

Relationship between spiritual intelligence and emotional intelligence: a comparative study on the school teachers of union territory chandigarh.

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Abstract: A study was conducted on the sample of 400 teachers of U. T. Chandigarh to find out the relationship between spiritual intelligence and emotional intelligence among the government and private school teachers. The sample was selected randomly from government and private schools of U.T. Chandigarh. Roqan Spiritual Intelligence Test (RSIT) by Prof. Roquiya Zainuddin and Ms. Anjum Ahmed (2010) and Emotional Intelligence Inventory (EII-MM) by Dr. S. K. Mangal and Mrs. Shubhra Mangal (2012) was used by the investigators for data collection. The data was analyzed using t-test and Pearson Correlation Coefficient. Result of the study revealed that there was no significant difference in spiritual intelligence and emotional intelligence of private and government school teachers. Also, there was no statistically significant relationship between Spiritual Intelligence and Emotional Intelligence of school teachers of U.T. Chandigarh.

Keywords: Spiritual Intelligence, Emotional Intelligence, Teachers

Article History: Received: 27th February, 2024, Revised: 1st March, 2024, Accepted: 05th March, 2024, Published: 31st March, 2024

I. INTRODUCTION

A very special emphasis has been placed on the Bloom's taxonomy of cognitive, affective and psychomotor domains holds a very significant place in school education. However, earlier education system was more focused on the cognitive domain and to psychomotor domain for technical disciplines. Recently, a special emphasis has been placed on affective domain which deals with one's emotions, feelings, interests, expressions etc. In almost all significant educational policies and curriculum frameworks including National education Policy 2020 which talks about holistic education and professional development of teachers. Moreover, policies highlight the need of life skills and problem-solving attitude of students which is possible only if teachers are equipped with the same [1]. Furthermore, the extent of courses offered by National Curriculum Framework for School Education [2] is from Fire & Safety, Digital Marketing & E-Commerce to Yoga, Early Childhood Care & Education which aims to realize the best possible education for each and every child of India while adhering to the principles of its Constitution, which propounds an egalitarian, inclusive and pluralistic society. Therefore, in order to achieve these goals, it becomes imperative to develop emotional and spiritual intelligence among teachers. The present study aimed to find out the relationship between emotional intelligence and spiritual intelligence of government and private school teachers of U. T. Chandigarh. The study's findings would add a new perspective to stakeholders' understanding on recruitment and delegate responsibilities to the teachers while taking their EI and SI factors into consideration. This would help achieving the objectives of holistic education when an

organization will have teachers imbued in virtues like empathy, compassion and commitment.

1.1 Emotional Intelligence

A type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use this information to guide one's thinking and actions" is how Salovey and Meyers originally described emotional intelligence (EI) in the early 1990s [3]. Researchers have found that that working professional can control the emotions of people around them only if they themselves are capable of doing so [4]. According to Goleman, Emotional intelligence is the capacity of an individual to control their feelings and express them at the right time, right place and right manner. He said that Emotional intelligence is the most significant predictor of success in the job "To be Emotionally Intelligent one must be proficient in four A's of Emotional Intelligence i.e Awareness, Acceptance, Attitude and Action [5]. Five components of Emotional Intelligence include; Self Awareness, Self-regulation, Empathy and Social Skills. It deals with one's ability to establish a rapport, identify similarities and manage relations with precision. It includes skills like team building and leadership.

1.2 Spiritual Intelligence

The construct 'spiritual intelligence' is made two words 'spiritual and 'intellect'. The Latin word 'spiritus', means life. Although the intellect has been considered the foundation of intelligence by propounded by many social scientists, psychologists, philosophers, and educators, they ignored the importance of spirit [6]. Zohar (1997) proposed that the two constructs, spiritual and intelligence cannot be separated from each other. If the intellect is to be

valued so the spirit too. Some of the principles suggested by Zohar (1997) to foster spiritual intelligence are self-awareness which deals with what we care for, what we live for and what we die for, spontaneity which talks about living a life without and prejudice or projection, being vision and valued by the purpose of life, holism, compassion, celebration of diversity, field independence, humility, tendency to ask fundamental 'why' questions, ability to reframe, positive use of Adversity, sense of vocation etc. Zohar and Marshall further go on saying that spiritual intelligence is that type of intelligence with which we are able to identify and find solutions to our day-to-day problems. It is with this kind of intelligence that we are able to see a larger perspective of life and act accordingly [7]. Vaughan (2002) propounded that spiritual intelligence deals with the inner-self of a person in terms of mind and spirit and its relationship with the material world [8]. For King (2008) spiritual intelligence is a set of cognitive abilities that deal with transcendent aspects such as awareness, integrity, honesty etc [9].

