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Spiritual Intelligence and its Influence on Job and Life Satisfaction among Secondary School Teachers: A Systematic Review

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Abstract:

Spiritual intelligence is an important concept for understanding human functioning that extends beyond cognitive and emotional abilities. The capacity of spiritual intelligence is defined as finding meaning, purpose, and values in human life. Now a day, this has become of increasing interest within the field of education, especially in regard to teacher of wellbeing. Secondary school teachers need psychological resources beyond traditional skills because the professional demands these days they handle are complex, including the handling of students, administrative tasks, and pressure of society. In this respect, SI could be a protective factor that may enhance life and work satisfaction of an individual's life. This study describes the relationship between spiritual intelligence, job satisfaction, and life satisfaction of secondary school teachers and offers a systematic review of the study published between 2010 and 2025. Results consistently show a positive relationship between SI and teacher wellbeing outcomes, including resilience, intrinsic motivation, organizational commitment, and life fulfillment. Teachers with higher SI show less stress, improved interpersonal relationships, and an increased

ability to integrate personal and professional values. Despite such findings, several notable gaps were found in the review: relying on cross-sectional designs, limited cultural diversity in respondent samples, and inconsistent definition of SI limit any causal inferences that may be drawn and generalization. Development of culturally sensitive measures, longitudinal studies, and intervention studies using SI in teacher training should be the focus of future research. Strengthening SI has considerable potential to enhance teacher effectiveness, retention, and holistic quality of life.

Keywords: *Spiritual intelligence, Job satisfaction, Life satisfaction, Secondary school teachers, Systematic review*

Introduction

Teaching is considered as a noble profession's, socially significant, since it shapes not only the academic learning but also the moral and emotional development of students. Despite the great social importance of the profession, teachers are often much stressed due to heavy workloads, challenges in classroom management, administrative responsibilities, and pressure linked with social expectations. Such stressors may influence teachers' performance, motivation, and retention within their jobs. On this basis, job satisfaction and life satisfaction are of prime importance in determining teachers' experiences of fulfillment, well-being and professional effectiveness. Job satisfaction refers to an emotional state that also focuses on satisfaction with professional duties, while life satisfaction involves an overall evaluation of one's personal and professional life. All these elements together may have a profound impact on teachers' organizational commitment and classroom effectiveness and build their resilience.

In the recent years, SI has gained increased interest between researchers as a psychological construct that would enhance happiness and stress management among teachers. According to Zohar and Marshall (2000), SI is the intelligence used by a person to deal with problems of meaning and value that place actions and experiences in a larger existential context.

According to Emmons (2000), it is about the flexible application of spiritual knowledge that helps to solve problems and reach goals. While emotional intelligence involves recognizing emotions and managing them, whereas SI lets a person look beyond their immediate situation, find meaning in difficulty, and enjoy resilience in their personal and professional lives (King, 2008). The purpose of this systematic review is to explore the impact of SI on secondary school teachers' work and their life satisfaction. This indicates the role of SI that encourages teacher well-being and recommends possible directions for future research in educational psychology based on empirical and conceptual studies radiating from diverse cultural backgrounds.

Objectives:

- To study the conceptual foundations of educational spiritual intelligence.
- To analyze empirical studies exploring the relationship between SI and job satisfaction among secondary school teachers.
- To investigate the link between SI and life satisfaction among teachers.
- To identify research gaps and suggest future directions.

Methodology:

Search Strategy

The objective of this research is to identify, select, and evaluate research related to the impact of SI on job and personal satisfaction among secondary school teachers using a systematic approach. A comprehensive search of literature in the period from 2010 to 2025 was carried out using different electronic databases: Scopus, Web of Science, ERIC, PsycINFO, and Google Scholar. The search strategy combined the words "spiritual intelligence," "teachers," "job satisfaction," "life satisfaction," and "secondary education" using Boolean operators. Manual searches were

done to supplement searching by browsing through the reference lists of selected papers in order to have access to potentially relevant studies that may not have been indexed in main databases.

