

## **What Is the Relationship between Spiritual Intelligence and Job Satisfaction among MA and BA Teachers?**

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### **Abstract**

*The study was designed to examine the relationship between teachers spiritual intelligent and their job satisfaction index at senior secondary schools level. Participants were 177 educators who completed the spiritual Intelligence Scale (ECI), and a version of the Job Descriptive Index is a scale used to measure six major factors associated with job satisfaction based on a selected demographic variable. The findings of the study showed that there were significant relationship between teachers' spiritual intelligence and their job satisfaction. The study also revealed that there was significant difference found between teachers' spiritual intelligence and their academic levels. Further there were significant relationship was found between teachers' spiritual intelligence and five factors of job satisfaction: (nature of the work itself, attitudes towards supervisors, relations with co-workers, opportunities for promotion, work condition in the present environment), but no significant relationship with one factor (salary and benefit) of job satisfaction.*

**Key Word:** Degree, Intelligence, Job satisfaction, Spirituality, Teachers, workplace

### **Introduction**

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 ( Zembylas & Papanastasiou, 2004). 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). Job satisfaction can be described as a positive emotional state resulting from the characteristics and aspects of a work setting (Arches 1991; Dressel 1982; Jayaratne & Chess, 1982). Since that time, studies of job satisfaction revealed several complex and interrelated ways to conceptualize that concept (Madlock & Kennedy-Lightsey, 2010). Woods & Weasmer (2002) suggested that when teachers are satisfied, the rate of attrition is reduced, collegiality is enhanced, and job performance improves. Lester (1982) defined teacher job satisfaction as the extent to which a teacher perceives and values various factors such as evaluation, collegiality, responsibility and recognition.

The major factor associated with secondary school teachers' decision to leave or to remain in the teaching profession is their job satisfaction. Their individual feelings may arise as a result of several factors such as relationship to co-workers, salaries, benefits, educational policies and administration, working conditions, advancement opportunities, responsibilities within the job, recognition, and so on (Ossai 2004; Ubom & Joshua 2004). Job satisfaction comprises the characteristics of the individual and the situation and the individual's perception of that situation (Sisk, 2008). Heller, Clay and Perkins (2009), discovered that nearly 50% of the public school teachers sampled in their study were not satisfied with their jobs. Teachers were least satisfied with finances related to teaching and most satisfied with their co-workers. Teacher job satisfaction has been positively related to school reform issues such as teacher professionalism, participative decision-making, teacher growth, and teacher empowerment, perceptions of school climate and workplace conditions, (Ma & MacMillan 1999; Stockard & Lehman 2004).

Do teachers with higher levels of spiritual intelligence experience greater job satisfaction? Spiritual intelligence is yet another effective element in classroom discipline management. Spiritual intelligence is said to be able to create a richer and more meaningful life (Amram & Dryer, 2007). 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.

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. 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. Zohar & Marshall (2004) believed, spiritual intelligence must be grown and developed with training. It can be learned again, and it can be modified. To achieve this, we should search for those capabilities of an individual's being and behavior which signify the presence of spiritual intelligence at work. Sisk (2008) 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.

It should be mentioned that using the word 'spiritual' in relation to intelligence does not necessarily mean that it is connected with any religion. Any religion that one believes in is based on the individual's culture and upbringing. In contrast, spiritual intelligence is based on the fundamental ability of the human brain to create meanings, values, and beliefs. Spiritual intelligence can be nurtured and developed (Zohar & Marshall, 2004). The mention is no research has been done the relationship between spiritual intelligence and job satisfaction.

The main objective of the study is to analyze the teachers' spiritual intelligence and their job satisfaction in senior secondary schools in Iran. It seeks to determine whether higher levels of spiritual intelligence can be related to a higher level of job-satisfaction experienced. The spiritual intelligence level of teachers is important for teachers' job satisfaction. The specific objectives of the study involve examining the significant difference between levels of teachers' spiritual intelligence based on teachers job satisfaction with six major factors: (nature of the work itself, attitudes towards supervisors, relations with co-workers, opportunities for promotion, salary and benefit, work condition in the present environment.), possible differences between the level of teachers' spiritual intelligence and teachers degree (bachelor and master).

## **Methodology**

### **Research Design**

Quantitative approach is applied in this study. This study is designed to use a descriptive correlational design to examine the relationship between job descriptive index, and teachers' spiritual intelligence.

### **Sample**

This study employed in senior secondary schools of in Iran. The target of population for this study was secondary school teachers in Iran. This study employed the simple random sampling procedures. To have the required number of samples, 10 secondary schools need to be selected for the study. Based on this method of identifying the samples needed, 177 teachers were chosen.

Moreover, a sample size of 170 based on Cohen table (1992), is sufficient to answer all the research questions that required the use of mean and standard deviation, Pearson "r", and t-test. The sample was chosen according to senior secondary schools type.

### **Measures**

Two instruments were used to collect data from the respondents. They include:

#### **Spiritual Intelligence Scale (ISIS)**

This section describes spiritual intelligence based on the Integrated Spiritual Intelligence Scale (ISIS) designed by (Amram & Dryer, 2007). The ISIS was developed to evaluate the spiritual competence of people. It was used in this study as it was shown to have high validity and reliability. This self-report instrument provides an overall measure of spiritual intelligence, as well as scores for seven broad domains and 22 specific capabilities. For the ISIS, the participants were asked to indicate the frequency of behaviors over the past six to 12 months, using a six-point Likert scale: rarely or almost never; very infrequently; somewhat infrequently, somewhat often; very frequently; and always or almost always. The scale has a Cronbach alpha of .088.

