

## Predictive Estimates of Employees' Intelligence at Workplace with Special Reference to Emotional and Spiritual Intelligence

B. K. Punia<sup>1</sup> and Priyanka Yadav<sup>2</sup>

*Submitted in June, 2014; Accepted in December, 2014*

**Abstract -** *The piece of writing investigates the relationship between employees' emotional and Spiritual intelligence. A conversation of spirituality and emotions within the workplace can be an unthinkable topic. However, emotional intelligence and spiritual intelligence are, at present, more widely acknowledged. Drawing a research connected with these construct we suggest that emotional intelligence within the employees in organisations may provide employees with a medium to better understand and mix spiritual experiences within their work. Study further explain that spiritual intelligence in employees also simultaneously improve the expression of emotional intelligence at work because result shows that emotional and spiritual intelligence are significantly and positively correlated to each other. Also by doing regression analysis, taking emotional intelligence as dependent variable or spiritual intelligence as independent variable and vice-a-versa model revealed that spiritual intelligence predict approximately 80 percent of emotional intelligence of employees and emotional intelligence predict approximately 51 percent of spiritual intelligence whereas another 49 percent due to another factors which are not explained in the study.*

**Index Terms –** *Intelligence, Emotional Intelligence, Spiritual Intelligence, Employee, Workplace.*

### 1.0 INTRODUCTION

In any of the organization, for educators, experts, corporate instructors, recruiters, managers there are some reasons for their extra performance apart from average performance. It is not the scientific skills, it is not intelligence either rather it is something else that cannot be defined in words i.e. personnel skills. In literary terminology intelligence can be understood as one's capacity for learning, reasoning and understanding. Here in the similar forms of mental activity; aptitude in grasping truths, relationships, facts, meanings may also be included. After talking a long time about personnel skills in organizations our approach to examine what makes people shine at workplace indicates that we can replace these personal skills with objective and measurable terms i.e. emotional and spiritual intelligence. There are few of emotional intelligence and spiritual competences that have been related with success

in job. Earlier researchers have discovered that emotionally healthy individuals are better learners, better at resolved conflicts, a reduced amount of aggressive and added understanding, feel better about themselves, have better desire control, are less involve in destructive behavior also have few problems related to behavior. For employees, emotional intelligence offers an essential foundation for developing the skills of effective independent learning and personal development. Spirituality survives in the hearts and minds of individual everywhere, within religious traditions and independently of traditions. Spirituality defines as the field of final concern, and then everyone is spiritual because everyone has ultimate concerns which can be understand in different ways. The investigations into spiritual intelligence suggested that it is one of several types of intelligence and that it can be developed relatively independently. Spiritual intelligence also helps to knowing others. It can be refined through searching, questioning, and practice.

Emotional Intelligence (EI) has come to mean many things to many different people. For some people, it is about being a nice people whereas other people see it as a dilemma and they find it hard to believe that emotions can be intelligent. Emotional intelligence is indication as a predictor of success in a number of life domains, including work Goleman<sup>1</sup> who conceptualized emotional intelligence as the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and our relationship. Individuals first notice the term "emotional intelligence" around 1995 with the publication of Daniel Goleman's best-selling book Emotional Intelligence who laid out a powerful case that such factors as self-awareness, self-discipline, and empathy determine personal and professional success. Based on BarOn's [2] work, "emotional intelligence is an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in cop up with environmental demands and pressures". The working definition of emotional intelligence as given by Mayer, Caruso & Salovey [3] is 'an ability to recognize the meanings of emotions and their relationships, and to reason and problem-solve on the basis of them'. An alternative model has been suggested to encompass a range of 'non-cognitive capabilities, competencies and skills which influence one's ability to succeed in coping with environmental demands and pressure' by Bar-On [2] which includes intrapersonal qualities (e.g. emotional self-awareness), interpersonal (e.g. empathy), adaptability (e.g. problem-solving), stress management (e.g. tolerance to stress) and general mood. Primarily Mayer and Salovey [4] the inventors of the theory of emotional intelligence, propounded an ability model of emotional

<sup>1</sup>Professor, Haryana School of Business, Guru Jambheshwar University of Science & Technology, Hisar-125 001.

<sup>2</sup>Research Scholar, Haryana School of Business, Guru Jambheshwar University of Science & Technology, Hisar- 001.

