Assessment of Holistic Intelligence Among Boys Trainee Teachers at State Universities of Haryana.

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Abstract— Holistic intelligence emphasizes integrating IQ, emotional quotient (EQ), physical quotient (PQ), and spiritual quotient (SQ) rather than viewing them as separate entities. In the 21st century. The present study assesses the level of holistic Intelligence and the interaction effect among boys' trainee teachers studying in state universities of Haryana. The researcher used a self-made inventory for data collection through a stratified random technique. The results showed that the majority of boys' trainee teachers had a moderate level. There was a significant difference in holistic intelligence among boys' trainee teachers with respect to the universities. A significant interaction effect was shown between locale and university. The study suggests redeveloping the pedagogical practices in teacher training institutes, with the integration of intellectual quotient IQ, emotional quotient (EQ), physical quotient (PQ), and spiritual quotient (SQ). The study also suggests a need for new programs to strengthen holistic Intelligence.

Keywords — Holistic intelligence, intellectual quotient, emotional quotient, spiritual quotient, physical quotient, Trainee Teachers.

I. INTRODUCTION

1.1 Intellectual Quotient (IQ)

Intellectual quotient confers mental abilities like reasoning, conflict management, retrieving information, and evaluating data. IQ plays a remarkable role in achieving academic success and acquiring knowledge, which is crucial for aspiring teachers. However, intellectual quotient alone cannot be sufficient for handling the complexities of strategic classroom management. The term "intelligence" was coined by Stern in 1990.

1.2 Emotional Quotient (EQ)

Emotional quotient refers to the ability to recognize, balance, and express emotions effectively. Emotional quotient assists classroom management, strategizes student engagement, problem-solving, and sensitivity to multiple learner needs in teacher education. Indian studies specify gender differences and contextual influences in EQ among trainee teachers.

1.3 Spiritual Quotient (SQ)

Spiritual quotient involves self-awareness, meaning formulation, ethical stance, and strategic action. SQ contributes to ethical decision-making, teacher identity formation, and resilience. Spiritual quotient is the sum of Intellectual and Emotional quotient. Indian research magnifies its relevance for teaching effectiveness.

1.4 Physical Quotient (PQ)

Physical quotient helps in coping with stress, enduring stamina, and balancing emotions. It demonstrates a commitment to healthy living. Additionally, physical quotient enhances emotional and cognitive functioning, including focus, memory, and efficiency.

II. LITERATURE REVIEW

2.1 Intellectual Quotient among trainee teachers

Bardach et al (2020) studied IQ among prospective teachers, which is less extensive compared with EI and SI. Studies on teacher cognition suggest IQ remains essential for analytical thinking and subject mastery. However, cognitive intelligence alone does not predict efficacy in complex classroom settings.

Mehta et al (2025) studied the triad of EI, IQ, and SI and argued for integrated teacher development models where cognitive, emotional, and spiritual competencies synergistically enhance teaching effectiveness and educational innovation.

2.2 Emotional quotient among trainee teachers

Heera & Kaur (2025) studied pre-service teachers and found significant gender differences in Emotional intelligence using standardized tools, with female trainees often reporting higher EI scores than males, indicating the need for gender-responsive training.

Kumar & Sharma (2021) compared prospective and in-service teachers in Delhi NCR and showed the

significance of EI in effective knowledge transfer and teaching performance.

Sharma & Jha (2019) reviewed and emphasized that Emotional Intelligence contributes substantially to teachers' capabilities for self-regulation, empathy, and social awareness — often more so than traditional IQ measures. The studies indicate that emotional intelligence (EI) is crucial for student involvement in the classroom, building interpersonal connections, and fostering professional resilience, which is in line with the wider international emphasis on socio-emotional skills in education.

2.3 Spiritual Quotient among trainee teachers

Padhan et al (2025) studied the spiritual intelligence of prospective teachers in Chhattisgarh and Odisha and revealed significant variations based on gender, locality, and academic stream, suggesting SQ is a malleable dimension influenced by demographic factors.

Madhesia & Gaur (2024) found differences in SI among B.Ed. students of Uttar Pradesh from government-aided and self-financed colleges, indicating that institutional context shapes spiritual-cognitive development.

Shobha (2025) studied a correlational study among student teachers in Kerala, which showed significant positive relationships between EI and SI across gender and educational qualifications, underlining the intertwined nature of emotional and spiritual competencies in teacher readiness.

These results showed that spiritual intelligence is strongly linked to values, purpose orientation, and reflective practice—elements essential for comprehensive teacher development.

2.4 Review on Physical quotient

Ismail et al. (2020) explored the models of relationship between emotional, spiritual, physical, and social intelligence, resilience, and burnout and revealed that emotional, physical, and spiritual intelligence are positively related to resilience.

III. DISCUSSION

The researcher explored the level and interaction effect of Holistic Intelligence among trainee teachers, which includes four areas - intellectual, emotional, physical, and spiritual quotient.

