# Centre for Distance and Online Education
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**Class: M.A. (Education) Part-I**  **Semester-I**

**Paper : II**  **PSYCHOLOGICAL FOUNDATIONS OF EDUCATION**

**Unit : II**

**Medium : English**

## Lesson No.

### UNIT-B

2.1 : Theories of Intelligence : Catell's, Thurstone, Gardner's and Guilford's Model

2.2 : Social and Emotional intelligence : Concept and Application

2.3 : Mental Health-Concept, Need and Criteria of Mental Health. Strategies for Promoting Mental Health of Students and Teachers

2.4 : Concept of Stress and Stress Coping Strategies

2.5 : Organizational Stress :Concept, Organizational & Extra Organizational Stressors. Effect of Stress on an individual & organizational strategies to cope with stress

2.6 : Spiritual Intelligence : Concept and Applications

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# Theories of Intelligence : Catell's, Thurstone, Gardner's and Guilford's Model

## 2.1.1  Objectives

The main objective is to discuss the different perspectives of the intelligence and contrasting views about what it is and how it operates. Students will be aware of following concepts after reading this lesson.

    i.      Intelligence

    ii.     Multiple intelligence Phenomenon

    iii.    Individual differences in Intelligence

    iv.    Role of Intelligence in our day-to-day life.

## 2.1.2  Introduction : Intelligence

Intelligence is an innate ability and an attribute of human personality, which

distinguishes man from animals. Biologically, man is the most intelligent animal as he surpasses all other animals in adaptability and adjustability (Kamlesh, 1988). An intelligent individual not only thinks intelligently but acts intelligently too. An intelligent action is not singularly mental in nature, it is psycho-physical. Intelligence produces more of variable behaviour and it enables an individual to acquire varied experience and to learn, to adopt and adapt according to the ever-changing environment. When we face a problematic situation, our total effect is directed towards over coming the difficult situation i.e. we think deeply on all aspects of the problem. The more problematic the situation an individual encounters in life the more intelligently he learns to behave.

### 2.1.3 Gardner's Theory of Intelligence

Intelligence is an important human characteristic. It is not a guarantee of success, accomplishment or personal happiness. Intelligence is one of those concepts that are easier to recognize than to define. The term Intelligence refers to individuals abilities to understand complex ideas to adapt effectively to the environment, to learn from experience to engage in various forms of reasoning, to overcome obstacles by careful thought (Baron, 2002).

Most researchers have focused on normal children and adults. Persons who neither greatly exceed nor fall far, below and most of us are viewed as average levels of intelligence. Howard Gardner (1983) argued that a better tactic would be to study not only persons in the middle of the Intelligence dimension, but also ones at the extremes i.e. geniuses and those whose cognitive functioning is impaired Gardner's theory of multiple intelligences proposes that there are several important types of intelligence. He defined the musical intelligence in which the person can play any tune on the piano without any formal training, personal intelligence is the ability to get along well with others and emotional intelligence is a cluster of traits or abilities relating to the emotional side of life and bodily kinesthetic intelligence, which is used by Olympic athletes. Gardner (1983) described different categories of human abilities as follows.

(1) **Logical-Mathematical Intelligence :** This type of intelligence includes all types of abilities, talents and skills in areas related to logical and mathematics. The persons having this type of intelligence can solve logical puzzles, numerical problems inductive reasoning deductive reasoning and scientific thinking are the main components of this type of intelligence. Scientists, mathematicians, and philosophers have the characteristics of logical mathematical intelligence.

(2) **Verbal Intelligence :** Verbal intelligence is the understanding of ideas and meanings in any language. It is responsible for all kinds of linguistic competence, abilities, talents and skills in human beings. A verbally intelligent person is good in grammar and speech and have proper understanding of syntax, semantics and pragmatics of the language. Writers, lyricists, journalists are considered to be verbally intelligent.

(3) **Spatial Intelligence :** In this type of intelligence the subjects manipulates an object imaginally in space. Many painters, architects, engineers, mechanics, surveyors, navigators, chess players and sculptors use spatial intelligence in their fields of work in their own way.

(4) **Musical Intelligence :** In this type of intelligence a person has the ability to produce and appreciate rhythm, pitch and texture of the forms of musical expressiveness. This type of intelligence is visible in musicians and composers.

(5) **Bodily Kinesthetic Intelligence :** In this type of intelligence a person has the abilities, talents and skills to use different parts of the body to perform skillful and purposeful movements. Doctors, athletes, dancers, actors may be seen to demonstrate a high degree of bodily kinesthetic intelligence in their respective fields.

(6) **Personal Intelligence :** Gardner viewed this type of intelligence as personal intelligence. Later on the concept of emotional intelligence was developed by Daniel Goleman in 1995. Personal intelligence is the ability to get along well with others. It is a cluster of traits or abilities relating to the emotional side of life. Goleman suggests that emotional intelligence consists of five major components.

     i.      Knowing our own emotions

     ii.      Managing our emotions

     iii.      Motivating ourselves

     iv.      Recognizing the emotions of others

     v.      Handling relationships.

Each of these elements plays an important role in shaping the outcomes we experience in life. The knowledge and understanding of others is the quality, which is needed for social interactions in our day-to-day life. Teachers, social workers, psychotherapists, politicians, salesman and leaders have this type of intelligence.

## 2.1.3.1 Characteristics of Gardner's Theory of Intelligence

Gardner's theory has following important features:

(1)     Gardner emphasizes that human intelligence or cognitive competence can be better described as a set of an individuals skills related to a number of domains of knowledge in a particular cultural setting (Suri etal 2004). This theory provides a broad base to the concept of intelligence. He gave the global assessment of ones intellectual competencies and abilities.

(2)     Gardner criticized the general intelligence concept by asking a question that how a person intellectual capacities could be captured in a single measure of intelligence.

(3)     Gardner elaborated the pluralistic view of intelligence. He described that all types of intelligence develop differently in different people depending upon their hereditary characteristics of environmental experiences.

(4)     Gardner's multiple intelligence phenomenon is more correct for adults. He concluded that there is no one general factor as G. It is not at all essential that an individual high on logical mathematical or linguistic abilities will also display exceptional ability in all or other aspects of intelligence e.g. spatial, bodily kinesthetic, musical or emotional intelligence abilities.

(5)     This theory is useful in identifying talented children at an early age.

(6)     All types of intelligence given by Gardner have equal weight for one's intellectual capacities of a person.

## 2.1.4  Cattell's Theory of Intelligence

R.B. Cattell (1963) was a leading American exponent of factor analytic approach. He studied individual differences in intelligence. Cattell gave modification of Spearman's theory and considered intelligence a part of personality. In 16 P.F.-B factor is intelligence. He tried to resolve general versus multiple intelligence issue Cattell concluded that two major clusters of mental abilities exist which are termed as fluid intelligence and crystallized intelligence.

## 2.1.4.1  Fluid Intelligence

It refers to our largely inherited abilities to think and reason. It is the hardware of our brains that determines the limits of our information-processing capabilities. It is a general capacity to acquire new knowledge and solve new

problems. It is put to use when facing new and strange situations requiring adaptation, comprehension, reasoning, problem-solving and identifying relations. The speed with which one can analyze information is an example of fluid intelligence.

### 2.1.4.2  Crystallized Intelligence :

It refers to accumulated knowledge or information we store over a lifetime of experience. It consists of those aspects of intelligence that draw on previously learned information. Classroom tests, vocabulary tests and many social situations in which we must make judgments or decisions about other persons draw on crystallized intelligence. It tends to increase across the entire life span. It reflects the ability to apply and use in previously acquired knowledge. It is learned and dependent on education and culture e.g. how many words one can put to use illustrate crystallized intelligence.

### 2.1.4.3  Difference between Fluid Intelligence and Crystallized Intelligence

(1)    Fluid intelligence is an innate and depends on genetic factors. Crystallized intelligence is acquired and depends on environment experiences.

(2)    Fluid intelligence is more sensitive to the effects of brain injury which reduce total performance while in Crystallized intelligence there is some total loss due to brain damage but more importantly loss is uneven e.g. there may be loss of mechanical skills but no loss in verbal skills.

(3)    Fluid intelligence fluctuates day to day with physiological influences because it is rooted more in efficiency of cerebral function. Crystallized intelligence shows less fluctuation because it consists of acquired habit systems determined by specific cerebral efficiencies.

(4)    Fluid intelligence increases into the early twenties and then gradually declines. Crystallized intelligence tends to increase across the entire life span.

(5)    Fluid intelligence is highly correlated with speed of learning in a new area. Crystallized intelligence is less related to speed of learning

(6)    Fluid intelligence shows itself best in novel or culture free material. Crystallized intelligence is acquired, complex and familiar to cultural activities and skills.

(7) Fluid intelligence is assessed by culture fair tests of general relation educing capacity while crystallized intelligence is measured by tests of specific knowledge and skills.

(8) Fluid intelligence is measured by speed tests, a score expressing speed of solution. Crystallized intelligence is measured by untimed power tests. Fluid intelligence is measured by figural classifications, numbers and letter series, matrices and paired associates. Crystallized intelligence is measured by vocabulary, general information, abstract word analogies and mechanics of language.

## 2.1.5 Thurstone's Group Factor Theory:

For factors not common to all intellectual abilities but common to certain activities comprising a group, the term 'group factor' was suggested.

It was put forward by Thurstone in 1938. He gave this theory after giving 56 types of tests to the students of Chicago University. All these results were subjected to factor analysis. He concluded that in all these tests, nine type of factors were working. He did not believe in G and S theories. He concluded that certain mental operations have a common 'Primary' factor that gives them psychological and functional unity and also differentiate them from other mental operations. A 2nd group of mental operation has its own unifying primary factor and so on. In all there are nine such groups, which cover the entire range of mental abilities. Each of these primary factors, is independent of others.

(I) Verbal factor (V) is concerned with comprehension of verbal relations, words and ideas.

(II) Spatial factor(S) is involved in any task in which the subject manipulates an object imaginatively in space.

(III) Numerical factor(N) is concerned with the ability to do numerical calculations, rapidly and accurately.

(IV) Memory factor (M) involves the ability to memorize quickly.

(V) Word fluency factor (W) is involved whenever the subject is asked to think of isolated words at a rapid rate.

(VI) Inductive reasoning factor (RI) is the ability to draw inferences conclusions on the basis of specific instances.

(VII) Deductive reasoning factor (RD) is the ability to make use of generalized results.

(VIII) Perceptual factor (P) is the ability to perceive objects accurately.

(IX) Problem-solving ability factor (PS) is the ability to solve problems with independent efforts.

## 2.1.6 Guilford's Structure of Intellect Model

Guilford (1967) denies the existence of 'g' or even the possibility that intelligence can be reduced to the new factors. His theoretical made, known as the 'Structure of Intellect' postulates that intelligence has 120 sub- aspects. It is schematized as a cube, each of whose three dimensions has a variable number of sub-divisions.

One of dimensions of intelligence according to Guilford, is content of which there are 4 basic varieties : (1) figural (2) symbolic (3) semantic, and (4) behavioural. Figural content refers to utilization of pictures and images, symbolic content is largely mediated through numbers and letters, semantic content through verbal meaning and behavioural content by interpreting another's behaviour (social intelligence).