E-mail<sup>1</sup> bkpunia@rediffmail.com and

<sup>2</sup> priyankarao.in@gmail.com

intelligence which defines it as the capability to reason with, and concerning emotions. For them, emotional intelligence combines feelings with thinking, and thinking with feeling. Goleman<sup>5</sup> described the five main components of emotional intelligence as self-awareness, self-regulation, empathy, social skills and motivation that further assented that “a learned capability based on emotional intelligence those results in outstanding performance at work. Our emotional intelligence determines our potential for learning the practical skills based on the five elements: self-awareness, motivation, self-regulation, empathy, and adeptness in relationships. Mayer and Salovey[4] coined the theory of emotional intelligence which defines emotional intelligence as the capability to reason with, and concerning emotions. For them, emotional intelligence combines feelings with thinking, and thinking with feeling. Accordingly emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth.

The mix model by Goleman [6] of emotional intelligence is most widely used and accepted by people. It occupies a variety of competencies which are divided in two different skills sets. Figure-2 summarized Goleman's model.

Self awareness	Self management
<b>Emotional self awareness, Accurate self assessment, Self confidence</b>	Self control, Trustworthiness, Conscientiousness, Adaptability, Achievement orientation, Initiative
Social awareness	Social skill
<b>Empathy, Organizational awareness, Service orientation</b>	Developing others, Communication, Change catalyst, Influence, Leadership, Building bonds, Teamwork

**Figure 2: Goleman's Emotional Intelligence competencies**  
Source: Goleman (2010)

Spiritual intelligence means recognizing the work life principle and the seasons of life and may be termed as the expression of innate spiritual qualities through ones thoughts, actions and attitude which expands ones capacity to understand others at the deepest level. Spiritual understanding allows distinguishing both the 'true cause' of behavior without judgment, and serve the 'true needs' of others until they themselves learn to meet their own needs. This capacity is developed by first learning to free you from attachment and neediness and being able to meet our own inner needs. The word spirituality has its roots in spirit which means “nature of mind or outlook”, “a mental disposition characterized by firmness or forcefulness” Covey<sup>7</sup>. Zohar and Marshal<sup>8</sup> define spiritual intelligence as the

intelligence which helps us solve the problems of life significance and value the concept of our action and life. The theory of positive disintegration having relevance to spiritual intelligence illustrated it as the one's capability to discard the normal ways of thinking and behaving for want of compassion, integrity and altruism, however the theory on self-actualization emphasized the values such as justice, truth & beauty, wholeness, and uniqueness. On the similar lines the humanist psychology emphasized the central point of the individual's instinctive drive to be a better person through values of openness, caring, and the desire for entirety of life, body, mind and spirit. The theory of flow i.e. when a person's entire being is stretched in full functioning of body and mind all doings of the individual become worth doing for its own sake (Dabrowski's[9];Maslow[10];Rogers[11];and Csikszentmihályi [12]). The researches carried out in recent years have fostered increasing awareness to the study of spiritual intelligence and its application in various fields specially in working places. King [13] is defined spiritual intelligence such as:” Spiritual intelligence is as a set of intellectual capacity that contributes to the integration and knowledge and adaptive application of spiritual and supernatural aspects of personal existence and lead to critical existential thinking, increased meaning, identify of superior universe and dominated of spiritual. In this study four dimensions as explained in Figure-3 have been used to measure spiritual intelligence.

<b>Critical Existential Thinking (CET)</b>	<b>Refers to the ability to critically think about the reality of existence, being, universe, time, death, and other beyond normal and existential issues.</b>
<b>Personal Meaning Production (PMP)</b>	It is the ability to create personal purpose and the goal existed in all mental and physical experiments, including the ability to create and to dominate over the goal of life
<b>Transcendental Awareness (TA)</b>	TA is the ability to understand transcendental aspects in ourselves, others and the physical world, when you are alert and awake.
<b>Conscious State Expansion (CSE)</b>	Refers the ability to enter into the levels and states of spirituality and beyond consciousness and also coming out of it when you intend.

