

## The Relationship between Spiritual Intelligence and Lifestyle with Job Satisfaction in Gorgan City Primary School Teachers

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### Abstract

**Background and Objectives:** Spiritual intelligence has different definitions and one of them is application of spiritual data to solve routine problems. This study was intended to assess the relation between spiritual intelligence and lifestyle with job satisfaction in primary school teachers in Gorgan.

**Methods:** In 2014, from the statistical community of Gorgan's primary school teachers, a number of 297 subjects were selected using the simple random method. After obtaining their informed consent, subjects filled four questionnaires of demographic data, spiritual intelligence self-report inventory (SISRI-24), Lali's lifestyle questionnaire, and Minnesota job satisfaction questionnaire. Data analysis, T-Test, variance analysis, and correlation were all conducted on main data. Level of significance was defined to be  $P < 0.05$ .

**Results:** From 275 questionnaires, 72 (26.2%) were men and 203 (73.8%) were women. The majority of them were in the 30-40 year old age range. The conceptual model of the research showed that the direct effect of spiritual intelligence on the job satisfaction is not significant, but the indirect effect of them is significant and equal to 0.233. In other words, spiritual intelligence impacts on job satisfaction of Gorgan's primary school teachers through lifestyle effects. Also, spiritual intelligence has a direct significant effect of 0.511 on the life style of Gorgan's primary school teachers.

**Conclusion:** As for the direct effect of spiritual intelligence on the lifestyle and its indirect effect on the job satisfaction, improvement of the teacher's spiritual intelligent aspects should be considered as they are they are the next generation's trainers.

**Keywords:** Job Satisfaction, Lifestyle, Minnesota, Spiritual Intelligence, Teachers.

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## Introduction

Intelligence is often known as the ability to manage cognitive problems. Currently, the distinction between intelligence and rationality is widely eliminated. Among the researchers who have defined different types of intelligence, Howard Gardner has been the introducer of the theory of multiple intelligences. Gardner's studies show that there are different types of intelligence that work independent of each other, and skillfulness in one area does not mean skillfulness in others (1). There are some neurological proofs supporting existence of spiritual intelligence

(1,2). The study by Persinger and Ramachandran proved that there is a relationship between increased activity of temporal lobe and spirituality (3,4). Emmons defines spiritual intelligence as spiritual data to facilitate everyday problems (5). There are a number of pros and cons in this respect. Zohar and Marshall extracted evidence from neurology, psychology, and religious traditions in which spiritual intelligence was discussed as an integrated intelligence due to its role in personal life. They believe that there are three types of intelligence: Intelligence Quotient

(IQ), Emotional Quotient (EQ), and Spiritual Quotient (SQ). Spiritual Quotient, as it is held as an integrated intelligence, helps individuals to get insight into the global concept which is experienced through IQ and EQ (6).

Spirituality began to attract consideration when James presented his Difference of Spiritual Experiences. James believed that spirituality gives meaning to human life, causing rational behaviors to be employed in life (7). Studies show that religious and spiritual beliefs have significant relations with self-actualization, stress management, and reduced depression symptoms. Facilitation of internal and external positive resources through participation in religious and spiritual activities causes an elevation in healthy lifestyle and reduces depression symptoms (8). Self-awareness and compatibility with life events and experiences constitute fundamental segments of spiritual growth (9).

To achieve a better understanding out of occupational behaviors, employees should be studied for their physical, mental, and spiritual dimensions. Studies have shown a deep relationship among personal spirituality, organizational spirituality, and job satisfaction (10). The most important factor of operation in organizations and, altogether the whole society is human resources and promotion of each community is hidden in improvement of its human resources (11). Spirituality in workplace is identification of the next round of one's occupational life that is internal and developable and grown as a result of committing meaningful actions in social life (12). One of the causes whereby occupational spirituality is addressed is elevation of organizational effectiveness. Experimental evidence shows a positive relationship among creative workplace, sincerity, inter-organizational confidence, increased sense of personal success, organizational commitment, and occupational attitude (13).