The second broad dimension of intelligence is operation of what is done with content. This involves categories : (1) Cognition (2) memory (3) Convergent production (4) Divergent production and (5) evaluation. Cognition refers to awareness of the meaning of words of concepts, memory refers to the ability to retain certain information : convergent production is the ability to come to a valid or logical conclusion on the basis of given pieces of information, divergent production is essentially creativity and evaluation is judging wisely in behaving.

The third broad dimension of intelligence is product or result of operation on content. There are 6 kinds of products : (1) units, (2) classes (3) relations, (5) transformations, and (6) implications. Units are simple products such as a word or number. The product class refers to a class of units such as a noun: a species: relations are relationship between unit such as similarities or differences, the product systems refers to plans or system for action: transformation involves a change, and implications involves making a prediction. Since there are 4 content, 6 products and 5 operations, the resulting combinations involves a total of 120 i.e. (4, 5, 6). A task such as giving the definition of a word in a vocabulary test would involve cognition of units with semantic content. At least 90 sub-aspects of intelligence have been identified and measured through not by any single test (Guilford, 1977). This theory of multivariate intelligence its advantages but, from a practical point of view, it appears difficult to measure so many different combinations of mental content and function.

**Short in text questions**

Q1 : What is meant by fluid and crystal intelligence?

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Q2: Enlist the different types of intelligence as per the Gardner's theory of intelligence?

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## 2.1.7 Summary

Intelligence is an inborn ability to see right thing at the right moment in the right way. It is integral to human nature as a whole. It is a capacity to adjust, ability to learn and ability to think in abstract terms. It is the aggregate or global capacity of an individual to act purposefully, to think rationally, and to deal effectively with his

environment.

In Two-factor theory, Intelligence consists of two factors that is 'g' and 's'. 'g' factor is common to all activities and's' factor differs in every activity.

In Group factor theory, nine types of factors were working. According to this theory, intelligence contain mental operations that have a common 'Primary factor' that gives them functional unity and makes them different from other mental operations.

In theory of multiple intelligence, there are different types of intelligence and Gardner explained seven types of intelligence. He did not believe in 'g' and 's' factor.

### 2.1.8  Key concepts

1. Intelligence-  refers to individuals abilities to understand complex ideas to adapt effectively to the environment, to learn from experience to engage in various forms of reasoning, to overcome obstacles by careful thought.
2. Fluid intelligence – It refers to our largely inherited abilities to think and reason.
3. Crystallized intelligence- It refers to accumulated knowledge or information we store over a lifetime of experience.

### 2.1.9  Self-check exercise

Fill in the blanks

1. **Guilford's** Structure of Intellect' postulates that intelligence has ………… sub- aspects.
2. **Group Factor Theory** was put forward by …………… in 1938.
3. An intelligent action is not singularly mental in nature, it is ……………… too.
4. Doctors and dancers may be seen to demonstrate a high degree of …………………. in their respective fields.
5. Writers, lyricists, journalists are considered to be ………………… intelligent.

### 2.1.10 Suggested Questions

Q.1.    Why is it difficult to define intelligence? Give different definitions of intelligence.

Q.2.    What is the difference between Spearman and Thurston Theory? Discuss Thurston theory in detail.

Q.3.    What are the different types of intelligence according to Gardner? Explain each.

### 2.1.11 Suggested Books

| | | |
|---|---|---|
| 1. | Mathur,S.S. | Educational Psychology |
| 2. | Dash, Murlidhar | Educational Psychology |
| 3. | Chauhan, S.S. | Advanced Educational Psychology |
| 4. | Bhatnagar, A.B. | Advanced Educational Psychology |
| 5. | K.P. Pandey | Advanced Educational Psychology |
| 6. | Aggarwal, J.C. | Advanced Educational Psychology |
| 7. | Mangal, S.K. | Advanced Educational Psychology |
| 8. | Crow & Crow | Educational Psychology |

Answers for self check exercise

1. 120
2. Thurstone
3. psycho-physical
4. bodily kinesthetic intelligence
5. verbally

| LESSON NO. 2.2 | writer – Amita Kaistha |
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# CONCEPT OF EMOTIONAL AND SOCIAL INTELLIGENCE

## Structure

## 2.2.1  Introduction :

The word 'Intelligence' often brings to mind other words like genius, brilliance, intellect and braininess. Often, an image of intelligence is the scenario of the parents taking their preschooler to take an IQ test and finding out he is a 'Genius'. Afterwards, he is branded by society as being intelligent. In today's world the term intelligence has too concrete of a meaning.

Intelligence, often means that a person knows a lot about many things. In reality, however, there are a few different forms of intelligence that people many times overlook. One of these types of intelligence is social intelligence.

This is essentially the ability to properly and effectively interact with people in society. Another form of intelligence that has a very close connection with social intelligence is emotional intelligence. In order to effectively interact with people one must be able to read emotions and have the capability to  channel one's own emotions appropriately in different situations. This is a very important skill that people often neglect. Being intelligent is not just about knowing how to final the area of a circle or knowing how gravity works. Intelligence that people often refer to is a very constricted term. Our IQ may be the foundation for how mentally brilliant we are but, our emotional intelligence is just as important if not more important in regards to our lives. In order to properly function in today's society, it is imperative that a person knows how to interact with others. One must be able to effectively communicate with others in the many environments in the life, whether the person is at work or at home. For this, emotional and social intelligence play a crucial part in success throughout our lives.

## 2.2.2  Objectives

After going through this lesson you will be able to:

(i)      Understand the concept of emotional and social intelligence.

(ii)     Define emotional and social intelligence.

(iii)    Explain the attributes of emotional intelligence.

(iv)    Describe the development of emotional intelligence.

(v)     Discuss the implications and applications of social intelligence.

## 2.2.3  Emotional Intelligence

The term 'Emotional Intelligence' is of recent origin. The phrase was coined in 1980 by two American psychologists, Peter Solovey and John Mayer while they summed up human qualities which included empathy, self-awareness, emotional control etc. For the coming fifteen years, the phrase remained unnoticed and obscure. It was Daniel Goleman of The New York Times who adopted it and introduced it in his best-seller Emotional Intelligence: Why it can Matter More than lQ. The phrase, sooner than before, shot into significance when Goleman claimed that 1Q accounts for only 20 per cent of a person's success in life while EQ (Emotional Intelligence or Emotional Quotient) accounts for the rest of the 80 per cent success.

## 2.2.3.1  Concept of Emotional Intelligence  (EQ)

The terms Emotional Intelligence and Emotional Quotient are used to describe the same aspect of a person's personality. In simple words, Emotional

Intelligence refers to the quality or the trait of conducting one self appropriate to the demands of the situation. Emotional Intelligence may also be defined as 'knowing what feels good, what feels bad, and how to get from bad to good'. The secret of Emotional Intelligence lies in giving expression to an emotion, even if it is anger, in right word or words and not in loud, banging words. Giving a formal academic definition of the term Emotional Intelligence, Dalip Singh says that it "refers to management skills, which enable you to balance emotion and reason so as to maximise your long-term happiness.

He adds: "Emotional Intelligence includes qualities such as self-awareness, ability to manage moods, motivation, empathy and social skills like cooperation and leadership."

**Emotional Intelligence and Intelligence Quotient.** Intelligence Quotient (IQ) is the measure of the intelligence of a person. So far, academicians had been supporting the view that a person's success in any area of activity is the result of his or her level of intelligence. In other words, the belief has been that the more the IQ of a person, the better is his or her achievement or performance. Even better academic achievement, it was believed, depended upon the higher IQ of the pupil. Mr. Daniel Goleman (1996) of the New York Times exploded this myth when he said that 20% of one's success in life is the result of IQ and the rest of 80% is the result of EQ or Emotional Intelligence.

2.2.3.2 Attributes of Emotional Intelligence

It is often thought that the term Emotional Intelligence is allusive and cannot be conceived in clear-cut attributes. Well, that is not a true assertion. No wonder, the term is new is academic and psychological literature. It is under scanner and no final word has yet been pronounced on it. However, we may conveniently enlist a few important attributes of Emotional Intelligence.

1.      Self-awareness : Emotional Intelligence gives self-awareness. A person with a good level of Emotional Intelligence is aware of his or her strengths and weakness. It is this self-awareness that results in success and achievement. A careful examination of the track record of successful people like Bill Gates, Dhirubhai Ambani, Azim Premji and many others would have us believe that the secret of their outstanding achievements lay in their self-awareness as well as their ability to use their personal strengths to carry every venture to a successful end.

2.      Ability to manage moods : Emotional Intelligence is the secret of one's ability to manage one's moods. Different situations call for different

moods. Most successful people do have an incisive mind, backed by high quality training as well as a host of good ideas. But if all this is coupled with Emotional Intelligence, the chances of their. unmatched performance are very high.

3.      **Motivation :** Motivation is another attribute of Emotional Intelligence. An emotionally intelligent person can motivate his associates to get to their jobs and complete the tasks in hand successfully. Others think it difficult to say no to a person possessed with emotional intelligence.

4.      **Cooperation :** A person with Emotional Intelligence gets easy cooperation from others by giving out cooperation himself. Such a person is fully aware of the basic principle -"Like be gets like" Getting involved in the task is the way to getting other people along. Emotional Intelligence does not mean 'Go, go' : it means 'Come, Come' or 'Come, let's share.'

5.      **Empathy :** Empathy is another attribute of Emotional Intelligence. Empathy is the ability to imagin and share other person's feelings and experiences. Behaving this way, the emotionally intelligent person wins the confidence and respect of the one towards whom empathy is shown. In the words of Dalip Singh, "Empathy is the key to success in your career, in friendships, in love and marriage and in child rearing." Mr. Singh illustrates his point by citing the examples of great personalities like Mahatma Gandhiji, Mother Teresa and Florence Nightingale who could instantly empathise with humanity at large.

6.      **Leadership :** It is widely accepted that Emotional Intelligence is the sin qua non for effective leadership. In fact, Emotional Intelligence instills the quality of leadership. In the words of Dalip Singh, "A person who is deficient in Emotional Intelligence may have first class training, an incisive mind, and an endless supply of good ideas, but he may fail to become a great leader". No wonder, "effective leaders are alike in one crucial way: they all have a high degree of Emotional Intelligence."

7.      **Accepting others to get accepted :** Accepting others is the key-factor in getting accepted. An emotionally intelligent person is self-prompted to give importance to others irrespective of normal human weakness. No one is perfect; everyone has human weaknesses. These in no way stand in the way of a person who has adequate degree of Emotional Intelligence. In every organisation, talents are at variance. The seniors must recognise the fact that faults can be corrected by positive and sympathetic approach. And juniors must recognise the status of their seniors. This mutual trust demands high degress of Emotional Intelligence.

8.      **Appropriate Response to Environmental Situations :** Emotional Intelligence is the key to appropriate response to environmental situations. An adequate degree of Emotional Intelligence makes one flexible, innovative and adaptable. An emotionally intelligent person will exercise self-control' in a situation which would make another one aggressive.

9.      **Appreciating the partner's Good Gestures :** Emotional Intelligence is the key to cordial mutual relationships. We often despise fighting couples and we always envy those couples who live an emotionally balanced life. The husband who appreciates each good gesture of his wife and the wife who keeps saying, "Sir, what can I do for you" give proof of Emotional Intelligence Appreciating each other's good gesture is the sign of Emotional Intelligence.

10.     **Appropriate Expression of Emotions :** Appropriate expression of emotions shows emotional competence. Emotional competence is the sign of Emotional Intelligence. Emotional Competence leads to outstanding performance at work. In the words of Dalip Singh, "Emotional competencies are clustered into groups, each based on a common underlying emotional intelligence ability. These underlying emotional intelligence abilities are vital if people are to successfully acquire the competencies necessary to succeed" in any area of work.

