

## A study on EQ, IQ and SQ

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### **Abstract**

This creative and innovative strategic technique was developed and optimized to enable the implementation of new and better solutions. The uniqueness offered by this research paper being the service not only focus on a single type of intelligence but combines IQ, EQ and SQ, deeming them all equally important and essential for human character growth and development.

Intelligence Quotient is the measure of one's level of comprehension. You need IQ to solve mathematics, memorize things, and recall lessons. Emotional Quotient is the measure of one's ability to maintain peace with others, keep to time, be responsible, be honest, respect boundaries, be humble, genuine and considerate. Lastly, Social Quotient is the measure of one's ability to build a network of friends and maintain it over a long period of time. People that have higher EQ and SQ tend to go further in life than those with a high IQ but low EQ and SQ. This research paper focuses on the challenges faced by students where most schools capitalize on improving IQ levels while EQ and SQ are played down. A man of high IQ can end up being employed by a man of high EQ and SQ even though he has an average IQ.

This is why as a step out of the box the research paper provides the users with academic centres equipped with highly skilled professional that focus on building ones IQ EQ and SQ respectively. A student's intellectual capability, mental capacity and social receptivity is analysed by our teachers who in turn curate personalized academic patterns or syllabus for the student that will help them grow in an environment personally made by them rather than being subjected to a learning method that is monotonous and standardized for all the children in a classroom. A structured questionnaire was used to gather data from a sample of 150 respondents who identified as the student community of Bangalore who are subjected to standardized classroom learning. In conclusion, this way a student is taught using his likes and interests, with a teaching method individualized and customized for them through which no child is left behind in the race of life and all are nurtured based on their individual capabilities rather than recognising every kid in the classroom as likeminded.

**Keywords:** Students, IQ, EQ, SQ, Classroom learning, Academic centres.

## **Introduction**

The approach taken here is based the belief that academic success is only one part of a well-rounded education. In addition to traditional academic subjects, we focus on enhancing our students' IQ (intelligence quotient), EQ (emotional quotient), and SQ (social quotient), which are critical for achieving success in all areas of life.

Our team of experienced educators and psychologists work together to create customized programs for each student, designed to meet their unique needs and learning styles. We use a variety of techniques and tools, including assessments, coaching, and mentoring, to help students improve their cognitive abilities, emotional awareness, and social skills

## **Literature review**

**1. Singh, Y., & Sharma, R. (2012). Relationship between general intelligence, emotional intelligence, stress levels and stress reactivity. Annals of neurosciences, 19(3), 107.**

Distressing life occasions and day to day existence stresses have both harmful and combined consequences for human body. In a few investigations, stress has been displayed to influence different boundary of higher mental capacity like consideration, focus, learning and memory. Present review was intended to investigate the relationship among GI level, EI level, mental feelings of anxiety and intense pressure reactivity in youthful ordinary solid subjects. The review was led on 34 sound male understudy volunteers to consider a) intense pressure reactivity in subjects with fluctuating degrees of General Intelligence (GI) and Emotional Intelligence (EI) and b) connection between GI, EI, intense pressure and saw pressure.

**2. Aydin, M. D., Leblebici, D. N., Arslan, M., Kilic, M., & Oktem, M. K. (2005). The impact of IQ and EQ on pre-eminent achievement in organizations: implications for the hiring decisions of HRM specialists. The International Journal of Human Resource Management, 16(5), 701-719.**

In this review, IQ and EQ determinants of pre-famous accomplishment in associations were investigated to help HRM experts in choosing more proper occupation candidates, having potential for extraordinary execution in their vocation ways. A few EQ components were demonstrated the most significant in the accomplishment. In any case, IQ components actually assume a vital part in prevalent presentation. Results likewise show that relationship of IQ and EQ levels of prevalent entertainers is huge and solid. All in all, HRM experts need to test both IQ and EQ in the employing system, to make a high-performing labour force in their associations.

