

# Spiritual Intelligence and Job Satisfaction of Higher Secondary School Teachers in Mizoram: Correlation Analysis

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**Abstract:** *There is a growing demand and realization fact that spiritual intelligence and job satisfaction play an important role among the teachers especially among the higher secondary school teachers. Being a teacher of higher secondary school, one needs to possess the essential components of spiritual intelligence for guiding the adolescents for attaining holistic development in holistic education. Besides, Job Satisfaction is a positive emotional state of a person's job experiences and therefore, in order to become an effective and efficient teacher, one needs to have spiritual intelligence as well as must have satisfaction in the job to provide holistic education to the students. The present study laid emphasis on the cooperation, happiness and effective interpersonal relationship between the teacher and the taught, building mutual understanding among the teaching and non-teaching staff to be able to develop the essential life skills like empathy among the individuals. For building these essential qualities, It is the responsibility of a teacher to build a life of these essential qualities of life to the youngsters. The present study has been conducted to investigate the level of spiritual intelligence and job satisfaction of higher secondary school teachers in Mizoram, conducted on a sample of 600 higher secondary school teachers by using Spiritual Intelligence Scale (SIS-DD) and Job satisfaction scale (DJSS). The study indicated that no significant difference was found in spiritual intelligence and job satisfaction in gender and streams of study. But, significant difference was found in management of schools as private higher secondary school teachers were having better job satisfaction than their counterparts in the government higher secondary school teachers. A positive moderate correlation was found between spiritual intelligence and job satisfaction of higher secondary school teachers in Mizoram. The study concluded that government higher secondary school teachers in Mizoram have an average level of spiritual intelligence and job satisfaction.*

**Key Words:** *Spiritual Intelligence, Job Satisfaction, Holistic education, Interpersonal relationship.*

## 1. INTRODUCTION:

The 21<sup>st</sup> Century is the era of knowledge and it is the time to focus on learning, innovation and research. Education is the most effective means of social justice, personal development and advancement. For bringing social justice, personal development and advancement, teacher plays the most prominent role. Inculcating and disseminating values, attitudes, knowledge and interpersonal relationship are the important elements of life skills for the teachers to be possessed while transacting the pedagogical analysis among the learners. Promoting children's values towards the right path is a growing and demanding aspect of the twenty first century. Every human being needs living in harmony, mutual understanding, absence of conflict and war, quiet and calm state of mind. As an agent of the right kind of knowledge and values, the role of the teacher is multifold. Teacher plays a role model for the holistic development of the students. It is the sole responsibilities of the teacher to change students' values and attitudes of life for creating congenial environment.

Spiritual intelligence and job satisfaction of the present study laid great emphasis on the co-operation, happiness and effective interpersonal relationship between the teachers and the taught, building mutual understanding among the teaching and non-teaching staff, to be able to practice the essential life skills like empathy while within the family as well as interacting with others in the society and community as well as the whole world. For building these essential qualities, the teachers are the ones who lead a life of these essential qualities to the youngsters.

### Spiritual Intelligence

Spiritual refers to deep feelings and beliefs. The activities whether physical, emotional or intuitional that leads to greater perfection, goodness and wholeness is spiritual. To success in solving any problem depends on the factors like knowing ourselves, knowing the problems of others, knowledge of the ground situation and knowledge of the techniques need to be applied based on the circumstances.

Spiritual intelligence is the ability to know oneself, know other people, know the reality, understand the desired objective and the ability to choose the right technique based on the circumstances. This knowledge cannot be taught but it comes only with self-attainment and self-realization. Spiritual intelligence can be defined as an intuitive knowledge of the self, others, situations and techniques to achieve the desired objectives of the world.

A spiritually intelligent person possesses a holistic view of the world in the present, past and future. His/her thoughts become one with the thought of the Supreme and flows with the energy of the Divine. Spiritual health is a matter of attitudes and a way of looking at situations and concern for others and a genuine desire to help and assistance towards others.

According to Zohar, “Spiritual Intelligence is our access to and use of meaning, vision and value in the way that we think and the decisions that we make”.

Zohar (2000) has referred to Maslow’s (1970) famous pyramid of human needs. At the base of the pyramid are survival needs and capping the top is the highest need of all, self-actualization. She says the pyramid needs to be inverted and struck in the mud. According to her, self-actualization is our loftiest need, the very bedrock of all needs.

