



A Dynamic Role of Spiritual Intelligence in Job Satisfaction at Workplace

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Abstract

Background: In the modern era of materialistic world spirituality is mostly neglected dimension of life. Spirituality guides us to understand the purpose of our existence and to rejoice our potential to select actions, beliefs and values that create greater meaning in our lives and one of the significant factors that contribute to healthy, productive and successful work life. **Aim:** This research aims to examine the effect of Spiritual Intelligence on Attitude towards duty and Job Satisfaction among university Teachers. **Methods:** Quantitative, Descriptive, Cross-sectional Survey was implied on 200 university teachers selected by convenience sampling method. David B King's Spiritual Intelligence Self Report Inventory¹ was used to assess Spiritual Intelligence. Attitude towards duty and Job Satisfaction was measured by Self-structured Likert scale. Statistical analysis was carried out by SPSS Version 25. **Results:** The main findings reported Spiritual Intelligence has a positive significant impact on attitude towards duty and Job Satisfaction. **Conclusion:** This research strongly suggests the importance of spiritual orientation for the employees to enhance their attitude towards their profession as well as their Job Satisfaction level.

Keywords: Impact, Spiritual Intelligence, Attitude toward duty and Job satisfaction

1. Introduction

The ability to utilize, embody and materialise spiritual resources, morals and potentials to improve daily functioning along with wellbeing was termed as spiritual intelligence². If spiritual knowledge and orientation is accepted and practised in daily life, it can promote the growth in an individual's personality that may be strongly sensed through higher levels of commitment, honesty, propensity for learning and growth, service to the community and contentment. The strong sense of meaning and purpose that one experiences in their profession is a crucial component of spirituality. People who are having high Spiritual Quotient have been seen to discover a higher meaning and more purpose in their daily activities. Spiritually intelligent people carry out their duties not merely to support themselves or for simply monetary reasons, but also to benefit society and express their own creativity³.

People are being forced by the economic turmoil to reconsider and apply spirituality to a new perspective on professional principles⁴. Teachers are the most crucial resource

in the field of education since they serve as role models, facilitators and instillers of morals and values as well as inner-being transformers. Any institution's employee must prove that they can benefit the organisation⁵. The ability to be spiritually intelligent is crucial for instructors in the current wave of modernity. A teacher must possess a high state of Spiritual Intelligence in order to carry out their duties as educators in the most exemplary and honourable ways. A holistic educator's primary responsibility is to help students discover their own creativity and spiritual intelligence⁶.

The effectiveness of educational institutions and ultimately, the professional lives of teachers are seen to be significantly influenced by spirituality therefore, this study aimed to explore how Spiritual Intelligence make impact on Attitude towards Duty and Job Satisfaction among teaching faculties.

2. Objectives

- Assess the level of Spiritual Intelligence among the teaching faculties of selected Institutes.

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- Assess the Attitude towards duty and Job Satisfaction among the teaching faculties of selected Institutes.
- Determine the impact of Spiritual Intelligence on Attitude towards duty and Job Satisfaction among the teaching faculties of selected Institutes.
- Find out the association of Spiritual Intelligence with demographic variable of teaching faculties of selected Institutes.
- Find out the association of Attitude towards duty and Job Satisfaction with demographic variable of teaching faculties of selected Institutes.

3. Materials and Methods

3.1 Study Design and Study Setting

This Quantitative, Descriptive Cross-sectional survey was implied in 6 Institutes of Parul University, Vadodara, Gujarat.

3.2 Population and Sample

This study was carried out between 5th to 22nd February 2022 among teaching faculties working in 6 Institutes of Parul University, Vadodara. The study population was composed of 200 teaching faculties working at the Parul University.

3.3 Criteria for Selection of Sample

Inclusion Criteria

- Faculties available at the time of data collection.
- Faculties willing to participate in the study.

Exclusion Criteria

- Faculties in the notice period after resignation.
- Faculties recently joined the institute less than 6 months.