**Figure 3: Dimensions of Spiritual Intelligence**  
Source: King (2008)

## 2.0 RELATED STUDIES

The relationships of biographical information with emotional intelligence in two opposite professions of social work and software was examined by Singh<sup>14</sup> which revealed that there is

no significant difference in emotional intelligence of social work and software professionals. The study by Naghari & Radzum [15] examined that boys are less emotional intelligent in comparison to girls and also emphasis that high emotional intelligence in boys enhance their achievement. The research by Akintayo [16] found that managerial effectiveness was appreciably predicted by emotional intelligence. Emotional intelligence has been found linked with job performance and also individuals' high emotional intelligence reported a more positive experience. However the relationship of employees' perceptions of supervisor's emotional intelligence with a number of important organizational outcomes pointed out those organizations in the UAE which might be benefited by developing emotional intelligence skills in their leaders (Gupta [17]; Whiteoak and Rana [18]). The study by Vakola, et al. [19] explored that the "big five" dimensions of personality in association with emotional intelligence can smooth the progress of organizational change at an individual level. The study by Singh, Punia and Kumar [20] conducted on supervisory personnel proposed the cultivation of an emotional quotient and the desired organizational climate to enhance the employees' mental health vis-à-vis the organizational effectiveness. The findings of the study highlighted that some of the dimensions of organizational climate (performance standards, reward system, decision-making process etc.) and emotional competency (adequate depth of feeling, encouragement of positive emotions etc.) have meaningful relationships with the anxiety level of the personnel. Khatri and Duggal [21] investigated the role of transformational leadership and explored that the factors like its effectiveness, innovativeness & quality improvement and the transactional leadership have direct lineage with each other through the relationship was not very strong. The result further indicated that for maximum satisfaction and performance from employees, the leader must exhibit charisma and intellectually strong motivation. Anari [22] investigated the inter-relationship of emotional intelligence, job satisfaction, and organizational commitment, among high-school English teachers. The role of gender and age in emotional intelligence, the study went in support of gender differences, with females reporting higher emotional intelligence same as a result by Punia [23] who glimpsed that women have more emotional intelligence due to their high score on the dimensions of emotional intelligence, on the other hand in relation to their age Punia [23] reveals a parabolic trend with emotional intelligence whereas Anari<sup>22</sup> results revealed no differences among the participants according to their age. Emotional intelligence is also related to other important work outcomes namely family-work conflict, goal conflict, frustration and readiness to create and innovate. Significant differences with regard to the perception of emotional intelligence, conflict, readiness to create and innovate have been established across the background of participants discovered employee's with higher levels of emotional intelligence reported to lower levels of conflict and higher levels of readiness to create and innovate (Hess & Bacigalupo [24]; Suliman & Al-Shaikh [25]). Sahafi, Danaee &

Sarлак [26]; Modassir & Singh [27]; Chin, Anantharaman, & Tong [28]; Yunus[29]; Salarzahi, et al. [30]; and Yoghoubi et al. [31] (as cited in Yadav and Punia [32]) highlighted that the five aspects of emotional intelligence had significant positive impact on employees' organizational citizenship behaviour. Emotional intelligence was significantly correlated with conscientiousness, civic virtue and altruism and also mentioned that emotional intelligence of leader enhance followers' organizational citizenship behaviour. Results also showed that level of emotional intelligence varies from industries to industries because of their unique characteristics of individuals. Gender plays a significant role in emotional intelligence and organizational citizenship behaviour of supervisors and their subordinates and three dimensions of emotional intelligence i.e. self control, self motivation and empathy have major effect on organizational citizenship behaviour.

Gardner [33] acknowledged that there was some neurological evidence for "spirituality" in patients with temporal lobe epilepsy as far as spiritual intelligence is concerned and they tend to become contemplative and develop and increasingly tending toward the study of philosophy and religion and the persistent evaluation of deep questions. However Persinger<sup>34</sup> and Ramachandran et al. [35] established a relationship between heightened temporal lobe activity and the spirituality wherein the ideas on spirituality were apparent in different belief systems of ancient civilizations, religions, and the indigenous cultures. This entire phenomenon led to exhibit the connectedness or the belief that everything is part of one cosmic whole which is also acknowledged by contemporary society of the inherent wisdom and spirituality of indigenous people within the Australian Aboriginal communities. The connection of the society to the land and values that place collective needs above those of the individual was apparent and for many indigenous cultures, adolescence is a significant time in the spiritual life cycle and rites of channel guide people in the journey from childhood to adulthood (Kerr & Mcalister [36]). Doostar et al. [37]; Sara Piroozfar [38]; Chen & Yang [39]; and Rastgar, et al. [40] (as cited in Yadav and Punia [32]) highlighted spirituality as a predictor of organizational citizenship behaviour and showed that there are significant differences between different levels of workplace spirituality and organizational citizenship behaviour. Values, attitudes, and behaviors of leaders have positive effects on spirituality of the employees and relationship among workplace spirituality, organizational citizenship behaviour and job performance of employees was positive and workplace spirituality had a significant positive influence. The studies as reviewed above specify that emotional and spiritual intelligence is not only an important predictor of employees' success but also organizational success. The relationship and prediction of employees' emotional and spiritual intelligence is also a significant factor for job performances. Hence keeping this and the added significance of emotional and spiritual intelligence in view, the current research has been carried.

