

A STUDY ON SPIRITUAL INTELLIGENCE IN RELATION TO JOB SATISFACTION

Submitted in partial fulfilment of degree of Master of Business
Administration



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DECLARATION

I, PUSHPINDER KAUR, student of MBA 4th Semester, Roll No. 19421128 , hereby declare that the project entitled, “A STUDY ON SPIRITUAL INTELLIGENCE IN RELATION TO JOB SATISFACTION”, submitted in the partial fulfillment of requirement for the degree of Masters of Business Administration, under the guidance of Dr. Navjot Kaur, Assistant Professor, School of Management Studies, Punjabi University, Patiala, is my original work and has not been submitted elsewhere for the award of any other degree, diploma, fellowship, or any other similar title.

Dated:

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CHAPTER – 1

INTRODUCTION

SPIRITUALINTELLIGENCE:

It is combination of two words i.e., Spiritual and Intelligence. Being spiritual means to think, act and interact from an awareness of self and not form, or soul not body. From a spiritual point of view emotions are always the result of ego (identification as a physical form rather than spiritual form), which then hinders access to your true spiritual nature which is peaceful, loving and joyful.

Spirituality is something that's talked about a lot but is often misunderstood. Many people think that spirituality and religion are the same thing, and so they bring their beliefs and prejudices about religion to discussions about spirituality. Though all religions emphasize spiritualism as being part of faith, you can be 'spiritual' without being religious or a member of an organized religion. There are some pretty clear ways in which religion and spirituality differ.

Religion: This is a specific set of organized beliefs and practices, usually shared by a community or group.

Spirituality: This is more of an individual practice, and has to do with having a sense of peace and purpose. It also relates to the process of developing beliefs around the meaning of life and connection with others, without any set spiritual values.

Life can be full of ups and downs, good times and bad. Many people see spirituality as a great way to seek comfort and peace in their life. It can often be practiced alongside things like yoga, which ultimately focus on stress relief and release of emotion.

Spirituality recognizes that the role in life has a greater value than what one does every day. It can relieve one from dependence on material things and help them to understand their life's greater purpose. Spirituality can also be used as a way of coping with change or uncertainty.

Intelligence is to use what you know in the right way at the right time in the right place with the right intention. It is using the knowledge in the best way. Spiritual Intelligence is to draw on the inner power of that knowledge and use it to remain stable in the face of others negativity. It is drawing on the spiritual strength which is only released when one knows who and what they are, and then using that strength in the right way, in the right place at the right time.

The concept of intelligence emerged within the frame of ancient philosophy and has remained a topic of consistent interest to philosophers and writers throughout the ages to the present day. Recent decades, however, have witnessed an extension of this frame of reference to encompass contemporary research studies within the sciences of biology and physiology, particularly anorexia and bulimia nervosa physiology, heredity, and ultimately the field of the humanities.

The term and concept of spiritual intelligence emerged as a result of integrating intelligence with spirituality. While accepting the similarity and integration between religion and spirituality, there is also agreement as to their dissimilarity and distinction, religion focusing on the sacred whereas spirituality refers to the experiential elements of meaning, eminence, and excellence.

Researchers regard spiritual intelligence as the most significant type of intelligence because of its ability to influence change in people, societies, and cultures. Thus, improving spiritual intelligence helps individuals toward adopting a positive outlook and in achieving inner peace. This modification in attitude improves self-motivation and control as well as helping to reduce the high stress levels commonly induced by the hectic pace of modern life.

Mayer states that individuals attain spiritual awareness when the following are achieved:

1. being attuned to the holistic harmony of the world and surpassing self-limitation;
2. being aware of higher planes and states of spiritual thought and contemplation;
3. being conscious of the spiritual dimension of daily activities, events, and relationships;
4. building awareness, which means considering daily problems in the context of ultimate life parameters; and
5. desiring to improve or elevate the self, consequently practicing forgiveness, expressing appreciation and gratitude, and practicing humility and empathy.

Emmons defines spiritual intelligence as the adaptive use of spiritual data to facilitate daily problem solving. Zohar and Marshal identify spiritual intelligence as a third type of intelligence that expands the construct of behavior. It is also the intelligence by whose standards our work and comprehensive path of life are evaluated in comparison with others. It is the base we need in order for our intellectual and emotional intelligence to work effectively. King defines it as the group of intellectual/mental capabilities that are based upon adaptation, non materialistic principle, and far-from-reality aspects. Vaughan defines spiritual intelligence as interest in the individual's inner mental life, mood, and relation to the existence of life, thus implying the ability for deep understanding of questions related to existence as well as the consideration of various levels of emotion. Nasel defines it as the ability to distinguish, search for meaning, and solve spiritual issues, whereas Amram and Dryer see it as the ability to apply and use the spiritual features and capabilities which increase our life effectiveness and mental welfare. On the other hand, Wigglesworth sees it as behaving wisely and mercifully while maintaining both inner peace and outward calm regardless of the prevailing circumstances.

Tekkeveettil suggests that those individuals with spiritual intelligence awareness reveal the following features and indications: flexibility (the individual's self-flexibility and ability to see the world realistically as a place of diversity and variety; also refers to the person's ability to interact, understand, and adapt to developments and innovation), self-awareness (examination of the inner self helps to comprehend one's true identity), the ability to face and learn from failure and fears, the ability to examine the relationships between different things and think collectively, and the ability to work.

MacHovec sees that spiritual intelligence is a distinguished pattern of intelligence that surpasses variances in time, culture, and religion, and is an extension of Gardner's theory of multiple intelligences. Although spiritual intelligence differs from traditional intelligence, they share common features: they increase with age, reflect the individual's mental performance pattern, and consist of a group of interdependent abilities. In addition, spiritual intelligence is recognized as being the representative of intelligence, which means that it refers to the integration of all other types of intelligence.

Emmons states that spiritual intelligence comprises a number of features or capabilities that vary from one person to another: the ability for excellence and eminence; the ability to access deep spiritual states of reflection, such as meditation and subjugation of self; the ability to use spiritual capacities and resources for solving daily problems; the ability to invest in the daily events, activities, and relations with others, in addition to behaving in a dignified manner in all things and toward all people; and the ability to behave with humanity and modesty, showing lenience, forgiveness, and gratitude, and expressing sympathy and humility. Noble delineated the innate human capacity for spiritual intelligence as two types of ability: the conscious realization of the materialistic reality which exists within a larger multidimensional domain, and seeking the achievement of psychological well-being.

King identified the components of spiritual intelligence as the following: Critical existential thinking, or deducing and creating meaning based upon deep understanding of existence-related questions and the ability to use differing levels of emotion to facilitate problem solving; the achievement of personal or self-meaning through combining or integrating mental and physical experiences with personal or self-meaning, creating mental models of spiritual facts and formulating meaning from the data, and the ability to master and create life purpose; transcendental awareness, or the ability to understand and correlate one's relationship with all creatures in existence and the ability to coordinate different views to reach a deep understanding of interactions and interchanging relations between the self and others; and expansion of the state of consciousness, or the ability to remain focused, be stimulated and motivated by goals, think analytically, forgive and tolerate, accept contradictory or abnormal experiences, and achieve pure realization, deep insight, increasing empathy, better concentration, and greater understanding.

Wilber mentions that spiritual intelligence develops and increases among individuals in three stages: the beginning stage, in which attention is focused on the self through moving toward God with supplication to Him, with prayer and thanks for His compassion, the gifts of serenity and peace, security, and assurance in times of personal adversity; conventional levels, which refer to harmony and cohesion with religion, an extension of self-interest to interest in others; and post conventional levels, or transference from the state of simple commitment to spiritual and

religious consciousness to a broader inclusiveness of self-awareness, as well as understanding the different ways and means of reaching realization and coming to terms with reality.

Spiritual Intelligence is the expression of the innate spiritual qualities and attributes, which are love, peace, purity and bliss, through thoughts, attitudes and behaviors. Spiritual intelligence expands a person's capacity to understand others at the deepest level. Spiritual Intelligence has been identified as a major player in personal as well as professional life.

Richard Griffiths defines and explains Spiritual intelligence as 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.

The twin poles of attention represent the basic operating system of human awareness. The twin poles of attention are the subject-pole and the object-pole. At the object-pole is everything we are aware of, including thoughts, emotions, beliefs, perceptions, memories, hopes, ideas, self-image, etc. At the subject-pole of attention is feeling-awareness itself (or consciousness itself).

The ego and the soul are located at opposite poles of attention. The ego is identified with the object-pole of attention (states of body and mind), and the soul is identified with the subject-pole of attention (feeling-awareness itself).

The ego is your body-mind self, or your false self. The ego is founded on identification with your body and mind at the object-pole of attention. The ego exercises IQ and EQ but has no access to SQ. Being the ego means experiencing yourself as being your body and mind. The ego feels dissatisfied and insufficient, and constantly seeks satisfaction elsewhere, in the next experience, using this moment as a means to the next, and reacting to each moment from a state of lack.

The soul is your existential self, or your true self. The soul is founded on identification with feeling-awareness itself (or consciousness itself) at the subject-pole of attention. The soul exercises IQ and EQ with SQ. Being the soul means experiencing yourself as being feeling-awareness itself (or consciousness itself). The native qualities of feeling-awareness itself

are experienced at the subject-pole of attention in moments of presence, in the form of wisdom, compassion, integrity, joy, love, creativity, and peace. Consequently, the soul does not seek satisfaction elsewhere, in the next experience, because the soul is already happy, and therefore does not use this moment as a means to the next. Instead of reacting from a state of lack, the soul therefore responds in each moment from a state of prior fulfilment.

The ego and the soul use IQ and EQ for different purposes. The ego uses IQ and EQ for personal gain, in the constant search for compensation for the inevitable dissatisfaction of being the ego. But the intelligence of the soul has a different purpose. SQ uses IQ and EQ for the benefit of all, to express the native qualities of feeling-awareness itself, which are experienced at the subject-pole of attention in moments of presence, in the form of wisdom, compassion, integrity, joy, love, creativity, and peace.

Spiritual intelligence shifts from ego to soul at the opposite pole of attention. Spiritual intelligence replaces the ego with the soul as the seat of personal identity and as the governor of IQ and EQ. Thus spiritual intelligence uses IQ and EQ, not from the ego, but from your true self as the soul. Consequently, SQ lives with wisdom, compassion, and integrity, which is the ultimate form of fulfilment.

$$SQ = P(IQ+EQ)$$

where P = Presence

As an analysis of spiritual intelligence, the above equation means that SQ equals IQ and EQ magnified by the power of presence. Thus spiritual intelligence results when intellectual and emotional intelligence are exercised in the state of presence. But what is presence? Although the experience of presence is unmistakable, nevertheless the nature of presence is often misunderstood.

Presence is more than simply being aware of your immediate surroundings with greater clarity than usual. That's only one of the results of presence. Presence is the shift from the object-pole of attention to the subject-pole of attention, which results in the corresponding shift from ego to soul. When one shifts to the subject-pole of attention, by identifying with feeling-awareness

itself instead of identifying with his body and mind, there is greater clarity about everything at the object-pole of attention, including his immediate surroundings. However, the essential nature of presence is the shift from ego to soul, and greater clarity of mind is one of the results.

The object pole of a attention refers to state of mind and body. Whereas, the subject pole of attention refers to feeling awareness itself. The object pole of attention is related to ego. the subject pole of attention is related to soul. Together they are referred to as twin falls of attention.

Spiritual intelligence equals IQ and EQ exercised with presence. Therefore the equation $SQ = P(IQ+EQ)$ means that SQ equals IQ and EQ when governed by the soul. When soul governs IQ and EQ, as it does in moments of presence, the ego is removed from command. Consequently, in those moments, the ego is not in charge of thoughts, emotions, purposes, values, and actions. SQ is therefore the most valuable personal resource, because it puts the soul in command. The soul does a much better job than the ego, since the soul is the source of wisdom, compassion, integrity, joy, love, creativity, and peace. Therefore SQ realizes the full potential, by living as the soul, and thus transforms the life destiny that would otherwise be created by the ego.

Zohar and Marshall tout Spiritual Intelligence to be the “ultimate intelligence”. It helps fill the gap that comes from our primary – and indeed eternal – search for meaning in our lives.

They diagnose that the fundamental crisis of our times is a spiritual one and go on to describe the symptoms of a meaning-deprived society. Some of these are: Obsession with health, fear of death, ‘diseases of meaning’ like cancer, heart disease etc.; extinction; search for instant pleasure and satisfaction because of a poor capacity for imagination. To a very large extent, many symptoms related to the workplace!