3.4 Data Collection Tools

For this study, the data was collected from the teaching faculties to assess Spiritual Intelligence and Attitude towards Duty and Job Satisfaction. After completion of wide-ranging review of literature along with suggestions from professional experts following tools were constructed for accomplishment of aim and objectives.

Tool consisted of three parts: First part contains of demographic data collected by using demographic

questionnaire which consists of Age, Sex, Religion, Education, Job experience, Designation, Monthly income, Marital status and Type of family. Second part - Spiritual Intelligence Self Report Inventory. Third part - A Self-structured Likert scale of Attitude towards duty and Job Satisfaction.

3.5 Spiritual Intelligence Self Report Inventory

Investigator used Spiritual Intelligence Self Report Inventory to assess Spiritual Intelligence among teaching faculties. David B King has developed and validated this self-reporting measurement of Spiritual Intelligence. The maximum score of Spiritual Intelligence Self Report Inventory is 96 and Minimum score is 0. The score ranged between 0 to 39 considered as a low-level spiritual intelligence, 40 to 64 marked as moderate level Spiritual Intelligence and 65 to 96 scored as high-level Spiritual Intelligence.

3.6 A Self-structured Likert Scale of Attitude towards Duty and Job Satisfaction

Investigator validated self-structured Likert scale to measure Attitude towards Duty and Job Satisfaction among teaching faculties. For the total content related to attitude towards duty and Job Satisfaction maximum score is 100 and minimum score is 20. The scores ranged between 76 to 100 were considered Excellent Attitude towards Duty and Job Satisfaction, between 50 to 75 labelled as good attitude towards duty and Job Satisfaction and scores ranged between 20 to 49 were considered as Average Attitude towards Duty and Job Satisfaction.

3.7 Validity of Tool

Data collection tool was submitted to 7 experts in which 2 had qualification of M.D in Psychiatry and 5 were Nurse educators (Mental Health Nursing). Investigator requested them to evaluate the relevancy, objectivity and correctness of the content areas and for the professional opinion and recommendations for the tool. Based on their guidance and suggestions, modification and rearrangement of content were done in the tool to make more clarity of items from the samples.

3.8 Ethical Consideration

Formal permission was obtained from Registrar of the University and Institutional Ethical committee (Approval no: PUIECHR/PIMSR/00/081734/4211). As per ethical guideline written informed consent was obtained from each participant.

3.9 Plan for Data Analysis

The collected data was analysed for achievement of the study objectives by using descriptive and inferential statistics test carried out through SPSS Software Version 25.

3.10 Descriptive Statistics

Frequencies and Percentages were used for analysing demographic characteristics, level of Spiritual Intelligence and Attitude towards duty and Job Satisfaction among teaching faculties.

3.11 Inferential Statistics

Application of Karl Pearson formula was to determine the correlation of Spiritual Intelligence with Attitude towards duty and Job Satisfaction. Chi-square test was implemented to determine association of Spiritual Intelligence and Attitude towards Duty and Job Satisfaction with Demographic variable.

4. Results

Demographic data represented that in terms of age, majorly 48.5% respondents belong to 26-35 years age group. In relation to gender, Females were 65.5% where as 34.5% were male. In terms of religion 79% were Hindu, 12% Muslim, 7% Christian & in other 1% were belonging to Sikh religion & 1% were not following any religion. In regards to education status of 15.5% were graduated, 64% were post graduated, 2.5% were completed M. Phill and 18% were completed Ph.D. In case of experience, 11% respondents had experience of less than 1 year, 30% had 1 to 3 years, 24.5% had 3 to 5 years, 22.5% had 5 to 10 years and 12% respondents had more than 10 years of experience. In term of Designation, 16% were designated as a professor, 22.5%

