

Spiritual Intelligence and Job Satisfaction among College Teachers

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ABSTRACT

The study was designed to examine the relationship between spiritual intelligence and job satisfaction of teachers at college level. It also examined institutional and gender differences in spiritual intelligence and job satisfaction of college teachers. Sample was selected through random sampling technique and accordingly 220 teachers from different courses in the college were taken. The educators were administered short form of Integrated Spiritual Intelligence Scale (ISIS) and Teacher Job Satisfaction Scale (TJSS). The data collected was analyzed using Pearson's "r" and "t-test". The findings of the study indicate that spiritual intelligence has a strong positive relationship with job satisfaction of college teachers. Further, teachers of government institutions tend to be more spiritually intelligent and satisfied with their jobs as compared to teachers of self-financed colleges. The study also indicated that spiritual intelligence is not affected by gender but female teachers were found to be more satisfied with their jobs in comparison to male counterparts.

Keywords: Teachers, Spiritual Intelligence, Job Satisfaction, Self-financed, Government, Gender.

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INTRODUCTION

Teachers are the biggest assets to an educational institution. They are the pillars of any institute with the huge responsibility of nurturing the mindset of students. They empower their students by delivering knowledge and sharing experiences. They act as a mentor, coach and facilitator for acquisition of knowledge. Teachers are not only responsible for imparting classroom teaching but are responsible for shaping and moulding the students to make them future ready. Future employees need to demonstrate to the organizations that they can add value to the organization (Harari, 1993). Bridging the industry-Academia gap is a major concern not only for the recruiters but also for the present day academicians. This brings a huge responsibility on the teachers to keep abreast of the contemporary world, and pass on the value-add to their students. It is survival of the fittest and almost all good educational organizations are in great demand of quality teachers. Thus the educators of a higher education institution are a key resource and they play a crucial role in achieving the objectives of the institution (Capelleras, 2005). It would not be wrong to say that if students make an institution, the teachers lay the foundation. High quality academic staff is the cornerstone of a successful education system (Sharma and Jyoti, 2009). In this era of cut throat competition in the education sector, there is an ever increasing pressure on the organizations to have the best of educators. According to Sharma and Jyoti (2006, 2009), attracting and retaining high quality university teachers should be a primary requirement for any educational institution.

There can be numerous factors related to an employee leaving the organization but the major factor associated with teachers decision to leave or to remain in an organization is their job satisfaction (Huberman, 1993). So the employee satisfaction in higher education institutions becomes a very important issue (Kusku, 2003).

There are numerous research studies conducted on job satisfaction, owing to the fact that it is related to areas like motivation, job performance, organizational commitment and citizenship behavior. Locke (1976) defined job satisfaction as “pleasurable emotional state resulting from the appraisal of one’s job as achieving or facilitating the achievement of one’s job values”, while Spector (1997) conceptualized job satisfaction as “the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs”. In view of Lester (1982), “Teacher job satisfaction is the extent to which a teacher perceives and values various factors such as evaluation, collegiality, responsibility and recognition”. According to Mullins (2005) “Job satisfaction is more of an attitude, an internal state and it could be associated with a personal feelings of achievement either qualitative or quantitative”. Job satisfaction of an educator is not only important from the view of retention but because it affects the entire role thereby affecting the efficiency of the teaching process. Further Woods & Weasmer (2002) suggested that when teachers are satisfied, the rate of attrition is reduced, collegiality is enhanced, and job performance improves, thereby making job satisfaction an important factor.

Spiritual intelligence is considered the highest form of intelligence amongst IQ and EQ. Zohar and Marshall, (2000) defined Spiritual Intelligence as “the intelligence that makes us whole, that gives us our integrity. They further stated spiritual intelligence as the “soul’s intelligence, the intelligence of the deep self”. In view of Amram & Dryer (2007), spiritual intelligence has the ability to create a richer and more meaningful life. It is considered as one of the success factors of the educational organizations and for the professional life of the educators. Rego and Cunha (2008), found that people with high spirituality in the workplace tend to be more loyal and show higher degree of responsibility. Also people with spirituality tend to have more happier, healthier and productive lives at their workplace (Tischler, 2002). In view of Noble (2001), spiritual intelligence combines the qualities of emotional resilience and flexibility which play a role in psychological health and behavior. Teachers hold a very high stature in the society and the young and growing children look at them as their role models, hence it becomes essential for a teacher to nurture the future of nation with love, care, compassion, knowledge and values. The importance of spiritual intelligence for teachers is manifold : It helps them understand the meaning of their life, helps in maintaining better interpersonal relationship, it gives them a high sense of job satisfaction, it helps them to remain composed thereby facilitating in job performance, it makes them more efficient and productive empowering them with better problem solving ability.

