

Spiritual Intelligence As A Predictor Of Job Satisfaction Among University Teachers

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Abstract

The present study was designed to examine the relationship between spiritual intelligence level and the job satisfaction index among university teachers. The study had been designed on the descriptive survey model. The respondents were 311 university teachers of Aligarh district, Uttar Pradesh who completed the spiritual intelligence scale constructed by Roquiya Zainuddin and Anjum Ahmed (2011) and teacher's job satisfaction questionnaire by Nasrin and Annes (2013). The findings of the study showed that there exists a significant and positive correlation between the spiritual intelligence and job satisfaction of the university teachers. Further significant relationship was found between the four factors of teachers' spiritual intelligence (inner self, life perspectives, spiritual actualization and value orientation) and job satisfaction of the university teachers, but no significant relation was found between two factors (inter self and biostoria). The findings of the study also proved that the spiritual intelligence among university teachers emerged as a significant predictor of their job satisfaction.

Keywords: Spiritual intelligence, Job satisfaction and university teachers.

Introduction

A teacher plays a prominent role in the building of a nation. He influences the immature minds of the students and tries to mold their thoughts. National Policy of Education 1986 states "Education is the investment for the national development, which depends upon quality citizenship, which is provided by quality education and quality of education is the result of quality of teachers." Thus, a teacher is someone who contours the destiny of his student. In the emerging scenario, teacher plays a prestigious role in the reconstruction of the society and in the transmission of knowledge and experience from one generation to the next. A student's behavior, knowledge and action depends upon the way a teacher nourishes his student through the process of teaching. The responsibility of a teacher is tedious task Whitehead (1929) opposed a uniform system of inculcating knowledge. He said that a teacher has to deal with a human mind and not a dead matter, so curriculum filled with inert knowledge is not enough. The job of a teacher is a very hectic profession. He should be satisfied with his job so that he could make

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the process of teaching and learning interesting. Day (2004) quoted in his study that teaching is a creative and adventurous process and all these attributes are very much essential for effective learning to take place.

Job satisfaction is very much essential in the teaching profession because if the teacher is not satisfied with the work his performance, productivity, commitment will automatically be degraded to a lower level (Fajana, 1996). Job satisfaction of teacher determines the affective relation of teachers with his teaching position and how affectively he carries out the sanctioned responsibilities. Job satisfaction is defined as a pleasurable emotional state resulting from the assessment of one's job and a person's attitude towards his job (Shahnawaz & Jafri, 2009). It can be considered as a positive emotional state generated from the characteristics and attributes of work places (Arches 1991; Dressel 1982; Jayaratne & Chess, 1982). Researches on job satisfaction revealed several complex and inter dependent ways of conceptualizing the concept (Madlock & Lightsey, 2010; Bataineh, 2014; Datta & Behra, 2014). Researches have shown that if the teachers are satisfied with their jobs, the amount of attrition is reduced to a minimal level, collegiality is enhanced and the job performance also improves (Woods & Weasmer 2002). Spiritual intelligence is an effective element in the classroom learning system. It helps in creating richer and much more meaningful life (Amram & Dryer, 2007). Spiritual intelligence delivers a sense of goal and direction. Dincer (2009) claimed that the high level of spiritual intelligence helps in molding the behavior of teachers and students of every age group in a positive direction. It sparks the ideas, insights, artists and endless endeavors. It is the thread that brings hopes and compassion alive in the classroom. It is the source of spirituality that generates creativity open to every sector of the society. Spiritual intelligence can be considered as the heart of all the material and non-material things. It has the potential to unite people on certain common grounds in spite of having diversity. Webster Dictionary has very well defined the term spirit as the vitiating principle that separates that gives lives to the physical organism. A person high in the spiritual intelligence can be from any religion but without bigotry and prejudice. And in the same manner a man who is an atheist can also be spiritually intelligent but without narrowness and bigotry (Mayer, 2000). Teacher's inner spiritual quest for learning and connection transcendence often leads to a reaching out to others, to an acceptance of and regard for their human dignity and to the forming of meaningful relationships (Palmer 1999; Zohar & Marshall 2000). Teachers now days coming from various backgrounds do suffer from various personal and social issues, which ultimately makes them frustrated and intolerant in the classroom. In this way literature reveals mixed findings therefore, the problems related to the university teachers need to be studied in detail. The present papers aims to study the spiritual intelligence as a predictor of job satisfaction among university teachers.

Significance of study

The performance of the teacher is the most crucial input in the quality education. Teaching is considered as a rational, rhetorical and relational process of communication where teacher uses cues for influencing the behavior of the students. An effective teaching by a spiritually intelligent teacher develops the quality of mind and soul in the learner. A spiritually intelligent teacher focuses on how a learner can maintain their focus and stay calm. A Spiritually intelligent teacher remains stress free and understand the real feeling of hope and joy. This automatically result in the greater productivity. Improving the spiritual intelligence of teachers in adopting a

positive outlook and in achieving inner peace. Institutional climate and satisfaction with the job are the key factors in controlling the action of teachers thereby enhancing the performance of teachers. The following study may be helpful in providing the link between spiritual intelligence and job satisfaction thereby providing the path for congenial working atmosphere for teachers. It will also be helpful in providing awareness about the job satisfaction among the university teachers, thus on the basis of these findings necessary steps can be under taken.