Daniel Goleman, who has written several books on Emotional Intelligence, insisted that it can be learned, developed and enhanced because the brain has a place for it. The same goes for Spiritual Intelligence.

Around the same time that Goleman was penning the tenets of Emotional Intelligence, neuropsychologist Michael Persinger and neurologist V.S. Ramachandran identified what they called the ‘God-Spot’ in the human brain. Located in the neural connections in the temporal

lobes of the brain, this spot lights up under scans with sharply increasing levels of activity during spiritual conversations. The reactions were different depending on the culture of the subjects. People from the West reacted to the idea of ‘God’ while people of Hindu or Buddhist orientation, responded better to symbols.

Zohar and Marshall concur that the God-Spot contributes to spiritual experiences but not necessarily to the Spiritual Quotient. However, one can use the spiritual to bring greater meaning to life, to live a richer life and to achieve a sense of personal wholeness, purpose and direction – that is what a high SQ is all about.

Persinger and Ramachandran did not present the God-Spot as proof that God exists, much like CERN presented their ‘God Particle’. What they did find was that the brain has the ability to ask and process the ‘ultimate’ questions. Thereby enabling Zohar and Marshall to indicate that when people meditate, or pray, or communicate with God, they are actually communicating with their deepest inner selves – their SQ.

Today’s workplace is a battle zone with constant fights for market share, visibility, top-of-mind, revenues, profitability and talent. As in any war, in the office too, it is the people who invariably get impacted. Pressure to perform amidst workplace and environment challenges tells on employee morale, engagement and wellness.

JOB SATISFACTION:

This implies that the employee is having satisfaction at job as the work meets the expectations of the individual. Job satisfaction is the measure of workers' satisfaction with their job, whether they like the job or individual aspects of jobs, such as nature of work etc. Job satisfaction can be measured in cognitive, affective, and behavioral components.

Job satisfaction relates to the total relationship between an individual and the employer for which he is paid. Satisfaction means the simple feeling of attainment of any goal or objective. Job dissatisfaction brings an absence of motivation at work.

The role and relationship between spiritual intelligence and work life balance among the employees has become a matter of discussion at all levels in corporate sector. In recent years significant amounts of research have been conducted exploring the implications of emotional intelligence among individuals, group and organization themselves. This paper adds to this growing body of knowledge by exploring whether emotional intelligence can be trained, what type of interventions increase emotional intelligence and how it relate to the Work Life Balance.

Job satisfaction refers to a person's feeling of satisfaction on the job, which acts as a motivation to work. It is not the self-satisfaction, happiness or self-contentment but the satisfaction on the job. Job satisfaction relates to the total relationship between an individual and the employer for which he is paid.

Satisfaction means the simple feeling of attainment of any goal or objective. Job dissatisfaction brings an absence of motivation at work.

Lofquist and Davis (1991), defined job satisfaction as “an individual's positive affective reaction of the target environment as a result of the individual's appraisal of the extent to which his or her needs are by the environment”.

Siegal and Lance (1987) stated that ‘job satisfaction is an emotional response defining the degree to which people like their job.’

Work is a central part of almost everyone's life. Adults devote almost all of their waking time to work as career development makes up almost 70% of all human developmental tasks. Hence it is important that the employees feel a sense of satisfaction with their job or else it might lead to frustration, anger and in some cases even depression.

Perceived satisfaction on the job is reflected by the needs of sense of fulfilment and expectation for the job to be interesting, challenging and personally satisfying. Job satisfaction is also an achievement indicator in career developmental tasks.

There are numerous studies on job satisfaction, and the results are often valued for both humanistic and financial benefits. When employees are satisfied, they tend to care more about

the quality of their work, they are more committed to the organization, they have higher retention rates, and they are generally more productive.

The present times are very competitive and hence there is a lot of pressure for each organization to be the best for this reason, organizations now demand for the better job outcomes. In fact, modern times have been called as the “age of anxiety and stress”.

This pressure to perform at their best at all times creates a lot of stress to the employees, known as job stress. Job stress can reduce productivity, increase mistakes and accidents at work, encourage absenteeism, lower morale, increase conflict with others and cause physical and emotional problems. High levels of work stress are associated with low levels of job satisfaction. A low level of job satisfaction ultimately leads to poor life satisfaction.

Job satisfaction refers to a person’s feeling of satisfaction on the job, which acts as a motivation to work. It is not the self-satisfaction, happiness or self-contentment but the satisfaction on the job.

Job satisfaction relates to the total relationship between an individual and the employer for which he is paid. Satisfaction means the simple feeling of attainment of any goal or objective. Job dissatisfaction brings an absence of motivation at work.

Research workers differently describe the factors contributing to job satisfaction and job dissatisfaction. Hoppock describes job satisfaction as, “any combination of psychological, physiological and environmental circumstances that cause and person truthfully to say I am satisfied with my job.”

job satisfaction is defined as the, “pleasurable emotional state resulting from the appraisal of one’s job as achieving or facilitating the achievement of one’s job values.” In contrast job dissatisfaction is defined as “the unpleasurable emotional state resulting from the appraisal of one’s job as frustrating or blocking the attainment of one’s job values or as entailing disvalues.” However, both satisfaction and dissatisfaction were seen as, “a function of the perceived relationship between what one perceives it as offering or entailing.”

Hoppock offered one of the earliest definitions of job satisfaction when he described the construct as being any number of psychological, physiological, and environmental circumstances which leads a person to express satisfaction with their job. Smith et al. (1969) defined job satisfaction as the feeling an individual has about his or her job. Locke (1969) suggested that job satisfaction was a positive or pleasurable reaction resulting from the appraisal of one's job, job achievement, or job experiences.

Vroom (1982) defined job satisfaction as workers' emotional orientation toward their current job roles. Similarly, Schultz (1982) stated that job satisfaction is essentially the psychological disposition of people toward their work.

Finally, Lofquist and Davis (1991), defined job satisfaction as "an individual's positive affective reaction of the target environment as a result of the individual's appraisal of the extent to which his or her needs are fulfilled by the environment".

The definition of job satisfaction has visibly evolved through the decades, but most versions share the belief that job satisfaction is a work-related positive affective reaction.

There seems to be less consistency when talking about the causes of job satisfaction. Wexley and Yukl (1984) stated that job satisfaction is influenced by many factors, including personal traits and characteristics of the job. To better understand these employee and job characteristics and their relationship to job satisfaction, various theories have emerged.

Early traditional theories suggested that a single bipolar continuum, with satisfaction on one end and dissatisfaction on the other, could be used to conceptualize job satisfaction. Later revisions of the theory included a two-continuum model that placed job satisfaction on the first scale, and job dissatisfaction on the second.

These later theories focused more on the presence or absence of certain intrinsic and extrinsic job factors that could determine one's satisfaction level. Intrinsic factors are based on personal perceptions and internal feelings, and include factors such as recognition, advancement, and responsibility. These factors have been strongly linked to job satisfaction according to O'Driscoll and Randall (1999).

Extrinsic factors are external job related variables that would include salary, supervision, and working conditions. These extrinsic factors have also been found to have a significant influence on job satisfaction levels according to Martin and Schinke (1998).

Job satisfaction is a frequently studied subject in work and organizational literature. This is mainly due to the fact that many experts believe that job satisfaction trends can affect labor market behavior and influence work productivity, work effort, employee absenteeism and staff turnover. Moreover, job satisfaction is considered a strong predictor of overall individual well-being, as well as a good predictor of intentions or decisions of employees to leave a job.

Job satisfaction is also important in everyday life. Organizations have significant effects on the people who work for them and some of those effects are reflected in how people feel about their work. This makes job satisfaction an issue of substantial importance for both employers and employees.

As many studies suggest, employers benefit from satisfied employees as they are more likely to profit from lower staff turnover and higher productivity if their employees experience a high level of job satisfaction. However, employees should also ‘be happy in their work, given the amount of time they have to devote to it throughout their working lives’.

There are different factors on which job satisfaction depends. Job satisfaction refers to a general attitude which an employee retains on account of many specific attitudes in the following areas:

Important among them are discussed hereunder:

- i. Personal Factors: They include workers’ sex, education, age, marital status and their personal characteristics, family background, socio-economic background and the like.
- ii. Factors Inherent in the Job: These factors have recently been studied and found to be important in the selection of employees. Instead of being guided by their co-workers and supervisors, the skilled workers would rather like to be guided by their own inclination to choose jobs in consideration of ‘what they have to do’. These factors include- the work itself, conditions, influence of internal and external environment on the job which are uncontrolled by the management, etc.

- iii. **Factors Controlled by the Management:** The nature of supervision, job security, kind of work group, and wage rate, promotional opportunities, and transfer policy, duration of work and sense of responsibilities are factors controlled by management. All these factors greatly influence the workers. These factors motivate the workers and provide a sense of job satisfaction.

Though performance and job satisfaction are influenced by different set of factors, these two can be related if management links rewards to performance. It is viewed that job satisfaction is a consequence of performance rather than a cause of it.

Satisfaction strongly influences the productive efficiency of an organization whereas absenteeism, employee turnover, alcoholism, irresponsibility, non- commitment are the result of job dissatisfaction. However, job satisfaction or dissatisfaction forms opinions about the job and the organization which result in boosting up employee morale.

Several studies have been carried out in the past of determine the correlates of high and low job satisfaction. These studies have related job satisfaction to two types of variables- organizational and personal.

Findings with regard to some of these variables are given below:

1. **Organizational Variables:**

- a. **Occupational Level:** The higher the level of the job, the greater the satisfaction of the individual. This is because higher level jobs carry greater prestige and self-control. This relationship between occupational level and job satisfaction stems from social reference group theory in that our society values some jobs more than others. Hence, people in valued jobs will like them more than those who are in non-valued jobs. The relationship may also stem from the need fulfilment theory. People in higher level jobs find most of their needs satisfied than when they are in lower level ones.
- b. **Job Content:** Greater the variation in job content and the less the repetitiveness with which the tasks must be performed, the greater the satisfaction of the individuals involved. Since job content in terms of variety and nature of tasks called for is a function of occupational level, the theoretical arguments given above apply here also.

- c. Considerate Leadership: People like to be treated with consideration. Hence considerate leadership results in higher job satisfaction than inconsiderate leadership.
 - d. Pay and Promotional Opportunities: All other things being equal these two variables are positively related to job satisfaction.
 - e. Interaction in the Work Group: Interaction is most satisfying when:
 - i. It results in the cognition that other person's attitudes are similar to one's own, since this permits the ready calculability of the other's behavior and constitutes a validation of one's self;
 - ii. It results in being accepted by others; and
 - iii. It facilitates the achievement of goals.
2. Personal Variables: For some people, it appears most jobs will be dissatisfying, irrespective of the organizational conditions involved, whereas for others, most jobs will be satisfying. Personal variables like age, educational level, sex, etc., are responsible for this difference.
- a. Age: Most of the evidence on the relation between age and job satisfaction, holding such factors as occupational level constant, seems to indicate that there is generally a positive relationship between the two variables up to the preretirement years and then there is a sharp decrease in satisfaction. An individual aspires for better and more prestigious jobs in later years of his life. Finding his channels for advancement blocked his satisfaction declines.
 - b. Educational Level: With occupational level held constant there is a negative relationship between the educational level and job satisfaction. The higher the education, the higher the reference group which the individual looks to for guidance to evaluate his job rewards.
 - c. Sex: There is as yet no consistent evidence as to whether women are more satisfied with their jobs than men, holding such factors as job and occupational level constant. One might predict this to be the case, considering the generally lower occupational aspiration of women.

Many other correlates of job satisfaction have been found by several other studies. Thus, Stagner, Flebbe and Wood in their study of 715 male unionized rail-road workers done in 1952 have

found general working conditions, union management relations, general quality of supervision and grievance handling procedure as correlates of job satisfaction.

Gadel in his study of 301 female typists and clerks, done in 1953, found ease of commuting to work co-workers, working hours and company prestige as correlates. Ross and Zander in their study of skilled women workers in a large company, done in 1957, found recognition autonomy, doing important work and fair evaluation of work done, as important correlates.

Durganand Sinha in his study of office and manual workers done in 1958 has found job status, type of work, supervisory behavior and work group as correlates.

Job satisfaction tends to correlate with a number of other variables in the organization.

