

EMPIRICAL RESEARCH ON THE EFFECT OF WORKPLACE SPIRITUALITY ON ORGANIZATIONAL COMMITMENT & EMPLOYEE SATISFACTION: TEACHERS AT HIGHER EDUCATIONAL INSTITUTIONS

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Abstract

Purpose: *The goal of this paper is to examine the impact of workplace spirituality on job satisfaction & organizational commitment of teaching staff at higher educational institutions in Delhi NCR. Workplace spirituality has emerged as one of the most successful organizational change methods. Intentions to increase employee engagement, creativity, and innovation and to reduce employee turnover in developed nations, there are number of studies on the components and impact of workplace spirituality on employee performance.*

Methodology/Design: *To attain the goal of the study the questionnaire was administrated to 165 faculty members working in universities of Delhi NCR. This research used ANNOVA, Linear Regression Analysis & Pearson Product Moment Correlation Coefficient to obtain the result.*

Findings: *The finding shows that workplace spirituality has a positive association with corporate commitment and employee satisfaction. Spirituality in the workplace has a substantial effect on organizational commitment & employee satisfaction among teachers in higher education.*

Keywords: Higher Educational Institutions, Organizational Commitment, Employees Satisfaction, Workplace Spirituality

1. Introduction

It is believed that human resources have a crucial role in the development & progress of organizations in all industries. By managing human resources, firms are believed to produce precise, efficient, and enhanced performance. Similar to firms in other industries, educational institutions face competition for performance improvement. In particular, universities place an emphasis on providing students with a high-quality education. Therefore, the performance of a college or university may also be evaluated based on the qualifications and experience of its teaching faculty, in addition to the technical aspects of learning and teaching. The levels & quality of education supplied by any university are

established through analysing the faculty's level of knowledge, as the teaching staffs are the institutions most valuable human resource. Universities are supposed to design & implement plans and strategies for improving the quality of services given by the teaching & non-teaching personnel of their universities and other higher educational institutions in order to boost individual and organisational performance. Spirituality in the workplace is likely to improve the overall success of organizations across all industries. As a quality-focused business sets a premium on employees' work attitudes, when a number of employees focus on creating workplace spirituality, it enhances their commitment to the organization & builds fighting spirit (Ashmos & Duchon, 2000). Recently, businesses have recognized the importance of spirituality in the workplace. This involves permitting members to express their spirituality (Mitroff & Denton, 1999). Mitroff and Denton (1999) argued persuasively that firms that nurture a spiritual environment are likely to have people that are more loyal, productive, creative, and able to adapt to change than firms that repress spirituality.

Spirituality is an ancient notion that has been examined via ancient & modern civilizations. However, until recently, its impact on the workplace was largely ignored. The effective application of the concept of workplace spirituality can result in an exponential rise in the efficiency and productivity of the workforce, from top management to shop floor employees. Management research is now focusing on how spirituality may be effectively exploited as management and motivational tool for employees, and this concept is gaining acceptance rapidly. Based on the notion that people seek more than simply material rewards in the workplace, spirituality is currently regarded as a transformation agent. In addition, they seek the mental fulfilment that comes from a sense of harmony with their work environment and a suitable work-life balance. Individual values aligned with organizational aims. A sense of importance and significance, as well as the intrinsic joy of a job well done, may be a major motivator and source of self-esteem for employees. The concept of being a part of a broader goal is being investigated to create greater levels of satisfaction, which leads to decreased stress. Contributes to reducing employee turnover and other unwanted behaviour, as well as fostering organizational commitment among workers.