The Primary objective of the study is to understand whether job satisfaction of college teachers is related to spiritual intelligence. More specifically the study aims to investigate the institutional as well as gender differences between level of job satisfaction and spiritual intelligence. The investigator of the study is of firm opinion that out of numerous factors that affect teacher’s efficiency, job satisfaction and spiritual intelligence are of utmost importance. Although there have been numerous researches conducted on individuals concerning their physical and psychological dimensions, but the area of spiritual intelligence has been unexplored for many years hence the need was felt by the investigator to study the relationship of spiritual intelligence and job satisfaction of teachers at college level.

LITERATURE REVIEW

Job Satisfaction

“Job satisfaction is an affective reaction to a job that results from the person’s comparison of actual outcomes with those that are desired, anticipated, or deserved” (Oshagbemi, 2000). In view of Robbins and Sanghi (2006), “job satisfaction is a collection of feelings that an individual holds towards his or her job. Job security is also an essential facet for academicians in institutions of higher learning. There can be numerous factors that affect the job satisfaction. Katoch (2012) concluded in his study that salaries, physical environment, job security, desired profession, job matching with academic qualification, vacations and fringe benefits etc. affect the job satisfaction among the college teachers. Okpara (2002) found that job satisfaction was affected by factors such as pay, the work itself, supervision, relationships with co-workers and opportunities for promotions. According to Trabue (1993), profound satisfaction is the actual return of a teacher and if a teacher is satisfied in all dimensions he/she can turn up to the public expectations. When the teachers will be satisfied with the job they can perform better. Teachers can be more effective in the delivery of their lectures and enhance the capabilities of students with more devotion.

As far as institutional differences are concerned the results of various studies have not been conclusive. On one hand we have studies which report that the employees of public sector are more satisfied with their job security as compared to private sector (Khalid and Irshad, 2010 ; Khalid et. al, 2012) .Latif et. al (2011) also reported in his study that there were significant differences in job satisfaction between public and private college teachers. Public college teachers were found to be more satisfied with six components of job satisfaction (educational qualifications, nature of work, pay, job security, promotional opportunities

and family & work life balance) whereas the private college teachers were not satisfied on the same. Ghosh and Panda (2014) found that the teacher-educators of govt. and govt-aided colleges had high job satisfaction than the teacher educators of self-financing colleges. Sarswati (2013) reported that lecturers of government colleges in Delhi were most satisfied than the lecturers of private colleges in Delhi in relation of their general working conditions.

On the other there are studies in contrast which reported that teachers working under private management appeared to be more satisfied with their job than the teachers under government management. (Bernard and Kulandaivel, 1976; Reddy and Reddy, 1978; Venkatarami Reddy and Ramkrishnaiah, 1981, Sharma and Jyoti, 2006; Mehra and Singh, 2006).

With the increasing number of women joining the workforce, the researchers have been quite interested in studying the gender differences in relation to job satisfaction, however the results of studies have been quite inconsistent. While some studies have reported no difference in job satisfaction of male and female educators (Surbida, 1984; Ramakrishnaiah and Rao, 1998 ; Al-Ajmi, 2006; Mehra and Singh ,2006;Lal and Shergill, 2012) .Manning (2002) reported that male and female managers have similar levels of job satisfaction. Oshabemi, (2000) reported that there was no significant difference in job satisfaction of university teachers based on gender. However female academicians at higher ranks were more satisfied with their jobs than their male counterparts. Some studies found that female teachers were more satisfied with their job than male teachers (Reddy and Reddy, 1978; Venkatarami, Reddy and Babjan, 1980; Venkatarami Reddy and Ramakrishnaiah, 1981; Clark, 1996, 1997; Beegam and Dharmanagadan, 2000; Beegam and Sananda Raj, 2004; Prajapati and Mohalik, 2013). Nobi, Abdal, and Sajid (2003) found that the female teachers enjoyed greater job satisfaction in comparison to their male counterparts Married teachers exhibited more job satisfaction than unmarried teachers and the government school teachers showed greater job satisfaction than teachers teaching in private schools. Sharma and Jyoti, (2006) reported female teachers were more satisfied than male counterparts due to nature of job and socio-cultural value of the teaching profession. Some studies found males to have higher job satisfaction in comparison to female counterparts (Weaver, 1977 and Chiu, 1998).

