

## Comparative Study of Spiritual Intelligence among Workforce of Education and Corporate Sector

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### **Abstract:**

*Any organization academic or corporate relies significantly on their “human capital” to achieve their goals. For academic institutions, the faculty force is salient in optimizing educational resources for producing outstanding students. As for the corporate Pf. Wong has said, “for companies to survive in the 21st century in the face of economical downturn and global competition, it would be helpful to seek inspiration from Above [God/heaven] and tap into the employees' spiritual resources'. Spirituality can be viewed as a form of intelligence because it predicts functioning and adaptation and offers capabilities that enable people to solve problems and attain goals and has a significant influence on the quality of life. Spiritual intelligence is the human capacity to ask questions about the ultimate meaning of life and the integrated relationship between us and the world in which we live. It results in an increase in psychological well-being of individuals as well as enabling them to have a goal in their life.*

*Realizing the importance of spiritual intelligence in present times a descriptive study using the Spiritual Intelligence Scale by Dhar and Dhar (2010) will be conducted to measure and compare the range of spiritual intelligence among the teachers of secondary school and employees of corporate sector. The results will be statistically analyzed using mean, SD and T ratio. High, Normal and low range of spiritual intelligence in dimensions of Benevolence, Modesty, Conviction, Compassion, Magnanimity and Optimism will be compared and assessed.*

**Keywords:** *Spirituality, Intelligence, Teachers, Corporate employees, Psychological well being*

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### **Introduction:**

People all over the world work for a number of reasons, the most fundamental and basic being fulfillment of the physical and mental needs what Maslow (1954) called "deficiency needs", to achieve the highest state of “self actualization”. Self actualization is the need to be good, to be fully alive and to find meaning in life. It is a known fact that when people live lives that are different from their true nature and capabilities, they are less likely to be happy than those whose goals and lives match. The theory being that people work consistently for longer periods of time, even in mundane tasks if motivated to pursue their calling thus

achieving transcendental goals of happiness and contentment and spirituality.

The reason why the construct of spirituality is considered as intelligence is based on some scientific observations and findings that the application of specific patterns of thoughts, emotion and behaviours discussed under religion and spirituality, in daily life can lead to an increase in the individual's adaptation and well being (Anandrajah & Hight, 2001, Kennedy 2002, Van Ness & Kasel, 2003, Daaleman, 2004).

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between us and the world in which we live. It results in an increase in psychological well-being of individuals as well as enabling them to have a goal in their life.

Any organization academic or corporate requires its employees to be more committed as well as to have a better cohesive working interrelationship. Work life of an individual reaches and touches into the very soul and spirit of all employees at work. Recently, interest in spirituality at the workplace has gained momentum, as evidenced by international research projects on spirituality in organizations. Attempts to explain the revival of the movement focus on three themes: (a) unstable work environment that is primed by turbulent social and business changes, and which in turn spurs individuals to seek spiritual solutions to the consequent tension; (b) profound change in values globally exemplified in a developing sense of social responsibility, quest for post-material assets, search for self-actualization as opposed to material security; and (c) integration of eastern philosophies in otherwise westernized management of organizations (Giacalone & Jurkiewicz, 2003). That spirituality and meaning at the workplace is beneficial for the business in terms of morale and productivity is a view that has gained acceptance among management consultants, human resources professionals and mainstream business schools (Wong, 2003).

#### **Spiritual Intelligence:**

Spiritual intelligence mixes the concepts of "spiritual" and "intelligence" in a new perception, Zohar and Marshall (2000) define it as "the intelligence with which we address and solve problems of meaning and value, the intelligence with which we can place our actions and our lives in a wider, richer, meaning-giving context, the intelligence with which we can assess that one course of action or one life-path is more meaningful than another" (p. 3-4).

Emmons (2000) defines spiritual intelligence as "the adaptive use of spiritual information to facilitate everyday problem solving and goal attainment." He originally proposed 5 components of spiritual intelligence:

1. The capacity to transcend the physical and material.
2. The ability to experience heightened states of consciousness.
3. The ability to sanctify everyday experience.
4. The ability to utilize spiritual resources to solve problems.
5. The capacity to be virtuous.

Spiritual intelligence includes various methods that and can coordinate innate life and the spirit with external life and it may lead to happiness and improvement of life quality (Vaughan, 2002).

