An Experimental Research on Raising Consciousness Through a Series of Educational Interventions

Neha Sinha[1], Shalini Nigam[2], Nandita Satsangee[3]

[1]PhD Scholar, Dayalbagh Educational Institute, Agra
[2,3]PhD, Dayalbagh Educational Institute, Agra

Abstract

Raising intuitive consciousness through educational interventions and its implications The study of intuitive consciousness is no longer confined to philosophy discourse. It has gained credibility in enhancing individual potentialities in professional spheres like medicine, bioengineering, quantum mechanics amongst many others. The potential of intuitive consciousness in the educational field has been initiated by several institutions but it's adaption and wide scale implementation needs to be earnestly pursued.

The present study is designed to observe with the help of questionnaires the impact of intuitive consciousness levels of the students of higher education before and after an educational intervention on their ability to create a visionary and leadership aspect in the diffusion of innovation model. The main purpose of this study is to maximize the intuitive consciousness levels in students to make them industry leaders of tomorrow by being more proactive in their investment into innovation and to enhance their own innovative skills.

This research was proposed by considering the aim of the Dayalbagh educational institute to create a complete man. Thus, the main purpose is to develop a strategic framework for maximizing the value deliverables of the students through the educational intervention.

Research in this area also helps to create a framework for understanding the human quest for knowledge, individual development of consciousness, and higher cognitive states of spiritual experience. Peace, happiness, joy, and love are states of being that only come from within. Consequently, to experience these states fully one must become self-aware and focus your attention and energy on discovering Universal Truth in all its forms. This study will represent a pilot direction for the consciousness quotient usage in the educational field. Due to its importance in human psychology and individual differences, the assessment of consciousness values leads inevitably to the educational field. Academic success predictors usually consist of cognitive measures, pertaining to mental ability or intelligence, and non-cognitive measures, especially personality traits. The increase strength in focus of attention is highly helpful to students. It harnesses their potential and maximizes their take away from their learning experience. It also increases the cognitive impact of their learning outcomes.

This study greatly helps the budding entrepreneurs of tomorrow and present to reduce the inherent risk in their respective industries. It gives them more comprehensive cognitive skills of both insight and intuition for decision making, value judgement, networking skills while enhancing variables of leadership and managerial skills across the board.

Introduction

In Indian philosophy, the understanding of consciousness and self-realization is deeply intertwined with spiritual and philosophical concepts. While this ancient understanding remains true even today, its **Practical Implication** translates into three broad actionable variables. The first is **meditation and contemplation {Spiritual)**: Practices like meditation and contemplation help seekers dive within, connecting with their inner self (Atman) and realizing their divine nature. The second is **Detachment (mental)**: Detaching from material desires and ego-driven actions allows us to recognize the eternal self beyond transient experiences. The third is **Service through Compassion (physical)**: Self-realization isn't just theoretical; it manifests in compassionate service to others. When we see the divine in all, we serve selflessly.

These align perfectly with the concepts of the microcosm and Macrocosm (man having all the portals or a perfect miniature of the portals in cosmos to communicate and achieve resonance with the regions above. This effort or activity of aligning the portals is meditation which takes care of the highest and first of the three dimensions in human beings or the Soul, Spiritual, Mental and Physical. The learning (mental-cognitive) connects with Johns Dewey's Classic active learning strategy of the head. heart and hand model. And the Physical is best learnt by actively using the knowledge acquired by the above two activities into action or implementation of the same into doing. The successful implementation of above would result in Metacognitive skills strategies applied consciously or automatically during learning, cognitive activity, and communication to manipulate cognitive processes before, during, or after a cognitive activity. Executive function processes such as verbal mediation, self-regulation, planning, judgment, and self-monitoring would all be enhanced.

The consciousness quotient: A new predictor of the students' academic performance

The studies on the Consciousness Quotient (CQ) provide intriguing insights into its role in educational and leadership contexts. The first study investigates whether CQ can predict academic performance more effectively than traditional metrics like GPA and standardized test scores, hypothesizing that CQ offers significant incremental validity. If validated, this could revolutionize how academic success is predicted and guide new educational strategies. The second study examines the relationship between teacher trainees' leadership approaches and their level of consciousness, finding a significant positive correlation between higher consciousness levels and more effective leadership qualities. Both studies underscore the potential of CQ in enhancing educational psychology and leadership training, suggesting that it could offer valuable new perspectives and practical applications in these fields.

Chauhan, Vaibhav & Sharma, Sadhna & Satsangee, Nandita. (2013) in their theory of leadership approach in relation to level of consciousness explored a correlational analysis between the levels of consciousness of their trainees and their leadership styles. The researchers assessed 100 teacher trainees using the Consciousness Quotient Inventory (CQ-i) to measure their consciousness levels and the Multifactor Leadership Questionnaire (MLQ-6S) to evaluate their leadership approaches. By applying Pearson's correlation, the study found significant positive correlations between higher levels of consciousness and

three specific leadership approaches. This suggests that teacher trainees with greater levels of consciousness tend to demonstrate more effective leadership qualities in these areas. The findings highlight the potential of using the Consciousness Quotient as a tool in educational psychology to predict academic and leadership performance, and they suggest that enhancing consciousness could improve leadership training programs for future educators.

(Ahuja and Sharma, 2015) provide an empirical investigation into the relationship between conscious experience and executive functioning. Despite ongoing debate and a lack of consensus regarding the functional aspects of consciousness, this study addresses a gap in empirical research. Conducted with a sample of 200 adolescents, the descriptive study explores how conscious experience, measured using the Consciousness Quotient Inventory (CQI), relates to two specific executive functions: self-regulation and cognitive flexibility. The findings indicate a significant positive correlation between the Consciousness Quotient and both self-regulation and cognitive flexibility. Regression analysis further demonstrates that the Consciousness Quotient can predict these executive functions. The paper discusses future research directions and educational implications based on these results, highlighting the potential impact of incorporating conscious experience into strategies for improving executive functioning in educational settings.

The studies on the Consciousness Quotient (CQ) provide intriguing insights into its role in educational and leadership contexts. The first study investigates whether CQ can predict academic performance more effectively than traditional metrics like GPA and standardized test scores, hypothesizing that CQ offers significant incremental validity. If validated, this could revolutionize how academic success is predicted and guide new educational strategies. The second study examines the relationship between teacher trainees' leadership approaches and their level of consciousness, finding a significant positive correlation between higher consciousness levels and more effective leadership qualities. Both studies underscore the potential of CQ in enhancing educational psychology and leadership training, suggesting that it could offer valuable new perspectives and practical applications in these fields.

(Ahuja, S 2014) investigated the inter-correlations among physical, mental, emotional, spiritual, social, and self-consciousness dimensions in 135 students enrolled in a teacher education program using the Consciousness Quotient Inventory by Brazdau (2011). The analysis conducted with SPSS 16.0 revealed significant correlations between most of the dimensions, with the strongest correlation observed between self-consciousness and spiritual consciousness. However, the study also found that physical consciousness did not significantly correlate with mental, self, or spiritual consciousness, and emotional consciousness did not significantly correlate with spiritual consciousness. Notably, no negative correlations were found among any of the dimensions. These findings suggest that while many aspects of consciousness are interconnected, certain dimensions operate independently, and the close relationship between self and spiritual consciousness may indicate a deeper interplay worth exploring in future research.

Research Objectives

The research was aimed at accomplishing the following objectives:

Objective 1: To study the present state of intuitive consciousness of the students of Dayalbagh Educational Institute

Objective 2: To develop intervention programme for raising intuitive consciousness.

Objective 3: To observe the change in the intuitive consciousness levels of students as the result of the intervention.

Methodology

Research Design

Primary Data was collected through an educational intervention that was given in a series of workshops through a questionnaire in a pre and post study. Questionnaire and interview method would be used for the pre and post study for the consciousness workshops and other tools as applicable. The study is based on two groups - a control group and a test or workshop group. A pair wise study experimental study was based on the two-group pre-test - post-test design pair design. The sample type was incidental sampling since we were inclusive of all students who wanted to join. Two groups were selected for the study. Workshop group 2 which was the test group, who were given the intervention and the control group 1 that was not.

Sample

An institute of higher education in India namely Dayalbagh Educational Institute, was taken to hold an educational intervention in a series of workshops for about 3 to 4 weeks. The respondents were students and other associates of higher education.

The study was conducted in the following phases:

Phase 1: Study the present state of intuitive consciousness of the students In the beginning stage, the researcher attempted to know the present status of intuitive consciousness of the students of DEI. A pre - study was conducted with the help of a questionnaire.

Phase 2 – Develop an educational intervention programme for raising intuitive consciousness.

An educational intervention module comprising of facilitates of intuitive consciousness was designed which included physical activity, meditation, music and art aesthetics, values education, time and stress management social sensibilities amongst many others.

Phase 3 – To observe the change in the intuitive consciousness levels of students as the result of the intervention.

A post -test was conducted with the help of a questionnaire.

Sampling technique: The study was conducted on focus groups. Thus, a non-probability purposive sampling method was chosen.

Sample size: The Sample size was 300-400

Data collection

Primary Data: educational intervention would be given in a series of workshops through a questionnaire in a pre and post study. The proposed study is based on the application of the systems approach. The primary data in this case is collected through the Delphi Method.

Procedure

The present action research study in is designed to observe the impact of intuitive consciousness levels of the students of Dayalbagh Educational Institute before and after a series of educational interventional workshops and pre and post values observed with the help of questionnaires. The series of workshops were conducted for 3 to 4 weeks. The respondents were students of the institute. The study was conducted on focus groups. Thus, a non-probability purposive sampling method was chosen because the study had

universal applicability. The Sample size was 300-400 students, which is the range used as a representation of universal numbers.

Educational intervention workshops

Consciousness workshops were conducted for 3 to 4 weeks. They encompassed the myriad activities list below

Physical: yoga, mudras, team building exercises, community service

Mental: counselling sessions on positive thinking, academic excellence, discipline, punctuality, timely & deep study, talks on intuition, insight and focus strengthening exercises. Concept of metacognition and gestalt learning.

Mental- Emotional: music, dance and spiritual poetry, art appreciation and aesthetics, reconnecting with nature, community service

Spiritual: Meditation – a guided meditation focusing attention on top 5 chakras were a continued theme, writings of religious teachers and others

The above Intervention activities were conducted in both offline and online modes. Participants were made to fill out a questionnaire (pre) before and after the workshops to observe any changes in values.