Relations with some variables are given below:

- i. Job-Satisfaction and Turnover: Job-satisfaction consistently correlates with turnover. It might have been seen that employees having low job-satisfaction leave their employer as early as possible. So, low job satisfaction increases the turnover and high job satisfaction decreases it. Thus it has a negative correlation with labor turnover.
- ii. Job-Satisfaction and Absenteeism: Absenteeism has the same relationship with the job satisfaction as has the turnover. Both are negatively correlated. Employees who have low job satisfaction tend to remain absent off and on from their job.
- iii. Job-Satisfaction and Community Condition: Job- satisfaction is influenced by community conditions. It is generally advocated that poor community conditions pull down job satisfaction and better community conditions push it up. But this is not always true. What usually happens is that employees compare their community conditions with their job conditions. If job conditions are better than that of community conditions, job satisfaction is higher.

Most usually, workers compare job's 'way of life' with the community way of living and they are more satisfied when these two values come reasonably close together. If job's way of life is better than the community way of life, job satisfaction is higher and if job's way of life is worse than the community way of living, job satisfaction will be lower.

Superior-Subordinate Communication:

Superior-subordinate communication is an important influence on job satisfaction in the workplace. The way in which subordinate's perceive a supervisor's behavior can positively or negatively influence job satisfaction. Communication behavior such as facial expression, eye contact, vocal expression and body movement is crucial to the superior-subordinate relationship.

Nonverbal messages play a central role in interpersonal interactions with respect to impression formation, deception, attraction, social influence and emotional expression. Nonverbal immediacy from the supervisor helps to increase interpersonal involvement with their subordinates impacting job satisfaction.

The manner in which supervisors communicate their subordinates may be more important than the verbal content. Individuals who dislike and think negatively about their supervisor are less willing to communicate or have motivation to work where as individuals who like and think positively of their supervisor are more likely to communicate and are satisfied with their job and work environment.

The relationship of a subordinate with their supervisor is a very important aspect in the workplace. Therefore, a supervisor who uses nonverbal immediacy, friendliness and open communication lines is more willing to receive positive feedback and high job satisfaction from a subordinate where as a supervisor who is antisocial, unfriendly and unwilling to communicate will naturally receive negative feedback and very low job satisfaction from their subordinate's in the workplace.

Job-satisfaction and emotion mood and emotions while working are the raw materials which cumulate to form the affective element of job satisfaction. Moods tend to be longer lasting but often weaker states of uncertain origin, while emotions are often more intense, short-lived and have a clear object or cause.

There is some evidence in the literature that state moods are related to overall job satisfaction. Positive and negative emotions were also found to be significantly related to overall job

satisfaction. Frequency of experiencing net positive emotion will be a better predictor of overall job satisfaction than will intensity of positive emotion when it is experienced.

Emotion regulation and emotion labor are also related to job satisfaction. Emotion work (or emotion management) refers to various efforts to manage emotional states and displays. Emotion regulation includes all of the conscious and unconscious efforts to increase, maintain, or decrease one or more components of an emotion.

Although early studies of the consequences of emotional labor emphasized its harmful effects on workers, studies of workers in a variety of occupations suggest that the consequences of emotional labor are not uniformly negative. It was found that suppression of unpleasant emotions decreases job satisfaction and the amplification of pleasant emotions increases job satisfaction.

The understanding of how emotion regulation relates to job satisfaction concerns two models:

1. Emotional Dissonance: Emotional dissonance is a state of discrepancy between public displays of emotions and internal experiences of emotions that often follows the process of emotion regulation. Emotional dissonance is associated with high emotional exhaustion, low organizational commitment and low job satisfaction.
2. Social Interaction Model: Taking the social interaction perspective, workers' emotion regulation might beget responses from others during interpersonal encounters that subsequently impact their own job satisfaction. For example- The accumulation of favorable responses to displays of pleasant emotions might positively affect job satisfaction performance of emotional labor that produces desired outcomes could increase job satisfaction.

Effect of Job Satisfaction on Productivity, On Absenteeism and Turnover

1. Satisfaction and Productivity: Based on research carried out in Hawthorne studies, further research to prove that "happy workers are productive" was carried out, which has been proved negative. Based on the conclusion of Hawthorne studies, managers began their efforts to make their employees happier by improving work conditions, providing

Laissez-faire type of leadership, expanding various facilities to the workers, but it has been found that there is no direct relationship between happiness and productivity.

Robins concluded that productive workers are likely to be happy workers. Further research on the subject suggests that organization having happy workers might have increased productivity. On individual level it may not be true due to complexity of environment, work processes, various systems and sub systems having impact on the individual employee.

But it can be said from organizational point of view that organization that are able to evolve such policies that make employees happy bound to have improved productivity. V.H. Vroom. Productivity is considered as reward for hard work which is due to high level of satisfaction.

However globalization, speed of machines and knowledge explosion, impact of media on workers, social awareness and high expectations of employees to meet social obligations are important factors to ensure high satisfaction level of employees. While evolving industrial practices, above factors should be considered favorably and employee growth achieved so that organizations grow automatically.

2. Satisfaction and Absenteeism: There is an inverse relationship between satisfaction and absenteeism. When workers are more satisfied the absenteeism is low. When satisfaction level is low absenteeism tends to be high. There are certain moderating variables like sick leave and degree to which people feel that their jobs are important.

Where there is a provision for sick leave, employees would take the benefit and absent them. As far as the importance of work is concerned, it has been observed that people attend to their work when it is important to accomplish. Employees having high satisfaction would not necessarily result in to low absenteeism but those having low satisfaction level would definitely have high absenteeism.

3. Satisfaction and Turnover: It has been found that employees who are not satisfied with their jobs will have high turnover. Employees who are satisfied will not have high turnover. Satisfaction is also negatively related to turnover but the co-relation is stronger

than what we found in absenteeism. Employee performance is a moderating factor of the satisfaction—Turnover relationship.

In recent times a phenomenon amongst the software engineers whose performance is high, their turnover has been noticed as high because of competition for personal growth. Organization lures the competent person for their organizational growth. Organization cares for such high performers and their retention. Poor performers do not leave the organization for fear of lack of job opportunity outside.

Dissatisfied workers may express their satisfaction as given in figure below:

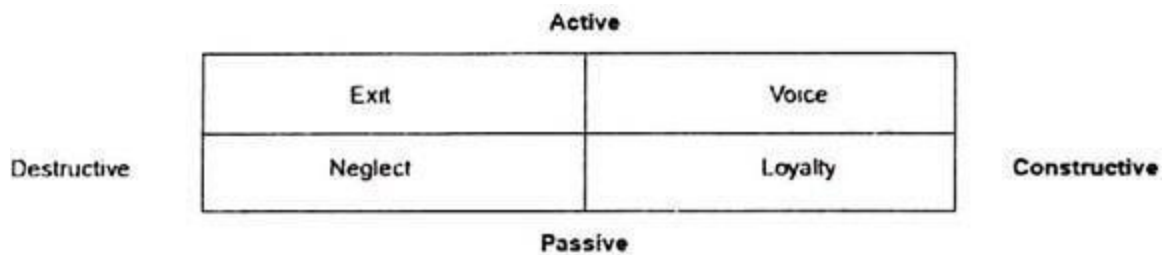


FIG. EXPRESSION OF DISSATISFACTION

The responses are based on two dimensions i.e. constructive/destructive and activity/passivity.

Exit: Individual starts searching a new job and resign from the current job.

Voice: Employees try to improve working conditions. In the process suggestion to management are submitted, increased union activates and communication is important.

Loyalty: Workers behave passively in situation like external criticism. They wait for things to improve on their own.

Neglect: Deliberately and consciously allow conditions to worsen by long absenteeism, lack of interest for quality control, targets, quota, etc. They put in reduced efforts and display lack of interest.

Theories of Job Satisfaction:

There are numerous theories attempting to explain job satisfaction, but three conceptual frameworks seem to be more prominent. The first is content theory, which suggests that job

satisfaction occurs when one's need for growth and self-actualization are met by the individual's job. The second conceptual framework is often referred to as process theory, which attempts to explain job satisfaction by looking at how well the job meets one's expectations and values. The third conceptual group includes situational theories, which proposes that job satisfaction is a product of how well an individual's personal characteristics interact or mesh with the organizational characteristics.

- a. Content Theories: The earliest content theory was Abraham Maslow's "hierarchy of needs". Maslow's (1954) traditionalist views of job satisfaction were based on his five-tier model of human needs. At the lowest tier, basic life sustaining needs such as water, food, and shelter were identified. The next level consisted of physical and financial security, while the third tier included needs of social acceptance, belonging, and love.

The fourth tier incorporated self-esteem needs and recognition by one's peers and at the top of the pyramid was reserved for self-actualization needs such as personal autonomy and self-direction. According to Maslow, the needs of an individual exist in a logical order and that the basic lower level needs must be satisfied before those at higher levels. Then, once the basic needs are fulfilled, they no longer serve as motivators for the individual.

The more a job allows for growth and acquisition of higher level needs, the more likely the individual is to report satisfaction with his or her job. Furthermore, the success of motivating people depends on recognizing the needs that are unsatisfied and helping the individual to meet those needs.

Building on the theories of Maslow, Frederick Herzberg (1974) suggested that the work itself could serve as a principal source of job satisfaction. His approach led to the two-continuum model of job satisfaction where job satisfaction was placed on one continuum and job dissatisfaction was placed on a second. Herzberg's theory recognized that work characteristics generated by dissatisfaction were quite different from those created by satisfaction.

He identified the factors that contribute to each dimension as "motivators" and "hygiene". The motivators are intrinsic factors that influence satisfaction based on fulfillment of higher level needs such as achievement, recognition, and opportunity for growth. The hygiene

factors are extrinsic variables that such as work conditions, pay, and interpersonal relationships that must be met to prevent dissatisfaction. When hygiene factors are poor, work will be dissatisfying.

However, simply removing the poor hygiene does not equate to satisfaction. Similarly, when people are satisfied with their job, motivators are present, but removing the motivators does not automatically lead to dissatisfaction. Essentially, job satisfaction depends on the extrinsic characteristics of the job, in relation to the job's ability to fulfill ones higher level needs of self-actualization.

- b. Process Theories: Process theories attempt to explain job satisfaction by looking at expectancies and values. This theory of job satisfaction suggests that workers' select their behaviors in order to meet their needs. Within this framework, Adams' (1963) and Vroom (1982) have become the most prominent theorists. J. Stacy Adams' suggested that people perceive their job as a series of inputs and outcomes.

Inputs are factors such as experience, ability, and effort, while outcomes include things like salary, recognition, and opportunity. The theory is based on the premise that job satisfaction is a direct result of individuals' perceptions of how fairly they are treated in comparison to others. This "equity theory" proposes that people seek social equity in the rewards they expect for performance. In other words, people feel satisfied at work when the input or contribution to a job and the resulting outcome are commensurate to that of their co-workers.

According to Milkovich and Newman (1990), this social equity is not limited to others within the same workplace, and the equity comparisons often reach into other organizations that are viewed as similar places of employment.

Vroom's (1964) theory of job satisfaction was similar in that it looked at the interaction between personal and workplace variables; however, he also incorporated the element of workers' expectations into his theory. The essence of this theory is that if workers put forth more effort and perform better at work, then they will be compensated accordingly.

Discrepancies that occur between expected compensation and actual outcome lead to dissatisfaction.

If employees receive less than they expect or otherwise feel as if they have been treated unfairly, then dissatisfaction may occur. Conversely, overcompensation may also lead to dissatisfaction and the employee may experience feelings of guilt. The compensation does not have to be monetary, but pay is typically the most visible and most easily modified element of outcome. Salary also has significance beyond monetary value and the potential to acquire material items, and Gruenberg (1979) notes that it is also an indication of personal achievement, organizational status, and recognition.

Vroom's theory also goes one step further to incorporate an individual's personal decision making within the work-place. Vroom (1982) explained that employees would choose to do or not do job tasks based on their perceived ability to carry out the task and earn fair compensation. To illustrate and clarify his ideas, Vroom generated a three- variable equation for scientifically determining job satisfaction.

Expectancy is the first variable, and this is the individual's perception of how well he or she can carry out the given task. Instrumentality is the second variable of the equation, and this refers to the individual's confidence that he or she will be compensated fairly for performing the task. Valence is the third variable, which considers the value of the expected reward to the employee.

In Vroom's formula each variable is given a probability value, and when all three factors are high, workers will be more satisfied and have more motivation. If any of the factors are low, work performance and employee motivation will decline.