Steps to Spiritual Intelligence as stated by Zohar are-self-awareness, be vision and value led, the capacity to face and use adversity, be holistic, celebration of diversity, field independence, the tendency to ask why, the ability to reframe, spontaneity, compassion.

Spiritual intelligence helps us in knowing the deepest secrets of the material and non-material worlds and thereby influences the souls of others and their way of thinking.

### **Job Satisfaction**

Job satisfaction implies a feeling of pleasure, happiness and motivation in rendering the job. Persons satisfied with job tends to achieve valuable and higher productivity as they perform the task with full of energy as well as fulfils and completes the necessary tasks with ease and with full of motivation while the dissatisfied employees lost interest in their task and perform with fatigue and become the lethargy workers. The lethargic workers tending to achieve lower productivity as they lack motivation in their job which ultimately lead to loss of profit as well as low productivity.

Therefore, Job satisfaction is depending upon the person who takes his/her job positively or negatively for his/her own career. It is a function of perceived relationship between what one expects and how much value or priority he/she attributes to it.

Job satisfaction is the feeling of pleasure and achievement that one experiences in the job. It is a mental condition of a person to any type of work. Many people are more interested in job satisfaction than earning large amount of money. Someone may feel satisfaction in his/her job while his/her colleague may feel unsatisfactory in the same work depending upon their attitude towards the job.

Spiritual intelligence boosts the job satisfaction which influenced the morale of the teacher and motivates them to perform better.

## **2. REVIEW OF RELATED LITERATURE:**

**Soleiman,Y. & Fatemah (2012)** investigated “What is the relationship between spiritual intelligence and job satisfaction among MA and BA teachers”, to observe the relationship between spiritual intelligence and their job satisfaction. The study revealed that there was significant relationship between spiritual intelligence and their job satisfaction among the teachers. The study also found out that significant relationship between teacher’s spiritual intelligence and five factors of job satisfaction, when spiritual intelligence is high, persons appear to be intellectual and have appropriate behavior, when spiritual intelligence is low, people have problematic behavior, individuals with high spiritual intelligence have high measures of satisfaction and performance.

**Kaur (2013)** carried a study on “Spiritual intelligence of secondary school teachers in relation to their job satisfaction”, among 100 secondary school teachers. ‘Spiritual quotient scale (SQS), and ‘teacher job satisfaction scale (TJSS) was used for the collection of data. The major findings of the study revealed that significant positive relationship was found between teachers’ spiritual intelligence and their job satisfaction, a significant difference was also found between spiritual intelligence of government and private secondary school teachers. Insignificant difference was found between job satisfaction of government and private secondary school teachers. The study also indicated that spiritual intelligence and job satisfaction are not influenced by gender.

**Peter & Susan (2016)** examined the entitled ‘Influence of spiritual intelligence and job satisfaction among IT professional: A study conducted in four capital cities of South India’. The findings indicated that significant relationship was found between the spiritual intelligence and job satisfaction. Spiritual intelligence boosts the job satisfaction which boosts the morale of the employee and motivates them to perform better. If there is a development in the spiritual intelligent of an employee, it will directly affect the job satisfaction of the IT employees in the South Indian cities.

### **3. RATIONALE OF THE STUDY:**

To become an efficient and effective teacher, it is imperative for the teacher to know the meaning and purpose of life, understand the values of life and possessing a healthy mind-set at work place as these qualities are the fundamental basis of spiritual intelligence. Adequate spiritual intelligence among teachers shall ameliorate the teacher’s professional performance and thereby boosting institutional productiveness.

The main focus of the present study is to examine the relationship between spiritual intelligence and their ways of conceiving the concept of job satisfaction among efficient teachers of higher secondary schools in Mizoram.

Spiritual intelligence and job satisfaction laid great emphasis on the co-operation, happiness and effective interpersonal relationship between the teacher and the taught, mutual understanding between the teaching and non-teaching staff, to be able to develop the traits of empathy which are the essential skills a teacher must possess. Spiritual intelligence boosts the job satisfaction which influenced the morale of the teacher and motivates to perform better in their job.

