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QUALITY OF LIFE (QOL): ROLE OF IQ, EQ AND SQ

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Abstract: IQ is the ability to think and reason logically without using the part of the brain concerned with feelings or emotions IQ isn't enough on its own to be successful in life. IQ can help us to get academic achievement but EQ help us to manage the stress and emotions. SQ helps us develop our immediate ego selves and get beyond those deeper layers of capability which like hidden within us. It provides us with the opportunity to live a life which has a deeper level of meaning. We being spiritual beings going through human experience, are obliged to develop our spiritual intelligence (SQ), living the highest quality of life (QoL).

“IQ is the intelligence that seeks to understand the “what”, EQ is the intelligence that seeks to understand the “how”, and SQ is the intelligence that seeks to understand the “why” of things. Quality of Life (QoL).

Keywords: Cognitive Intelligence, Emotional Intelligence (EQ), Spiritual Intelligence (SQ), Quality of Life (QoL).

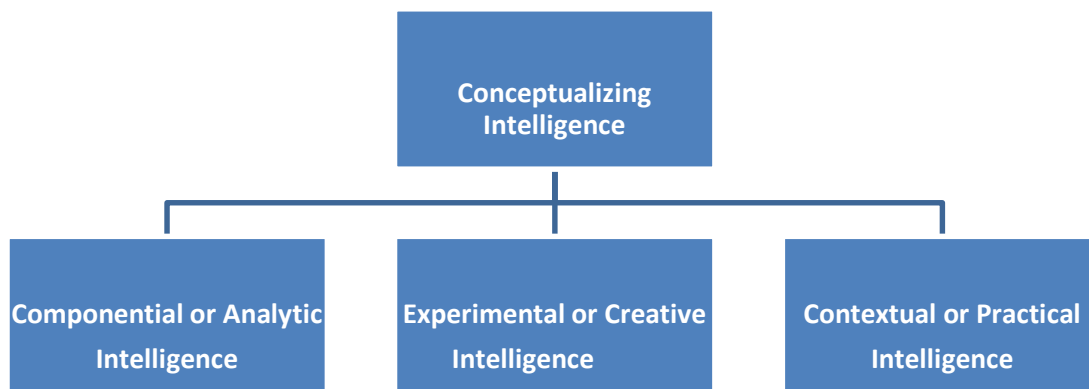
Introduction

The common view of intelligence comprises of at least three broad attributes: verbal ability, practical problem solving and social competence. In contrast some other researchers believe that Intelligence is composed of many separate abilities that operate more or less independently - a person can be high on some components of Intelligence but low on others.

Most of us readily recognize verbal, mathematical and spatial aspects of Intelligence Psychologist. Hayward garden also added such components as musical intelligence - the Kind of intelligence shown by people who without any formal training can sing or play any tune on musical instruments, bodily kinesthetic intelligence the kind shown by Olympic athletes and dancers, personal Intelligence - the ability to get along well with others, and Linguistic Intelligence the kind shown by poets, Literatures and journalists.

Musicians have the ability to produce and appreciate pitch, rhythm and melody. Athletes and dancers have the ability to use the body skillfully for experience as well as goal directed purposes. Intelligence is thus a multidimensional phenomenon and it is important to consider our goals in conceptualizing and measuring it.

American psychologist Robert Sternberg proposed the triarchic theory which suggests that there are three basic forms of human Intelligence. The first type called componential or analytic intelligence, involves the ability to think critically and analytically. Persons high on this dimension usually excel in standard. The second type of intelligence, experimental or creative intelligence emphasizes insight and the ability to formulate new ideas. This is the kind of intelligence shown by many scientific geniuses and inventors such as Einstein Newton, Edison and others. The third type of intelligence is contextual or practical intelligence, persons high on this dimension are intelligent in practical, adoptive since and are adopt at solving the problems of everyday life.



In 1963, R.D. Cattell introduces two types of intelligences which be termed fluid and crystallized intelligence.