### 3.0 OBJECTIVES AND METHODOLOGY

The present study aims to predict the employees' emotional and spiritual intelligence and also find out the relationship between these two intelligences. The incidental objectives which contributed to the prime objective have been given as under:

1. To study the relationship between employees' emotional and spiritual intelligence vis-à-vis their dimensions.
2. To explore the predictive estimates of emotional and spiritual intelligence of employees' while taking them dependent and independent variables on reversal basis.

This research is based on sample size of 149 employees which encompass 90 male and 59 female respondents from different organizations. The present study is based on primary data collected through well-structured research instruments that measures the related variables of emotional and spiritual intelligence. The scale designed by Goleman<sup>1</sup> has been used to examine the emotional intelligence of employees which consist of 32 statements and represent its four different dimensions. The inventory on spiritual intelligence developed by King<sup>13</sup> has been used which consist of 24 statements representing four different dimensions. The collected data was analyzed using relevant statistical techniques like mean score, standard deviations (SD) and Pearson's correlation coefficients (r) and regression analysis as per the requirements of the study.

### 4.0 RESULTS AND DISCUSSION

**Objective-1:** To study the relationship between employees' emotional and spiritual intelligence vis-à-vis their dimensions.

To study the relationship between employees' emotional and spiritual intelligence, correlation analysis has done and the results have been shown as per the Table-1. As shown in Table-1, out of four dimensions of spiritual intelligence only one dimension i.e. Critical Existential Thinking (CET) was not found correlated with self-awareness dimension of emotional intelligence. However all the dimensions of spiritual intelligence except the one mentioned above have been found positively correlated with the all dimension of emotional intelligence. It signifies that both these intelligences are significantly and positively correlated to each other.

**Objective-2:** To explore the predictive estimates of emotional and spiritual intelligence of employees' while taking them dependent and independent variables on reversal basis.

To estimate the effect of one's spiritual intelligence on emotional intelligence and vice-a-versa regression analysis has been done while taking the two intelligences dependent and independent variables alternatively and the results of the same have been shown as per Tables-2&3. The Table-2 depicts the results of regression analysis wherein emotional intelligence has been taken as independent variable and the spiritual intelligence as the dependent variable.

It can be witnessed from the Table-2 that the value of R square is 0.516, which denotes that four dimensions of emotional intelligence can predict 51.6 % of the spiritual intelligence. There might be many factors that can explain spiritual intelligence of the employees but our model, which includes

only emotional intelligence, can explain 51.6 % of it. That means other 48.4 % part of spiritual intelligence can be explained/predicted by some other factors but approximately half of spiritual intelligence predicted by only emotional intelligence. The value of f- ratio is 38.35 and significant value is 0.000\* which is significant at 5 % level of significance that means our regression model result is significantly better predictor of spiritual intelligence.

The Table-3 depicts the results of regression analysis with spiritual intelligence as independent variable and the emotional intelligence as the dependent variable.

It can be seen from the Table-3 wherein emotional intelligence is taken as a dependent variable and spiritual intelligence as independent variable, results of regression analysis revealed that spiritual intelligence dimensions predict 80% (R square = 0.0800) of the emotional intelligence. There might be many factors that can explain emotional intelligence of the employees but as per the present study only spiritual intelligence, can explain up to 80.0 % of it. It denotes that means 80.00 % part of emotional intelligence can be explained/predicted by one's spiritual intelligence only and rest of the 20 percent emotional intelligence is predicted by other factors. The value of f- ratio is 144.32 and significant value is again 0.000\* which is also significant at 5 % level of significance. In short, the results pointed that 80 % of emotional intelligence of employees is explained by spiritual intelligence. While giving a summative note it can be viewed that if an individual is spiritually intelligent his chances of being emotionally intelligent are 80 percent. However one's being emotionally intelligent his spiritual intelligence can be only approximately 50 percent (51.6%). Therefore, spiritual intelligence carries more weight as compared to emotional intelligence.