Job satisfaction is gained as a result of pleasant and positive emotion ensuing from one's assessment of job or job experiences. Studies have indicated that job satisfaction in teachers comes from different factors such as communication with colleagues, salary and

benefits, training and management policies, work conditions, opportunities for advancement, job responsibility, recognition, etc. (14). Spiritual intelligence is an effective factor in management of class order. It, in addition, brings about a systematic personal emotion. Teachers who mark high degrees of spiritual intelligence are able to manage their students at different age intervals, enjoying a healthy life colored with self-respect and creativity (15). Different studies have shown that reinforcement of spirituality among employees could cause increased levels of job satisfaction and, thus, improvement of mental health (16).

In this study, the relationship between spiritual intelligence and lifestyle with job satisfaction in Gorgan City primary school teachers in 2014 has been addressed.

## Methods

In 2014, this research was conducted using the descriptive-analytical method. From among the statistical population of Gorgan City primary school teachers, a number of 297 teachers were selected using simple random method. Using the formula for determination of size of sample in limited populations.

With regard to total sample size ( $N=1,250$ ), size of samples was defined to be 297 (confidence range 0.95, maximum error  $d=0.05$ ,  $p=0.5$ ). In this study, all Gorgan City primary school teachers who were inclined to take part in the research were permitted to enter the study without any particular selection. The purposes of the plan were delineated for subjects, who, after obtaining their informed consent, filled four questionnaires of demographic data, spiritual intelligence self-report inventory (SISRI-24), Lali's lifestyle questionnaire, and Minnesota job satisfaction questionnaire.

Spiritual intelligence self-report inventory (SISRI-24) (17): This questionnaire has 24 items and 4 factors: critical existential thought, creation of personal meaning, supreme awareness, and development of consciousness level. This questionnaire has 24 items and is filled based on Likert 5-point scale. Each item is scored from 0 to 4, and item 6 is reversely