were as an Associate Professor, 53.5% were Assistant Professor, 6.5% were tutor and other 1.5% were Clinical therapist. In accordance with economic status, 0.5% were having monthly income less than 15,000 Rs., 23.5% between 15,000 – 25,000 Rs., 30% were earning between 26,000-35,000 Rs., 27.5% were earning 36,000 – 45,000 Rs. and 18.5% had monthly income more than 45,000 Rs. In case of marital status, Single respondents were 32%, Married respondents were 63.5%, 1.5% were divorced whereas 3% were widow or widower. In relation to type of family, 52% were living in joint family where as 44.5% were living in nuclear family and 3.5% were single parent. Figure 1 depicts the Spiritual Intelligence level of respondents. The table depicted that out of 200 respondents, 91 (45.5%) of respondents had high level of Spiritual Intelligence, whereas 107 (53.5%) respondents had moderate level of Spiritual Intelligence and only 2 (1%) respondents had low level of Spiritual Intelligence.

Table 2 illustrates level of attitude towards duty and Job Satisfaction among 200 teaching faculties. There are 145 (72.5%) teaching faculties having excellent Attitude towards Duty and Job Satisfaction, 55 (27.5%) teaching faculties having good Attitude towards Duty and Job Satisfaction and none of them having average Attitude towards Duty and Job Satisfaction.

Table 3 and Figure 2 represents value of “r” calculated by Karl Pearson Correlation Coefficient formula to determine existence of correlation between Spiritual Intelligence and Attitude towards duty and Job Satisfaction at 0.01 level of significance. The value of “r” was 0.256, which was in between 0-1, at the 0.01 level of significance. Thus, it portrays Positive relationship of Spiritual Intelligence with Attitude towards Duty and Job Satisfaction.

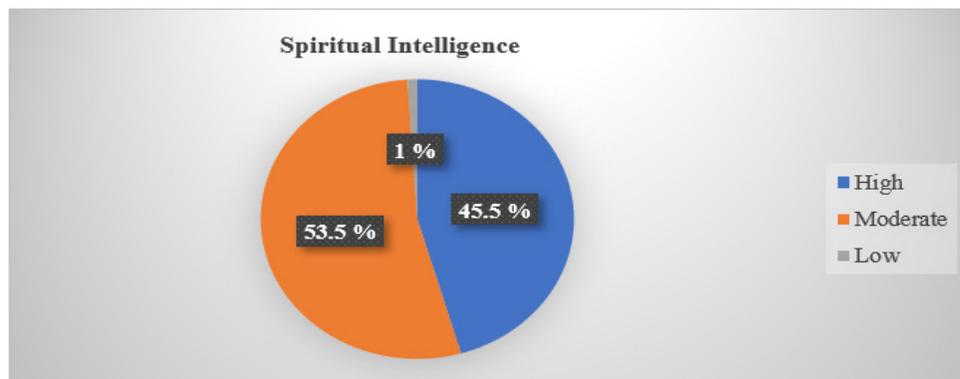


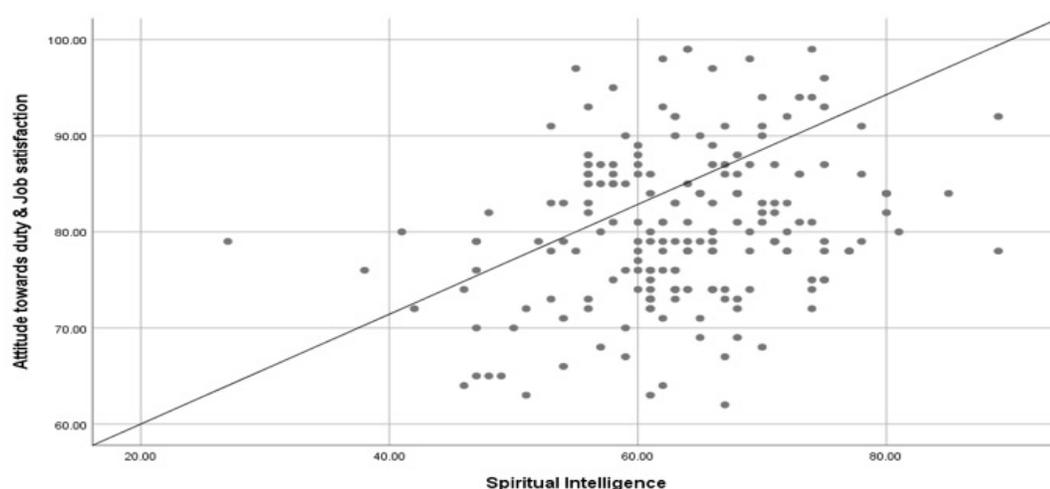
Figure 1. Pie chart depicting percentage wise distribution of Level of Spiritual Intelligence among teaching faculties.