## 2.2.3.3   Importance of Emotional Intelligence:

(i)     Good Relationship: Emotional Intelligence helps in developing good relationships.

(ii)    Good Health: Emotional Intelligence helps in developing good health in later life.

(iii)   Good Achievement: Emotional Intelligence helps in making good achievement. Goleman found on the basis of research studies that children who are helped to improve their emotional skills also perform better in achievement tasks as they are good learners.

(iv)    Career Buildings :Emotional Intelligence helps in building better career.

(v)     Low State of delinquency: Research studies have shown that emotional intelligence is also correlated with lower rates of delinquency, violence and drug use in children.

## 2.2.3.4   Development of Emotional Intelligence:

There are certain ways to develop the emotional intelligence. These are as follows:

a.      Level your feelings rather than labeling people or situation. You may say, I feel afraid rather than you are driving like an idiot.

b. Take more responsibility for your feelings. One must say, "I feel jealous rather than you are making me jealous".

c. One should be able to distinct between thought and feeling.

d. Show respect to the feelings of other people.

e. Use your feelings helping others in making decisions.

f. Practice getting positive values from emotions i.e. how do I feel? And what would help me to feel better?

g. Validate other people's feelings.

h. Avoid people who invalidate you.

i. Don't advise, command, control, criticize and judge, but try to listen with empathy and be non judgemental.

The development of Emotional Intelligence comes a long way, right from the days of infancy. When an infant is greeted With a smile, he learns the first lesson in Emotional Intelligence. Parents have crucial role to play since the child's early years are modelled by the caring touch of parents. The parents themselves should be emotionally healthy while they react to the feelings of their children. Neither the parents nor those others attending upon children should do or say anything which would hurt the tender feelings and emotions of growing children. While commenting upon the role of parents, Goleman says that parents "can be a highly effective life-long teacher for (their) child's emotional intelligence for better or worse by how (they) model emotions and handle (their) child every day."

Teacher's Role : Teachers have an equally important role to play in the development of Emotional Intelligence of their pupil. From out of home, the child steps into the school He is placed under the care of the teacher who is the friend, philosopher and guide for him. It is under his guidance that the child learns the essential lessons for leading a successful life. Besides receiving formal lessons in the prescribed curricular content, the child, through incidental and non-formal lessons, gets to know the art of living. It is in this manner that the child gets training in Emotional Intelligence. The little mistakes that he commits, the little lapses on his part, should not become the cause of instant reprimand. The teacher should take care of his own emotions while dealing with children in difficult circumstances. Goleman is of the opinion that the children who are helped to improve their emotional skills do have a better chance to excel others in their performance in different fields.

### 2.2.4  Social Intelligence :

Social intelligence means ability of an individual to react to social situations of daily life. It is a part of individual's mental ability which generates in him the capacity to adopt himself to the society. Because the man is gregarious social animal,so such relations form a part of his living. This kind of intelligence comprehends the fields of skill in behaviour. Along with skill in behaviour are implicit the qualities of personality, character, temperament, mood, honesty, humour etc. all these depict the individual's social intelligence.

### 2.2.4.1   Concept of Social Intelligence

* Social intelligence refers to the ability to effectively understand, interact with, and navigate social situations. It involves comprehending social cues, emotions, and intentions of others and being able to adapt one's own behavior accordingly. Socially intelligent individuals are skilled at interpreting social contexts, expressing themselves appropriately, and building and maintaining positive relationships with others. Social intelligence can be loosely defined as the capacity for empathy and compassion

* Social intelligence lies in acknowledgement the other person as a "You" rather than as a "It", i.e. acknowledgement of the other's humanity rather than objectification

* EQ - 1996; Social Intelligence - 2006

- EQ :- Awareness & ability to manage one's emotions.

- Social Intelligence:- Awareness & ability to manage others' emotions

Social intelligence is a critical aspect in our lives. We are some times too caught up in trying to be 'smart' or worried that our kids are not 'smart' enough. However, we should not put so much attention on how much we know, but rather we should focus on our social intelligence. Although, IQ is determined at birth, our brains are always capable of improving our people skills. We should strive to improve these skills just as much as we try to improve out knowledge. Ultimately, our social intelligence is just as important as our IQ and it is crucial to our success throughout our lives.

### 2.2.4.2   Neuroscience behind Social Intelligence:

* Its means how interpersonal interactions impact the neural linkups via the "emotional tango" that occurs.

* High road is our neural logic circuitry which lies in prefrontal cortex. Low road is our primal instincts rooted in the amygdala (e.g. fight or flight response to danger). High road is our conscious mind, low road our subconscious mind.

* The term "social epigenetics" refer to how interactions shape our neural pathways", leading to the term "neuroplasticity". Spindle cells are like a switchboard that connects other neural cells and are constantly being manufactured and modified according to our interactions. Spindle cells bond the high and low roads. This means that relationships affect our biochemistry.

* Goleman argues that mankind is "wired to connect" for the preservation of our species through the presence of mirror neurons. Mirror neurons are neurons that fire in response to other's pain, anguish, sadness & happiness, which is a kind of primal empathy. Therefore, mankind has a basic instinct for compassion and altruism to help others.

* Hormones are released as a consequence of our interactions. Cortisol, the stress hormone, affects heartbeat, blood pressure and if prolonged over a long period, leads to "burnout". Pleasure hormones such as oxytocin and endorphins give a sense of "everything is all right".

### 2.2.4.3    Applications of Social Intelligence :

a. **Personal Relationships**: Social intelligence plays a crucial role in forming and maintaining strong personal relationships. It enables individuals to empathize, communicate effectively, resolve conflicts, and provide support to others.

b. **Leadership**: Successful leaders often possess high levels of social intelligence. They can understand their team members' needs, emotions, and strengths, fostering a positive work environment and maximizing team performance.

c. **Negotiation and Conflict Resolution**: Socially intelligent individuals are skilled negotiators, able to understand the needs and motivations of others and find mutually beneficial solutions. They can also manage conflicts constructively, promoting harmony and cooperation.

d. **Customer Service**: In professions where interaction with customers is frequent, such as sales and hospitality, social intelligence is crucial for understanding clients' preferences and needs, leading to increased customer satisfaction.

e. **Cross-Cultural Competence**: Social intelligence aids in navigating cultural differences, promoting inclusivity, and avoiding misunderstandings when interacting with individuals from diverse backgrounds.

f. **Networking and Social Influence**: Socially intelligent individuals tend to be adept at networking and building relationships. Their ability to understand and adapt to social dynamics can positively impact their social influence.

g. **Healthcare** - compassion in medical treatment. Doctors treat patients as "I - You" versus "I - It". Respect dignity of patients.

h. **Schools** - creating a "secure base" for learning, encourage peer support (vs bullying) by encouraging group project work

i. **Prisons** - reduce recidivism by teaching inmates trust and communication skills (social intelligence) via teambuilding, sharing of stories, mutual mentoring, caring and peer moral support

## 2.2.4.4   Implications of Social Intelligence:

a. Positive Mental Health: Individuals with high social intelligence are more likely to experience positive mental health outcomes. Understanding and managing emotions, as well as fostering supportive relationships, contribute to overall well-being.

b. Reduced Conflicts: Social intelligence promotes better communication and conflict resolution skills, leading to reduced conflicts in personal and professional settings.

c. Enhanced Collaboration: Teams with socially intelligent members tend to collaborate more effectively, fostering creativity and innovation through diverse perspectives.

d. Academic and Professional Success: Socially intelligent individuals often excel in their academic and professional pursuits. They can effectively navigate social environments, garner support, and seize opportunities.

e. Ethical Considerations: While social intelligence can be a powerful tool, its application should always align with ethical principles. Manipulating others' emotions or exploiting social situations for personal gain can lead to negative consequences and harm trust.

Goleman warned that technology is causing a social disconnect in society, characterized as a social corrosion, a creeping disconnection - email, web, game, video, iPod - reduce the quality of human interaction. People live in a virtual meta-world. He also warns against social engineering as it treats humans as a "I

- It" rather than a "I You" leading to social disconnect.

Social intelligence is essential for our health, happiness well-being and sense of humanity (optimal human existence), by tapping on the social brain.

**Short in text questions**

Q1 : What are the  major components of emotional intelligence given by Goleman?

……………………………………………………………………………………………………………………

……………………………………………………………………………………………………………………

Q2: Briefly explain concept of social intelligence.

………………………………………………………………………………………………………………………………………………………………………

……………………………………………………………………………………………………………………………………………………………….

## 2.2.5   Summary :

In this chapter we have studied about emotional and social intelligence. Intelligence often means that a person knows a lot about many things. But many times people overlook few forms of intelligence those are emotional and social intelligence. In order to effectively interact with people one must be able to read emotions and have the capability to channel one's own emotions

appropriately in different situations. Another form of intelligence that has a very close connection with emotional intelligence is social intelligence. This is the ability of an individual to react to social situations of daily life. Social intelligence is defined as the capacity for empathy and compassion. It is the ability to manage other's emotions. It is described as a safe 'background/container/level/space for emotions to be handled. Social intelligence leads to happiness, better health and better learning.

## 2.2.6  Key Concepts

1.    EQ : Emotional Quotient i.e. Awareness and ability to manage one's emotions.

2.    Social Intelligence : Awareness and ability to manage other's emotions.

3.    Neuro Science : Working of nervous system i.e. working of neurons & neural pathways.

4.    Empathy: Ability to imagine and share other person's feelings and experiences.

## 2.2.7  Self check Exercise

## Fill in the Blanks:

1.    "Emotional Intelligence: Why it Matters more than IQ." This book was written by ……………………………

2.    Self awareness is an  attribute of........................ intelligence.

3.    EQ stands for …………………………

4.    Goleman warns against social engineering as it treats humans as ……………… rather than...........leading to social disconnect.

5.    Technology is causing social .....in society.

## 2.2.8  Suggested Questions

Q.1.   What do you mean by Emotional Intelligence? Discuss its attributes and development.

Q.2.   Define Social Intelligence. Discuss its attributes and implications.

## 2.2.9  Suggested Readings

Below are given the names of books and web sources, which have been used to prepare this lesson.

1.    Bases of Educational Psychology      -      Bhatia K.K.

2.    Psychological foundation of education-      Sodhi, T.S., Suri S.P., Dumral & Dumral

3.    Working with emotional intelligence  -      Goleman  D.

4.    Advanced Educational Psychology      -      Mathur,S.S

5.    Educational Psychology           -   Agyajit Singh & Jaswant Kaur Virk

Web sources

https://www.scribd.com/presentation/148731142/Social-Intelligence
https://asantelim.files.wordpress.com/2018/05/daniel-goleman-emotional-intelligence.pdf

Answers:

1.  Daniel Goleman        3.  Emotional Quotient
2.  Emotional             4.  I - it, I - you
5.  disconnect.

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**LESSON NO. 2.3**         **writer- Amita Kaistha**

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# Mental Health-Concept, Need and Criteria of Mental Health, Strategies for Promoting Mental Health of Students and Teachers

Structure

2.3.1 Objectives

2.3.2 Introduction

2.3.3 Concept of Mental health

2.3.4 Need of mental Health

2.3.5 Criteria of Mental Health

2.3.6 Strategies for improving mental health of students

       2.3.6.1        Methods which can be adopted by parents.

       2.3.6.2        Methods can be adopted by school.

       2.3.6.3        Methods can be adopted by state and social agencies

2.3.7 Strategies for improving mental health of teachers

2.3.8 Summary

2.3.9 Key concepts

2.3.10 Self -Check Exercise

2.3.11 Suggested Questions

2.3.12 Suggested Readings

## 2.3.1 OBJECTIVES

After going through this lesson you will be able to

1. Know the concept of mental health.

2. Explain the need of mental health.

3. Describe the criteria of mental health.

4. Explain the strategies used for improving the mental health of teachers and students

## 2.3.2 INTRODUCTION :

The concept of mental health is as old as human beings. Mental disorders have been referred to in our ancient scriptures since the

dawn of civilization. The Atharva veda, The Chark Samhita have described several diseases of mind with specific methods of their treatment. They have also given the concept of mental health and how to maintain and promote it.

