

THE SPECTRUM OF SPIRITUAL INTELLIGENCE AMONG THE COLLEGE TEACHERS: A STUDY OF GENDER, LOCALITY AND LEVEL OF JOB INVOLVEMENT OF JAMMU DIVISION.

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Abstract:

Teachers are the backbone of the nation. The future of the whole nation depends on the teachers. Teachers have a great importance behind the future of children. Spiritual Intelligence helps the teachers to attain peace, adaptation and capabilities to solve problems and attain goals. It helps the teachers to adapt better capabilities then they will have better job performance. Spiritual intelligence results in a sense of deeper meaning and purpose, combined with improvements in a wide range of important life skills and work skills. The present paper explores the study on spiritual intelligence among college teachers in relation to their gender, locality and level of job satisfaction in Jammu district. Survey method is used for the collection of data. The target population includes college teachers from varied government colleges of Jammu district coming from rural and urban locality. The main objectives of the present study is to find out the relationship between spiritual intelligence and job involvement of college level teachers, study the gender difference in spiritual intelligence of college teachers of Jammu District, differences in spiritual intelligence among college teachers who are coming from urban and rural areas and to see the difference in the levels of spiritual intelligence having low and high level of job involvement. For the present study the investigator used Spiritual intelligence test standardised by Prof. Roquiya Zainuddin and Ms. Anjum Ahmed and Job Involvement Scale by Thomas M.Lodahl and MathildeKejner for the collection of data. The analysis and interpretation of data is done by employing measures of Central Tendency (Mean) ,Measures of variability (S.D), t-test, Measures of Relationship (correlation). The results of the study revealed a moderate positive relationship between spiritual intelligence and job involvement of college level teachers of Jammu Division, found significant gender difference in the spiritual intelligence of government degree college teachers of Jammu Division, significant difference existed among college teachers coming from urban and rural areas of Jammu Division and a significant difference in the level of spiritual intelligence among college teachers having low and high level of job involvement.

INTRODUCTION

Teaching is a noble profession. Teachers have a great importance behind the future of children. Teacher plays an important role in an educational institution by providing their students' knowledge and enriching talents that are present within them. Teachers are the backbone of the nation. The future of the whole nation depends on the teachers. The role of the teachers is varied. While providing education to their students, teachers also play a pivotal role in the whole development of personality of the students and make them self-reliant to face their real-life problems.

Teachers play a vital role in shaping generations. In UNESCO report (1996) 'Learning: The Treasure within', popularly known as Delors report, four pillars of education has been identified as the basic framework for global curriculum. Delors report states; Education throughout life is based on four pillars: Learning to Know, Learning to do, Learning to live together and Learning to be." Indian culture provides true meaning to these pillars by putting 'Learning to know' as 'Gyanyog' , 'Learning to do' as 'Karamyog', 'Learning to live together' as 'Sahyog' and 'Learning to be' as 'Atmasakshatkar' i.e. Self-realization which is the ultimate goal of human life(Agrawal,Saraswati and Agrawal,Nisha,2000;298). In this regard, every educational sector demands a quality teacher who can be able to fulfill all the present day requirement of academicians. It is rightly said by the techno Guru A.P.J.AbdulKalam that if you are a teacher in whatever capacity, you have a very special role to play, because more than anybody else you are shaping generations'. (Kalam, A.P.J. and Rajan, Y.S., 1998:293). So, it is very essential that the teachers must have all qualities of nurturing their students by their mastery in a subject, knowledge, sound personality, emotional intelligence and spiritual intelligence related abilities etc. According to Sharma and Jyoti (2006) retaining high quality teachers should be a primary requirement for any educational institution. In recent years, spiritual intelligence has become an important part of our lives as well as work place. Spirituality is considered as one of the key factors for success of educational organisations and ultimately for the professional life of teachers. So, it is necessary that the teachers have spiritual intelligence as spiritual aspects are needed for the harmonious development of the learner. The word spiritual comes from the Latin root —spiritus" which means breath referring to the breathe of life. It involves opening our hearts and cultivating our capacity to experience awe, reverence and gratitude. Spiritual intelligence is a higher dimension of intelligence that activates the qualities and capabilities of the authentic self (or the soul), in the form of wisdom, compassion, integrity, joy, love, creativity, and peace. Spiritual intelligence results in a sense of deeper meaning and purpose, combined with improvements in a wide range of important life skills and work skills.