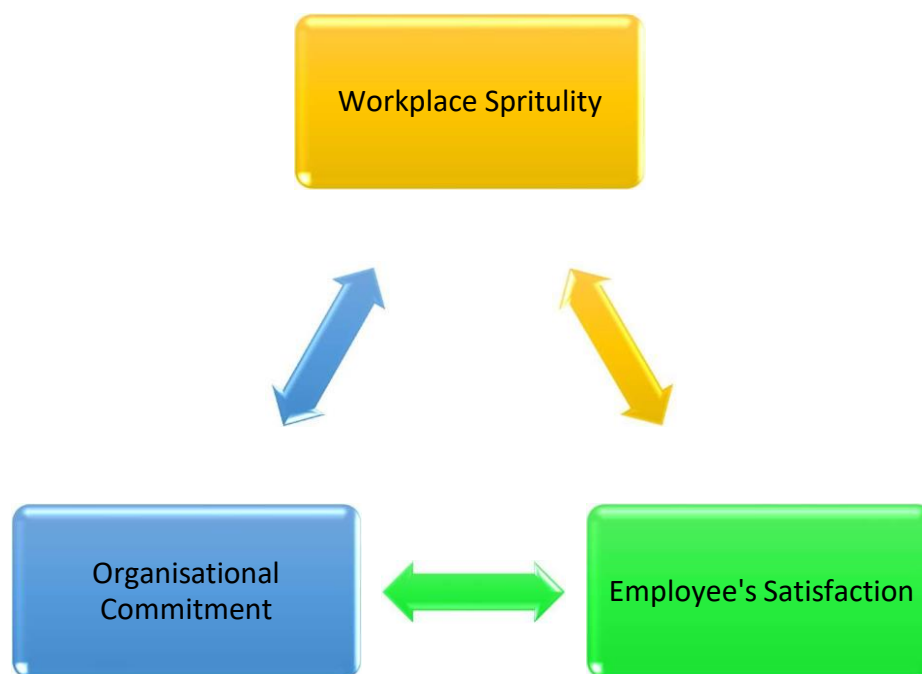
Today's academicians must keep up with the increased demand for jobs and the quickening pace of technology. The Change that may force them to strike a balance between inner & outer life in order to avoid burnout. Spirituality in the workplace is an effort to experience spirituality not just in one's personal life, but also at work, where one spends a substantial amount of time. When the workplace is able to create an environment that is conducive to teachers' conduct and faith, their ethics, and their sense of purpose in their career, a distinct spiritual orientation will emerge.

1.1 WORKPLACE SPIRITUALITY

The word "search" denotes "attempts to identify or transform" and the word "sacred" is mostly expressed as referring to "a divine being, divine object, Ultimate Reality, or Ultimate Truth as perceived via the individual" in the definition of "the subjective feelings, thoughts, and behaviours that arise from a search for the sacred." Spirituality is defined through Mitroff & Denton (1999) as "the basic feeling of being linked with one's own self, others, and the entire cosmos."

The term "workplace spirituality" refers to employees who see themselves as spiritual beings, and who want and need their spirits to be nurtured at work. When it comes to motivation and meaning at work, it isn't about money or performance evaluations. "Workplace spirituality can be described as the realization that employees have an inner existence that feeds and is fed via meaningful work taking place in the context of a community". It was in the early 1920s when the term "workplace spirituality," or "spirituality in the workplace," first appeared. As a grassroots' movement, it sprang out of people's desire to live out their religious and spiritual beliefs in the workplace. The workplace spirituality movement often raises the question of spiritual or spirit-centred leadership as a research issue.

When teachers are viewed as spiritual beings, they experience a sense of connectedness and an understanding of personal fullness and meaning. An individual's employment and their spirituality can be brought together in a workplace spirituality that provides direction, association, and completion.



1.2 Organizational Commitment

Teacher loyalty to their organizations is referred to as "organizational commitment," as is the process through which instructors participate in decision-making inside their organizations. To put it another way: "Organizational commitment is a working attitude of employees who have a sense of identification with accomplishing organizational goals and the desire to maintain positive relationships with people within the company." "It is the relative connected level of an individual feeling in an organization," say (Mowday, Porter, & Steers, 1979). To be a teacher committed to an organization means that they have a psychological understanding of the university's goals and values and are willing to join the group as a member and contribute in a way that is more than just for their own benefit. Institutional growth is dependent on how well its members can work together and how eager they are to provide their best effort to the institution. Organizational commitment can also be characterized as a psychological condition that describes an employee's engagement with the business and lessens the risk that an employee will leave it, according to Allen and Meyer (2000). It is characterized through the willingness of personnel to contribute to the institution's goals. Teachers are more committed to their current workplace when they are confident that they will grow and improve while they are there. When it comes to employee loyalty, it's a continual process that illustrates the organization's success and wellbeing by allowing employees to make judgments about the company's future. It's a measure of how much of a personal connection he has with the company.

