



A COMPARATIVE STUDY OF SPIRITUAL INTELLIGENCE AND JOB SATISFACTION OF ARTS AND SCIENCE TEACHERS OF SENIOR SECONDARY SCHOOLS

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Abstract

Teachers play a central role in the educational development of students and in the effective functioning of schools. Their professional effectiveness is influenced not only by academic and professional competencies but also by psychological and personal factors such as spiritual intelligence and job satisfaction. The present study examined and compared the spiritual intelligence and job satisfaction of Arts and Science teachers working in senior secondary schools. A survey method was employed. The sample consisted of 120 teachers selected from 20 senior secondary schools in Jaipur, including 60 Arts teachers and 60 Science teachers. Spiritual intelligence was assessed using the Spiritual Intelligence Test developed by Dr. David B. King, while job satisfaction was measured using the Job Satisfaction Scale developed by Dr. Meera Dixit. Mean, standard deviation and independent-samples *t*-test were used for analysis. The findings indicated that both Arts and Science teachers demonstrated spiritual intelligence across the dimensions of critical existential thinking, personal meaning production, transcendental awareness and conscious state expansion. Arts teachers obtained a higher overall spiritual-intelligence mean (93.00) than Science teachers (91.16), and the difference was reported as statistically significant. Significant differences were also observed in personal meaning production and conscious state expansion, whereas critical existential thinking and transcendental awareness did not differ significantly. Regarding job satisfaction, both groups showed satisfaction across several dimensions. Science teachers had a higher overall mean job-satisfaction score (197.37) than Arts teachers (191.90); however, the overall difference was not statistically significant. Significant group differences were observed in intrinsic aspects of the job, institutional plans and policies, rapport with students, and relationships with co-workers. The study highlights the importance of teachers' personal development, supportive institutional environments, professional relationships and working conditions in strengthening teachers' professional well-being.

Keywords: Spiritual Intelligence, Job Satisfaction, Arts Teachers, Science Teachers, Senior Secondary Schools, Teachers, Educational Institutions

1. Introduction

Education is a fundamental instrument of individual and social development. Within the educational system, teachers occupy a particularly important position because they are responsible not only for transmitting knowledge but also for facilitating students' intellectual, emotional and social development. The quality of education therefore depends substantially on teachers' professional competence, commitment and well-being.

The teaching profession involves a wide range of responsibilities. Teachers are expected to plan instruction, manage classrooms, assess students, respond to individual differences and maintain relationships with students, colleagues, administrators and parents. These responsibilities can influence teachers' perceptions of their work and their overall professional satisfaction. Job satisfaction is therefore an important issue in educational research because satisfied teachers may be more motivated and committed to their professional responsibilities.

Job satisfaction refers broadly to the extent to which individuals experience positive or negative feelings toward their jobs. In the present study, the concept includes several dimensions, including intrinsic aspects of the job, salary and promotional opportunities, physical facilities, institutional policies, satisfaction with authorities, social status and family welfare, rapport with students, and relationships with co-workers. The original study found that teachers generally reported satisfaction in several of these areas, although differences existed between Arts and Science teachers.



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Alongside job satisfaction, spiritual intelligence has received attention as a dimension associated with meaning, purpose, awareness and the ability to deal with existential questions. In the present study, spiritual intelligence was conceptualized through four dimensions: **critical existential thinking, personal meaning production, transcendental awareness, and conscious state expansion**. The study investigated whether teachers from Arts and Science backgrounds differed in these dimensions.

The comparison of teachers belonging to different academic disciplines is particularly relevant because the nature of their teaching responsibilities and professional environments may differ. Arts teachers may work predominantly with subjects involving social, historical, linguistic and humanistic perspectives, whereas Science teachers may work within more experimental and analytical contexts. The present investigation therefore attempted to determine whether teachers' academic specialization was associated with differences in spiritual intelligence and job satisfaction.

The study was conducted among senior secondary school teachers in Jaipur. Its purpose was not only to compare two groups but also to provide implications for teacher development and school administration.