As spiritual intelligence and job satisfaction have mutual relationship to one to another, persons with highly spiritual intelligence have better job satisfaction in rendering the task and if a person performed the task with pleasure, happiness and with full of motivation, he/ she can perform the job with ease, enjoy the work more than leisure and feel a sense of work dignity as well as render tactfully and competently in the task. A spiritually intelligent persons possess a special traits of Benevolence, Compassionate attitude towards others, Conviction, Modesty, Magnanimity and Optimism. Moreover, an employee is affected by many important elements in order to have satisfaction in his/ her job which includes Intrinsic aspect of the job, Salary, Promotional avenues and service conditions, Physical facilities, Institutional plans and policies, Satisfaction with authorities, Satisfaction with social status and family welfare, Rapport with students, Relationship with co-workers. These personal qualities are necessary for building relationship with colleagues and building rapport with students, with the family members, among the society and community and even in the global context. Therefore, one could not under-value the usefulness and the applicability of these important life skills of spiritual intelligence and job satisfaction not only for the teachers but for all the individuals in every daily life-setting right from the past till date and the significance will sustain as long as human beings exist in the entire globe.

Therefore, the present research, “A Study of Spiritual Intelligence and Job Satisfaction of Higher Secondary School teachers in Mizoram”, is an important device to identify the emerging factors associated with the teachers in performing their job as teachers always play a pivotal role in the enlightenment of human societies through the process of education and contributed to development in shaping and reshaping the society and in determining the quality of life of the people by providing innovative and quality education for the upbringing of the citizens.

### **4. OBJECTIVES OF THE STUDY:**

- To identify the level of spiritual intelligence and job satisfaction of higher secondary school teachers in Mizoram.
- To compare the level of spiritual intelligence and job satisfaction of higher secondary school teachers with reference to type of management.
- To compare the level of spiritual intelligence and job satisfaction of higher secondary school teachers with reference to gender.
- To compare the level of spiritual intelligence and job satisfaction of higher secondary school teachers with reference to stream of study.
- To study the relationship between spiritual intelligence and job satisfaction of higher secondary school teachers in Mizoram.

#### **4.1 HYPOTHESES:**

- There is no significant difference in spiritual intelligence of higher secondary school teachers in Mizoram with reference to type of management.
- There is no significant difference in job satisfaction of higher secondary school teachers in Mizoram with reference to type of management.

- There is no significant difference in spiritual intelligence of higher secondary school teachers in Mizoram with reference to gender.
- There is no significant difference in job satisfaction of higher secondary school teachers in Mizoram with reference to gender.
- There is no significant difference in spiritual intelligence of higher secondary school teachers in Mizoram with reference to stream of study.
- There is no significant difference in job satisfaction of higher secondary school teachers in Mizoram with reference to stream of study.
- There is no significant difference between spiritual intelligence and job satisfaction of higher secondary school teachers in Mizoram with reference to stream of study.
- There is no significant relationship between spiritual intelligence and job satisfaction of higher secondary school teachers in Mizoram.

## 5. METHODOLOGY:

The study is descriptive survey method in nature based on applying mixed approach - quantitative and qualitative approach.

### 5.1 SAMPLE OF THE STUDY:

Six hundred (600) samples of higher secondary school teachers in Mizoram were selected for the sample of the study.

### 5.2 TOOLS EMPLOYED

The following tools were employed for the collection of data:

1. Spiritual Intelligence Scale (SIS-DD) (English Version) by Santosh Dhar&Upinder Dhar (2010)
2. Job Satisfaction Scale (DJSS), (English Version) developed by Meera Dixit (1993)

### 5.3 Statistical Techniques used

Percentage, Mean, Standard Deviation, ‘t’ test, Analysis of Variance (ANOVA) and Coefficient of Correlation were used for the study.

## 6. RESULTS AND DISCUSSIONS:

Statistically analyzed of the obtained results were shown in the following tables and figures :

### Objective 1. To identify the level of spiritual intelligence and job satisfaction of higher secondary school teachers in Mizoram.

The first objective includes the tables, figural representation and the descriptions of overall mean and standard deviation of spiritual intelligence and job satisfaction of higher secondary school teachers in Mizoram.