As defined by Mowday, Porter, and Steers, (1982), "Organizational Commitment" relates to an individual's feelings toward the organization as a whole. An employee's emotional attachment to the company has been linked to the organization's goals and their likelihood of remaining with it. An employee dedicated to the company "believes and embraces the organization's goals and principles, has a strong desire to stay as a member of the organization for a longer amount of time," according to Saal and Knight, 1987." It has been shown that employees who are more committed to the company's success are less likely to contemplate leaving and are more likely to work toward achieving its goals (Northcraft and Neale, 1990).

1.3 Job Satisfaction

Job is viewed as a means through which people might achieve their goals in life. Collin's English Dictionary defines a "job" as "a single piece of work, a profession, a post for employment, a result generated by working," A job that doesn't pay isn't a job in the truest meaning of the word. Having a job is taking on the responsibility of completing a certain task, as well as receiving compensation in the form of earnings or salary. People that are satisfied feel happy or contented because they have achieved their goals or have fulfilled their dreams; this is what satisfaction means to them. A person's level of job satisfaction is also an essential consideration. Appreciating the many facets of one's work might lead to a feeling of job satisfaction. As defined by Spector, "Job satisfaction is the degree to which

people enjoy or loathe their work." According to Camp (1994), "job satisfaction with reference to the wants and values of individuals and the extent to which these needs and values are satisfied in the workplace". "An employee with low Job Satisfaction may demonstrate tendencies towards absenteeism, turnover, disobeying rules, complaining about the job and hurting the organization. In the words of Feldman and Arnold (1986), "Job satisfaction is significant for both employees and the work itself concerns what the employees think and feel about their occupations, in other words, whether they find it rewarding or irritating, uninteresting or meaningful". Job satisfaction is a typical or universal emotional response that people have with their current positions.

Teacher happiness is critical to the success of any organization. In general, teachers who like their work have a high level of proficiency. Because of this, they are confident in their knowledge and teaching skills, as well as their sense of safety when it comes to lecture hall supervision. If teachers are happy in their jobs, the effectiveness of an educational system will be maximized (Sleyn, 1992)."

A teacher's job satisfaction is a matter of personal preference. These mental states might either be beneficial or detrimental to the institution. Teachers' expectations of their workplace and the benefits they receive from their jobs appear to be linked when working conditions are favourable.

Individual requirements, relationships with co-workers and superiors, operational conditions, organizational policies, and the acknowledgment they receive all play a role in job happiness. Teachers who are contented participate actively in teaching and learning the process, transforming the character of their students and achieving more success. Teachers who are content with their jobs exhibit positive work habits, such as less absences from work, full participation in the institution, and a long-term commitment to the workplace. In contrast, a teacher who is dissatisfied with his or her job will be less present at work, show cold shoulder to his or her co-workers, and look for another position.

2. Review of Literature

Saeed et al., (2022) examined on the topic of Towards Examining the Link between Workplace Spirituality and Workforce Agility: Exploring Higher Educational Institutions. Examined on the topic of those born with spiritual inherited employees are quick to adapt to new situations that arise in our everyday lives in a variety of situations. We are motivated through the dynamic change that occurs in our everyday lives as a result of the Covid 19 crisis, as well as the urgent necessity to specify the transition from a traditional approach to an agile one during a pandemic. Specifically, the purpose of this study was to determine the relationship between workplace spirituality and workforce agility. Additionally, the study used spill over theory to explore the role of job participation as a mediator.