1.3 Objective of the study

- To study the difference between Emotional Intelligence of Government and Private schools of U. T. Chandigarh
- To study the difference between Spiritual Intelligence of Government and Private schools of U. T. Chandigarh
- To study the relationship between Emotional Intelligence and Spiritual Intelligence of school teachers of U.T. Chandigarh.

1.4 Hypothesis

- There is no statistically significant difference between Emotional Intelligence of Government and Private schools of U. T. Chandigarh
- There is no statistically significant difference between Spiritual Intelligence of Government and Private schools of U. T. Chandigarh
- There is no statistically significant relationship between Emotional Intelligence and Spiritual Intelligence of school teachers of U.T. Chandigarh.

1.5 Delimitations of the study

The study is limited to the government and private schools of U. T. Chandigarh.

II. LITERATURE REVIEW

Chin, Anantharaman & Tong revealed that higher rate of productivity at workplace is directly related to better working environment if emotional and spiritual intelligence work in coherence with each other [10]. Chin, Raman, Yeow & Eze found out that creativity and innovation among successful entrepreneurs are

nurtured through Emotional and Spiritual Intelligence [11]. Keshavarzi & Yousefi revealed that emotional and spiritual intelligence have positive correlation that is high emotional intelligence has high spiritual intelligence [12]. A study by Sodhi concluded that emotional and spiritual intelligence have a positive effect on psychological and physical wellbeing and lower stress level [13]. Samul found a that there exists a connection between emotional, spiritual intelligence and self-leadership [14]. A study by Turi, Rani, Abidin, Mahmud & Adresi reported a significant impact of emotional and spiritual intelligence on academic performance of students [15]. Lola's study revealed that emotional intelligence helps to deal with burnout and wellbeing with college counsellors [16]. Age and educational qualifications have significant influence on spiritual intelligence [17]. Spiritual intelligence has significant impact on teaching competencies [18]. Emotional and spiritual intelligence facilitates creative, innovative, conducive and humanized learning [19].

III. METHODOLOGY

3.1 Samples

The sample comprised of the 400 teachers from the government and private schools of U. T. Chandigarh.

3.2 Research Design

The present study adopted the descriptive study design, which describes the nature of variables under study and their relationship.

3.3 Research Tools

- Roquan Spiritual Intelligence Test (RSIT) by Prof. Roquiya Zainuddin and Ms. Anjum Ahmed (2010)
- Emotional Intelligence Inventory (EII-MM) by Dr. S. K. Mangal and Ms. Shubhra Mangal (2012)

3.4 Statistical Techniques Used

The hypotheses were tested using descriptive and inferential statistics through SPSS mode. Two-way ANOVA and Pearson Product Moment Coefficient of Correlation was used to test the statistical significance of the hypothesis.

IV. ANALYSIS AND INTERPRETATION OF DATA

4.1 Descriptive Analysis

Table 1 Distribution of School of the teacher of Government and Private Schools of U.T. Chandigarh

Distribution of School Teachers	Frequency	Percent	
Government	200	50.0	
Private	200	50.0	
Total	400	100	

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Table 1 shows the sample 50% distribution of both government and private schools of U. T. Chandigarh. The sample consists of 200 government and 200 private school teachers which constitutes a total of 400 school teachers.

4.2 Inferential Analysis

Objective 1: To study the difference between Emotional Intelligence of Government and Private schools of U. T. Chandigarh.

Hypothesis 1: There is no statistically significant difference between Emotional Intelligence of Government and Private schools of U. T. Chandigarh. Table 2 Difference between Emotional Intelligence of Government and Private school teachers using t –test.