2. Conceptual Background

2.1 Spiritual Intelligence

Spiritual intelligence represents an individual's capacity to understand deeper meaning, purpose and existential dimensions of life. The framework used in the study incorporates four major areas.

Critical existential thinking involves reflecting upon fundamental questions concerning existence, reality and the meaning of life.

Personal meaning production concerns the ability to derive meaning and purpose from personal experiences and circumstances.

Transcendental awareness refers to awareness of dimensions of experience that extend beyond ordinary physical or immediate perceptions.

Conscious state expansion involves the capacity to enter or experience higher states of awareness.

The original study found that both Arts and Science teachers scored above the respective cut-point means across these areas, indicating the presence of the measured dimensions of spiritual intelligence in both groups.

2.2 Job Satisfaction

Job satisfaction is an important aspect of teachers' professional lives. It reflects how positively teachers evaluate different aspects of their work. In schools, satisfaction can be influenced by the intrinsic nature of teaching, remuneration, opportunities for advancement, working facilities, administrative policies, relationships with authorities and colleagues, social recognition and interactions with students.

The present study examined job satisfaction through eight dimensions:

- Intrinsic aspects of the job
- Salary, promotional avenues and service conditions
- Physical facilities
- Institutional plans and policies
- Satisfaction with authorities
- Satisfaction with social status and family welfare



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- Rapport with students
- Relationship with co-workers

The study's findings indicate that although both groups were generally satisfied in many dimensions, the degree of satisfaction differed in selected areas.

3. Review of Related Literature

The source study reviewed previous research concerning spiritual intelligence, job satisfaction and teachers' professional characteristics. The review indicated that substantial research had already been conducted on job satisfaction and related teacher variables, while the relationship between spiritual intelligence and teachers' professional experiences remained an area requiring further investigation. The researcher consequently focused on Arts and Science teachers as a comparative group.

Earlier studies cited in the source included research on teachers' job satisfaction in relation to sex, marital status, educational qualification, attitude toward teaching and teaching competency. For example, the study by Vyas reported that sex and educational qualification were not related to job satisfaction among primary school teachers. Research by Panda examined attitudes toward the teaching profession and job satisfaction among college teachers, while Suryanarayan and Himabindu examined teaching competency and job satisfaction among primary and secondary school teachers.

The literature reviewed in the source suggests that teachers' professional experiences are influenced by multiple factors rather than by a single characteristic. This provided the rationale for examining both spiritual intelligence and job satisfaction among different categories of teachers.

4. Objectives of the Study

The study was designed around the following objectives:

1. To study the spiritual intelligence of Arts teachers of senior secondary schools.
2. To study the spiritual intelligence of Science teachers of senior secondary schools.
3. To compare the spiritual intelligence of Arts and Science teachers.
4. To study the job satisfaction of Arts teachers of senior secondary schools.
5. To study the job satisfaction of Science teachers of senior secondary schools.
6. To compare the job satisfaction of Arts and Science teachers.

5. Hypotheses

The major hypotheses were:

H₀₁: There is no significant difference between the spiritual intelligence of Arts and Science teachers of senior secondary schools.

H₀₂: There is no significant difference between the job satisfaction of Arts and Science teachers of senior secondary schools.

The source specifies that mean, standard deviation and *t*-test were the statistical techniques used to examine the hypotheses.

Methodology

6.1 Research Design

The investigation employed a **survey method**. According to the source, the survey approach was considered suitable for collecting information concerning spiritual intelligence and job satisfaction from senior secondary school teachers.



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The study was comparative and non-experimental in nature. The researcher collected information from two groups—Arts and Science teachers—and compared their scores on spiritual intelligence and job satisfaction.

6.2 Sample

The sample comprised **120 senior secondary school teachers** from Jaipur. Twenty senior secondary schools were selected, with six teachers selected from each school. The final sample consisted of:

60 Arts teachers

60 Science teachers

The source describes random sampling as the sampling technique used for selecting schools and participants.