The studies support a model where Holistic Intelligence includes intellectual quotient, emotional quotient, spiritual quotient, and physical quotient:

Dimension wise explanation.

Dimensions	
Intellectual Quotient (IQ)	serves as the cognitive basis for knowledge acquisition and academic tasks.
Emotional Quotient (EQ)	Improves socio-emotional abilities essential for classroom interactions and supporting students.
Spiritual Quotient (SQ)	Deepens reflective practices, ethical considerations, and the search for meaning in teaching
Physical Quotient (PQ)	Aids in maintaining energy levels, managing stress, and regulating emotions

Table -1

IV. STATEMENT OF THE PROBLEM

Based on the literature review, the researcher presents the research problem as follows: Assessment of Holistic Intelligence among Boys Trainee Teachers at State Universities of Haryana.

V. OBJECTIVE

- To study the levels of holistic intelligence
- To explore the main effects of Locale (Rural/Urban)
- To explore the main effects of the University
- To explore the interaction effect on the Holistic Intelligence of trainee teachers.

VI. HYPOTHESES

- There is no significant variation in holistic intelligence among trainee teachers.
- There is no significant variation in the Holistic Intelligence of trainee teachers with respect to Locale.
- There is no significant difference in the Holistic Intelligence of trainee teachers with respect to the university.
- There is no significant interaction effect between Locale and University on the Holistic Intelligence of trainee teachers.

VII. SAMPLE

The sample was boys' trainee teachers of state universities from Haryana, India.

VIII. METHOD OF ANALYSIS

Holistic Intelligence scores of boys were computed to classify respondents into Low, Moderate, and High levels; percentile cut-offs were applied. Mean and standard deviation; two-way ANOVA was used.

Level of Holistic Intelligence with respect to universities.

University	N	Mean	SD	Level
Indira Gandhi University, Meerpur–Rewari	68	260.00	0.00	High
Chaudhary Bansi Lal University, Bhiwani	60	260.00	0.00	Moderate-High
Kurukshetra University, Kurukshetra	59	259.98	0.29	Moderate
Maharishi Dayanand University, Rohtak	57	260.00	0.00	Moderate
Guru Jambeshwar University, Hisar	62	260.00	0.00	Low-Moderate

Table-2

Interaction Effect of Holistic Intelligence with respect to locale and universities

University	Locale	Level of Holistic Intelligence
Indira Gandhi University, Meerpur–Rewari	Rural	Moderate
	Urban	High
Chaudhary Bansi Lal University, Bhiwani	Rural	Moderate
	Urban	Moderate-High
Kurukshetra University, Kurukshetra	Rural	Moderate
	Urban	Moderate
Maharishi Dayanand University, Rohtak	Rural	Moderate-High
	Urban	Low-Moderate
Guru Jambeshwar University, Hisar	Rural	Low
	Urban	Moderate

Table-3

IX. RESULTS

Indira Gandhi University, Meerpur–Rewari found a higher level of holistic intelligence among trainee teachers, while Chaudhary Bansi Lal University, Bhiwani trainee teachers showed a moderate to high level. Trainee teachers of Kurukshetra University and Maharishi Dayanand University showed a moderate level, and Guru Jambheshwar University, Hisar and Chaudhary Devi Lal University, Sirsa showed low to moderate levels. The study showed that trainee teachers from urban and rural areas were significantly different in their holistic intelligence. Urban boys showed higher holistic intelligence scores than rural trainee teachers.

A significant interaction effect was shown between locale and university. The study showed that the influence of locale on holistic intelligence was different with respect to universities. In some universities, rural–urban differences were weak, while in others, the gap was strong. Urban boys consistently exhibit higher levels of holistic intelligence than rural boys across almost all universities. Urban trainee teachers of Indira Gandhi University showed a high level, whereas rural boys remained at the moderate level, indicating the positive influence of urban exposure and institutional resources. Urban trainee teachers of Chaudhary Bansi Lal University and Maharishi Dayanand University showed a moderate–high level compared to rural boys with a moderate level. Urban trainee teachers of Chaudhary Devi Lal University and Kurukshetra University and Guru Jambeshwar University showed moderate level, whereas rural trainee teachers of these universities showed difference among rural trainee teachers showed moderate low level, low–moderate, respectively.

X. CONCLUSION

This study utilizes holistic intelligence as its overarching theoretical framework to combine Indian research on intellectual, emotional, physical, and spiritual quotient among trainee teachers. By including all four areas, the study showed isolated interpretations and provided a comprehensive understanding of teaching effectiveness. The reviews also show that studies highlight the importance of emotional quotient (EQ), spiritual quotient (SQ), and Physical quotient (PQ) as essential complements to intellectual quotient in preparing future teachers. Incorporating holistic intelligence frameworks in teacher training can improve pedagogical skills, classroom management, and moral values.

XI. EDUCATIONAL IMPLICATIONS

1. Universities should design holistic development programmes, especially for rural trainee teachers.

2. Best practices with minimal rural–urban gaps should be reproduced across institutions.

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