- c. Situational Theories: The situational occurrences theory emerged in 1992, when Quarstein, McAfee, and Glassman stated that job satisfaction is determined by two factors: situational characteristics and situational occurrences. Situational characteristics are things such as pay, supervision, working conditions, promotional opportunities, and company policies that typically are considered by the employee before accepting the job.

The situational occurrences are things that occur after taking a job that may be tangible or intangible, positive or negative. Positive occurrences might include extra vacation time, while negative occurrences might entail faulty equipment or strained co-worker relationships. Within this theoretical framework, job satisfaction is a product of both situational factors and situational occurrences.

Importance of Job Satisfaction in an Organization:

There are times in our work lives when we begin to wonder whether the job we took on so excitedly is the right one or not, or if the work involved is challenging enough or not. Everyone wants job satisfaction, and the importance of job satisfaction helps to strengthen company and employees – which means doing a job one enjoys, doing the work to one's best ability, along with a feeling of enthusiasm and a sense of achievement.

Job satisfaction is believed to be essential in certain ways. Irrespective of the job title and salary compensation, employees who report having high job satisfaction tend to produce more productivity rates. Keeping employees satisfied and safe can lead to positive results for both organization and employees. Some of the contributors to high job satisfaction include:

Lower Turnover- Lower turnover is when a company has a small number of employees leave relative to the employees hired or employed at the start. A candidate is more likely to search for jobs if they are having low job satisfaction; whereas if a person is satisfied with his/her career, they are less likely to change careers.

High Productivity- Employees who have high job satisfaction tend to achieve higher productivity. Higher productivity in employees is seen when they are happy with their job and focus well on their tasks. A single member's high productivity in a team boosts the confidence of others in the same manner.

Loyalty- When employees in the organization feel that the company has their best interest, they often support its mission and work hard to produce the best results. In this case, job satisfaction and level of loyalty will be increased, and they will be more likely to communicate positive words around their known.

Increased Profits- If employees are safe and satisfied with their work and responsibilities, it can lead to lower costs and high sales and a robust bottom line. Happy employees are satisfied employees who are willing to follow their workers and cooperate with the organization during emergencies. If you feel you are missing out on this sense of fulfilment, here are some ways to make your work more satisfying and rewarding, both for yourself and your organization:

Seek out opportunities– Don't let the everyday work routine leave you feeling like you are trapped in a job that offers no growth prospects. Look out for new projects and actively seek opportunities where you can contribute your skills and talents. The key is not to let boredom spread its web over your workday. Read up on the current trends in your industry, take up courses that can enhance your skillset and attend seminars to stay on track with the career goals you set for yourself when starting in the field.

Value creation– Even a job that is most suited to your qualifications and skills can sprout dissatisfaction over time if there is no motivation to drive that work; more so if you do not feel a connection with the work you do. You can impart a sense of value to what you do by seeing the bigger picture by asking yourself - 'why' you do 'what' you do.

Develop and maintain steady work relationships– Job satisfaction means being in resonance with both the work and the workplace. Building good relations with those you work with is also essential. Having people skills helps in getting a task completed efficiently and without conflict. If you are part of a team, sharing your successes will allow you to feel a sense of connection and team spirit, leading to a greater understanding of fulfilment.

Work-life balance– How you manage your work and time determines how far you can keep your stress away, and prevents burnout from work. Maintaining a healthy balance between work and home will keep your enthusiasm levels high and not make going to work every morning feel like a task in it.

Staying positive– Sure, there'll be good days and bad days at work. The key is not to get bogged down by the odd monotonous assignments, setbacks or office politics; instead, maintain a positive attitude (view challenging projects as challenges and mistakes as an opportunity to

learn) and stride ahead with the confidence that your difficult task is a step in the direction of professional advancement.

Organizations' Profile:

Population in question is the school teachers of various schools. Private school teachers were preferred while collecting data for this research project. Reason behind this is that private schools and coaching institutes are becoming the new trend among students and the parents these days. Private schools are promising better results and education for their students. Due to pandemic local schools were preferred i.e., of Mandi Gobindgarh area in Punjab.

Detailed introductory information of these schools is given below:

GOBINDGARH PUBLIC SCHOOL:



Gobindgarh Public School was established in 1977 by Gobindgarh Educational and Social Welfare Trust which was registered on September 29, 1978 under Societies Registration Act 1860. The Trust purchased nearly 13000 square yards of land in 1979 and built the Primary Block of the school on it in 1981 and classes were shifted in its own building in 1982. Now it is spread over an area of nearly 35000 square yards. The campus has extensive lush green lawns, flower beds and lots of greenery.

It is affiliated to C.B.S.E., New Delhi for Secondary and Senior Secondary classes vide Affiliation No. 1630063. It provides quality education to the students from Mandi Gobindgarh

and surrounding towns of Khanna, Amloh, Sirhind, Fatehgarh Sahib, Bassi Pathana and nearby villages.

The school lives up to its motto 'LUX MUNDI' meaning 'Light of the World' and aims to provide a well-balanced education whereby each child is provided an opportunity to develop his/her talent and excel in life, using his/her strengths. We believe that education is an enjoyable interactive on-going process. Our objective is to inculcate a positive attitude, to imbibe social and moral values and to encourage originality. Our goal is to bring up children who raise questions from independent hypothesis and develop an inquisitive mind.

It has faculty of 156 teachers and administrative & sporting staff of 176 & students strength 3002 in regular CBSE classes.

Principal's Note:

“As soon as you trust yourself, you will know how to live.”

Gobindgarh Public School makes all students achieve excellence in the endeavors of their choice. We believe that each child has innate interests and abilities. We, at Gobindgarh Public School, provide a conducive environment to the students that help them to reach their full potential.

It is said that “The only person who is educated is the one who has learned how to learnand change.”

In this era of technology and globalisation, the world is changing fast. We use each moment to help our students grow and develop into sensitive and responsible citizens who adapt to the changes and become an asset to their country.

The school identifies the potential of the students. The students are helped to achieve their best through active participation in classroom learning, playing games, stage performances, practising indoor and outdoor activities. Our special achievement is that the school administration, the dedicated educators and the loving parents work hand in hand to motivate students for achieving

higher goals in life. Achievements of GPSONIANS at CBSE examinations every year itself reflect the team work.

GPSONIANS prove their quality in co-curricular areas as well. We have state and national level champions in various games. The students participate in International Events and prove their quality by winning prizes in different forms of arts. I personally believe that

“Children are apt to live up to what you believe of them.”

Gobindgarh Public School is an ideal place where emphasis is laid on making the students learn not only to earn but to live and emerge out as sensible sensitive, competent and responsible human beings. We reward our students and cherish them as our biggest achievement. We make our students passionate towards learning as it is believed:

Develop a passion for learning. If you do, you will never cease to grow

Dr. Neeru Anand

(PRINCIPAL)

Contact Info: G. T. Road, Distt. Fatehgarh Sahib, Punjab. 147 301

PHONE 01765-255450 252066

Fax : 01765-259793

SAINT FARID PUBLIC SCHOOL:



Saint Farid Public School is a first English medium school, affiliated to CBSE in the town Mandi Gobindgarh. It was established in 1976. It is one of the best co-educational institutes to impart

education and to develop personality of the students. It offers its students and staff a fresh environment for learning and developing in all spheres of life. The institute provides multi-faceted abilities to excel in academics, sports, physical and intellectual fields. Our school focuses on the development of art, culture, character building and discipline.

We help each child to start his journey towards excellence by facilitating and not interfering in the course of his and her development. We believe that every child is not only an asset to the family, community, school or nation but also to the entire world .So from the planning and designing of the curriculum to its delivery both strategic learning and quality learning to all policies and programmers and procedure are directed in achieving their goal of excellence.

Principal's Note:

As we step into the globalize techno-dominated society of the 21st century the schooling experience needs to be revisited on the basis of the fast changing present and an awesome, uncharted future.

What we will need tomorrow has to be provided for the children of today by redefining the multiple dimensions of school restructuring school programmes and re- strategizing the process of that enable learning. A lifelong habit of learning involves the shaping of attitudes and cultivation of sensitivities, so that an individual is at once a part of this society and apart in the way he thinks, feels, work and behaves at St. Farid, it is just what we offer. We research, trains and develops lenses to look at both reality and dreams.

Come, let us hold hand so that we create opportunities and provide the environment for children to learn the way they best can; help them become emotionally strong, acquire skills, develop a passion and penchant for excellence in any area of their calling, so that tomorrow they stand tall, with confidence, be seen and heard, be counted among She who CAN.

Mr. Virenderjit Singh

Principal of School

Contact info:

St. Farid Public School, New Shastri Nagar, Mandi Gobindgarh distt. Fatehgarh Sahib.

OM PARKASH BANSAL MODERN SCHOOL:



Vision of School:

Inspiring Excellence in Academics, Sports, Performing Arts and Emotional Intelligence.

Mission of School:

- Provide opportunities to tap innate potential of each student.
- Provide value based holistic experience to ensure grooming of students with substance.
- Sensitize students to their duties & responsibility towards protecting and conserving environment.
- To provide teacher trainings to equip our teachers with innovative and effective school practices and subject expertise.

Principal's Note:

Thank you for choosing OPBMS for your child. Having successfully completed 19 years of instituting quality education for all, OPBMS has been making meaningful educational transformations and accomplishing world-class standards of academic excellence. We are well-known in the district for being a forward-looking school – always in the forefront, trying

new pedagogies and adapting to the changing demands of the education system and society at large.

We are extremely proud of our strong values, our outstanding state-of-the-art infrastructure and facilities, and the high standards achieved by our students in academic, sporting, and cultural domains. The strength of our school lies in its fervent belief that excellence fosters excellence and this is echoed in the amalgamation of our leadership, the passion of our competent and indulgent teachers, and the intellectual curiosity of our students.

We take all facets into and all our consideration endeavors revolve around the achievement of each child's potential- academically, socially, emotionally, physically, and morally. We impart enriching experiences coupled with the impetus and environment for our students to think out of the box. The continuous effort to reinforce the commitment to achieve that extra mile helps our students discover and reach their personal goals in life.

Your family is about to embark upon a wonderful and exciting journey with OPBMS. We never lose sight of the fact that our children belong first and foremost to our parents, and so, in practice, we operate an open door policy of communication. Let us work in a partnership with you to nurture and educate your child in a conducive, safe, and happy environment. We assure you that your child will experience invigorating and inspiring moments in our gardens, sports areas, play structures, and well-lit classrooms- places he/she would look forward coming to and places he/she would hate to leave.

Looking forward to the wonder years of schooling!

Ms. Sangeeta Sharma

Principal

Contact info:

Om Parkash Bansal Modern School, Sirhind Side, RIMT Campus, P.O.Box No. 82, Mandi Gobindgarh - 147301.

Ph. No. 01765-523101, 523102

Email: opbms@rimt.ac.in

Website: www.opbms.in

S.D. MODEL SCHOOL:



Aim of School:

Social & Moral Development High Academic Achievement Wider Opportunities to Succeed
Commitment to a Life of Learning Innovation in Learning.

About the School:

S.D. Model Sr. Sec. School has been started with the sole objective of assisting the students to unfold their latent talents and help them to grow to the highest level. This is achieved through an innovative curriculum coupled with a great variety of co-curricular activities.

Since Parents and Teachers both are instrumental in shaping the same individual, it would be appropriate of the parents and the teachers to put in the combined, not segregated effort, to help the young generation to choose the best out of the open world it is exposed to with its feet firmly rooted to its own soil. Secondly it will save the students community from the grip of tuition wave.

S.D. Model Sr. Sec. School scales higher peaks of excellence with whole hearted support and co-operation from the parents.

S.D. Model Sr. Sec. School has been started as 'The School of the future' with a vision to make children future global citizens and has introduced many innovative methods in child education like 'Playway Methodology', 'Young Scientist', 'Multi-Curriculum Model', 'Multimedia

Education’ and ‘Tap the Talent’. Our endeavor is to change the trend from ‘Root Memorization’ to ‘Root Capitalization’, from ‘Hard Home-Works’ to ‘Easy Self-Learning’. We continue to set standards with our innovative methods-to remain the forerunner in the field of child education. No Wonder, it is known as ‘The Future of Schools.’

Principal’s Note:

Our School motto, ”Don’t Pretend-Be” sums up the commitment of all staff, that we fulfill whatever we are committed to. We aim at nurturing the potential of every child in a caring environment. Founded in 2008, SD Model School is renowned for the outstanding holistic education that we provide. This is evident from the latest results where our students have done exceptionally well. I am very proud of the exceptional body of teaching staff we have been working across the school, engaging the students in a wide range of exciting learning opportunities.