Tools

Questionnaire and interview method would be used for the pre and post study for the consciousness workshops and other tools as applicable.

SPSS software was used in Data Analysis.

Results

Findings and analysis

Post the intervention a conclusive change in the mean values of Consciousness in the test group have been observed. A comparison between the control and the test experimental group results further accentuates the effectiveness of the intervention in bringing about a perfectly significant change in the test group's consciousness level.

An exploratory study was conducted with an element of intervention in and paired group data was analyzed. The results give a highly positive indication in the effectiveness of the intervention. A perfectly significance level of more than .01 percent was found in the pre and post-tests. A significance level of more than 0.01 percent (which is equivalent to 0.0001), implies a very stringent criterion for rejecting the null hypothesis. In practice, using a very low significance level, like 0.0001, is quite conservative. It means one requires very strong evidence to reject the null hypothesis. This approach minimizes the chance of falsely claiming a significant effect, but it also makes it harder to detect real effects if they exist.

Mean values in a general linier model was 67.3 and post intervention mean values of the same test group were observed at 93.71. The increase in the mean value indicates a trend or shift in the underlying data. Since the mean value of consciousness of the students increased, it indicates that the respective student's consciousness values have improved. In the case of an intervention or workshop which has been implemented, a change in the mean value could reflect the impact of that intervention. Since new teaching method leads to improved test scores, the mean test score has increased.

In a normal distribution a such a shift of the curve from the left to the right further signifies a significant increase in the consciousness values of respondents and results in a shewed bell curve. In this situation the

new bell curve is skewed to the right and thus is has more individuals with a higher value or increase in consciousness.

1. Correlation Analysis

- **Physical and Mental Well-being**: There is a strong positive correlation (r=0.692r = 0.692r=0.692) between Physical and Mental well-being. This suggests that improvements in Physical well-being are associated with enhancements in Mental well-being, though the relationship is not as strong as with Spiritual well-being.

- **Physical and Spiritual Well-being**: A strong positive correlation (r=0.688r = 0.688r=0.688) exists between Physical and Spiritual well-being. This indicates that individuals with higher Physical well-being also tend to have higher Spiritual well-being.

- **Mental and Spiritual Well-being**: The correlation between Mental and Spiritual well-being is very strong (r=0.894r = 0.894r=0.894). This suggests that increases in Spiritual well-being are strongly associated with increases in Mental well-being.

2. Impact of Variables on Mental Well-being

- **Spiritual Well-being**: The coefficient for Spiritual well-being is larger than that for Physical well-being, indicating that Spiritual well-being has a more substantial effect on Mental well-being. This implies that changes in Spiritual well-being have a greater impact on Mental well-being compared to changes in Physical well-being.

- **Physical Well-being**: The effect of Physical well-being on Mental well-being is positive but less pronounced compared to Spiritual well-being. For each unit increase in Physical well-being, Mental well-being is expected to increase by 4.492 units, assuming Spiritual well-being remains constant.

3. Model Fit and Statistical Significance

- **Model Fit**: The regression model that includes both Physical and Spiritual well-being as predictors of Mental well-being shows a high R^2 value, indicating that the model explains a significant proportion of the variance in Mental well-being. This reflects a good fit of the model to the data.

- **Statistical Significance**: The high F-value and very low p-value in the regression analysis indicate that the model is statistically significant. This means that Physical and Spiritual well-being are strong predictors of Mental well-being.

- **Goodness of Fit**: The high R^2 and Adjusted R^2 values suggest that the model fits the data well. The relatively low standard error indicates that the predictions made by the model are expected to be close to the actual values of Mental well-being.

4. Residual Variance and Interpretation

- **Residual Variance**: The model explains a significant portion of the variance in Mental well-being, but some residual variance remains. This suggests that other factors might also influence Mental well-being, and additional variables or contextual factors may need to be considered.

- **Interpretation of Predictors**: Both Physical and Spiritual well-being are significant predictors of Mental well-being. However, the greater standardized coefficient (Beta) for Spiritual well-being indicates its stronger impact on Mental well-being compared to Physical well-being.

5. Recommendations

- **Focus on Spiritual Well-being**: Given its greater impact on Mental well-being, educational interventions should emphasize Spiritual well-being. Meditation-based programs and spiritual development activities should be prioritized.

- **Balanced Interventions**: While Spiritual well-being is crucial, incorporating Physical well-being into educational programs remains important. A balanced approach that includes both Physical and Spiritual domains is likely to provide the best overall results.
- **Continuous Evaluation**: Regularly assess the effectiveness of educational programs using similar statistical methods to ensure they are achieving desired outcomes and make necessary adjustments.

In summary, the analysis reveals that Spiritual well-being plays a pivotal role in enhancing Mental well-being, with Physical well-being also contributing positively but to a lesser extent. The high model fit and statistical significance underscore the importance of integrating both Physical and Spiritual well-being into educational interventions to maximize their effectiveness in improving Mental well-being

Data Analysis

Table 1

Between-Subjects Factors		
		N
Group	1	23
	2	69

Group 1 consisted of the control group which was 23 in number. Group 2 from the above table represents the test or the workshop group, members of which actually received the educational intervention. Group 2 were 69 in number.

Table 2

T-Test

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Difference	1	23	-.74	13.632	2.843
	2	69	26.41	15.660	1.885

In the T test of both the groups group one of the control groups moved negatively by.7 point since the value is les that 1 out of 150 points the change is negligible. Mean average of Group 2 shifted increased is 26.41 (93.71-67.3) points. There is a 17.60 percent increase in consciousness values found post the intervention in the workshop group. On the other hand, group 1 – the control group had no change (or -.7 out of 150) with a value which is zero.

Table 3

Group * workshop					
Measure: MEASURE_1					
				95% Confidence Interval	
Group	workshop	Mean	Std. Error	Lower Bound	Upper Bound
1	1	82.348	4.044	74.313	90.383
	2	81.609	3.961	73.739	89.478
2	1	67.304	2.335	62.665	71.943

	2	93.710	2.287	89.167	98.253

1. Group 1:
o N (Number of observations): 23
o Mean: -0.74
o Std. Deviation: 13.632
o Std. Error Mean Difference: 2.843
2. Group 2:
o N (Number of observations): 69
o Mean: 26.41
o Std. Deviation: 15.660
o Std. Error Mean Difference: 1.885

Interpretation:

1. Mean:

o Group 1or the control group has a mean value of -0.74. This suggests that the average value of whatever variable is being measured in Group 1 is slightly negative.

o Group 2 or the workshop group has a mean value of 26.41, which indicates a positive average value for the same variable.

2. Standard Deviation (Std. Deviation):

o For Group 1, the standard deviation is 13.632. This shows there is a relatively high level of variability or dispersion around the mean.

o For Group 2, the standard deviation is 15.660, which is also relatively high, indicating considerable spread around the mean in this group as well.

3. Std. Error Mean Difference:

o This value indicates the standard error of the mean difference between the two groups.

o For Group 1, it is 2.843.

o For Group 2, it is 1.885.

o This standard error is useful in determining the precision of the mean difference between the two groups.

Key Insights:

• Mean Comparison: The means of the two groups are quite different (-0.74 vs. 26.41), suggesting a significant difference in the variable being measured between the groups.

• Variability: Both groups have relatively high standard deviations, indicating substantial variability within each group.

• Precision of Mean Difference: The standard errors provide a measure of how precise the mean differences are. Smaller values of standard error mean the mean difference is estimated more precisely.

Graph 1 Profile Plots
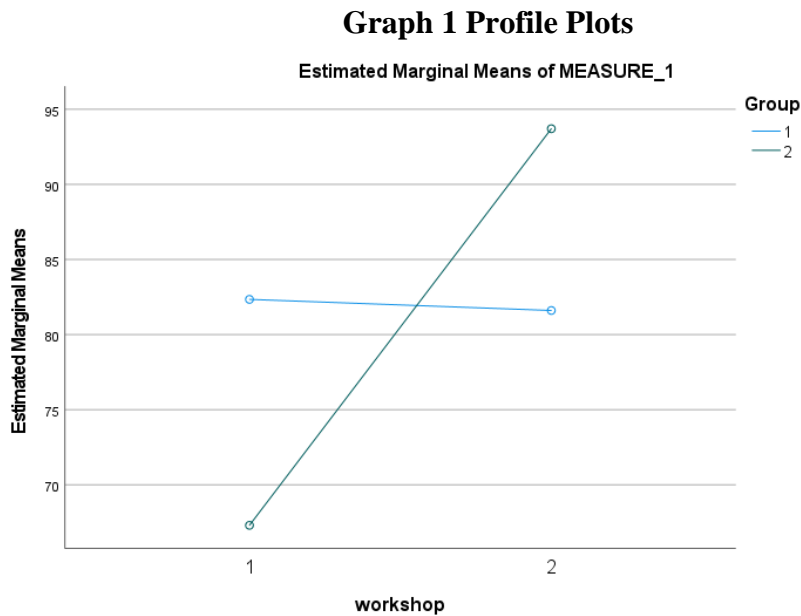
In the profile plots above the graphical representation of the T test is seen with clarity. While the line for group one s horizontal and slid down from point one to point 2. The line for Group two reflects an increase in values of 26.41 from point 1 when the workshops were initiated to point 2 when the workshop ended.

Table 4 Descriptive Statistics				
	Group	**Mean**	**Std. Deviation**	**N**
Pre	1	82.35	19.121	23
	2	67.30	19.485	69
	Total	71.07	20.371	92
Post	1	81.61	26.257	23
	2	93.71	15.955	69
	Total	90.68	19.613	92

To effectively interpret the descriptive statistics for the study, we can break down and analyze the data from the pre- and post-workshop phases for two different groups. Here's a detailed analysis:

Descriptive Statistics Analysis

Pre-Workshop Scores

- **Group 1:**
  o Mean = 82.35
  o Standard Deviation = 19.121
  o Sample Size (N) = 23
- **Group 2:**
  o Mean = 67.30
  o Standard Deviation = 19.485
  o Sample Size (N) = 69
- **Total Sample:**
  o Mean = 71.07
  o Standard Deviation = 20.371

o   Sample Size (N) = 92

Post-Workshop Scores

- **Group 1:**
o   Mean = 81.61
o   Standard Deviation = 26.257
o   Sample Size (N) = 23
- **Group 2:**
o   Mean = 93.71
o   Standard Deviation = 15.955
o   Sample Size (N) = 69
- **Total Sample:**
o   Mean = 90.68
o   Standard Deviation = 19.613
o   Sample Size (N) = 92

Interpretation

1. **Group Differences Pre- and Post-Workshop:**
o   **Group 1** had a higher mean pre-workshop score (82.35) compared to **Group 2** (67.30). Post-workshop, **Group 2** shows a substantial increase (93.71) compared to **Group 1** (81.61).
o   The change in mean scores from pre- to post-workshop suggests that **Group 2** experienced a more significant enhancement in intuitive consciousness compared to **Group 1**.