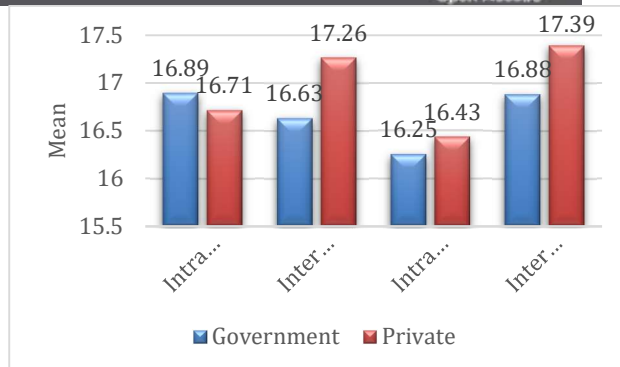


Figure 1: Showing graphical presentation of Mean score of Emotional Intelligence of Government and Private school teachers of U.T. Chandigarh.

Dimensions of Emotional Intelligence	Government (n=200)		Private (n=200)		t value	df	P value
	Mean	SD	Mean	SD			
Intra Personal Management	16.89	3.65	16.71	3.68	0.50	398	0.61
Inter Personal Management	16.63	3.22	17.26	3.16	-1.96	398	0.05
Intra Personal Awareness	16.25	3.66	16.43	3.32	-0.53	398	0.60
Inter Personal Awareness	16.88	3.55	17.39	3.56	-1.42	398	0.16
Emotional Intelligence	66.65	10.20	67.78	9.84	-1.13	398	0.26

Table: 2 and Figure: 1 show that for the Intra-personal Management dimension of emotional intelligence, the Mean and SD for government school teachers is 16.89 and 3.65 respectively. The mean and SD for private school teachers is 16.71 and 3.63 respectively. The mean difference between the government and private school teachers for the intra-personal dimension is ($t=0.05$, $p>0.05$) not significant at 0.05 level.

For the Inter-personal Management dimension of emotional intelligence, the Mean and SD for government school teachers is 16.63 and 3.22 respectively. The mean and SD for private school teachers is 17.26 and 3.16 respectively. The mean difference between the government and private school teachers for the inter-personal dimension of emotional intelligence is ($t= - 1.96$, $p>0.05$) not significant at 0.05 level.

difference between the government and private school teachers for the intra-personal dimension is ($t= - 0.53$, $p>0.05$) not significant at 0.05 level.

There was a total of 22 students who took the 3 pretests, the SHARE coaching classes and then took the post tests for the same 3 topics.

For the Inter-personal Awareness dimension of emotional intelligence, the Mean and SD for government school teachers is 16.88 and 3.55 respectively. The mean and SD for private school teachers is 17.39 and 3.56 respectively. The mean difference between the government and private school teachers for the inter-personal dimension of emotional intelligence is ($t= - 1.42$, $p>0.05$) not significant at 0.05 level.

For the overall Emotional Intelligence, the Mean and SD for government school teachers is 66.65 and 10.20 respectively. The mean and SD for private school teachers is 67.78 and 9.84 respectively. The mean difference between the government and private school teachers for the inter-personal dimension of emotional intelligence is ($t= - 1.13$, $p>0.05$) not significant at 0.05 level.

Therefore, hypothesis 1; There is no statistically significant difference between Emotional Intelligence of Government and Private schools of U. T. Chandigarh is not rejected.

Objective 2: To study the difference between Emotional Intelligence of Government and Private schools of U. T. Chandigarh

Hypothesis 2: There is no statistically significant difference between Spiritual Intelligence of Government and Private schools of U. T. Chandigarh Table 3: Difference between Spiritual Intelligence of Government and Private school teachers using t –test

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Dimensions of Spiritual Intelligence	Government (n=200)		Private (n=200)		t value	df	P value
	Mean	SD	Mean	SD			
Inner self	32.44	8.30	32.64	8.38	-0.24	398	0.81
The inter-self	64.82	20.81	59.31	23.75	2.47	398	0.01**
Biostoria	21.29	5.36	23.83	4.88	-4.96	398	0.00**
Life perspective	36.38	9.44	35.79	8.83	0.65	398	0.52
Spiritual Actualization	75.62	24.36	68.94	28.26	2.53	398	0.01**
Value orientation	43.17	11.23	41.89	11.61	1.12	398	0.26
Spiritual Intelligence	275.28	72.43	264.69	79.48	1.39	398	0.16