When we compare the findings of the present study with previous studies of the nature some similar and interesting findings have emerged. The result of present study showed that emotional and spiritual intelligence were highly correlated which replicate the findings of pervious researches of Kaur et al. [41], Koohbanani et al. [42], King et al. [43], and Harmer [44] who also found the positive and significant relationship between emotional and spiritual intelligence. The employees having the knowledge of their divine, inner sense, critical thinking about the reality, time and death, creating goal in mental and physical experiments, ability to enter and exist in consciousness i.e. awareness of something and responding to one's surroundings and construct a life purpose is possible only when he knows about himself or herself, about his emotions or other's emotions and feelings. All emotions are important on the job, not just fear or worry. The answer is that emotions express information which you need to be effective in your work. Another major finding of present study is about predictive estimates of emotional and spiritual intelligence of employees' which is in consonance with the finding by David [45] who also found that emotional intelligence is not only the individual predictor of workplace success also spirituality that means knowing the things other than emotional awareness is also important.

## 5.0 CONCLUSION

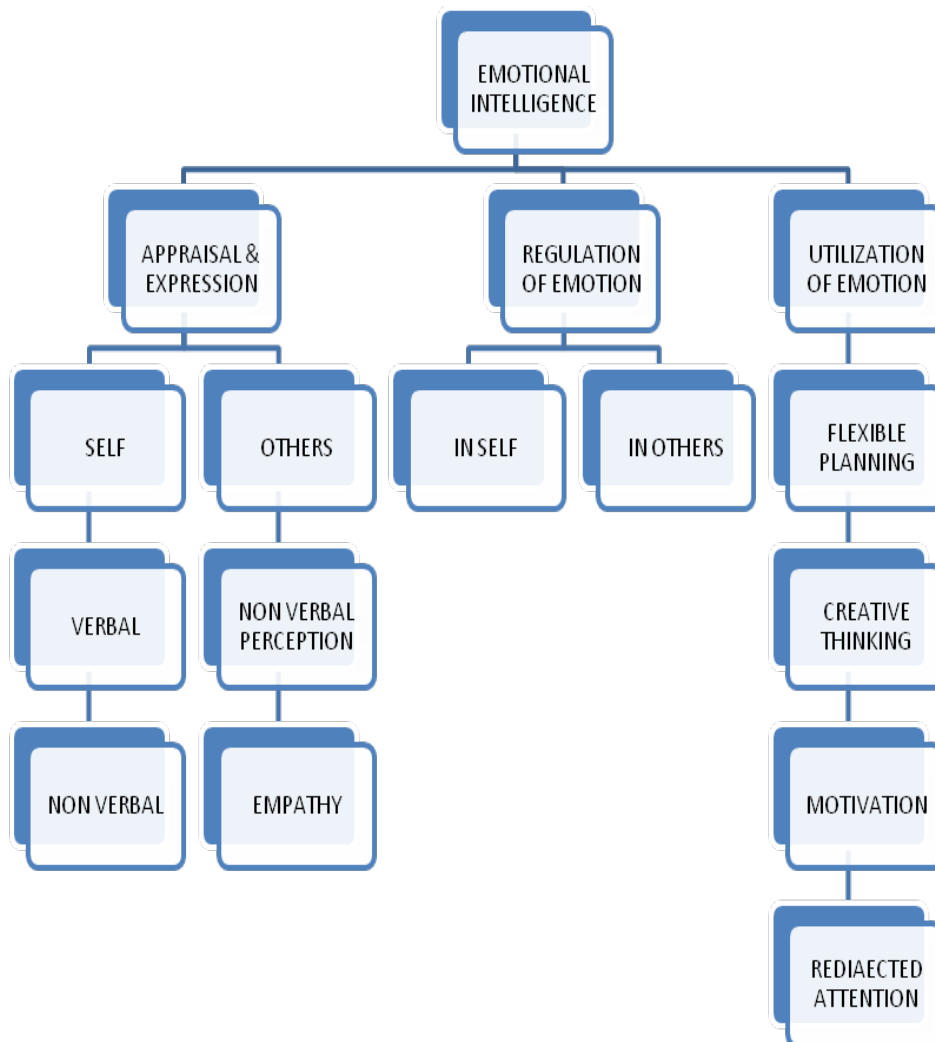
Intelligence can be understood as one's capacity for learning, reasoning and understanding. Here in the similar forms of mental activity; aptitude in grasping truths, relationships, facts, meanings may also be included. Researchers have discovered that emotionally healthy individuals are better learners, better at resolved conflicts, a reduced amount of aggressive and added understanding, feel better about themselves, have better desire control, are less involve in destructive behavior also have few problems related to behavior. For employees, emotional intelligence offers an essential foundation for developing the skills of effective independent learning and personal development whereas spirituality survives in the hearts and minds of individual everywhere, within religious traditions and independently of traditions. Spirituality in fact delineates as the field of final concern, and then everyone is spiritual because everyone has ultimate concerns which can be understand in different ways. In the present study emotional and spiritual intelligence were significantly positively correlated and also found that emotional intelligence predict only approximately half of spirituality of employees' while spiritual intelligence predict most of things other emotional intelligence of an employees.

