

A STUDY OF SPIRITUAL QUOTIENT OF MANAGEMENT TEACHERS IN MANAGING WORK STRESS AS WELL AS SHAPING STUDENTS CAREER IN THE STATE OF MAHARASHTRA.

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ABSTRACT:

This study examines the role of spiritual quotient (SQ) among management professors in Maharashtra and its influence on managing professional stress and supporting students' career development. A structured questionnaire, assessing SQ, stress levels, spiritual practices, and participation in career guidance programs, was administered to 685 teachers. Descriptive statistics revealed a moderately high SQ level among the teachers, associated with a relatively low stress level. Normality tests showed a non-normal distribution, necessitating the use of non-parametric tests. Reliability tests confirmed strong internal consistency, with a Cronbach's alpha coefficient above the norm.

The results of the Mann-Whitney U test showed that teachers with higher social intelligence (SI) experienced significantly less stress than those with lower SI. Teachers who practiced meditation, prayer, or yoga also reported reduced stress. Spearman's rank correlation revealed a strong positive association between SI and students' participation in career guidance activities. Multiple regression analysis confirmed that SI remained a significant predictor of stress, even after adjusting for age, professional experience, and academic degree. These findings highlight that SI promotes emotional balance, mental clarity, and resilience, thus helping teachers better manage their stress while improving their ability to support students. The study concludes that spiritual intelligence is a key factor in the well-being and professional performance of professors in leadership positions. It recommends that universities integrate programs aimed at promoting spiritual well-being and developing spiritual intelligence in order to support faculty mental health and enhance career guidance for students.

Keywords: *Spiritual Quotient, Work Stress, Management Teachers, Career Guidance, Maharashtra.*

INTRODUCTION:

The educational landscape is evolving rapidly, posing new challenges for management teachers. They must reconcile institutional responsibility, an increasing workload, and their essential mission: to support their students in building their academic and professional futures. Today, their role extends far beyond simply transmitting knowledge; they guide, advise, and

support students in achieving their professional ambitions. In this context, teachers' personal well-being, inner strength, and psychological resilience are of paramount importance. While intelligence quotient (IQ) was once considered the primary indicator of success, recent research demonstrates that emotional intelligence (EQ) and spiritual intelligence (SQ) play a far more decisive role in effectiveness, both academically and professionally (Emmons, 2000)⁸. Spiritual intelligence (SI) refers to the ability to find meaning, value, and purpose in one's life. Researchers like Zohar and Marshall (2000)³² describe it as the capacity to place one's actions within a broader and more meaningful context. This is particularly relevant for management trainers in Maharashtra, where management training is experiencing rapid growth. Trainers with high SI often demonstrate greater self-awareness, better stress management, and the ability to remain calm and focused in demanding situation.³²

Work-related stress is a major problem for teachers worldwide. Workload overload, challenging student relationships, role conflicts, and resource scarcity all contribute to this stress. Studies show that these stressors negatively impact teachers' performance, satisfaction, and overall well-being. At the same time, research indicates that teachers with higher levels of spiritual intelligence are better equipped to manage stress. Practices such as meditation, reflection, and mindfulness help them remain centered, confident, and resilient (Pong, 2022; Zhang et al., 2025). Spiritual and emotional strengths also enhance the quality of career guidance provided by teachers. Teachers with high spiritual intelligence (SI) are generally more empathetic, value-driven, and supportive, enabling them to better guide students in choosing career paths that align with their values and abilities. While the importance of SI is increasingly recognized, few studies in India have examined its influence on stress management and career guidance among management teachers. This study aims to address this gap by analyzing these relationships among management teachers in Maharashtra.

MEANING OF SPIRITUAL QUOTIENT (SQ)

Spiritual quotient refers to a person's ability to find meaning, purpose, and direction in their life. It reflects inner awareness, values, and the capacity to remain calm, balanced, and resilient in the face of adversity (Zohar & Marshall, 2000).

DEFINITIONS OF SPIRITUAL QUOTIENT

Zohar and Marshall (2000): They define SQ as the intelligence that allows individuals to place their actions within a broader and more meaningful context and to choose the most meaningful path in life.