Spiritual Intelligence

Spiritual intelligence is the ability of an individual to think about the world, oneself and spend one's life according to that (Ronel and Gan 2008). In view of Emmons (2000), spiritually intelligent people have the ability to experience heightened states of consciousness and can utilize spiritual resources to solve problems. According to Wigglesworth (2002) "spiritual intelligence is the ability of individuals to behave with wisdom and compassion while maintaining inner and outer peace, regardless of the situation". Wigglesworth (2002), further mentioned that emotional abilities are related to spiritual abilities and the former comes earlier than spiritual abilities. Zohar & Marshall (2000) stated that when spiritual intelligence is high, we appear to be intellectual and have proper behaviour. On the other hand when spiritual intelligence is low, people appear to have problematic behaviour. Dincer (2009) found that spiritual intelligence provides a sense of personal wholeness, goal and direction. According to Dincer (2009) "educators with high levels of spiritual intelligence are able to mould teachers and students from all age groups to experience a wholesome life filled with self-respect and creativity". Spiritual intelligence helps in building up a strong connection with the organization and among employees of the organization. As a result the individuals develop a feeling of unity and love amongst each other (Usman and Danish, 2010).

According to George (2006), spiritual intelligence is essential for variety of factors. It facilitates in the development of clear and stable sense of identity among individuals, especially in the context of workplace relationships. Spiritual intelligence also helps in identification and alignment of the individual values of the employees with a clear sense of purpose. Chin, Raman, Yeow, & Eze (2012) observed in their study, that in addition to engendering, honesty, success and hope spiritual intelligence also enabled entrepreneurs to be realistic and conscious of their environment thereby concluding that the presence of spiritual intelligence is one of the vital reasons for the success of some entrepreneurs over others.

Amram and Dryer (2007) developed their construct of Spiritual Intelligence which contains five broad domains: Consciousness, Grace, Meaning, Transcendence and Truth. Colalillo (2002) found that the major role of a holistic educator is to awaken creativity and SI of learners. Several studies conducted on gender effect on spiritual intelligence revealed that there was no significant difference in spiritual intelligence of male and female college students (Kotnala, 2015) .(Pant et al 2017 and Maximo,2006) also did not find any gender difference in spiritual intelligence. Kushwaha (2014) conducted a study on sample of 300 prospective teachers from B.Ed colleges with an objective to investigate the spiritual Intelligence of prospective teachers in relation to their biographical factors. He concluded that there was no significant difference in spiritual intelligence of the male and female prospective teachers.

On the other hand, a study conducted by Kaur and Singh (2013) on spiritual intelligence of prospective engineers and teachers, gender effect was found on some factors of spiritual intelligence. Kaur (2013) studied the relationship among spiritual intelligence and job satisfaction of secondary school teachers. A sample of 100 secondary school teachers was undertaken in the study. The finding revealed that spiritual intelligence has significant positive impact on job satisfaction. The result also indicated that gender has no impact on spiritual intelligence and job satisfaction. Nodehi and Nehardani (2013) studied the association between job satisfaction and spiritual intelligence of 215 Mashhad high school teachers. The results revealed that spiritual intelligence has a significant impact on job satisfaction. It was also reported that gender had a significant impact on spiritual intelligence but had no impact on job satisfaction.

A few studies aimed at finding the difference in spiritual intelligence of teachers of government and private managed institutions. Kaur (2011) conducted a study on mental health, emotional and Spiritual intelligence of govt and denominational secondary school teachers and reported no significant difference in spiritual intelligence of government and denominational school teachers. Kumari & Chahal (2017) conducted a study on 100 secondary school teachers in Haryana to find out the difference in spiritual intelligence based on institutional type, gender, locality and experience. The results revealed that there is no significant difference between spiritual intelligence of government and private secondary school teachers thereby implying that type of school had no effect on spiritual intelligence. Sethi (2015), conducted a study on spiritual intelligence in relation to competency of secondary school teachers. The findings of the study revealed no significant difference in spiritual intelligence based on the type of school.