Inclusion Criteria

In order to ensure methodological rigor, the following inclusion criteria were applied:

- Studies featured in peer-reviewed journals, doctoral thesis, or conference proceedings.
- Research focused specifically on secondary school teachers.
- Empirical studies that explicitly link SI with job satisfaction and/or life satisfaction.
- Studies published in English between 2010 and 2025

Exclusion Criteria

Studies were excluded if they:

- Focused on populations other than teachers.
- Addressed spiritual intelligence conceptually without providing measurable outcomes.
- Lacked a direct examination of the relationship between SI and satisfaction variables.
- Were duplicates or not available in full-text form.

Data Analysis

A synthesis of themes was used to combine the findings of a few selected studies (Braun & Clarke, 2006). For each study reviewed, the main findings, measurement instruments, sample demographic profiles, and research design were examined. While similar patterns in the influence of SI on the career and personal well-being of teachers were found, contextual differences were also emphasized. To make this review and selection transparent, the protocol was performed with consideration of the PRISMA guidelines on Preferred Reporting Items for Systematic

Reviews and Meta-Analyses (Moher et al., 2009). Three categories have been used to club the results: i) the correlation between SI and life satisfaction; ii) the correlation between SI and job satisfaction; and iii) intervening/moderating factors affecting these correlations. A systematic method was used to integrate the body of research available on the topic in this review.

Conceptual Foundations:

Spiritual Intelligence

In education and psychology, spiritual intelligence is now considered a multi-dimensional aspect of human capacity. According to Zohar and Marshall (2000), the superior intelligence is SI because it allows people to address existential problems, value integration, and meaning beyond cognition and emotion. According to Emmons (2000), SI refers to the human capacity to utilize spiritual assets for problem-solving and pursuit of goals that conform to the individual's values. Alternatively, King (2008) designed a model which centered around four elements, namely the expansion of the conscious state, critical existential thinking, personal meaning-making, and transcendental consciousness. SI is considered an important tool in schools that assists teachers in coping with stress, bouncing back from setbacks, and creating meaningful involvement in life both as a person and a professional.

Job Satisfaction

It has long been recognized that teachers' job satisfaction has a big impact on their performance and commitment to the field. Locke (1976) defined job satisfaction as a favorable emotional state resulting from an assessment of one's work or experiences related to one's job. A variety of factors contributes to teachers' consciousness of fulfillment, including opportunities for professional development, autonomy, supportive environments, and recognition. Studies demonstrate that teachers who feel greater job satisfaction tend to be more motivated, creative, and

interact positively with their wards. On the other hand, burnout, absenteeism, and attrition are associated with low job satisfaction.

Life Satisfaction

According to Diener et al. (1985), life satisfaction is the subjective evaluation of one's overall quality of life, entailing the person's important relationships, emotional health, and personal accomplishments. Work-life balance, sociocultural support networks, and the congruence of personal and professional values affect teachers' life satisfaction. Research indicates that those teachers who are satisfied with their jobs and who have good relations with others are happier in their lives (Judge et al., 2001). Life satisfaction could essentially be regarded as the broader frame within which spiritual well-being and job satisfaction interface, with an emphasis on the importance of holistic approaches to teacher development.

Findings:

Spiritual Intelligence and Job Satisfaction

Spiritual intelligence and teacher job satisfaction have a positive relationship according to an array of studies. Higher SI teachers are more resilient and exhibit less emotional exhaustion since they can find more meaning in their work. SI has been found to develop the virtues of empathy, forgiveness, and compassion into everyday educational transactions and equips the teachers with the ability to patiently and hopefully deal with difficulties. Therefore, less burnout and more appreciation for the field occurs. Higher SI teachers also report higher levels of organizational commitment, class management, and intrinsic motivation-all factors adding to the enhancement of job satisfaction.

Spiritual Intelligence and Life Satisfaction

SI is also conducive to life satisfaction because it enables educators to meaningfully interpret experiences that bridge the personal and professional spheres. Spiritually intelligent individuals are more likely to

contribute to higher levels of overall well-being by being able to experience self-acceptance, optimism, and interpersonal harmony (King & DeCicco, 2009). Teachers who possess a high level of SI tend to keep life in perspective because they often reframe challenges as opportunities for growth rather than threats. Cross-cultural research further underscores SI as a mechanism for reducing stress and anxiety and thereby promoting educators' overall life satisfaction (Piedmont, 2007).