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Howard Gardner (1975) published the shattered mind, which introduces the concept of multiple intelligences. These intelligences as follow-

1. Bodily Kinesthetic Intelligence - Athlete, Firefighter, Actor
2. Naturalistic Intelligence - Environmentalist, Farmers, Botanist
3. Verbal/Linguistic Intelligence - Journalist, teacher, lawyer
4. Logical/ Mathematical Intelligence - Engineer, Programmers
5. Musical/Rhythmic Intelligence - Musician, composer, Disk jockey
6. Visual/Spatial Intelligence - Navigator, Sculptor, Architect
7. Existentialistic Intelligence - Philosopher, theorist
8. Interpersonal Intelligence - Counselor, Politician, Sales persons
9. Intrapersonal Intelligence - Researcher, Novelist, Entrepreneur

Thus, we can say that Intelligence is a multidimensional phenomenon and versions factors affect human intelligences like, Heredity, Environment, culture and Ethnicity.

In 1905 Alfred Binet and Theodore Simon developed the first modern intelligence test. Since that time, we have been debating what "intelligence" is, where it comes from and how to develop it?

Our "Intelligence Quotient" or "IQ" is generally thought of as our analytical or mathematical intelligence and our linguistic intelligence (think of college entrance exams- verbal and math components). Initially it was expected that IQ would be a strong predictor of success in careers. In fact, it has turned out to be a weak predictor of success. IQ appears to be related to minimum standards to enter a given a profession. Once we choose our career, what actually leads to success is far more complicated. Earlier it was believed that people with high IQ could alone become successful in personal, academic, family and professional life. Many people with high IQ may be productive and ambitious but found to be cold and detached. People with EQ, even with average IQ have found to be more successful because they are social, empathetic and cheerful IQ is mostly determined by genetics and so it cannot be changed drastically. But EQ is mostly learned so we can improve EQ of adolescents for their wellbeing.

Cognitive Intelligence (IQ)

Cognitive intelligence is the cognitive to reason, have logic to read, analyze, prioritize and write. For doing these our brain uses the neo cortex and does not use the emotional centers of the brain.

Most people think of intelligence as describing "how smart" someone is however, the actual definition is quite a bit more complicated than that. Psychological researchers and theorists have actively debated and argued over how to best define and measure intelligence for over one hundred years. Individual theorists and researchers have disagreed on which mixture of cognitive skills and mental capacities (problem solving, abstract thinking, creativity, memory, concentration, interpersonal skills, body/movement skills, etc.) should be included within the definition and how to measure these important attributes in a fair, culture free manner. At present, intelligence is best thought of not as a single ability or attribute, but rather as a global construct encompassing many different and separate cognitive abilities. According to the American Psychological Association, intelligence describes a person's ability to understand complex ideas, to adapt to the environment, to learn from experience, and to engage in reasoning and decision-making in all sorts of situations (both new and familiar).

Cognitive Intelligence is what is usually being referred to when talking about IQ. It is the ability to think and reason logically without using the part of the brain concerned with feelings or emotions. Cognitive intelligence does not involve social skills but rather analytical, reading and writing skills. Stanford University Psychologist Lewis Terman released the "Stanford Revision of the Binet Simon Scale", (now known as the Stanford-Binet and still in use today) in 1916. This test defined intelligence in terms of four separate cognitive factors:

- Verbal reasoning (e.g., the ability to solve verbal problems and to demonstrate Language mastery through demonstrations of vocabulary knowledge and sentence comprehension).
- Quantitative reasoning (e.g., the ability to solve math problems).
- Abstract/Visual reasoning (e.g., the ability to solve problems requiring comprehension of complex relationships between geometric shapes)
- Short term memory (i.e., the ability to hold facts in memory for a short period of time).