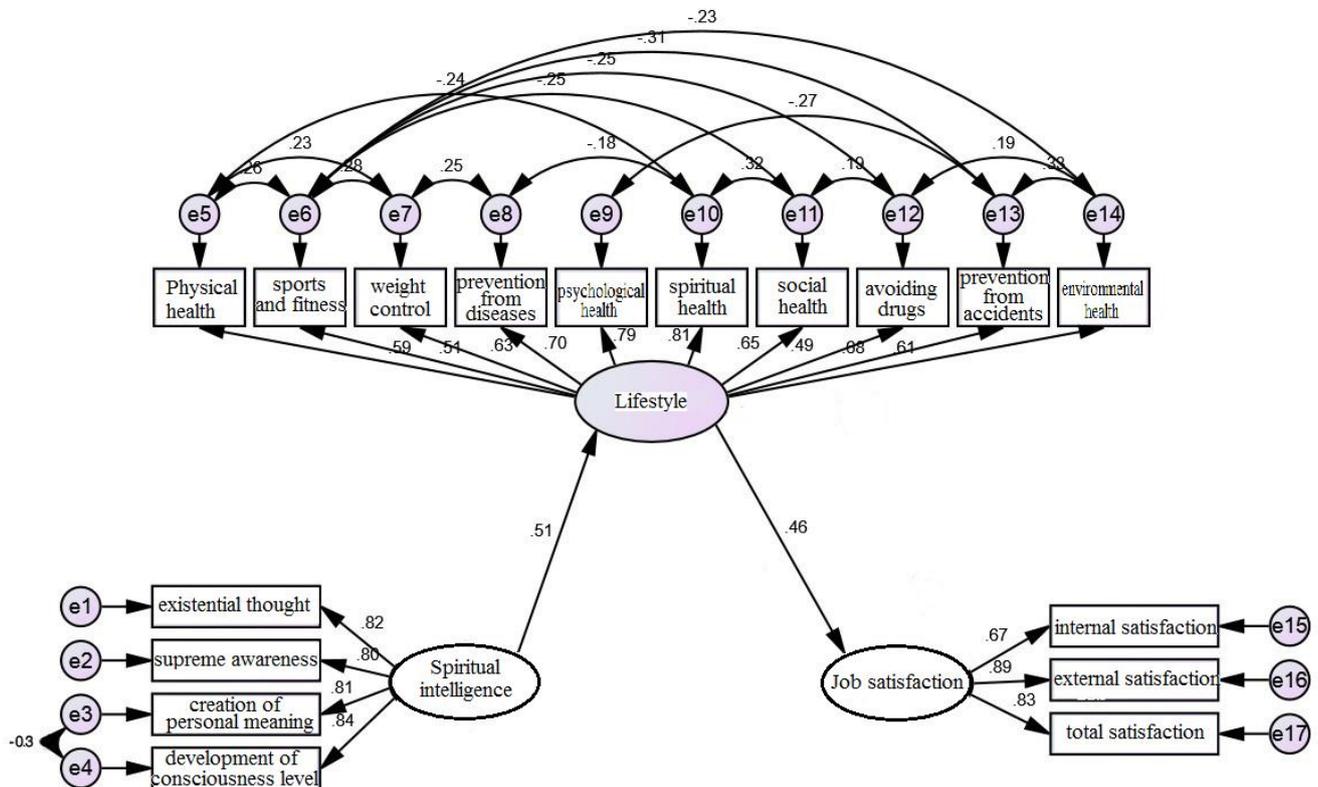


Fig. 1: Fitness of the research's modified conceptual model (standard coefficients)

scored. Finally, subjects are scored between 0 and 96. The higher one's score in this questionnaire, the higher his/her spiritual intelligence level would be. As calculated by different studies conducted in Iran, Cronbach's alpha of this questionnaire is between 0.89 to 0.92, and its reliability coefficient 0.67 (18,19).

Lali et al.'s lifestyle questionnaire: This questionnaire has 10 factors and 68 indices. This questionnaire has 70 questions in Likert scale, and is scored as always (3), usually (2), sometimes (1), and never (0). This questionnaire is composed of 10 components: Physical health, sports and fitness, weight control and nutrition, prevention of diseases, psychological health, spiritual health, social health, avoiding drugs and alcohol, prevention of accidents, and environmental health. Higher scores in each component signify a suitable lifestyle (20). Cronbach's alpha of this questionnaire was reported between 0.76 to 0.89 and its reliability coefficient between 0.84 and 0.94 (21).

Minnesota job satisfaction questionnaire (22): This questionnaire has 20 items with such dimensions as internal satisfaction, external satisfaction, and total satisfaction. It is scored with the framework of a 5-point scale, including I wholly disagree, I relatively agree, I agree, and I wholly agree. Range of scores is between 20 and 80, and higher scores signify higher job satisfaction degrees. Low job satisfaction: 20-37, average job satisfaction: 48-76, and high job satisfaction: 77-100. Cronbach's alpha of this questionnaire was reported to be 0.89, and its reliability coefficients between 0.78 and 0.93 (20,23). Research data was finally inserted into SPSS Version 20.0 for Windows and analyzed by suitable statistical tests. In this study, T-Test, variance analysis, and correlation of main data were conducted to do required descriptive statistic tests on demographic variables. Moreover, structural equation modeling (SEM) in Amos, Ver. 20.0, is employed in order to fit the research model.

**Result**

Altogether, a number of 275 questionnaires from Gorgan City primary school teachers were collected, of which 72(26.2%) were males and 203(73.8%) were females. Most subjects were placed in 20-30 year-old (56.4%) and 40-50 year-old (26.2%) intervals.

Respecting their academic degrees, 35 subjects (12.7%) had associate degree, 187 (68.0%) BA, and 53 (19.3%) MA. As regards subjects' occupational background, 33 subjects (12.0%) had a work experience of less than three years, 44 subjects (16.0%) had a work experience between 5 to 10 years, 58 subjects (21.1%) had a work experience between 10 to 15 years, 63 subjects (22.9%) had a work experience between 15 to 20 years, and 77 subjects (28.0%) had a work experience exceeding 20 years.

For variables under study, a SEM was

established. First of all, Exploratory Factor Analysis was conducted to evaluate research structures including all items. For all questionnaires spiritual intelligence, lifestyle, and job satisfaction, all fitness indices were found to be in desirable range. Therefore, collected data was found to be proportional to the model. After operation of Confirmatory Factor Analysis, mutual and concurrent impacts of research structures were assessed. After making modifications in primary paths of factor analysis, final model of the research was obtained. Significance of path coefficients of the research's modified model is shown in the Table 1.