2. **Overall Improvement:**
o   The total mean score for all participants increased from 71.07 pre-workshop to 90.68 post-workshop. This indicates an overall positive impact of the workshops on intuitive consciousness for the entire sample.

3. **Variability:**
o   The standard deviation increased from pre- to post-workshop for both groups and the total sample, suggesting that the variability in scores has increased post-workshop. This might indicate a wider range of responses among participants after the workshops.

Graph 2 Bell curve of Post questionnaire/ post workshop Consciousness Mean -89.8 A graphical bell curve has been plotted below for the table for the workshop group.
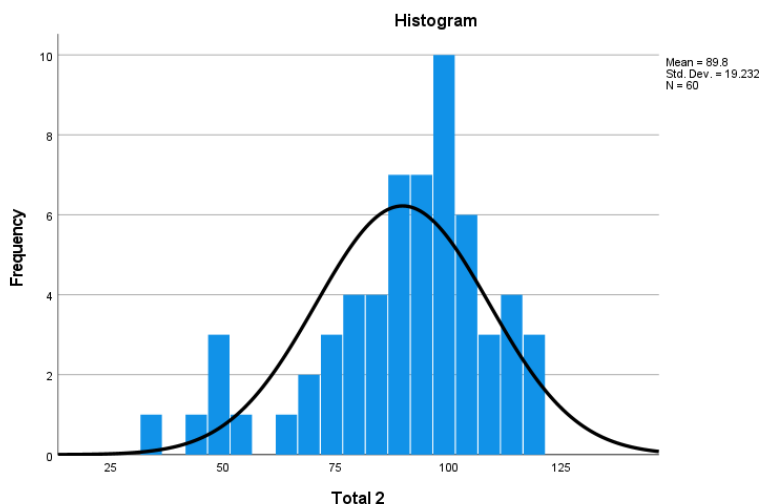
In a normal distribution in Table 2 above, such a shift of the curve from the left to the right signifies a significant increase in the consciousness values of respondents and results in a shewed bell curve. In this situation the new bell curve is skewed to the right and thus is has more individuals with a higher value or increase in consciousness.

Regression analysis for Direct hypothesis testing

To examine the relationship between one or more independent variables and a dependent variable. It goes beyond correlation by allowing researchers to model and predict the value of the dependent variable based on the values of the independent variables.

Simple Linear Regression: When there's a single independent variable predicting a dependent variable. It fits a linear relationship between the variables.

Simple linear regression is a statistical method used to understand the relationship between two continuous variables: one dependent (or response) variable and one independent (or predictor) variable. The goal is to find the best-fitting straight line through the data points that predicts the value of the dependent variable based on the value of the independent variable.

Table 5 Variables Entered/Removed			
Model	Variables Entered	Variables Removed	Method
1	Mental	.	Enter

a. Dependent Variable: Physical
b. All requested variables entered.

Simple linear regression is a statistical method used to understand the relationship between two continuous variables: one dependent (or response) variable and one independent (or predictor) variable. The goal is to find the best-fitting straight line through the data points that predicts the value of the dependent variable based on the value of the independent variable.

Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	Mental	.	Enter

a. Dependent Variable: Physical

b. All requested variables entered.

Explanation:

1. Model: This column indicates the model number being reported. In this case, it's Model 1, which is the first model or the initial model being analyzed.

2. Variables Entered: This column lists the variables that have been included in the regression model. For Model 1, the variable "Mental" is the one that has been entered into the model. This means that "Mental" is the independent variable being tested to predict the dependent variable.

3. Variables Removed: This column indicates any variables that were considered but then excluded from the model. A dot (.) signifies that no variables were removed from Model 1, meaning "Mental" is the only variable being considered.

a. Dependent Variable: Physical

This note clarifies that "Physical" is the dependent variable in this regression model. It is the outcome variable that you are trying to predict based on the independent variable(s) listed.

b. All requested variables entered.

This note means that all variables requested to be included in the model have been entered. There were no additional variables considered or omitted in this case.

Summary

In this regression analysis output:

- "Mental" is the independent variable used to predict the dependent variable "Physical".
- No variables were removed, and all specified variables were included.
- The "Enter" method means the variable was added to the model in a single step, without any selection criteria.

This table essentially tells you that the model includes "Mental" as the sole predictor for "Physical," and there were no additional steps or variable selections involved

Table 6 Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.722ᵃ	.521	.519	.51120

a. Predictors: (Constant), Mental

The "Model Summary" Table 6 provides key statistics about the regression model's performance and how well it explains the variability of the dependent variable. Here's a breakdown of each component in the table:

Model Summary Table Breakdown

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.722	.521	.519	.51120

a. Predictors: (Constant), Mental

Explanation:

1. **R (Correlation Coefficient):**
   o Value: .722
   o Explanation: This value represents the correlation coefficient between the observed and predicted values of the dependent variable ("Physical"). It measures the strength and direction of the linear relationship between the independent variable ("Mental") and the dependent variable. An R value of .722 indicates a moderate to strong positive linear relationship.

2. **R Square (Coefficient of Determination):**
   o Value: .521
   o Explanation: This statistic represents the proportion of the variance in the dependent variable that is predictable from the independent variable(s). In this case, R Square = .521 means that approximately 52.1% of the variability in "Physical" can be explained by the variable "Mental". The remaining 47.9% of the variability is due to other factors or inherent variability not captured by the model.

3. **Adjusted R Square:**
   o Value: .519

o Explanation: This is a modified version of R Square that adjusts for the number of predictors in the model. It is used to account for the possibility of overfitting when multiple predictors are involved. The Adjusted R Square value of .519 is slightly lower than the R Square value, which is typical when only one predictor is included. It indicates that, after adjusting for the number of predictors, 51.9% of the variability in "Physical" is explained by "Mental".

4. **Std. Error of the Estimate:**

o Value: .51120

o Explanation: This is the standard deviation of the residuals (errors) or the average distance that the observed values fall from the regression line. A smaller standard error indicates that the data points are closer to the predicted values. In this case, the value of .51120 suggests that, on average, the observed "Physical" values deviate from the predicted values by about .51120 units.

a. Predictors: (Constant), Mental

This note indicates that "Mental" is the predictor (independent variable) included in the model, and there is also a constant term (intercept) included in the regression equation.

Summary

In summary, the "Model Summary" table reveals that the regression model with "Mental" as the predictor explains about 52.1% of the variability in "Physical" (as indicated by R Square). The Adjusted R Square value is close to R Square, suggesting the model is appropriate given the number of predictors. The standard error of the estimate provides a measure of the average prediction error of the model. Overall, the model shows a moderate to strong relationship between the predictor and the outcome.

Table 7

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	52.390	1	52.390	200.476	.000[b]
	Residual	48.084	184	.261		
	Total	100.474	185			

a. Dependent Variable: Physical

b. Predictors: (Constant), Mental

The "Model Summary" table provides key statistics about the regression model's performance and how well it explains the variability of the dependent variable. Here's a breakdown of each component in the table:

Model Summary Table Breakdown

Model R   R Square Adjusted R Square Std. Error of the Estimate

1   .722 .521   .519   .51120

a. Predictors: (Constant), Mental

Explanation:

1. R (Correlation Coefficient):

o Value: .722

o Explanation: This value represents the correlation coefficient between the observed and predicted values of the dependent variable ("Physical"). It measures the strength and direction of the linear

relationship between the independent variable ("Mental") and the dependent variable. An R value of .722 indicates a moderate to strong positive linear relationship.

2. R Square (Coefficient of Determination):
o Value: .521
o Explanation: This statistic represents the proportion of the variance in the dependent variable that is predictable from the independent variable(s). In this case, R Square = .521 means that approximately 52.1% of the variability in "Physical" can be explained by the variable "Mental". The remaining 47.9% of the variability is due to other factors or inherent variability not captured by the model.

3. Adjusted R Square:
o Value: .519
o Explanation: This is a modified version of R Square that adjusts for the number of predictors in the model. It is used to account for the possibility of overfitting when multiple predictors are involved. The Adjusted R Square value of .519 is slightly lower than the R Square value, which is typical when only one predictor is included. It indicates that, after adjusting for the number of predictors, 51.9% of the variability in "Physical" is explained by "Mental".

4. Std. Error of the Estimate:
o Value: .51120
o Explanation: This is the standard deviation of the residuals (errors) or the average distance that the observed values fall from the regression line. A smaller standard error indicates that the data points are closer to the predicted values. In this case, the value of .51120 suggests that, on average, the observed "Physical" values deviate from the predicted values by about .51120 units.

a. Predictors: (Constant), Mental

This note indicates that "Mental" is the predictor (independent variable) included in the model, and there is also a constant term (intercept) included in the regression equation.

Summary

In summary, the "Model Summary" table reveals that the regression model with "Mental" as the predictor explains about 52.1% of the variability in "Physical" (as indicated by R Square). The Adjusted R Square value is close to R Square, suggesting the model is appropriate given the number of predictors. The standard error of the estimate provides a measure of the average prediction error of the model. Overall, the model shows a moderate to strong relationship between the predictor and the outcome.

The ANOVA (Analysis of Variance) table is used in regression analysis to determine whether the overall regression model is a good fit for the data. It helps assess whether the independent variable(s) significantly explain the variability in the dependent variable.

Here's a breakdown of the ANOVA table you provided:

ANOVA Table Breakdown

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	52.390	1	52.390	200.476	.000b
Residual	48.084	184	0.261		
Total	100.474	185			

a. Dependent Variable: Physical
b. Predictors: (Constant), Mental

Explanation:

1. Sum of Squares:
o Regression: 52.390
▪ This value represents the portion of the total variability in the dependent variable ("Physical") that is explained by the independent variable ("Mental"). It measures how well the model explains the variation in the dependent variable.
o Residual: 48.084
▪ This value represents the portion of the variability in the dependent variable that is not explained by the model. It reflects the variability of the data around the regression line.
o Total: 100.474
▪ This is the total variability in the dependent variable, combining both the explained and unexplained variability.