According to Danah Zohar there are 12 principles underlying spiritual intelligence:

1. Self-awareness: Knowing what I believe in and value, and what deeply motivates me.
2. Spontaneity: Living in and being responsive to the moment.
3. Being vision-led and value-led: Acting from principles and deep beliefs, and living accordingly.
4. Holism: Seeing larger patterns, relationships, and connections; having a sense of belonging.
5. Compassion: Having the quality of "feeling-with" and deep empathy.
6. Celebration of diversity: Valuing other people for their differences, not despite them.
7. Field independence: Standing against the crowd and having one's own convictions.
8. Humility: Having the sense of being a player in a larger drama, of one's true place in the world.
9. Tendency to ask fundamental "Why?" questions: Needing to understand things and get to the bottom of them.
10. Ability to reframe: Standing back from a situation or problem and seeing the bigger picture or wider context.
11. Positive use of adversity: Learning and growing from mistakes, setbacks, and suffering.
12. Sense of vocation: Feeling called upon to serve, to give something back.

Ken O'Donnell, advocates the integration of spiritual intelligence (S.Q) with both rational intelligence (I.Q) and emotional intelligence (E.Q). I.Q helps us to interact with numbers, formulas and things, E.Q helps us to interact with people and SQ helps us to maintain inner balance.

As Huberman in 1993 also determined numerous factors related to an employee leaving the organization but the major factor associated with teacher's decision to leave or to remain in an organization is their job involvement or satisfaction. So, job involvement also becomes an important issue in the present scenario. It is the extent to which an individual identifies with One's job, i.e., the extent to which an employee thinks of one's job as an important part of one's self-concept. It is concerned with ones improved performance, productivity and profitability. It is also marked by readiness to take up extra work and devote additional time to it. Job involvement helps the persons to exert greater effort and use their creativity to solve problems and work intelligently. The benefits of Job involvement helps in developing characteristics of the person regarding workplace, job design, and supervisory behavior. Person having certain personality traits like internal locus of control, need for achievement, work ethic endorsement will have interest in job involved. On the other hand, situational factors such as job design, organizational and psychological climate, and management style all have important influences on employee job involvement. Job design factors appear to have a stronger influence on job involvement for individuals who have a stronger drive to satisfying higher-order psychological needs (i.e., higher-order need strength).

REVIEW OF LITERATURE:

Review is the term made by a combination of two small words –“Re” which means again and again and “view” which means to serve. Review of related literature provides a comprehensive understanding about what has already been known about a topic. The survey of the related literature helps the researcher in framing objectives and hypotheses on the basis of previous findings of the study. Review of related literature allows the researcher to acquaint himself with the current knowledge in the field or area in which he/she is going to conduct the research. It prevents pointless repetition of research.

