

Cognitive integration of Intellectual Intelligence (IQ), Emotional Intelligence (EQ) and Spiritual Intelligence (SQ) in transforming the ideal teachers

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This article describes the importance of three types of intelligence that should be possessed by teachers to transform themselves towards being 'ideal' teachers. Three types of intelligence to be observed, adapted and applied by teachers to the students and society as a whole is the ability of: Cognitive integration of Intellectual Intelligence (IQ), Emotional Intelligence (EQ) and Spiritual Intelligence (SQ). Combination of these three elements will ensure the success of a teacher to be a capable educator, not only in the classroom and the school environment, but also at wherever the teacher is being situated and interacting. IQ, EQ and SQ will raise the standards of the 'perfect' teacher from an employee to a professional who is faithful to the performance of education, educational effectiveness and continuity of education. In addition, a professional teacher will become the symbol of the nation's education system and a new inspiration to the teaching career. The authors believe that such teacher transformation will only be realised if the IQ, EQ and SQ are fully given importance.

Key words: Cognitive integration; Intellectual Intelligence; Emotional Intelligence; Spiritual Intelligence.

Introduction

While high-quality teacher preparation programs do exist in Malaysia but there has been no systematic way to ensure that all teachers acquire and continue to develop the knowledge and skills they need to perform professionally. According to the Ministry of Education (2007), in the selection of excellent teachers stressed that outstanding teachers should be able to teach effectively, capable to make the lessons interesting, enjoyable and meaningful to students and to deliver lessons clearly. Unfortunately what kinds of quality do the teacher needs to acquire in order to be excellent is not out-lined. The author believes these three elements; IQ, EQ and SQ are three vital elements in transforming ideal holistic teachers. This idea appears more important as the teachers strive to equip learners with a wide range of skills that they will require to take their place in a world that is in constant evolution; this hastens the need for the development of more

competence-centred approaches to teaching together with greater emphasis on learning outcomes.

Students nowadays are increasingly expected to become more autonomous learners and to take responsibility for their own learning. The students in any class may come from an increasingly wide range of backgrounds and may have a very broad range of abilities. In this context, even initial teacher education of the highest quality cannot provide teachers with the knowledge and skills necessary for a lifetime of teaching. Teachers are called upon not only to acquire new knowledge and skills but also to develop them continuously.

Furthermore, as with any other modern profession, teachers have a responsibility to extend the boundaries of professional knowledge through a commitment to reflective practice, through research, and through systematic engagement in continuous professional development from the beginning to the end of their careers (Desimone, 2009). Career building needs the cognitive integration of IQ applications whereas EQ is needed to be built in order to enhance the relationships with others in which the application of right emotions are desired. SQ is essential to shape the teachers being in good quality of life.

A combination of these three; IQ, EQ and SQ will give birth to well developed teachers, visionary, sustainable, ethical, and knowledgeable and always be in line with the development and aspirations of the country. The development of high quality teachers in fact reflects the development of the country hence, these core ingredients must take into consideration by the systems of education and training for teachers so that an ideal teacher can be produced.

In an effort to instill enormous outstanding values to students, teachers must first be exemplary practitioners to keep these values. This is because teacher's words and actions became attention and reference to pupils, parents and the community. Therefore, teachers must have excellent personal and serve as role model to the students and the society as a whole. Teachers as a second parents have an important role to play in shaping the future of the students. A perfect teacher is not only whom good in self-shaping themselves but also capable to shape future generations to be in a better quality personality in order to provide a meaningful contribution to self, family, community and nation.

Thus, the purpose of this paper is to explore the three ingredients; IQ, EQ and SQ that the teacher's community needs to engrain in them particularly in making a more thoughtful and outstanding teachers and later be able to pass to their students successfully.

Cognitive Integration of Intellectual Intelligence (IQ),

Definition of IQ

There is no single definition of intelligence that can exactly define what intelligence is. It remains controversial issues and debates among psychologists over the definition of intelligence (Goldman and Pellegrino, 1991). The researcher believed that the debate and controversial issues are needed in order to develop better understanding and produce more comprehensive meaning of intelligence. Other than that, it is necessary to highlight that the differences exist because psychologists look from different perspectives based on their specialization areas. For example, cognitive psychologists would explain intelligence based on cognitive aspects, while social psychologist might derive with different conclusion based on sociology point of view. It is not a big predicament; rather

their findings contribute towards complementing one another theories. There is no specific theory that could possibly explain from various perspectives. Therefore, it is significant to combine each piece of puzzles to obtain a complete and full picture of intelligence.