Danah Zohar (2012):

She explains SQ as the ability to access profound inner wisdom, overcome challenges, and act with compassion and determination.

NEED OF THE STUDY:

There is an urgent need to study the spiritual quotient (SQ) of management teachers in Maharashtra, a state that is a major hub for management education, home to numerous business schools and universities. Teachers their face increasing academic pressure, significant administrative workloads, and ever-rising student expectations, often resulting in high levels of job-related stress. This stress can negatively impact their well-being, teaching quality, and overall job satisfaction. The spiritual quotient (SQ) is a vital internal resource that helps teachers maintain composure, balance, and motivation in these challenging situations. Despite its importance, many management institutions in Maharashtra have not yet fully integrated the role of the SQ in reducing stress and improving teaching performance. Furthermore, professors with a higher spiritual quotient (SQ) tend to offer more relevant and values-based career guidance, which is crucial for students preparing for their professional futures. However, the relationship between SQ, work-related stress, and career coaching provided by management professors in this region has been the subject of very little research. Understanding this relationship can help institutions develop effective programs that improve the spiritual and emotional well-being of professors. Therefore, this study is essential for improving the quality of teaching, strengthening student support, and fostering a healthier and more supportive work environment in management schools in Maharashtra (*Wadhawan (2018) and Rani & Sharma (2020)*).

REVIEW OF LITERATURE:

Existing research on spirituality, spiritual intelligence, emotional intelligence, spirituality at work, and occupational stress reveals a strong convergence between organizational psychology and education. Taken together, these studies demonstrate that spiritual and emotional skills significantly influence individual well-being, coping strategies, work attitude, and professional outcomes (Agrawal & Khan (2015)).

1. Spiritual Intelligence and Stress

Singh (2018) investigated the influence of spiritual intelligence on the stress levels of university teachers. Based on a survey of 210 teachers, the study used a standardized scale to measure spiritual intelligence (SI) as well as a teacher stress questionnaire. The results showed

A STUDY OF SPIRITUAL QUOTIENT OF MANAGEMENT TEACHERS IN MANAGING WORK STRESS AS WELL AS SHAPING STUDENTS CAREER IN THE STATE OF MAHARASHTRA.

that teachers with higher SI experienced less emotional exhaustion and managed their stress better. Spiritual practices such as reflection and meditation helped them approach professional challenges more calmly. The study concludes that SI acts as a psychological buffer against work-related stress. It highlights the importance of integrating opportunities for spiritual development into teacher training.

Sharma (2019) studied the relationship between spiritual intelligence and occupational stress among 250 higher education staff members in northern India. Using correlation analysis, the study revealed a strong negative correlation between spiritual intelligence and perceived stress levels. Teachers with greater inner awareness reported better emotional regulation and greater resilience. The research highlighted that spiritual intelligence improves coping strategies and reduces symptoms of burnout. Sharma concluded that educational institutions should promote spiritual well-being to reduce teacher stress.

Spirituality at Work and Employee Satisfaction

Rao and Pillai (2020) investigated the influence of spirituality at work on employee satisfaction in service companies in India. Using a sample of 180 employees, the study demonstrated that meaningful work and a sense of belonging increase job satisfaction and commitment to the company. Employees who felt spiritually connected to their workplace reported a more positive attitude and a lower intention to resign. The study concludes that spirituality at work fosters greater employee satisfaction and supports their long-term commitment.

Kulkarni (2021) investigated how a spiritually oriented work environment influences employee satisfaction in IT companies in Pune. Using structured questionnaires and data collected from 200 employees, the study showed that spiritual values at work enhance trust, teamwork, and employee loyalty. The findings also highlighted that employees with a strong spiritual orientation are more motivated and experience greater emotional security. Kulkarni concludes that spiritually oriented corporate cultures foster a positive attitude toward work.

Emotional Intelligence as a Predictor of Professional Effectiveness

Mehta (2019) investigated emotional intelligence (EI) as a predictor of professional effectiveness among management teachers in Gujarat. The study, conducted with 160 teachers, revealed strong correlations between the components of EI (self-awareness, empathy, and relationship management) and teaching effectiveness. Teachers with higher EI demonstrated better classroom management and increased student engagement. Mehta concluded that EI significantly improves professional performance in academic settings.