### 2.3.3 CONCEPT OF MENTAL HEALTH

Mental health is a term used to describe how well the individual is adjusted to the demands and opportunities of life. Mental health may be better understood by its comparison with physical health.

A person is said to be physically fit when his body is functioning well and when he is free from pains and troubles. Similarly, a person is in good mental health when his mind or personality is functioning effectively and he is free from emotional disturbances. In general he enjoys life and any unhappiness he has can be understandably explained. He is self-confident, hopeful about himself and his

Opportunities though he may have temporary set backs and discouragements. He is able to meet his problems without much disturbance, and his fears and anxieties are normal. He keeps an equable temper, he is concerned about his health and has emotional maturity, balance and equilibrium. He knows his strengths and weakness. Mental health is on a continuum and one can attain optimum mental health by following the golden means; a set of health attitudes and realising one's creative potential etc. A mentally healthy person is poised serene, which points to an inner world of self-assurance and security, and a sense of self-fulfillment.

A mentally healthy person is one who is in harmony with his own self and consequently with those around him. The conscious and unconscious aspects of his mind are in tune with each other. In spite of his problems and difficulties he is in consonance with the rhythm of life. On the whole we can say that the well adjusted individual has integrated his basic needs with the demands of social living and has high frustration tolerance without being seriously disorganised. His problems pose a challenge to him they do not weaken his resolve.

A mentally healthy person is aesthetic, creative and dynamic, inspired by the values of Love and truth, with a balance of reason and faith, effort and resignation and self-needs and social needs.

Few Definitions of Mental Health :

1. Labell : " Mental- health means the ability to make adequate adjustments to the environment on the plane of reality.

2. J.A. Hadfield defined Mental health as - "the full and harmonious functioning of the whole personality."

3. According to H.W. Bernard, "Mental health involves continuous adjusting rather than a static condition and is therefore a progressive goal. It is an ability to cope with the present and in all likelihood to adjust satisfactorily in the future. Mental health involves a point of view, one takes of all phases of living."

## 2.3.4   NEED OF MENTAL HEALTH

In our society, the increasing strain of adjusting to the accelerated and more materialistic pace of life, greater competitiveness, urbanisation, population explosion, unemployment together with uncertain future has resulted in manifold increase in the incidence of mental illness.   The lack of adjustment is one of increase and the average person is finding increasingly difficult to get along with others, and distrust is becoming characteristic of interpersonal relations.  With technological advancement there has been an erosion of traditional values and which are yet to be replaced by modern alternatives. Human life, today, is under greater stress and strain than it was previously and therefore, there is an increasing need of mental health.

## 2.3.5   CRITERIA OF MENTAL HEALTH

A number of criteria that differentiate a mentally healthy or normal person from a mentally ill or abnormal person have been suggested. These criteria have limitations or weaknesses. Nevertheless, these criteria provide us a valuable insight into the characteristics of a mentally healthy individual.

(a) Statistical Criterion of Good Mental Health : A common sense approach has been to consider those behaviours as normal or healthy which are typical or occur frequently in people. The statistical criteria assumes that psychological traits are normally distributed in a population, that is if the scores of a large group of individuals with reference to a particular trait are plotted on a graph paper, a bell shaped curve of the distribution of the scores would be obtained. The mean or average of the score is typical score of the group. According to statistical criterion, individuals whose scores fall within range of ± 1 standard deviation around the mean would be regarded as normal. Those who score beyond ± 1 standard deviation and are at the ends of the distribution would be regarded as mentally ill. However, those scoring above + 1 standard deviation or positive end of the distribution

can not be equated with those scoring below - 1 standard deviation or negative end of the distribution. For example, according to statistical criterion, individuals with I.Q. scores between 90 to 110 would be regarded as normal or average in intelligence. But according to this criterion, those with I.Q. scores of 60 180 and those with  score of 20 would be labelled as abnormal whereas the former are highly intelligent and later are mentally challenged. Then, the typical or frequently occurring behaviour may be no guarantee that it would be normal or healthy. Would it be fair to justify the behaviour of a population as normal if majority of it take s drugs to overcome depression ? No, because drug dependence is a sign of poor mental health and as majority of people use drugs. This fact does not justify drug consuming behaviour as normal.

(b) Social Conformity as Criterion of Mental Health : This criterion assumes that a person is mentally healthy or normal to the  extent  to which he can adjust to his society, that is conform to the norms and standards. But then there is the problem of undesirable  and  irrational social standards. An intelligent person may be at variance with those standards or expectations, and he  may  get  labelled as insane. The  lives of many great men who thought ahead of their fellow-beings bear testimony of this fact.

(c) Personal Comfort as a Criterion of Mental Health : This criterion considers a person normal or healthy when he is at ease or peace with himself. If the individual is depressed, upset, agitated, or unable to control irrational thoughts he is said to be mentally i ll. However, if the individual is calm, relatively untroubled and indifferent to his inner states then he may be considered as normal or healthy.  The weakness of this criterion is that it does not take into account the social consequences of behaviours, which though satisfying to the individual are undesirable according to social standards. Another limitation is that a  mentally ill person may not be  aware of his illness or inadequacies and this is  especially true  in case  of psychosis when  a total breakdown of the individual (Psychotic) with reality takes place.

(d) Sound Physical Health as a Criterion of Mental  Health  :  No doubt physical health and mental health are interrelated, good physical health does not necessarily guarantee good mental health. Good physical health facilitates good mental  health.

## 2.3.6　STRATEGIES FOR IMPROVING MENTAL HEALTH OF STUDENTS

There are various causes of bad mental health of children. Such as poverty, presence of step-father or step-mother, over-protection of the child by parents, discriminatory treatment of parents towards children, very high expectations of parents from the children, bad company of the child, broken homes and uncongenial school atmosphere etc. Parents, teachers, social workers, psychologists and government have to  own their responsibility to preserve and maintain mental health of children. The following are some of the methods which can be adopted for preserving and maintaining mental health of students.

### 2.3.6.1　Methods Which can be Adopted by Parents

(i) **Sympathetic and Affectionate Attitude :-** Parents should give full affection to children so that the sense of security may be inculcated in the child. Moreover. parents should provide proper solution of their  problems.

(ii) **Congenial Atmosphere in the Home :** Home life should be made congenial i. e. parents should live amicably. There should be peaceful atmosphere at home.

(iii) **Knowledge of Psychology and Child Guidance :** Parents should know the elements of psychology to give proper attention to their children. Moreover, they should guide them properly and help them in making adjustments.

(iv) **No Over-protection or Under-protection :** Parents should not give over-protection or under-protection to their children. If the child gets over-protection then he does not try to think independently for himself. Thus, he can very easily be led away by the temptations offered by his bad companions. If he gets under-protection he may become maladjusted, due to loss of mental  health.

(v) **No Liberal pocket-money :** Parents should not give a large amount of pocket money to their children otherwise there is possibility that they may develop bad habits like smoking, gambling, drinking etc. and all these are the consequences of loss of mental  health.

(vi) **Watch on Children's Friends  :** Parents should invite the friends of their children to their homes and should try to obtain information about their habits, likings, dislikings and other social, mental and emotional  traits.

(vii)  Understanding their Children and taking other preventive measures : The parents should understand their children their mental traits, urges and emotions etc. and should take preventive measures if the child's behaviour tends to be abnormal. An ounce of prevention is worth a pound of cure.

## 2.3.6.2  Methods Adopted by Schools :

(1)  **Co-curricular Activities :** The school should provide co-curricular activities because they help in sublimation of various instincts and emotions and the surplus energy of children is also utilized in them.

(2)  **Efficient, Trained  and Experienced Teachers :** There should be efficient, trained and experienced teachers in the schools. They should be friends, philosophers and guides and must be in a position to solve the problems of their students psychologically.

(3)  **Child-Centred Education :** Education should be given according to the needs, capacities, capabilities, aptitudes and interests of the students.

(4)  **Good Methods of Teaching :** Teacher must adopt good and effective methods of teaching. He should make use of various audio-visual aids in order to make their lessons interesting.

(5)  **Democratic discipline :** There should be democratic discipline in the school.

(6)  **Proper guidance :** Arrangement should be made for guidance of students. Each school should appoint a trained psychologist and a counsellor who can solve the problems of the students psychologically.

(7)  **Co- ordination between school and home :** should be maintained - Both teachers and parents should try for the prevention of ill mental health.

(8)  **Medical Check up :** School should have a clinic for time to time medical check-up of students.

## 2.3.6.3  Methods can be adopted by State and Social Agencies

(1)  **Good Schools :** The state and social agencies should establish good schools where the children can attain proper education.

(2)  **Eliminating Evil Influences :** The state should own the responsibility for eliminating evil influences in the society like gambling, drinking, robbery, begging, pick-pocketing, prostitution,

sex- appealing advertisements, production of sexual pictures, unemployment and poverty.

(3)     Opening Reformative Agencies : The state should open and strengthen reformative agencies like juvenile courts, Anathalaya, Police service, Guidance clinics, Mental Hospitals and beautiful children's gardens, societies and clubs like 'Bal Sadan', 'Bal Niketan' etc.

(4)     Welfare Councils : The  state should organise welfare  councils in every town and strengthen religious institutions, youth serving agencies like Bharat scouts and Guides, N.C.C., A.C.C., educative agencies like libraries, recreative agencies like recreative clubs, public tournaments etc.

(5)     Sterilizing Some Couples : The state should sterilize such couples who are  suffering from some mental disorders because of offspring of such parents will be at lower mental level who in their childhood can easily be led away towards maladjusted behaviour.

There are certain techniques which have been successfully used in U.S.A. We can also experiment with these techniques and adopt of found useful:

(1)     Discussion Technique  : In this technique, time is set aside e ach we e k for the analysis of the adjustment problems of particular students. All the teachers, principals, social workers assemble. The data regarding the problems of the students is presented in the meeting and analysed. After careful analysis of the data, recommendations for remedial measures are made. This technique facilitates student's adjustment to his social-environment.

(2)     The Delaware Human Relations Class : This plan was originated by H.E. Bullis for classes VII, VIII and IX. The plan operates as follows:

Once a week, the teacher reads before the class a story which features emotional problems. The students are encouraged to discuss freely the emotional problems of the story. They are also required give an appraisal of the story and most important of all to indicate from their own personal experiences parallel situations to those presented in the story. The basic idea is to provide release to emotional tensions and a better understanding of their own problems. The students also get

insight by listening to their classmates.