Garg et al., (2022) the topic of Resolving stress of a university teacher: Exploring the Role of Workplace Spirituality and Constructive Workplace Deviance was investigated. It is the purpose of this study to investigate the association between workplace spirituality and work

stress among university professors. Also examined is the moderating role of constructive deviance in the relationship between workplace spirituality and stress among Indian university instructors. The relationship between spirituality and stress is investigated through the use of correlation and multiple regression techniques. The Sobel test, as well as bootstrapping estimates generated by Hayes' PROCESS macro, are used to investigate the mediating influence of constructive deviance. Direct and indirect impacts are reported using hierarchical regression, which is a type of statistical analysis. The research is based on original data gathered through the author during his fieldwork. In this study, one of the first attempts was made to investigate the mediating role of constructive deviance in the relationship between six aspects of workplace spirituality and job stress among educators. N [Aboobaker et al., \(2021\)](#) workplace spirituality and employees' willingness for change as precursors to innovative work behaviour: an empirical investigation was investigated. When it comes to the modern technology environment, organizational success & long-term viability is heavily influenced via the constant change and ongoing innovation brought through personnel. An empirical study done among 208 employees working in the information technology industry provides the basis for this paper, which analyses the relationship between workplace spirituality and innovative work behaviour in the workplace. A second aspect of the research looked into effect of individual readiness for change in mediating the aforementioned link. In terms of outcome factors, the three dimensions of workplace spirituality each had a varying influence. Higher experiences of 'meaningful work,' as well as more alignment with organizational values, was associated with greater willingness for change and innovative work behaviour among employees. The findings of this study found that there was no statistically significant direct effect of employees' "feeling of community" on their ability to innovate at work. In spite of this, the concept of 'sense of community' had an indirect effect on innovative work behaviour, owing to the mediating function played by the willingness to change. There are implications for employees' experiences of workplace spirituality and outcomes, as well as for how they respond to the obstacles of operating in a volatile, unpredictable, complex, and ambiguous (VUCA) business environment.

2.1 Job Satisfaction

In the words of the American Psychological Association, "work satisfaction is an affective reaction to a job that derives from a person's comparison of actual outcomes with those that are desired, anticipated, or earned" (Oshagbemi, 2000). Robbins and Sanghi (2006) define job satisfaction as "a bundle of sensations that an individual has about his or her job." For academicians working in institutes of higher learning, job security is also a critical consideration. There might be a variety of elements that influence one's level of job satisfaction. When teachers are pleased with their work, they are more likely to perform at their best. More dedication on the part of teachers can help them be more effective in their lecture delivery as well as boost the capabilities of their students. In terms of institutional

disparities, the findings of many studies have thus far failed to reach a decisive conclusion. On the one hand, some research found that public sector employees are more happy with their job security when compared to their counterparts in the private sector (Khalid and Irshad, 2010; Khalid et al., 2012). Latif and colleagues (2011) similarly discovered that there were statistically significant differences in job satisfaction between public and private college professors in their study. Six components of job satisfaction (educational qualifications, nature of work, pay, job security, promotional opportunities, and family & work life balance) were found to be more satisfied via public college teachers, whereas the corresponding components for private college teachers were not as satisfied. Ghosh and Panda (2014) discovered that teacher-educators in government and government-aided colleges reported higher levels of job satisfaction than their counterparts in self-financing colleges. Sarswati (2013) found that instructors at government institutions in Delhi were more satisfied with their general working circumstances than lecturers at private colleges in Delhi, according to her research.

2.2 Spiritual Intelligence

Spiritual intelligence is the ability of an individual to think about the world and oneself in a spiritually intelligent manner and to live one's life in accordance with that thinking (Ronel and Gan 2008). People who are spiritually intelligent, according to Emmons (2000), have the potential to experience heightened states of awareness and can draw on spiritual resources to help them address their difficulties. "Spiritual intelligence," according to Wigglesworth (2002), "is the ability of humans to behave with knowledge and compassion while retaining inner and exterior serenity, regardless of the circumstances." According to Zohar and Marshall (2000), when our spiritual intelligence is great, we appear to be intelligent and to exhibit appropriate behaviour. I when spiritual intelligence is low, on the other hand, people appear to engage in problematic behaviour. Dincer (2009) discovered that spiritual intelligence offers a sense of personal wholeness, a sense of goal, and a sense of direction for the individual. As stated by Dincer (2009), "educators who possess high levels of spiritual intelligence are able to mould teachers and pupils of all ages into living lives of self-respect and creativity." Developing a deep connection with the organization and among its employees is made easier with the assistance of spiritual intelligence As a result; the individuals build a strong sense of belonging and love for one another in the process (Usman and Danish, 2010).

