

Life Satisfaction of College Teachers in Relation to their Spiritual Intelligence

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Abstract

Today, colleges and universities are facing major changes as they navigate the 21st century. Rapid scientific growth, technological advancements and media revolution have hiked competitive environment in the global market place resulted burst out of mushroom type higher education institutions (HEI's) which have grossly deteriorated the whole education system in India. There is growing evidence that these HEI's haven't any concern to teachers' working conditions, pay scale, satisfaction and quality as a whole. They are reducing their permanent workforce converting them to a short term contracts or 'out-sourcing.' These emerging trends are increasing a 'workaholic' culture which erodes the level of teachers' life satisfaction and directly damages their physical and mental health. This paper discusses about the objectives: i) - to study the relationship of college teachers' life satisfaction with regards to their spiritual intelligence; ii) - to find out the impact of nature of job, teaching experience and marital status upon their life satisfaction. Survey research method has been used in the study and in order to conduct a survey, the researcher has selected 231 college teachers as a sample through Stratified Random Sampling. Further, he employed self-constructed Spiritual Intelligence Scale (SIS) & Life Satisfaction Scale (LSS) for data collection and ANOVA, t-Test and Pearson Correlation for analyzing the data. The main findings of the study are: a). there is significant positive correlation between life satisfaction and spiritual intelligence; b). nature of job and teaching experience have significant impact on their life satisfaction while marital status has no any significant impact on their life satisfaction.

Key Words : College Teachers, Life Satisfaction, Spiritual Intelligence, Nature of Job, Teaching Experience, Marital Status.

Today, colleges and universities are facing major changes as they navigate the 21st century and make decisions that will not only impact higher education but will also contribute to our country's future competitiveness in the global marketplace (*Dey, A., 2000*). During the last sixty years after independence, higher education has expanded in India somewhat remarkably (*John Morton, 2007*). The current scenario of a burst out of mushroom type HEI's without any concern to teachers' working hours, pay scale, satisfaction and quality as well, resulting grossly deteriorated whole education system, warrants most urgent action regarding meeting the challenges posed by dissatisfied teachers. Educational opportunities and traditions that Indian universities have built up, since independence, have been able to produce graduates, capable only of pursuing limited careers (*UNESCO, 1998*). Something is missing in our educational system. We are producing merely degree holders but we are not producing skilled and competent human resource (*Derek Bok, 2004*). What are the root causes of this contradiction? In this task competent and committed teachers may play a major role in developing a multifaceted personality in the students to cope up with the rapid changes in the world at large.

Teachers' satisfaction and motivation is very crucial to the long-term growth of any educational system around the world (*Ghadiri & Jon Bozorgi, 2009*). Professional knowledge, skills and teaching competencies occur when one feels effective in one's behaviour or in

other words, professional knowledge, skills and competencies can be seen when one is taking on and mastering the challenging tasks directed at educational success and performance (Filak & Sheldon, 2003). Pettay (2008) reveals that CT's consider happiness and LS to be extremely important, and there is evidence that increased LS impacts academic performance in CT's. In addition, needs satisfaction and motivation to work are very essential in the lives of teachers because they form the fundamental reason for working in life. While almost every teacher works in order to satisfy his or her needs in life, he or she constantly agitates for need satisfaction. Moreover, LS is considered a strong predictor of overall individual well-being (Diaz-Serrano and Cabral Vieira, 2005), as well as a good predictor of intentions or decisions of employees to leave a job (Gazioglu and Tansel, 2008). In the same way depression, positive emotions and cheerfulness are the personality traits that most influence LS (Calsym, et al. 1991). Vulnerability to major depression is determined by how satisfied we are with our lives (Locke & Latham, 1990, 1990b; Kreitner & Kinicki, 2007).

Recent studies in this area show that the ability of teachers to manage their physiological and psychological stresses may have a significant impact on LS (Locke & Latham, 1990). UNESCO, based on formerly conducted researches, officially announced that theological potentials and abilities should be utilized to promote teachers' mental health. Yaghobi et al. (2007) observed that increasing SI of the teachers increased their happiness. Sisk and Torrance (2001) believe that the SI can deepen an individual's relationship with himself and with others, or the larger world in everyday activities. Therefore it is expected that employees with a higher SI establish a better relationship with their colleagues, supervisors and clients. It gives meaning to the life events and raises his power of life and vitality. Spirituality is a transcendent relationship with God or a higher power that gives purpose and value to the life. As spirituality deals with our souls, it affects our thoughts, words and deeds and governs our body and mind (Yang, & Mao, 2007). It may enable teachers to access authentic power, meaning and purpose in life to live with passion, joy and integrity in order to attain fulfillment.