(3)    The Tulsa Personal Relation Course : This course is designed  for adolescent boys and  girls. The  common problems are  discussed in  a planned way in the class. The topic include understanding ourselves, boy and girl friendship, you and your family.

The steps, the  teacher follows, are  listed below :

(i) Students list their personal  problems.

(ii)  Discussing behaviour observed.

(iii)  Showing and discussing films and  slides.

The work of the course incorporates the basic principles of mental hygiene and their application to everyday living.

(4) Remedial Classes : Students who have reading, arithmetic difficulties or frustrated and discouraged in regular classes, may be asked to attend remedial classes.

## 2.3.7    STRATEGIES FOR IMPROVING MENTAL HEALTH OF TEACHERS:

Teacher is a member of large  society. He also  develops maladjustment as people in society develop in modern times. There  are  many  factors and conditions which cause maladjustment, such as  lack of professional aptitude and spirit , occupational hazards, frequent criticisms, restrictions, extra work load, lack of social prestige, poor salaries, high moral expectations, lack of recreational facilities, insecurity of service, lack of facilities etc. We will see how we  can eliminate those  factors  and help the teacher to improve and maintain mental  health.

1.    Improving Teacher-Teacher Relationship -  Success  of  the school depends upon the willingness, cooperation and ability of its members to work together. School should  provide  better  environment for creating good will among the members of the teaching staff.

2.    Improving Teacher-Principal Relations :  The  principal  works as a leader of the group and  much of  the success of  school depends  on his quality of leadership and his personality. The principal can  do  the following things to improve the relations in school personnel :

(i) Keep routines to a minimum: Unnecessary  restrictions  should not be  imposed on teachers because they create tension in the minds  of the teachers.

(ii)  Principal should listen to the problems of  teachers.

(iii) Principal should be democratic in his dealings with staff.

(iv) Principal should remain impartial.

(v) Principal can support the teachers when they need his help.

(vi) If the Principal has to correct any teacher regarding his method of teaching or behaviour, he should call the teacher in private. No teacher should be criticized before the students and his colleagues.

(vii) Principal should not be rigid and traditional in his thinking and ways of dealing with teacher's problems.

(3) **Professional Growth :** The school arrange in-service programmes for teachers to refresh their knowledge of matte r and method of teaching.

(4) **Seminars, Workshops and Conferences :** Teachers from different schools should be invited to discuss problems of education in seminars and workshops. They keep the teachers abreast with new trends and technology in the field of education.

(5) **Service Security :** Some rules and regulations should be formed to check the exploitation of teacher community by private managements who terminate the services of teachers on account of their personal whims. The teacher should feel secure of his service. Payment of salaries should be made regular.

(6) **Teacher-Community Relation :** A close relationship should be established between teachers and the community. The following steps can be taken to strengthen teacher-community relationship.

(i) **Community Service :** The school should adopt local community for improving sanitary conditions, roads and pure water. If the students under the guidance of teachers go to local villages and do some useful work for the improvement of the villages, then a close rapport will be established between school-community which will enhance the prestige and importance of the teacher.

(ii) **Use Criticism :** The criticism given by the society should be used by teacher in a constructive way to improve upon the ir existing conditions.

**Short in text questions**

Q1 :Briefly describe the need of mental health?

……………………………………………………………………………………………………………………

……………………………………………………………………………………………………………………

Q2 What methods are adopted by schools to promote mental health of students?

………………………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………………………

## 2.3.8   SUMMARY :

The concept of mental health is as old as human beings. It is a term used to describe how well the individual is adjusted to the demands and opportunities of life. With technological advancement there has been an erosion of traditional values, people face problems of

adjustment and unemployment so these factors increase the need of mental health. There are certain criteria of good mental health (a) Statistical criterion of good mental health (b) Social conformity as criterion of mental health (c) Personal comfort as criterion of mental health (d) Sound physical health as criterion of mental health.

There are various strategies which can be adopted by parents, school and state to improve the mental health of students. For improving the mental health of teachers various steps can be taken as improving teacher-teacher relationship, teacher pupil and teacher-principal relationship, organising seminars, workshops etc. and improving teacher-community relations.

### 2.3.9   Key concepts

1. Mental health: person's cognitive, behavioral and emotional well being.
2. Remedial classes: providing extra assistance to students who for whatever reason have fallen behind the rest of class in some areas

## 2.3.10 Self-Check   exercise

 Short answers type questions :-

1.      Define mental health.

2.      Enlist the strategies used by parents for improving mental health of  children.

3.      Enlist the preventive measures use d by social agencies for improving mental health of students.

## 2.3.11  SUGGESTED QUESTIONS :

1.  Define mental health. Describe the need and criteria for good mental health.

2.  Write short notes on any three :-

   (i)        Strategies for improving mental health of teachers

   (ii)       Strategies for improving mental health  of students.

   (iii)      Stress coping  techniques.

## 2.3.12   SUGGESTED  READINGS

(1) Advanced Educational Psychology       Dr. A.B. Bhatnagar and Dr.
                                         Meenakshi Bhatnagar

(2) Essentials of Educational Psychology J.C.  Aggarwal

(3) Psychological  foundations of education       Dr. S.P. Suri.
                                         Dr.  T.S.Sodhi
                                         Dr. Prabhjot Dumral

Prof. B.D. Dumral

(4) Advanced Educational Psychology        Dr. S.S. Chauhan

(5) An introduction to Educational          Dr. Kanwarjit Singh
    Psychology and guidance


## Answers for self-check exercise :-

1.    Mental health is mind or personality is functioning effectively
      and person is from emotional disturbances.

2.    (a) Sympathetic and affectionate attitude

      (b) Congenial atmosphere in the home

      (c) Knowledge of psychology & child guidance.

      (d) No-over protection or under protection.

      (e) No liberal pocket money.

      (f) Watch on child's friends.

      (g) Understanding the child and taking other preventive  measures.

3.    (a) Good schools ( b) Eliminating evil influences ( c) opening
      reformative agencies ( d) Welfare councils ( e) Sterilizing some
      couples.

LESSON NO. 2.4                        Writer- Amita Kaistha

# STRESS : CONCEPT OF STRESS AND COPING STRATEGIES

Structure

## 2.4.1  OBJECTIVES :

After going  through this  lesson students will be  able  to  :-

1.     Know the concept of stress.

2.     Understand the meaning of stress.

3.     Explain the causes of stress.

4.     Discuss the impact of stress.

5.     Apply the stress coping techniques to overcome stress.

## 2.4.2  INTRODUCTION :

Now a days life is becoming very complex. Perception of people has changed from simple to complex. In our day to day routine we take the situations of life in  a  very complex manner rather than to handle that in a simple way. Man is becoming very impatient and is a multi-tasking machine. On the other hand sometimes, stress may also occur when

the environment does not demand enough, when there is an under load. Spielberg (1972), was of the view that 'Stress is limited to the magnitude of objective danger that is associated with the stimulus properties of a given situation. Our body responds in various ways to stress. It has a physiological, behavioural & cognitive responses, like increase in heart beat, elevation of blood pressure, disorders related to digestive system, muscular tensions, decrease in performance level and distortions in thinking etc.

## 2.4.3　STRESS

Anyone of us may break down if the going gets tough enough under conditions of severe stress, even a previously stable person may develop temporary psychological problems and loss of capacity to gain pleasure from life. Stress is all around us-at work, in our environment and in our personal lives.

**2.4.3.1　Meaning of Stress** : In psychology, the word stress is used in a good many ways.

(i) **State of Psychological Disequilibrium** - Stress is defined as a state of psychological disequilibrium in human beings caused by frustrations, conflicts and other internal as well as external strains and pressures.

(ii) **Stimuli Causing Disturbance** - Stress is also regarded as a class of stimuli which threatens on individual in some way and thus leads to disturbances in his behaviour and causes maladjustme nt and disorganization of behaviour.

(iii) **Dictionary Meaning of Stress** - Stress as a word means "to draw tight" and has been used to describe hardship, affliction, force, pressure, strain or strong effort. It has been recognised as an external load or pressure supplied on the individual and viewed as person's response to a disturbance.

## 2.4.3.2　Definitions of Stress

Various psychologists defined stress in their own words.

1. **Mc Grath ( 1970 )** defined stress as occuring when there is an imbalance between the perceived demand and the perceived response capability of the organism. According to him four events must be considered in studying stress as a social-psychological process :

(i) the physical or social environment that places some demand on the individual.

(i)  the individual's perception of the demand and the decision about how to respond to it.

(ii)  the organism's actual response to  the  perceived demand.

(iv) the consequences resulting from the  responses.

2.  Baron points out, "Stress is  many  faceted process that  occurs in as response  to events that disrupt  or threatens our physical or psychological  functioning".

3.  Frost  ( 1971 ) defined stress as a state in which  the  natural homeostasis (equilibrium) of the body  is  disrupted. Stress  is  caused by any threat to the organism. Disease, heat, cold, fatigue  all  can cause stress. Even emotional arousal can also bring about stress".

4.  Hand Seldye, "Stress refers to non-specific responses of  the  body to any demand made upon it.

## 2.4.3.3  Causes of Stress

According to Coleman, frustrations, conflicts, and pressures  are  the three important sources of stress :

(i) Frustrations : When a person's desires  and  aims  are  obstructed or unfulfilled it leads to frustration. Frustration can be particularly difficult for a person to cope with because they often lead to self-devaluation, making the person  feel  that  he/she  failed  in  some  way or is incompetent. Obstacles both external and internal can lead to frustration, unemployment, unfulfilment in a job, or physical handicaps, lack of  needed  competencies,  loneliness  guilt  and  inadequate self-control are sources of frustration based on personal limitations.

(ii)  Conflicts : In many instances stress results from the simultaneous occurrence of two or more incompatible needs or motives. They are of three types.

(iii)  Approach-Approach Conflict - When a person  has  to  choose  at one  time between two motives or between two good job opportunities. Decision-making can be  difficult  and  stressful.  A person  has  to  give up one  thing.
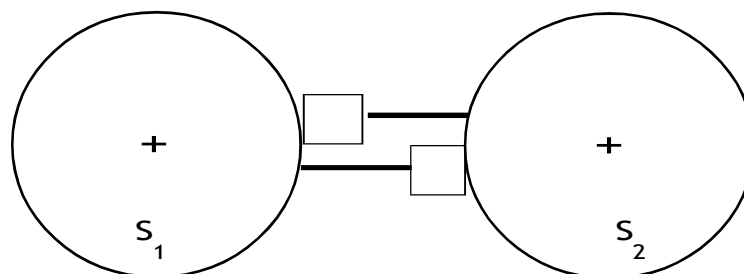


Approach - Approach Conflict

(b) Approach-Avoidance Conflict - To approach and avoid the same goal. A child might like to play football but afraid of getting hurt.
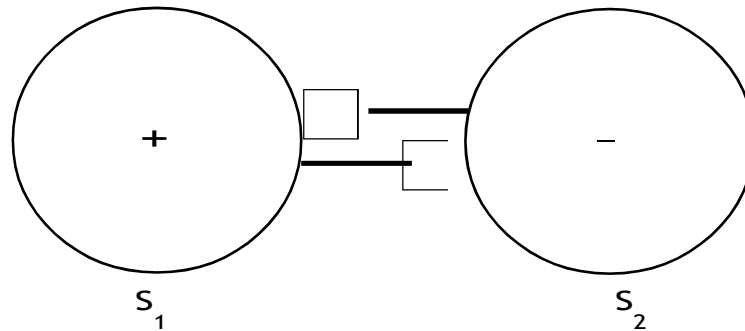


Approach - Avoidance Conflict

(c) Avoidance- Avoidance Conflict - It is a choice between two undesirable alternatives. Eg. A youngster does not want to carry out an unpleasant task but at same time is afraid of punishment from parents.
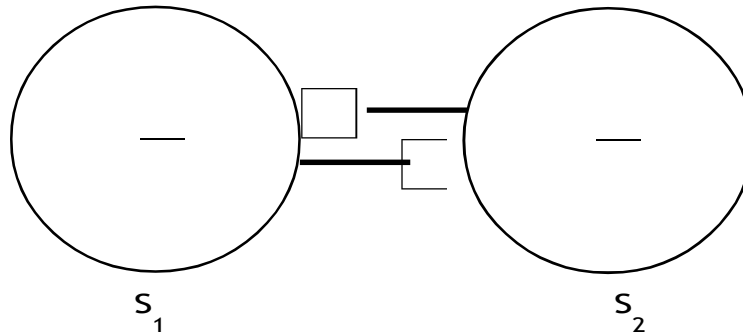


Avoidance - Avoidance Conflict

Whatever type of conflict it is, it is a major source of stress which can lead to maladjustment.