2. Degrees of Freedom (df):
o Regression: 1
▪ This indicates the number of independent variables in the model. Since there is only one predictor ("Mental"), the degrees of freedom for regression is 1.
o Residual: 184
▪ This is the number of observations minus the number of parameters estimated (including the constant). For your model with 186 observations (total df), the degrees of freedom for residuals are 185 - 1 - 1 = 184.
o Total: 185
▪ This is the total number of observations minus 1 (186 - 1 = 185).

3. Mean Square:
o Regression: 52.390
▪ Mean Square for regression is obtained by dividing the Sum of Squares for Regression by its degrees of freedom: $\frac{52.390}{1} = 52.390$.
o Residual: 0.261
▪ Mean Square for residuals is obtained by dividing the Sum of Squares for Residuals by its degrees of freedom: $\frac{48.084}{184} = 0.261$.

4. F:
o Value: 200.476
▪ The F-statistic is the ratio of the Mean Square for Regression to the Mean Square for Residuals: $\frac{52.390}{0.261} = 200.476$. This statistic tests whether the regression model provides a better fit to the data compared to a model with no predictors.

5. Sig. (Significance):
o Value: .000
▪ This p-value (often denoted as Sig. in software output) indicates the probability that the observed F-statistic is due to chance. A p-value less than 0.05 (or 0.001 in this case) suggests that the model is statistically significant, meaning there is a very low probability that the observed relationship is due to random chance. In your case, the p-value of .000 (which is less than .001) indicates that the model is highly significant.

Summary

The ANOVA table shows that the regression model with "Mental" as the predictor significantly improves the prediction of "Physical" compared to a model with no predictors. The high F-value (200.476) and very low p-value (.000) indicate that the independent variable "Mental" explains a significant portion of the variability in the dependent variable "Physical." The model is statistically significant, suggesting that the relationship between "Mental" and "Physical" is unlikely to have occurred by chance

Table 8

Coefficients						
		Unstandardized Coefficients		**Standardized Coefficients**		
Model		**B**	**Std. Error**	**Beta**	**t**	**Sig.**
1	**(Constant)**	.761	.137		5.571	.000
	Mental	.049	.003	.722	14.159	.000

a. Dependent Variable: Physical

The "Coefficients" table provides detailed information about each predictor in the regression model, including the impact of each predictor on the dependent variable and the statistical significance of these effects. Here's a breakdown of the table:

Coefficients Table Breakdown

a. Dependent Variable: Physical

Explanation:

1. **Unstandardized Coefficients (B and Std. Error)**:
o **(Constant) (Intercept)**:
▪ **B (Constant)**: .761
▪ This is the y-intercept of the regression line. It represents the expected value of the dependent variable ("Physical") when the independent variable ("Mental") is zero.
▪ **Std. Error**: .137
▪ This is the standard error of the estimate for the constant. It measures the precision of the constant estimate.
o **Mental**:
▪ **B (Mental)**: .049
▪ This coefficient represents the change in the dependent variable ("Physical") for a one-unit change in the independent variable ("Mental"). Specifically, for each additional unit of "Mental", the "Physical" score is expected to increase by .049 units.
▪ **Std. Error**: .003
▪ This is the standard error of the estimate for the coefficient of "Mental". It measures the precision of the estimate.

2. **Standardized Coefficients (Beta)**:
o **Beta (Mental)**: .722
▪ The standardized coefficient (Beta) represents the number of standard deviations the dependent variable will change, on average, for a one standard deviation change in the independent variable. A Beta of .722 indicates a strong positive relationship between "Mental" and "Physical". This means "Mental" has a substantial impact on "Physical" when accounting for the variability of both variables.

3. **t (t-Statistic)**:
o **Constant**: 5.571
▪ This t-value tests whether the constant (intercept) is significantly different from zero. A larger absolute value suggests a more significant result.
o **Mental**: 14.159
▪ This t-value tests whether the coefficient for "Mental" is significantly different from zero. It is calculated by dividing the coefficient by its standard error ($\frac{.049}{.003}$).
4. **Sig. (Significance)**:
o **Constant**: .000
▪ The p-value for the constant indicates that the intercept is significantly different from zero ($p < .001$).
o **Mental**: .000
▪ The p-value for the coefficient of "Mental" indicates that the relationship between "Mental" and "Physical" is statistically significant ($p < .001$). This means there is a strong likelihood that the observed effect is not due to random chance.

Summary

The Coefficients table reveals:
- The intercept (constant) of the regression line is .761, which is statistically significant.
- The coefficient for "Mental" is .049, meaning for each unit increase in "Mental," "Physical" increases by .049 units. This coefficient is highly significant with a t-value of 14.159 and a p-value of .000.
- The standardized coefficient (Beta) for "Mental" is .722, indicating a strong positive relationship between "Mental" and "Physical."

Graph/Scatterplot 3

The mention of a scatterplot (GRAPH /SCATTERPLOT(BIVAR)=Mental WITH Physical) suggests that a graphical representation of the relationship between "Mental" and "Physical" has been created. This scatterplot would visually show the correlation between the two variables, providing a visual check of the linear relationship indicated by the regression analysis.

GRAPH /SCATTERPLOT(BIVAR)=Mental WITH Physical /MISSING=LISTWISE.
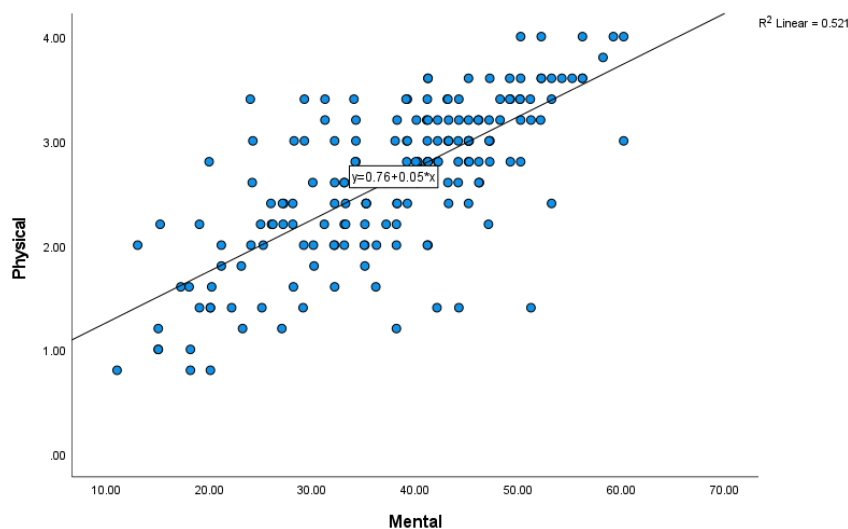**Graph 3**

Table 9

Variables Entered			
Model	**Variables Entered**	**Variables Removed**	**Method**
1	Spiritual	.	Enter

a. Dependent Variable: Mental

b. All requested variables entered.

The "Variables Entered" table is part of the regression analysis output and it details the process of including variables in the model.

Variables Entered Table Breakdown

Model	Variables Entered	Variables Removed	Method
1	Spiritual	.	Enter

a. Dependent Variable: Mental

b. All requested variables entered.

Explanation:

1. Model:

o This indicates the model number. In this case, it's Model 1, which is the first model being analyzed.

2. Variables Entered:

o Spiritual: This column lists the variables that have been included in the regression model. For Model 1, the variable "Spiritual" is the one that has been entered into the model. This means that "Spiritual" is the independent variable being tested to predict the dependent variable.

3. Variables Removed:

o .: The dot (.) indicates that no variables were removed from the model. This means "Spiritual" was the only variable considered for inclusion and none were excluded.

a. Dependent Variable: Mental

● This note specifies that "Mental" is the dependent variable (the outcome variable) in this regression model. The goal of the regression analysis is to understand how "Spiritual" (the independent variable) affects or predicts "Mental".

b. All requested variables entered:

● This note means that all variables that were requested to be included in the model (in this case, just "Spiritual") have been entered. There were no additional variables considered or omitted in this analysis.

Summary

In this regression model, you are analyzing the relationship between "Spiritual" (independent variable) and "Mental" (dependent variable). The model includes only the "Spiritual" variable, and no variables were removed or selected through a stepwise process. The "Enter" method means that "Spiritual" was included in the model without any other selection criteria. This setup aims to determine how well "Spiritual" can predict "Mental".

Table 10

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.827ᵃ	.684	.682	6.07596

a. Predictors: (Constant), Spiritual

The "Model Summary" table provides key statistics about the regression model and its performance. Here's a detailed explanation of each component in the table:

Model Summary Table Breakdown

a. Predictors: (Constant), Spiritual

Explanation:

1. R (Correlation Coefficient):
o Value: .827
o Explanation: This is the correlation coefficient between the observed values of the dependent variable ("Mental") and the values predicted by the regression model. An R value of .827 indicates a strong positive linear relationship between the independent variable ("Spiritual") and the dependent variable ("Mental"). It suggests that as "Spiritual" increases, "Mental" also tends to increase in a linear manner.

2. R Square (Coefficient of Determination):
o Value: .684
o Explanation: This statistic represents the proportion of the variance in the dependent variable ("Mental") that is explained by the independent variable ("Spiritual"). An R Square value of .684 means that approximately 68.4% of the variability in "Mental" is explained by "Spiritual". This indicates that the model provides a good fit to the data, capturing a substantial amount of the variability.

3. Adjusted R Square:
o Value: .682
o Explanation: The Adjusted R Square adjusts the R Square value to account for the number of predictors in the model. It provides a more accurate measure of model fit when multiple predictors are involved. In this case, with only one predictor, the Adjusted R Square value is very close to the R Square value. An Adjusted R Square of .682 means that 68.2% of the variability in "Mental" is explained by "Spiritual", even after adjusting for the number of predictors. It is slightly lower than the R Square value, which is typical and indicates that the model is appropriate for the number of predictors used.

4. Std. Error of the Estimate:
o Value: 6.07596
o Explanation: This is the standard deviation of the residuals (the differences between the observed and predicted values). It represents the average amount by which the predicted values deviate from the actual values. A smaller standard error indicates a better fit of the model to the data. In this case, a standard error of 6.07596 means that, on average, the observed "Mental" values deviate from the predicted values by approximately 6.08 units.

a. Predictors: (Constant), Spiritual

- This note specifies that "Spiritual" is the predictor (independent variable) included in the model, and there is also a constant term (intercept) in the regression equation.