LS may be considered one of the key factors for the success of any educational system. It may affect whole educational scenario and influence its productivity, work effort, employees' absenteeism and staff turnover. Disgruntled teachers who are not satisfied with their job could not be committed and productive and would not be performing at the best of their capabilities. Zohar & Marshall (2000) stated, teachers with high SI demonstrated higher measures of satisfaction and performance. In contrast, SI is based on the fundamental ability of the human brain to create meanings, values, and beliefs. So many organizations today are making every effort to achieve success by using all its potential to maximize commitment, job satisfaction (JS) and internal motivation of employees through various spiritual domains (Fimian & Blenton, 1987). Rego and Cunha (2008) states that when people have high spirituality in the workplace, it may be more responsible for the organization and they have a high loyalty. According to Chopra (2004) spirituality and LS have a great influence on the overall performance of the organization. Spirituality in their work are the key issues to ensure high commitment, collaboration, JS, LS and productivity of the organization as a whole. Jurkiewicz & Giacalone (2004) stated that spirituality in the workplace as a framework proves the role of organizational values in a culture and the role of spirituality is important in creating and instilling values and culture in an organization.

After reviewing the above related literature, even his best effort, the researcher found a few studies in the field of LS of CT's in relation to their SI and personal variables in the foreign setting. Some of the researchers like Fimian & Blenton (1987) found a significant correlation between SI & LS and SI & JS as well: a significant relationship between SI with psychological well-being and having a purpose in life (Vaillant, Ardel & Meyer, (2008). Lambert (2009) also found in regression analysis that SI and JS are significant predictive variables concerning LS. In the same way, Nadery et al. (2008) found that SI and EI are the predictors for LS, respectively while the other researchers like Williams, Haldeman & Cramer, (1996) revealed that there is generally no

meaningful relation between SI and LS, but a meaningful relation between EI and LS does exist. Here, the two opposing hypotheses have been proposed to explain the relationship between LS and SI.

Today, teaching profession is facing problems related to teachers' LS. A dissatisfied teacher spells disaster to the country's future. Dissatisfaction among the workers is undesirable and dangerous in any profession. It is suicidal if it occurs in the teaching profession. *Herzberg (2007)* has shown that more satisfied workers will tend to add more value to an organization. Unhappy teachers, who are afraid of job loss, will not give 100 percent of their effort for very long. Further, the researcher found that most of the teachers are dissatisfied with their life. If the claim is true that the CT's are dissatisfied. It's essential to know what are the root causes of their dissatisfaction? In what aspects are they dissatisfied? Therefore, it is necessary to probe into this matter through a careful study. The questions that this study seeks to probe are as follows:

- **What is the relationship of LS of CT's with regards to their SI?**
- **What is the impact of nature of job, teaching experience and marital status upon the LS of CT's?**

In the light of above research questions, the researcher has formulated the following objectives:

- **To study the relationship of LS of CT's with regards to their SI.**
- **To find out the impact of nature of job, teaching experience and marital status upon their LS.**

Operational Definitions of the Technical Terms Used :-

- **Life Satisfaction (LS)** : LS may be defined as a sense of contentment and peace stemming from small gaps between one's perceived life circumstances and a self-imposed standard. The degree of which one's life circumstances match up to the standard determines one's LS. It is having a favorable attitude of one's life as a whole rather than their current feelings to enjoy one's experience accompanied by a degree of excitement. It is a measure of well-being and may be assessed in terms of desire to change one's life; satisfaction with past; satisfaction with future; others' significant views on one's life; satisfaction with relation to- others, achieved goals, experiences and self-concept; and self-perceived ability to cope with- daily life, economic standing, amount of education and one's residence as well as many other topics.
- **College Teachers (CT)** : For the purpose of present research study, CT refer to all the teachers teaching either on permanent or on the contract basis in UGC recognized aided graduate/post-graduate colleges situated in Chitrakoot Dham Mandal, Banda, U.P., India.
- **Spiritual Intelligence (SI)** : SI can be defined as the human ability of using multiple levels of consciousness to apply, manifest and embody spiritual resources, values and qualities in problem solving and attaining goals in ways that enhance their daily functioning and well-being. It integrates all the dimensions of human life and guides them to live a meaningful life. For the purpose of present research, SI comprises the following dimensions : (a) Consciousness: developed refined awareness and self-knowledge; (b) Grace: living in alignment with the sacred manifesting love for and trust in life; (c) Meaning: experiencing significance in daily activities through a sense of purpose and a call for service, including in the face of pain and suffering; (d) Transcendence: going beyond the separate egoistic self into an interconnected wholeness; (e) Truth: living in open acceptance, curiosity, and love for all creation (all that is); (f) Peaceful Surrender to Self (Truth, God, Absolute, True Nature); and (g) Inner-directedness: inner-freedom aligned in responsible wise action.