Objectives of the Study

The present study aims at achieving the following objectives:

1. To find out the level of spiritual intelligence and job satisfaction among university teachers.
2. To ascertain the relationship between spiritual intelligence and job satisfaction of university teachers.
3. To explore the relationship between job satisfaction and different dimensions of spiritual intelligence.
4. To examine the impact of spiritual intelligence on job satisfaction of university teachers.

Methodology

The researcher employed descriptive survey method. A total of 311 university teachers were selected randomly from Aligarh district, Uttar Pradesh. Spiritual Intelligence Scale (SIS) constructed by Roquiya Zainuddin and Anjum Ahmed (2011) and Teacher's Job Satisfaction Questionnaire by Nasrin and Annes (2013) were used. Statistical package for social sciences (SPSS) version 20 software was utilized to analyze the data in this study.

Data Analysis

The obtained data was scored and the tabulate, the analysis of the data was done by IBM SPSS Statistics—20 analysis software. The obtained results were tabled and subsequent interpretation is given below.

OBJECTIVE I - To find out the level of spiritual intelligence and job satisfaction among university teachers.

In order to verify the normality of the data obtained by adopting standardized tools, various statistical values have been calculated and the details of which has been mentioned below:

Table1: Descriptive Statistics showing spiritual intelligence and job satisfaction level of university teachers

Variables	N	Mean	S.D	Skewness	Kurtosis	S.E	Z value
Spiritual Intelligence	311	153.84	11.55	-0.030	0.324	0.13	-0.23
Job Satisfaction		183.60	32.35	-0.214	-0.096	0.13	-0.73

The given table 1 represents various descriptive statistics of spiritual intelligence and job satisfaction level of university teachers. The value of standard deviation for spiritual intelligence is 11.55, this shows that the scores may deviate only 11.55 on both positive and negative sides of means i.e. 153.84. Further, the value of standard deviation for job satisfaction is 32.35, which implies that the scores may deviate 32.35 on both positive and negative sides of means i.e.183.60. The negative value of skewness for spiritual intelligence (-0.030) and for job satisfaction (-0.214) shows that the data is skewed towards the left making the distribution negatively skewed. The z value for spiritual intelligence (-0.23) and job satisfaction (-0.73) lies under standard of z value (± 1.96) (Doane& Seward, 2011) showing that the data is normally distributed. The table shows that the majority of the university teachers are able to score 154 on spiritual intelligence scale and 184 on the job satisfaction scale, which is the average score on the standardized test. Thus, it can be concluded that the majority of university teachers have an average level of spiritual intelligence as well as job satisfaction.

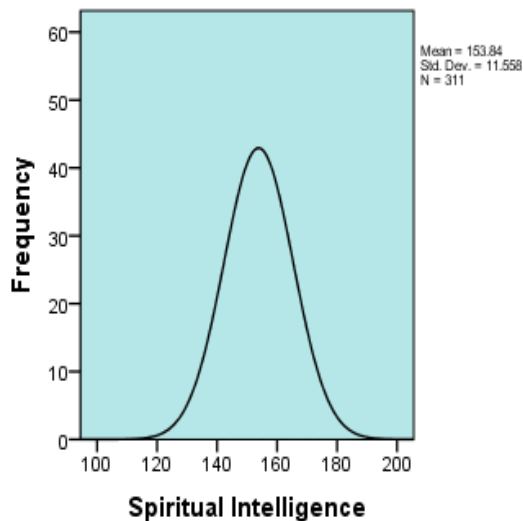


Figure 1: NPC is Showing Spiritual Intelligence Scores of University Teachers (N=311)



Figure 2: NPC is Showing Job Satisfaction Scores of University Teachers (N=311)

OBJECTIVE II- To ascertain the relationship between spiritual intelligence and job satisfaction of university teachers.

H0: There is no relationship between spiritual intelligence and job satisfaction of university teachers.

To find out the relationship between the criterion and predictor variable, the Pearson product moment correlation was applied, and the values of the correlation coefficient (r) was obtained.

Table 2: Correlation between the Criterion Variable and Predictive Variable

	Spiritual Intelligence	Job Satisfaction
Spiritual Intelligence	1	0.315**
Job Satisfaction	0.315**	1

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

The above table 2 depicts the correlation between the criterion variable and predictive variable, the value of r 0.315 was found to be significant at 0.01 level. This means that spiritual intelligence and job satisfaction is positively and significantly correlated with each other. Thus, the null hypothesis framed “There is no relationship between spiritual intelligence and job satisfaction of university teachers” stands rejected.