The first pioneer who concerned about the intelligence issues was Francis Galton. He described intelligence with the ability to absorb the information from external environment. Those who are able to screen out and choose important information from environment then analyze the information diligently would be considered intelligent or wise. The intelligent is closely related to sensation and perception. It makes sense for example, when students are in class they are bombarded with much information from the teacher's lecture. Therefore, the ability to choose important information, screen out unimportant one, analyze the information, assimilate with the existing one, accommodate with the previous information and respond towards the information are steps need to be taken in milliseconds. Those who are able to absorb quickly would be categorized as sharp person. Galton focused on the process of obtaining information. The underlying basis for the claim made by Galton, according to Huffman (2000) was that information from the raw sensory data goes upward towards brain, therefore this process is known as bottom-up processing. However, Robert Sternberg (1994) had different view regarding this issue. Sternberg considered intelligence as the ability to control one's thought and overt behavior. In other words, intelligence scope is not restricted to how information process from external environment into internal brain. Rather, the adaptation from the brain to organize information to fulfill internal drive and to respond with the environment appropriately.

On the other hand, information processing theories focused on the process of information, not the byproduct of intelligence. According to Cohen and Sweldik (2010), intelligence was measured with two different separated methods i.e., simultaneous (parallel) and successive (sequential). Simultaneous refers to integrate or synthesize all information at one time while successive denote to analyze each information in sequence. Simultaneous based on synthesis the information whereas successive based on logical thinking. Both are working together in order to develop good ideas and opinions. Based on the information processing theory, Luria (1966) as cited in Das and Jarman (1991) developed somewhat diverse theory which focused on cognitive functions that integrate both cognitive and neuropsychology aspects. Her theory is known as cognitive integration which developed in 1975. The researcher would like to highlight those functions that consist of arousal-attention, coding and planning. It was developed to activate different regions of brain.

From neuropsychology perspective, arousal-attention activates brain stem and limbic system. According to Huffman (2000), brain stem monitors mental activities that related to endurance and limbic system controls emotions, motivation, drive reduction and memory. While coding functions stimulate posterior region and planning functions work in frontal region. According to Huffman, frontal region is considered as the largest part in the brain that consists of thalamus, hypothalamus, limbic system, and cerebral cortex. Different areas function for different purposes. In simple words, frontal region deals with higher mental activities. Therefore, the researchers claimed that Luria's theory of cognitive integration concerned the most on the localization of the brain. Luria divided the test according to the different areas of brain functioning. However, cognitive or mental activities could possibly function as a whole which interact or activate with one another. Besides that, Luria extended her theory from PASS model of intellectual functioning which consists of planning, attention, simultaneous and successive elements.

On the other hand, social perspective developed other view from cognitive perspective. Interaction with others was the ultimate mechanism that contributes to the growth of intelligence (Goldman and Pellegrino, 1991). The underlying assumption was that interaction create learning environment. One might learn experience from others, change opinion, adapt with other's personality and expectation, express feeling towards others, and adopt culture values and moral. Learning process from external environment promote intelligence development among people. Theory of scaffolding developed by Vygotsky also suggested the identical conclusion.

Components of IQ

In 1985, Sternberg has developed the theory that focused the ability of learning, not biological factors. Sternberg introduced Triarchic Theory of Successful Intelligence which consisted of three aspects as follows:

The first aspect is analytical intelligence that deals with the ability of analysis, evaluation, judgment and comparison skills.

The second aspect is creative intelligence that manages the skills of imagination, invention, discovery, and novelty.

The third aspect is practical intelligence that monitors application which converts knowledge, ideas and theory into everyday life. The knowledge is useless without implementation and execution in life.

However, the triarchic theory of intelligence proposed by Sternberg (1994) classified three components of IQ. The three major components are as follows:

The first component is metacomponent which consist of planning monitoring and evaluating of information, action or response. It can be explained as the process of governing ourselves to fit with our environment.