Summary

The "Model Summary" table indicates that the regression model with "Spiritual" as the predictor explains approximately 68.4% of the variability in "Mental". The strong correlation coefficient (R = .827) shows a significant positive relationship between "Spiritual" and "Mental". The Adjusted R Square value of .682, which is close to the R Square value, confirms that the model is a good fit and appropriately accounts for the number of predictors. The standard error of 6.07596 provides an estimate of the average prediction error in the model. Overall, the model suggests a strong and significant relationship between "Spiritual" and "Mental".

Table 11

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	**Regression**	14675.170	1	14675.170	397.515	.000^b
	Residual	6792.777	184	36.917		
	Total	21467.947	185			

a. Dependent Variable: Mental

b. Predictors: (Constant), Spiritual

The ANOVA (Analysis of Variance) table provides insight into the overall fit of the regression model by comparing the variance explained by the model with the variance not explained by the model. Here's a detailed explanation of each component in the ANOVA table you provided:

ANOVA Table Breakdown

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	14675.170	1	14675.170	397.515	.000b
Residual	6792.777	184	36.917		
Total	21467.947	185			

a. **Dependent Variable: Mental**

b. **Predictors: (Constant), Spiritual**

Explanation:

1. **Sum of Squares**:
o **Regression**: 14675.170
▪ This represents the total amount of variance in the dependent variable ("Mental") that is explained by the independent variable ("Spiritual"). It quantifies how much of the total variability is accounted for by the regression model.
o **Residual**: 6792.777
▪ This represents the amount of variance in the dependent variable that is not explained by the independent variable. It captures the variability of the data that remains after accounting for the effects of "Spiritual".
o **Total**: 21467.947
▪ This is the total variance in the dependent variable, combining both the explained variance (by the model) and the unexplained variance (residual). It represents the overall variability in "Mental".

2. **Degrees of Freedom (df)**:
o **Regression**: 1

- ▪ This indicates the number of predictors in the model. With one predictor ("Spiritual"), the degree of freedom for the regression is 1.
- o **Residual**: 184
- ▪ This is calculated as the total number of observations minus the number of parameters estimated (including the constant). For your model with 186 observations (total df), the degrees of freedom for residuals is 185 - 1 - 1 = 184.
- o **Total**: 185
- ▪ This is the total number of observations minus 1 (186 - 1 = 185).
3. **Mean Square**:
- o **Regression**: 14675.170
- ▪ Mean Square for Regression is obtained by dividing the Sum of Squares for Regression by its degrees of freedom: $\frac{14675.170}{1} = 14675.170$.
- o **Residual**: 36.917
- ▪ Mean Square for Residuals is obtained by dividing the Sum of Squares for Residuals by its degrees of freedom: $\frac{6792.777}{184} = 36.917$.
4. **F (F-Statistic)**:
- o **Value**: 397.515
- ▪ The F-statistic is the ratio of the Mean Square for Regression to the Mean Square for Residuals: $\frac{14675.170}{36.917} = 397.515$. This statistic tests whether the regression model significantly improves the prediction of the dependent variable compared to a model with no predictors. A higher F-value indicates a better fit of the model to the data.
5. **Sig. (Significance)**:
- o **Value**: .000
- ▪ The p-value associated with the F-statistic indicates the probability that the observed F-statistic is due to chance. A p-value less than 0.05 (or 0.001 in this case) suggests that the model is statistically significant. In this case, the p-value of .000 (which is less than .001) indicates that the relationship between "Spiritual" and "Mental" is highly significant and that the regression model explains a significant portion of the variability in "Mental".

Summary

The ANOVA table indicates that the regression model with "Spiritual" as the predictor significantly improves the prediction of "Mental" compared to a model with no predictors. The high F-value (397.515) and very low p-value (.000) suggest that the independent variable "Spiritual" explains a significant amount of the variance in the dependent variable "Mental". The model is highly significant, indicating that the relationship observed is unlikely to have occurred by chance.

Table 12 Coefficients					
Model	**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
	B	**Std. Error**	**Beta**		
1 **(Constant)**	12.456	1.340		9.294	.000
Spiritual	10.345	.519	.827	19.938	.000

a. Dependent Variable: Mental

The "Coefficients" table provides detailed information about the impact of each predictor on the dependent variable in a regression model. It includes estimates of the regression coefficients, their statistical significance, and other related metrics. Here's a detailed explanation of the table:

Coefficients Table Breakdown

a. Dependent Variable: Mental

Explanation:

1. **Unstandardized Coefficients (B and Std. Error):**

o **(Constant) (Intercept):**

▪ **B (Constant):** 12.456

▪ This is the intercept of the regression equation. It represents the predicted value of the dependent variable ("Mental") when the independent variable ("Spiritual") is zero. This value is the starting point of the regression line.

▪ **Std. Error:** 1.340

▪ This is the standard error of the intercept. It measures the precision of the constant estimate. A smaller standard error indicates a more precise estimate.

o **Spiritual:**

▪ **B (Spiritual):** 10.345

▪ This is the coefficient for the predictor "Spiritual". It represents the change in the dependent variable ("Mental") for each one-unit increase in "Spiritual". In this case, for each additional unit of "Spiritual", the "Mental" score is expected to increase by 10.345 units.

▪ **Std. Error:** .519

▪ This is the standard error of the coefficient for "Spiritual". It measures the precision of this estimate. A smaller standard error indicates a more accurate estimate of the coefficient.

2. **Standardized Coefficients (Beta):**

o **Beta (Spiritual):** .827

▪ The standardized coefficient (Beta) represents the change in the dependent variable in standard deviation units for each one standard deviation change in the independent variable. A Beta of .827 indicates a strong positive relationship between "Spiritual" and "Mental". This suggests that "Spiritual" has a substantial effect on "Mental" when standardized, meaning the predictor explains a significant amount of the variance in the dependent variable.

3. **t (t-Statistic):**

o **Constant:** 9.294

▪ This t-value tests whether the constant (intercept) is significantly different from zero. It is calculated by dividing the constant by its standard error ($\frac{12.456}{1.340}$).

o **Spiritual:** 19.938

▪ This t-value tests whether the coefficient for "Spiritual" is significantly different from zero. It is calculated by dividing the coefficient by its standard error ($\frac{10.345}{.519}$). The high t-value suggests that the effect of "Spiritual" is significantly different from zero.

4. **Sig. (Significance):**

o **Constant:** .000

▪ The p-value for the constant indicates that the intercept is significantly different from zero ($p < .001$).

o **Spiritual:** .000

▪ The p-value for the coefficient of "Spiritual" indicates that this predictor is statistically significant (p < .001). This means that the effect of "Spiritual" on "Mental" is unlikely to be due to random chance.

Summary

The Coefficients table indicates that:

● The intercept (constant) of the regression line is 12.456, which is highly significant.
● The coefficient for "Spiritual" is 10.345, meaning that each one-unit increase in "Spiritual" is associated with a 10.345-unit increase in "Mental". This coefficient is highly significant with a t-value of 19.938 and a p-value of .000.
● The standardized coefficient (Beta) of .827 suggests a strong positive relationship between "Spiritual" and "Mental", indicating that "Spiritual" has a substantial and significant impact on "Mental".

Overall, the regression analysis shows a strong and statistically significant relationship between the independent variable "Spiritual" and the dependent variable "Mental"

GRAPH/SCATTERPLOT(BIVAR)=Spiritual WITH Mental

Graph 4
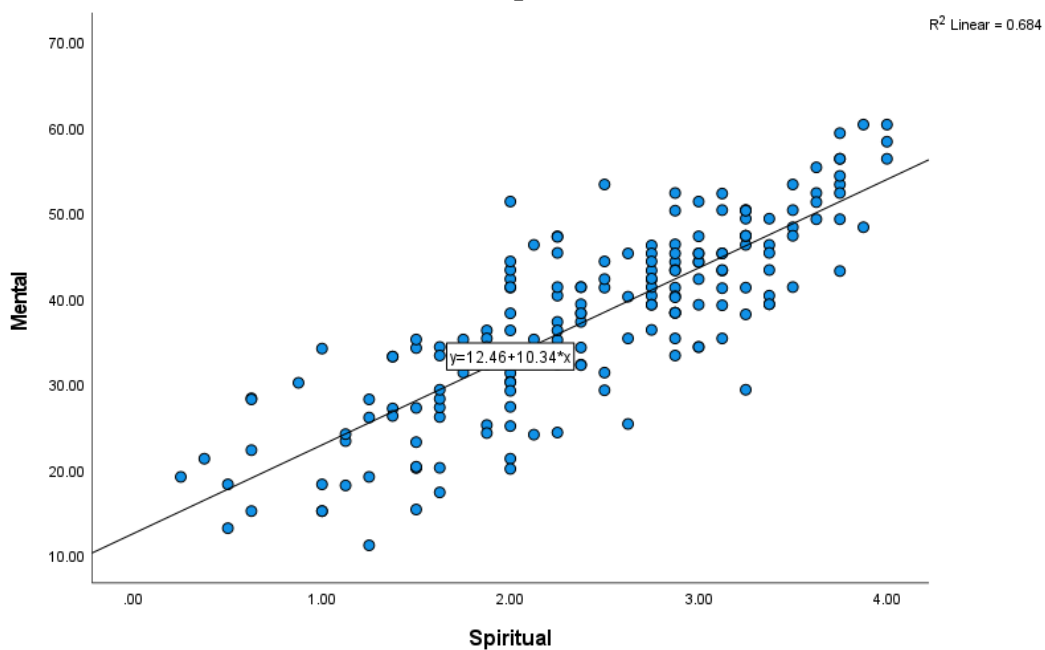
The image above is showing a scatterplot of "Spiritual" vs. "Mental" with a linear regression line, including an equation $y = 12.46 + 10.34x$ and an R^2 value of 0.684. This suggests a moderate to strong positive linear relationship between the two variables.

Let's break down the scatterplot and analyze it in more detail:

5. Linear Relationship

The plot shows a clear upward trend, meaning there is a **positive linear relationship** between the "Spiritual" and "Mental" variables. As the level of "Spiritual" increases, the level of "Mental" also tends to increase

6. Regression Equation

The linear regression equation is given as:

$y=12.46+10.34xy = 12.46 + 10.34xy=12.46+10.34x$

- **Intercept (12.46):** This is the expected value of the "Mental" variable when "Spiritual" is zero. It shows that even at low levels of spirituality, there is a base level of mental well-being.
- **Slope (10.34):** For every one-unit increase in the "Spiritual" variable, the "Mental" score increases by about 10.34 units on average.