#### Objective 1 (i): Level of spiritual intelligence of higher secondary teachers in Mizoram.

This sub-section includes the overall mean and standard deviation and overall level of spiritual intelligence of higher secondary school teachers in Mizoram.

**Table: 1**  
**Overall mean of Spiritual Intelligence of Higher Secondary School Teachers in Mizoram**

Variable	Numbers	Mean	Standard Deviation
Spiritual Intelligence	600	214.82	16.4

The given table 1 indicated the overall mean of spiritual intelligence of the higher secondary school teachers in Mizoram. Out of the six hundred (600) respondents, the mean score of spiritual intelligence of teachers in Mizoram was

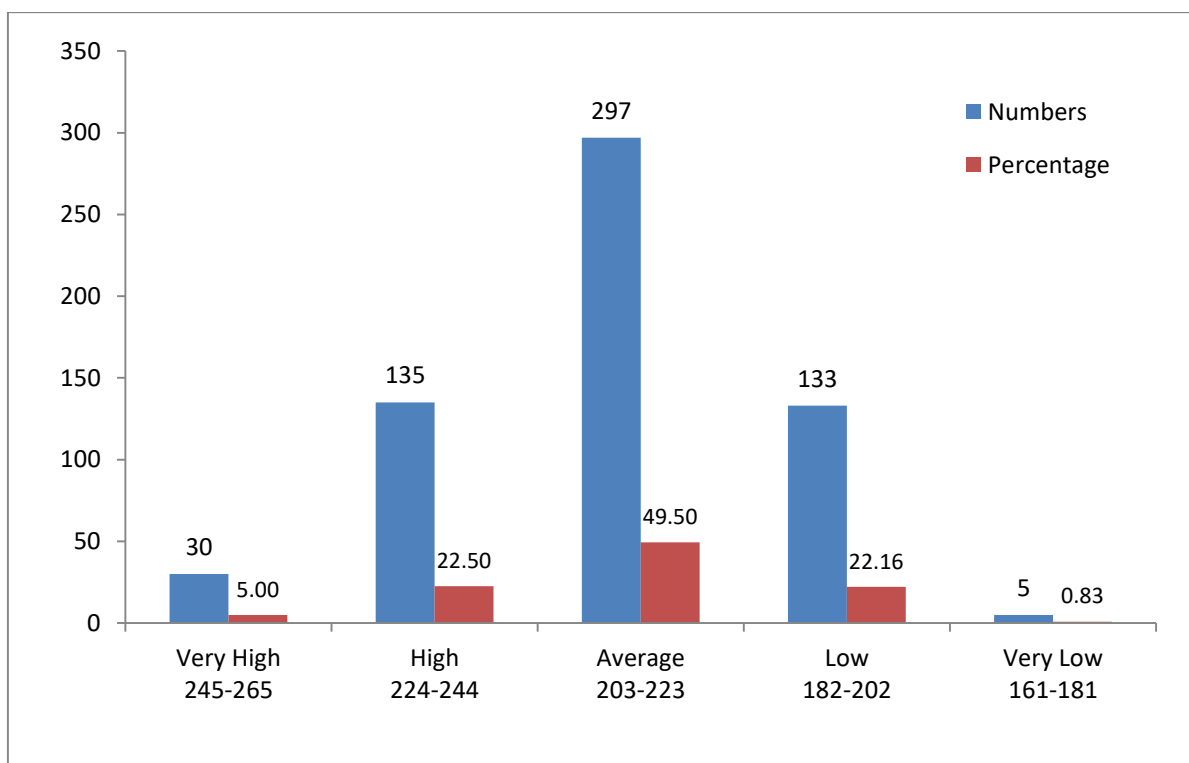
found out to be 214.82 and the standard deviation was 16.4. Therefore, the overall mean score indicated that the higher secondary school teachers in Mizoram have an average level of spiritual intelligence.