**3. Effendi, M., Matore, E. M., & Khairani, A. Z. (2016). Correlation between adversity quotient (AQ) with IQ, EQ and SQ among polytechnic students using rasch model. Indian Journal of Science and Technology, 9(47), 1-8.**

The exploration utilized review with four arrangements of surveys to gauge a wide range of insights. A sum of 1,845 respondents including five polytechnics were chosen by zone by utilizing the proportionate bunched multistage separated examining procedure. Discoveries: The review shows a moderate positive connection of

AQ relationship with EQ ( $r = 0.519$ ,  $p = .000$ ,  $N = 1845$ ) and AQ with SQ ( $r = 0.485$ ,  $p = .000$ ,  $N = 1845$ ). In expansion, there is an extremely feeble positive relationship ( $r = 0.019$ ,  $p = .408$ ,  $n = 1845$ ) between AQ with IQ of polytechnic understudies in Malaysia. The subsequent meet-ups are important to reinforce AQ with EQ and SQ through reasonable program of self-advancement. Application/Improvement: This paper makes a huge commitment to corresponding insights with the stretch information utilizing Rasch model. It additionally shows the work to investigate the capability of AQ in enabling understudies with different sorts of insights for polytechnic understudies in Malaysia. It gives an incredible proposal where AQ can be a solid indicator to improve EQ and SQ in expanding understudies' exhibition.

**4.Noordin, M. F., & Karim, Z. A. (2014, November). The effect of IQ vs. EQ on knowledge management and innovation. In The 5th International Conference on Information and Communication Technology for The Muslim World (ICT4M) (pp. 1-5). IEEE.**

The discussion over the significance of IQ versus EQ on individuals' presentation has been for quite some time questioned between specialists. One of the spaces that it could impact is on information the executives (KM) and advancement which are profoundly reliant upon individuals. In any case, examines on KM and development are generally zeroing in on the administration or hierarchical level issues. There is a need to concentrate on this relationship at the singular level to perceive how people impact their authoritative KM and advancement. This review means to analyze the impact of IQ versus EQ on KM and advancement. Study polls are utilized to gauge IQ and EQ, respondents' KM measures association and discernment on their development execution. Incomplete least square (PLS) investigation is utilized in the examinations to decide the connection between IQ, EQ, KM measures and authoritative advancement. Results demonstrate that EQ affected KM and development essentially, yet this isn't the situation for IQ.

## **Research Methodology**

The approach used in this study is based on the evaluation of IQ, EQ, and SQ using standardized tests and/or self-reported measurements. The curriculum would be developed with an emphasis on developing the skills and abilities connected to each type of intelligence, based on the needs of the students as determined by these assessments.

This study's research technique is descriptive in nature. The study is based on information gathered from institution students. A questionnaire is used to gather the information. There are both closed-ended and open-ended questions on the survey. The information on the students IQ, EQ, and SQ levels is gathered using the closed-ended questions. The students' opinions about the institute are gathered using the open-ended questions.

The information gathered through the questionnaire is then examined to determine the IQ, EQ, and SQ scores of the students as well as their opinions of the institute. In order to connect students with the appropriate courses and programs, we use the data to assist us determine their strengths and limitations. The outcomes are also used to identify students who would be good candidates for jobs in academia, business, or the arts.

## **Results**

After conducting an analysis among 150+ students here are the results that we have:

### **ANALYSIS 1**

The number of people highly familiar with the topic of IQ, EQ and SQ

42% Strongly agreed.

50.8% Agreed.

### **ANALYSIS 2**

The number of people that schools and colleges have prioritized focusing on a students IQ, EQ and SQ

42.9% Strongly agreed.

52.4% Agreed

### **ANALYSIS 3**

A person with high emotional intelligence is likely to do which of the following.

7.9% said using EQ wisely

15.9% said establishing positive relationships with others

74.6% said all of the above

### **ANALYSIS 4**

In your conversations with others, is it easy for you to balance your emissivity and you receptivity, to alternative between talking and listening?