Job Satisfaction & Spiritual Intelligence

As regards nexus between spiritual intelligence and job satisfaction is concerned, some investigations have been carried out. The obtained results have been inconsistent. Rastgar, Davoudi, Oraji and Abbasian (2012) found that there is no significant relationship between spiritual intelligence and job satisfaction. Labuan et al (1998); quoted by Koldi & Askari (2003) found that job satisfaction plays a role in individuals' mental and physical health and the absence of it is associated with stress and tiredness. It has been found by the researches that encouraging spirituality in job environment can lead to increased job satisfaction and finally higher performance and efficiency (Ghobari banab et al., 2007). Significant positive relationship between job satisfaction and spiritual intelligence of teachers and other employees was reported in the research studies (Jelodar and Goodarzi 2012; Khorshidi and Ebadi 2012; Yahayazadeh and Lotfi 2012; Dhirma and Kangana Laxmi 2014; Zamani and Karimi 2015).

OBJECTIVES

The present study was undertaken with the following objectives:

1. To uncover the relationship between spiritual intelligence and job satisfaction of college level teachers.
2. To study the difference in a) spiritual intelligence b) job satisfaction of college teachers teaching in self-financed and government institutions.
3. To study the difference in spiritual intelligence and job satisfaction of college teachers with respect to their gender.

HYPOTHESES

1. There is no significant relationship between spiritual intelligence and job satisfaction of college level teachers
2. There exists no significant difference in a) spiritual intelligence b) job satisfaction of college teachers teaching in self- financed and government institutions.
3. There exists no significant difference in spiritual intelligence and job satisfaction of college teachers with respect to their gender.

MATERIAL AND METHODS

A) Sample and Procedure

This study used a descriptive correlational design to examine the relationship between spiritual intelligence and job satisfaction of college teachers. Random sampling technique was used to collect data from 220 teachers of Shimla city, (120 from government institutions and 100 self-financed institutions).

B) Measures

Short form of Integrated Spiritual Intelligence Scale (ISIS) designed by (Amram & Dryer, 2007) was used to measure spiritual intelligence. It was used in this study as it was shown to have very high validity and reliability. The scale has a Cronbach α of .97, while Cronbach α was found to be .089 for domain scales. This self-report instrument has 45 items and provides an overall measure of spiritual intelligence, as well as scores for five broad domains and 22 specific capabilities. The participants were requested to mark

their frequency of behavior over the past six to 12 months, using a six-point Likert scale: rarely or almost never; very infrequently; somewhat infrequently, somewhat frequently; very frequently; and always or almost always.

Job satisfaction was measured through (TJSS) developed by Mudgil, Muhur, and Bhatia's (1991). The scale was developed primarily to determine the degree of job satisfaction enjoyed by the college and university teachers, hence making its usage rational in the present study. The scale consist of 75 items, each item is rated on the five point scale – strongly Agree, Agree, Indifferent, Disagree, Strongly Disagree and which are respectively scores as 5, 4, 3, 2 and 1. The scale was found to be reliable with Cronbach α of .085.

RESULT AND DISCUSSION

Hypothesis (I): In order to ascertain the relationship of spiritual intelligence and job satisfaction of college teachers, Pearson's 'r' was computed. The results are presented in Table 1 as follows:

Table 1 Correlation between Spiritual Intelligence and Job Satisfaction of College Teachers

Independent Variable	Dependent Variable	N	"r"	Inference
Spiritual intelligence	Job Satisfaction	220	0.206*	significant

* Significant at 0.01 level.

From table 1 it may be observed that the value of coefficient of correlation (r) came out to be 0.206 which is highly significant ($p < .01$, $df = 218$). It indicates strong positive correlation between spiritual intelligence and job satisfaction of college teachers. Thus null hypothesis (I) which stated that "There is no significant relationship between spiritual intelligence and job satisfaction of college level teachers stands rejected. The above finding is in consonance with some previous studies conducted by Ghobari banab et al. (2007), Jelodar and Goodarzi (2012), Kaur (2013), Khorshidi and Ebadi (2012), Yahyazadeh and Lotfi (2012), Diharma and Kangana Laxmi (2014), Zamani and Karimi (2015).

Hypothesis (II): t-test was conducted to compare the scores of spiritual intelligence, and job satisfaction between teachers of self-financed institutions and government institutions, and to identify whether there was significant differences between the two groups of teacher respondents. The results are presented in Table 2 as follows:

Table 2 Difference in Mean scores of Spiritual Intelligence and Job Satisfaction of Teachers, teaching in Government and Self- Financed colleges.

Variables	Govt (N =120)		Self -Financed (N = 100)		't'
	Mean	SD	Mean	SD	
Spiritual Intelligence	196.52	6.8	193.24	5.9	3.83 *
Job Satisfaction	278.10	8.0	273.86	7.38	4.08 *

*Significant at 0.01 level of confidence.

