



## Spiritual Intelligence of Secondary School Teachers in Relation to Their Job Satisfaction

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### Abstract:

*The study was designed to examine the relationship between spiritual intelligence and job satisfaction of secondary school teachers. Participants were 100 secondary school teachers who completed the spiritual quotient scale (SQS), and teacher job satisfaction scale (TJSS). The findings of the study revealed a significant positive relationship between teachers' spiritual intelligence and their job satisfaction. A significant difference is found between spiritual intelligence of government and private secondary school teachers. But insignificant difference is found between job satisfaction of government and private secondary school teachers. The study also indicated that spiritual intelligence and job satisfaction are not influenced by gender.*

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**Keywords:** *Spiritual Intelligence, Job Satisfaction*

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### 1. Introduction

The success and progress are the goals of any organization. The most important factors in achieving these goals are human resources. In educational organizations, the most important human resources are teachers who not only function as a guide and facilitator for acquisition of knowledge but also an inculcator of values and transformer of inner being. They also have to nourish the young minds to be a great one. Employees of the future need to demonstrate to the organizations that they can add value to the organization (Harari 1993). This is not an easy task as only the best can bring out the best in us. Thus, to produce quality individuals, we need quality teachers. Today's organizations are in desperate need of highly fulfilled, creative, satisfied, committed and productive employees to attain and sustain their competitive advantage. But employees are feeling stressed, demoralized and insecure (Rutte, 2003) due to economic downturn, restructuring and downsizing in their organizations. All these uncertainties sensitize them to search for spiritual presence (Hamilton and Jackson, 1998). In recent years, spiritual intelligence has become an important part of our lives as well as workplace. Spirituality is considered as one of the key factors for the success of the educational organizations and ultimately for the professional life of the teacher. The spiritual perspective is causing shift in the workplace values promoting cooperation rather than fear at the workplace (Labbs, 1995). Giacalone (2004) stated that spirituality in the workplace as a framework proves the role of organizational values in a culture and the role of spirituality is important in creating and instilling values and culture in an organization. In the view of Rego and Cunha (2008) when people have high spirituality in the workplace, it may be more responsible for the organization and they have a high loyalty. Sisk (2008) further mentioned that spiritual intelligence, using a multisensory approach to access one's inner knowledge to solve global problems, could be an integrating theme to create global awareness among teachers and students. Having realized the potential of spiritual intelligence, different Educational Commissions have recommended that

spiritual aspects are needed for the harmonious development of the learner. International commission on Education for Twenty-first century (UNESCO, 1996) says that “Education should contribute to every person’s complete development-mind and body, intelligence, sensitivity, aesthetics, appreciation and spirituality”. So in the present preview of modernization, the quality of being spiritually intelligent is necessary for the teachers too. Teacher must have high spiritual intelligence which will be the highest guidance to them to carry out their functions as educators with the highest regards and as noble as possible. This is because teachers are regarded someone very high in society. Emmons (2000), people who are spirituality intelligent have the capacity of using spiritual resources to solve problems. They are also conscious people who have the ability to link daily activities with sacred concepts, and also able to perceive physical matters. Moreover, to encourage spirituality to grow in classroom, it is important to make teachers spiritually intelligent (Bowel 2004). Noble (2001) stated that spiritual intelligence integrates the qualities of flexibility and emotional resilience (that may arise out of spiritual experiences), which play a role in psychological health and behavior. Many organizations today are making every effort to achieve success by using all its potential to maximize commitment, job satisfaction and internal motivation of employees through various spiritual domains (Malik, Danish and Ali 2010). Researchers have shown that there is a relationship between both; people with higher level of spirituality have healthier, happier and more productive lives at work (Tischler, 2002). Spiritually intelligent teachers are well satisfied with their workplaces, which helps them to enlighten and guide future educational reforms and policies in relation to both contents and methods for the holistic development of the individuals.

The major factor associated with secondary school teachers’ decision to leave or to remain in the teaching profession is their job satisfaction. Job satisfaction is related to working conditions and level of professionalism is key factor in successfully recruiting and retaining teachers (Stanbury and Zimmerman, 2000). Job Satisfaction is “a pleasurable emotional state resulting from the appraisal of one’s job - an affective reaction to one’s job and an attitude toward one’s job” (Shahnawaz & Jafri, 2009). In the view of Zembylas and Papanastasion (2004) "Teacher job satisfaction refers to a teacher's affective relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher." Dincer (2009) mentioned that spiritual intelligence provides a sense of personal wholeness, goal and direction. He pointed out that 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. Teachers with spiritual intelligence are more satisfied with their jobs. Cherati, Mahdavi and Rezaeian (2013) found that spiritual intelligence has a positive influence on job satisfaction. Few studies have been conducted on the relationship of spiritual intelligence and job satisfaction of the teachers. But still the teaching profession needs more research works in this area. So, a need was felt to study the spiritual intelligence in relation to job satisfaction of secondary school teachers.