**Significant at 0.01 level of significance

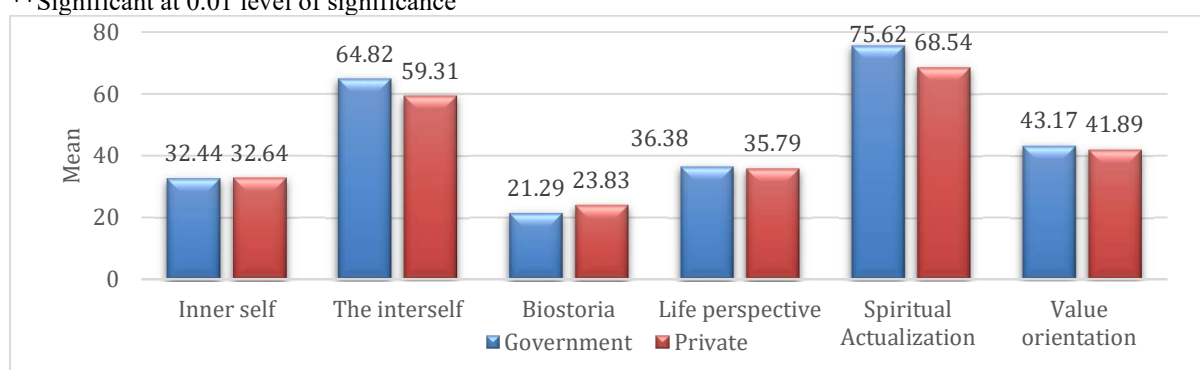


Figure 2: Showing graphical presentation of Mean score of Spiritual Intelligence of Government and Private school teachers of U.T. Chandigarh

Table: 3 and Figure: 2 shows that for the Inner-self dimension of spiritual intelligence, the Mean and SD for government school teachers is 32.44 and 8.30 respectively. The mean and SD for private school teachers is 32.64 and 8.38 respectively. The mean difference between the government and private school teachers for the Inner-self dimension is ($t = -0.24$, $p > 0.01$) not significant at 0.01 level.

For the Inter-self dimension of spiritual intelligence, the Mean and SD for government school teachers is 64.82 and 20.81 respectively. The mean and SD for private school teachers is 59.31 and 23.75 respectively. The mean difference between the government and private school teachers for the Inter-self dimension is ($t = -2.47$, $p < 0.01$) significant at 0.01 level. For the Biostoria dimension of spiritual intelligence, the Mean and SD for government school teachers is 21.29 and 5.36 respectively. The mean and SD for private school teachers is 23.83 and 4.88 respectively. The mean of others.

2. The results difference between the government and private school teachers for the Biostoria dimension is ($t = -4.96$, $p < 0.01$) significant at 0.01 level.

For the Life Perspective dimension of spiritual intelligence, the Mean and SD for government school teachers is 36.38 and 9.44 respectively. The mean and

SD for private school teachers is 35.79 and 8.83 respectively. The mean difference between the government and private school teachers for the Life Perspective dimension is ($t = -0.65$, $p < 0.01$) not significant at 0.01 level. For the Spiritual Actualization dimension of spiritual intelligence, the Mean and SD for government school teachers is 75.62 and 24.36 respectively. The mean and SD for private school teachers is 68.94 and 28.26 respectively. The mean difference between the government and private school teachers for the Spiritual Actualization dimension is ($t = 2.53$, $p < 0.01$) significant at 0.01 level. For the Value Orientation dimension of spiritual intelligence, the Mean and SD for government school teachers is 43.17 and 11.23 respectively. The mean and SD for private school teachers is 41.89 and 11.61 respectively. The mean difference between the government and private school teachers for the Spiritual Actualization dimension is ($t = 1.12$, $p < 0.01$) not significant at 0.01 level.