**Table: 2**

**Overall Level of Spiritual Intelligence of Higher Secondary School Teachers in Mizoram**

Level of Spiritual Intelligence	Scores
Very High 245 – 265	30 (5%)
High 224 - 244	135 (22.5%)
Average 203 – 223	297 (49.5%)
Low 182- 202	133 (22.16%)
Very Low 161 – 181	5 (0.83%)

\*\* (Figures in parentheses are given in percentage)



**Figure 1: Overall Level of Spiritual Intelligence of Higher Secondary School Teachers in Mizoram.**

Table 2 and figure 1, it was found that out of six hundred (600) higher secondary school teachers in Mizoram, only 5 (0.83%) teachers fall in the level of very low spiritual intelligence, while 133 (22.16%) teachers were fall in the low level of spiritual intelligence, almost half of the higher secondary school teachers in Mizoram that is 297 (49.5%) have an average level of spiritual intelligence, 135 (22.5%) teachers have high level of spiritual intelligence and 30 (5%) teachers have very high level of spiritual intelligence.

**Objective 1 (ii): Level of job satisfaction of higher secondary teachers in Mizoram.**

This sub-section includes the tables and figural representations of the overall mean and standard deviation of job satisfaction of higher secondary school teachers in Mizoram and overall level of job satisfaction of higher secondary school teachers in Mizoram.

**Table: 3**

**Overall Mean of Job Satisfaction of Higher Secondary School Teachers in Mizoram**

Variable	Numbers	Mean	Standard Deviation
Job Satisfaction	600	195.46	18.08

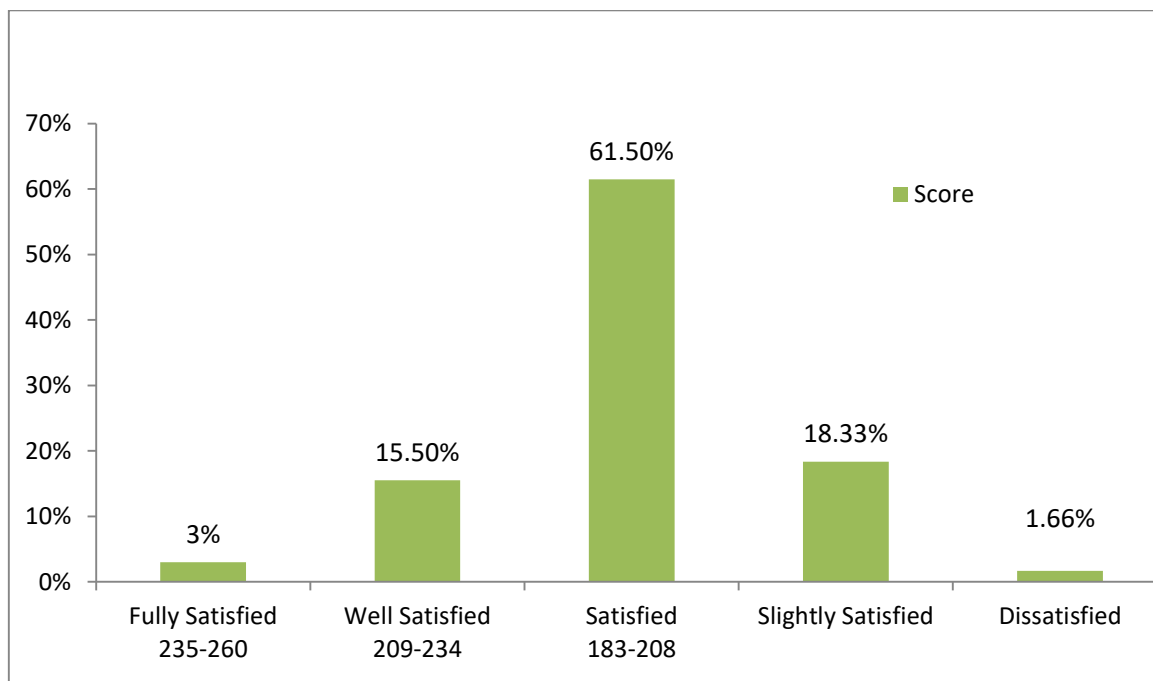
From the given table 3, the overall mean score and standard deviation of job satisfaction of higher secondary school teachers in Mizoram was found out to be 195.46 and 18.08 respectively. Therefore, the overall mean score indicated that the higher secondary school teachers in Mizoram have an average level of job satisfaction.