As seen in Table 2 , the t-value for teachers of government and self-financed institutions in relation to spiritual intelligence came out to be 3.83 which is statistically significant ($p < .01$, $df = 218$). This indicates that there exists significant difference in the spiritual intelligence of college teachers teaching in government and self-financed institutions. Null hypothesis II-(a) is rejected .It is also evident from table 2 that the mean scores of spiritual intelligence of teachers teaching in government colleges is higher than those teaching in self-financed colleges. This implies that the college teachers in government institutions tend to be more spiritually intelligent in comparison to college teachers of self-financed institutions. Further it is seen from Table 2 , the t-value for teachers of government and self-financed institutions in relation to job satisfaction came out to be 4.08 which is highly significant ($p < .01$, $df = 218$). This indicates that there exists significant difference in the job satisfaction of college teachers teaching in government and self financed institutions. Null hypothesis II-(b) is rejected. Also as seen from the above table the college teachers in government institutions tend to be more satisfied with their jobs in comparison to college teachers of self-financed institutions. The results are supported by studies Khalid and Irshad (2010), Khalid et. al. (2012), Latif et. al (2011), Ghosh and Panda (2014) and Sarswati (2013). On the contrary the above findings are in disagreement with the results reported by Bernard and Kulandaivel,(1976);Reddy and Reddy (1978); Reddy and Ramkrishnaiah,(1981), Sharma and Jyoti (2006) & Mehra and Singh (2006).They concluded that teachers under private management appear to be more satisfied with their jobs in comparison to the teachers under government management.

Hypothesis (III): t-test was conducted to compare the scores of spiritual intelligence, and job satisfaction between teachers of self-financed institutions and government institutions, in relation to gender and to identify whether there was significant differences between the two groups of teacher respondents. The results are presented in Table 3 as follows:

Table 3: Difference In Mean Scores of Spiritual Intelligence and Job Satisfaction of Teachers, teaching In Government and Self -Financed Colleges In relation to Gender

Variables	Male (N =90)		Female (N = 130)		‘t’
	Mean	SD	Mean	SD	
Spiritual Intelligence	193.90	7.0	194.88	5.7	1.10
Job Satisfaction	272.82	7.16	279.14	8.22	6.05 *

*Significant at 0.01 level of confidence.

As seen in Table 3 , the t-value for spiritual intelligence in relation to gender came out to be 1.10 which is insignificant ($p > .05$, $df = 218$). This indicates that there is no significant difference in the spiritual intelligence of male and female college teachers teaching in government and self-financed institutions. In view of this, null hypothesis III-(a) is accepted. Maximo (2006), Kotnala, (2015) , Kushwaha (2014) and Pant et al (2017) also did not report any gender difference in spiritual intelligence in their respective studies .Further it is seen from Table 3 , the t-value for job satisfaction in relation to gender came out to be 6.05 which is highly significant ($p < .01$, $df = 218$). This indicates that there exists significant difference in the job satisfaction of male and female college teachers teaching in government and self-financed institutions. Null hypothesis III-(b) is rejected. Also it is evident from the above table that the female college teachers tend to be more satisfied with their jobs in comparison to their male counterparts. Reddy and Reddy (1978), Venkatarami, Reddy and Babjan (1980), Venkatarami Reddy and Ramakrishnaiah (1981), Clark (1996, 1997), Beegam and Dharmanagadan (2000), Nobi, Abdal, and Sajid (2003), Beegam and Sananda Raj (2004) Prajapati and Mohalik (2013) and Sharma and Jyoti (2006) also found that female teachers were more satisfied with their job than male counterparts.

CONCLUSION

The study was conducted with an objective to find out the relationship between spiritual intelligence and job satisfaction of college teachers from government and self-financed institutions. The results of the research indicated strong positive relationship between spiritual intelligence and job satisfaction. This indicates that both the elements play pivotal role in a teacher's life. The data analysed indicated that there were significant differences in spiritual intelligence of college teachers of government and self-financed institutions. The government teachers were found to be more spiritually intelligent in comparison to the teachers of self-financed institutions. It was also found that the college teachers of government institutions had a higher degree of job satisfaction in contrast to the educators of self-financed institutions. The results further showed that spiritual intelligence of the teachers remained unaffected by the gender , however significant differences was found in terms of job satisfaction .Female teachers scored higher on this front in comparison to the male counterparts.

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