## 6.0 REFERENCES

- Goleman, D. (1988). *The Meditative Mind: The Varieties of Meditative Experience*, Newyork: J.P. Terchor, Inc., p. 214.
- Bar-On, R., (2000). "Emotional and Social Intelligence: Insights from the Emotional Quotient Inventory (EQ-i)". In R. Bar-On & J.D.A. Parker (eds.), *Handbook of emotional intelligence*. San Francisco: Jossey-Bass, pp. 363-388.
- Mayer, J. D., Salovey, P. and Caruso, D. R. (2000). "Emotional Intelligence as Zeitgeist, as Personality, and as a Mental Ability". In Bar-On, R. & Parker, J. D. A. (Eds.), *Handbook of Emotional Intelligence*, San Francisco: Jossey-Bass, pp. 92-117.
- Mayer, J. D. and Salovey, P. (1997). "What is Emotional Intelligence?" In Salovey, P. & Sluyter, D. (Eds.), *Emotional Development and Emotional Intelligence: Implications for Educators*, New York, NY: Basic Books, pp. 3-34.
- Goleman, D. (1995). *Emotional intelligence*, New York: Bantam Books.
- Goleman, D. (2010). "Emotional Intelligence A Bantam book" 10, illustrated, reprint, annotated, Bantam Books.
- Covey, S. R. (2009). *The Leader in me: How Schools and Parents around the World are Inspiringgreantness, one Child at a time*, New York, NY: Frankline covey Co.
- Zohar, D. and Marshall, I. (1999). *SQ-Spiritual Intelligence- The Ultimate Intelligence*, London: Bloomsbury Publishing.
- Dabrowski, K. (1967). *Personality Shaping Through Positive Disintegration*, Boston: Little & Brown.
- Maslow, A. H. (1968). *Toward a Psychology of Being*. New York: Harper & Row
- Rogers, C., (1980). *A Way of Being*, Boston: Houghton Mifflin.
- Csikszentmihályi, M. (1996). *Creativity: Flow and the Psychology of Discovery and Invention*, New York: Harper Perennial.
- King, D. (2008). "The Spiritual Intelligence Self-Report Inventory (SISRI-24)". Available at <http://www.dbking.net/spiritualintelligence> (Retrieved on April 08, 2013).
- Singh, S.K., (2008). "Biographical Information as Correlates of Emotional Intelligence: A Study in Social Work and Software Professions", *Indian Journal of Industrial Relations*, 43(3), 385-405.
- Naghavi, F. and Redzuan, M., (2011). "The Relationship between Gender and Emotional Intelligence", *World Applied Sciences Journal*, 15(4), 555-561.
- Aukler, A. (2010). *The Influence of Personality Factor on Organisational Citizenship Behaviour*, unpublished report available at [www.poczynek.org/.../2010%20Judith%20Aykler%20-%20Organisationa...](http://www.poczynek.org/.../2010%20Judith%20Aykler%20-%20Organisationa...) (retrieved on March, 22, 2013), pp. 1-67.
- Gupta, R. (2012). "Analytical Study on Emotional Intelligence in Organisational Research", *VSRD-IJCSIT*, 2(5), 433-436.
- Whiteoak, J.W. and Manning, L.R. (2012). "Emotional Intelligence and Its Implications on Individual and Group Performance: A Study Investigating Employee Perceptions in the United Arab Emirates", *The International Journal of Human Resource Management*, 23(8), 1660-1687.
- Maria, V., Tsaousis, I. and Nikolaou, I. (2004). "The role of Emotional Intelligence and Personality Variables on Attitudes toward Organisational Change", *Journal of Managerial Psychology*, 19(2), 88-110.
- Singh, S., Punia, B. K. and Kumar, R. (2006). "Emotional Competence and Organisational Climate in Relation to Anxiety among the Supervisory Personnel: An Inter-Correlational Analysis," *The IUP Journal of Organisational Behaviour*, V (3), 74-83.