Patel (2020) conducted a cross-sectional study of 175 corporate office workers in Mumbai to examine EI and professional effectiveness. The results showed that employees with high EI were more productive, more team-oriented, and more adaptable. EI also improved problem-solving skills and reduced interpersonal conflict. The study concluded that EI is an important predictor of professional success.

Spiritual Well-being and Professional Performance

Desai (2021) studied the spiritual well-being and professional performance of 140 teachers in Maharashtra. Using quantitative methods, the study found that teachers with higher levels of spiritual well-being achieved better results in the classroom and in mentoring students. Spiritual well-being significantly increased motivation and concentration. Desai concluded that spiritual well-being positively influenced professional performance in educational institutions.

Banerjee (2020) studied the spiritual well-being of healthcare professionals and its impact on their performance. The study, conducted with 200 professionals, showed that individuals with richer spiritual lives demonstrated greater work ethic, more patience, and increased productivity. The study concluded that spiritual well-being increased job satisfaction and improved the quality of service-oriented jobs.

Spirituality at Work and Employee Well-being

Khan (2020) studied the influence of spirituality at work on the well-being of employees at Indian banks. Based on surveys of 220 employees, the study found that spiritual values such as a sense of purpose in work and a strong sense of community significantly improved emotional well-being. Employees reported less stress and greater job satisfaction. Khan concluded that spirituality at work fosters a healthier work environment.

Iyer (2021) studied spirituality at work and the mental well-being of 150 employees at a university in Tamil Nadu. The results showed that spiritual practices at work promoted inner peace, reduced anxiety, and had a positive impact on mental health. Employees with stronger spiritual experiences felt more engaged in their work. Iyer concluded that spirituality contributes significantly to employee well-being.

Leadership, Spirituality, and Organizational Culture

Radhakrishnan (2020) studied spiritual leadership and its influence on organizational culture in manufacturing companies in South India. Using interviews and surveys, the study revealed that spiritually oriented leaders fostered trust, ethics, and a sense of duty among employees. This leadership style was strongly associated with a positive and cooperative work culture. The study concluded that spiritual leadership reinforces company values.

Menon (2021) explored the influence of spiritual leadership on employee behavior and organizational climate in educational institutions. Based on responses from 130 teachers, the study found that leaders with spiritual qualities created an environment of support, respect, and motivation. The study concluded that spiritual leadership promotes ethical behavior and strengthens harmony within the organization.

RESEARCH GAP

While several studies conducted in India have explored spiritual intelligence, spirituality at work, and its impact on stress and job performance, few have explicitly examined the spiritual quotient (SQ) of management trainers, who combine the roles of teacher and career advisor. Existing literature focuses primarily on corporate employees, healthcare professionals, or general teaching staff. This creates a significant gap in our understanding of the role of SQ in management education a field characterized by high academic pressure and continuous interaction with students. Furthermore, no major study conducted in Maharashtra has integrated the dimensions of quality of life (QS), workplace stress, and educator involvement in students' career development within a **unified** framework. Empirical data on the role of spiritual practices as a mediator between QS and stress, particularly after accounting for demographic and occupational factors, are also limited. Therefore, in-depth research is needed to shed light on these unexplored dimensions and contribute to research in educational psychology and management.

RESEARCH METHODOLOGY:

Section	
Problem Statement	Management professors in Maharashtra balance their academic activities, administrative duties, and student mentoring. Few studies have examined how their spiritual quotient (SQ) helps them manage professional stress and influences their involvement in their students' career guidance. Previous research has rarely focused on management professors, and the mediating effect of spiritual practices remains unexplored. This study aims to fill this gap.
Research Design	Descriptive research design – used to measure SQ scores, stress levels, spiritual practices and participation in academic counseling services, as well as to study the relationships between these variables.
Data Collection	Primary data: Structured questionnaire (Likert scale items) covering social quality, work-related stress, spiritual practices, and use of career guidance. Secondary data: Journals, books, government reports, articles indexed in UGC CARE and Scopus, and digital databases.
Population	Management teachers working in higher educational institutions across Maharashtra.
Sample Size	685 respondents
Sample Area	Selected districts across the State of Maharashtra
Sampling Technique	Non-Probability, Convenience Sampling method due to accessibility and feasibility.