(iii) Pressures : Stress may come not only from frustrations and conflicts, but also from pressures to achieve specific goals. All of us face pressures from external or internal sources. Students may feel under severe pressure of make good grades because their parents demand it or they have to seek admission or get a job. Long hours of study, tension of examination is a considerable stress for many students. People who cannot adapt to such situation show increased anxiety under high stress.

**Short-in-text Questions**

1.   What is Stress? Define it.

     ......................................................................................................................... .

     ......................................................................................................................... .


2.   What are the causes of Stress. Enlist them.

     ......................................................................................................................... .

     ......................................................................................................................... .


### 2.4.3.4   Impact of Stress

These are of three types :

   (i)   **Psychological Responses**

           (a)   )     Feeling upset

           (b)     Inability to concentrate.

           (c)     Irritability.

           (d)     Loss of self-confidence.

           (e)     Worry.

           (f)     Difficulty in making decisions.

           (g)     Racing thoughts.

           (h)     Absent-mindedness.

   (ii)   **Bodily Responses**

           (a)   )     Rapid pulse.

           (b)     Pounding heart.

           (c)     Increased perspiration.

           (d)     Tensing of arm and leg muscles.

           (e)     Shortness of breath.

           (f)     Griffting of teeth.

   (iii)   **Behavioural Responses**

           (a)   )     Deterioration in performance effectiveness.

           (b)     Accident proneness.

           (c)     Smoking, and use of alcohol.

           (d)     Nervous mannerisms. (Foot Taping, Nail biting)

           (e)     Increased or decreased eating and sleeping.

### 2.4.4  Stress Coping Techniques

These can be of three types :

(1) Physiological (2) Behavioural (3) Cognitive.

(1)  **Physiological Coping Techniques :** Psychological responses to stress include muscle tenseness, racing, pulse, uneasy stomach or

sweating. Important physiological coping techniques are :

(i)  Relaxation : Progressive relaxation is the most effective procedure to reduce the tension is our muscles.

(ii)  Controlled Breathing : When you are tense, you tend to take in relatively short, shallow breaths. However, as your body shows down during relaxation, notice that your breathing changes to deeper, longer breaths.

(iii)  ) Meditation : A related technique that is often effective for achieving a relaxed state in meditation.

(2) Behavioural Coping Techniques : We overload our schedules with too many responsibilities. It all adds up to stress. There are plenty of things we can do reduce the stress in our lives. One method is time management.

(a)  Time Management : Time management is learning how to make time work for us instead of against us. Adhering to a well planned schedule can help us make more efficient use of our time and eliminate behaviours that interfere with our main goals. So in time management one can prepare a list of things which he wants to accomplish each day.

(b)  Aids to Behavioural Coping

(i)  Self-Monitor : It is  important to  learn about what causes stress for you and about your personal relations to stress. Effective self-monitoring is your early warning system. It can alert you to the necessity of using the other coping skills to prevent a blow up.

(ii)  Be Yourself : Place your confidence in yourself.

(iii)  Be-Task-oriented : Being task-oriented means that you are concentrating completely on the job at hand.

(iv)  Be patient with yourself. Keep your expectations to yourself at a reasonable level.

(3)  Cognitive Coping Techniques : We do not  always have  control over all the stressors in our lives. We  can hope with the situations in the following two ways.

(i)  Cognitive Restructuring : Cognitive restructuring is the process of replacing negative appraisals of stressors with more positive ones. To  use this technique successfully, begin by monitoring what you say to yourself during period of stress. Begin to modify these thoughts by thinking more adaptive thoughts. In other words try to discover

something humorous about the situation, or imagine creative ways to reduce or eliminate the source of stress.

(ii) **Cognitive Appraisal :** Cognitive appraisal play a crucial role in the way we interpret stressors. They can suggested strategies for dealing with the sources of stress that you might not generate yourself and they can help to reduce the negative feelings that often accompany exposure to stressful events or situation.

## Short-in-Text-Questions

1. Brief the psychological impact of stress.

   …………………………………………………………………………………………………..

   …………………………………………………………………………………………………..

2. Which are the stress coping teachniques? Describe behavioural coping techniques.

   …………………………………………………………………………………………………..

   …………………………………………………………………………………………………..

3. When you are stressful, how do you feel physically?

   …………………………………………………………………………………………………..

   …………………………………………………………………………………………………..

## 2.4.5  SUMMARY :

Stress is defined as state of psychological disequilibrium. Frustrations-conflicts and pressures are the causes of stress. There are three main stress coping techniques (a) Physiological (b) Behavioural (c) Cognitive.

Now a days like is full of problems. Stress by itself does not create maladjustment. A person who experiences stress may develop some abnormal behaviours or even serious disturbances, but usually stress is only one of many factors leading to malajustment. Continuing stress can generally be dangerous for the person. Stress is not comprised of unpleasant experiences only. An excess of pleasant circumstances can also be stressful. Hence, it can be said that "stress is a part of life, but too much of stress is dangerous for health".

## 2.4.6  Key concepts

1. Stress: natural human response that prompts one to address challenges and threats in life

2. Coping: the thoughts and behaviours mobilized to manage internal and external stressful situations

2.4.7    Self-Check Exercise

Short answers type questions :

1.  What do you mean by stress?

2.  Frustration leads to stress. Right or wrong.

3.  Stress is a state of Psychological equilibrium (Right/Wrong)

4.  Deep  breathing, Yoga  and  exercise would all  be  _____ stress management.

5.  Negative stress decreases  the  performance  (Right/Wrong)

6. Task Management   is   a_____ stress   management.

7. Absent-mindedness is a_____ effect of stress.

8. Foot  taping  and  nail  biting  are_____ impart  of  stress.


## 2.4.8  SUGGESTED QUESTIONS :

1.   Describe Stress. Discuss various stress coping  techniques.

2.   Write short  notes.

      (a)      )      Effects of  Stress

      (b)       Causes of  Stress

## 2.4.9   SUGGESTED READINGS :

(1)  Advanced Educational  Psychology      Dr. A.B. Bhatnagar and Dr.
                                                                         Meenakshi Bhatnagar

(2) Essentials of Educational Psychology J.C.  Aggarwal

(3) Psychological foundations of education Dr. S.P.  Suri.
                                                                          Dr. T.S.Sodhi

                                                                         Dr. Prabhjot Dumral
                                                                         Prof. B.D.  Dumral

(4) Advanced  Educational  Psychology      Dr.  S.S.  Chauhan

(5) An  introduction to Educational          Dr. Kanwarjit  Singh
      Psychology and guidance


Answers for self-check exercise :

1.  State of psychological disequilibrium which leads to disturbances in the behaviour and causes maladjustment and disorganization of behaviour.

2.  Right

3.  Wrong

4.  Physiological

5.  Right

6.  Behavioural

7. Psychological

8. Behavioural

LESSON NO. 2.5                    WRITER : NIPUNTA KAUR

# ORGANIZATIONAL STRESS

Structure

## 2.5.1   OBJECTIVES :

After reading this chapter,  the students  will  understand  :

1. The concept of organizational stress.

2. The ways of coping with organizational  stress.

3. Observe the impact of organizational stress on health.

## 2.5.2   INTRODUCTION :

Stress may be understood as a stat e of tension experienced by individuals facing extraordinary demands, constraints or opportunities. The pressures of modern life, coupled with the demands of a job, can lead to emotional imbalances that are collectively labelled 'Stress'. However, stress is not always unpleasant. Stress is the spice of life and the absence of stress makes life dull, monotonous and spiritless. "Stress" is perceived as something bad or unwanted. For example, words or phrases such as "depression", " feeling out  of control",

" overworked", " migraine or headaches", " time pressures", " panic attacks", "anxiety" and "cannot sleep" are commonly used to express what stress means to us personally. Mostly, stress is regarded as a negative experience for the individual. Shorter Oxford Dictionary (2007) describes stress as, "a condition or adverse circumstance that disturbs, or is likely to disturb, the normal physiological or psychological functioning of an individual".

## 2.5.3  Key Definitions :

**Stressor** :  Stressors  are  conditions  and  events  that  evoke  strain. Environmental conditions that cause individuals to experience stress.

**Eustress** : Eustress is the healthy, positive and developmental stress response. This may lead employees to new and better  ways  of  doing their work. It denotes the presence of optimum level of stress in an individual.

**Dystress** : It has been used to refer to negative aspects of the body's reactions to stress, such as depression, anxiety, anger and exhaustion. Distress has been linked with coronary heart  disease, the  speeding  up of  aging  through  hormonal  imbalance,  nervous  conditions,  and  the development of degenerative diseases.

## 2.5.4   Concept of Organizational Stress :

Organizational stress is defined as a situation where in organizational conditions and factors of the job interacts with the employees to change individual's physical and  mental  state  so that  an  individual forces themselves  to   deviate  from  the  normal  system   functioning. Organizational stress is the result of those factors in an organization that cause stress for the individual employee, and in turn, have negative organizational consequence s. For  example, because of organizational needs or changes, factors such as  increased workload or changes in  reporting relationships may  occur. Such changes in the organizational  cli mat e o r structure  may  pre ci pit ate a stressful environment among the employees. The employees stress may cause negative consequences, including absenteeism, burnout, lack of trust, performance problems, or an erosion of positive communication and interaction. Murphy ( 1979 ) defined " organizational stress as the harmful  physical  and  emotional  responses  that  occur  when  the requirements of the job do not match the capabilities, resources, or needs of the worker; it can lead to poor health and even injury".

### 2.5.5 Causes of Organizational Stress :

1. Organizational Change
2. Leadership
3. Changes in Roles and Tasks
4. Balance in Work and Life
5. Job Security and Remuneration 6. Interpersonal Relationship
7. Professional and Competence Development
8. Recognition in the Organization
9. Work Environment
10. Unmet Expectations
11. Low Morale
12. Unfair Treatment

Let us discuss these points in details :

1. **Organizational Change :** The change in the working and organizational structure leads to the chaos among employees. The change either positive or negative severely affect the performance of the employees.

2. **Leadership :** Leadership is the one which entirely controls the working efficacy of the organization. Too strict or too tolerant leadership affects the environment of the organization and capabilities of employees.