Spiritual intelligence, according to George (2006), is necessary for a multitude of reasons, including but not limited to developing a clear and consistent sense of identity among individuals, particularly in the setting of business connections, is made easier through this method. It also assists in the discovery and synchronization of the individual values of employees with a strong sense of purpose, which is a key component of spiritual intelligence. The researchers discovered in their study that spiritual intelligence not only enabled entrepreneurs to be honest, successful, and hopeful, but it also enabled them to be

realistic and conscious of their environment. They concluded that the presence of spiritual intelligence is one of the most important factors in the success of some entrepreneurs compared to others.

2.3 Job Satisfaction & Spiritual Intelligence

In order to better understand the relationship among spiritual intelligence & job happiness, some research has been conducted. The outcomes that have been obtained have been inconsistent. Researchers Rastgar, Davoudi, Orazi, and Abbasian (2012) found no evidence of a statistically significant association between spiritual intelligence and job happiness. According to Labuan et al (1998), as cited by Koldi & Askari (2003), job satisfaction has a positive impact on an individual's mental and physical health, while the absence of job satisfaction is connected with stress and fatigue. According to the findings of research, supporting spirituality in the workplace can lead to enhanced job satisfaction, which in turn can lead to improved performance and efficiency in the workplace (Ghobari et al., 2007). According to the findings of the research investigations, there is a statistically significant positive association between job happiness and spiritual intelligence of teachers and other employees (Jelodar and Goodarzi 2012; Khorshidi and Ebadi 2012; Yahayazadeh and Lotfi 2012; Dhirma and Kangana Laxmi 2014; Zamani and Karimi 2015).

3. Research Methodology

The questionnaire was employed with selected colleges in order to gain more brevity & clarity before being emailed to faculty members. Respondents were requested to provide their response on the effect of workplace spirituality on organizational commitment and their job satisfaction. The organizational commitment and employee's satisfaction were dependent variable for research. Data was collected through random sampling technique. This study made use of ANOVA, Pearson Product Moment Correlation, & Chi-square using SPSS. To achieve the results, coefficient and linear regression analyses were performed. Employing the Workplace Spirituality Questionnaire, the Organizational Commitment Scale, and the Job Happiness Scale, the researcher gathered personal data and measured workplace spirituality, organizational commitment, & job satisfaction among teachers at Higher Educational Institutions.

4. Objective

To examine the effect of workplace spirituality on organisational commitment & employee satisfaction in teachers in higher education institutions.

4.1 Hypothesis

H₁: There is a positive relationship of workplace spirituality with organizational commitment and the employee's satisfaction.

H₂: There is a positive and significant impact of workplace spirituality on organizational commitment and employee’s satisfaction

5. Data Analysis and Interpretation

Examining the effects of spirituality in the workplace using the correlation and linear regression analysis, we looked at the relationship between teachers' commitment to their institutions and their level of job satisfaction. By creating a correlation matrix, it was possible to see how the research variables presented in Table 1 are related to one another.

Table: 1 Correlation Matrix

Variables	Workplace Spirituality	Organizational Commitment	Employee Satisfaction
Workplace Spirituality	1		
Organizational Commitment	0.521**	1	
Employee Satisfaction	0.476**	0.264*	1

** Significant at 0.01 level, *Significant at 0.05 level

The matrix of correlation shows that workplace spirituality & organizational commitment have a significant & positive relation ($r = 0.521$). The relationship among workplace spirituality & the employee’s satisfaction also have positive relation ($r = 0.476$). There was slight and positive relation exists between Organizational Commitment and the employee’s satisfaction ($r = 0.264$). It was determined to what extent workplace spirituality connected with organizational commitment & employee's satisfaction via calculating correlations.

