelligence Scales

EQ questionnaire was adopted from Leadership Toolkit In all the questionnaire 5 point Likert scale where rating scale of 1-5 was used, where 1 is Strongly Disagree and 5 is 'Strongly Agree. Data analysis was done through correlation and regression analysis to find out whether there exists relationship between IQ, EQ, SQ and student's satisfaction and whether IQ, EQ, SQ have an impact on student's satisfaction

V. DATA ANALYSIS

Correlations

		IQ	EQ	SQ	Student Satisfaction
IQ	Pearson Correlation	1.00	.10	.13	-.30
	Sig. (2-tailed)		.589	.445	.076
	N	35	33	35	35
EQ	Pearson Correlation	.10	1.00	.04	-.04
	Sig. (2-tailed)	.589		.812	.807
	N	33	33	33	33
SQ	Pearson Correlation	.13	.04	1.00	-.01
	Sig. (2-tailed)	.445	.812		.935
	N	35	33	35	35
Student Satisfaction	Pearson Correlation	-.30	-.04	-.01	1.00
	Sig. (2-tailed)	.076	.807	.935	
	N	35	33	35	64

Table 1

Regression Analysis

Model Summary (Student Satisfaction)

R	R Square	Adjusted R Square	Std. Error of the Estimate
.66	.44	-.19	1.04

Table 2

Table 2 provides the R and R² values. The R value signifies the simple correlation and is 0.66 (the "R" Column), which shows a high of correlation. The R² value (the "R Square" column) shows how much of the total variation in the dependent variable, Student satisfaction can be explained by the independent variables IQ, EQ and SQ. In this case, 44% can be explained, which is moderate Coefficients (Student Satisfaction)

	Unstandardized Coefficients		Standardized Coefficients	t	Sign .
	B	Std. Error	Beta		
(Constant)	5.95	2.74	0	2.17	0.045
Attention to verbal cues	-0.03	0.38	-0.02	0.08	0.935
Recognition of pictures	-0.32	0.47	-0.3	0.69	0.502

Relate verbal parts to the whole	-0.06	0.25	-0.07	-0.25	0.807
Synthesize information	-0.24	0.71	-0.19	-0.34	0.739
Track visual sequences	-0.08	0.35	-0.08	-0.24	0.814
Verbal fluency	0.18	0.44	0.17	0.41	0.685
Excellent listener	-0.21	0.45	-0.18	-0.46	0.652
Empathizing	0.1	0.42	0.1	0.23	0.822
Emotional aware	-0.15	0.44	-0.14	-0.33	0.744
Aware of emotions	-0.33	0.3	-0.39	-1.13	0.275
Can Motivate when low	0.53	0.4	0.58	1.32	0.205
See from other point of view	-0.1	0.37	-0.09	-0.26	0.798
Positive attitude	0.29	0.31	0.27	0.93	0.366
Relate student	0.28	0.36	0.3	0.77	0.455
Responsible to student development	-0.33	0.36	-0.38	-0.92	0.37
Improve students communication	-0.28	0.28	-0.31	-1	0.332
Positive inspiration to students	-0.08	0.36	-0.07	-0.23	0.823
Serve to community	0.44	0.32	0.39	1.38	0.186

Table 3

From table 3 the following regression equation can be derived:

$$\begin{aligned} \text{Student Satisfaction} &= 5.95 + .53 \text{ motivation when low} \\ &= 5.95 + .44 \text{ community service} \\ &= 5.95 + .29 \text{ positive attitude} \\ &= 5.95 + .28 \text{ relate to student} \end{aligned}$$

Interpretation

1. It is clearly observed that there is a higher positive correlation between students satisfaction and spiritual quotient
2. As per the analysis it shows that student satisfaction is dependent on IQ, EQ and SQ of faculty.

VI. CONCLUSION

As per the findings, management should adopt ways to enhance the spiritual quotient of the faculty so that student's satisfaction is enhanced

Student satisfaction is positively correlated to IQ (.076), EQ (.807) and SQ (.935)

This clearly indicates that higher SQ of the faculty will lead to higher student satisfaction

From the regression analysis it is found the SQ can be enhanced by motivating the students when they are low,

Doing more of community services, developing positive attitude towards students and when the faculty can relate more to the students

Organisation should provide adequate spiritual training, Should train the faculty to manage stress, and should have yoga and meditation classes for the faculty. This will enhance SQ in the faculty

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