A REVIEW OF THE TWO ORGANIZATIONAL CONCEPTS; JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT IN THE EDUCATIONAL CONTEXT

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ABSTRACT
An Educational system not only function as a guide for acquisition of knowledge but inculcate social values and transform the cultural beliefs of the society. Accordingly, the success or failure of any educational system in achieving its anticipated goals heavily lies on the capability and quality of its teachers. Not to mention, the extent to which those teachers are satisfied with their job and committed to the educational organization, is the major determinant of the functionality of educational organizations. Organizational commitment, as shown by decades of research, is considered to be an important predictor for some positive outcomes in organizations. The current survey is an attempt to provide a more comprehensive understanding of job satisfaction and organizational commitment in educational context and to review the empirical research conducted in this area.
KEYWORDS: Educational System, Job Satisfaction, Organizational Commitment

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JOB SATISFACTION
DEFINITION

Job satisfaction was defined as "peoples' affective relation to their work role, and a function of the perceived relationship between what they wanted from the job, and what they perceived it was offering" (Syptak, Marsland, & Ulmer, 1999, p. 23). Job satisfaction as related to teachers was considered as "a predictor of teacher retention, a determinant of teacher commitment, and a contributor to teacher effectiveness" (Shann, 1998, p. 67).

There is no one single unanimously accepted definition for job satisfaction, different scholars defined it in a diverse way. For example, job satisfaction was defined by Locke and Narthan (1976) as pleasant or positive emotional state caused by the appraisal of one`s job or job experience, this signifies that the happier a person is in the work setting, the more satisfied he/she will be with his/her working condition (Rice, Gentile, & McFarlin, 1991). Job satisfaction has been viewed as how people feel about different features of their job. Job satisfaction is a positive enjoyable reaction an individual has for his or her working experience (Milkovich & Boudreau, 1988).

THE SUBCATEGORIES OF JOB SATISFACTION

The notion of job satisfaction is generally connected to sociological perspective (situational factors) and psychological dimensions (personal factors) (Heller, Judge, & Watson, 2002). Situational factors include job associated circumstances such as payment, promotion opportunities, working situations, task significance, skill diversity, self-sufficiency, and feedback (Saavedra & Kwun, 2000). Personal factors include personality temperament, self-esteem, enthusiasm, and emotions (Dormann & Zapf, 2001).

Two groups of factors are considered to influence job satisfaction: intrinsic (recognition, tasks and responsibility) and extrinsic elements (working conditions, company policies and salary). Internal job satisfaction is an internal need to perform a task which is related to internal motivation. External factors are defined as the external paybacks provided to the professional staff by the organization. These elements are distinct from the task and may include income, good scores and other prizes.

In a similar categorization, Tett and Meyer (1993) divided the influencing factors in job satisfaction into two groups: organizational, social, and cultural characteristics which are regarded as external aspects and personality, affective, and emotional characteristics which are considered as internal aspects. According to the outlook of organizational behavior theoreticians, job satisfaction is not affected only by external factors; rather, emotions, personality qualities, and other internal factors have a close relationship with employees' job satisfaction. Personality traits can be taken into account as predictors of adjustment of employees with organizational condition. Arding to Mayer and Salovey (2000), one of the personality facets of an individual is his/her emotional or affective intelligence.

REVIEW OF RELATED STUDIES

Hawthorne studies were among the leading studies on job satisfaction. Hawthorne studies started 1924 till 1933, and sought to find the effects of various variables on workers' productivity. The studies revealed that novel changes at work temporarily enhances productivity referred to as Hawthorne Effect. However, later it was found that this increase was not resulted from the novel conditions, but from an awareness of being observed. This finding assumed that people work for purposes other than pay, which informed researchers to investigate other factors in job satisfaction.

The concept of job satisfaction was mainly illustrated by Hoppock (1935). He reviewed 35 studies on job satisfaction conducted prior to 1933 and concluded that Job satisfaction was combination of psychological, physiological and environmental circumstances. Such an account indicate the variety of variables that impact the satisfaction of the individual.