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Emotional Intelligence (EQ)

"A type of social intelligence that involves the ability to monitor one's own emotions, to discriminate among them and to use the information to guide one's thinking and actions."(Salovey & Mayer 1990)

"For success at the highest levels, in leadership positions, emotional competence accounts for virtually the entire advantage" (Goleman-Hay/McBer Research)

A Brief History of Emotional Intelligence

1. 1930s - Edward Thorndike describes the concept of "social intelligence" as the ability to get along with other people.
2. 1940s _ David Wechsler suggests that affective components of intelligence may be essential to success in life.
3. 1950s- Humanistic psychologists such as Abraham Maslow describe how people can build emotional strength.
4. 1975 - Howard Gardner publishes The Shattered Mind, which introduce the concept of multiple intelligence.
5. 1985 - Wayne Payne introduces the term emotional intelligence in his doctoral dissertation entitled "A study of emotion: developing emotional intelligence, self-integration, relating to fear, pain and desire (theory, structure of reality, problem-solving, contraction/expansion, tuning in/coming out/letting to)".
6. 1987 - In an article published in Mensa Magazine, Keith Beasley uses the term "emotional quotient". It has been suggested that this is the first published use of the term, although Reuben Bar-On claims to have used the term in an unpublished version of his graduate thesis.
7. 1990- Psychologists Peter Salovey and John Mayer publish their landmark article, "Emotional Intelligence", in the journal Imagination, Cognition and Personality.
8. 1995 - The concept of emotional intelligence is popularized after publication of psychologist and New York Times science writer Daniel Goleman's book Emotional Intelligence: Why It can Matter More Than IQ.

As we know, it's not the smartest people that are the most successful or the most fulfilled in life. We probably know that people who are academically brilliant and yet are socially inept and unsuccessful at work or in their personal relationships. Intellectual intelligence or IQ isn't enough on its own to be successful in life. IQ can help us get into college but it's EQ that will help us manage the stress and emotions of sitting our final exams.

Emotional intelligence affects

1. Our performance: Emotional intelligence can help us navigate the social complexities of the student-teacher interactions, lead and motivate others, and excel in our career. In fact, when it comes to gauging teachers, we should now view emotional intelligence as being as important as academic ability and should carry out EQ testing before hiring.
2. Our physical health: If we are unable to manage our stress levels, it can lead to serious health problems. Uncontrolled stress can raise blood pressure, suppress the immune system, increase the risk of heart attack and stroke, contribute to infertility, and speed up the aging process. The first step to improving emotional intelligence is to learn how to relieve stress.
3. Our mental health. Uncontrolled stress can also impact our mental health, making us vulnerable to anxiety and depression. If we are able to understand and manage our emotions, we will also be open to mood swings.
4. Our relationships. By understanding our emotions and how to control them, we are better able to express how we feel and understand how others are feeling. This allows us to communicate more effectively and forge stronger relationships, both at work and in our personal life.

The Four Branches of Emotional Intelligence

Salovey and Mayer proposed a model that identified four different factors of emotional intelligence the perception of emotion, the ability to reason us emotions, the ability to understand emotion and the ability to manage emotions.

1. **Perceiving Emotions:** The first step in understanding emotions is to accurately perceive them. In many cases, this might involve understanding nonverbal signals such as body language and facial expressions.
2. **Reasoning with Emotions:** The next step involves using emotions to promote thinking and cognitive activity. Emotions help prioritize what we pay attention and react to, we respond emotionally to things that garner our attention.
3. **Understanding Emotions:** The emotions that we perceive can carry a wide variety of meanings. If someone is expressing angry emotions the observer must interpret the cause of their anger and what it might mean.
4. **Managing Emotions:** The ability to manage emotions effectively is a key part of emotional intelligence. Regulating emotions, responding appropriately and responding to the emotions of others are all important aspect of emotional management.



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Five dimensions of Emotional Intelligence

Dimension	Definition	Hallmarks
Self -Awareness	The ability to recognize and understand our moods, emotions and drives, as well as their effect on others	Self-confidence, Realistic self-assessment, Self- deprecating sense of humor.
Self-Regulation	The ability to control or redirect disruptive impulses and moods. The tendency to suspend judgment- to think before action.	Trustworthiness and integrity. Comfort with ambiguity, Openness to change
Motivation	A passion to work for reasons that go beyond money or status. A tendency to pursue goals with energy and persistence.	Strong drive to achieve Optimism, even in the face of failure. Organizational commitment.
Empathy	The ability to understand the emotional makeup of other people. Skill in treating people according to their emotional reactions.	Expertise in building and retaining talented teachers, Cross-cultural sensitivity, Service to students and society.
Social Skill	Proficiency in Managing relationships and building networks. An ability to find common ground and build rapport.	Effectiveness in leading change. Persuasiveness Improved communication between students and teachers.