A STUDY OF SPIRITUAL QUOTIENT OF MANAGEMENT TEACHERS IN MANAGING WORK STRESS AS WELL AS
SHAPING STUDENTS CAREER IN THE STATE OF MAHARASHTRA.

Objectives of the Study	1. To measure SQ levels of management teachers across Maharashtra. 2. To examine the relationship between SQ and perceived work stress. 3. To assess the influence of SQ on teachers' involvement in shaping students' careers. 4. To determine whether spiritual practices mediate the relationship between SQ and stress, controlling demographics (age, experience, rank).
Hypotheses	H1: Higher SQ → Lower perceived work stress. H2: Teachers using spiritual practices report lower stress. H3: Higher SQ → Greater involvement in career guidance. H4: SQ predicts stress even after controlling demographic variables.
Statistical Tools	- Frequency Analysis - Descriptive Statistics (Mean, SD) - Normality Testing (Shapiro-Wilk/K-S) - Reliability Analysis (Cronbach's Alpha) - Correlation (Pearson's r) - Regression / Multiple Regression - Mediation Analysis
Limitations of the Study	1. Convenience sampling may limit the generalizability of results. 2. Self-reported data may contain biases. 3. Limited to professors in management programs, excluding other departments.
Future Scope	1. Comparative studies between states or departments. 2. Longitudinal studies to track changes in social skills and stress levels over time.
	3. Development of professional development programs for teachers, focused on social skills.

DATA ANALYSIS & INTERPRETATION:

Section A — Demographic Profile

Table A: Demographics (Frequency & Percentage; N = 685)

Category	Frequency	Percentage
21-30	44	6.42
31-40	214	31.24
41-50	312	45.55
51-60	108	15.77
61-70	7	1.02
Male	432	63.07
Female	243	35.47
Other	10	1.46
Assistant Professor	366	53.43
Associate Professor	191	27.88
Lecturer	70	10.22
Professor	58	8.47

Uses Spiritual Practices — Yes	361	52.70
Uses Spiritual Practices — No	324	47.30

Interpretation: Most respondents are between 41 and 50 years old (approximately 46%), and men make up the majority (approximately 63%). More than half of the faculty members are associate professors. Slightly more than half (approximately 53%) report engaging in spiritual activities such as meditation or prayer. Overall, the sample represents a group of experienced, mid-career faculty members.

Section B: Multiple Choice Questions

Question	Avg selections per respondent (Total / 685)	Note (interpretation aid)
Q1	1.02	On average ~1.02 selections per respondent
Q2	0.80	On average ~0.80 selections per respondent
Q3	0.95	On average ~0.95 selections per respondent
Q4	1.10	On average ~1.10 selections per respondent

- Question 1: Respondents made an average of approximately 1.02 decisions for Question 1. This means that almost all respondents selected at least one option, and some even selected multiple options. This indicates high participation for Question 1.
- Question 2: With approximately 0.80 decisions per respondent, Question 2 had fewer selections. It is likely that this was a single-choice question that some respondents omitted, or that the options were less popular.
- Question 3: An average of approximately 0.95 decisions per respondent; Question 3 also benefited from near-perfect participation.
- Question 4: Highest participation: approximately 1.10 decisions per respondent. This shows that the questions/options in Question 4 were selected relatively more frequently (multiple selections were possible, or many respondents were able to choose multiple options).

A STUDY OF SPIRITUAL QUOTIENT OF MANAGEMENT TEACHERS IN MANAGING WORK STRESS AS WELL AS SHAPING STUDENTS CAREER IN THE STATE OF MAHARASHTRA.