Our students’ success cannot be defined by qualification alone. Students leave the school as dynamic and impactful global citizens equipped to play a leading role in whichever walk of life they choose. To achieve this, students are encouraged to participate in the extensive array of opportunities which exist beyond the classroom. We are proud of our tradition of sporting success and musical excellence. In addition, many opportunities exist in debating and drama and the school offers a large range of Visits and trips.

I would warmly welcome you to come and visit to experience for your wards safe future.

Mrs. Archana Gupta

Principal

Contact info:

S.D. Model School, New Sant Nagar, Mandi Gobindgarh

Ph : 01765-254320, 70096-44009

Email ID : principal.sdms@gmail.com

LADY LRD PUBLIC SCHOOL:



The Lady LRD School aims to create the best possible comprehensive learning center for children where they develop skills necessary for success in all areas of their lives; personal, intellectual, emotional, social and physical. The school focuses on application based and experiential learning thereby minimizing rote learning.

The entry level age for a child to pre-primary school programme is 3 plus years. It is the school's earnest endeavour to ensure a successful transfer from Montessori methods to the traditional main stream school for the children who enter the Primary school programme at the age of 6 plus years.

Through it's programme the school enhances the intellectual, emotional and physical well being of the students leading to their holistic development.

Sports, (skating, cricket, swimming, lawn tennis, karate etc), visual and performing arts (classical and western dance, vocal and instrumental music), yoga & gymnastics, art & craft, clay modelling, robotics, educational trips, picnics, soft adventure programs and summer camps; all foster moral values, social skills, emotional independence and interdependence while igniting the multiple intelligence of the students.

The Lady LRD School prides itself in keeping abreast with the latest tools in the field of education and their optimum usage to the utmost advantage of the students. State of the art Science and Computer Labs and digital classrooms cater to the different learning styles of the students; visual, auditory and kinesthetic.

The child at The Lady LRD School is a happy child in the true sense of the term.

Not only are the students nurtured like tender saplings, the mentors too are continually propelled to deliver the best in terms of education. Frequent trainings, workshops and seminars on soft skills, learning disabilities in children, phonological awareness, Montessori methods etc. keep them afloat with the changing trends.

Principal's Note:

We firmly believe that each individual is unique and has strengths that are admirable. We strive towards excellence in education which in the case of the child is realization of his / her potential and to channelize it into a purposive direction.

Our educational endeavour aims at the development of the child in a manner of a free flowing river which moves and mingles with all that comes in the way (innumerable experiences) yet leaves impurities behind to emerge in the purest form (unique personality).

As companions of the students through their journey of education preparing them for the known and unknown experiences of life, it is our earnest endeavour to: Rekindle their enthusiasm to discover themselves and the world around.

Equip them with tools to build a new tomorrow Awaken their creativity to realize their dreams. Help them grow into complete human beings with enlightened minds and compassion determined to preserve the legacy of this beautiful world.

Ours is a continuously developing community of children and adults working together in an atmosphere where everyone is respected as an entity. Within this unified structure appropriate arrangements are made for all age groups for their growth and development.

We welcome those who wish to be the unfailing companions on this odyssey of the intellect and emotion of the Lady LRD family, each member exhibiting a sense of pride and an awareness of the obligation that comes from being a part of it.

With Best Wishes

A.K. Sharma

Vision of School:

Our endeavor is to impart concept based education because we hate rote learning. Apart from the regular coursework, we aim to make the students better prepared for the world outside and in their day to day life by way of life skills development. Our aim is to imbue the Lady LRD with a global perspective without losing the touch with their own culture and traditions.

Mission of the School:

Our continuous endeavor is to relate learning to current challenges, encourage the child to proceed on the path of self-discovery. We believe in holistic education which alone can: ignite minds. We very strongly feel that quality education is our passport to the future, for tomorrow belongs to those people who prepare for it today itself. We at Lady LRD Public School are here to do just that.

Contact info:

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Email = ladylrdschool@gmail.com

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DIYA INTERNATIONAL SCHOOL:



About the school:

“We can’t change the direction of the wind But we can adjust our sail to always reach our destination”

One of the leading independent, co-educational schools in the country, Diya International School is a wonderful place for learning. Diya International School is centered on the lives of children and is dedicated to the development of their intellect and personality.

It is a place large enough to provide an exceptional range of opportunities, yet small enough for each child to be known and valued. We actively encourage the process of joyful discovery that is significant to a meaningful and responsible learning and this is reflected in every aspect of school life. Our love of life and learning enables our students to grow into well-rounded, skillful, caring and confident people, equipped and ready for the adventures and opportunities life has to offer. We are therefore all the most proud of our vibrant and close-knit school community, which not only includes teachers, parents, and students but also a wide network of partners.

Diya International School offers curriculum which is stimulating and relevant to the 21st Century Learning. Our core-curriculum concentrates first on the student’s aptitudes, then on the skills and knowledge s/he needs to acquire. Traditional education tends to value a limited range of knowledge and skills but more recent research suggests that intelligence is not unitary but multiple.

At Diya International School we have made a curriculum that aims to give students a broader, deeper, richer educational experience by recognizing each student’s strongest talents and building on them in order to ensure that all the areas of talent are developed.

The school’s outlook is dynamic and international, yet firmly rooted in traditional values such as compassion, respect, tolerance, integrity and discipline.

Mission of the school:

The Diya international School prepares students to understand, contribute to, and succeed in a rapidly changing society, thus making the world a better and more just place. We will ensure that our students develop both the skills that a sound education provides and the competencies essential for success and leadership in the emerging creative economy. We will also lead in generating practical and theoretical knowledge that enables people to better understand our world and improve conditions for local and global communities.

Vision of the school:

Our vision is to develop well rounded, confident and responsible individuals who aspire to achieve their full potential. We will do this by providing a welcoming, happy, safe, and supportive learning environment in which everyone is equal and all achievements are celebrated.

Message from the Principal:

Dear Prospective Parents,

Life is A "Karmshala"– where one works hard, experiences and learns in one or the other way.

Then what makes the life successful and contented? Itâ€™s none other than the capability to have an insight to look deep into our ability that is attained by "the strong foundation of education".

Education does not confine to the state-of- the-art infrastructure, well-furnished labs, well stacked libraries or the equipments. It goes beyond books and bricks, builds character, enriches minds in a manner so as to prepare the students to face the challenges of this complex world free of stress, making them fit for the real and corporate world automatically and naturally.

At, our guiding philosophy is to provide an education that is the confluence of knowledge and character. Our emphasis is to provide the most modern and sophisticated learning environment finely blended with correct value system and Indian traditional ethics making the students stick to their roots.

The school has adopted an integrated curriculum as per CBSE directions and imparts it through experiential learning that promotes deep understanding of concepts and builds self-confidence. The school provides a platform to the students to explore their hidden “Individual as well as group talents making learning an enriching experience that lasts forever.

We live in an age of technology and in a world of great advancement and change. One cannot remain complacent in this ever growing world of knowledge .There is no doubt, that in order to enhance performance, to build potential and to face the frequent changes, we have to create an environment that enables our students to as well as group talents making learning an enriching experience that lasts forever.

For DIS ,success cannot be achieved accidentally rather is wrought by team work – the dedicated efforts of teachers, students and parents .Our dream is to produce, not just brilliant students, but students who possess a living soul. Our endeavour is to send into the world, and into society, young men and women, of honour, of sterling character and of great substance. We are sure that by the grace of God and the support of parents and teachers our dream will be fulfilled and the institution will scale the new heights of glory and success.

God Bless,

Ms. Parveen Goyal

CHAPTER – 2

LITERATURE REVIEW:

Spiritual Intelligence:

The term spirituality was first proposed by Stevens in 1996 and expanded by Emmons in 1999. (Neck & Milliman, 1994) found that spirituality involves an individual's search to fulfill their potential for greater meaning and life purpose in their work, alongside a strong sense of community and need to contribute to the better of the society. Teachers must contribute in the development of the community as they have the ability to mould the personality of the students. (Amram, 2007) Spiritual intelligence was defined as ability to apply, manifest and embody spiritual resources, values and qualities to enhance daily functioning and wellbeing.

Spirituality as reported by many researchers is relatedness or connectedness to self, other's and higher power. It is often said that what one does on earth should be meaningful and beneficial to the individual, the institution, the community and mankind as a whole.

“Spiritual values are essential for people to excel and grow.”(Giaccalone & Jurkiewicz, 2004). Spirituality helps in instilling values and builds culture in an institution. “Spiritual Values transcend knowledge and skills. Most researchers believe that spiritual intelligence is the experienced ability that allows individuals to achieve greater knowledge and understanding and provide background to achieve perfection and progress in life.

One who has internalized spiritual values will be more confident. The goal of spirituality is typically to reach a highly evolved personal state or attainment of one's highest potential which in turn can lead to greater creativity, motivation and institutional Commitment. Those who are guided by spiritual values are confident of their performance and this state of mind might provide added strength to handle multi-tasking.

Spirituality is concerned with unity, coherence and balance in both the individual and institutional life. It acknowledges the sacredness and connectedness to a divine source and to communities of people. Generally people have their own screening mechanism, using their

spiritual values; they know whether what they are doing is ethical or unethical. This is where spiritual values help because they govern them.

“Spirituality helps employees to achieve Salvation through work.” Karakas reviewed about 140 articles on workplace spirituality and introduced:-Spirituality enhances employee’s wellbeing and quality of life. b) Spirituality provides employees a sense of purpose and meaning at work and c) spirituality provides employees a sense of interconnectedness and community.

Workplace Spirituality helps employees achieve their goals without diminishing their creativity and helps them to deal with stressful work environment (Altaf.A & Awan, N.A, 2011). Workplace spirituality enhances workplace performance (Jurkiewicz, C.L & Giacalone, R.A 2004). Spirituality is an element of intelligence because it predicts functioning and adaptation and offers capabilities that enable people to solve problems and attain goals (Emmons.R, 2000)).

Zohar & Marshall (2000) defined spiritual intelligence as intelligence which people address and solve problem of meaning and value, place their actions and lives in a wider and richer meaning-giving context the intelligence with which people can assess that one course of action or one life path is more meaningful than other. (Amram & Dryer, 2007)) Have identified five construct of spiritual Intelligence; they are Consciousness, Transcendence, Grace, Meaning and Truth.

David Hawkins suggested that spiritual intelligence serves as a —cross-paradigmatic dictionary. Integrating the interface of spirituality and science, spiritual intelligence can work with the empirical methods in order to explain the phenomenon of invisible. This is specifically useful in dealing with agnostics, skeptics or even atheists who need practical perspectives in learning contemplative disciplines (Hawkins, 2006).

A core aspect of healthy spiritual intelligence is awareness of the difference between the inner and outer worlds. Being able to interpret the events and experiences of life with a healthy balance of mind and spirit is a good indicator of having strong levels of emotional, social and spiritual competency. There are many people who struggle with being at the mercy of the relentless chatter of their inner critic. They are unaware of the spiritual inner world of their being which supports and protects them. These people often do not have consciously aware, loving and

caring people in their lives. The result may be that they have a complete lack of connection to their own inner wise counsel, or human spirit.

Ken Wilber described spiritual intelligence as —literacy in the practice of transformation and he further pointed out that spiritual intelligence is fast becoming a leadership imperative (Wilber, 2000b, p95).

Robert Emmons defined spiritual intelligence as a framework for identifying and organizing the skills and competencies needed for the adaptive use of spirituality (Emmons, 1999 , p163).

Hedlund and Sternberg (2000), and Goleman (1998) found that IQ, a measure of cognitive intelligence abilities, only accounts for about 20 to 30 percent of professional success. Sternberg (1997b, 2001) argues that improved prediction of leadership performance requires broadening the concept of intelligence beyond IQ.

Sternberg (1997a) defines intelligence as the mental abilities necessary for adaptation to, as well as selection and shaping of, any environmental context. Sternberg (1997b) offers a triarchic model consisting of: (a) academic intelligence (as measured by classical IQ tests); (b) practical intelligence (which grows through the accumulation of tacit knowledge for solving practical everyday problems); and (c) creative intelligence, which involves synthetic abilities to see problems in new ways and to escape the bounds of conventional thinking, but has not been studied as rigorously.