For the overall Spiritual Intelligence, the Mean and SD for government school teachers is 275.28 and 72.43 respectively. The mean and SD for private school teachers is 264.69 and 79.48 respectively. The mean difference between the government and private school teachers for the inter-personal dimension of emotional intelligence is ($t = -1.39$, $p > 0.05$) not significant at 0.05 level.

Therefore, hypothesis 2; There is not statistically significant difference between Spiritual Intelligence of Government and Private schools of U. T. Chandigarh is not rejected.

Objective 3: To study the relationship between Emotional Intelligence and Spiritual Intelligence of school teachers of U.T. Chandigarh.

Hypothesis 3: There is no statistically significant relationship between Emotional Intelligence and Spiritual Intelligence of school teachers of U.T. Chandigarh.

Table 4: Correlation Matrix of Spiritual Intelligence and Emotional Intelligence of Government and Private School Teachers

Variables		Emotional Intelligence	Spiritual Intelligence
Emotional Intelligence	Pearson Correlation	1	-0.02
	Sig. (2-tailed)		0.64
	N	400	400
Spiritual Intelligence	Pearson Correlation	-0.02	1
	Sig. (2-tailed)	0.64	
	N	400	400

**Significant at 0.01 level of significance

The analysis of correlation coefficient shows that no meaningful relationship exists between spiritual intelligence and emotional intelligence. Table: 4 shows negative and non-significant correlation ($r = -0.02$, $p > 0.05$) at 0.05 level of significance.

Therefore, hypothesis 3; There is no statistically significant correlation between Emotional Intelligence and Spiritual Intelligence of Government and Private schools of U. T. Chandigarh is not rejected.

V. DISCUSSIONS AND CONCLUSIONS

1. The results revealed that there exists no significant difference between government and private school teachers of U. T. Chandigarh with respect to the dimensions; Intra-personal management, Inter-personal management, Inter-personal awareness and interpersonal awareness of Emotional Intelligence. Also, there is no significant difference in the overall Emotional Intelligence of government and private school teachers. Therefore, it can be concluded that both the group of teachers have equal ability to perceive and understand their own emotions and that also revealed that there exists no significant difference between government and private school teachers of U. T. Chandigarh with respect to three dimensions; Inner self, Life perspective and Value orientation of Spiritual Intelligence. However, it was observed that Government school teachers were doing better in Inter-self and Spiritual Actualization dimension of Spiritual Intelligence whereas private

school teachers were doing better in Biostoria dimension of Spiritual Intelligence. Therefore, it can be concluded that because private school teachers are working in a touch competition wherein modelling professionalism is an upheaval task making which in turn makes them unable to connect with their surroundings and attain life satisfaction. This is could be the probable hurdle in achieving higher consciousness. Furthermore, the experiences gained by the government school teachers are not adding to their so-called life experiences to be cherished and taken forward. Also, there is no significant difference in the overall Spiritual Intelligence of government and private school teachers.

3. The study also revealed that there is no significant correlation between spiritual intelligence and emotional intelligence of teachers teaching in schools of U. T. Chandigarh. This means that both the variables are unique in their construct and teacher measuring high on emotional intelligence would also measure high on spiritual intelligence does not hold true.

The atmosphere at private school teachers should be made less competitive and less exhausting so as to enable teachers develop healthy relationship amongst them and all the stake holders. Talks by spiritual leaders to understand the meaning of life and ultimate goal of human existence should be organized for teachers so as to make them see the world beyond what exists and enable them to connect with the higher consciousness. School management should take into account the emotional intelligence and spiritual intelligence dimensions into consideration while recruiting new teachers for their schools. Government school teachers should be provided enriching professional experience so as to make it life-time achievement to be shared and cherished by them. For this government should promote spiritual education for teachers. Government should encourage teacher-exchange programmes between govt. schools and school which are already practicing spirituality such as Vivekananda Schools, Aurobindo Schools and Vishvabharati to name a few. The present study is limited to the schools of Chandigarh, more elaborated study on these constructs could be done while taking into the consideration the demographic profiles like gender, age, educational qualifications and educational experiences etc.

VI. ACKNOWLEDGEMENT

The authors extend their appreciation to the Education Department Chandigarh and all the school principals for their relentless cooperation for the collection of data in the schools of Chandigarh.

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