EQ is actually a large collection of skills. Goleman and Richard Boyatzis have recently grouped these skills into 4 quadrants as shown below-

SELF AWARENESS	OTHER AWARENESS
* Emotional Self-Awareness * Accurate self-assessment * Self-confidence	* Empathy, * Organizational Awareness, * Service Orientation.
SELF MANAGEMENT	RELATIONSHIP SKILLS
* Emotional Self-Control * Transparency * (honest/trustworthy) * Adaptability * Achievement Orientation * Initiative * Optimism	* Developing Others * Inspirational Leadership * Influence * Change Catalyst * Conflict Management * Teamwork & Collaboration

The research done by Goleman and Boyatzis shows that Self Awareness skills must be developed before the others can develop. This makes sense if we consider Emotional Self-Awareness. If I don't know when I am angry, how can I have Emotional Self Control? How can I have Empathy for your anger? How Can I handle conflict appropriately? Research on EQ has left no doubt that these skills are vital for personal and educational success for the Adolescents.

Spiritual Intelligence (SQ)

The word spiritual comes from the Latin root "Spirits" which means "breath" referring to the breath of life. It involves opening our hearts and cultivating our capacity to experience awe, reverence and gratitude. It is the ability to see the sacred in the ordinary, to feel the poignancy of life, to know the passion of existence and to give ourselves. Its aim is to bring about greater love and compassion for all people and living things its effect, good physical and mental health.

Definition of SQ

" The adaptive use of spiritual information to facilitate everyday problem solving and goal attainment". (Emmons 2000)

"Spiritual intelligence is the ability of individuals to behave with wisdom and compassion while maintaining inner and outer peace, regardless of the situation. (Wigglesworth 2002)



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"Spiritual intelligence is the central and most fundamental of all the intelligences, because it becomes the courses of guidance for the others. (Stephen Covey 2004)

Five components of Spiritual Intelligence are as follows

1. The capacity to transcend the physical and material
2. The ability to experience heightened states of consciousness.
3. The ability to sanctify everyday experience.
4. The ability to utilize spiritual resources to solve problems.
5. The capacity to be virtuous.

On the analysis of five components mentioned above Wiggsworth (2002) have developed twenty-one detailed skills of spiritual intelligence which are as follows:

The 21 Skills of Spiritual Intelligence (SQ)

Higher Self/Ego Self Awareness	Universal Awareness
1. Awareness of own worldview	6. Awareness of interconnected-ness of all life.
2. Awareness of life purpose (mission)	7. Awareness of worldviews of others.
3. Awareness of values hierarchy	8. Breadth of time/space perception
4. Complexity of inner thought	9. Awareness of limitations/power of human perception.
5. Awareness of Ego self/Higher self	10. Awareness of Spiritual Laws.
	11. Experience of transcendent oneness.
Higher Self/Ego Self Mastery	Social Mastery/ Spiritual Presence
12. Commitment to spiritual growth.	17. A wise and effective spiritual teacher/mentor.
13. Keeping Higher self in charge	18. A wise and effective change agent.
14. Living your purpose and values.	19. Makes compassionate and wise decisions.
15. Sustaining your faith	20. A claiming, healing presence.
16. Seeking guidance from Spirit	21. Being aligned with the ebb and flow of life.

This simplest model describes four core intelligences It shows a pyramid to demonstrate the simplest sequence of development. This is a very simple model which is helpful to imagine relation between development of child and development of intelligence.