A richer and broader model for multiple intelligences, which is adopted in this paper, is Gardner's (1983, 1999) model. Gardner defines intelligence as a set of abilities that are used to solve problems and create products that are valuable within a cultural setting or community. Gardner (1983) outlines seven types of intelligences including: linguistic, musical, logical-mathematical, spatial, bodily-kinesthetic, interpersonal, and intrapersonal intelligence. Whereas Sternberg emphasizes mental abilities, Gardner's model allows for a broader set of abilities, such as musical or bodily-kinesthetic, that may have a corresponding biological basis for their functioning and are not typically thought of as mental abilities.

Gardner (2000) later added naturalistic intelligence, the ability to recognize patterns in the flora and fauna in the wild, and suggested the possibility of an existential intelligence, involving the capacity to address existential questions, pertaining to the fact of our existence as individuals in the cosmos and our capacity to puzzle over that fact (p. 29).

Building on Gardner's model, Halama and Strizenec (2004) define existential intelligence as an ability to find and realize meaning in life. Furthermore, Halama and Strizenec suggest that the ability to find and realize meaning in life is also an important element of spiritual intelligence, and hence, they see existential and spiritual intelligences as non-identical but mutually related and overlapping constructs. Similarly, several authors have developed models of EI that have been found to be reliable and valid (e.g. Bar-On, 2000; Boyatzis, Goleman, & Rhee, 2000; Mayer, Salovey, & Caruso, 2004).

Amram (2007) later refined, expanded and clustered the themes into 7 major themes which emerged as nearly universal across the spiritual traditions and participants. These themes are:

1. Consciousness: Development of refined awareness and self-knowledge, featuring intuitive trans-rational knowing, mindfulness, and spiritual practices.
2. Grace: Living in alignment with the sacred, manifesting trust in and love for life that is based on gratitude, beauty and joy.
3. Meaning: Experiencing significance in daily activities through a sense of purpose and a call for service, including in the face of pain and suffering.
4. Transcendence: Going beyond the separate egoic self into an interconnected wholeness, including a holistic system's worldview and the nurturing of human relationships through empathy, compassion, loving-kindness and I-Thou orientation.
5. Truth: Living in open acceptance, forgiveness, curiosity and love for all that is (all creation), including respect for the wisdom of multiple spiritual traditions.
6. Peaceful Surrender: Peacefully surrendering to higher-self (God, Truth, Absolute, or true nature), including self-acceptance, inner-wholeness, equanimity, humility and egolessness.

7. Inner-Directedness: Inner-freedom aligned in responsible wise action, including discernment, integrity, and freedom from conditioning, attachments and fears.

Showing some overlap with other definitions and models of SI reviewed earlier above, many of these themes derived from qualitative interviews by Amram (2007) found further confirmation within the Integrated Spiritual Intelligence Scale developed and validated in this study.

Hamer (2004) has found a gene contributing to self-report value of self-transcendence from his study of same sex siblings. Furthermore, Kirk, Eaves, and Martin (1999) found genetic factors to be important in influencing self-transcendence, based on a study of Australian twins.

Job Satisfaction:

An organization can conduct themselves fairly in a cooperative and responsible manner with a vision to foster charity and creativeness leading to higher productivity and accomplishment which can further supplement self-esteem of the employees so that they get the sense of job satisfaction.

The most important functions of spiritual intelligence in the workplace are to:-provide peace of mind, create mutual understanding and rapport between colleagues, increase job satisfaction and reduce job stress.

Job Satisfaction is a good feeling caused by appraising different aspects of one's job. Similarly (Mottaz, 1998) defined job satisfaction as an emotional response to workplace condition appraisal. For measuring job satisfaction various dimensions have been developed by Stamps and Piedmont (1986) that are as follows:

- (1) Pay: refers to the amount of received money by employees,
- (2) Autonomy: refers to the independence and freedom in workplace,
- (3) Task requirements: refers to activities that should be done in a job,
- (4) Institutional policies: refers to managerial and institutional policies and procedures,
- (5) Interaction: refers to opportunities that employees are able to communicate with each other,

(6) Professional status: refers to overall importance of a job perceived by an employee himself or by others.

(Nobi, Abdal, & Sajid, 2003)) Found female teachers enjoyed greater satisfaction than their male counterparts did. Married teachers showed more job satisfaction than unmarried teachers did. Teachers teaching in government schools showed more job satisfaction than teachers teaching in private schools. There was no significant change in the job satisfaction due to change in the level of independent variables like sex, marital status and types of schools, School Culture, teacher's relationship with administration, working conditions and motivation were the factors which had a significant relationship with job satisfaction among school teachers. Male and female teachers are not different from each other on job satisfaction variable (Lal & Shergill, 2012).

Okpara, J. O., Squillace, M., & Erondy, E. A. (2005) did study a brain track university, index directories of the united states colleges and universities and they investigate that there are gender inequity exists in the job contentment levels of university faculty members. male faculty members are less contented with their "pay" , "promotions" , "supervision" and "overall job satisfaction" while their colleagues female faculty members are more contented with their "Work and Co-Workers". The results also indicated that for them ranks were very important for explaining job contentment and gender inequity of the respondents. And the findings of these study also provides guidelines to the, university and college administrators, organization management and HR professionals which helps them to recruit, promote, retain and reward their women faculty members. The finding also suggests that the government also address the issues related to female faculty member's academic career.

Gargallo-Castel A, Garcia-Bernal J, Marzo-Navarro M, & Rivera-Torres, P. (2005) did study on job satisfaction: empirical evidence of gender diversity. They selected a sample of four hundred and thirteen faculty members of Spain for their study .They conducted factor analysis on those variables which could impact on a person's job contentment. They use eleven-item questionnaire to assess the job contentment of the employees. According to them the susceptible factor for organization development is job contentment of the Spanish faculty members. Additionally, they have focus that the level of job contentment is derived from four factors which are,

“Interpersonal relations”, “Economic aspects”, and “Personal fulfilment” Working conditions A consequent analysis related to workers' gender shows that as we have considered that man and women have same parameters for the study but the impact for each dimension is variable for each sub sample. The results of the study indicates the factors that affects employee contentment that will be useful and helpful for management of industries and the factors will also be useful and helpful for taking advantage of competitive opportunity and help to motivate and encourage dedicated staff.

CHAPTER-3

RESEARCH METHODOLOGY:

Research methodology is a way to systematically solve the research problem. It deals with the objective of a research study, the method of defining the research problem, the type of hypothesis formulated, the type of data collected, method used for data collection and analyzing the data etc. The methodology includes collection of primary and secondary data.

The topic of this research is “A Study Spiritual Intelligence in relation to Job Satisfaction”. The sector selected for study is education sector (mainly faculty in schools). This research was conducted considering teachers in my home town as the target audience due to pandemic situation. The research was carried out with the help of Questionnaire for spiritual Intelligence and job satisfaction. 50 teachers working in various schools of Mandi Gobindgarh, Punjab were considered in study.

Objectives of study:

- To measure the Spiritual Intelligence of teachers.
- To measure job satisfaction of teachers.
- To study relationship between Spiritual Intelligence and job satisfaction.

Research Design:

A research design is a broad plan that states objectives of research project and provides the guidelines what is to be done to realize those objectives. It comprises of various components like the outline of the data collection, the computation of data and data analysis too. In this project descriptive research is done.

Sources of data collection:

Primary Data: The research method used was survey method. Data collection in this study was done by online questionnaire being disseminated via social media platforms to the teachers.

Population of study: The study is applicable to the school teachers.

Sample Design:

Sample size: The data for this study was collected from 50 respondents.

Sampling Technique: Purposive sampling. purposive sample is a non-probability sample that is selected on the basis of the characteristics of the population and on the basis of the objectives of the study.

Measuring Tools: JSS (Job satisfaction survey), ISIS (Integrated Spiritual Intelligence Scale) or other structured forms or scales.

CHAPTER – 4

DATA ANALYSIS AND DATA INTERPRETATION:

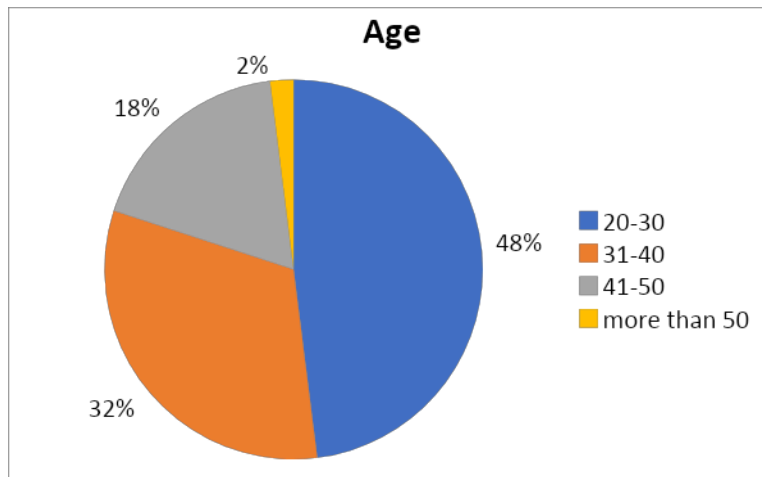
For purpose of this research project, primary data was collected. The data collected was analyzed using various tests and analysis tools. The interpretation of the analyzed data is described below:

AGE:

Table 1:

Age	N=50	Percentage
20-30	24	48%
31-40	16	32%
41-50	9	18%
more than 50	1	2%

Chart 1: Representing the age of teachers



Interpretation:

The above shown diagram and table represents the age of the teachers. Out of the population of 50 persons, 48% were between age group of 20-30 years that is almost half of the population of

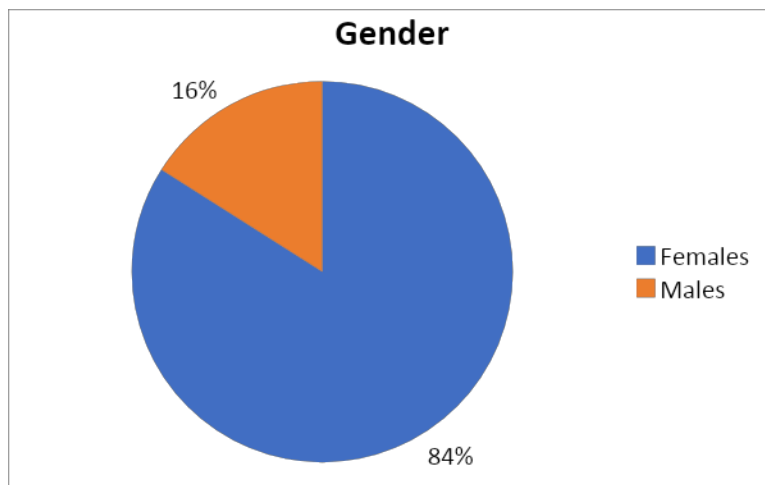
study. 32% of population belonged to age group of 31-40 years of age, whereas people between 41-50 years of age constituted 18%. And only 2% i.e. 1 person was above 50 years of age.

GENDER:

Table 2:

Gender	N=50	Percentage
Females	42	84%
Males	8	16%

Chart 2: Representing the gender of teachers



Interpretation:

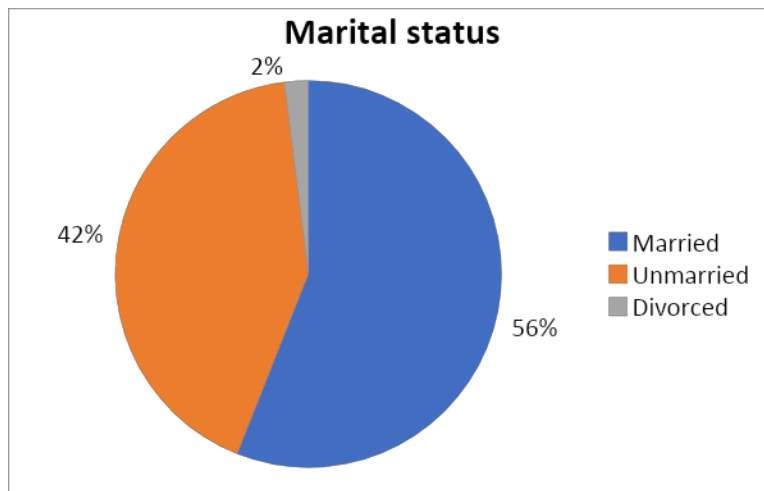
As the above presented data shows, there were more female teachers than male teachers. The difference is big between the numbers of teachers from both the genders. Males are just 16% while females contributed manifolds in this study by responding i.e. 84%.