In the present study the investigator while conducting her research work has interacted with scholars, who had already conducted research on spiritual intelligence. For enriching level of understanding consulted some reputed journals, dissertations, thesis, and relevant articles in daily newspapers. The investigators found various studies on spiritual intelligence. As Magusen (2001) concluded that spirituality was a vital determinant in leader. There was a high correlation between effective schools and effective leaders. Poynter (2001) reported that there is need to support teaching of out ward behaviors with attention to internal factors i.e. self-confidence, self-worth, enthusiasm, sense of purpose, awareness and growth. The spiritual concept is described secular, humanistic terms. **Khorshidi and Ebadi (2011)** studied the relationship between spiritual intelligence and job satisfaction and stated that there is significant positive relationship between spiritual intelligence and job satisfaction. **Gupta (2012)** investigated a study on the relationship between spiritual intelligence and emotional intelligence with self-efficacy and self-regulation among college students. The findings revealed that spiritual intelligence and emotional intelligence were positively and significantly correlated with self-efficacy and self-regulation. The significant difference was found that male students were better in spiritual intelligence and emotional intelligence as compared to female students. **Rachel George et al. (2013)** conducted a study to find out the relationship between Spiritual intelligence, Academic achievement and Teacher effectiveness among student teachers at elementary level. Results revealed that the teachers with high spiritual intelligence have an ability to reframe, and to see things in a wider context. This will embrace their holistic thinking and engages the whole person - teaching students to think critically and creatively for themselves. **Hamid Saremi et al. (2015)** conducted a study on the relationship between spiritual intelligence and organizational commitment in male teachers at elementary schools. The results showed that there was not a significant correlation between total spiritual intelligence and total organizational commitment. **Ahmad M Mahasneh et al. (2015)** aimed at identifying the level of spiritual intelligence and its correlation with personality traits among a group of Jordanian undergraduate students and found a positive and statistically significant relationship between spiritual intelligence dimensions (critical existential thinking, personal meaning production, transcendental awareness, and conscious state expansion) and personality traits (neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness). **MahdiDashtBozorgi et al. (2016)** conducted a study on the role of spiritual intelligence and coping strategies in the mental health of students and found negative relationship between spiritual intelligence and mental disorders. In addition, there

was a significant and negative relationship between problem-focused coping strategies and mental disorders. **Madhmathi and Suparna (2017)** studied Spiritual intelligence among secondary school students with respect to Gender and Management. The findings revealed that girls have high spiritual intelligence than boys and also indicated a significant difference between the scores of spiritual intelligence with respect to their school management. Nair and **Paul (2017)** conducted a study on spiritual intelligence among higher secondary students in relation to their social adjustment. This study revealed that there is no 18 significant difference in the spiritual intelligence among higher secondary boys and girls and also indicated that rural and govt. higher secondary school students are having a higher level of spiritual intelligence than urban and private school students. This study found that spiritual intelligence and social adjustment are highly correlated.

The investigator also found various studies on job involvement. **Rabinowitz et al. (1977)**, in their study, examined the relative importance of job scope and individual differences in explaining job involvement. The researchers further examined whether these variables have independent or interactive effects. Results indicate that job scope and the individual difference measures all have about equal importance in explaining the variance in job involvement. Results of a recent study of over 200 middle and senior level managers by **Misra and Kalro (1981)** supported the notion that the attitude of job involvement is a function of the level of satisfaction of one's salient needs, be they intrinsic or extrinsic. Job Involvement was higher for those whose salient needs were met as compared to those whose salient needs were not met. A study by **Ron and Graham (1987)** of employee involvement in the management and ownership of NVC Australia Pvt. Ltd. indicated high levels of work satisfaction, job security, decision influence, productivity, communication, commitment and involvement. Although only one organization has been analyzed, it is clear that employee ownership and participation provide interesting alternatives for organizations to face the challenges of the present social and economic situations.

Another study by **Gomez-Mejia (1990)** suggested that while gender differences in work values exist (as measured by task-oriented, contextual and job involvement scales), the magnitude and significance of the observed differences between men and women decrease as occupation and lengths of socialization are partial led.