Mediating and Moderating Factors

Normally, the irregular links between SI and satisfaction is influenced by both moderating and mediating variables. According to Nasel (2004), the relationship is usually mediated by mindfulness and emotional intelligence that means SI reinforces the reflection and emotional regulation ability of teachers, which reinforces teacher satisfaction. Contextual factors, including gender, organizational climate, and cultural values, have equally been shown to moderate the outcomes, thereby underlining the role that institutional and socio-cultural settings play in shaping the way SI is translated into well-being (Ahmadi & Najafi, 2013).

Discussion

The review concludes that there is a positive relationship between SI, work satisfaction, and satisfaction with life among secondary school teachers. SI, therefore, becomes an important psychological tool that allows the teachers to develop interpersonal skills, manage workplace stress, and become resilient. In making meaning and striving after purposes pertinent to themselves, SI improves attitudes towards one's work and contributes to overall life satisfaction. (King and DeCicco, 2009; Vaughan, 2002). Teachers who have a higher degree of SI realize a better balance between their personal principles and work obligations, which in turn enhances intrinsic motivation and reduces the likelihood of burnout.

Despite the consistency of these findings, there are some limitations in the literature that must be addressed. Most of these studies were of a cross-sectional nature, which limit the establishment of causality between SI and

satisfaction variables (Ahmadi & Najafi, 2013). Inasmuch as positive correlations exist, it is not known from these findings whether SI per se increases satisfaction or satisfaction leads to an increase in spiritual capacities. Therefore, longitudinal studies should be conducted to clearly explain the direction of this relationship.

Much of the literature comes from Asian and Middle Eastern contexts, such as India, Iran, and Malaysia, where spirituality is often integrated with traditional socio-cultural and religious contexts. This increases doubts about the generalizability of findings across Western and African contexts, in which secular or pluralist perspectives may shape how SI is conceptualized and implemented (Piedmont, 2007) in education. Cross-cultural comparative studies can help enlighten both universality and cultural specificity with respect to the effect of SI on educator's well-being in educational institutions.

The absence of mixed-methods approaches further reduces the depth of existing comprehensive knowledge. Quantitative studies may demonstrate statistical relationships, but qualitatively investigations could yield more detailed insight into how educator's perceived and implement SI in their daily practice. Integrating survey methods with interviews or case studies can help in finding subtle mechanisms that link SI to satisfaction outcomes. Present review has signified SI as a construct of value but underexplored in educational psychology, with significant implications for teachers' development, policy, and well-being.

Implications:

Theoretical Implications

The conclusions of the above study enhance significant theoretical insights into the fields of educational well-being and psychology. By imbuing spiritual intelligence within the existing models of teacher motivation and satisfaction, researchers are able to consider a greater range of psychological factors as decisive and helpful for professional success.

On the other hand, traditional models emphasize emotional intelligence, self-efficacy, or resilience, SI focuses on teachers' real potential to find its meaning, integrate values and practice that maintain existential balance when attacked. Most of the models rely on Bandura (1997), Salovey & Mayer (1990), King & DeCicco (2009); Emmons (2000) it would seem that SI could be a unique predictor of job and life satisfaction that supplements the affective and cognitive measures. Moreover, the inclusion of SI in models of well-being endorses a more holistic approach which considers the complex nature of education wherein spiritual, emotional, and intellectual dimensions.

Practical Implications

The above review emphasizes a very practical point, stating that SI development should be incorporated into teacher education and in-service training. Such training for educators would include the practice experience of mindfulness, meditation, reflective journaling, and value-based workshops. These techniques have been reported in their studies to enhance SI and resilience by Vaughan (2002) and Mayer (2017). SI also allows teachers to develop needed coping mechanisms but simultaneously enables them to approach students with compassion, empathy, and purpose for learning, it is a prerequisite for successful classroom interaction. Legislators and educational leaders should regard SI as an intrinsic element of policy pertaining to professional development for teachers.