Hypotheses of the Study : For obtaining the above research objectives, the researcher has formulated the following null hypotheses :

- H01. There is no significant relationship between LS and SI of CT's.
- H02. There is no significant impact of nature of job upon the LS of CT's.
- H03. There is no significant impact of teaching experience upon the LS of CT's.
- H04. There is no significant impact of marital status upon the LS of CT's.

Research Method of the Study : Survey research method has been used in the present study.

Population of the Study :

Population of the present study comprises all the teachers teaching either on permanent or on the contract basis in UGC recognized aided graduate/post- graduate colleges, situated in Chitrakoot Dham Mandal, Banda, U.P., India.

Sample and Sampling Technique :

In the present study, the researcher has selected his sample in two stages - in the first stage, 12 aided graduate/post- graduate colleges situated in Chitrakoot Dham Mandal, Banda, have been selected as a sample through using Stratified Random Sampling and after that in the second stage, 231 CT's teaching in the above selected colleges through 'Non-Proportionate Stratified Random Sampling' in the following way :

| Teachers' Specification Type of CT's | Male CT's | Female CT's | Total |
|---|------------|-------------|------------|
| Permanent CT's | 75 | 67 | 142 |
| Contractual CT's | 45 | 44 | 89 |
| Total : | 120 | 111 | 231 |

Tools Used in the Study : In the present study, the researcher has used the following tools :

- ❖ Spiritual Intelligence Scale (SIS), constructed and standardized by the researcher.
- ❖ Life Satisfaction Scale (LSS), constructed and standardized by the researcher.

Statistical Analysis of the Data: The analysis and interpretation of data has been done objective wise in the following way :

Objective No. 1. : To examine the relationship of LS of CT's with regard to their SI.

The Relationship of LS of CT's with their SI : Pearson correlation has been computed to examine the relationship between LS and SI of CT's and the results are given in the following table :

Table II : Correlation Matrix between LS and SI for Total Sample (N=231)

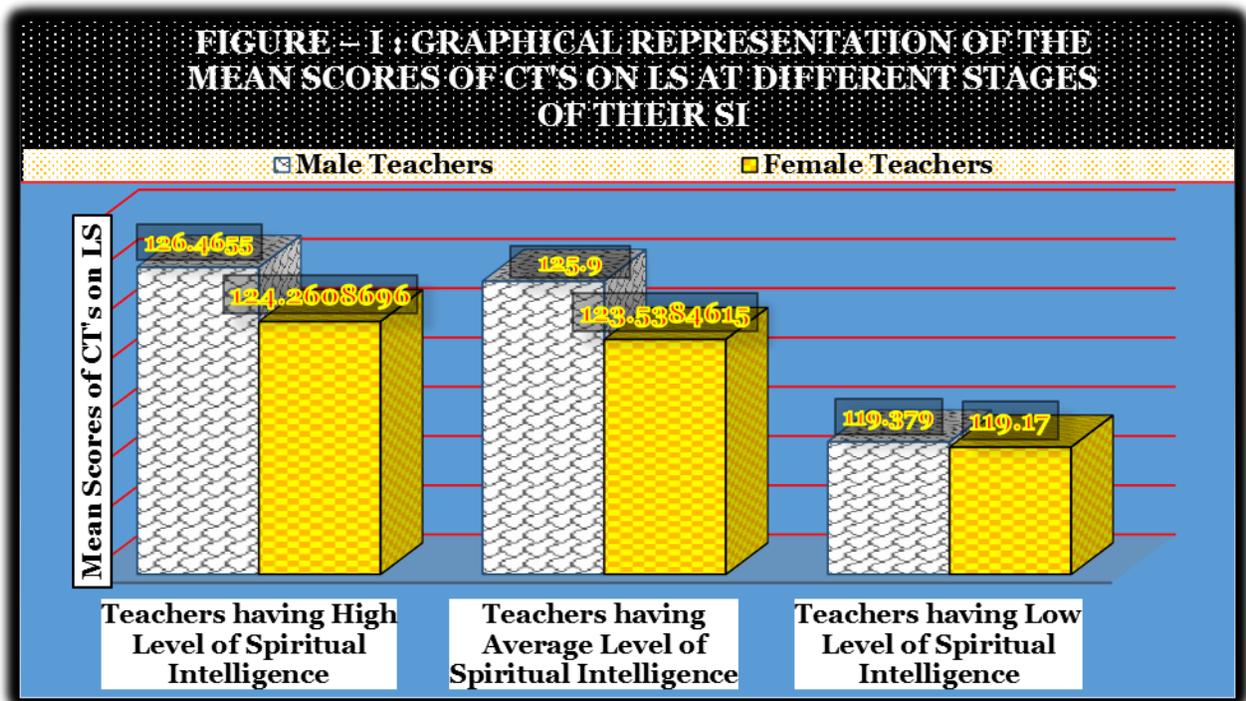
| | | LS Scores | SI Scores |
|------------------|---------------------|-----------|-----------|
| LS Scores | Pearson Correlation | 1 | .61** |
| | Sig. (2-tailed) | | .001 |
| | N | 231 | 231 |
| SI Scores | Pearson Correlation | .61** | 1 |
| | Sig. (2-tailed) | .001 | |
| | N | 231 | 231 |