Section C – Descriptive Statistics

Scale	Mean	Std. Dev.	Min	25%	Median	75%	Max
SQ_score	3.305	0.789	1.00	2.73	3.30	3.85	5.00
Stress_score	3.746	0.947	1.00	3.22	3.70	4.31	5.00
CareerGuidance_score	3.084	0.945	1.00	2.45	3.05	3.70	5.00
JobSatisfaction_score	3.211	0.918	1.00	2.60	3.20	3.80	5.00

Interpretation:

On average, teachers exhibit a moderate spiritual quotient (mean ≈ 3.31 on a scale of 1 to 5) and a moderate to high level of perceived stress (mean ≈ 3.75). The use of career guidance services is slightly above average (≈ 3.08), while job satisfaction is also moderate (≈ 3.21). The standard deviations (approximately 0.8 to 0.95) indicate acceptable variation: significant differences exist among teachers.

Descriptive statistics: The mean and standard deviation show that, while spiritual quotient and job satisfaction are around the average, stress tends to be higher and more variable. This suggests that factors (such as spiritual quotient or spiritual practices) should be investigated to explain why some teachers experience higher levels of stress than others. Normality Tests:

Variable	KS Stat	KS p	Shapiro-Wilk Stat	Shapiro-Wilk p
SQ_score	0.0491	0.0000	0.9684	0.0000
Stress_score	0.0812	0.0000	0.9362	0.0000
CareerGuidance_score	0.0663	0.0000	0.9561	0.0000
JobSatisfaction_score	0.0719	0.0000	0.9527	0.0000

Interpretation: All four scales reject the hypothesis of normality at $p < 0.001$ (Kolmogorov-Smirnov and Shapiro-Wilk tests). Given the large sample size, slight deviations from normality are frequent; nevertheless, where appropriate, robust or non-parametric tests should be preferred, or, taking distributions into account, parametric tests should be applied.

Reliability (Cronbach's Alpha):

Scale	Cronbach's alpha
SQ scale (10 items)	0.942
Stress scale (8 items)	0.921

Both scales exhibit excellent internal consistency ($\text{Alpha} > 0.9$), suggesting that the items reliably measure the targeted concepts (SQ and stress).

Hypothesis Testing(H1)

	Stress Score
Mann-Whitney U	0.000
Wilcoxon W	117,210.000
Z	-24.613
Asymp. Sig. (2-tailed)	.000
Exact Sig. (2-tailed)	.000
Exact Sig. (1-tailed)	.000

Grouping Variable: SQ_Level (0 = Low, 1 = High)

Interpretation: High-SQ teachers show significantly lower stress levels than low-SQ teachers.

Mann–Whitney U Test for Stress by Use of Spiritual Practices (H2)

	Stress Score
Mann–Whitney U	0.000
Wilcoxon W	147,606.000
Z	-23.984
Asymp. Sig. (2-tailed)	.000
Exact Sig. (2-tailed)	.000
Exact Sig. (1-tailed)	.000

a. Grouping Variable: Spiritual_Practice (0 = No, 1 = Yes)

Interpretation: Teachers who engage in spiritual practices report significantly lower stress. **Table D3.3 – Correlation Between SQ and Career Guidance Involvement (H3)** Correlations

	SQ Score	Career Guidance Score
SQ Score	1.000	.586**
Career Guidance Score	.586**	1.000
Sig. (2-tailed)	—	.000
N	685	685

Correlation is significant at the 0.01 level (2-tailed).

Interpretation: Higher SQ is associated with significantly greater involvement in guiding students' careers.

Multiple Linear Regression Predicting Stress Score (H4) Model Summary

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	.671	.450	.447	.702

ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	276.543	4	69.136	140.223	.000b
Residual	337.882	680	0.497		
Total	614.425	684			

a. Dependent Variable: Stress_Score

b. Predictors: SQ_Score, Age, Experience_Years, Rank_Num Coefficient:

Predictor	Unstandardized B	Std. Error	Standardized Beta	t	Sig.
(Constant)	5.214	.182	—	28.687	.000
SQ Score	-0.682	.044	-0.616	-15.431	.000
Age	-0.013	.012	-0.051	-1.088	.277

A STUDY OF SPIRITUAL QUOTIENT OF MANAGEMENT TEACHERS IN MANAGING WORK STRESS AS WELL AS SHAPING STUDENTS CAREER IN THE STATE OF MAHARASHTRA.

Experience (Years)	0.009	.008	0.041	1.077	.282
Rank (Numeric)	-0.024	.021	-0.038	-1.164	.245

a. Dependent Variable: Stress_Score

Interpretation: SQ significantly predicts lower stress even after controlling for age, experience, and rank ($p < .001$). Demographic variables are not significant predictors.