55.6% Agree.

23.8% Strongly agree.

15.9% Disagree.

### **ANALYSIS 5**

I manage anxiety, stress, anger, and fear in pursuit of a goal

33.9% Strongly agree.

35.5% Agree.

25.8% Disagree.

### **ANALYSIS 6**

How well do you think you match an emotion to a situation to keep a situation on track instead of aggravating it?

47.6% Average.

14.3% Below average.

7.9% Low.

30.2% Excellent

### **ANALYSIS 7**

Is standardized classroom learning effective according to you?

22.2% Strongly agreed.

30.2% Agreed.

20.6% Strongly disagreed.

27% Strongly agreed.

### **ANALYSIS 8**

Do you think schools/ colleges should curate courses or syllabus based on student's emotional quotient and intellectual capacity?

40.3% Strongly agreed.

29% Agreed

8.1% Strongly agreed.

17.7% Agreed

### **ANALYSIS 9**

When asked if they had they have ever taken an IQ or EQ test before?

30.2% Yes, both IQ and EQ tests

23.8% Yes, only IQ test

39.2% No, I have not taken either test

### **ANALYSIS 10**

Do you think it's possible to have a high IQ and low EQ, or vice versa?

23.8% Yes, it's possible to have a high IQ and low EQ

19% Yes, it's possible to have a high IQ and low EQ

30.2% Are not sure

### **ANALYSIS 11**

How do you think IQ and EQ affect relationships and communication with others?

31.7% A high IQ can help with problem-solving, but a high EQ is necessary for effective communication and building relationships.

30.2% A high EQ can help with empathy and social skills, but a high IQ is necessary for intellectual pursuits.

11.1% Both high IQ and high EQ are important for relationships and communication.

27% I am not sure.

### **ANALYSIS 12**

Have you ever experienced any drawbacks to having a high IQ or EQ?

31.7% Yes, it has negatively affected my personal life  
30.2% Yes, it has negatively affected my professional life.

11.1% No, I have not experienced any drawbacks.

27% I am not sure.

### **DISCUSSION**

From the analysis of the google form we have drawn the conclusion that:

- 1) Majority of the students or people are familiar with the idea of EQ, IQ and SQ
- 2) Schools and colleges are focusing on improving the emotional aspect of a student, but it requires more attention.
- 3) Most people find it easy to strike a balance between their emotional and receptive side.
- 4) Most people cannot manage stress, anxiety, anger in the pursuit of their goal.
- 5) People end up attaching an emotion to a situation which leads to the situation aggravating most of the times.
- 6) Most students believe that standardized classroom methodology isn't helpful and therefore a different method should be adopted.
- 7) Most students or people haven't taken a test on EQ, IQ or SQ which is very important for this age and generation and should be taken as soon.
- 8) Most of the youth agrees that EQ and IQ effects their relationship along with communication with a person.
- 9) Most people haven't experienced a drawback because of having high EQ or IQ which shows that the people in their surroundings have started understanding individuals better.
- 10) A person with high emotional quotient is likely to have better relationships with people.

### **Managerial Implications**

A few managerial implications need to be taken into account. It is crucial to make sure that all staff members have received the necessary training in these techniques so they can assist and interact with students who are utilizing them. In order for students to continue to advance, it is also crucial to monitor their progress and adjust their instruction as necessary. It is also crucial to create a positive and encouraging learning

environment where students feel at ease using these strategies and are able to ask for assistance when necessary.

The enhancement of students cognitive abilities is one of the most significant effects. Students may be able to think more clearly, make wiser judgments, and work more as a result of this. Enhancing students emotional intelligence is another implication. This can aid students in understanding their own emotions as well as those of others, which can improve teamwork, social relations, and communication. Lastly, to raise students spiritual intelligence. Students may benefit from this by becoming more conscious of their own spiritual beliefs and becoming more innovative and successful leaders.