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

The above table II indicates that the correlation coefficient of LS and SI for total sample (N=231) is 0.61 that is significant at 0.01 level of significance.

Table - III : Mean and SD of LS Scores of CT's Falling in Different Stages of SI

| Different Levels of SI Sex of CT's | CT's having High Level of SI | CT's having Average Level of SI | CT's having Low Level of SI | Total |
|---------------------------------------|---|--|---|--|
| Male CT's | N=30 M=126.4655 $\sigma = 16.90817$ | N=58 M=125.9 $\sigma = 16.39236$ | N=32 M=119.379 $\sigma = 14.23025$ | N=120 M=124.4333 $\sigma = 16.14209$ |
| Female CT's | N=23 M=124.261 $\sigma = 17.13905$ | N=52 M=123.5 $\sigma = 19.05458$ | N=36 M=119.17 $\sigma = 18.12417$ | N=111 M=122.2703 $\sigma = 18.33970$ |
| Total | N=53 M=125.1887 $\sigma = 16.86377$ | N=110 M=125.0818 $\sigma = 17.67917$ | N=68 M=119.2647 $\sigma = 16.28809$ | N=231 M=123.3939 $\sigma = 17.22929$ |



The above Table- II &III and Figure- I indicate that:

Mean scores on LS of the CT's having high level of SI is comparatively higher than that of both the groups of CT's (having average and low level of SI) and it is of the CT's having average level of SI is comparatively higher than that of the CT's having low level of SI and it is comparatively less than that of the CT's having high level of SI while it is of the CT's having low level of SI is comparatively less than that of both the groups of CT's (having high and average level of SI) which shows that the SI of CT's is positively correlated with their LS.

Objective No. 2. : To find out the impact of nature of job, teaching experience and marital status upon the LS of CT's.

❖ **The Impact of Nature of Job upon the LS of CT's :**

To find out the impact of nature of job upon the LS of CT's, t - test was computed. Mean, SD and the results of t - test on the scores of LS of CT's of permanent and contractual groups are given in the following table:

Table - IV: Summary Table of t-test of CT's on LS Scores Falling in Different Stages of their Nature of Job