#### **Job Descriptive Index (JDI)**

The job Descriptive Index (JDI) was officially introduced in 1969 by Smith, Kendall, and Hulin and has since become the "gold standard" of job satisfaction scales (Landy, Shankster & Kohler 1994).

Job Descriptive Index is a scale used to measure six major factors associated with job satisfaction: the nature of the work itself, attitudes towards supervisors, relations with co-workers, opportunities for promotion, salary and benefit, work condition in the present environment. The job satisfaction scales have 70 items. Participants use a 5-point scale on which they are supposed to show between five point scales. The scale has a Cronbach alpha of .092. Since the original introduction of the JDI, the measure has undergone two major updates: the first in (1985), and the second in 1997, and the second in 1997 (Kihm, Smith & Irwin, 1997).

### Teachers' degree

An independent samples t-test analysis was conducted to compare the scores of spiritual intelligences between bachelor and master degree teachers, and to identify whether there was significant differences between the two groups of teacher respondents. TABLE 1, displays that 81.9% of the teachers in the study were bachelor and 18.1% was master. The findings show that the mean score for bachelor is 4.40 (Std .37), and for master degree is 4.87(Std .53).

**Table 1: Mean and Standard Deviation**

| Variable               | Teacher Degree | N   | Mean | S.D |
|------------------------|----------------|-----|------|-----|
| Spiritual Intelligence | Bachelor       | 145 | 4.40 | .37 |
|                        | Master         | 32  | 4.87 | .53 |

TABLE 2, shows the Levene's test values for the assumption of equality of variances for spiritual intelligence ( $F = 2.21, p = .139$ ).

**Table 2: Levene's Test Results for Spiritual Intelligence**

| Variables              | Status of equality      | F    | Sig. | t     | Df  | Sig. (2-tailed) |
|------------------------|-------------------------|------|------|-------|-----|-----------------|
| Spiritual Intelligence | Equal variances assumed | 2.21 | .139 | -5.98 | 175 | .000            |

The findings show that there were significant differences between bachelor and master teachers' of total spiritual intelligence [ $t(37.97) = -4.78, p = .000$ ].

### Relationship between Teachers' Spiritual Intelligence and Their Job Satisfaction

TABLE 3 displays the results of the Pearson Product Moment Correlation between teachers' spiritual intelligence and their job satisfaction. The data revealed that the relationship between spiritual intelligence and the five index of teachers' job satisfaction is positive and significant at the level of  $p < 0.05$  (nature of the work itself, attitudes towards supervisors, relations with co-workers, opportunities for promotion, work condition in the present environment) and no significant relationship with one index (salary and benefit). The magnitude of the correlation coefficients showed a range of .290 to .452. The strongest and linear relationship was seen for Nature of the Work ( $r = .452$ ). The strength of the relationship is followed by Relations with Co-workers ( $r = .383$ ), Work Condition in present Environment ( $r = .330$ ), Opportunities for Promotion ( $r = .301$ ), Attitudes towards Supervisors ( $r = .283$ ). For Salary and Benefit, the relationship is low and not significant ( $r = .073$ ).

**Table 3: Relationship between Spiritual Intelligence and Job Satisfaction**

| Variables                     | r      | p    |
|-------------------------------|--------|------|
| Nature of the Work            | .452** | .000 |
| Attitudes Towards Supervisors | .283** | .000 |
| Relations With Co-workers     | .383** | .000 |
| Opportunities for Promotion   | .301** | .000 |
| Salary Benefit                | .073   | .172 |
| Work Condition in Environment | .330** | .000 |

\*\*Significant at  $p < 0.01$

### Discussion

The results showed that there was significant difference between teachers with bachelor and master degree and their spiritual intelligence. The findings of the current research are in line with (Zohar & Marshall, 2004). They believed, spiritual intelligence should be grown and developed with training.

This section discusses there was significant relationship between teachers' spiritual intelligence and their job satisfaction with Six major factors: the nature of the work itself, attitudes towards supervisors, relations with co-workers, opportunities for promotion, salary and benefit, work condition in the present environment. Pearson's Product Moment Correlation was used. Statistically significant relationships were found between the five factor of job satisfaction and teachers' spiritual intelligence.

The findings of this study also support the study by (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.

Sisk (2008) 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. High consciousness, wholeness, presence and inner directedness as components of spiritual intelligence have been considered to be important for the workplace. In this research no relationship was found between social intelligence which might be because the amount of salary and benefit in education is considerably lower than in university or other institute.

On the role of spiritual intelligence, the findings of this study were found similar to the findings of Amram & Dryer (2007) stated, that spirituality is linked have an impact on career decision-making. The authors suggest that emotions may produce better decisions.

### ***Conclusion***

The results showed that teachers with bachelor and master degree were significantly different in their spiritual intelligence. The results also revealed that to determine the level of teachers' spiritual intelligence based on teachers' with six major factors associated with job satisfaction: the nature of the work itself, attitudes towards supervisors, relations with co-workers, opportunities for promotion, salary and benefit, work condition in the present environment. Finally, with the exception of salary and benefit of teachers' job satisfaction factors were related to the teachers' spiritual intelligence.

### ***Recommendations***

Based on these findings, the researcher makes a few recommendations in this section. It is recommended that the Ministry of Education include some teacher training programmes in order to enhance teachers' spiritual intelligence based on teachers' with job satisfaction. Such programmes will assist teachers in developing better manage in the class. It is suggested that this study be replicated with other variables such as different level group teachers.

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