The second component is performance competence which performs all the metacomponent activities. In other words, this component was closely related with first component i.e., metacomponent.

The third component is knowledge-acquisition refers to the ability to learn the process of doing something at the first place. When we learn something which we did not know, this component would deal with that kind of condition.

The theory of cognitive integration can be explained according to the processes which can be divided into three as follows:

1. Arousal-attention is divided into two:

(i) Sustained

(ii) Selective is categorized into two parts according to the ages of candidates which are:

- Selection of reception stage
- Selection at expression stage

2. Simultaneous-successive processing is examined differently as follows:

(i) Simultaneous is divided into three components:

- Perceptual is examined by figure recognition
- Mnestic is assessed by figure recognition and tokens
- Conceptual is evaluated by tokens and matrices design construct

(ii) Successive is divided into three areas:

- Perceptual is assessed by successive orderings
- Mnestic is evaluated by serial-word, recall and sentence repetition
- Conceptual is examined by sentence questioning, sequence copying.

3. Planning is categorized into three levels:

- Low which evaluated by visual, search and trials
- Medium which appraised by matching numbers, verbal fluency
- High which assessed by crack and code

The different tests and assessment were developed to evaluate all three cognitive functions which can be classified into three different methods as follow:

1. Verbal test Attention:

- i. Vigilance
- ii. Selective attention

Simultaneous:

- i. Tokens

Successive:

- i. Serial recall
- ii. Sentence repetition
- iii. Questioning

2. Mixed test

- i. Stroop color naming
- ii. Stroop color-word-naming

3. Nonverbal test Attention

- i. Selective attention (pictures)

Simultaneous

- i. Figure recognition
- ii. Designs
- iii. Matrices

Successive

- i. Successive order
- ii. Sequence copying

Planning

- i. Visual search
- ii. Crack the code

Outcomes of IQ

Is the brain all the matter in our life? What could be the effect of high on IQ? Some related IQ with good on academic performance, happiness in life, satisfaction on career, well being, health and even wealth. A study conducted by Tuntiwarodom and Potipiti (2008) showed that students who scored high on IQ get better grades than those who has low score on IQ. In addition, academic performance closely related to well-being (Quinn and Duckworth, 2007). In other words, students who get better grades are happier in life, experience better well being and vice versa. At the beginning of the school year, fifth

grade students completed measures of wellbeing. It might be due to some reasons. As children realized the expectations from their parents, they perceived that is significant to relate themselves with better grades. Some might perceive grades in class as their important characteristics to heighten their self esteem. However, research conducted by Duckworth and Seligman (2005), the ability of student to perform well in class is not closely associated with IQ; instead they are not able to manage themselves. In other words, lack of self discipline makes them lose control in managing their time thus affect their result. In conclusions, IQ might be one of contributing factors that closely related to perform well in examination provided that the students should put an effort to study hard and smart.

As children closely related themselves with good academic performance, adult might considered themselves as useful when perceived themselves as good personnel in workplace. A study conducted by Ng and Feldman (2009) showed that education level was closely related to creativity, citizenship behaviours and job performance. In other words, higher level of education increases the level of creativity, citizenship behaviour and job performance among employees. However, Cote and Miners (2006) conducted a study among employees to measure their IQ, EQ and how well they associated themselves with workplace performance and organizational citizenship behaviour. The result indicated that IQ is not a significant factor in order to determining whether employees would be able to perform well in workplace. The workplace performance was closely associated with emotional intelligence, not IQ.

In addition to that, Gottfredson and Deary (2004) claimed that people who are scored higher in IQ during their childhood tended to have better health and perform a good lifestyle that the possibility to die because of cancer and other diseases was quite low. The reason why they come out with that conclusion was that individuals care with their health because intelligence was meaningful in preventing disease and follow the doctor's advice and suggestion. This finding also was supported by Hartog and Hessel Oosterbeek's study (1998). IQ does a matter in health. Other study conducted by Janice et al., (2003) indicated that children with epilepsy who scored low in IQ tended to have behavioural problems and mental health problems (Buelow et al., 2003).

As conclusions, IQ plays significant factor in life. Although, the studies reached at different conclusions and findings but, we cannot totally abandon its importance. IQ provided a partial explanation in some of our life matters.