MARITAL STATUS:

Table 3:

Marital status	N=50	Percentage
Married	28	56%
Unmarried	21	42%
Divorced	1	2%

Chart 3: Representing the marital status of Teachers:



Interpretation:

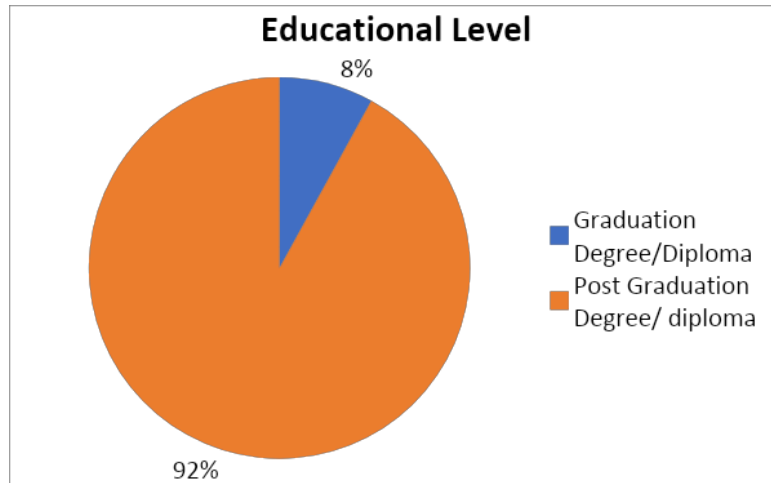
The above chart and table shows data telling the marital status of teachers. More than half (28) of the teachers were married i.e. 56%. 21 persons were unmarried and those constituted 42% of population under study while divorced were only 2% i.e. 1 person only.

EDUCATIONAL LEVEL:

Table 4:

Educational Level	N=50	Percentage
Graduation Degree/Diploma	4	8%
Post-Graduation Degree/ diploma	46	92%

Chart 4: Representing the educational level of teachers:



Interpretation:

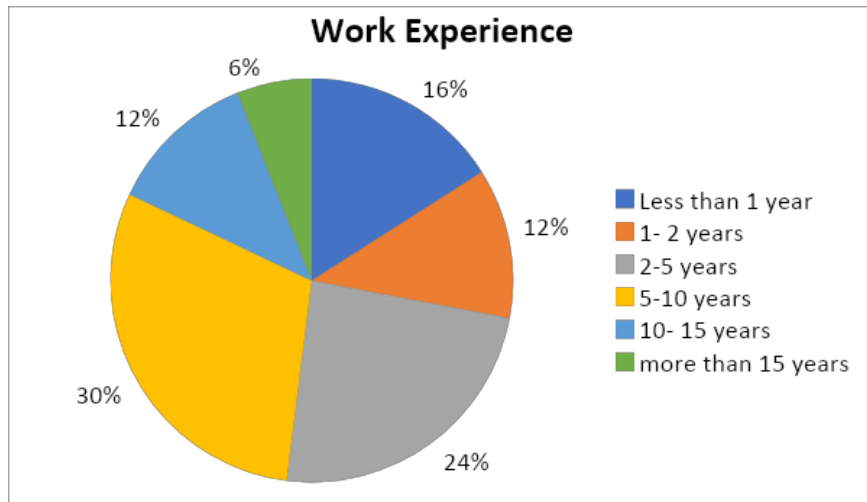
The above data shows that what educational level the teacher teachers had. 46 out of 50 teachers had done post-graduation diploma/degree and they formed the 92% of the total population. 8% (4 people) have done graduation degree/ diploma only.

WORK EXPERIENCE:

Table 5:

Work Experience	N=50	Percentage
Less than 1 year	8	16%
1- 2 years	6	12%
2-5 years	12	24%
5-10 years	15	30%
10- 15 years	6	12%
more than 15 years	3	6%

Chart 5: Representing the work experience of teachers:



Interpretation:

The above table and chart represents data relating to work experience of teachers. 30% of teachers had experience of 5-10 years in teaching field while only 24% of teachers were having experience 2-5 years. 16% of teachers had work experience of less than 1 year in teaching field. Work experience slabs for 1-2 years and 10-15 years constituted 12% each to the population for study. Only 6% teachers had more than 15 years of work experience.

MEASURING THE LEVEL OF SPIRITUAL INTELLIGENCE:

To calculate the spiritual intelligence, the average of responses of every teacher was calculated. Then these averages were used to find out the mean spiritual intelligence in teachers. The questionnaire was provided with Likert Scale for answering every question that was in form of statements. Every question had five options: Strongly disagree, disagree, neutral, agree, and strongly agree. The scores for these were given as 1, 2, 3, 4 and 5 respectively. This implied higher the score, higher the spiritual intelligence in respective teacher. There were many tests and analysis done on this data further to find more about spiritual intelligence in teachers. It's discussed one by one below with help of charts and tables:

Table 6: Mean, standard deviation, minima, maxima, count of spiritual intelligence data collected.

<i>Spiritual Intelligence</i>	
Mean	3.47
Standard Deviation	0.57
Minimum	2.36
Maximum	5.00
Count	50.00

Mean: The mean is the average or the most common value in a collection of numbers. The most common value in average of responses of teachers was 3.47. This implies that spiritual intelligence in teachers is moderate but slightly inclined towards the high value of spiritual intelligence. This also marks the presence of spiritual intelligence in teachers' up to some extent. Further this also works as a result that annuls the absence of spiritual intelligence in teachers.

Standard Deviation: The standard deviation is the measure of amount of variation or dispersion of a set of values. The standard deviation for data is low i.e. 0.57. This indicates that the values are close to mean of data i.e. 3.47. It also shows that the most of values of responses are closely packed between 3 and 4 as responses.

Minimum: The lowest/minimum value of all the responses for spiritual intelligence is 2.36. This value lies in between the low and the moderate value. Hence, the inference can be drawn that spiritual intelligence in teachers is not totally absent.

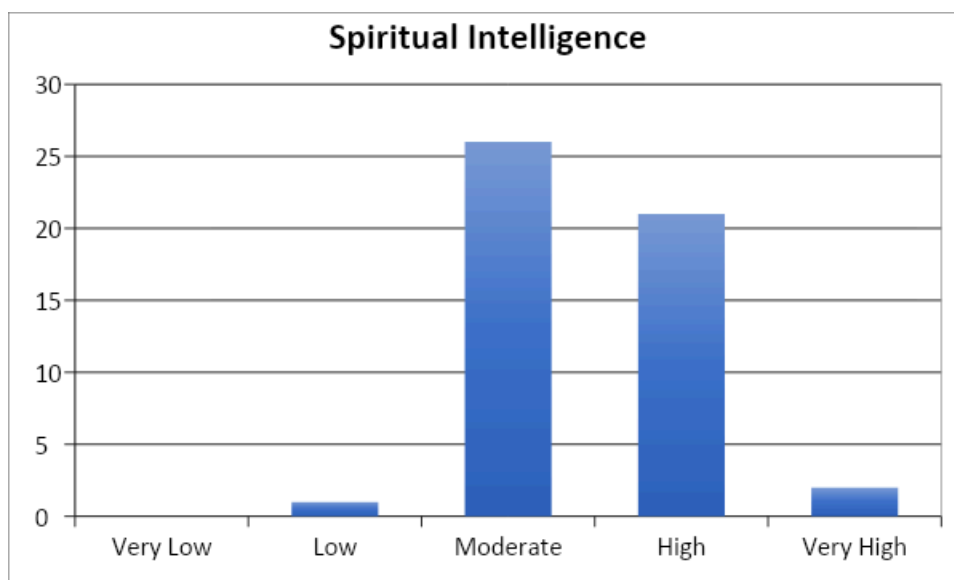
Maximum: The maximum/highest value of the responses collected for spiritual intelligence is 5. That is the highest value that can be gained. Thus, another inference related to spiritual intelligence in teachers can be drawn that they can attain the highest level of spiritual intelligence as per the statements and factors considered in the questionnaire.

Count: It simply represents the total number of responses or records of persons in the database collected. The number is 50. In simple words, the data was collected from the 50 persons.

Table 7: Showing the no. of respondents scoring very low, low, moderate, high and very high on spiritual intelligence scale.

Row Labels	Spiritual Intelligence (No. of respondents)
Very Low	0
Low	1
Moderate	26
High	21
Very High	2
Grand Total	50

Chart 6: No. of respondents in scorings



The above chart shows that 26 teachers score moderately on spiritual intelligence scale (approximately 3 out of 5). 21 teachers have high spiritual intelligence. They score approximately 4 out of 5 on the scale of spiritual intelligence. 2 out of 50 teachers' score very high score i.e. 5 on 5 for spiritual intelligence. While only 1 teacher got low score i.e. approximately 2 out of 5 points of scale for spiritual intelligence. No one scored very low (i.e. 0 to 1 approximately).

Table 8: showing the correlation of spiritual intelligence with demographic factors

Factors	Correlation
Age	-0.16
Gender	-0.11
Marital Status	0.23
Work Experience	-0.02
Education	0.10

Age: The data shows the negative correlation of -0.16 with age of teachers. The age group of most of the teachers (80%) is 20-40 years of age. Results are inclined towards negative correlation between age and spiritual intelligence. It means that age and spiritual intelligence do

not change at constant rate. It simply stated the low negative relationship between both variables without making any inference statement about the cause and effect on each other.

Gender: Gender also shows negative correlation of -0.11 with spiritual intelligence. Thus, these both variables also do not positively change with change in each other. Most of the teachers were females i.e. 84%. It shows the low negative relation between gender and spiritual intelligence.

Table 9: t-Test for spiritual intelligence in females and males

	<i>Females(SI</i>	<i>Males(SI</i>
))
Mean	3.49	3.33
Observations	42.00	8.00
Hypothesized Mean Difference	0.00	
t Stat	0.76	
P(T<=t) two-tail	0.47	
t Critical two-tail	2.23	

In the above table, t test results are shown. Mean for spiritual intelligence in females was found to be 3.49 and mean for spiritual intelligence in males is 3.33.

Observation represents number of records submitted for data analysis. For females the no of responses/records were 42 while for male the number stands at 8 only.

H_0 : There is no significant difference between the spiritual intelligence mean of males and female. The hypothesized mean difference was assumed to be 0.

T-stat value 0.76 is lower than t critical two-tail value 2.23. Thus, hypothesis H_0 is accepted.

Marital Status: The Correlation between marital status and spiritual intelligence is moderately positive as it stands at 0.23. These variables change moderately with change in one variable.

Work Experience: As we can see from the table number 8 the correlation between work experience and spiritual intelligence is -0.02. This indicates almost NO relation among both the variables.

Education: Education and spiritual intelligence have correlation of 0.10. They have very low positive relationship.

TO MEASURE THE LEVEL OF JOB SATISFACTION:

To calculate the job satisfaction, the average of responses of every teacher was calculated. Then these averages were used to find out the mean job Satisfaction in teachers. The questionnaire was provided with Likert Scale for answering every question that was in form of statements. Every question had five options: Strongly disagree, disagree, neutral, agree, and strongly agree. The scores for these were given as 1, 2, 3, 4 and 5 respectively. This implied higher the score, higher the job satisfaction in respective teacher. There were many tests and analysis done on this data further to find more about job satisfaction in teachers. It's discussed one by one below with help of charts and tables:

Table 10: Mean, standard deviation, minima, maxima, count of job satisfaction data collected.

<i>Job Satisfaction</i>	
Mean	3.55
Standard Deviation	0.53
Minimum	2.30
Maximum	4.50
Count	50.00

Mean: The most common score in average responses of teachers was 3.55. This implies that job satisfaction in teachers is moderate but slightly inclined towards the high value of job Satisfaction. This also marks the presence of job satisfaction in teachers' up to some extent. Further this also works as a result that annuls the absence of job satisfaction in teachers.

Standard Deviation: The standard deviation is the measure of amount of variation or dispersion of a set of values. The standard deviation for data is low i.e. 0.53. This indicates that the values are close to mean of data i.e. 3.55. It also shows that the most of values of responses are closely packed between 3 (moderate score) and 4 (high score) as responses.

Minimum: The lowest/minimum value of all the responses for job satisfaction is 2.30. This value lies in between the low and the moderate value. Hence, the inference can be drawn that job satisfaction in teachers is not totally absent.

Maximum: The maximum/highest value of the responses collected for job satisfaction is 4.5. It is very close to the highest value that can be gained. Thus, another inference related to job satisfaction in teachers can be drawn that they have very high level of job satisfaction.

Count: It simply represents the total number of responses or records of persons in the database collected. The number is 50. In simple words, the data was collected from the 50 persons.