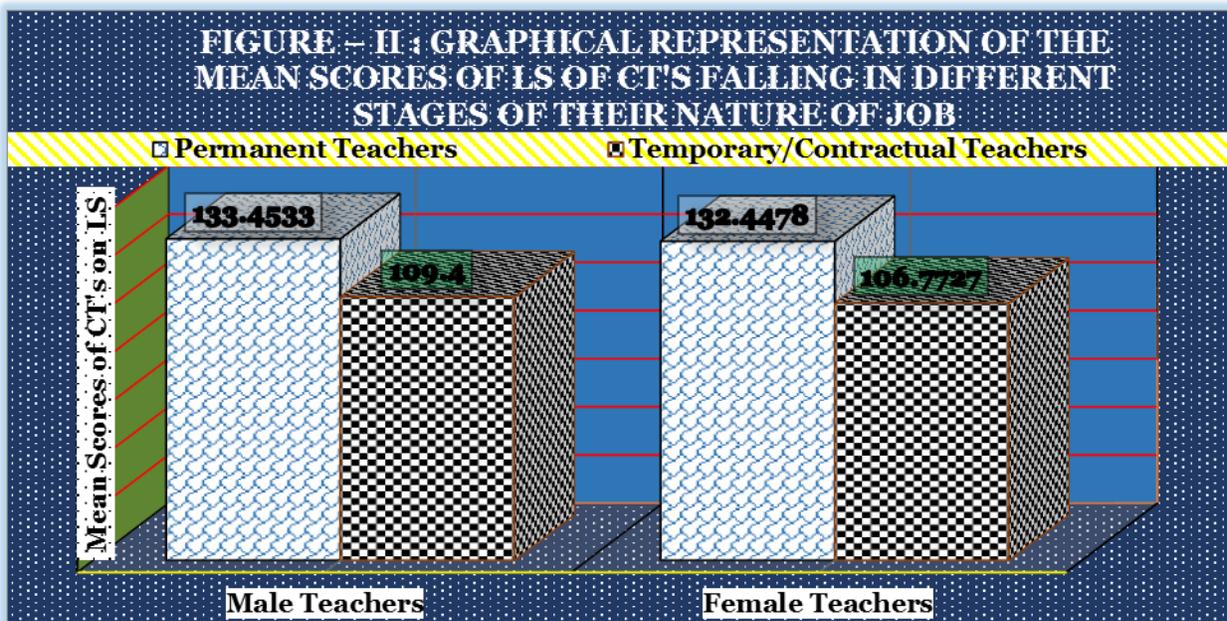
| Group of CT's | N | M | σ | D | σD | t | Level of Significance | Table Value |
|------------------|-----|--------|----------|--------|------------|--------|-----------------------|-------------|
| Permanent CT's | 142 | 132.98 | 10.036 | 24.878 | 1.657 | 15.010 | .01 | t.05=1.97 |
| Contractual CT's | 89 | 108.10 | 15.156 | | | | | t.01= 2.60 |

The above Table-IV denotes that t-test has been applied to the LS scores of CT's of permanent and contractual groups. The results of the t-test shows that the calculated value of $t=15.010$ ($df = 229$) far exceeds the table value ($t.01 = 2.60$), therefore calculated value of $t= 15.010$

is significant at 0.01 level. Therefore null hypothesis is rejected and the research hypothesis that is 'There is significant impact of nature of job upon the LS of CT's', is accepted.

Table - V : Mean & SD of the CT's on LS Scores at Different Stages of their Nature of Job

| Different Levels of Nature of Job Sex of CT's | Permanent CT's | Contractual CT's | Total |
|--|--|---|--|
| Male CT's | N=75 M=133.4533 $\sigma = 9.58644$ | N=45 M=109.4000 $\sigma = 13.42894$ | N=120 M=124.4333 $\sigma = 16.14209$ |
| Female CT's | N=67 M=132.4478 $\sigma = 10.56335$ | N=44 M=106.7727 $\sigma = 16.79267$ | N=111 M=122.2703 $\sigma = 18.33970$ |
| Total | N=142 M=132.9789 $\sigma = 10.03573$ | N=89 M=108.11 $\sigma = 15.15604$ | N=231 M=123.3939 $\sigma = 17.22929$ |



The above Table- IV & V and Figure- II indicate that:

Mean score on LS (a.) of permanent male CT's is comparatively higher than that of contractual male CT's (b.) of permanent female CT's is comparatively higher than that of contractual female CT's (c.) of all the permanent male & female CT's is comparatively higher than that of all the contractual male & female CT's which shows that nature of job (permanency of job) has positive impact on their LS.

❖ **Impact of Teaching Experience upon the LS of CT's :**

To find out the impact of teaching experience upon the LS of CT's, Analysis of Variance (ANOVA) has been computed and the results of ANOVA on scores of LS of CT's at different level of their teaching experience are given in the following table:

Table – VI : Summary Table of ANOVA of CT's on LS Scores at Different Stages of their Teaching Experience