3. **Changes in Roles and Tasks :** Position of an employee in an organization is decided by the type of role and the performance. The tasks which an employee feels incompetent to perform results in lower motivation level and deteriorating performance.

4. **Balance in Work and Life :** Work overload leads to frustration which disturbs the balance between work and life.

5. **Job Security and Remuneration:** security is must for every employee. If an employees remains under pressure that he/she can lose his/her job anytime then it will make him unable to do work with full capacities.

6. **Interpersonal Relationship :** The cordial relationship at work place is a source of constant motivation and satisfaction. Lack of stability in relationship leads to the stress.

7. **Professional and Competence Development:** upgradation of knowledge is must for professional growth. If there is a lack of skill among employees then it will affect their performance.

8. **Recognition in the Organization :** recognition of work is must for efficient and constant performance. If the performance or work of employee is constantly sidelined by the leader, then it causes a stress among employees.

9. **Work Environment :** Peaceful work environment is the mandatory condition. If the work space environment is not cordial then a stress level rises.

10. **Unmet Expectations :** It is not appropriate to raise level of expectations. More expectations leads to higher stress levels.

11. **Low Morale :** Morale of an employee is necessary for the organization. Low morale leads to low motivation and low satisfaction.

2.5.6 **Organizational Stressors :** Organizational stressors are various factors in the work place that can cause stress. The general sets of organizational stressors are as follows :

1. **Physical Demands :** Physical demands refer to the working conditions, which include the physical surroundings, and the design or physical setting of the workplace. Physical surroundings refer to aspects such as noise, humidity, lighting, smells and temperature. Excessive noise, vibrations, heat, cold, humidity dry air, poor lighting, extremely bright lighting or other rays such as ultraviolet light and electromagnetic radiation can result in stress.

2. **Task Demands :** Task demands are stressors associated with the specific job a person performs.

3. **Role Demands :** The sources of stress in organizational role include role ambiguity, role conflict, role responsibility towards people and things and other stressors. Role conflict and ambiguity develops when an individual is uncertain about his or her job definition, work objectives, co - workers expectations and responsibilities of his or her job.

4. **Inter-personal relationships at work :** The nature of relationship with one's boss, subordinates and colleagues also form a major source or stress. When poor relationships exist between colleagues, this may lead to irritation which over time leads to a decrease in

self-esteem and an increase in anxiety. Anxiety leads to depressive symptoms further impacting self-esteem.

5. **Organizational Structure and Climate :** This source of stress involves perception of being in the organization and a threat to one's freedom, autonomy and identity.

6. **Group Pressures :** Group pressures may include pressure to restrict output, pressure to conform the group's norms and so forth. An individual who feels a strong need to vary from the group's expectations will experience a great deal of stress.

### 2.5.7 Effects of Organizational Stress :

Organizational stress may challenge the healthiness and performance of the employees. Unhealthy organizations do not get the best from their workers and this may affect not only their performance in the increasing competitive market but eventually their survival.

Effects on organization :

- increasing absenteeism
- decreasing commitment to work
- increasing staff turn-over
- impairing performance and productivity
- increasing complaints from clients and customers
- adversely affecting staff-recruitment
- increasing liability to legal claims and actions by stressed workers
- damaging the organization's image both among its workers and externally.

Effects on Worker :

- become increasingly distressed and irritable
- become unable to relax or concentrate
- have difficulty thinking logically and making decisions.
- enjoy their work less and feel less committed to it
- feel tired, depressed, anxious
- have difficulty sleeping
- experience serious physical problems, such as :
- heart disease
- disorders of the digestive system
- increases in blood pressure, headaches.

2.5.8 **Extra-Organizational Stressors** : Extra organizational stressors are caused by factors outside the organization. For instance conflicts associated with one's career and family life is stressful. Home life certainly impacts one's attitude and performance at work. Death of spouse, injury to one's child, war, failure in school or at work and similar life events can be stressful.

1.  Political Factors : Political factors are likely to cause stress in countries which suffer from political uncertainities. The obvious reason is that the countries have stable political system where change is typically implemented in an orderly manner.

2.  Economic Factors : Changes in business cycles create economic uncertainities. When the economy contracts, people get worried about their own security.

3.  Technological Factors : Technological uncertainty is the third type of environmental factor that can cause stress. In today's era of technological development new innovations make an employee's skill s and experience obsolete in a very short span of time . Computers, auto mat ion are o the r forms of technological innovations, which are threat to many people and cause them stress.

4.  Family : It has a big impact on personality development. Relocation, illness of member, residence, dual career, stress to spouse, divorce & trauma three month effect, spouse or children death can act as stressors.

5.  Race and Class : It is reflected that minorities suffer at job place. Women suffer stress due to discrimination, stereotype working and social isolation.

6.  Residential/Community Conditions : It has revealed through research that condition of housing, convenience of services and shopping, neighborhood and degree of noise and air pollution create stress.

Short in text questions :

1.  Give definition of Organizational stress.

    _____

    _____

2.  Enlist causes of organizational stress.

    _____

    _____

3.  What are the two examples of Extra-organizational stressors.

    _____

    _____

### 2.5.9 Strategies to cope up with Organizational Stress :

1. **Organizational Role Clarity :** Role analysis techniques help to analyze what the job entails and what expectations are.

2. **Job Redesign :** Properly designed jobs and work schedules can help ease stress in the individuals and the organization.

3. **Stress Reduction and Stress Management Programmers :** Stress reduction programmers aim to identify relevant organizational stressors and thus to reduce their effects by redesigning, reallocating workloads, improving supervisory skills, providing more autonomy or job variety etc. Stress management schemes usually focus on training individual employees or their work groups to manage their stress symptoms in more effective ways.

4. **Personal Wellness Programmers :** A Collateral stress programme is an organizational programmes specifically created for the well-being of the employees. Organizations should adopt stress management, health promotion programmes, career development programmes, counselling and other kinds of programmes for this purpose.

5. **Improve Communication :** Share information with employees to re duce uncertainty about their jobs and futures. Make communication friendly and efficient not mean-spirited or petty.

6. **Consult Employees :** Give workers opportunities to participate in decisions that affect their jobs. Consult employees about scheduling and work rules.

7. **Cultivate a Friendly Social Climate :** Provide opportunities for social intersection among employees. Establish a zero-tolerance policy for harassment.

8. **Resolve Conflict Positively :** Resolving conflict in healthy,constructive ways can strengthen trust between people and relieve workplace stress and tension. Adopt constructive techniques of grievance handling.

### 2.5.10 Summary :

Irrespective of the nature of industry and work no job can remain untouched and affected from stress since it is a multi- dependent variable including the individual in its different attributes like personal, work related external and internal environment related and above all psychological makeup which decides the extent to which the person can accept and overcome stress. Thus to overcome the impact of

organizational stressors on employees working efficiency and organization a overall check mechanism need to be designed for the betterment of organization as a whole.

## 2.5.11   Key Concepts :

1. **Organizational Stress :** "A situation where in organizational conditions and factors of the job interacts with the employees to change individual's physical & mental state which enforces the individual to deviate from normal system functioning".

2. **Organizational Stressors :** Factors at work place which causes stress to the individual.

3. **Extra-Organizational Stressors :** Factors outside the organization which lead to stress. These do affect organization and are also get affected by the organization.

### 2.5.12   Self- check exercise

Fill in the blanks –

1. Organizational stress refers to the _____, _____, and _____ experienced by employees due to workplace demands and challenges.
2. …………………… contribute to organizational stress.
3. ……………………… are specific events or conditions within the workplace that lead to stress among employees.
4. The effects of organizational stress on an individual level, may lead to _____, and _____.
5. Financial problems and health problem are the examples of an ……………………………………… .
6. To effectively cope with organizational stressors, employees and organizations can adopt various strategies such as _____,  and _____.

## 2.5.13   Suggested Questions :

1. Briefly explain the concept of organizational stress.
2. What are the causes of organizational  stress?
3. Discuss the strategies to cope up with organizational  stress.

## 2.5.14   Suggested Books :

- Identifying organizational stressors : An effective approach by Ms. Vijit A. Chaturvedi.
- Organizational Stress Management A Strategic Approach by Ashley Weinberg, Valerie J. Sutherland and Cary Cooper
- The Nature and Sources of Organizational Stress : Some coping Strategies by Mahr Muhammad Saeed Akhtar
- Shodhganga.inflibinet.ac.in

ANSWERS –
1. psychological, emotional, and physical strain
2. high workload
3. Stressors
4. anxiety, reduced job satisfaction
5. extra organizational stressors
6. time management, stress management training

LESSON NO. 2.6                    WRITER : Nipunta Kaur

# SPIRITUAL INTELLIGENCE : CONCEPT AND APPLICATION

Structure

2.6.1  Objectives

2.6.2  Spiritual Intelligence

2.6.3  Meaning of Spirit and Spirituality

2.6.4  Meaning and Definitions of Spiritual Intelligence

2.6.5 Concept of Spiritual Intelligence

2.6.6 The Characteristics of Spiritual Intelligence

2.6.7 Dimension of Spiritual Intelligence

2.6.8 Importance of Spiritual Intelligence

2.6.9 Applications of Spiritual Intelligence

2.6.10   Summary

2.6.11   Key Concepts

2.6.12   Self-check exercise

2.6.13   Suggested Questions

2.6.14   Suggested Readings

## 2.6.1  OBJECTIVES :

After reading this lesson the students will be able to:

1.     Describe the Spiritual Intelligence

2.     Understand the meaning and concept of Spiritual Intelligence

3.     Understand applications of Spiritual Intelligence.

## 2.6.2  SPIRITUAL INTELLIGENCE:

In our daily life we often use comment that a particular child is intelligent not intelligent. The term intelligence indicates mental abilities such as understanding specific ideas, solving problems and learning from experience. It indicates the capability for comprehending life, making sense of things and figuring out what to do. Intelligence has many types : Intra-personal Intelligence, Inter-personal

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Intelligence, Emotional Intelligence, Spatial Intelligence etc.

Spiritual Intelligence is the holistic, intuitive and integrative intelligence which also expressed in mystical or religious experimental modes. Moreover spiritual intelligence is the abilities, thoughts, feelings, sensations or intuitions which do not unfold solely on the various levels such as physical, cognitive and emotive intelligence.

### 2.6.3  Meaning of Spirit and Spirituality :

The English word spirit is etymologically driven from Latin word spiritus, meaning "breath" or "soul". The term spirit or soul has many different meanings and connotations depending upon the philosophical backgrounds. It is the ability to see sacred in the ordinary to feel the poignancy of life. It involves opening our hearts and cultivating our capacity to experience awe, reverence and gratitude.

Spirituality is the belief in ultimate goodness and righteousness. Danesh (1997) in his book "The psychology of spirituality" opines that the ultimate human reality is a spiritual one. Spirituality is highly individual and intensely personal.

### 2.6.4  Meaning and Definitions of Spiritual Intelligence :

Basically, the Spiritual intelligence is an ability to access higher meanings, values, abiding purposes, and unconscious aspects of the self and to embed these meanings, values and purposes in living richer and more creative lives. Moreover, spiritual intelligence is the expression of innate spiritual qualities through your thoughts, actions and attitude. Spiritual intelligence expands your capacity to understand others at the deepest level. Spiritual intelligence expands your capacity to understand others at the deepest level. Spiritual understanding allows you to discern both the 'true cause' of behaviour without judgement, and serve the 'true needs' of others until they themselves learn to meet their own needs. This capacity is developed by first learning to free you from attachment and neediness and being able to meet our own inner needs. Attachment and neediness are the  opposite of being spirituality intelligent. There are some definitions that clear the meaning of Spiritual intelligence.