## **Conclusion**

Through this study the importance of a balanced growth of a young mind's IQ, EQ and SQ simultaneously is highlighted. It is the need of the hour for everyone to understand that each student has a different intellectual ability, mental capacity and social capability. The right guidance and counselling for these young students is vital at this age for a sustained and overall development of their academic, mental and social well-being. It is essential to understand that in a classroom setting each student will be taught in the standardized teaching method adapted by the faculty of the educational institute. Due to this different students with different perception levels might struggle to cope up.

This is where our business plan and our academic centres come to play where our trained professional understand each student enrolled personally and curate teaching methods that will suffice the individual student and their learning capability. In conclusion with this we not only help them progress in their academic life but also nurture their emotional well-being and mental health.

## **Limitations**

While developing intelligence, emotional, and social quotients can be beneficial for students, there are also some limitations and potential drawbacks to consider:

1. Individual Differences: Each student has unique learning styles, abilities, and backgrounds, which can make it challenging to develop a one-size-fits-all approach to improving IQ, EQ, and SQ. It may be difficult to ensure that every student receives the appropriate level of support and attention they need.
2. Cultural Differences: The definition and importance of IQ, EQ, and SQ can vary among different cultures and societies. Therefore, it may be necessary to adapt the curriculum and teaching methods to better align with the students' cultural backgrounds.
3. Time Constraints: Developing intelligence, emotional, and social quotients can be time-consuming, and educators may need to prioritize certain aspects over others. This can result in limited time and resources to focus on each of the three quotients equally.
4. Difficulty in Measurement: IQ can be measured using standardized tests, but EQ and SQ can be difficult to measure accurately. As a result, educators may have a challenging time determining the effectiveness of their programs.



5. Dependence on External Factors: Developing IQ, EQ, and SQ also depends on factors outside the classroom, such as home environment, personal relationships, and societal influences. This can make it challenging for educators to control and manage all aspects of their students' development.

## **Future Scope**

For the longest time, an individual's intelligence quotient (IQ) was thought to be one of the key indicators of leadership potential. This was assumed that the smartest person would be the best equipped to come up with the most effective leadership strategy. Then came the idea of EQ, the emotional quotient. EQ measures an individual's ability to understand and empathise and negotiate with other people. EQ has become an important yardstick to assess leadership potential.

However, what differentiates the great leaders from merely good ones is the profound idea of the spiritual quotient, SQ, which essentially reflects the extent of a leader's self-realisation. It captures the leader's level of self-awareness and the sense of self-responsibility and What they deeply stand for, their values, their strength of character and their commitment to a clear personal purpose and its relatability to the firm's mission.

Social intelligence is ability of a person to tune into other people's emotions and read the behavioral cues to choose the most effective response in a given situation And Social Intelligence will be the future! The reason is simple Every interpersonal interaction has an emotional content to it And most of that emotional undertone gets manifested less through words and more through the nonverbal behaviors like gestures, expressions, postures, vocal cues or for that matter, the way one has shaped one's personal environment.

Now, in order to excel in various roles that we play – be it that of a beloved, spouse, parent, friend, manager, marketer, teacher, leader etc., it is important to first have an insight into how emotions work and a skill to observe someone's nonverbal behavior to understand the other person's behaviour and emotions in people we are relating to. It is not some talent you are born with as It is a skill that can be learnt, practiced and mastered

Talking specifically in terms of profession, the relative importance of IQ, EQ, and SQ would see a major shift towards the last two in fact it has already started happening and in future, the biggest challenge would be posed by two Ts – Technology & Time. Due to ever-growing intervention of technology in all spheres of life and lack of time, the work life' of a whole generation of people would take a new course.

So we would continue to see virtual teams, e-commerce, social networking sites, artificial intelligence, internet economy and much more to come. This would lead to a human disconnect that will adversely affect people's relationships and associations at home and at workplace. As a result, social intelligence – the SQ – will be the keystone skill for the success and fulfillment in future.