Wigglesworth (2006) defines spiritual intelligence as "the ability to act with wisdom and compassion, while maintaining inner and outer peace, regardless of the circumstances." She breaks down the competencies that comprise SQ into 21 skills, arranged into a four quadrant as follows:-

1. Higher Self/ Ego self Awareness
2. Universal Awareness
3. Higher Self/ Ego self Mastery
4. Spiritual Presence/ Social Mastery

King (2009) defines spiritual intelligence as a set of adaptive mental capacities based on non-material and transcendent aspects of reality, specifically those that:

"...contribute to the awareness, integration, and adaptive application of the nonmaterial and transcendent aspects of one's existence, leading to such outcomes as deep existential reflection, enhancement of meaning, recognition of a transcendent self, and mastery of spiritual states."

Kumar and Mehta (2011) defined spiritual intelligence as "the capacity of an individual to possess a socially relevant purpose in life by understanding 'self' and having a high a high degree of conscience, compassion and commitment to human values.

### Objectives:

This study determined the level of spirituality among the employees working in corporate and education sector of Chandigarh. Further, this study sought to achieve the following objectives: (1) to determine the difference in the spiritual Intelligence of corporate and school employees. (2) to identify the respondents' degree of spiritual intelligence.

### Method:

The study is descriptive and inferential which was conducted on a 50 employees working in secondary school and 50 employees working in corporate sector situated in Chandigarh. The sample was selected randomly. In total the present study was conducted on 100 employees. To collect the data Spiritual Intelligence Scale by Dhar and Dhar (2010) was used. The scale comprised of six dimensions of spiritual intelligence: Benevolence, Modesty, Conviction, Compassion, Magnanimity and Optimism.

### Results and Discussions:

**Table 1: Mean Differential of Group I (Corporate Employees) and Group II (School Employees) in Dimension I (Benevolence) of Spiritual Intelligence**

Group	Mean	S.D	t-Value	Level of Significance
I	65.72	8.75	0.1369	N.S.
II	65.94	5.47		

Table 1 shows the mean differentials between the group 1 (Corporate employees) and Group 2 (School employees) in benevolence dimension of spiritual intelligence. It shows that the mean score of corporate employees are equal to the mean scores of school employees. Further it indicates no significant mean differential between the groups at any level. It can be concluded that the benevolence dimension which constituted factor Humane, Self-Efficacy, Pivy and Inner harmony are equal among the corporate employees than the school employees and there exist no difference in it.

**Table 2: Mean Differential of both groups in Dimension II (Modesty) of Spiritual Intelligence**

Group	Mean	S.D	t-Value	Level of Significance
I	55.84	7.43	2.682	.05
II	59	3.77		

Table 2 shows the mean differentials between the group 1 (Corporate employees) and Group 2 (School employees) in modesty dimension of spiritual intelligence. It shows that the mean score of school employees are more than the mean scores of corporate employees. Further it indicates a significant mean differential between the groups at .05 level. It can be concluded that the modesty dimension which constituted factor Self-Actualization, Altruism, Self Realization and Just are higher among the school employees than the corporate employees.

**Table 3: Mean Differential of both groups in Dimension III (Conviction) of Spiritual Intelligence**

Group	Mean	S.D	t-Value	Level of Significance
I	28.36	4.29	8.6216	.01 Level
II	36.44	5.05		

Mean differentials between the group 1 (Corporate employees) and Group 2 (School employees) in Dimension – III i.e. Conviction has been indicated in Table 3. The calculated results show significant difference between the two groups and found that mean score of group 2 (school employees) is higher than the mean score of group 1 i.e. corporate employees. It can be concluded from the results that school employees constituted spiritual intelligence with respect to Conviction comprising of generous factor.

**Table 4: Mean Differential of both groups in Dimension IV (Compassion) of Spiritual Intelligence**

Group	Mean	S.D	t-Value	Level of Significance
I	36.04	4.07	3.719	.01
II	32.96	4.20		

T-Values of both group in dimension IV (Compassion) has showed in Table 4 which indicated higher mean score of corporate employees than the school employees and significant at .01 level. The calculated results suggested that factors related to compassion i.e. forgiveness, achievement orientation are higher in corporate employees than the school employees.

**Table 5: Mean Differential of both groups in Dimension V (Magnanimity) of Spiritual Intelligence**

Group	Mean	S.D	t-Value	Level of Significance
I	9.96	1.44	7.465	.01 level
II	12	1.23		

Table 5 showed the mean differential between the both group in Magnanimity dimension which includes compatible and ethical factors. The data indicated higher Magnanimity among school employees than the corporate employees and there is a significant difference in Magnanimity of the groups at .01 level.