In a study of hospital nurses (N=154), Jernigan et al. (2002) examined the influence of dimensions of work satisfaction on types of organizational commitment. Significant results were found for the two affective commitment types tested but not for the instrumental type evaluated. The results indicate that satisfaction with professional status was a significant predictor of moral commitment. Dissatisfaction with organizational policies, autonomy, and professional status were significant predictors of alienative commitment. None of the dimensions of work satisfaction were predictors of calculative commitment. The results of this study suggest that understanding how various factors impact the nature and the form of an individual's organizational Commitment is worth the effort. If managers do not know what causes an attitude to take on a particular form, they cannot accurately predict what behavior might follow. A study by **Freund and Carmeli (2003)** examined

the relationships between five work commitments: protestant work ethic, career commitment, job involvement, continuance commitment and affective commitment. Based on Morrow's concept of five universal forms of commitment, their inter-relationships were tested in regard to a population of lawyers either employed by, or partners in law firms. The results presented a reconstructed model. The following findings were unique to this reconstructed model: job involvement and career commitment appeared as mediating variables, although, unlike previous models, job involvement was found to be directly related to affective commitment. Results of a study done by **Cortis and Cassar (2005)** indicated no differences between job involvement and work-based self-esteem of male and female managers. On the other hand, both male employees and students seem to hold more stereotypical attitudes towards women in management than their female counter. **Kuruuzum et al. (2009)**, in their paper, aimed to determine the structural relationships between job involvement, job satisfaction, and three dimensions of organizational commitment (i.e., affective commitment, normative commitment, and continuance commitment) in the Turkish hospitality industry. The findings stated that the research model, which was structured by taking related literature as the base, was revised and a new path model was gathered as a result of this study. Results showed that job involvement, affective commitment, and normative commitment increase job satisfaction; and job involvement affects affective and normative commitment.

In the light of above research studies, it is reported that most of the studies found no significant difference in gender in spiritual intelligence whereas some studies found positive relationship between spiritual intelligence and job satisfaction. And very fewer studies were made regarding spiritual intelligence among teachers in relation to gender, locality and job involvement. So it was decided by the researcher to put their research in the direction of spiritual intelligence among college teachers in relation to gender, locality and job involvement of Jammu District.

METHODOLOGY: Survey method was used for the collection of data.

STATEMENT OF THE PROBLEM:

“THE SPECTRUM OF SPIRITUAL INTELLIGENCE AMONG COLLEGE TEACHERS: A STUDY OF GENDER, LOCALITY AND LEVEL OF JOB INVOLVEMENT OF JAMMU DIVISION”

OBJECTIVES OF THE STUDY:

Following objectives were formulated by the investigator, keeping in view of the various research studies:

1. To study the relationship between spiritual intelligence and job involvement of college level teachers.
2. To study the gender difference in spiritual intelligence of college teachers of Jammu Division.
3. To study the differences in spiritual intelligence among college teachers who are coming from urban and rural areas.

4. To study the difference in the levels of spiritual intelligence having low and high level of job involvement.

HYPOTHESES:

1. There will be no significant relationship between spiritual intelligence and job involvement of college level teachers
2. There will be no significant gender difference in spiritual intelligence of college teachers of Jammu Division.
3. There will be no significant differences in spiritual difference among college teachers who are coming from urban and rural areas.
4. There will be no significant difference in the levels of spiritual intelligence having low and high level of job involvement.

DELIMITATIONS OF THE STUDY

The study was delimited in the following manner.

1. The study was delimited to 163 teachers including both male and females.
2. The study was delimited to the colleges located in the Jammu division only.

OPERATIONAL DEFINITIONS OF THE TERMS USED

1. SPIRITUAL INTELLIGENCE

In the present study, Spirituality considers as an important part of the teachers experience that is fundamental to understanding how they construct meaningful knowledge.

2. JOB INVOLVEMENT

In the present study, the investigator wants to see the level of Job involvement and trustworthiness of teachers towards their profession.

3. GENDER

In the present study, it refers to the sociological classification of teachers being male or female.

4. Locality

In the present study, Locality refers to classification of teachers coming from urban and rural areas.

POPULATION:

In the present investigation, the target population includes college teachers from varied government colleges of Jammu Division.

SAMPLE:

Sampling is the fundamental and basic vital essence of research. In the present investigation, the investigator selected randomly a sample of 163 college teachers from Jammu division. The number of college teachers selected from different government colleges of Jammu Division.