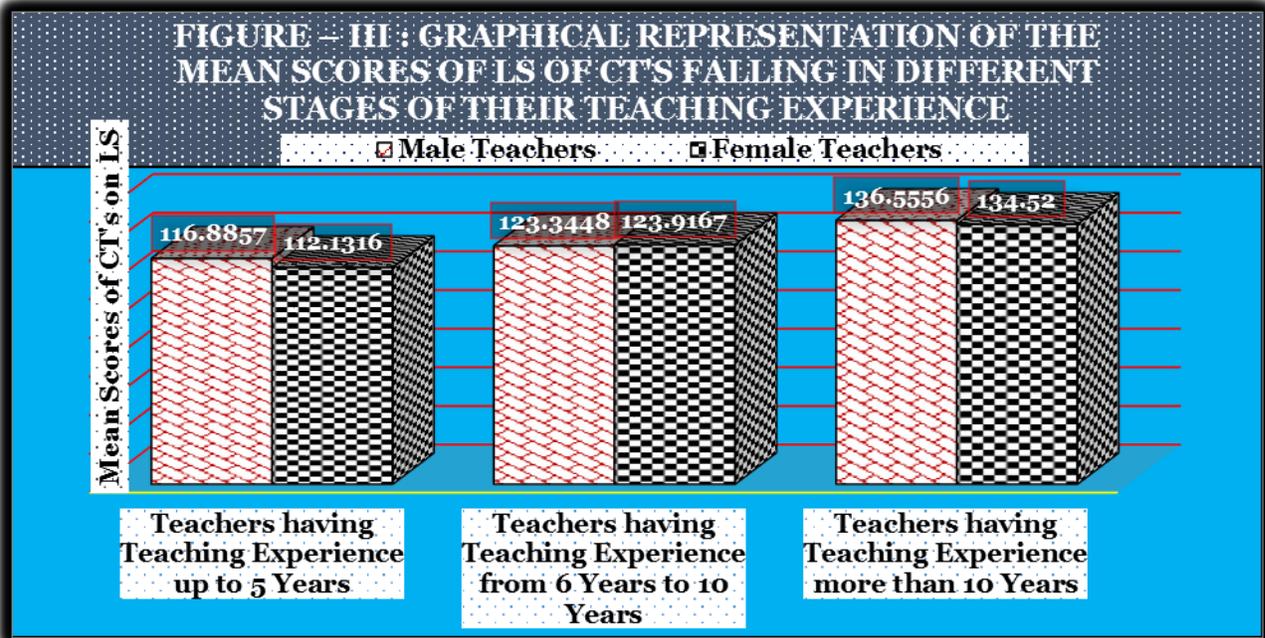
| Source | df | SS | MS | F | Level of Significance |
|----------------|-----|-----------|----------|--------|-----------------------|
| Between Groups | | 13613.429 | 6806.715 | 28.392 | 0.1 |
| Within Groups | 228 | 54661.722 | 239.744 | | |
| Total | 230 | 68275.152 | | | |

- Table Value of F-ratio at (df =2, 228) is F.05= 3.04 and F.01= 4.71

The above Table-Vide notes that ANOVA has been applied to the LS scores of CT's at different stages of their teaching experience. The results of ANOVA shows that the calculated value of F (2,228)=28.392 (P<.01) for the main effect of teaching experience far exceeds the critical value (F.01 =4.71), therefore F-ratio is significant at .01 level. Therefore null hypothesis is rejected and research hypothesis that is **'There is significant impact of teaching experience upon their LS'**, is accepted.

Table – VII : Mean & SD of LS Scores of the CT's Falling in Different Stages of their Teaching Experience

| Different Levels of Teaching Experience Sex of CT's | CT's having Teaching Experience up to 5 Years | CT's having Teaching Experience from 6 to 10 Years | CT's having Teaching Experience more than 10 Years | Total |
|--|---|--|--|---|
| Male CT's | N=35 M=116.8857 σ =18.54212 | N=58 M=123.3448 σ =13.97310 | N=27 M=136.5556 σ =9.11184 | N=120 M=124.4333 σ =16.14209 |
| Female CT's | N=38 M=112.1316 σ =20.83159 | N=48 M=123.9167 σ =14.43670 | N=25 M=134.5200 σ =11.82906 | N=111 M=122.2703 σ =18.33970 |
| Total | N=73 M=114.41 σ =19.776 | N=106 M=123.60 σ =14.120 | N=52 M=135.58 σ =10.451 | N=231 M=123.3939 σ =17.22929 |



The above Table- VI & VII and Figure- III indicate that:

Mean score on LS of the CT's having teaching experience up to 5 years is comparatively less than that of both the groups of CT's (having teaching experience from 6 to 10 years & having teaching experience more than 10 years) and it is of the CT's having teaching experience from 6 to 10 years is comparatively higher than that of the CT's having teaching experience up to 5 years and it is comparatively less than that of the CT's having teaching experience more than 10 years while it is of the CT's having teaching experience more than 10 years is comparatively higher than that of both the groups of CT's (having teaching experience up to 5 years & having teaching experience from 6 to 10 years) which shows that the teaching experience of CT's has positive impact on their LS.