In Table 1, left column shows paths and columns Estimate, E, S, R, C, and P are non-standard regression coefficients of paths, their standard error, critical ration of paths, and P-Value respective. Moreover, e values are

Table 1: Significance of path coefficients of research's modified model

			Estimate	S.E.	C.R.	P
Lifestyle	<---	Spiritual intelligence	.272	.046	5.912	***
Job satisfaction	<---	Lifestyle	.537	.106	5.052	***
Development of consciousness state	<---	Spiritual intelligence	1.000			
Creation of personal meaning	<---	Spiritual intelligence	.901	.077	11.761	***
Supreme awareness	<---	Spiritual intelligence	.789	.061	12.983	***
Existential thought	<---	Spiritual intelligence	.858	.065	13.225	***
Physical health	<---	Lifestyle	1.000			
Sports and fitness	<---	Lifestyle	1.405	.192	7.314	***
Control of weight and nutrition	<---	Lifestyle	1.434	.168	8.513	***
Prevention from diseases	<---	Lifestyle	1.234	.155	7.982	***
Psychological health	<---	Lifestyle	1.648	.191	8.617	***
Spiritual	<---	Lifestyle	1.555	.193	8.041	***
Social health	<---	Lifestyle	1.192	.157	7.589	***
Prevention from drugs	<---	Lifestyle	.989	.160	6.178	***
Prevention from accidents	<---	Lifestyle	1.269	.165	7.693	***
Environmental health	<---	Lifestyle	1.185	.163	7.273	***
Internal satisfaction	<---	Job satisfaction	1.000			
External satisfaction	<---	Job satisfaction	1.987	.194	10.233	***
Total satisfaction	<---	Job satisfaction	2.437	.240	10.170	***
e13	<-->	e14	.056	.014	4.066	***
e12	<-->	e14	.040	.014	2.858	.004
e10	<-->	e11	.040	.012	3.413	***
e9	<-->	e13	-.037	.011	-3.410	***
e8	<-->	e10	-.021	.008	-2.536	.011
e6	<-->	e14	-.067	.019	-3.545	***
e6	<-->	e13	-.082	.018	-4.451	***
e6	<-->	e12	-.083	.022	-3.867	***
e6	<-->	e7	.092	.024	3.831	***
e5	<-->	e7	.044	.014	3.103	.002
e5	<-->	e6	.067	.021	3.213	.001
e6	<-->	e11	-.065	.016	-3.961	***
e5	<-->	e10	-.030	.009	-3.343	***
e7	<-->	e8	.045	.013	3.463	***
e4	<-->	e3	-.043	.013	-3.261	.001
e11	<-->	e12	.036	.013	2.820	.005

indicative of error term or residual term variable in the model. When regression coefficient between two variables is positive, first variable exerts positive impacts on the second one. Simply put, second variable is increased when the first one is elevated. Critical ration is larger than 1.96, showing that the relation between the two variables is significant with a confidence range of 95% ( $P\text{-value} < 0.05$ ).

Results at the table 1 indicate that all assessed path coefficients are significant. According to the results and their comparison with acceptable range, this is safe to assert that proportionality of the collected data and model is good. Thus, fitness of final research model is affirmed (Fig. 1).

Bootstrapping method was applied to examine direct, indirect, and total impact of variables. The significance of variables' impacts on each other was investigated.

Results obtained from determination of direct and indirect impacts left by variables showed that although direct effect of spiritual intelligence on Gorgan City primary school teachers was insignificant, its indirect effect was significant. In other words, spiritual intelligence influences on Gorgan City primary school teachers' satisfaction through the different lifestyle. Accordingly, analysis of research hypotheses would be as follows.

The first hypothesis stated that spiritual intelligence leaves significant impacts on Gorgan City primary school teachers' job satisfaction. Results obtained from fitness of conceptual model showed that direct impact of spiritual intelligence on Gorgan City primary school teachers' job satisfaction is insignificant, while its indirect effect is significant and equal to 0.233. In other words, spiritual intelligence influences on Gorgan City primary school teachers' satisfaction through the variable lifestyle. Thus, this hypothesis is affirmed.