**Table: 4**

**Overall Level of Job Satisfaction of Higher Secondary School Teachers in Mizoram**

Level of Job Satisfaction	Scores
Fully Satisfied 235 – 260	18 (3%)
Well Satisfied 209 - 234	93 (15.5%)
Satisfied 183– 208	369 (61.5%)
Slightly Satisfied 157- 182	110 (18.33%)
Dissatisfied 131 – 156	10 (1.66%)

\*\* (Figures in parentheses are given in percentage)



**Figure 2: Overall Level of Job Satisfaction of Higher Secondary School Teachers in Mizoram.**

The above table 4 and figure 2 revealed that out of six hundred (600) higher secondary school teachers in Mizoram, only 10 (1.66%) teachers were dissatisfied in their job, 110 (18.33%) of the higher secondary school teachers in Mizoram were slightly satisfied, more than half of the teachers 369 (61.5%) were satisfied in their job, 93 (15.5%) teachers were well satisfied while 18 (3%) teachers were fully satisfied in their job.



**Objective 2: To compare the level of spiritual intelligence and job satisfaction of higher secondary school teachers in Mizoram with reference to type of management, gender and stream of study.**

The second objective is analyzed and interpreted in the following ways:

**Objective 2 (i): Comparison of spiritual intelligence level of higher secondary school teachers in Mizoram with reference to type of management.**

In order to compare the level of spiritual intelligence of higher secondary school teachers in Mizoram with reference to type of management, the following null hypothesis was formulated:

*Hypothesis 1: There is no significant difference in spiritual intelligence of higher secondary school teachers with reference to type of management.*

**Table: 5**

**Comparison of Spiritual Intelligence Based on Type of Management of School**

Variables	Type of Management of School	Numbers	Mean	Std. Deviation	Std. Error Mean	t-value	Significance
Spiritual Intelligence	Government	300	214.53	17.39	1.00398	0.51	p>0.05
	Private	300	215.25	16.98	0.98022		

The given table 5 indicated the mean and standard deviation of spiritual intelligence. The obtained 't'-value 0.51 denotes that there were no significant differences between teachers of both government and private higher secondary school teachers in Mizoram.

Therefore, the null hypothesis that assumes no significant difference in spiritual intelligence with reference to type of management is accepted.

**Objective 2 (ii) : Comparison of job satisfaction level of higher secondary school teachers in Mizoram with reference to type of management.**

In order to compare the level of job satisfaction of higher secondary school teachers in Mizoram with reference to type of management, the following null hypothesis was formulated:

*Hypothesis 2. There is no significant difference in job satisfaction of higher secondary school teachers with reference to type of management.*

**Table: 6**

**Comparison of Job Satisfaction Based on Type of Management of School**

Variables	Type of Management of School	Numbers	Mean	Std Deviation	Std. Error Mean	t-value	Significance
Job Satisfaction	Government	300	193.85	18.09	1.04425	2.44	P<0.05
	Private	300	197.49	18.43	1.06377		

In describing the mean and standard deviation on job satisfaction, in the given table 6, the obtained 't'-value 2.44 indicated that significant difference was found between government and private higher secondary school teachers in Mizoram as teachers from private higher secondary schools were having comparatively better job satisfaction than their counterparts from the government higher secondary schools.

Therefore, the null hypothesis that assumes no significant difference in job satisfaction of higher secondary school teachers is rejected because there was a significant difference in job satisfaction with reference to government and private higher secondary school teachers.

**Objective 3: To compare the level of spiritual intelligence and job satisfaction of higher secondary school teachers in Mizoram with reference to gender.**

In order to compare the level of spiritual intelligence and job satisfaction of higher secondary school teachers in Mizoram with reference to gender, the objective is split up into two (2) sub-sections. They are-

**Objective 3 (i): Comparison of spiritual intelligence level of higher secondary school teachers in Mizoram with reference to gender.**

In order to compare the level of spiritual intelligence of higher secondary school teachers in Mizoram with reference to gender, the following null hypothesis was framed as:

*Hypothesis 3. There is no significant difference in spiritual intelligence of higher secondary school teachers in Mizoram with reference to gender.*

**Table: 7**

**Comparison of Spiritual Intelligence Based on Gender**

Variables	Gender	Numbers	Mean	Std. Deviation	Std. Error Mean	t-value	Significance
Spiritual Intelligence	Male	310	214.43	18.79	1.06735	0.68	p>0.05
	Female	290	215.38	15.27	0.89688		

Table 7 is concerned with describing the mean and standard deviation on spiritual intelligence. The obtained ‘t’ value 0.68 revealed that no significant differences were found among higher secondary school teachers in Mizoram with respect to gender.