7. R-Squared (R² = 0.684)

The **R-squared value of 0.684** indicates that approximately **68.4%** of the variability in the "Mental" variable can be explained by the "Spiritual" variable. This is a strong correlation, suggesting that spirituality has a substantial impact on mental well-being in this context.

4. Scatter Distribution

- The data points are relatively well-distributed around the regression line, showing a consistent linear relationship.
- There are no extreme outliers, suggesting the model fits well without major deviations or anomalies in the data.

5. Interpretation

- The analysis shows that there is a strong association between higher levels of spirituality and mental health.
- Individuals who score higher on the "Spiritual" variable tend to exhibit significantly better mental health.
- However, while the correlation is strong, it's important to note that correlation does not imply causation. Other factors may also influence this relationship

Table 13 Correlations		Physical	Mental	Spiritual
Physical	Pearson Correlation	1	.692**	.688**
	Sig. (2-tailed)		.000	.000
	N	60	60	60
Mental	Pearson Correlation	.692**	1	.894**
	Sig. (2-tailed)	.000		.000
	N	60	60	60
Spiritual	Pearson Correlation	.688**	.894**	1
	Sig. (2-tailed)	.000	.000	
	N	60	60	60

Correlations:

- **Physical and Mental**: $r = 0.692$
    - There is a strong positive correlation between **Physical** and **Mental** well-being, meaning that as physical health improves, mental health tends to improve as well.
- **Physical and Spiritual**: $r = 0.688$
    - A strong positive correlation also exists between **Physical** and **Spiritual** well-being. This suggests that individuals who are physically healthy are also likely to experience higher levels of spiritual well-being.
- **Mental and Spiritual**: $r = 0.894$
    - The strongest correlation is between **Mental** and **Spiritual** well-being. This indicates that spiritual well-being is closely tied to mental well-being, and improvements in spirituality are strongly associated with better mental health.

Table 14 Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	Physical, Spiritual	.	Enter

a. Dependent Variable: Mental
b. All requested variables entered.

Table 15 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.858	.736	.733	5.56517

a. Predictors: (Constant), Physical, Spiritual

Table 15 provides a summary of the regression model's fit. Here's a detailed breakdown of each component:

Model Summary Interpretation

1. R (Correlation Coefficient):

- **R = 0.858**
  This value represents the multiple correlation coefficient, showing a strong positive relationship between the predictors (Physical and Spiritual) and the dependent variable (Mental). An R value of 0.858 suggests a strong correlation.

2. R Square (Coefficient of Determination):

- **R^2 = 0.736**
  This indicates that approximately 73.6% of the variance in Mental is explained by Physical and Spiritual. This is a relatively high R^2 value, suggesting that the model explains a significant portion of the variability in Mental.

3. Adjusted R Square:

- **Adjusted R^2 = 0.733**
  Adjusted R^2 accounts for the number of predictors in the model and adjusts the R^2 value accordingly. This value is slightly lower than the R^2 but still high, indicating that the model is a good fit for the data after adjusting for the number of predictors.

4. Std. Error of the Estimate:

- **Std. Error = 5.56517**
  This represents the average distance that the observed values fall from the regression line. A smaller standard error indicates that the data points are closer to the fitted line, meaning better prediction accuracy.

Summary and Implications

- **Goodness of Fit:** The high R^2 and Adjusted R^2 values suggest that Physical and Spiritual are strong predictors of Mental, and the model fits the data well.
- **Model Reliability:** The relatively low standard error means that predictions made by the model are expected to be close to the actual values of Mental.
- **Interpretation of Predictors:** Since Physical and Spiritual are both included in the model, their individual coefficients will tell you the specific impact of each predictor on Mental.

Table 16

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15800.240	2	7900.120	255.081	.000
	Residual	5667.707	183	30.971		
	Total	21467.947	185			

a. Dependent Variable: Mental

b. Predictors: (Constant), Physical, Spiritual

Table 16 presents the ANOVA (Analysis of Variance) results for your regression model. Here's a detailed breakdown of each component:

ANOVA Table Interpretation

1. **Sum of Squares:**

- **Regression Sum of Squares (SS$_{\text{Regression}}$) = 15800.240**
  This represents the variation in the dependent variable (Mental) that is explained by the independent variables (Physical and Spiritual).

- **Residual Sum of Squares (SS$_{\text{Residual}}$) = 5667.707**
  This represents the variation in the dependent variable that is not explained by the model.

- **Total Sum of Squares (SS$_{\text{Total}}$) = 21467.947**
  This is the total variation in the dependent variable, which is the sum of the explained and unexplained variation.

2. **Degrees of Freedom (df):**

- **Regression df = 2**
  This corresponds to the number of predictors in the model (Physical and Spiritual).

- **Residual df = 183**
  This is calculated as the total number of observations minus the number of predictors minus one (i.e., $N-k-1$).

- **Total df = 185**
  This is the total number of observations minus one (i.e., $N-1$).

3. **Mean Square:**

- **Mean Square for Regression = SS$_{\text{Regression}}$ / df$_{\text{Regression}}$ = 7900.120**
  This is the average variation explained by each predictor.

- **Mean Square for Residual = SS$_{\text{Residual}}$ / df$_{\text{Residual}}$ = 30.971**
  This represents the average unexplained variation.

4. **F-Statistic:**

- **F = 255.08**

The F-statistic tests whether the overall regression model is a good fit for the data. It compares the variance explained by the model to the variance not explained by the model. A high F-value indicates that the model explains a significant portion of the variance.

5. **Significance (Sig.):**

- **Sig. = .000**
  This is the p-value for the F-test. A p-value less than 0.05 indicates that the overall regression model is statistically significant, meaning at least one of the predictors (Physical or Spiritual) significantly explains the variance in Mental.
  =Summary

- **Model Fit:** The high F-value and the very low p-value suggest that the regression model with Physical and Spiritual as predictors is statistically significant and provides a good fit for predicting Mental.

- **Explained Variance:** The model explains a significant proportion of the variance in Mental (as indicated by the high R² value), and the residual variance is relatively small.

Table 17 Coefficients						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	6.929	1.532		4.522	.000
	Spiritual	7.780	.638	.622	12.195	.000
	Physical	4.492	.745	.307	6.027	.000

 a. Dependent Variable: Mental

Table 17 presents the coefficients for your regression model. This table provides details on the relationship between the predictors (Physical and Spiritual) and the dependent variable (Mental). Here's a detailed breakdown:

Coefficients Table Interpretation

1. **Unstandardized Coefficients (B):**

- **Constant (Intercept) = 6.929**

  This is the predicted value of Mental when both Physical and Spiritual are zero. It represents the baseline value of the dependent variable.

- **Spiritual (B = 7.780)**

  For each one-unit increase in Spiritual, Mental is expected to increase by 7.780 units, holding Physical constant.

- **Physical (B = 4.492)**

  For each one-unit increase in Physical, Mental is expected to increase by 4.492 units, holding Spiritual constant.

2. **Standard Error (Std. Error):**

- **Constant (Std. Error = 1.532)**

  This measures the standard deviation of the constant term's estimate.

- **Spiritual (Std. Error = 0.638)**

  This measures the standard deviation of the estimate for the Spiritual coefficient.

- **Physical (Std. Error = 0.745)**

  This measures the standard deviation of the estimate for the Physical coefficient.

3. **Standardized Coefficients (Beta):**

- **Spiritual (Beta = 0.622)**

  This represents the change in the standard deviation of Mental for each one standard deviation change in Spiritual, holding Physical constant. The higher the beta, the stronger the predictor's effect.

- **Physical (Beta = 0.307)**

  This represents the change in the standard deviation of Mental for each one standard deviation change in Physical, holding Spiritual constant.

4. **t-Statistic (t):**

- **Constant (t = 4.522)**

  The t-statistic tests if the constant term is significantly different from zero.

- **Spiritual (t = 12.195)**

A high t-value indicates that Spiritual is a significant predictor of Mental.

- **Physical (t = 6.027)**

A high t-value indicates that Physical is a significant predictor of Mental.

5. Significance (Sig.):

- **Constant (Sig. = .000)**

The constant term is statistically significant, suggesting it is different from zero.

- **Spiritual (Sig. = .000)**

The p-value for Spiritual is very low, indicating that Spiritual is a significant predictor of Mental.

- **Physical (Sig. = .000)**

The p-value for Physical is also very low, indicating that Physical is a significant predictor of Mental.

Summary

- **Predictor Effects:** Both Physical and Spiritual significantly affect Mental. Spiritual has a higher standardized coefficient (Beta) than Physical, suggesting it has a stronger effect on Mental.
- **Model Significance:** All coefficients are statistically significant, and the overall model is a good fit as indicated by the ANOVA results.

Practical Implications

- **Spiritual's Influence:** Since the coefficient for Spiritual is larger, it has a greater impact on Mental compared to Physical. This implies that changes in Spiritual have a more substantial effect on Mental than changes in Physical.
- **Decision Making:** Based on these results, strategies or interventions targeting Spiritual may have a more pronounced effect on improving Mental outcomes compared to those focusing on Physical.

Unstandardized Coefficients

1. **Constant (Intercept):**
   - **Value:** 6.929
   - **Interpretation:** This is the predicted value of Mental when both Physical and Spiritual are zero. In practical terms, it's the baseline value of Mental in the absence of both predictors.
2. **Spiritual:**
   - **Value:** 7.780
   - **Interpretation:** For each one-unit increase in Spiritual, Mental is expected to increase by 7.780 units, assuming Physical remains constant. This suggests a strong positive relationship between Spiritual and Mental.
3. **Physical:**
   - **Value:** 4.492
   - **Interpretation:** For each one-unit increase in Physical, Mental is expected to increase by 4.492 units, assuming Spiritual remains constant. This indicates a positive relationship between Physical and Mental, though not as strong as Spiritual.

Standard Error

1. **Constant (Std. Error):**
   - **Value:** 1.532
   - **Interpretation:** The standard error of the intercept shows the variability of the intercept estimate. Smaller values indicate more precise estimates.

2. **Spiritual (Std. Error):**
o **Value:** 0.638
o **Interpretation:** This measures the precision of the estimate for the Spiritual coefficient. Smaller values indicate more reliable estimates.
3. **Physical (Std. Error):**
o **Value:** 0.745
o **Interpretation:** This measures the precision of the estimate for the Physical coefficient.