Beginning in the late 1950s, researchers came to understand job satisfaction and conduct empirical research to test their models. Herzberg and his colleagues (Herzberg, et al, 1959) suggested a typology in which distinct groups of factors were proposed to individually influence job satisfaction and job dissatisfaction. This led to the introduction of their dual factor theory of job satisfaction. This theory suggests that job satisfaction and job dissatisfaction are independent constructs and not part of a single continuum. Thus, individuals not displaying job dissatisfaction may still not show true satisfaction with their jobs. Job satisfaction is grounded on individuals' experience which is related with individuals' needs, expectation and profits of their jobs (Locke, 1976). Morse (1953) considers Job satisfaction as influenced by job content, identification with the company and financial status.

Spector (1997), in his model of job satisfaction, suggests that job satisfaction is affected by two factors: organizational and personal factors. Hendee (2002) integrated emotional intelligence as a personal factor which, along with other personal demographic characteristics, affects one's job satisfaction. Therefore, it appears that personality and personal characteristics of individuals, as well as their emotional intelligence, must be taken into account along with other variables in studying job satisfaction.

Dormann and Zapf (2001) stated that job satisfaction has become one of the most critically important and extensively research concepts in organizational psychology. These authors have speculated that job satisfaction can be significantly influenced by a wide variety of task characteristics including responsibility, task variety and communications/feedback mechanisms. Dormann and Zapf (2001) also reported the emergence of significant relationships between job satisfaction, absenteeism and other workplace behaviors. Job satisfaction has been linked both to situational factors (sociological perspective) and personal factors (psychological perspective).

Heller, et al (2002) reported that situational factors include job-related conditions such as pay, opportunities for promotion, and working conditions and job characteristics such as task identity, task significance, skill variety, autonomy, and feedback. Research has provided consistent results to support the positive correlation between job satisfaction, job conditions, and job characteristics (Heller et al., 2002). Heller et al., (2002) identified that such positive factors as high energy, pleasurable engagement, and enthusiasm are positively related to job satisfaction, while negative factors such as distress, unpleasant engagement, and nervousness are negatively related to job satisfaction. Several studies have confirmed that job satisfaction is directly related to personal affective disposition factors (Staw & Cohen-Charash, 2005; Gerhart, 2005).

Duru (1991) conducted a study of the factors impacting job satisfaction among faculty members at degree-granting colleges of education in Nigeria. Duru (1991) compared job satisfaction levels of four groups of faculty: Christian faculty, Moslem faculty, other religious faculty, and non-religious faculty. He found that Christian faculty members were more satisfied than others in the five variables of the Job Descriptive Index: work on present job, promotion, supervision, co-workers, and job in general. Duru (1991) further concluded that faculty with more teaching experience and higher university degrees were more satisfied with their present jobs.

RELATED THEORY OF JOB SATISFACTION

MASLOW'S HIERARCHY OF NEEDS

Maslow's hierarchy of needs is one of the noticeable motivation theory that provided the foundation for job satisfaction theory. This theory explains that people seek to satisfy five certain types of needs – physiological needs, safety needs, social needs, self-esteem needs, and self-actualization. This theory suggests that the lower needs must be met before the others can be achieved (Robbins and Coulter, 2003). This model served as a good ground based on which early scholars could develop job satisfaction theories.

HERZBERG'S TWO FACTOR THEORY

Herzberg established one of the earliest theories relating to job satisfaction in the 1950s. The Two-Factor Theory, also known as Motivator– Hygiene Theory, give emphasis to the fact that that there are certain factors in the workplace

that produce satisfaction (referred to as motivators) and those which lead to dissatisfaction if they are not present (hygiene factors) (Hackman & Oldham, 1976). There exist four motivators in the theory: achievement, recognition, responsibility, and advancement. There are also five hygiene factors: monetary rewards, competent supervision, policy and administration, working conditions and peer relationship. The suggestion of the theory is that satisfaction and dissatisfaction are not the two ends of the same scale and that job satisfaction may simply be an absence of job dissatisfaction (Robbins and Judge, 2007). Herzberg argues that it is necessary to have hygiene factors at an adequate level merely to gain a neutral feeling about the job.

DISPOSITIONAL THEORY

Another famous job satisfaction theory is the Dispositional Theory which suggests that people have instinctive dispositions that cause them to have inclinations toward a certain level of satisfaction, regardless of one's job. This approach became a prominent explanation of job satisfaction in light of research findings that suggest job satisfaction tends to be unchanging over time and across occupations and positions.