According to Zohar (1997), "Spiritual intelligence is the intelligence that makes us whole, that gives us our integrity. It is the soul's intelligence, the intelligence of the deep self. It is the intelligence with which we ask fundamental questions and with which we reframe our answers".

Buzan (2001) defined spiritual intelligence as "awareness of the world and one's place in it."

According to Vaughan (2002), "Spiritual intelligence is the capacity to recognize multiple level of consciousness; the awareness of spirit as the ground of being; and the awareness of one's relationship to the transcendent, to all people, and to the earth".

According to Nasel (2004), "the application of spiritual abilities and resources to practical contexts. People use spiritual intelligence when they draw on their spiritual abilities and resources to make meaningful decisions, deliberate over existential issues, or attempt problem solving in daily life."

Thus, Spiritual intelligence is concerned with the inner life of mind and spirit and its relationship to being in the world. It implies a capacity for deep understanding of existential questions and insight into multiple levels of consciousness.

## 2.6.5   Concept of Spiritual Intelligence :

Spiritual Intelligence is not related to any particular religion. However it seems to be very much related to 'Righteousness' which is the Indian concept of 'DHARMA'. Zohar & Marshall denotes that relation between religions and Spiritual Quotient (SQ): "We can use SQ to become more spiritually intelligent about religion. SQ takes us to the heart of things, to the unity behind difference, to the potential beyond any actual expression. SQ can put us in touch with the meaning and essential spirit behind all great religions. A person high in SQ might practice any religion, but without narrowness, exclusiveness, bigotry or prejudice. Equally a person high in SQ could have very spiritual qualities without being religious at all".

Further, Zohar and Marshall discussed the notion of Spiritual Intelligence as it is used when one need to be flexible, visionary or creatively spontaneous and also used to transform an individual life into a better status as well as used to understand the meaning and essential objective behind all great religions. Further they indicated that spiritually intelligent person will be able to integrate intrapersonal and interpersonal intelligences. With the help of Spiritual Intelligence, one can fight with the problems of good and bad, life and death and also solve the problems of self and others. Spiritual Intelligence helps an individual to go beyond the materialistic world, beyond his immediate ego or self to live a life with a deeper level of meaning and purpose.

Meanwhile , Richard  A. Bowell ( founder of Spiritual  Intelligence Training), in his book titled "The 7 Steps of Spiritual Intelligence: The Practical Purshuit of Purpose, Success and  Happiness" explored  about how to improve inner strength as well as spiritual intelligence of a person, and suggests to  discover the  "why" of  what we  do, rather than the "what" or " how".  They discussed 7 ways to be more spiritual intelligent: awareness, meaning, evaluation, being centered, vision, projection.

## 2.6.6  The Characteristics of Spiritual Intelligence :

They determined the following features of SI as the definition of SI:

1.  **Self-awareness :** Who you really are and know about connecting with the whole universe . Assesses personal strengths and weaknesses in line with how others see them.

2.  **Led by vision and values :** Children naturally want to serve. Vision and values are definitive of our humanity makes choices guided by a desire to do something worthwhile.

3.  **The ability to face and to use adversity :** Owning both our mistakes and adversity and using  pain and  tragedy with  which to learn.

4.  **Holistic :** Seeing the connections between things. Anticipates the long term consequences of today's actions and decisions.

5.  **Appreciation of diversity :** Thriving in the celebration of diversity. Respect and seriously consider ideas that challenge the mainstream.

6.  **Field Independent :** This indicates the courage  to  be independent. Listens to the views of  others but is always prepared to take responsibility for personal decisions and actions.

7.  **The tendency to ask "why"?** Questions are infinite, and may create reality. Make sure to understand the cause of problems before imitating corrective action.

8.  **The ability to reframe :** Putting things into a larger context of meaning. Seeks to broaden experience by taking on  tasks outside of comfort zone.

9.  **Spontaneity:** This  does  not  mean  acting  impulsively Spontaneity comes from the same Latin roots as "response" and "responsibility".

### 2.6.7   Dimension of Spiritual Intelligence  :

Zohar and Marshall (1999) classified spiritual intelligence into various dimensions as discussed ahead:

1.  **The inner self :** The inner self is one of the dimensions of spiritual intelligence, the inner self is a feeling of the wholeness that one is superior and is also separate and existent also. The inner self have ultimate truth, reality, splendor and  awareness of spiritual truth. It  attains insight, inner view, spiritual truth or supreme truth of the god through direct feeling, intention and insight. The one whose inner self is awakened, lives happily forever, and is consider a level of self gives true identity of its self and becomes one fortune with the  world.

2.  **The inter self :** It relates to the awareness about how an individual influences others. It has a moral principle of helping selflessly others without any returns and in which and individual has the moral responsibility of helping others. The inter self is always ready to nature intelligence and therefore the knowledge is enhanced. The inner self has and ability to pardon others. Such person is autonomous. They are  lovers, and the  worshipers of nature, and therefore there is no question of harm to them.

3.  **Life Story :** Every individual has his own distinct life story in which individual's faith and values play an important role. It remedied can be ordinary or extraordinary.

4.  **Life Philosophy :** An individuals life philosophy is built on the thoughts like who am I? or why I have come? When an individual knows the answers, he follows according to  his  intentions'. Such an individual knows the  meaning and  objective of  life and lives a significant life.

5.  **Spiritual Significance :** It is an ability to know relation between self and materialism, an ability to know results of self, others trends during normal state of consciousness. The one whose spiritual significance is high,  knows that  happiness and unhappiness are designed by the god. Such person develops creative ability. Every phenomenon of life provides spiritual power because behind every phenomenon there is a spiritual  meaning.

6.  **Value Orientation :** Value orientation is based on  assumption that people put forth various goals during decision making, which affect others. An individual or social group adopts different  true

or false principles. They believe in spiritual honesty and consider it necessary. Such person is never egoistic and is continuously involved in spirituality . He accepts prayers morality. The spirituality helps such a person in making progress. They believe that true knowledge is a gift of god. It comes not from outside but from inside, he believes in god and accepts truth. Such person believes in code of conduct. He believes that the whole world runs systematically and makes his insight accordingly.

Short In text Question :

*    Briefly describe the inner self.

_____
_____
_____

*    What do you understand by term spirit.

_____
_____
_____

## 2.6.8  Importance of Spiritual Intelligence:

Spiritual intelligence helps us understand the mind and soul. Though many deny its existence, but it is being consciously or unconsciously practiced by all because it is the intelligence we use to determine what is right or wrong. It enables individual to think through issues from other people's perspective.

## 2.6.9  Applications of Spiritual Intelligence:

Following are the main applications of spiritual  intelligence

1.    By exploring your spiritual core : Through this method you ask   a question to yourself about the person you are and your meaning. Ask these questions to yourself :

a ) Who am I?

b)    What is my purpose?

c) What do I value most?

Above questions will lead you down a road where you will start to think more in depth about yourself as allow you to notice things about yourself which will help you achieve  fulfillment.

2.    For happy and healthy life : You should look for deeper

meanings in your life and analyze the occurring patterns which will help you to see that you have control over your destiny. Thus, being aware of this you can achieve a happy and healthy life.

3. **Get it out :** After a long day or a significant event, you may feel confuse d and not be able to make sense of your feelings. Expressing what is on your mind will help you to maintain a focused mind and by writing down your thoughts, you may be able to think clearer and move forward.

4. **Yoga :** Yoga can help you to improve your spiritual wellness by reducing emotional and physical strains on your mind and body. Yoga is a physical technique that can help lower stress, boost the immune system, and lower blood pressure.

5. **Travel :** When you go for travel to a place where your mind can keep out distractions and help you reflect and rest and you have a better connection with yourself. This allows you to weed out stressors and set your mind on the right path f. Some activities to take part in when on a trip can be exercising, speaking with a counselor or advisor, meditation, or taking a temporary vow of silence.

6. **Always think positive :** When you start view things in a positive manner, you will find yourself to think different and refocus your mind to a happy and healthy place. When you eliminate negativity and re-frame how you think about things and situations, you'll notice yourself being more relaxed.

7. **Meditation :** While managing your time and daily tasks can be hard, it is crucial to devote time to connecting with yourself. Fitting meditation and relaxation into your lifestyle will free your mind and foster a stronger relationship with your spiritual wellness.

8. An individual should accept the adversity rather than to rage against it.

9. A person should use precious material and to avoid waste.

10. A person should have the capacity to see his own ego and select whether to go with the ego's habitual tendency or do something different.

11. An individual should treat everyone and everything with compassion and gratitude including tools and machines.

12.　A person should respect the environment and biodiversity as having inherent and practical value.

## 2.6.10　Summary :

Spiritual intelligence is the type of intelligence which is  the ability of a person to recognize multiple levels of consciousness, awareness of spirit and one's relationship to the transcendent as well as recognized with the inner life of mind and spirit. Many authors have explained the concept of spiritual intelligence according to theory perceptions. There are various ways to develop and apply spiritual intelligence our life such as by exploring your spiritual core, meditation, yoga, travelling and so on.

## 2.6.11　Key concepts :

**Spiritual Intelligence :** Awareness of the World and one's place in it.

**Inner Self :** It is a feeling of  the wholeness that one  is  superior and is also separate.

**Inter Self :** It is awareness about how an individual influences others.

**Life Story :** Life of an individual influences faith and values.

**Life Philosophy :** An individuals life philosophy is built as thoughts which he possess.

**Spiritual Significance :**  It is the abilities to know relation between self and materialism.

**Value Orientation :** It is about the goods which an individual put forth while making decision, which affect  others.

## 2.6.12　Self-check exercise
　　　Fill in the blanks

1.　'Righteousness' which is the Indian concept of………………………. .
2.　………………………… founder of Spiritual  Intelligence Training.
3.　Philosophy of any person is built of ……………. which he possess.
4. ………… is a physical technique that can help lower stress, boost the immune system, and lower blood  pressure.
5. The inner self is a feeling of the ……………………. that one is superior and is also separate and existent also.

## 2.6.13　Suggested Questions :

Q.1　What do you mean by Spiritual  Intelligence?

Q.2　Explain the concept of Spiritual  Intelligence?

Q.3　Describe the main application of spiritual intelligence.

## 2.6.14　Suggested Readings :

Goleman, D. ( 2001). Emotional Intelligence. Curtea Veche Publishing House, Bucharest.

Mathe w J. ( 2012 ) . Factors of Spiritual Intelligence. International Research Journal of Management Sociology & Humanity, 3(2). Retrieved from http:www.irjmsh.com

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Mangal, S.K. (2014). Advanced educational psychology (2nd Ed.). PHI Learning Private Limited, Delhi.

https://shodhganga. inflibnet. ac. in/bitstream/10603 /75499 /7/ 07_chapter%201.pdf

https://www.ipl.org/essay/The-Importance-Of-Spiritual-Intelligence-PKAMUQK6CE86

https: // thesystemsthinker. com/ spiritual- intelligence- a- new - paradigm-for-collaborative-action/

Answers for self- check exercise-
1. 'DHARMA' .
2. Richard  A. Bowell
3. Thoughts
4. Yoga
5. wholeness

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# Mandatory Student Feedback Form

## https://forms.gle/KS5CLhvpwrpgjwN98

Note: Students, kindly click this google form link, and fill this feedback form once.