Emotional Intelligence (EQ)

Definitions of EQ

One of the problems in determining past research on EQ is the different incompatible definitions what encompasses EQ (Landau and Meirovich, 2011). EQ can be viewed in two different models or frameworks; ability and mixed or trait models. The ability model was developed by Mayer and Salovey who was actually coined the terms of EQ (Hari, 2011). Their definition of EQ has been most influential, became the accepted definitions for the concepts of EQ and has more promising implications (Lindebaum, 2009).

In 1990, Salovey and Mayer (1990, p. 189) defined emotional intelligence as “the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions”. Seven years later, they refined their conceptualization of emotional intelligence to encompass four interrelated dimensions: the appraisal and expression of self-emotions, the appraisal and recognition of emotions in others, the

regulation of self-emotions, and the use of emotions to facilitate performance. According to this conceptualization, emotional intelligence refers to “the ability to perceive emotions, to access and generate emotions so as to assist thoughts, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth” (Mayer and Salovey, 1997, p. 5).

The mixed of trait model popularised by Goleman and Bar-On. These approaches are much broader conceptualisation of EQ consisting of cognitive ability and personality aspects. Goleman’s theory of EQ which he conceptualized as mixed ability theoretical approach describes EQ as ‘abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one’s moods and keep distress from swamping the ability to think; to empathize and to hope.’ Therefore, EQ is defined as ‘the capacity for recognizing our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationships’ (Goleman, 1998).

Bar-On’s (1997) theoretical framework of EQ is focused to non-cognitive competencies and he defined EQ as ‘an array of non-cognitive capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures’. Although the two models of EQ are diverse in terms of the definitions, but both the models are more complementary than contradictory.

Components of EQ

Individuals have different personalities, wants, needs, and ways of showing their emotions. Navigating through this requires tact and shrewdness; especially if the individuals hoping to succeed in life. This is where EQ theory helps. In theory, EQ refers to a collection of such skills as self-control, determination, self-motivation and sensitivity to the feelings of others. Different scholars have explained the concept of EQ in terms of models consisting of various emotional skills which shares common core of basic concepts.

Mayer and Salovey proposed a four-branch model of EQ that includes the abilities to:

The first branch, emotional perception is the ability to be self-aware of emotions and to express emotions and emotional needs accurately to others. Emotional perception also includes the ability to distinguish between honest and dishonest expressions of emotion.

The second branch, emotional assimilation is the ability to distinguish among the different emotions one feels and to identify those that influence their thought processes.

The third branch, emotional understanding is the ability to understand complex emotions (such as feeling two emotions at once) and the ability to recognize transitions from one to the other.

The fourth branch, emotion management, is the ability to connect or disconnect from an emotion depending on its usefulness in a given situation.

The model proposed by Goleman identifies four domains of EQ that comprise 20 competencies. The five major domains are as follows:

1. Self-Awareness

- i. Emotional awareness: Recognizing one’s emotions and their effects.
- ii. Accurate self-assessment: Knowing one’s strengths and limits.
- iii. Self-confidence: Confidence about one’s self-worth and capabilities.

2. Self-Regulation

- i. Self-control: Managing disruptive emotions and impulses.
- ii. Trustworthiness: Maintaining standards of honesty and integrity.
- iii. Conscientiousness: Taking responsibility for personal performance.
- iv. Adaptability: Flexibility in handling change.
- v. Innovativeness: Being comfortable with and open to novel ideas and new information.

3. Self-Motivation

- i. Achievement drive: Striving to improve or meet a standard of excellence.
- ii. Commitment: Aligning with the goals of the group or organization.
- iii. Initiative: Readiness to act on opportunities.
- iv. Optimism: Persistence in pursuing goals despite obstacles and setbacks.

4. Social Awareness

- i. Empathy: Sensing others' feelings and perspective and taking an active interest in their concerns.
- ii. Service orientation: Anticipating, recognizing, and meeting customers' needs.
- iii. Developing others: Sensing what others need in order to develop and bolstering their abilities.
- iv. Leveraging diversity: Cultivating opportunities through diverse people.
- v. Political awareness: Reading a group's emotional currents and power relationships.