CORE SELF-EVALUATIONS MODEL

An important model that narrowed the horizon of the Dispositional Theory was the Core Self-evaluations Model, proposed by Judge, Locke, Durham, & Kluger in 1998. They maintained that there are four Core Self-evaluations that define one's disposition towards job satisfaction: self-esteem, general self-efficacy, locus of control, and neuroticism. This model states that higher levels of self-esteem and general self-efficacy result in increased job satisfaction. Being governed by an internal locus of control (feeling that one has control over her\his own life, as opposed to external forces having control) results in higher job satisfaction. Finally, lower levels of neuroticism improves one's satisfaction with his/her job.

AFFECT THEORY

Range of Affect Theory is possibly one of the most famous job satisfaction model. The main principle of this theory is that satisfaction is determined by a discrepancy between what one wants in a job and what one has in a job. Further, the theory suggests that the extent to which one values a given facet of job (e.g. the autonomy in a position) influences how satisfied or dissatisfied one might become when expectations are/aren't met. When an individual values a particular facet of a job, his satisfaction is more significantly determined both positively (when expectations are met) and negatively (when expectations are not met) by that facet, compared to one who doesn't assign that much value to that facet.

ADAMS' EQUITY THEORY

Adam's theory is focused on social comparison in which, people will estimate the fairness of their work outcomes as compared to their peers at work (1965). Perceived inequity occurs when one views the rewards he/she receives for completing a task to be much less than what others may receive for performing the same task. The theory states when inequity exists, people will be motivated to work with lower productivity and efficiency to balance up the sense of reward that they received.

VROOM'S EXPECTANCY THEORY

This theory examines causes through the perception of what a person believes will happen based on anticipated rewards and costs. The theory uses three features which are expectancy, instrumentality and valence that influence motivation. He argues that work motivation is influenced by individual beliefs regarding effort / performance relationships and work outcomes. In short, the expectancy theory is the perceived value of a reward for achieving a goal. If the person anticipates the reward to be satisfactory, then maximum effort would be given. Likewise if the expected reward is poor / low, then minimal effort would be shown. Consequently, when the reward is regarded undesirable, it may lead to job dissatisfaction.

JOB CHARACTERISTICS THEORY

Another theory that associates with job satisfaction is the Job Characteristics Theory. This theory proposes that the features of a job can be directly related to the outcomes in the job. Hackman, Oldham, Janson, and Purdy (1975) compare work to playing a game, implying that people who are successful in their jobs view it as satisfying as playing an enjoyable game. There are five characteristics within the model, including autonomy, task identity, task significance, skill variety, and feedback. These characteristics positively influence the three psychological situations of experienced meaningfulness, experienced responsibility for outcomes, and knowledge of actual results, which then

encourage positive outcomes, including job satisfaction (Hackman et al., 1975). The three psychological conditions result in someone feeling positive when he or she feels their performance has been high quality.

ORGANIZATIONAL COMMITMENT

DEFINITION OF ORGANIZATIONAL COMMITMENT.

Mowday, Porter, and Steers (1982) defined organizational commitment as "the relative strength of an individual's identification with and involvement in a particular organization". Other researchers have defined organizational commitment as the psychological attachment that individuals develop toward an organization (Fiorito, Bozeman, Young, Meurs, 2007; Wright & Kehoe, 2007). More recently, Somunoglu, Erdem, and Erdem (2012) defined organizational commitment as the extent to which an individual embraces the values and norms of an organization. The key concept in each of these descriptions is that organizational commitment is a major variable that impacts a number of organizational consequences such as employee job performance and job satisfaction, and organizational citizenship behavior. Gelade, Dobson, and Gilbert (2006) suggested that organizational commitment should be of great appeal to organizations because there is a body of research that relate levels or organizational commitment to a number of outcomes for an organization.

Organizational commitment has also been explained as the extent of devotion and responsibility felt toward a shared task and the level of willingness to exert effort to achieve that mission (Camp, 1994; Chen, et al, 2010). It has also been defined as the strength of identification and involvement in a certain organization (Hulpia, Devos, & Rosseel, 2009). Although it may evade precise definition, organizational commitment has been illustrated to be important for enhancing organizational effectiveness and retention. More recently, organizational commitment has been investigated with respect to other notions such as careers, organizations, norms, identification, morals, work, job involvement, psychological ownership, and so forth (Wagner, 2007). A great deal of research in this area has been originated from the view of organizational psychology and sociology and has concentrated on retention and turnover (Porter, & Steers, 1979).

