Abstract

The role of educational organizations is provoking and stimulating staff, using a spiritual perspective and setting the cultural ground based on humane values so that empowered employees with high efficiency, committed and motivated are trained. The present research was carried out to survey the relationship between spiritual intelligence and job satisfaction of teachers in special schools in Kerman province. In order to do this, a sample of 79 male and female teachers in special schools in Kerman province were selected systematically and looked over using spiritual intelligence and job satisfaction questionnaires. Collected data were analyzed with the aid of correlation and regression statistical methods. Results showed that there is a significant relationship between spiritual intelligence and job satisfaction of teachers in special schools in Kerman province (0.56). Results also revealed that spiritual intelligence predicts and explains job satisfaction of teachers in special schools in Kerman province. Based on these results it is suggested that education and training organization holds workshops related to increasing spirituality in working environment and enriches corresponsive libraries with related books to increase job satisfaction of teachers. Teachers are supposed to seek knowledge and expertise to strengthen this aspect of individual empowerment.

Key words: spiritual intelligence, job satisfaction, teachers in special schools

Introduction

In the recent years, as science and technology have grown comprehensively, there have been more expectations on welfare, comfort and satisfaction from life. Thus it has been observed that human being has faced issues that can be mentioned as the result of the main aim of life receding and having obsessions that aren’t defined well. Spiritual intelligence precedes the individuals’ physical and cognitive relations and enters their intuitive and transcendental realm of attitude toward their own life. This aspect includes individuals’ all experiences and incidents that are affected by a comprehensive look. One can benefit from this intelligence to organize and reinterpret his own experiences. This process is able to give more meaning and personal value to individuals’ incidents and experiences from the phenomenological point of view (Nasel, 2004). Spiritual intelligence exists in work and life environments. Spirituality in work refers to making work as a part of spiritual life, finding opportunities to express yourself, bringing ethical values to working environment, ethical beliefs (other than religious beliefs) that forms their senses of right and void and developing the feeling that life is sacred. Generally, these beliefs concentrate on the tendency to be the best in workplace, in helping others and in sensing the connection with work and coworkers. With these ideas into action, individuals gain a sense of holiness in their deeds and world (Zohar, D., & Marshall, 2000). The role of educational organizations is provoking and stimulating staff, using a spiritual perspective and setting the cultural ground based on humane values so that empowered employees with high efficiency,
committed and motivated are trained. Job satisfaction is one of the significant factors in job success. It is a factor that causes efficiency and personal satisfaction. Most experts have are of the same belief that job satisfaction associates with mental and social factors and the issue that if a job secures the individual with the desired joy, they will be satisfied with their job. A fixed combination of different factors taken from internal (such as pleasure from doing the job) to external (salary and bonuses and working environment relations) causes the individual to be satisfied with his or her job. The level of job satisfaction affects the effective implementation of individuals’ work. Studies show that job satisfaction plays a role in individuals’ mental and physical health and the absence of it is associated with stress and tiredness (Labuan et al. 1998; quoted by Keldi & Askari, 2003).

A lot of research has been done about spirituality in working environment recently. Researches admit that encouraging spirituality in job environment can lead to advantages and benefits such as increased creativity, honesty and trust, increased sense of self-accomplishment, increased organizational commitment, improved staff attitudes such as increased job satisfaction, job partnership and decreased workplace leaving intentions, increased ethics and job consciousness, more motivation and finally higher performance and efficiency (Ghobari banab et al., 2007).

The current study is trying to find an answer for the quality of the relationship between psychological and job related variables with collecting data about psychological and job related variables from teachers in special schools in Kerman province. This research is specifically seeking a way to build, understand and explaining the relationship between the subject variables.

Research goals

General goal: Determining the relationship between spiritual intelligence and job satisfaction of teachers in special schools in Kerman province

Practical goal: Bearing in mind that little surveys have been done in this field, access to such data can benefit students, head teachers and teachers of special schools and it also can have important strategies for educational and research centers especially special education and training organizations.

Method of research

The method used in this study is the descriptive-correlational method.

Population, sample and sampling method

Population of this study consists of all the teachers in special schools in Kerman province that are 433 teachers. To determine sample volume Cochran formula was used and it was 79. Since the total number of statistical population was accessible, the systematic method was used. The table of 433 members of the population was listed based on names and individuals were coded from 1 to 433. Sampling interval was obtained by the formula I=N/n as follows: I=433/79=6. So, one person was selected out of every six ones. To choose the first sample member, a number from 1 to 6 was selected randomly. The 1st number was 5 and the person in row number 5 was the 1st member of the sample. The next numbers were by order 11, 17, 23, etc. till the row 79 was specified.

Measurement tools

In the current research 2 questionnaires were used to collect data.