5. Social Skills

- i. Influence: Wielding effective tactics for persuasion.
- ii. Communication: Sending clear and convincing messages.
- iii. Leadership: Inspiring and guiding groups and people.
- iv. Change catalyst: Initiating or managing change.
- v. Conflict management: Negotiating and resolving disagreements.
- vi. Building bonds: Nurturing instrumental relationships.
- vii. Collaboration and cooperation: Working with others toward shared goals.
- viii. Team capabilities: Creating group synergy in pursuing collective goals.

BarOn's model consists of five major components and 15 subscales of these components. The five composite scales include: Intrapersonal Component, Interpersonal Component, Stress Management, Adaptability and General Mood. A brief description of these scales is given below:

1. Intrapersonal Component

- i. The intrapersonal component of EQ emphasizes self awareness and self expression. It includes following five subscales:
- ii. Emotional Self Awareness involves the awareness and understanding of one's own emotions.
- iii. Self Regard involves the understanding, acceptance and respect of the self.
- iv. Self-Actualization refers to the ability to strive for personal goals and actualize one's potentials.
- v. Assertiveness is the ability to effectively express and defend one's beliefs and thoughts.

- vi. Independence is the ability of being self-directed and self-controlled.

2. Interpersonal Component

The interpersonal component of EQ model is concerned with social awareness and interpersonal interactions. It includes following subscales:

- i. Empathy is the ability to be aware of and understand how others feel.
- ii. Social Responsibility is the ability of being a cooperative, constructive and responsible member of the society.
- iii. Interpersonal Relationships refer to the ability to establish pleasant relationships and healthy interaction with others.

3. Stress Management

This component of EQ involves managing and regulating emotions and includes two sub-scales:

- i. Stress Tolerance is the ability to withstand the difficult conditions and unpleasant events by constructively managing emotions.
- ii. Impulse Control is the ability to resist or delay a desire, a drive or a temptation by controlling one's emotions.

4. Adaptability

This component of EQ model is concerned with the ability to adjust with the change and cope with the problems that come with the change. It includes following sub-scales:

- i. Reality Testing means the ability to objectively judge the external reality and the internal feelings.
- ii. Flexibility is the ability to adapt one's thoughts and emotions according to the changing situations and adjust in new situations.
- iii. Problem Solving refers to the ability to identify the problem and to put forward an effective solution.

5. General Mood

This component of emotional intelligence includes the competencies related to self motivation. It includes two sub-scales:

- i. Happiness refers to the satisfaction with one's life, and the ability to express positive feelings and enjoy life.
- ii. Optimism is the ability to think positively, to keep in view the bright side of the life and remain hopeful in the face of difficulties and negative feelings.

As EQ involves such skills as motivation and determination, it can play an important role in achieving goals in various fields of life thereby leading to success. Studies conducted in multiple areas like education, health, work, etc. indicate that EQ is related with different aspect of success in life.

Outcomes of EQ

A common question relates to whether people are born with high EQ or whether it can be learned. The truth is that some will be more naturally gifted than others but the good news are that emotional intelligence skills can be learned. Whether the EQ is learned ability or inborn, the advantage of acquiring this ability is life essence. Studies concerning EQ have been reported throughout the world and although they vary in terms of findings but, they include a number of well-done and convincing demonstrations of the predictive power of EQ. EQ has been found to be a predictor of life satisfaction, healthy

psychological adaptation, positive interactions with peers and family, and higher parental warmth. Lower EQ has been found to be associated with violent behaviour, illegal use of drugs and alcohol, and participation in delinquent behaviour.

Among children and adolescents, EQ positively correlates with good social relations as reported by children themselves and their teachers. Findings from the study by Birknerova (2011) indicates that high EQ among the children and teachers enables a good relationships, social abilities such as empathy, acceptance of the opinions of other and the ability to live, work and cooperate with others. Furthermore Birknerova (2011) concluded that EQ helps to create character and enables to understand personal and interpersonal feelings and relationships.

EQ is found to impact some aspects of family and intimate relationships. According to Mirza et al., (2010) EQ actually measures one's "common sense" and ability to get along with others. Mirza and colleagues had concludes in this study that fathers with high levels of EQ display more pleasure responses to their children's positive behaviour and less anger responses to their children's negative behaviour. Thus, the findings of the present study offer us new insights on the ways in which parents with high emotional intelligence tend to "breed" children with equally high EQ, and vice versa.