CLASSIFICATION OF VARIABLES:

Dependent variable:-The dependent variable for the present investigation:-

1. Spiritual Intelligence

Independent variable:- The independent variables for the present investigation:-

1. Gender
2. locality
3. Job Involvement

RESEARCH DESIGN

In the present study, ex-post-facto design was used. In Ex-post-facto design, the researcher made a systematic enquiry in which he/she does not have direct control of independent variables, because the manifestations of independent variables have already occurred and they are not manipulated inherently.

TOOLS EMPLOYED FOR THE PRESENT INVESTIGATION:

For the present study the investigator used the following tools of research.

1. Spiritual intelligence test standardised by Prof. RoquiyaZainuddin and Ms. Anjum Ahmed. Spiritual Intelligence test contains 78 items. The points strongly agree, agree, undecided, disagree and strongly disagree. It is individual test suitable for both male and female. There is no time limit for administrating the skills.

2. Job Involvement Scale by Thomas M.Lodahl and MathildeKejner. Job Involvement scale contains 18 items. The points strongly agree, agree, uncertain, disagree, and strongly disagree. There is no time limit for administrating the skills.

ADMINISTRATION OF THE TOOLS

The investigators visited the selected government degree colleges personally for the collection of data, pertaining to their problem. The investigators would also approach the heads of the institutions concerned and will also explain to them the nature and purpose of the investigation.

They would also assure the teachers that their responses shall be kept confidential and will utilize only for research purpose, so they should try to be honest and sincere in responding to each question proper instruction and guidelines given to every teacher. The investigator will also distribute the questionnaires to the teachers for its completion.

SCORING OF THE TOOLS:

The questionnaire of Spiritual Intelligence consists of 78 questions each followed by 5 possible answers, one answer corresponding to one value. It is a forced choice type instrument. After collection of data scoring of the Spiritual Intelligence test was done in accordance with the instructions given in its manual of the test. The scale is rated as likert rating type judged on (5) points scale. The points strongly agree, agree, undecided, disagree and strongly disagree are rated as 5, 4, 3, 2, 1 respectively. The scoring of Job Involvement scale was also done in accordance with the instructions given in its manual of the scale. The points strongly agree, agree, uncertain, disagree, strongly disagree are rated as 5, 4, 3, 2, 1.

STATISTICAL TECHNIQUES EMPLOYED:

The statistical techniques are employed to give concise picture to the whole data for its better comprehension and in this study suitable statistical procedure and techniques will be employed to analyse the data. The objectives of the investigation shall be accomplished by employing following statistical technique:-

1. **Measures of Central Tendency (Mean)**
2. **Measures of variability (S.D)**
3. **t-test**
4. **Measures of Relationship (correlation)**

Pearson's Product moment 'r' will be calculated for the entire sample using formula:-

$$r = \frac{N \sum xy - \sum fx - \sum fy}{\sqrt{[N \sum fx^2 - (\sum fx)^2][N \sum fy^2 - (\sum fy)^2]}}$$

ANALYSIS AND INTERPRETATION OF DATA:

After the collection of data, the next and most important step in research process is analysis and interpretation of data. Analysis of data means studying the tabulated material in order to determine inherent facts or meaning. In the present investigation, the investigators applied Pearson's Product moment 'r' to see the relationship between spiritual intelligence and job involvement of college level teachers that came out to be 0.333. This value showed a moderate positive relationship spiritual intelligence and job involvement of college level teachers of Jammu Division.

In the next section, the investigators employed Critical Ratio or t-test in order to see the of college teachers of Jammu District. The results of t-test is shown in table no.1 as follows:

Table no.1

| S.NO. | VARIABLES | N | MEAN | S.D | SEM | t-value |
|-------|-----------|----|-------|-------|-------|---------|
| 1. | FEMALES | 83 | 62.65 | 6.363 | 0.076 | 15.55 |
| 2. | MALES | 80 | 61.47 | 2.061 | 0.025 | |

From table no.1, the t-value came out to be 15.55 which is significant at 0.01 level of significance. As the calculated value of C.R =15.55 is greater than 2.58 at 0.01 level of significance. This means males and females teachers differ in their level of spiritual intelligence.