21. Khatri, P. & Duggal, S. (2012) "A Test of Transactional and Transformational Leadership Behaviour of Salesman on Customer Relationship Marketing Behaviour: A Study of the Indian Banking Sector", *BIJIT-BVICAM's International Journal of Information Technology*, 4(1), 427-434.
22. Anari, N. N. (2012). "Teachers: Emotional Intelligence, Job Satisfaction, and Organisational Commitment", *Journal of Workplace Learning*, 24(4), 256-269.
23. Punia, B. K., (2005). "Impact of Demographic Variables on Emotional Intelligence and Leadership Behaviour of Corporate Executives", *The IUP Journal of Organisational Behaviour*, IV(2), 7-22.
24. Habibollah, S., Yaghoubi, N. M., Naroei, M. and Sin, L. G. (2011). "A Survey of Relationship between Emotional Intelligence and Organisational Citizenship Behaviour in Iran", *International Business and Management*, 3(1), 130-135.
25. Suliman, A.M. and Al-Shaikh, F. (2007). "Emotional Intelligence at Work: Links to Conflict and Innovation", *Employee Relations*, 29(2), 208-220.
26. Sahafi, E., Danaee, H. and Sarlak, M. A. (2011), "The Impact of Emotional Intelligence on Citizenship Behaviour of Physicians (With Emphasis on Infertility Specialists)", *Journal of Family and Reproductive Health*, 5(4), 109-115.
27. Modassir, A. and Singh, T. (2008). "Relationship of Emotional Intelligence with Transformational Leadership and Organisational Citizenship Behaviour", *International Journal of Leadership Studies*, 4(1), 3-21.
28. Chin, S., Anantharaman, R. N., and Tong, D. (2011). "Emotional Intelligence and Organisational Citizenship Behaviour of Manufacturing Sector Employees: An Analysis", *Management*, 6(2), 107-125.
29. Yunus, Noorlaila, H. (2010). "The Influence of Supervisors' Emotional Intelligence on Non Bank Supervisory Employees' Organisational Citizenship Behaviour", Paper Presented in International Conference (CSSR) on 5-7 December. 2010, 663-667.
30. Salarzahi et al., (2011). "A Survey of Relationship Between Emotional intelligence and Organizational Citizenship Behavior in Iran", *International Business and Management*, 3(1),130-135.
31. Yaghoubi, E., Mashinchi, S. A. and Hadi, A. (2011). "An Analysis of Correlation between Organisational Citizenship Behaviour (OCB) and Emotional Intelligence (EI)", *Modern Applied Science*, 5(2), 119-123.
32. Yadav, P. & Punia, B.K. (2012). "Organisational Citizenship Behavior: A Review of Antecedent, Correlates, Outcomes and Future Research Directions", *International Journal of Human Potential Development*, 2(2), 01-19.
33. Gardner, H., (1983). *Frames of Mind*, New York: Basic Books.
34. Persinger, M. A. (1996). "Feelings of past lives as Expected Perturbations within the Neurocognitive Processes that Generate the Sense of Self: Contributions from limbic lability and Vectorial Hemisphericity". *Perceptual and Motor Skills*, 83(3), 1107-1121.
35. Ramachandran, V. S. and Blakeslee, S. (1998). *Phantoms in the Brain*, New York: William Morrow, pp. 1-328.
36. Kerr, B. and McAlister, J. (2002). *Letters to the Medicine Man: An Apprenticeship in Spiritual Intelligence*, Cresskill, NJ: Hampton Press.
37. Doostar, M., Chegini, M. G. and Pourabbasi, S. (2012). "Survey of Relationship between Spiritual Intelligence and Organisational Citizenship Behaviour", *Interdisciplinary Journal Of Contemporary Research In Business*, 3(1)1, 54-61.
38. Piroozfar, S. (2013). "The Influence Spirituality in Workplace on Employee's Organisational Citizenship Behaviour", *Trends in Social Science*, 6 (1), 26-29.
39. Chen, C. and Yang, C. (2012). "The Impact of Spiritual Leadership on Organisational Citizenship Behaviour: A Multi-Sample Analysis", *Journal of Business Ethics*, 105(1), 107-114.
40. Rastgar, A., Zarei, A., Davoudi, S.M. and Fartash, K. (2012). "The Link between Workplace Spirituality, Organisational Citizenship Behaviour and Job Performance in Iran", *A Journal of Economics and Management*, 1(6), 51-67.
41. Kaur, H., Singh, V. and Singh, P. (2012). "Emotional Intelligence: Significance of Psychology and Spirituality". *Pakistan Journal of Social and Clinical Psychology*, 9(2), 32-36.
42. Koohbanani, S. E., Dastjerdi, R., Vahidi, T. and Far, M., H., G. (2013). "The Relationship Between Spiritual Intelligence and Emotional Intelligence with Life Satisfaction Among Birjand Gifted Female High School Students ". *Procedia - Social and Behavioral Sciences* 84(2013), 314-320.