**Table 6: Mean Differential of both groups in Dimension VI (Optimism) of Spiritual Intelligence**

Group	Mean	S.D	t-Value	Level of Significance
I	9.08	1.06	3.162	.01
II	8.5	0.81		

Mean differential between the both groups in VI dimension which is related to Optimism is shown in table 6 and it has been found that optimism dimension is higher among corporate employees than the school employees and there is a significant difference in Optimism of the groups at .01 level.

**Table 7: Mean Differential of both groups in total of all the Dimension of Spiritual Intelligence**

Group	Mean	S.D	t-Value	Level of Significance
I	205	15.06	3.529	.01
II	214.76	12.06		

Table 7 shows the mean differential of both groups in total of all the dimensions of spiritual intelligence. The results show that there is a significant difference among the groups at .01 level. The table further shows that the mean score of school employees are greater than the mean scores of corporate employees. It can be concluded from the results that school employees have greater spiritual intelligence as a whole than the corporate employees.

**Table 8: High, Normal and Low range of Group1 (Corporate Employees) and Group 2 (School Teachers) in all the dimensions of Spiritual Intelligence**

Dimensions	High		Normal		Low	
	Group I	Group2	Group I	Group2	Group I	Group2
I	76.6	76	67.54	65.73	55	57
II	66	66	54.36	58.77	48	50
III	0	39.06	31.84	31.4	24.58	26
IV	42.75	41	35.80	35.9	30.25	29.33
V	0	14	10.76	11.45	8.25	0
VI	10.2	10	8.33	8.27	0	0

Table 8 shows the high, normal and low range of corporate employees and school employees in various dimensions i.e. Benevolence, Modesty, Conviction, Compassion, Magnanimity and Optimism of spiritual Intelligence. The results indicated that not even a single corporate employee fall in high range of Conviction and Magnanimity dimension of spiritual intelligence.

**Table 8.1: Mean Score in High, Normal and Low Range of Group I (Corporate Employees) and Group II (School Employees) in Total of all the Dimensions of Spiritual Intelligence**

Dimensions	High		Normal		Low	
	Group I	Group2	Group I	Group2	Group I	Group2
Total	233	238	210.05	213.81	185.16	189

Table 8.1 shows the mean score in high, normal and low range of both groups in total of all the dimensions of spiritual intelligence. The mean score in high, normal and low range of corporate employees are 233, 210.05 and 185.16 respectively and the mean score in various range of school employees are 238, 213.81 and 189 respectively which are higher than the mean scores of corporate employees.

**Conclusion:**

The technological advances and globalization of the 20th century have caused rapid and evolutionary change in the workplace. This change has caused a reevaluation by employees from working for a living to wanting careers that are meaningful, inspirational, and consequential. In searching for the meaning and connection desired, individuals become aligned with their inner or higher self—their spirituality. The purpose of the present study was to study the difference in spiritual intelligence among corporate and school workforce. After reviewing the literature (Emmons, 2000; MacHovec 2002; Sinetar, 2000; Wolman, 2001), it has been concluded that capacities and skills which are linked with spiritual intelligence may vary from individual to individual in light of variations in personality features, spiritual tendencies, religious backgrounds, and the religious practices and activities they follow. Results also revealed that in most of the dimension school employees showed greater level of spiritual intelligence than the corporate employees which might be due to variations in various aspects. The findings of this research were also supported by Dincer (2009), who pointed out that spiritual intelligence is related to educators' behavior. He stated that, an educators' high level of spiritual intelligence play a significant role in preparing students of all age groups. Spiritual intelligence, especially in the jobs such as counseling, nursing, teaching, managerial and generally in the occupations which require a lot of activities and strong spirit, has a considerable effect on occupational progress of these individuals. Having realized the potential of spiritual intelligence, different Educational Commissions have recommended that spiritual aspects are needed for the harmonious development of the learner. One can contribute to the strengthening of spiritual intelligence of employees through holding

in-service training courses on the techniques of expanding spirituality in both personal life and work life. The paradigm shift toward heightened workplace spirituality provides many positive outcomes for organizational productivity and performance and adds considerable merit for executives and heads who seeks to improve and better position their organizations for the future.

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