Table 11: Showing the no. of respondents scoring very low, low, moderate, high and very high on job satisfaction scale.

Row Labels	Sum of Job Satisfaction
Very Low	0
Low	2
Moderate	18
High	29
Very High	1
Grand Total	50

Chart 7: No. of respondents in scorings



The above chart and table shows that 29 teacher score high on scale of job satisfaction (approximately 4 out of 5). 18 teachers have moderate job satisfaction. They score approximately

3 out of 5 on the scale of job satisfaction. 2 out of 50 teachers' score low i.e. 2 on 5 for job satisfaction. While only 1 teacher got very high score i.e. approximately 5 out of 5 points of scale for job satisfaction. No one scored very low (i.e. 0 to 1 approximately).

Table 12: showing the correlation of Job satisfaction with demographic factors

Factors	Correlation
Age	0.05
Gender	-0.10
Marital Status	-0.23
Work experience	0.04
Educational level	0.03

Age: The data shows the positive correlation of 0.05 with age of teachers. The age group of most of the teachers (80%) is 20-31 years and 31-40 years. Results are very little inclined towards positive correlation between age and job satisfaction. It means that age and job satisfaction does change at constant rate. It simply stated the low positive relationship between both variables without making any inference statement about the cause and effect on each other.

Gender: Gender shows negative correlation of -0.10 with job satisfaction. Thus, these both variables also do not positively change with change in each other. Most of the teachers were females i.e. 84%. It shows the low negative relation between gender and job satisfaction.

Table 13: t-Test: Test for Job Satisfaction in males and females

	Females(JS)	Males(JS)
Mean	3.57	3.43
Observations	42.00	8.00
Hypothesized Mean Difference	0.00	
t Stat	0.72	
P(T<=t) two-tail	0.49	
t Critical two-tail	2.23	

The above table shows t test results. Mean for Job Satisfaction in females was found to be 3.57 and mean for Job Satisfaction in males is 3.43.

Observation represents number of records submitted for data analysis. For females the no of responses/records were 42 while for male the number stands at 8 only.

H_0 : There is no significant difference between the Job Satisfaction mean of males and female. The hypothesized mean difference was assumed to be 0.

T-stat value 0.72 is lower than t critical two-tail value 2.23. Thus, hypothesis H_0 is accepted.

Marital Status: The Correlation between marital status and job satisfaction is moderately negative as it is -0.23. It is highest negative value for correlation.

Work Experience: As we can see from the table number 13 the correlation between work experience and spiritual intelligence is 0.04. This indicates very low but positive correlation among both the variables.

Education: Education and spiritual intelligence have correlation of 0.03. They have very low positive relationship too.

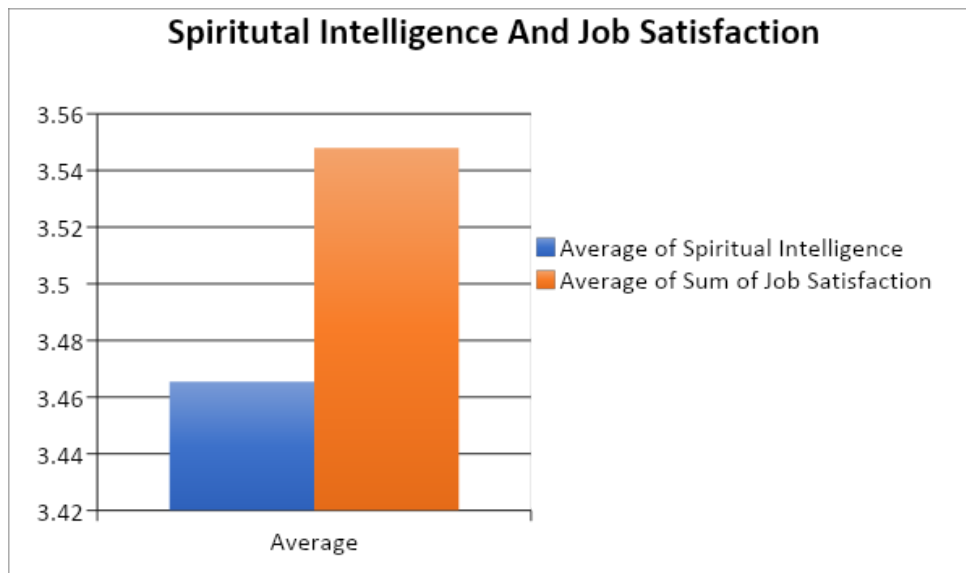
RELATIONSHIP BETWEEN SPIRITUAL INTELLIGENCE AND JOB SATISFACTION:

To find out the relationship between spiritual intelligence and job satisfaction few tests and analyzes were done these results are explained with help of charts and tables below:

Table 14: the mean spiritual intelligence and job satisfaction in teachers

Row Labels	Spiritual Intelligence	Job Satisfaction
Average	3.47	3.55

Chart 8: Mean of average scores



The mean score of spiritual intelligence is 3.47 and for job satisfaction is 3.55.

Table 15: correlation of spiritual intelligence and job satisfaction

correlation	0.15
<i>Regression Statistics</i>	
Multiple R	0.149
R Square	0.022
Adjusted R Square	0.002
Standard Error	0.526
Observations	50

Interpretation: Correlation and Multiple R shows the strength of the linear relationship between two variables. The value is 0.15. It shows low positive relationship between spiritual intelligence and job satisfaction. R square value of 0.022 can be defined as 2% dependence of job satisfaction on spiritual intelligence.

Standard Error shows the precision of regression analysis. Its value of 0.53 shows the average distance that the data points fall from the regression line. Observations are number of data records used to calculate the results.

Hypothesized Testing:

The hypothesis testing for the alternative hypothesis can be done through t-test as shown in below table:

Table 16: t-Test: Spiritual Intelligence and Job Satisfaction		
	<i>Spiritual intelligence</i>	<i>Job Satisfaction</i>
Mean	3.47	3.55
Observations	50.00	50
Hypothesized Mean Difference	0.00	
t Stat	-0.76	
P(T<=t) two-tail	0.45	
t Critical two-tail	1.98	

From table 15 we can see that there is positive relation between spiritual intelligence and job satisfaction though it is low. Now, from results of t-test in table 16, t Critical value two-tail value 1.98 is higher than t stat value 0.76. Hence, the null hypothesis stands accepted despite the low positive correlation between spiritual intelligence and job satisfaction. Hence, we can state the null hypothesis “There is no significant dependency of Job Satisfaction on Spiritual Intelligence” is accepted.

CHAPTER – 5

CONCLUSION, RECOMMENDATIONS AND LIMITATIONS:

CONCLUSION:

- Spiritual intelligence of school teachers has attracted the attention of many researchers, and educationists. School institutions should make efforts to develop efficient spiritual intelligence in teachers. As many studies have shown that it may contribute to job satisfaction though in this study null hypothesis has been accepted but the positive correlation should not be ignored. Spiritual intelligence will help in increasing institutional dedication, efficiency and will keep teachers motivated.
- Few studies have shown significant correlation between spiritual intelligence and job satisfaction. However, the respondents of this study have shown very low but positive correlation between both. These variables can be further developed for study in different areas for comprehensive and accurate results.
- Job satisfaction and spiritual intelligence in teachers was almost same with no big difference in their mean values but however, when the data was analyzed they failed to show significant interdependency.
- The results of hypothesis testing suggest that teachers with spiritual intelligence can also have low job satisfaction. Thus, the null hypothesis was accepted as the significantly no effect cannot be ignored.

LIMITATIONS:

- Major limitation for this project was lack of adequate time.
- As the whole study is based on the primary data, there may be some biasness in information provided by teachers.
- The data was collected online due to pandemic situation there was lack of interaction opportunity with school teachers as respondents. Thus, there may be lack of awareness about the topic they were providing data about in teachers.

- Since the population size was 50 only, that is small; the results may not represent the true scenario for whole population of school teachers.
- The information provided by teachers (respondents) was purely through online medium i.e. online forms. They may not have filled out the information seriously and truthfully.

RECOMMENDATIONS:

- The school teachers should also focus on their spiritual intelligence prospects. It might help them in achieving higher job satisfaction (even though little bit only) in their work field along with the other positive effects of spiritual intelligence. It can also help in making students, the future of this nation, in becoming better human beings and further lower the crime rates. Not only this but also they will be able to tap into their hidden potentials at younger age.
- The school institutions and government of India should come up with some innovative projects to appreciate teachers' work and efforts. So that their job satisfaction levels can be raised and they may work more efficiently in their field. The ultimate beneficiaries will be the whole of nation with benefits of better future prospects.
- The spiritual intelligence level of teachers should be raised as it only showed a moderate mean value. These can be done only by working on both individual and organizational level. Efforts for increasing spiritual intelligence and job satisfaction should be done at both levels.

ANNEXURE

Questionnaire:

Demographic data

Greetings of the day!

Hope you are safe and doing well! This form is intended to collect data solely for academic purpose. I am an MBA student and need this data for my major project "Spiritual Intelligence in relation to Job Satisfaction".

NOTE: THIS IS MEANT TO BE FILLED BY SCHOOL TEACHERS ONLY!

The data collected will be maintained confidential.

Thank you!

*** Required**

Name *

Your answer

Age *

- 20-30
- 31-40
- 41-50
- more than 50

Gender *

- Female
- Male
- Other

Marital Status *

- Married
- Unmarried
- Divorced
- Other:

Educational Level: *

- Below graduation
- Graduation diploma/degree
- Post Graduation diploma/degree
- Other:

Work experience: *

- less than 1 year
- 2 years
- 2-5 years
- 5-10 years
- 10-15 years
- more than 15 years

Questionnaire for Spiritual Intelligence and Job Satisfaction

Read each statement carefully and choose which one of the five possible responses best reflects you. Please answer honestly and make responses based on how you actually are rather than how you would like to be.

- 1- Strongly Disagree
- 2- Disagree
- 3- Neutral/Undecided
- 4- Agree
- 5- Strongly Agree

1. I have spent time contemplating the purpose or reason for my existence *

Strongly disagree 1 2 3 4 5 Strongly agree

2. My ability to find meaning and purpose in life helps me adapt to stressful situations. *

Strongly disagree 1 2 3 4 5 Strongly agree

3. I define myself by my deeper, non-physical self. *

Strongly disagree 1 2 3 4 5 Strongly agree

4. I am able to enter higher states of consciousness or awareness. *

Strongly disagree 1 2 3 4 5 Strongly agree

5. I am able to deeply contemplate what happens after death. *

Strongly disagree 1 2 3 4 5 Strongly agree

6. when I experience a failure, I am still able to find meaning in it. *

Strongly disagree 1 2 3 4 5 Strongly agree

7. I am highly aware of the non material aspects of life. *

Strongly disagree 1 2 3 4 5 Strongly agree

8. I have developed my own techniques for entering higher states of consciousness or awareness *

Strongly disagree 1 2 3 4 5 Strongly agree

9. I have often contemplated the relationship between human beings and the rest of the universe. *

Strongly disagree 1 2 3 4 5 Strongly agree

10. I recognize qualities in people which are more meaningful than their body, personality, or emotions. *

Strongly disagree 1 2 3 4 5 Strongly agree

11. I am able to move freely between the levels of consciousness or awareness. *

Strongly disagree 1 2 3 4 5 Strongly agree

12. No profession is as good as teaching *

Strongly disagree 1 2 3 4 5 Strongly agree

13. The salary in teaching job is not in keeping with my abilities and qualifications. *

Strongly disagree 1 2 3 4 5 Strongly agree

14. People give much respect to me when they know I am a teacher. *

Strongly disagree 1 2 3 4 5 Strongly agree

15. Teaching is boring because of repetition of similar work. *

Strongly disagree 1 2 3 4 5 Strongly agree

16. The school authorities are fair and impartial. *

Strongly disagree 1 2 3 4 5 Strongly agree

17. To control students is headache for me. *

Strongly disagree 1 2 3 4 5 Strongly agree

18. My teacher colleagues are good and cooperative. *

Strongly disagree 1 2 3 4 5 Strongly agree

19. It would have been better if I joined some other profession. *

Strongly disagree 1 2 3 4 5 Strongly agree

20. Teaching profession provides opportunities for satisfaction of my abilities and capabilities. *

Strongly disagree 1 2 3 4 5 Strongly agree

21. I sometimes feel my job is meaningless. *

Strongly disagree 1 2 3 4 5 Strongly agree

Thank you for sparing few minutes from your precious time and filling up this form! Any suggestions or feedback.

Your answer

Submit

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