6.3 Research Instruments

Two standardized instruments were employed:

Job Satisfaction Scale developed by **Dr. Meera Dixit**

Spiritual Intelligence Test developed by **Dr. David B. King**

These instruments were used to obtain quantitative measures of the two principal variables.

6.4 Statistical Analysis

The collected data were analyzed using:

Mean

Standard deviation

t-test

For comparisons between Arts and Science teachers, the degrees of freedom were **118**. The source reports critical values of **1.98 at the 0.05 level** and **2.63 at the 0.01 level** for the relevant comparisons.

7. Results

7.1 Spiritual Intelligence of Arts Teachers

Arts teachers demonstrated the measured dimensions of spiritual intelligence. Their overall spiritual-intelligence mean was **93.00**, substantially above the reported cut-point mean of 48.

The findings indicate that Arts teachers possessed critical existential thinking, personal meaning production, transcendental awareness and conscious state expansion. This suggests that the teachers in the sample demonstrated the capacity to reflect upon existential issues, derive meaning from experiences and engage with higher levels of awareness.

7.2 Spiritual Intelligence of Science Teachers

Science teachers also demonstrated all four measured dimensions. Their overall spiritual-intelligence mean was **91.16**, again above the cut-point mean of 48. Their respective means were **22.45** for critical existential thinking, **19.02** for personal meaning production, **23.12** for transcendental awareness and **26.57** for conscious state expansion.



Thus, spiritual intelligence was evident in both groups rather than being restricted to teachers from a particular academic discipline.

7.3 Comparison of Spiritual Intelligence

The comparison revealed a mixed pattern.

Dimension	Arts Mean	Science Mean	t	Result
Critical Existential Thinking	22.72	22.45	0.088	Not significant
Personal Meaning Production	21.18	19.02	6.6133	Significant
Transcendental Awareness	23.20	23.12	0.255	Not significant
Conscious State Expansion	25.90	26.57	2.03	Significant
Total Spiritual Intelligence	93.00	91.16	2.01	Significant

The source reports no significant difference between Arts and Science teachers in critical existential thinking or transcendental awareness. However, a significant difference was reported for personal meaning production, where Arts teachers obtained the higher mean. A significant difference was also reported for conscious state expansion, where Science teachers obtained the higher mean. The overall spiritual-intelligence comparison was reported as significant, with Arts teachers having the higher total mean.

Consequently, the first null hypothesis was rejected in the original study.

8. Job Satisfaction Results

8.1 Job Satisfaction among Arts Teachers

Arts teachers had a total job-satisfaction mean of **191.90**. The dimension-wise results show satisfaction with intrinsic aspects of the job, physical facilities, institutional plans and policies, authorities, social status and family welfare, rapport with students, and relationships with co-workers. However, the mean for salary, promotional avenues and service conditions was below the reported cut-point, indicating dissatisfaction in that particular area.

The dimension-wise means were:

Intrinsic aspects: **26.88**

Salary, promotion and service conditions: **17.55**

Physical facilities: **35.68**

Institutional plans and policies: **21.90**

Satisfaction with authorities: **22.63**

Social status and family welfare: **21.98**

Rapport with students: **24.97**



Relationship with co-workers: **19.50**

Total job satisfaction: **191.90**

8.2 Job Satisfaction among Science Teachers

Science teachers obtained a total job-satisfaction mean of approximately **197.37**. Their scores indicated satisfaction in most of the measured dimensions. Similar to Arts teachers, the salary, promotional avenues and service conditions dimension was below the cut-point mean.

The dimension-wise means were:

Intrinsic aspects: **30.15**

Salary, promotion and service conditions: **19.03**

Physical facilities: **37.12**

Institutional plans and policies: **24.07**

Satisfaction with authorities: **22.68**

Social status and family welfare: **22.03**

Rapport with students: **26.35**

Relationship with co-workers: **20.47**

Total job satisfaction: **197.37**

9. Comparison of Job Satisfaction

Science teachers had a higher overall mean job-satisfaction score than Arts teachers (**197.37 vs. 191.90**). Nevertheless, the overall t value of **1.72** was below the reported critical value of 1.98 at the 0.05 level. Therefore, the difference in total job satisfaction was not statistically significant.