Standardized Coefficients (Beta)

1. **Spiritual (Beta = 0.622):**
o **Interpretation:** A one standard deviation increase in Spiritual is associated with a 0.622 standard deviation increase in Mental. This indicates that Spiritual has a moderate to strong impact on Mental.
2. **Physical (Beta = 0.307):**
o **Interpretation:** A one standard deviation increase in Physical is associated with a 0.307 standard deviation increase in Mental. This shows a weaker effect compared to Spiritual.

t-Statistic and Significance (Sig.)

1. **Constant (t = 4.522, Sig. = .000):**
o **Interpretation:** The constant term is significantly different from zero, which confirms that the intercept is significantly different from zero.
2. **Spiritual (t = 12.195, Sig. = .000):**
o **Interpretation:** The high t-value and low p-value suggest that Spiritual is a significant predictor of Mental. This means the relationship between Spiritual and Mental is unlikely due to chance.
3. **Physical (t = 6.027, Sig. = .000):**
o **Interpretation:** The high t-value and low p-value indicate that Physical is also a significant predictor of Mental. The relationship between Physical and Mental is statistically significant.
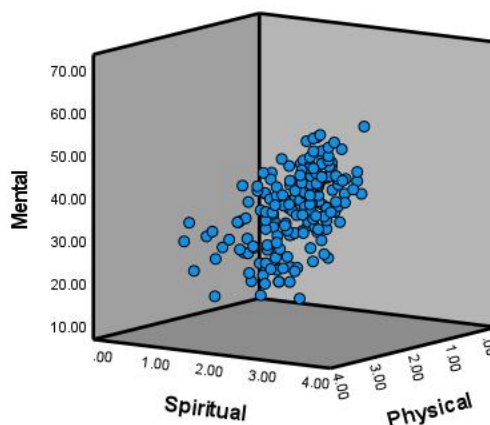
Additional Considerations

Practical Implications:

o **Application:** If the goal is to improve Mental outcomes, focusing on Spiritual may be more effective due to its higher impact compared to Physical. However, a balanced approach considering both variables may provide the best results.

GRAPH /SCATTERPLOT(XYZ)=Spiritual WITH Mental WITH Physical
Graph 5

Data Analysis; the following were found upon observation of linear regression

1. Between the Mental (independent) and physical (dependent) variables the linear regression is .722 which suggests a strongly linear relation between them. In other words, they are directly proportional. Increase in one is followed by the increase in the other and vice- versa suggesting dependence.

2. Between the Spiritual (independent) and mental (dependent) variables the linear regression is .827 which suggests an even stronger linear relation between them. In other words, they are directly proportional. Increase in one is closely followed by the increase in the other and vice-versa suggesting high dependence.

3. Between the Spiritual (independent) and physical (dependent) variables the linear regression is .858 which suggests a strongly linear relation between them. In other words, they are directly proportional and have a high dependence between them

4. Correlation is significant at the 0.00 level (100 percent confidence level) in the 2 tailed test between all three variables - spiritual, mental and physical.

Conclusion

Educational intervention programs based on all the three domains of Physical, mental and spiritual are highly effective in developing intuitive consciousness. Since Consciousness is the highest cognitive function outcome. An increase in this domain brings about an increase in all cognitive functions, especially those of management skills.

Further since the spiritual, mental and physical domains follow a hierarchical model in the cognitive domain of humans, spiritual being at the highest, meditation based educational intervention programs are highly effective in developing and increasing consciousness in humans.

If the goal is to improve Mental outcomes, focusing on Spiritual may be more effective due to its higher impact compared to Physical. However, a balanced approach considering both variables may provide the best results.

For each one-unit increase in Physical, Mental is expected to increase by 4.492 units, assuming Spiritual remains constant. This indicates a positive relationship between Physical and Mental, though not as strong as Spiritual.

Since the coefficient for Spiritual is larger, it has a greater impact on Mental compared to Physical. This implies that changes in Spiritual have a more substantial effect on Mental than changes in Physical.

Decision Making: Based on these results, strategies or interventions targeting Spiritual may have a more pronounced effect on improving Mental outcomes compared to those focusing on Physical.

Both Physical and Spiritual significantly affect Mental. Spiritual has a higher standardized coefficient (Beta) than Physical, suggesting it has a stronger effect on Mental.

Model Fit: The high F-value and the very low p-value suggest that the regression model with Physical and Spiritual as predictors is statistically significant and provides a good fit for predicting Mental.

Explained Variance: The model explains a significant proportion of the variance in Mental (as indicated by the high R^2 value), and the residual variance is relatively small.

Goodness of Fit: The high R^2 and Adjusted R^2 values suggest that Physical and Spiritual are strong predictors of Mental, and the model fits the data well.

Model Reliability: The relatively low standard error means that predictions made by the model are expected to be close to the actual values of Mental.

Interpretation of Predictors: Since Physical and Spiritual are both included in the model, their individual coefficients will tell you the specific impact of each predictor on Mental.

The analysis shows that there is a strong association between higher levels of spirituality and mental health.

Individuals who score higher on the "Spiritual" variable tend to exhibit significantly better mental health. However, while the correlation is strong, it's important to note that correlation does not imply causation. Other factors may also influence this relationship

"Mental" is the independent variable used to predict the dependent variable "Physical".

No variables were removed, and all specified variables were included.

The "Enter" method means the variable was added to the model in a single step, without any selection criteria.

This table essentially tells you that the model includes "Mental" as the sole predictor for "Physical," and there were no additional steps or variable selections involved.

Recommendations

Background:

Recent research has conclusively demonstrated that a series of structured workshops can significantly enhance an individual's intuitive consciousness. This study meticulously evaluated the efficacy of various workshop methodologies in fostering heightened intuitive abilities, and the results suggest a promising pathway for personal development and cognitive expansion.

Key Findings:

1. **Increased Intuitive Awareness:** Participants in the workshops exhibited a marked improvement in their ability to access and interpret intuitive insights. Quantitative measures, such as pre- and post-assessment scores on intuitive tests, revealed a substantial increase in intuitive accuracy and confidence.

2. **Enhanced Decision-Making Skills:** The workshops contributed to improved decision-making processes among participants. Enhanced intuitive consciousness led to more informed and swift decision-making, as evidenced by qualitative feedback and performance metrics in real-world scenarios.

3. **Sustained Benefits:** Follow-up assessments indicated that the benefits of increased intuitive consciousness were not only immediate but also sustained over time. Participants reported continued application of their enhanced intuitive skills in various aspects of their personal and professional lives.

4. **Implementation of Workshops:** It is highly recommended that similar workshops be implemented across diverse settings, including educational institutions, corporate environments, and community organizations. The proven success of this approach suggests that broader application could lead to widespread benefits.

5. **Customization of Workshop Content:** Future workshops should be tailored to the specific needs and contexts of participants. Customization may enhance relevance and effectiveness, addressing the unique challenges and opportunities faced by different groups.

6. **Integration with Existing Programs:** Consider integrating intuitive consciousness workshops with existing personal development, leadership training, and psychological well-being programs. This integration can provide a more holistic approach to personal and professional growth.

7. **Ongoing Research and Development:** Continued research is essential to refine workshop methodologies and explore new techniques for enhancing intuitive consciousness. Collaboration with experts in psychology, cognitive science, and experiential learning can drive innovation and further validate the effectiveness of these interventions.

8. **Evaluation and Feedback Mechanisms:** Establish robust evaluation and feedback mechanisms to continuously assess the impact of the workshops. Participant feedback, performance metrics, and long-term follow-up studies will be crucial in ensuring the sustained success and improvement of these programs.

Given the findings from the study and the strong intercorrelations among Physical, Mental, and Spiritual well-being, here are some recommendations for educational intervention programs:

Recommendations for Educational Intervention Programs

1. **Integrate Physical, Mental, and Spiritual Domains**:
   o Develop comprehensive educational programs that address all three domains—Physical, Mental, and Spiritual. A holistic approach can enhance intuitive consciousness and cognitive functions, including management skills.

2. **Emphasize Spiritual Development**:
   o Since Spiritual well-being has the strongest correlation with Mental well-being, prioritize spiritual development in your programs. Consider incorporating meditation, mindfulness, and reflective practices, which have been shown to improve consciousness and mental health significantly.

3. **Balanced Approach**:
   o While Spiritual well-being should be a focal point, don't neglect Physical well-being. A balanced approach that addresses both Physical and Spiritual domains can offer optimal results. For example, programs that combine physical fitness with spiritual practices can be more effective than focusing on one domain alone.

4. **Customized Interventions for Mental Improvement**:
   o If the primary goal is to enhance Mental well-being, design interventions that emphasize spiritual practices. Given that Spiritual well-being has a larger effect on Mental well-being than Physical well-being, spiritual interventions may yield more substantial improvements.

5. **Promote Meditation-Based Programs**:
   o Implement meditation-based educational interventions. These programs are effective in developing higher levels of consciousness and can positively influence mental health. Ensure that these programs are well-structured and accessible to all participants.

6. **Leverage Findings for Targeted Strategies**:
   o Use the understanding that Spiritual well-being has a greater impact on Mental outcomes to develop targeted strategies. For instance, programs could offer spiritual workshops or counseling sessions that focus on enhancing self-awareness and emotional resilience.

7. **Monitor and Adjust Based on Model Fit**:
   o Given that the regression model with Physical and Spiritual as predictors shows a high R^2 value and good fit, continuously evaluate the effectiveness of your programs using similar statistical methods. Adjust the focus as needed based on how well the interventions are working.

8. **Address Residual Variance**:

o While the model explains a significant proportion of variance in Mental well-being, be mindful of other factors that might influence outcomes. Consider incorporating additional variables or contextual factors into your programs to address unexplained variance.

9. **Foster Practical Applications**:

o Ensure that interventions not only address theoretical aspects of Physical, Mental, and Spiritual well-being but also include practical applications. Activities such as group discussions, physical exercises, and spiritual practices should be integrated into daily routines.

10. **Evaluate and Refine Programs**:

o Regularly assess the impact of your educational programs on Physical, Mental, and Spiritual well-being. Use feedback and data to refine and improve interventions, ensuring they remain effective and relevant.

By implementing these recommendations, educational programs can more effectively enhance intuitive consciousness and overall cognitive function, leading to improved management skills and well-being.