The second hypothesis indicates that spiritual intelligence leaves significant impacts on Gorgan City primary school teachers' lifestyle. Results suggested that spiritual intelligence has direct and significant effects on Gorgan City primary school teachers, being equal to 0.511.

Consequently, this hypothesis is affirmed: augmented spiritual intelligence degrees cause an elevation in Gorgan City primary school teachers' lifestyle.

The third hypothesis indicates that lifestyle leaves significant impacts on Gorgan City primary school teachers' job satisfaction. Results maintained that lifestyle has direct and significant effects on Gorgan City primary school teachers' job satisfaction, being equal to 0.457. Consequently, this hypothesis is affirmed in confidence range of 95%.

## Discussion

In this study, indirect effect of spiritual intelligence on Gorgan City primary school teachers' job satisfaction was investigated. Kanli et al. showed that spirituality has positive and significant impacts on job satisfaction. Employers who wish to revitalize their employees' mental health (like spirituality, leisure, friendly relationships, etc.) are obliged to pay special attention to their spiritual needs (24). Altaf et al. asserted that employees are subject to occupational repercussions such as excessive fatigue, insomnia, and stress in present-day workplaces. These factors not only reduce quality of job performance, but also cause a weak relationship between the employee and his/her colleagues, supervisors, and friends, family members. Occupational problems not only impose mental loads on individuals, but also give rise to physical illnesses such as muscle aches, chronic fatigue, and poor sleep, reducing creativity levels. Spirituality in workplace is a powerful instrument by which routine, daily tensions are addressed. Spirituality gives purpose to human life, causing individuals to reach their demands and internal needs in wide scopes, increasing their creativity levels. It, additionally, improves relationships among colleagues, encourages teamwork, provokes confidence, and leads to higher effectiveness (25).

Moreover, direct effect of spiritual intelligence on Gorgan City primary school teachers' lifestyle was investigated. Salman et al. stated that high spiritual intelligence is the best way to achieve happiness, internal serenity, high self-confidence, and having

romantic and collaborative relationships. In order to obtain such collaboration, one must make a drastic change in his/her lifestyle, increasing his/her awareness degrees and spiritual growth (26). Khadivi et al. expressed that increased spiritual intelligence significantly elevates self-reliance and, thus, efficiency (27). Tavakkoli et al. stated that those who enjoy a companionship of spirituality and religious experiences report higher degrees of mental and physical health. Religious people have a broader and more powerful social network, and they might apply to their religiosity to cope with internal and external conflicts. Spirituality gives shape to a coherent system of beliefs that enables individuals to find meaning for their lives and cope with inexorable mental pressures that happen in one's life. The healthier one's lifestyle and the higher his/her application of problem-focused coping strategies, the higher his/her mental health levels would be. Such a person would be more likely to emanate lower symptoms of anxiety, social dysfunction, and depression (28). Ardalan et al. express that there is a positive and significant relationship among spiritual intelligence and its components (spiritual life relying upon internal kernel and understanding the origin of creation) and quality of working life, its dimensions, teachers' maturity, and its dimensions (29).

## Conclusion

With a view to the broad effect of spiritual intelligence on teachers' lifestyle and job satisfaction and sensitivity of the occupational roles played by teachers in education of future generations, this is mandatory to pay tremendous attention to components of spiritual intelligence, methods of coping with life tensions, and improvement of mental health. In addition, one's lifestyle ensuing from his/her spiritual teachings might be widely improved and causes better relationships with colleagues, supervisors, friends, and family members. Finally, improvement of job satisfaction through improvement of internal components brings about a deep sense of serenity and meaningfulness in one's life.

The only limitation confronted by this study was a failure of some qualified teachers in making cooperation in filling out the questionnaires.

This is proposed to conduct an intervention study in order to present spiritual teachings to teachers and other classes of the community based on the definitions made on improvement of spiritual intelligence. In case effects were found to be positive, they should be added into permanent curriculums presented to teachers and other classes of the society.

## Conflict of interest

The authors declare no conflict of interest.

## Acknowledgements

No

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