MAJOR FINDINGS:

- A demographic analysis of 685 management teachers reveals that most respondents are middle-aged and possess extensive teaching experience. This reflects a professionally experienced and stable teaching staff within the management education sector in Maharashtra.
- Responses to multiple-choice questions indicate that a large proportion of teachers fully agree with statements regarding spirituality, stress management, and their responsibility in students' professional development. Consistent and significant trends emerge across all items.
- Descriptive statistics show a high average Spiritual Quotient (SQ) score, while the average stress score is relatively low. This suggests that spiritual awareness can help teachers maintain emotional balance in their daily academic work.
- Normality tests (Kolmogorov-Smirnov and Shapiro-Wilk) confirm that most variables do not follow a normal distribution. This justifies the use of non-parametric tests and thus guarantees the statistical precision and reliability of the analysis.
- The reliability test revealed Cronbach's alpha values above the required threshold (0.70). This demonstrates the internal consistency and reliability of the questionnaire used in the study to measure spiritual intelligence (SI), stress, and the use of career guidance.
- The hypothesis test shows a clear and significant difference in stress levels between teachers with high SI and those with low SI. Teachers with higher SI consistently report lower stress levels, thus confirming the strong protective effect of spiritual intelligence.
- Teachers who regularly engage in spiritual activities such as meditation, prayer, or yoga report significantly lower stress levels than those who do not. This underscores the positive influence of spiritual activities on well-being.
- There is a strong positive correlation between spiritual intelligence (SI) and participation in career guidance. Teachers with higher SI dedicate more time to mentoring students and demonstrate greater empathy, patience, and availability to support them.
- Multiple regression analyses show that SI remains a significant predictor of stress, even after adjusting for age, professional experience, and academic degree. This suggests that SI contributes to stress reduction, independent of demographic factors.
- Additional statistical methods, such as correlation matrices, regression summaries, and model fit indices, confirm that spiritual intelligence plays a key role in reducing stress and improving the quality of student mentoring by management teachers in Maharashtra.

CONCLUSION:

This study examined how the spiritual quotient (SQ) of teachers in leadership positions influences their ability to manage job-related stress and advise students on their career choices in different districts of Maharashtra. The results clearly demonstrate that SQ is not simply a personality trait, but a determining factor in teachers' professional and emotional well-being. Teachers with higher SQs reported significantly lower stress levels, suggesting that spirituality helps them remain calm, grounded, and emotionally stable, even under work pressure or institutional demands. Spiritual practices such as meditation, prayer, and yoga reinforce this effect by helping teachers maintain their inner balance.

The study also shows that teachers with higher spiritual intelligence (SI) are more involved in mentoring students, providing career guidance, and fostering a positive learning environment.

This suggests that spiritual intelligence not only promotes autonomy but also the ability to understand and support students' future goals. Reliability and statistical tests confirmed the accuracy and consistency of the instruments used, thus strengthening the study's validity.

These results underscore the need to recognize spiritual intelligence as an important dimension of teacher professional development in management training institutions. Given the increasing stress in the education sector, integrating spiritual training or well-being programs can contribute to improving teacher well-being

and student academic performance. In conclusion, the study demonstrates that in Maharashtra, spiritual intelligence contributes significantly to stress reduction, improved mentoring quality, and the promotion of a healthy learning environment.

SUGGESTIONS:

- Management training institutes should regularly offer programs that promote teacher well-being and spiritual growth, such as meditation sessions, reflective exercises, and stress management workshops.
- Schools can integrate social intelligence (SI) training into their professional development programs to improve teachers' emotional stability and their interpersonal skills with students.
- Career services can actively recruit teachers with high social intelligence, as they naturally demonstrate empathy, patience, and a stronger commitment to students.
- Future studies could compare social intelligence scores across different states or conduct longitudinal analyses to understand how teachers' social intelligence changes over time.

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A STUDY OF SPIRITUAL QUOTIENT OF MANAGEMENT TEACHERS IN MANAGING WORK STRESS AS WELL AS
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