The outcome of the correlation presented in Table 1 satisfies the necessary criteria for regression analysis. Therefore, regression analysis can be conducted here. The aim of this paper is to examine the impact of the independent variable, workplace spirituality on dependent variables, organizational commitment & employee’s satisfaction among teachers in higher educational institutions.

Table: 2 Linear Regression Analysis among workplace spirituality & organizational commitment

Model	R	R ²	Adjusted R ²	SE	β	Contribution (%)
1	.529 ^a	.275	.262	.583	0.402	27.5%
a. Predictors: Workplace Spirituality Dependent Variable: Organizational Commitment						

As per table 2 linear regression analysis, spirituality in the workplace contributes 27.5% towards organizational commitment among teachers in higher educational institutions. Thus, spirituality in the workplace can account for 28.8% of the variance in organizational commitment. The regression equation demonstrated a significant association among workplace spirituality & organisational commitment.

ANNOVA has been applied for testing the significance of the regression model as given in Table 3.

Table 3: Variance analysis between workplace spirituality & organizational commitment

Source	Sum of Squares	df	Mean Square	F-ratio	Sig.
Regression	17.506	1	17.504		
Residual	45.053	409	.113	165.06	Significant level at 0.01
Total	62.559	419			

The table 3 shows that F-ratio 165.06 is more than table value (F=2.59) at 0.01 significance level. Hence, null hypothesis is rejected that there is no positive effect on workplace spirituality on organizational commitment among teachers at higher educational institutions.

Table 4: Linear Regression Analysis among workplace spirituality and Employees satisfaction

Model	R	R ²	Adjusted R ²	SE	β	Contribution (%)
1	.478 ^a	.284	.246	.604	0.321	24.6%
b. Predictors: Workplace Spirituality Dependent Variable: Employees Satisfaction						

The linear regression analysis in above table shows that workplace spirituality contributes 24.6% towards the employee's satisfaction among teachers at higher educational institutions. This shows that 24.6% change in the employee's satisfaction can be explained via the workplace spirituality. The analysis shows that there is positive effect of workplace spirituality on the employee's satisfaction.

ANNOVA has been applied for testing the significance of the regression model as given in Table 5.

Table 5: Variance analysis among workplace spirituality & employee's satisfaction

Source	Sum of Squares	df	Mean Square	F-ratio	Sig.
Regression	17.506	1	17.504		

Residual	45.053	409	.113	165.06	0.01
Total	62.559	419			

The result shows that the value of F-ratio 165.06 is greater than table value (F-ratio = 2.59) at 0.01 level of significance. Hence, the null hypothesis was rejected that there is no substantial effect of workplace spirituality on the employee's satisfaction among the higher educational institutions' faculty staff.

The above analysis indicates that among higher education institution teachers, workplace spirituality contributed the most to organizational commitment (27.5%) followed by the employee's satisfaction (27.5%).

Conclusion and Future Research

Teachers from government and self-financed educational institutions participated in this study with the goal of discovering the relationship among workplace spirituality, organizational commitment, & employee's satisfaction among those who work in educational institutions. According to the findings of the study, there is a positive association of the workplace spiritual with organizational commitment and employee's satisfaction. This suggests that both of these factors are important in the life of a teacher. The data analysed showed that there were statistically significant effect of workplace spirituality on organizational commitment & employee's satisfaction professors in educational institutions.

This study suggests layouts of classes and workshops on yoga, meditation, and other relaxation techniques and how behavioural, technical, and leadership training can improve the skills of teachers in higher education. It suggests minimizing physical exertion, simplification of regulations & procedures, and recruiting qualified, well-educated & competent educators who recognize and provide frequent & positive feedback to instructors on their implementation for self-development to overcome deficiencies.

Additionally, this study supports the administration team in each institution to settle teachers' work-related problems, identifying, analyzing, and resolving work-related educators' difficulties, resulting in an extension of their total effectiveness and enrichment of their working lives, in addition to avoiding political involvement in the administration and management of the college.

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