OBJECTIVE III: To explore the relationship between job satisfaction and different dimensions of spiritual intelligence.

H0: There is no relationship between job satisfaction and different dimensions of spiritual intelligence.

The calculated values of correlation between the various dimension of the predictor variable (spiritual intelligence) and the criterion variable (job satisfaction) for the university teachers are represented in the tabular form in the table 3.

Table 3: Correlation between the Dimensions of Criterion Variable and Predictive Variable among University Teachers

Spiritual Intelligence (Predictive Variable)	Job Satisfaction (Criterion Variable)
Dimensions	Correlation coefficient
Inner Self	0.226**
Inter Self	0.117
Biostoria	0.090
Life perspectives	0.314**
Spiritual Actualization	0.218**
Value Orientation	0.215**

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

The above table represents the correlation coefficient between the various dimensions of spiritual intelligence and job satisfaction among university teachers. Correlation between inter self and biostoria with job satisfaction was found to be insignificant. Correlation coefficient between different components (inner self, life perspectives, spiritual actualization and value orientation) and job satisfaction was found to be significant. Thus the null

hypothesis framed “There is no relationship between job satisfaction and different dimensions of spiritual intelligence” stands partially rejected.

OBJECTIVE IV: To examine the impact of spiritual intelligence on job satisfaction of university teachers.

H0: There is no impact of spiritual intelligence on job satisfaction of university teachers.

For testing the above-stated hypothesis, regression analysis was used. The following table 4 presented the related data as follows.

Table 4: Model Summary of Regression Analysis

Predictive variable	R	R²	F	P
Spiritual Intelligence	0.315	0.099	0.12	0.001

***Significant at 0.01 level*

From the table 4, it is evident that the value of R in the model represents the correlation between the observed and predicted values of dependent variable which is in the model found to be 0.315. Thus, in this model, it shows the correlation between the job satisfaction reported by university teachers and job satisfaction predicted for the university teachers by the predictor variable i.e., spiritual intelligence. Further, from the table 4, R² depicts the square of this measure hence it shows the portion of the total variability in the dependent variable i.e., job satisfaction which is explained by the spiritual intelligence. Its contribution is 9.9 % which can be explained based on the value of (R² change = 0.099, F=0.12, p<0.01).

Table 5: Coefficient of Regression Analysis

Predictive Variables	Unstandardized Coefficients		Standardized Coefficients	t-value	Sig.
	B	Std. Error	β		
(Constant)	84.290	9.422		6.164	.000**
Spiritual Intelligence	1.053	0.214	0.315	4.919	.000**

*** Significant at 0.01 level*

Dependent Variable: Job Satisfaction.

Further the table 5 shows that the standardized coefficients (β), bearing t value for spiritual intelligence (β= 0.315, t= 4.919, p<0.01) is the significant and positive indicating that variations due to this predictive variable will cause

a significant positive change in job satisfaction. Thus, it reveals that an increase in per unit in spiritual intelligence, the job satisfaction of university teachers increases by 1.053.

$$Y = b x + \text{constant}$$

Y= Dependent Variable (Job Satisfaction)

b = Unstandardized Regression Coefficient

x = Raw score of Independent Variable (Spiritual Intelligence)

C= Constant

$$Y = 1.053 X + 84.290$$

Where Y stands for job satisfaction of university teachers, X for spiritual intelligence, while as 84.290 is a constant term.

Thus from the above interpretation it can be concluded that the null hypothesis framed “There is no impact of spiritual intelligence on job satisfaction of university teachers” is rejected.

Conclusion

- The study showed an average level of spiritual intelligence and job satisfaction among university teachers.
- Significant positive relationship was found between spiritual intelligence and job satisfaction of university teachers.
- Among the dimensions of spiritual intelligence inner self, life perspectives, spiritual actualization and value orientation were found to be significantly correlated with the job satisfaction.
- Inter self and Biostoria were the two components of spiritual intelligence that was not related to the job satisfaction of university teachers.
- Spiritual Intelligence was found to be a significant predictor for job satisfaction of university teachers.

Educational Implication

The findings of the study would be helpful for the administrators in training and managing of good university teachers and will also be beneficial in framing of new policies and programmes for the upliftment of educational institutions. Universities operating under the new dimensions of spirituality place emphasis on the potential and flow of information sharing new vision and values among its employees. Innovative teaching methods would help teachers in adopting new technique thus achieving salvation by work. Spirituality emphasizes on unity, coherence and balance in the life of individuals and thus makes a person satisfied with his job. Holistic development of students would only be possible through adopting conducive environment for the development. The progress of student is directly related with the wellbeing of the teachers. A spiritually healthy teacher is readily contributing in the development of the students in a positive direction. The findings of the study would also be helpful in bringing

change in the attitude of teachers thus leading to the stability. It will also help in developing spiritual awareness among others making it a parameter of spiritual growth and thus leading to the job satisfaction.

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