Table 2. Frequency and percentage distribution of respondents based on attitude towards duty and Job Satisfaction level [n = 200]

Attitude towards duty and Job Satisfaction level	Classification of score	Frequency	Percentage (%)
Excellent	76-100	145	72.5
Good	50-75	55	27.5
Average	20-49	0	0
Total		200	100

Table 3. Correlation between Spiritual Intelligence and Attitude towards Duty and Job Satisfaction [n = 200]

	Formula	Attitude towards Duty and Job Satisfaction
Spiritual Intelligence	r (Karl Pearson's Correlation coefficient)	0.256
Correlation is significant at 0.01 Level (2-Tailed)		

**Figure 2.** Scattered graph showing positive correlation ($r = 0.256$) of respondent's Spiritual Intelligence with Attitude towards duty and Job Satisfaction.

5. Discussion

Findings of the study depicted that 91 (45.5%) of teaching faculties had high level of Spiritual Intelligence, whereas 107 (53.5%) had moderate level of Spiritual Intelligence and only 2 (1%) had low level of Spiritual Intelligence. 145 (75%) teaching faculties having excellent attitude towards duty and Job Satisfaction, 55 (27.5%) teaching faculties having good attitude towards duty and Job Satisfaction and none of them having average attitude towards duty and Job Satisfaction. The findings of present study matched with study conducted by Soumita Gosh, Status of workplace Spiritual Intelligence

among secondary school teachers. In result, workplace Spiritual Intelligence score was calculated and the secondary school teacher's scores suggested that most of the teachers were under Moderate level of workplace Spiritual Intelligence⁷.

Result yield that there is a positive correlation present between Spiritual Intelligence and Attitude towards Duty and Job Satisfaction. The findings were consistent with study conducted by Kaur (2013), the relationship among Spiritual Intelligence and Job Satisfaction of 100 secondary school teachers. The findings exposed that Spiritual Intelligence has significant positive impact on Job Satisfaction⁸.

6. Conclusion

From the study findings it is considered that majority of teaching faculties were having moderate level of Spiritual Intelligence and Excellent Attitude towards Duty and Job Satisfaction, also there was a positive significant relation between Spiritual Intelligence and attitude towards duty & Job Satisfaction among teaching faculties, which signifies that with increase in Spiritual Intelligence there is a rise of Attitude towards Duty and Job Satisfaction. In modern era of education, teachers must have high Spiritual Intelligence which inculcates a potential to reframe and to realize things in a broader framework. The forthcoming teachers who work at innumerable levels of education have additional accountability to modify the behaviour of students and societies and therefore Organization must emphasize on enhancement of Spiritual Intelligence in teaching faculties to enhance positive attitude towards their profession and Job Satisfaction. The concept of Spiritual Intelligence is still in its development. Hence more studies should be made to develop models of Spiritual Intelligence which can be tested empirically in the organization.

7. Acknowledgement

We would like to thank all teaching faculties who participated in this research study.

8. Conflict of Interest

Authors have not declared any conflict of interests.

9. Funding

The research was not funded by any internal or external agency, rather it was personal efforts of the Author.

10. Delimitations

The study is limited to:

- Selected Institutes of University.
- Sample size only 200 teaching faculties working in Selected Institutes of University.
- Teaching faculties available at the time of data collection.

11. References

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