## 2. Literature Review

### 2.1 *Spiritual Intelligence*

Emmons (2000) recommended that spirituality as an element of intelligence because it predicts functioning and adaptation and offers capabilities that enable people to solve problems and attain goals. At the same time these recommendations followed by Zohar and Marshall (2000) who defined Spiritual Intelligence as intelligence which people address and solve problems of meaning and value, place their actions and live their life meaningfully. Amram and Dryer (2007) have identified five constructs of Spiritual Intelligence; they are Consciousness, Transcendence, Grace, Meaning and Truth. Research studies on SI indicated the relationship of SI with various variables like terrorism (Shah, 2004), health (Nelms, 2005), leadership (Ruiz, 2005) and (Crichton, 2008), and organisational management and communication (Walt, 2006). A few studies that were reviewed showed relationship between SI and education. The findings of Colalillo (2002) indicated that the major role of a holistic

educator is to awaken creativity and SI of learners. Ruiz (2005) gave amazing results about the spiritual dimension in educational leadership. The study explored the use of spirituality by successful educational leaders and to strengthen their effectiveness as it related to schools and their performance. Study of Maximo (2006) shows no significant difference between males and females in Spiritual Intelligence.

## **2.2 Job Satisfaction**

Nobi, Abdal, and Sajid (2025) found female teachers enjoyed greater satisfaction than their male counterparts did. Married teachers showed more job satisfaction than unmarried teachers did. Teachers who were teaching in government schools showed greater job satisfaction than teachers teaching in private schools. There was no significant change in the job satisfaction due to change in the level of independent variables like sex, marital status and types of schools.) School culture, teachers' relationship with administration, working conditions and motivation were the factors, which had a significant relationship with job satisfaction among school teachers (Noll, 2025). But Dhingra (2025) found no significant difference in job satisfaction of government and private secondary school teachers. Lal and Shergill (2025) found that male and female teachers are not different from each other on job satisfaction variable.

## **2.3 Literature Review on the Link between Spiritual Intelligence and Job Satisfaction**

Zohar & Marshall (2000) stated that when spiritual intelligence is high, we appear to be intellectual and have proper behavior. However, when spiritual intelligence is low, people will appear to have problematic behavior. They stated, individuals with high spiritual intelligence demonstrated higher measures of satisfaction and performance. Rastgar, Davoudi, Oraji and Abbasian (2012) found that there is no significant relationship between spiritual intelligent and job satisfaction. Whereas, Jelodar and Goodarzi (2012) and Khorshidi and Ebadi (2012) showed that there is a significant positive relationship between these two variables.

## **3. Objectives**

1. To study difference between secondary school teachers teaching in different type of schools (government and private) in relation to their:
  2. spiritual intelligence
  3. job satisfaction
4. To study difference between male and female secondary school teachers in relation to their:
  5. spiritual intelligence
  6. job satisfaction
7. To study the correlation between spiritual intelligence and job satisfaction of secondary school teachers.

## **4. Hypotheses**

- H<sub>01</sub>:** There exists no significant difference between secondary school teachers teaching in different type of schools (government and private) in relation to their (a) spiritual intelligence and (b) job satisfaction.
- H<sub>02</sub>:** There exists no significant difference between male and female secondary school teachers in relation to their (a) spiritual intelligence and (b) job satisfaction.
- H<sub>03</sub>:** There exists no significant correlation between spiritual intelligence and job satisfaction of secondary school teachers.

## 5. Methodology

### 5.1 Research Design

Quantitative approach is applied in this study. This study used a descriptive correlational design to examine the relationship between spiritual intelligence and job satisfaction of secondary school teachers.

### 5.2 Sample

Adopting the non probability sampling technique, a sample of 100 teachers (Male and Female) from government and private secondary schools (50 from government schools and 50 from private schools) of Amritsar district was selected for the purpose of the present investigation.

### 5.3 Tools Used

In the present study the following tools were used:

1. **Spiritual Quotient Scale (SQS) by Koradia, Singhal and Narang 2008**

It is a self rated four-point scale used to assess the spiritual intelligence of the secondary school teachers. The scale comprises of 26 items.

2. **Job Satisfaction Scale (JSS) by Bhatia, Muhar and Mudgil (1997)**

The scale is used to determine and measure job satisfaction of the employees. The scale consists 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 higher scores on the job satisfaction scale, the higher will be the level of job satisfaction. The items are prepared in English. There is no time limit for the test.

### 5.4 Procedure

After finalizing the tools and receiving the consent of the principals, the teachers of the government and private secondary schools were requested to fill the SQS and JSS without omitting any item. All the completed tests were used for data analysis using statistical measures such as mean, standard-deviation, t-test and Pearson's product moment correlation.