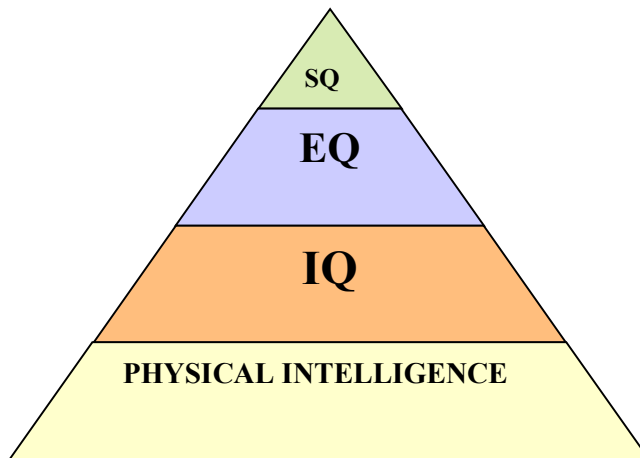


Figure: Vertical Stacking display- Multiple Intelligence

The idea of this model is that as babies we first focus on controlling our bodies. Then our linguistic and conceptual skills develop ("IQ") which is key focus of our school work. We do some early development of relationship skills, but for many of us "EQ" or emotional intelligence becomes a focus area only later when we realize we need to improve- usually based on feedback in work relationships. "SQ" or spiritual intelligence typically becomes a focus later- as we begin to search for meaning and ask "is this all there is?"



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SQ and EQ are related to each other. I believe we need some basics of EQ to even successfully start our spiritual growth. Some degree of emotional self-awareness and empathy is an important foundation. Then, as our spiritual growth unfolds, there would be a strengthening of EQ skills - which would further reinforce and assist the growth of SQ Skills.

According to Wigglesworth (2002), the emotional abilities come earlier than spiritual abilities. Both of these abilities are related to each other and they strengthen each other. Spiritual intelligence increases as individual's capacity to understand others at a higher level. Spiritual understanding allows an individual to discern both the 'true cause' of behavior without judgment, and serve the 'true needs' of others until they themselves learn to meet their own needs. (The Economic Times 2010) This capacity is developed by first learning to free oneself from attachment and neediness and being able to meet our own inner needs. Being able to recognize, understand and respond to the emotions of others requires a level of emotional literacy that can only be developed by learning to recognize one's own feelings and emotions (self-awareness). This is the arena of emotional intelligence.

It allows being motivated intrinsically rather than extrinsically. According to Katz and Kahn (1978), in terms of individual performance, main achievements are:

1. **In-role performance:** Dependably meeting or exceeding standards of prescribed performance.
2. **Extra-role performance:** Innovatively and spontaneously going beyond prescribed roles to perform such actions as co-operating with others, offering suggestions for improvement and representing the organization favorably to outsiders.

Both Emotional Intelligence and Spiritual Intelligence touch the "nerve" of human beings, it "makes" them to go beyond the normal actions. Emotional intelligence, when applied to the workplace, involves the capacity to effectively perceive, express understand and manage emotions in a professional, and effective manner at work (Palmer and Stough 2001) Spiritual intelligence is the set of abilities that individuals use to apply, manifest and embody spiritual resources, values and qualities in ways that enhances their daily functioning and wellbeing (Amram 2007). Both Spiritual Intelligence and Emotional Intelligence complement each other. Both these intelligences are especially relevant in present era of materialism where values are receding to background. Hence, all the more reasons for its inculcation in teachers and students who will form future's society.

Role of IQ, EQ, and SQ in Quality of Life

In childhood we are taken care of by our parents, but in adolescence and in adulthood, we are required to develop our own mind and at times find this extremely hard with our education which is IQ biased. The major duty of the character is to keep us in the change from childhood to adolescence and future adulthood, and now it is much easier to realize why the characteristics stated prior to EQ developments are so necessary.

- Being able to motivate ourselves and persist in the face of frustrations
- Being able to control our impulses and delay gratification
- Being able to regulate and monitor our moods and keep distress from swamping our ability to think
- Possessing the skill of empathy and ability to hope for better things

All of these phases for forming values and all inform our deeper core and this will be journey of exploration and search. They provide us with the opportunity to successfully move from childhood to adulthood by discovering what we may become.

It goes without saying that this phase can be radical or ever shocking changes in case we could pass it we would ask "why are we here? Who sent us here? What is right and what is wrong?"