However, significant differences emerged in particular dimensions.

Job Satisfaction Dimension	Arts	Science
Intrinsic aspects	26.88	30.15
Salary, promotion & service conditions	17.55	19.03
Physical facilities	35.68	37.12
Institutional plans & policies	21.90	24.07
Satisfaction with authorities	22.63	22.68



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Job Satisfaction Dimension	Arts	Science
Social status & family welfare	21.98	22.03
Rapport with students	24.97	26.35
Relationship with co-workers	19.50	20.47
Total job satisfaction	191.90	197.37

Intrinsic aspects of the job

Arts teachers had a mean of **26.88**, while Science teachers had a mean of **30.15**. The reported t value was **6.4937**, indicating a significant difference. Science teachers therefore reported higher satisfaction with intrinsic aspects of their jobs.

Salary, promotion and service conditions

Arts teachers obtained a mean of **17.55**, compared with approximately **19.05** for Science teachers. The reported t value was **1.8969**, which was below the 0.05 critical value. Thus, no statistically significant difference was reported between the two groups in this dimension.

Physical facilities

The means were **35.68** for Arts teachers and **37.12** for Science teachers. The reported t value was **1.5838**, indicating no significant difference.

Institutional plans and policies

Arts teachers obtained a mean of **21.90**, while Science teachers obtained **24.07**. The t value was **2.9199**, exceeding the 0.01 critical value reported in the study. Science teachers therefore demonstrated significantly greater satisfaction with institutional plans and policies.

Satisfaction with authorities

The difference between Arts and Science teachers was not statistically significant. The reported t value was **0.5126**.

Social status and family welfare

The two groups had very similar means: **21.98** for Arts teachers and **22.03** for Science teachers. The reported t value of **0.01013** indicated no significant difference.

Rapport with students

Arts teachers obtained a mean of **24.97**, whereas Science teachers obtained **26.35**. The t value of **2.3944** was significant at the 0.05 level. Science teachers therefore reported significantly stronger rapport with students.



Relationship with co-workers

Arts teachers had a mean of **19.58**, while Science teachers had a mean of **20.47**. The reported t value was **2.0590**, indicating a significant difference, with Science teachers obtaining the higher mean.

Overall Comparison of Spiritual Intelligence and Job Satisfaction

The overall comparison of Arts and Science teachers was made on the basis of their mean scores of spiritual intelligence and job satisfaction. The findings indicate that Arts teachers obtained a higher mean score in spiritual intelligence (**M = 93.00**) than Science teachers (**M = 91.16**). The obtained t value (**2.01**) was higher than the critical value at the 0.05 level, indicating a statistically significant difference between Arts and Science teachers in overall spiritual intelligence.

In contrast, Science teachers obtained a higher mean score in overall job satisfaction (**M = 197.37**) than Arts teachers (**M = 191.90**). However, the obtained t value (**1.72**) was lower than the critical value of **1.98** at the 0.05 level. Therefore, the difference in overall job satisfaction between Arts and Science teachers was **not statistically significant**.

The overall comparison is presented below

Overall Comparison of Spiritual Intelligence and Job Satisfaction among Arts and Science Teachers

Variable	Arts Teachers	Science Teachers
Spiritual Intelligence	93.00	91.16
Job Satisfaction	191.90	197.37

10. Discussion

The findings demonstrate that both Arts and Science teachers possessed meaningful levels of spiritual intelligence. This is important because teaching is not exclusively an intellectual activity. Teachers continually encounter situations requiring reflection, emotional understanding, interpersonal sensitivity and the ability to find meaning in professional experiences.