Conclusion:

The successful study underscores the significant potential of workshops in enhancing intuitive consciousness. By adopting the recommended strategies, organizations and individuals can leverage this valuable tool to foster greater intuitive insight, improve decision-making, and achieve holistic personal and professional development.

The study demonstrates a significant positive relationship among Physical, Mental, and Spiritual well-being, with Spiritual well-being exerting the strongest impact on Mental well-being. The findings underscore the importance of addressing these three domains in educational intervention programs to enhance overall cognitive function and intuitive consciousness.

Key Insights:

1. **Holistic Approach**: Integrating Physical, Mental, and Spiritual dimensions in educational programs is essential for fostering intuitive consciousness. A well-rounded approach that addresses all three areas can effectively improve management skills and cognitive outcomes.

2. **Prioritization of Spiritual Well-being**: Spiritual well-being has the most substantial impact on Mental well-being compared to Physical well-being. Therefore, educational interventions should prioritize spiritual development, incorporating practices such as meditation and mindfulness to achieve significant improvements in mental health.

3. **Balanced Interventions**: While Spiritual well-being should be a central focus, it is crucial to maintain a balanced approach that also includes Physical well-being. Programs that combine physical fitness with spiritual practices are likely to be more effective than those focusing solely on one domain.

4. **Targeted Strategies**: For improving Mental outcomes, targeted interventions emphasizing Spiritual well-being may offer more pronounced benefits. Programs should be designed to leverage the strong correlation between Spiritual and Mental well-being.

5. **Program Evaluation**: Continuous evaluation of educational interventions is necessary to ensure their effectiveness. The high model fit and significant explanatory power of the regression model indicate that incorporating both Physical and Spiritual well-being is crucial, but adjustments should be made based on ongoing assessment and feedback.

In summary, a comprehensive and balanced approach to Physical, Mental, and Spiritual well-being in educational interventions can significantly enhance intuitive consciousness and cognitive functions. By

focusing on spiritual development while maintaining attention to physical health, educational programs can achieve optimal outcomes in mental well-being and overall cognitive performance.

References

1. Baars, B. J., Banks, W. P., Newman, J. B. (Eds) (2003). Essential Sources in the Scientific Study of Consciousness.   Cambridge: MIT Press/Bradford Books.
2. Baars, B. J. (1986) The cognitive revolution in psychology. New York: Guilford Press.
3. Baars, B. J., Banks, W. P., Newman, J. B. (Eds) (2003). Essential Sources in the Scientific Study of Consciousness. Cambridge: MIT Press/Bradford Books
4. Baars, B.J. (1997). In the theatre of Consciousness: The workspace of mind. http://bernardbaars.pbworks.com/f/BaarsTheaterbookCh1-2.pdf.
5. Baars, B.J. (2003). Introduction: Treating Consciousness as a variable: The fading taboo. Retrieved from http://www.upaya.org/ uploads/pdfs/Baars2003.pdf.
6. Bass, B., & Avolio, B. (1992). Transformational Leadership. In Leadership, (pp. 131-159). Retrieved from http://kcxt.cdu.edu.cn
7. Bass, B.M. (1999). Two decades of Research and development in Transformational Leadership. Retrieved from http://www.techtied.net/wp-content/uploads/2007/10/bass_transforrmational_leadership. pdf.
8. Baer, R.A., Smith, G.T., & Allen, K.B. (2004). Assessment of mindfulness by self-report: The Kentucky Inventory of Mindfulness Skills. Assessment, 11, 191-206.
9. Bar-On, R. (1997). The Bar on Emotional Quotient Inventory (EQ-i): Technical manual. Toronto: Multi-Health Systems.
10. Beer, P.D (n.d.). Conscious leader as a key factor of sustainability. Retrieved fromhttp://www.villageofleaders.co.za/conscious-leadership-a-key-factor-of-sustainability-by-paul-de-beer/.
11. Belokopytov, Yu & Panasenko, G. (2024). Indian philosophy as a precursor of the string theory of consciousness. Part 1. Professional education in the modern world. 14. 200-209. 10.20913/2618-7515-2024-2-2.
12. Bishop, S. R., Lau, M., Shapiro, S., Carlson, L., et al. (2004). "Mindfulness: A Proposed Operational Definition", Clin Psychol Sci Prac 11:230–241
13. Brazdau, O. (2008). Research on consciousness experience from the perspective of anthropology of individual. The Consciousness Quotient and CQ Inventory. Doctoral dissertation, Romanian Academy of Science, Bucharest,
14. Brazdau, O., & Mihai, C. (2011). The Consciousness quotient: a new predictor of students' academic performance. Procedia Social and Behavioural Sciences, 11, 245-250.
15. Brazdau, O. (2013). What is CQ? Retrieved from http://www.consciousness-quotient.com/what-is-cq.Burns, J.M. (1978). Transformational Leadership Theory. Retrieved fromhttp://www.leadership-central.com/burns-transformational-leadership-theory.html#axzz 2Naz97Re4.
16. Carter, H. (2009). What do we mean by conscious leadership? Retrieved from h t t p : / / n e e l a b e t r i d g e . c o . u k / w p - c o n t e n t / u p l o a d s /2013/03/ccl model exec summary 12-august-09.pdf.
17. Cherry, K. (2012). What is transactional Leadership? Retrieved from http://p s y c h o l o g y . a b o u t . c o m / o d / l e a d e r s h i p / f / t r a n s a c t i o n a l -leadership.htm.

18. Dyer, E. D. (1987). Can university success and first-year job performance be predicted from academic achievement, vocational interest, personality and biographical measures? Psychological Reports, 61(2), 655-671.

19. Eary, I. J., Strand, S., Smith, P., & Fernandes, C. (2007). Intelligence and educational achievement. Intelligence, 35(1), 13-21

20. Ediseth, A. (2002). The Relationship between Intelligence, Approaches to Learning and Academic Achievement. Scandinavian Journal of Educational Research, 46(2), 219-230.

21. Fenigstein, A., Scheier, M. F., & Buss, A. H. (1975). Public and private self-consciousness: Assessment and theory. Journal of Consulting and Clinical Psychology, 43, 522-527.

22. Gagné, F., & St Père, F. (2002). When IQ is controlled, does motivation still predict achievement? Intelligence, 30(1), 71-100.

23. Goleman, D. (1995). Emotional intelligence. New York: Bantam Books.

24. Gumora G., & Arsenio W. F. (2002). Emotionality, Emotion Regulation, and School Performance in Middle School Children. Journal of School Psychology, 40 (5).

25. Horn-Turpin, F.D. (2009). A Study Examining the Effects of Transformational Leadership Behaviours on the Factors of Teaching Efficacy, Job Satisfaction and Organizational commitment as Perceived by Special Education Teachers. Retrieved from http://scholar.lib.vt.edu/theses/ a v a i l a b l e / e t d - 0 2 1 5 2 0 0 9 - 0 8 0 9 1 8 / u n r e s t r i c t e d /FDHornTurpinETD09.pdf.

26. Hoschl, C., & Kozeny, J. (1997). Predicting academic performance of medical students: The first three years. The American Journal of Psychiatry, 154(6), 86-92.

27. Hayden, G., & Jager, K.D. (2010). Demystifying the consciousness quotient. Retrieved from http://www.sphereconsulting.org/new-trends/Demystifying Consciousness Quotient.pdf

28. Heaton, D.P., & Harung, H.S. (1999) "The Conscious Organization". The Learning Organization, 6 (4) , 1 5 7 - 1 6 3 .

29. Koh, W.L., Steers, R.M., & Terberg, J.R. (2006). The effects of transactional leadership on teacher attitudes and student performance in Singapore.

30. Kossowska, S. (1999). Learning styles: differential effects of self-control and deep-level information processing on academic achievement. Personality Psychology in Europe.7, 263-281

31. Mathiasen, R. E. (1984). Predicting college academic achievement. College Student Journal, 18, 380-386.

32. Metzinger, T. (Ed) (2002). Neural Correlates of Consciousness. Cambridge, MA: MIT. Press

33. Mouw, J. T., & Khanna, R. K. (1993). Prediction of academic success: A review of the literature and some recommendations. College Student Journal, 27(3), 328-336

34. Mourshed, M., & Barber, M. (2010). How the world's most improved school systems keep getting better. Retrieved fromwww.mckinsey.com/client_service/social_sector/latest_thinking/worlds_most_improved_schools.

35. Muenjohan, N. (2007). Transformational Leadership: A new force in leadership research. Retrieved from http://www.wbiconpro.com/436-Nuttawuth.pdf

36. Murphy. (2005). Connecting teacher leadership and school improvement. The Educational Forum, 68, 276-286. Corwin Press, Thousand Oaks, CA.259 Vaibhav Chauhan, Sadhna Sharma and Nandita Satsangee

37. Natsoulas, T. (1990). Is Consciousness What Psychologists Actually Examine? American Journal of Psychology, 105, 363-84.

38. Parker, J. D. A., Creque, R. E., Barnhart, D. L., Harris, J. I., Majeski, S. A., & Wood, L. M. (2004). Academic achievement in high school: does emotional intelligence matter? Personality and Individual Differences, 37(7), 1321-1330.

39. Penrose, R. (1994). Shadows of the Mind: A Search for the Missing Science of Consciousness. Oxford: University Press

40. Riaz, O. (2012). Spirituality & Transformational Leadership in Education. Retrieved from http: / /digitalcomons. fiu. edu / cgi / view content article

41. Romania. Brazdau, O. (2009). The Conscious Experience: Consciousness Quotient (CQ) and Brazdau CQ Inventory. Paper presented at Toward a Science of Consciousness Conference, Hong Kong, China

42. Sugerman, A., & Tarter, R. (Eds.). (1978). Expanding Dimensions of Consciousness. New York: Springer Publishing Company.

43. Tart, Charles (1975). States of Consciousness. New York: E.P. Dutton and Co.

44. Velman, M. (2009). How to define consciousness and how not to define consciousness. Journal of Consciousness Studies, 16(5), 139-156.

45. Varela, F.J., Shear, J. 1999). First-Person Methodologies: What, why, how? Journal of Consciousness Studies, 6, (2-3) 1-14.

46. Wolfe, R. N., & Johnson, S. D. (1995). Personality as a predictor of college performance. Educational and Psychological Measurement, 55, 177-185.Wolman, B., & Ullman, M. (Eds.). (1986). Handbook of states of consciousness. New York: Van Nostrand Reinhold Co