In adolescence period, we may be made to wonder "why" we should not explain away life but we have to reunite the domains of intelligence from which we have become separated. It is the novelty of the evolutionary process in which humans have to involve by their own choice and desire, when certainty is removed. Unluckily, modern education and the common IQ bias make us ignore the power of decision making and take a role or status in society before having discovered our great capabilities. A wrong certainty is given to us that if we pursue the system, all will go fine. As we know, the crises that so many people face in later life are the undoing of this assume certainty (Bowell, 2005) Then supplementary programs are needed to cover this weak point. Such programs include Life Skills training. emotional intelligence training will go fine. As we know, the crises that so many people face in later life are the undoing of this assume certainty (Bowell, 2005) Then supplementary programs are needed to cover this weak point. Such programs include Life Skills training. emotional intelligence training, and spiritual intelligence training and so on.



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SQ allows the intrapersonal and the interpersonal emotions to fill the gap between self and the other. Goleman (1995) wrote about interpersonal or within-the-self, emotions and interpersonal emotions. those we share with others or use to relate to others. However, EQ alone cannot help us bridge the gap. It needs SQ to have knowledge about what we are and what things mean to us, and how things give others and their meanings a place in our own world. SQ is applied to help us to reach more thoroughly towards the very developed people the potential of who we have to be. Each of us forms an identity through a combination of experience and vision, as well as the tension between what we really do and the larger better things which we may do. On the level of pure ego, we are selfish, I centered, materially ambitious, and so on. Yet, we surely have transpersonal visions of goodness, beauty, perfection, generosity, sacrifice and so on. SQ helps us develop our immediate ego selves and get beyond those deeper layers of capability which like hidden within us. It provides us with the opportunity to live a life which has a deeper level of meaning. And eventually, we may apply our SQ to deal with problems of life and death, problems of good and evil as well as the prime roots of human suffering and at times despair. We usually attempt to rationalize such problems and run away from them, otherwise we will be emotionally conquered or despaired by them. To come into full possession of our spiritual intelligence we have at some time to have seen the face of bell, to have known the possibility of despair, pain deep suffering and loss, and to have made our peace with these (Zohar, 2000). Obviously, spiritual intelligence has a significance influence on the quality of life

Conclusion

Human life is the greatest gift that the God or that Infinite Energy bestows upon us. We ought to respect and love it, making the most of it. We being spiritual beings going through human experience, are obliged to develop our spiritual intelligence (SQ), living the highest quality of life (QoL).

“IQ is the intelligence that seeks to understand the “what”, EQ is the intelligence that seeks to understand the “how”, and SQ is the intelligence that seeks to understand the “why” of things. Quality of Life (QoL)

The term is used in a wide range of contexts. Quality of life should not be confused with the concept of standard of living, which is based primarily on income. Instead, standard indicators of the quality of life include not only wealth and employment, but also the built environment, physical and mental health, education, recreation and leisure time, and social belonging. Quality of Life (QoL) is relatively a newer concept in the field of Organisational Behaviour (OB). It is yet to receive due care and attention. QoL is a difficult area to define, as it is impacted by a number of factors which themselves may be ill defined, inter-related and to some extent overlapping and interdependent. Also, QoL means degree of excellence of one’s life that contributes to benefit to the person himself and the society at large. Motives are arranged along a hierarchy. Those needs which have the greatest potency at any given time dominate behavior, affect quality of one’s life and demand satisfaction. The behavior and QoL of a person depend upon the fulfillment of needs and motives throughout one’s life. QoL can be categorized into two factors and both these factors directly or indirectly affect the QoL of a person: (a) Satisfactory conditions include aspects such as: (i) Group cohesiveness. (ii) Sharing of each other’s experiences. (iii) Helping attitude. (iv) Understanding and sharing each other’s problems. (v) Absence of conflict among members or type of relationship among members e.g., husband-wife, mother-father, parent children, siblings etc; (vi) Absence of mental and physical illness. (b) Satisfying conditions. Include factors such as: (i) A sense of belongingness. (ii) Presence of positive attitude. (iii) Subjective feelings of physical, mental, psychological, social and spiritual well-being.

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