Therefore, the null hypothesis that assumes no significant difference in spiritual intelligence of higher secondary school teachers in Mizoram with reference to gender is accepted.

**Objective 3 (ii): Comparison of job satisfaction level of higher secondary school teachers in Mizoram with reference to gender.**

In order to compare the level of job satisfaction of higher secondary school teachers in Mizoram with reference to gender, the following null hypothesis was framed as:

*Hypothesis 4. There is no significant difference in job satisfaction of higher secondary school teachers in Mizoram with reference to gender.*

**Table: 8**

**Comparison of Job Satisfaction Based on Gender**

Variables	Gender	Numbers	Mean	Std. Deviation	Std. Error Mean	t-value	Significance
Job Satisfaction	Male	310	195.34	18.49	1.05023	0.46	p>0.05
	Female	290	196.02	18.19	1.06791		



Table 8 is related to the mean and standard deviation on job satisfaction. The obtained t-value 0.46 denotes that there was no significant difference between male and female teachers of higher secondary school teachers in Mizoram.

Therefore, the null hypothesis that assumes no significant difference in job satisfaction of higher secondary school teachers in Mizoram with reference to gender is accepted.

**Objective 4: To compare the level of spiritual intelligence and job satisfaction of higher secondary school teachers in Mizoram with reference to stream of study.**

In order to compare the level of spiritual intelligence, teaching competency and job satisfaction of higher secondary school teachers in Mizoram with reference to stream of study, the objective is split up into three (3) sub-sections. They are-

**Objective 4 (i): Comparison of spiritual intelligence level of higher secondary school teachers in Mizoram with reference to stream of study.**

In order to find out the level of spiritual intelligence of higher secondary school teachers in Mizoram with reference to stream of study, the following null hypothesis was formulated:

*Hypothesis 5: There is no significant difference in spiritual intelligence of higher secondary school teachers in Mizoram with reference to stream of study.*

**Table: 9**  
**Post hoc comparison – Spiritual Intelligence versus Stream**

Dependent Variable	(I) stream	(J) Stream	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Spiritual Intelligence	Arts	Commerce	0.94735	2.06864	0.9	-4.1289	6.0236
		Science	2.09144	1.5503	0.403	-1.7128	5.8957
	Commerce	Arts	-0.94735	2.06864	0.9	-6.3236	4.1289
		Science	1.14409	2.18044	0.871	-4.2065	6.4947
	Science	Arts	-2.09144	1.5503	0.403	-5.8957	1.7128
		Commerce	-1.14409	2.18044	0.871	-6.4947	4.2065

It is evident from the given table 9 that no significant difference was found in spiritual intelligence in any of the three pairs of comparisons.

Therefore, the null hypothesis that assumes no significant difference in spiritual intelligence of higher secondary school teachers in Mizoram with reference to stream of study is accepted.

**Objective 4 (ii): Comparison of job satisfaction level of higher secondary school teachers in Mizoram with reference to stream of study.**

In order to find out the level of job satisfaction of higher secondary school teachers in Mizoram with reference to stream of study, the following null hypothesis was formulated:

*Hypothesis 6: There is no significant difference in job satisfaction of higher secondary school teachers in Mizoram with reference to stream of study.*

**Table: 10**

**Post hoc comparison – Job Satisfaction versus Stream**

Dependent Variable	(I) stream	(J) Stream	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Job Satisfaction	Arts	Commerce	-1.1435	2.20455	0.874	-6.5533	4.2663
		Science	2.68172	1.65215	0.269	-1.3725	6.7359
	Commerce	Arts	1.1435	2.20455	0.874	-4.2663	6.5533
		Science	3.82521	2.3237	0.259	-1.8769	9.5273
	Science	Arts	-2.68172	1.65215	0.269	-6.7359	1.3725
		Commerce	-3.82521	2.3237	0.259	-9.5273	1.8769

Table 10 indicated that no significant difference was found in job satisfaction in any of the three pairs of comparisons.