❖ Impact of Marital Status upon the LS of CT's:

To find out the impact of marital status upon the LS of CT's, Mean, SD and t - test was computed and the results of the t - test are given in the following table:

Table VIII: Summary Table of t-test on LS Scores of CT's Falling in Different Stages of their Marital Status

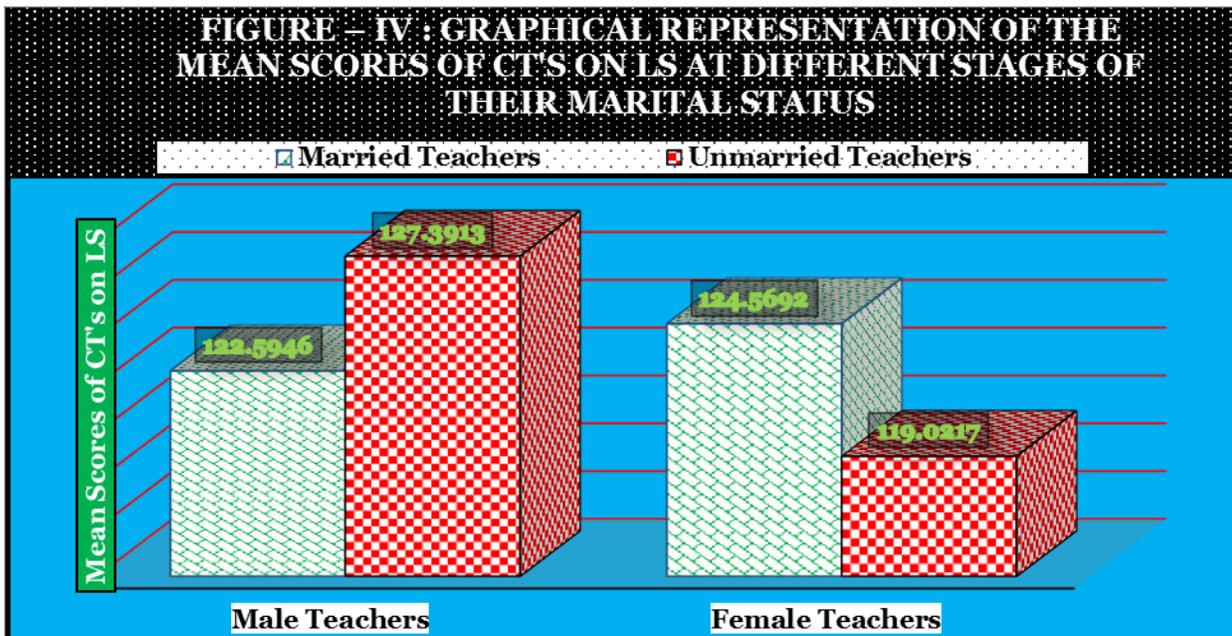
| Different Stages of Marital Status of CT's | N | M | σ | D | σD | t | Level of Significance | Table Value |
|--|-----|--------|----------|-------|------------|-------|-----------------------|-------------------------|
| Unmarried CT's | 92 | 123.21 | 17.198 | 0.311 | 2.321 | 0.134 | Not Significant | t.05=1.97 t.01= 2.60 |
| Married CT's | 129 | 123.52 | 17.311 | | | | | |

The above Table-VIII denotes that t-test has been applied to the LS scores of CT's Of married and unmarried groups. The results of the t-test shows that the calculated value of $t=0.134$ ($df=229$) is less than the table value ($t.01 =2.60$), therefore calculated value of $t= 0.134$ is not significant at .01 level. Therefore null hypothesis that is "There is no significant impact of marital status upon their LS, is accepted.

Therefore, it may be said that CT's are not significantly different in their marital status. Whatever difference is being observed between the mean scores of these two groups of married and unmarried CT's may be due to sample fluctuations.

Table – IX : Mean & SD of CT's on LS Scores at Different Stages of their Marital Status

| Different Levels of Marital Status Sex of CT's | Married CT's | Unmarried CT's | Total |
|---|---|--|---|
| Male CT's | N=74 M=122.5946 σ =17.71457 | N=46 M=127.3913 σ =12.86421 | N=120 M=124.4333 σ =16.14209 |
| Female CT's | N=65 M=124.5692 σ =16.91520 | N=46 M=119.0217 σ =19.92039 | N=111 M=122.2703 σ =18.33970 |
| Total | N=139 M=123.5180 σ =17.31103 | N=92 M=123.2065 σ =17.19797 | N=231 M=123.3939 σ =17.22929 |



The above Table- VIII & IX and Figure- IV indicate that:

Mean score on LS (a.) of married male CT's is comparatively less than that of unmarried male CT's (b.) of married female CT's is comparatively higher than that of unmarried female CT's (c.) of all the married CT's is almost equal to all the unmarried CT's which shows that marital status has negative impact on the level of LS of male CT's while it has positive impact on the level of LS of female CT's and overall impact of marital status on the level of LS of all the male & female CT's is neutral that may be drawback of inferential statistical technique because when we calculate separately the mean scores of male and female CT's, we find that the mean score of married male CT's is less than that of unmarried male CT's and it is just opposite with the female CT's as we find that the mean score of married female CT's is higher than that of unmarried female CT's. But when we calculate collectively the mean scores of all male and female CT's, we find that the mean score of all the married male & female CT's is almost equal to the mean score of all the unmarried male &

female CT's or in other words, it shows no difference between the mean scores of married and unmarried CT's.