EQ plays a vital role in determining the performance and success of academic achievement. The study by Nasir and Masrur (2010) points out that EQ is very important for academic success. Furthermore they also found a significant positive correlation between EQ and academic achievement indicates that academic success does not only depend on cognitive aspects of intelligence rather it is affected by emotional abilities.

There are considerable studies showing that EQ is the determinant of success in a variety of occupational settings. Most recent Lunenburg (2011) further add evidence which is consistent to this theory. Lunenburg (2011) stated that the characteristics of EI (self-awareness, self-management, self-motivation, social awareness and relationship management) are a better predictor of job performance. Lunenburg (2011) concluded that high EQ is necessary tool to enhance leadership performance and success, which the IQ only can't do.

Highly emotional intelligent individuals are likely to experience psychological well being at a higher level than individuals who are low in EQ. Carmeli et al., (2009) has examined the relationship between emotional intelligence and four aspects of psychological well being (self-acceptance, life satisfaction, somatic complaints and self-esteem). Their finding indicates a positive association between EQ and psychological well being components-self-esteem, life satisfaction and self-acceptance. Only marginal significant support was found for the negative relationship between emotional intelligence and somatic complaints.

Spiritual Intelligence (SQ)

Definition of SQ

Spirituality can refer to an ultimate or an alleged immaterial reality (Cousins, 1992) an inner path enabling a person to discover the essence of his/her being; or the "deepest values and meanings by which people live (Sheldrake, 2007)." Spiritual practices, including meditation, prayer and contemplation, are intended to develop an individual's inner life; spiritual experience includes that of connectedness with a larger reality, yielding a more comprehensive self; with other individuals or the human community; with nature or the cosmos; or with the divine realm. Spirituality is often experienced as a source of inspiration or orientation in life (Waaijman, 2002). It can encompass belief in

immaterial realities or experiences of the immanent or transcendent nature of the world (Wikipedia, 2012).

Secular spirituality emphasizes humanistic ideas on qualities such as love, compassion, patience, tolerance, forgiveness, contentment, responsibility, harmony, and a concern for others (Robert, 2011), aspects of life and human experience which go beyond a purely materialist view of the world, without necessarily accepting belief in a supernatural reality or divine being. Spiritual practices such as mindfulness and meditation can be experienced as beneficial or even necessary for human fulfilment without any supernatural interpretation or explanation. Spirituality in this context may be a matter of nurturing thoughts, emotions, words and actions that are in harmony with a belief that everything in the universe is mutually dependent. A modern definition is as follows:

"Spirituality exists wherever we struggle with the issues of how our lives fit into the greater scheme of things. This is true when our questions never give way to specific answers or give rise to specific practices such as prayer or meditation. We also become spiritual when we become moved by values such as beauty, love, or creativity that seem to reveal a meaning or power beyond our visible world. An idea or practice is "spiritual" when it reveals our personal desire to establish a felt-relationship with the deepest meanings or powers governing life"(Kapusinski and Masters, 2010).

Outcomes of SQ

SQ depends on the capacity to see things from more than one perspective and to recognize the relationships between perception, belief, and behavior (Vaughan, 2003). SQ is concerned with the inner life of mind and spirit and its relationship to being in the world. SQ emerges as consciousness evolves into an ever-deepening awareness of matter, life, body, mind, soul, and spirit. Zohar and Marshall (2000) stated that when SQ is high, the individual appears to be intellectual and has appropriate behavior. However when SQ is low, that individual appears to have problematic behavior. Zohar and Marshall concluded individuals with high SQ demonstrated higher measures of satisfaction and performance. Sisk (2008) mentioned that SQ, using a multisensory approach to access one's inner knowledge to solve global problems, could be an integrating theme to create global awareness among teachers and students. High consciousness, wholeness, presence and inner directedness as components of SQ have been considered to be important for the teachers. Furthermore, Amram and Dryer (2007) stated that SQ has an impact on career decision-making and combination with EQ may produce better decisions. In the study of Soleiman and Fatemeh (2012) whom examine the relationship between teachers SQ and their job satisfaction index among 177 senior secondary schools level recommended that the Ministry of Education should include some teacher training programs in order to enhance teachers' SQ based on teachers' with job satisfaction. Such programs will assist teachers in developing better manage in the class.