Therefore, the null hypothesis that assumes no significant difference in job satisfaction of higher secondary school teachers in Mizoram with reference to stream of study is accepted.

**Objective 4 (iii): Comparison of spiritual intelligence and job satisfaction level of higher secondary school teachers in Mizoram with reference to stream of study.**

In order to find out the level among spiritual intelligence and job satisfaction of higher secondary school teachers in Mizoram with reference to stream of study, the following null hypothesis was formulated:

*Hypothesis 7: There is no significant difference between spiritual intelligence and job satisfaction of higher secondary school teachers in Mizoram with reference to stream of study.*

**Table: 11**

**Summary of ANOVA – Comparison of Spiritual Intelligence and Job Satisfaction Based on Stream of Study**

Job Satisfaction	Between Groups	1256.18	2	628.09	1.87	.154
	Within Groups	200046.14	597	335.09		
	Total	201302.32	599			
Spiritual Intelligence	Between Groups	537.853	2	268.93	0.91	0.402
	Within Groups	176140.89	597	295.04		
	Total	176678.74	599			

The summary of ANOVA, while comparing job spiritual intelligence and job satisfaction of higher secondary school teachers in Mizoram from arts, commerce, and science streams as table 11 indicated that teacher groups do not differ significantly at 0.05 level both in their job satisfaction ( $F=1.87, p>0.05$ ) and in their spiritual intelligence ( $F=0.91, p>0.05$ ).

**Objective 5: To study the relationship between spiritual intelligence and job satisfaction of higher secondary school teachers in Mizoram.**

In order to find out the relationship between spiritual intelligence and job satisfaction, the following null hypothesis was formulated:

*Hypothesis 8: There is no significant relationship between spiritual intelligence and job satisfaction of higher secondary school teachers in Mizoram.*

**Table: 12**

**Correlation between Spiritual Intelligence and Job Satisfaction**

		Spiritual Intelligence	Job Satisfaction
Spiritual Intelligence	Pearson Correlation	0.502**	1
	Sig. (2 tailed)	0.000	
	Numbers	600	600
Job Satisfaction	Pearson Correlation	1	0.502**
	Sig.(2-tailed)		0.000
	Numbers	600	600

\*\* Correlation is significant at the 0.01 level (2 tailed).

It is evident from the given table 12 that a positive moderate correlation was found at 0.01 level between spiritual intelligence and job satisfaction ( $r=0.502, p<0.01$ ).

The null hypothesis that assumes no significant relationship between spiritual intelligence and job satisfaction of higher secondary school teachers in Mizoram is rejected and interpreted that there exists a positive moderate correlation between spiritual intelligence and job satisfaction of higher secondary school teachers in Mizoram.

**7. EDUCATIONAL IMPLICATIONS:**

High spiritual intelligent teachers have better job satisfaction. The knowledge of spiritual intelligence and application in daily life settings served essential purposes for building relationship with colleagues and establishing rapport with students, among the family members, among the society and community and even in the global context. Therefore, one could not under-value the usefulness and the applicability of these important traits of spiritual intelligence and job satisfaction not only for the teachers but for all the individuals in every daily life-setting right from the past till date and the significance will sustain as long as human beings exist in this globe because job satisfaction leads to mental security. If a teacher is fully secure in the profession, s(he) could have holistic and futuristic for value based quality education.

**8. CONCLUSIONS:**

On the basis of data obtained, the hypotheses were tested and the following conclusions were drawn:

- ❖ The overall mean score 214.89 and standard deviation of 17.17 indicated that the higher secondary school teachers in Mizoram have average level of spiritual intelligence.

- ❖ No significant difference was found in spiritual intelligence of higher secondary school teachers in Mizoram with reference to type of management.
- ❖ Significant difference was found in job satisfaction among higher secondary school teachers in Mizoram in relation to type of management as private higher secondary school teachers have better job satisfaction comparing to government higher secondary school teachers in Mizoram.
- ❖ No significant difference was found in spiritual intelligence and job satisfaction of higher secondary school teachers in Mizoram with reference to gender.
- ❖ No significant difference was found in spiritual intelligence and job satisfaction of higher secondary school teachers with reference to stream of study.
- ❖ A positive moderate correlation was found between spiritual intelligence and job satisfaction of higher secondary school teachers in Mizoram.

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