1- Spiritual intelligence questionnaire

This test was normalized on student in 2008 by Abdollahzade and Keshmiri and Arab Ameri. The final questionnaire of this test has 29 questions with Likert scale grading method: strongly disagree (1), disagree (2), partly agree (3), agree (4), strongly agree (5).

This questionnaire was applied on 280 individuals in the final step and showed a reliability of 0.89. To investigate the reliability, in addition to content validity of the formal and confirmation of questions by experts, factor analysis was also used and the correlation of all the questions was over 0.30 (Abdollahzade et al., 2009).

2- Job satisfaction questionnaire
Job satisfaction questionnaire was made by Duant et al. in 1966 through Herzberg's two-factor theory which was translated to Farsi in 1994 by Majdzadeh and normalized in Iran by Fathabadi in 1999; After calculating the variance of each and every sample though Cronbach's alpha, reliability coefficient was obtained 0.94. this questionnaire consists of 36 questions with Likert scale grading method: strongly disagree (1), disagree (2), partly agree (3), agree (4), strongly agree (5) (Bakhtyar nasrabadi et al.,2009).

Data analyzing methods and tools

Descriptive statistical methods (statistics like frequency, average and standard deviation) and inferential statistics (the correlation test between predicting and criterion variables, regression) were used to analyze data. Spss software was used to facilitate the calculation.

Research findings

The results of this research showed that 73.4% of the sample group was formed by female and 26.6% was formed by male teachers. 62% of the sample group consisted of teachers with a bachelor’s degree, 29% with an associate’s degree, 7.5% with master’s degree and 1.3% with a diploma. 30.5% of the sample group are teachers with experience of 12-20 years, while 16.5% have a record of 5-10 years, 14% have worked less than 5 years, 12.7% have worked for 25-30 years and 10% have a record of 10-15 years of experience.

Table 1. Descriptive indicators related to research variables

<table>
<thead>
<tr>
<th>Research variables</th>
<th>frequency</th>
<th>minimum</th>
<th>maximum</th>
<th>mean</th>
<th>S.T.D deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job satisfaction</td>
<td>79</td>
<td>133</td>
<td>245</td>
<td>198.692</td>
<td>24.102</td>
</tr>
<tr>
<td>Spiritual intelligence</td>
<td>79</td>
<td>100</td>
<td>143</td>
<td>127.177</td>
<td>10.287</td>
</tr>
</tbody>
</table>

As shown in table (1) the mean and standard deviation of job satisfaction variable are by order 198.692 and 24.10 and the mean and standard deviation of spiritual intelligence variable in the sample group are by order 127.177 and 10.287.

Hypothesis 1: There is a relationship between spiritual intelligence and job satisfaction of teachers in special schools in Kerman province.

Table 2. Correlation between spiritual intelligence and job satisfaction

<table>
<thead>
<tr>
<th>Variable</th>
<th>job satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test spiritual intelligence</td>
<td>Pearson</td>
</tr>
<tr>
<td></td>
<td>Correlation coefficient</td>
</tr>
<tr>
<td></td>
<td>0.56</td>
</tr>
</tbody>
</table>

P<0.05

As shown in the table above, correlation coefficient between spiritual intelligence and job satisfaction is r=0.56 in significance level (0.05) with a significant direct relationship. As a result, it can be stated with 95% certitude that there is a significant relationship between these two variables and the 0 hypothesis -stating there is no relationship between these variables- is rejected and research hypothesis - stating there is a relationship between these variables- is confirmed.

Hypothesis 2: Spiritual intelligence predicts and explains job satisfaction of teachers in special schools in Kerman province.
As shown in the table above, the adjusted R-square value proves that the used model (spiritual intelligence) explains 31% of the change in the scores of job satisfaction of teachers in special schools and as a result is a weak model for explaining job satisfaction of teachers in special schools.

Table 4. Variance analysis for job satisfaction model

<table>
<thead>
<tr>
<th>Model</th>
<th>Square</th>
<th>Freedom degree</th>
<th>Mean square</th>
<th>F</th>
<th>Sig. level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>1840.754</td>
<td>1</td>
<td>1840.754</td>
<td>25.538</td>
<td>0.030</td>
</tr>
<tr>
<td>Residual</td>
<td>43471.955</td>
<td>77</td>
<td>564.571</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>45312.709</td>
<td>78</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Variance analysis table reports the total significance of the model. Since $F_{1,77}=25.538$, this is a significant model when $P<0.05$.