Discussion

IQ usually equated with having high logical, strategic, mathematical and linguistic talents and good for solving problems. EQ is equally important as IQ in determining the success. People with a high EQ relate well with others, have high self-esteem and respond appropriately to different situations. SQ is essential for well being. SQ puts our individual lives in larger context. It provides meaning and purpose in life and allows us to create new possibilities.

An explicit valuing of IQ, EQ and SQ in academia could have a significant impact on the nature of the school milieu. If both teachers and the school administrators had not only a high IQ but high EQ and SQ, relations between these two groups, which are frequently somewhat strained, would most likely be more amicable. This would be a function of good conflict management skills and adaptive ways of coping with differential levels of power as well as other relation issues. Similarly, relationships between teachers and students might be healthier, leading to a more ideal teaching environment.

The teachers high in IQ, EQ and SQ in the classroom, might be more likely to adopt a humanitarian, balanced and tolerance teaching style, which nurture the development of their self-esteem as educators and encourage students to take a more active approach to learning activities. Active learning will facilitate learning process and enhance student achievement. Furthermore, an interactive learning method can be implemented straightforwardly.

Possession of EQ and SQ would enhance the probability of the teachers for being a second parents as such teachers would tend to be skilled at communicating love, making the student feel valued, setting healthy boundaries, and establishing a real relationship. In fact, high EQ and SQ teacher consider their students as their own child and build a positive impact which leads to social and emotional development.

There are many potential personal, social, and societal benefits in incorporating a focus on the combination of IQ, EQ and SQ, which have been shown to be mouldable into school environment. The teacher whom is well equipped with IQ, EQ and SQ can be included in their programs or activities which can reduce behavioural problems among the students which can interfere with the learning process. The incorporation of such activities results in higher scores on standardized achievement and well being of the students. Knowledge about the syllabuses, ability to solve problems and seeking new possibilities are keystones to academic learning and success.

Personal benefits refer to the teachers high in self-knowledge who are more likely to make wise choices and social competence which enhance the probability of career success in teaching. Career satisfaction, in turn, has been found to have a significant inverse association with mental health problems such as depression and anxiety and a significant positive relationship with physical health, even longevity and also been found to have a significantly positive impact on one's family life (Burke, Oberklaid and Burgess, 2003). High EQ and SQ have a variety of other social benefits as well. Adequate self-knowledge and accurate perceptions of others increase the probability that one will make a wise preference in a relationship as one is more likely to know what one wants, to correctly identify one's needs in the context of the relationship. Logically, it would be expected that those high in EQ and SQ would indeed have a greater capacity to maintain nurturing and emotionally intimate relationships than those low in this EQ and SQ.

In a bigger picture, a community that comprised of individuals high in IQ, EQ and SQ would tend to have low rates of aggressiveness and violent crime as well as a variety of other mental health problems. Hence a growing of an ideal community is certain and can be established in vast for the well being of the society and country.

In summary, the inclusion of a focus on IQ, EQ and SQ as part of the teacher's traits could lead to a variety of positive personal, social, and societal outcomes. Increasing IQ, EQ and SQ may not only facilitate the learning process, improve career choice and likelihood of success, but could also enhance the probability of better personal and social adaptation in general. The teaching experience would tend to be more balanced or holistic as it would focus on educating student as a whole person. There could also be

beneficial effects on the school milieu, improving the environment in which the teaching experience takes place.

Conclusion

Transforming the nation into a developed nation in terms of technology, human capital, human talent whereby the nation has the capability to compete with other developed nation by year 2020 is the sole vision of Malaysia's government. Hence, the role of teachers who are currently educating our nation's pillar and future leaders must engrain themselves the vital intelligence such as IQ, EQ and SQ. On top that, these IQ, EQ and SQ elements have main roles to be played in the education system. A teacher needs these intelligences to move forward to achieve a good quality in career and build competence to achieve success in life. The beauty lies on the ability of the teachers to adapt it as a life wellbeing tools and pass it to their students successfully and observe how this students build their characteristics via these intelligences.

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