43. King, D., Mara, C. A. and Decicco, T., L. (2012). "Connecting the Spiritual and Emotional Intelligences: Confirming an Intelligence Criterion and Assessing the Role of Empathy". *International Journal of Transpersonal Studies*, 3(1), 1
44. Harmer, R. (2007). "Organisational Citizenship Behaviour, Emotional Intelligence and Spirituality: What's the relationship?" Paper presented at the 7th Industrial and Organisational Psychology Conference (IOP) of the APS/1st Asia Pacific Congress on Work and Organisational Psychology (APCWOP), 2007.
45. David, A. (1999). "A Proper Mentality for Benchmarking," *Public Administration Review*, 59 (2), 105-109.



**Figure 1: The Concept of Emotional Intelligence Source: Salovey & Mayer (1990)**

**Table-1: Correlation between Emotional and Spiritual Intelligence Dimensions**

SI	EI	<i>Self Awareness</i>		<i>Social Awareness</i>		<i>Self Management</i>		<i>Social Skills</i>	
		PC	Sig.	PC	Sig.	PC	Sig.	PC	Sig.
	<i>CET</i>	0.150	0.068	0.220	<b>0.007*</b>	0.178	<b>0.029*</b>	0.266	<b>0.001*</b>
	<i>PMP</i>	0.497	<b>0.000*</b>	0.425	<b>0.000*</b>	0.458	<b>0.000*</b>	0.478	<b>0.000*</b>
	<i>TA</i>	0.884	<b>0.000*</b>	0.692	<b>0.000*</b>	0.791	<b>0.000*</b>	0.592	<b>0.000*</b>
	<i>CSE</i>	0.683	<b>0.000*</b>	0.598	<b>0.000*</b>	0.632	<b>0.000*</b>	0.570	<b>0.000*</b>

\*= Significant at 5 percent level of significance.

Note: EI= Emotional Intelligence, SI= Spiritual Intelligence, CET= Critical Existential Thinking, PMP= Personal Meaning Production, TA= Transcendental Awareness, CSE= Conscious State Expansion, PC= Pearson Correlation

**Table 2: Regression analysis while Emotional Intelligence is Independent Variable and Spiritual Intelligence is the Dependent Variable**

<i>Variables</i>	<i>Un-standardized Coefficient beta</i>	<i>Standard error</i>	<i>T value</i>	<i>P value</i>	<i>R square</i>	<i>Adj. R square</i>	<i>f- ratio</i>	<i>P value</i>
Self Awareness	0.292	0.100	2.916	<b>0.004*</b>				
Social Awareness	0.111	0.079	1.418	0.158				
Self Management	0.237	0.093	2.562	<b>0.011*</b>	0.516	0.502	38.35	<b>0.000*</b>
Social Skills	0.191	0.085	2.249	<b>0.026*</b>				

\*= Significant at 5 percent level of significance.

**Table 3: Regression analysis while Spiritual Intelligence is Independent Variable and Emotional Intelligence is the Dependent Variable**

<i>variables</i>	<i>Un-standardized Coefficient beta</i>	<i>Standard error</i>	<i>T value</i>	<i>P value</i>	<i>R square</i>	<i>Adj. R square</i>	<i>f- ratio</i>	<i>P value</i>
CET	0.004	0.024	0.163	0.870				
PMP	0.057	0.028	2.056	<b>0.042*</b>				
TA	0.550	0.040	13.710	<b>0.000*</b>	0.800	0.795	144.32	<b>0.000*</b>
CSE	0.232	0.045	5.122	<b>0.000*</b>				

\*= Significant at 5 percent level of significance.