Findings and its Interpretation :

After analyzing the above data, the findings may be summarized with their interpretation as follows:

- a. There is significant relationship between LS and SI of CT's.** The possible reasons may be that most of the CT's having high level on SI are using multiple levels of consciousness to apply, manifest and embody spiritual resources, values and qualities in problem solving and attaining goals in ways that enhance their daily functioning and well-being. It integrates all the dimensions of their life and guides them to live a meaningful life. As Zohar & Marshall (2000) found that the teachers with high SI demonstrated higher measures of satisfaction and performance. Some of the researchers like Nadery et al. (2008) reported that SI and EI are the predictors for LS. In the same way, Fimian & Blenton (1987) found a significant correlation between SI and LS and SI and JS as well : a significant relationship between SI with psychological well-being and having a purpose in life (Vaillant, Ardel, & Meyer, (2008).
 - b. Nature of job of CT's affects significantly to their LS :** Further, the mean score of LS of permanent CT's is comparatively higher than that of their contractual counterparts. The possible reasons may be that the CT's who are comparatively more satisfied with their job are also more satisfied in their life. As the permanent CT's have more job security, big amount of salary, high social prestige, less management pressure and no compulsion for involvement in the works other than teaching therefore, they are much satisfied with their life while the contractual CT's have no job security, scanty salary, less social prestige, high management pressure and are exploited in a great extent by college management in various aspects, so they are comparatively less satisfied with their life. Some of the studies in the area like : Gazioglu and Tansel (2008) found that the level of burn out in contractual teachers is comparatively higher than that of permanent teachers. The same thing is explored by Schmitt and Bedeian (2007) that JS is affected by job characteristics only like autonomy, skill variety, feedback from the job, task significance and identity. Furthermore all variables have a positive effect on JS and LS.
 - c. Teaching experience of CT's affects significantly to their LS:** The possible reasons may be that the most of the CT's having more experience, have least opportunities in other service sectors. Therefore, they focus their whole attention on their job and in the professional development as well while the less experienced CT's have more opportunities in other service sectors. Therefore they are not concentrate on their job as well as in their professional development. As Pandey, Dheeraj (2014) found that the level of JS among experienced CT's is comparatively higher than that of their less experienced counterparts : the level of professional development of the secondary teachers having more experience is comparatively higher than that of their less experienced counterparts (Pandey, Dheeraj, 2011). Similarly, it is argued that the higher the teachers' age, the higher the level of JS and the lower the teachers' age, the lower the JS level (Khatoun & Pandey, 2009).
 - d. Marital status of CT's does not affect significantly to their LS and the observed difference between the level of LS of married and unmarried CT's may be due to sampling error.** The possible reasons may be that most of the married CT's are much older and having got married very late. Therefore, they are not much satisfied with their married life like the unmarried CT's. Both of them are suffering from the feeling of insecurity, less work centrality and their life is full of frustration, dissatisfaction and work strain.
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Conclusion:

Today, colleges and universities are facing major changes as they navigate the 21st century. The current emerging trends have undoubtedly contributed considerably to the development of a 'workaholic' culture which may be eroding the level of life satisfaction and directly damaging the physical and mental health of teachers. The issues such as litigation, liability, accountability, tenure, unions along with increasingly diverse responsibilities and ever changing demands have made teaching profession more stressful resulting grossly deteriorated whole education system. Disgruntled teachers who are not satisfied with their job couldn't be committed & productive and wouldn't be performing at the best of their capabilities. In this task teachers' LS and motivation may play a crucial role in the long-term growth of any educational system around the world. As the main findings of the study reveals that nature of job and teaching experience of CT's positively affect to their LS while their marital status does not affect to their LS. Furthermore, LS of CT's is positively correlated with their SI. When the teachers are with a higher level of SI, the rate of attrition is reduced, collegiality is enhanced, level of satisfaction & overall job performance improves and they may establish a better relationship with their students, colleagues and administrative authorities. Thus, SI may deal with teachers' frustrations, temptations, setbacks and with their burnout. It may rejuvenate whole educational scenario influencing its productivity, work effort, employees' absenteeism and staff turnover.

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