In this way, institutional support for SI-based programs, such as stress management programs or modules on well-being have the ultimate impact of less burnout, increased retention rates, and an improved quality in teaching (Ahmadi & Najafi, 2013). Schools may also create organizational cultures that reward meaning-making and spiritual growth, both of which will enhance teacher satisfaction and improve student performance. Finally, theoretical developments and practical applications highlight the importance of acknowledging SI as a crucial component in facilitating academic success and eventual long-term teacher well-being.

Limitations

The current review indicates several limitations of the literature on spiritual intelligence and its relation to secondary school teachers' job and life satisfaction. First, few longitudinal studies have been done that can establish a causal relationship between satisfaction and SI. It is difficult to establish whether SI directly increases satisfaction or whether teachers who are satisfied are more likely to have higher SI over time since most of the currently available studies utilize cross-sectional designs (Emmons, 2000; King, 2008).

There is also still much concern regarding cultural biases in the development and utilization of measuring instruments. Since many SI measuring instruments represent specific religious, philosophical, or cultural orientations and perspectives, generalizing findings is challenging to a diverse array of populations. For example, Eastern-based measures will tend to be oriented more toward transcendence and meditation while the Western tools are more focused on existential meaning, resulting in disparate findings (Nasel, 2004; Amram & Dryer, 2008).

Third, the operational definitions of SI tend to differ across studies. Some scholars consider SI as a form of intelligence per se, while others treat it either as part of personality or spirituality (Zohar & Marshall, 2000). This conceptual ambiguity complicates comparative analysis and integration of findings. Theoretical clarity, longitudinal research, and culturally sensitive tools can therefore help to overcome such limitations.

Future Directions

Future research on spiritual intelligence and teacher well-being should target several methodological and conceptual weaknesses of the extant literature. First, there is an imperative need for developing SI measurement instruments that are psychometrically valid and sensitive to

culture. Because most scales represent certain philosophical or religious traditions, more inclusive tools need to be developed that would effectively capture SI from within both multicultural and secular educational contexts (Nasel, 2004; Amram & Dryer, 2008).

Second, only longitudinal or experimental designs should be adopted for establishing a cause-and-effect relationship between SI and job and life satisfaction. This would help explain whether SI itself is an active ingredient in teacher resilience and satisfaction or if the latter increase SI (King, 2008).

Third, future research should investigate whether the use of SI-based interventions, like mindfulness training, reflective dialogue, or value-based workshops, can help improve teachers' well-being and professional effectiveness. Intervention studies would yield practical applications for educational policymakers and training institutions (Vaughan, 2002).

Finally, it is necessary to investigate the intersection of SI with current issues such as digital stress, work-life imbalance, and technology-driven classroom demands. As teachers negotiate the complexities of 21st-century digital teaching and learning environments, SI can serve as a valuable psychological resource in developing flexibility, meaningfulness, and health (Zohar & Marshall, 2000).

Conclusion

The present systematic review has listed out the significance of spiritual intelligence in predicting life and job satisfaction of the secondary school teachers. Various other studies have indicated that spiritual intelligence enables today's teachers to achieve in their job satisfaction, also reduce work-related stress, and develop good interpersonal relationships. SI enhances resilience and intrinsic motivation by involving values such as compassion, forgiveness, and meaning in individual's life. Furthermore, as noted by King (2008) and Zohar and Marshall (2000), it also serves as a coping mechanism for burnout in the educators life. Several reviews indicate that, in addition to higher commitment to organizations, high SI

also demonstrates higher life satisfaction and optimism especially in professional life. This two-way effect indicates that spiritual intelligence influences not only the professional environment but also quality of personal and professional life with mental health (Emmons, 2000). Furthermore, the fact that SI is associated with negotiating factors such as emotional intelligence and mindfulness further reinforces its relevance within current conceptual frameworks on teacher's well-being. On practical level, this study suggests that using SI through structured training programs, reflective processes, and targeted interventions, it can provide futuristic path for teachers overall professional development. Methodological limitations indicate that cross-sectional designs and cultural measurement bias, is required for further in-depth research. Considering all above aspects, enhancing SI should be a viable way to improve teachers' quality of life and their professional sustainability.

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