Also by further comparing mean value of spiritual intelligence among teachers in relation to gender, we can say that female teachers (M=62.65) are more spiritually intelligent than male teachers (M=61.47).

So, the hypothesis that states no significant gender difference in spiritual intelligence of college teachers of Jammu Division is rejected.

Further, the investigators employed Critical Ratio or t-test in order to see whether significant differences among college teachers who exist in spiritual difference are coming from urban and rural areas. The results of t-test is shown in table no.2 as follows:

Table no.2

| S.NO. | VARIABLES | N | MEAN | S.D | SEM | t-value |
|-------|-----------|----|-------|-------|-------|---------|
| 1. | URBAN | 85 | 64.61 | 11.73 | 0.138 | 38.61 |
| 2. | RURAL | 78 | 59.30 | 10.52 | 0.134 | |

From table no.1, the t-value came out to be 38.61 which is significant at 0.01 level of significance. As the calculated value of C.R =15.55 is greater than 2.58 at 0.01 level of significance. This means teachers coming from urban and rural locality differ in their level of spiritual intelligence.

Also by further comparing mean value of spiritual intelligence among teachers in relation to locality, we can say that teachers coming from urban locality (M=64.61) are more spiritually intelligent than teachers coming from rural locality (M=59.30).

So, the hypothesis which states no significant difference exist among college teachers coming from urban and rural areas of Jammu Division is rejected.

In order to find out whether the significant difference existed among college teachers in regard to spiritual intelligence having low and high level of job involvement. The investigators employed Critical Ratio or t-test. The results of t-test is shown in table no.3 as follows:

Table no.3

| S.NO. | VARIABLES | N | MEAN | S.D | SEM | t-value |
|-------|--------------------------------|-----|-------|-------|-------|---------|
| 1. | HIGH LEVELS OF JOB INVOLVEMENT | 156 | 63.48 | 8.22 | 0.860 | 40.8 |
| 2. | LOW LEVELS OF JOB INVOLVEMENT | 07 | 28.42 | 6.023 | 0.052 | |

From table no.1, the t-value came out to be 40.8 which is significant at 0.01 level of significance. As the calculated value of C.R =40.8 is greater than 2.58 at 0.01 level of significance. This means significant difference existed among college teachers in regard to spiritual intelligence having low and high level of job involvement.

Also by further comparing mean value of teachers having low and high level of job involvement, we can say that teachers having high level of job involvement, (M=63.48) are more spiritually intelligent than teachers having low levels of job involvement (M=28.42).

So, the hypothesis which states no significant difference exist among college teachers teachers in regard to spiritual intelligence having low and high level of job involvement of Jammu Division is rejected.

GENERAL CONCLUSIONS:

1. There was a moderate positive relationship between spiritual intelligence and job involvement of college level teachers of Jammu Division.
2. There was a significant gender difference in the spiritual intelligence of government degree college teachers of Jammu Division
3. There was a significant difference existed among college teachers coming from urban and rural areas of Jammu Division
4. There was significant difference in the level of spiritual intelligence among college teachers having low and high level of job involvement.

GENERAL IMPLICATIONS:

The research is very useful for teachers and it has many educational implications. On the basis of above findings and conclusions, the following implications can be drawn. The present paper explores the study on spiritual intelligence among college teachers in relation to their gender, locality and level of job satisfaction in Jammu division. The implications of the study goes mainly to students, parents and teachers. Teachers also do a lot in this field. The influence of the teacher is always long lasting if they try to develop student's physical, mental, and spiritual personality, so that the students will be able to transform whole of the society. Students can also implement on themselves, they should introspect themselves and try to make their behaviour that can be acceptable to all. Spiritual Intelligence touches the nerve of the teachers and can makes them to go beyond the normal actions in terms of effectiveness.

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