### 5.5 Analysis and Interpretation

#### 5.5.1 Comparison of Means Hypothesis 1

In order to test this hypothesis, difference in the mean scores on the spiritual intelligence and job satisfaction of teachers teaching in government and private schools was calculated. The results are presented in Table 1.

**Table1: Difference in mean scores of different variables of teachers teaching in government and private schools**

Variable	Type of School	N	Mean	S.D.	t-value
Spiritual Intelligence	Government	50	85.80	5.570	4.290*
	Private	50	79.54	8.685	
Job Satisfaction	Government	50	274.86	343.951	0.888
	Private	50	318.16	21.686	

\*Significant at 0.01 level of confidence

Table 1 depicts that the values of Mean and SD of spiritual intelligence of teachers teaching in government schools were 85.80 and 5.570 respectively and those of teachers teaching in private schools were 79.54 and 8.685 respectively. The t-value came out to be 4.290, which is significant at 0.01 level of confidence. It means that there exists significant difference in the spiritual intelligence of teachers teaching in government and private schools. Thus, the null hypothesis I (a) which states,

“There exists no significant difference in the spiritual intelligence of secondary school teachers with respect to the type of school (government and private)” is rejected. It may thus be concluded that the mean scores of spiritual intelligences of teachers teaching in government schools is higher than those teaching in private schools. This means the government teacher are more spiritually intelligent than private teachers due to the work culture.

Table 1 depicts that the values of Mean and SD of job satisfaction of teachers teaching in government schools were 274.86 and 343.951 respectively and those of teachers teaching in private schools were 318.16 and 21.686 respectively. The t-value came out to be 0.888, which is insignificant, indicating that the type of school does not play a defining role in the satisfaction of secondary school teachers towards their job.

Thus, the null hypothesis, I (b) which states “There exists no significant difference in the job satisfaction of secondary school teachers with respect to their type of school (government and private)” is accepted.

### 5.5.2 Hypothesis 2

Difference in the mean scores on the spiritual intelligence and job satisfaction of male and female secondary school teachers was calculated. The results are presented in Table 2.

**Table 2: Difference in mean scores of male and female secondary school teachers**

Variable	Gender	N	Mean	S.D.	t-value
Spiritual Intelligence	Male	50	82.10	8.170	0.719
	Female	50	83.24	7.684	
Job Satisfaction	Male	50	321.68	343.720	1.034
	Female	50	271.34	17.111	

Table 2 depicts that the values of Mean and SD of the scores of spiritual intelligences of male secondary school teachers were 82.10 and 8.170 respectively and those of female teachers were 83.24 and 7.684 respectively. The t-value came out to be 0.719, which is insignificant. It means that there exists no difference in spiritual intelligence of male and female secondary school teachers. Thus, the null hypothesis II (a) which states “There exists no significant difference in spiritual intelligence of male and female secondary school teachers” is accepted. This means that secondary school male and female teachers do not differ significantly in terms of their spiritual intelligence.

Table 2 depicts that the values of Mean and SD of the scores of job satisfaction of male secondary school teachers were 321.68 and 343.720 respectively and those of female teachers were 271.34 and 17.111 respectively. The t-value came out to be 1.034, which is insignificant. It means that there exists no significant difference in job satisfaction of male and female secondary school teachers. Thus the null hypothesis II (b) which states “There exists no significant difference in job satisfaction of male and female secondary school teachers” is accepted. This finding suggests that there is no gender influence on the job satisfaction of secondary school teachers.

## 6. Correlational Analysis

### 6.1 Hypothesis 3

To find out correlation between spiritual intelligence and job satisfaction of secondary school teachers, correlational analysis was employed. The results are presented in Table 3.

**Table 3: Relationship between Spiritual Intelligence and Job Satisfaction of Secondary School Teachers**

Variables	Correlation value of 'r'	Df	Inference
Spiritual Intelligence Job Satisfaction	0.254	98	Significant

\* Significant at 0.01 level.

From table 3, the value of coefficient of correlation (r) came out to be 0.254 which indicates that there is a positive correlation between spiritual intelligence and job satisfaction of secondary school teachers, which is significant at 0.01 level of confidence. Thus the null hypothesis III which states "There exists no significant correlation between spiritual intelligence and job satisfaction of secondary school teachers" is rejected.

### 7. Conclusion

The major findings of the present study are:

- There is significant difference in the spiritual intelligence of teachers teaching in government and private schools.
- There is no significant difference in the job satisfaction of teachers teaching in government and private schools.
- There is no significant difference in the spiritual intelligence of male and female teachers of secondary schools.
- There is no significant difference in the job satisfaction of male and female teachers of secondary schools.
- There exists significant correlation between spiritual intelligence and job satisfaction of secondary school teachers.

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