Table 5. Regression standardized and non-standardized coefficients of model variables

<table>
<thead>
<tr>
<th>model</th>
<th>Non-standardized coefficients</th>
<th>Standardized coefficients</th>
<th>t</th>
<th>Sig. level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>Spiritual intelligence</td>
<td>0.671</td>
<td>0.085</td>
<td>0.561</td>
<td>6.961</td>
</tr>
</tbody>
</table>

Dependent Variable: Job Satisfaction

As shown in the table above, the predicting variable of spiritual intelligence has been able to have a significant level of explaining job satisfaction according to Standardized coefficient of $\beta=0.561$ and $t=6.961$ that are significant at 0.01 level.

Conclusion

The first hypothesis states that there is a relationship between spiritual intelligence and job satisfaction of teachers in special schools in Kerman province. According to the data obtained from table 2 and the calculated correlation coefficient (0.56) at significance level 0.05, it can be inferred that the relationship between spiritual intelligence and job satisfaction in sample group is significant and this hypothesis is confirmed. The results from this hypothesis are aligning with the ones by Johizi (2011) who concluded that elements of spiritual leadership and subscales of job satisfaction affect each other in a direct and significant way. This research’s results also align with those of Typing (2009) who concluded that having spiritual intelligence decreases conflictive, adaptive, subversive and cynical encounters, discrimination and racial tensions, negativity, absence from work and job burnout significantly. It also causes meaningful increases in morale, job satisfaction, loyalty, teamwork spirit, creativity and usefulness. Looder (2006) concluded that growth and encouragement of spirituality in working environments provides a lot of positive fallouts that include more creativity, increasing job satisfaction, lower rates of return to work, a
positive moral value, better service levels and customer satisfaction. Consequently the growth of organizational culture that is based on spirituality in working environment will have significant value for managers because of its positive applications on organizational performance. Dogleby, Cooper and Penze (2009) came to conclusion that hope has had a positive effect on job satisfaction and performance. Osman et al. (2010) concluded that values of spirituality contributed greatly to employees’ sense of accomplishment. Results revealed that spirituality has a significance impact on job satisfaction. Marskey et al. (2011) established that there is a significant positive relationship between spirituality and job satisfaction. Lavasani et al. (2008) proved in a research that nurses had low job satisfaction despite mediocre and above mediocre organizational commitment and also high spiritual feelings and spiritual care and over mediocre job stress. Correlation coefficient results and regression analysis showed that job stress has a negative relationship with the other three variables. Furthermore spirituality, organizational commitment and job stress were significant predictors for nurses’ job satisfaction. 

The second hypothesis state that spiritual intelligence predicts and explains job satisfaction of teachers in special schools in Kerman province. According to the data obtained from table (3), spiritual intelligence predicts 31% of the change in the scores of job satisfaction of teachers in special schools and as a result is a weak model for explaining job satisfaction of teachers in special schools. The results of this hypothesis are consistent with the ones by Johizi (2011), Typing (2009), Looder (2006), Osman et al. (2010), Marskey et al. (2011), Lavasani et al. (2009). As the results of the present study show, there is a significant relationship between job satisfaction and spiritual intelligence and spiritual intelligence can explain and predict job satisfaction. The growth of spirituality culture in organizations will lead to satisfaction and more efficiency feelings among employees of organizations through the years. More involvement of spirituality in organizational culture makes more efficiency feelings and satisfaction in employees and will benefit them more in accomplishments and organizational consequences as a result. The concept of spirituality is of importance for managers, teachers and educational planners. So it is the task of high ranking managers to employ the educational structure and orientation in order to enrich working environment with spirituality and especially in new employees like the older and more experienced ones to improve organizations’ performance. 

In general, privileges of spirituality in working environment are creativity, efficiency, job satisfaction and organizational commitment. These benefits will not be made without reinforcing and culture-building practices. Following changes will be observed in case the mentioned process takes place.
- Spirituality will climax passion and tie in teachers’ heart and self and will give work a deeper meaning from spiritual point view and will serve as a top target.
- Educational activities will adjust with spiritual values such as solidarity, honesty, love, hope, kindness, respect and manner.
- A positive common attitude will be created that will be useful for giving service to special students despite their limitations.
- Spirituality will unite will all job aspects like rapport with students, planning, teaching methodology, budgeting and behavior rectification.
- There will be improvements in manners, job satisfaction, commitment, loyalty and efficiency.

Suggestions

1. According to the results of the present research to the effect that the higher spiritual intelligence scores are, they explain higher job satisfaction, education and training authorities are advised to hold vocational training courses, workshops and seminars in order to increased employees’ job satisfaction and spirituality in working environment.
2. According to the results of the present research to the effect that the higher spiritual intelligence scores are, they explain higher job satisfaction, education and training authorities are advised to enrich their libraries with related books in order to increased employees’ job satisfaction.
3. According to the results of the present research to the effect that the higher spiritual intelligence scores are, they explain higher job satisfaction, teachers are advised to seek gaining adequate knowledge and skills to reinforce this aspect of personal empowerment.

References


