

# Spiritual intelligence and Job-Satisfaction of Secondary School Teachers

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## Abstract

*The study conducted to examine the Spiritual intelligence and Job satisfaction of Primary Teachers. To these purpose, 100 Primary school teachers whom belonging to Middle Socio Economic Status from Aurangabad district randomly selected. Spiritual Intelligence Scale (ECI), and a version of the Job Descriptive Index used to assess the Spirituality and Job satisfaction. Result indicates that there is positive relationship between Spiritual Intelligence and Job-satisfaction of Teachers. A significant difference is found between spiritual intelligence of government and private secondary school teachers. There is no significant difference regarding Jobsatisfaction of Government and Private teachers.*

**Keywords:** Spirituality, Spiritual Intelligent, Job- Satisfaction

Spirituality is very important factor to maintain good mental health. It impacts each domain of our life. The role of Spirituality covers not to limited to self but whole the life. It also impressed the personality in workplace, attitude towards the situation. Therefore it is needed to know the role of spirituality in employees' life, particularly in job satisfaction. 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 construct of Spiritual Intelligence; they are Consciousness, Transcendence, Grace, Meaning and Truth. Many studies going on Spirituality. For example, Emmons (2000) noted that 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. Noble (2001) written 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. The study by Tischler, 2002, indicates that there is a relationship between both; people with higher level of spirituality have healthier, happier and more productive lives at work. 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. In modern organizations, growth and development of spiritual and motivational growth of teachers are the real concepts of their lives. In this regard, it is helpful to introduce spirituality in the workplace (Harotanian et al, 2000). According to Lobse (1995), spirituality leads to