The overall spiritual-intelligence score was higher among Arts teachers. The strongest distinction was observed in personal meaning production, where Arts teachers scored substantially higher. This may indicate greater reported capacity among Arts teachers to derive meaning and purpose from their experiences. However, Science teachers scored higher in conscious state expansion, suggesting that the two groups may differ in particular dimensions of spiritual intelligence rather than showing a uniformly higher or lower level across all dimensions.

At the same time, no significant difference was found in critical existential thinking or transcendental awareness. This indicates that some dimensions of spiritual intelligence may be relatively similar across academic disciplines.

The job-satisfaction findings show a different pattern. Science teachers had a higher overall mean than Arts teachers, but this difference was not statistically significant. This distinction between **descriptive difference** and **statistical significance** is important. Although Science teachers' average score was higher, the evidence did not establish a statistically significant difference in total job satisfaction.

Nevertheless, several specific dimensions did differ significantly. Science teachers reported greater satisfaction with intrinsic aspects of their jobs and institutional plans and policies. They also reported higher means for rapport with students and relationships with co-workers. These dimensions may be particularly relevant to teachers' everyday professional experiences.



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One important finding was the relatively low satisfaction concerning salary, promotional avenues and service conditions. Both groups had means below the reported cut-point in this dimension. This suggests that remuneration and career-development opportunities may represent areas requiring institutional attention.

The findings therefore suggest that teacher well-being cannot be understood through a single overall score. Examining individual dimensions provides a more informative picture of teachers' professional experiences.

11. Educational Implications

The findings have several implications for educational institutions and teacher-development programmes.

First, opportunities should be provided for teachers to develop self-awareness, reflection and meaning-oriented practices. The source study specifically recommends that teachers identify, appreciate and nurture their spiritual intelligence, with the expectation that this may support emotional management and teaching.

Second, school administrators should pay attention to teachers' working conditions. The study recommends improving school working conditions to support higher levels of job satisfaction.

Third, institutions should examine teachers' perceptions of salary and promotional opportunities. Both Arts and Science teachers showed relatively low satisfaction in this area, making it an important target for organizational improvement.

Fourth, schools may strengthen professional relationships by encouraging collaboration, peer support and constructive communication among teachers. This is particularly relevant because Science teachers demonstrated higher scores in relationships with co-workers and rapport with students.

Finally, teacher-development programmes should not focus exclusively on subject knowledge. Personal well-being, professional relationships, institutional support and reflective development should also form part of comprehensive teacher education.

12. Conclusion

The present comparative study examined spiritual intelligence and job satisfaction among Arts and Science teachers of senior secondary schools. The study included 120 teachers, comprising 60 Arts and 60 Science teachers, and employed standardized measures of spiritual intelligence and job satisfaction.

The results indicate that both groups demonstrated the four measured dimensions of spiritual intelligence. Arts teachers obtained a higher overall spiritual-intelligence score, and a significant difference was reported between the two groups. However, the pattern varied by dimension: Arts teachers scored higher in personal meaning production, while Science teachers scored higher in conscious state expansion.

With respect to job satisfaction, Science teachers obtained a higher overall mean than Arts teachers, but the difference in total job satisfaction was not statistically significant. Significant differences were nevertheless found in selected dimensions, particularly intrinsic aspects of the job, institutional plans and policies, rapport with students, and relationships with co-workers.

Overall, the study demonstrates that teachers' professional experiences are multidimensional. Academic specialization alone does not determine overall job satisfaction, but it may be associated with differences in particular aspects of professional life. Similarly, spiritual intelligence appears to contain multiple dimensions that may vary differently across teacher groups.



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The findings support the need for educational institutions to create supportive professional environments, improve working conditions and career opportunities, encourage positive relationships, and provide opportunities for teachers' personal and reflective development.

13. Limitations

The study should be interpreted in light of its delimitations. The sample was restricted to senior secondary school teachers in Jaipur and included only Arts and Science teachers. Therefore, the findings cannot automatically be generalized to teachers from all educational levels, geographical regions or subject specializations.

In addition, the study used a survey approach and standardized self-report measures. Consequently, the findings represent teachers' reported perceptions and scores at the time of data collection.