MAJOR ERAS OF DEVELOPING THE CONCEPT OF ORGANIZATIONAL COMMITMENT

THE EARLY ERA: THE SIDE-BET APPROACH

The first conceptualization of organizational commitment goes back to Becker's (1960) side-bet theory. According to Becker (1960), workers enter into an unwritten contract with their organization in which exchanges—side-bets are made. These side bets are fundamentally investments that an employee makes in their organization. Becker (1960) contended that employees make increasingly more side-bets in their organization. As these side-bets accumulate, it becomes more difficult for a worker to leave their organization.

According to Becker's theory (1960), the relationship between an employee and the organization is established on behaviors constrained by a contract of economic gains. Employees are committed to the organization because they have some concealed investments or side-bets. These side-bets are appreciated by the individual because of the buildup of certain costs that render detachment difficult. In fact Becker's theory (1960) classifies organizational commitment as a major forecaster of voluntary turnover.

Although researchers have moved away from Becke's (1960) original conceptualization of organizational commitment, the association that he describes between commitment and turnover is still obvious in modern theories (e.g., Meyer & Allen„s, 1991, three component model). Moreover, most modern scales integrate the side-bet component on some level in the form of continuance commitment (Meyer & Allen, 1991), and more recently, the economic exchanges sub-component of continuance commitment (Hackett, Bycio, & Hausdorf, 1994; McGee & Ford, 1987; Meyer, Allen, & Gellatly, 1990).

The first major shift in the conceptualization of organizational commitment was discernible by a change in emphasis from side-bets to psychological attachment. Even though the side-bet theory was abandoned as a leading proponent of organizational commitment concept, yet the influence of this approach is very evident in Meyer and Allen's Scale (1991), better acknowledged as continuance commitment.

This definition of commitment suggested that while Becker's (1960) side-bet theory had some value, it overlooked the affective component inherent in commitment (Mowday, et al, 1979; Porter, Steers, Mowday, & Boulian, 1974). According to this new conceptualization, organizational commitment was defined as a robust belief in and acceptance

of the organization's objectives and values, a readiness to exert considerable effort on behalf of the organization, and a strong desire to maintain membership in the organization.

THE MIDDLE ERA: THE PSYCHOLOGICAL ATTACHMENT APPROACH

In the Middle Affective Dependence period, the focus shifted from perceptible side-bets to psychological links developed with the organization. This school of thought struggled to describe commitment as a mixture of attitude and interest in economic gains from associating with the company. Employee retention was attributed not only to financial benefits, but more to affective impact. Porter and his followers describe commitment as "the relative strength of an individual's identification with and involvement in a particular organization" (Mowday, Steers and Porter 1979; p.226). Organizational Commitment, consequently, embraces three components, namely, Strong Acceptance, Participation and Loyalty. It was even suggested that commitment was sometimes a better substitute construct to predict turnover intentions as opposed to job satisfaction. It is described by a belief in and strong approval of the company's values, standards and goals, the readiness to exert substantial effort for the well-being and success of the organization, and a strong desire to serve the organization with devotion and commitment (Mowday et al., 1979). Porter et al. perception of organizational commitment is grounded on the basic supposition of Becker's theory, i.e., commitment and employee turnover are highly connected. Based on Porter, Steers, Mowday and Boulian's approach to OC, a tool in the form of an organizational commitment questionnaire was developed that seized not only the attitudinal concept of commitment, but also captured the consequences of commitment. Due to the intrinsic limitations of the Organizational commitment questionnaire, Meyer and Allen (1984); O'Reilly and Chatman (1986) proposed the multi-dimension model.

THE THIRD ERA: THE MULTIDIMENSIONAL APPROACH

This approach is the advancement from the single-dimension era of organizational commitment. The major advocates of the multi-dimension approach are Meyer and Allen (1984) and O'Reilley and Chatman (1986). Meyer and Allen's Three Dimensional Theory (1984, 1990, 1997), has been the leading approach to organizational commitment for more than two decades.

COMPONENTS OF ORGANIZATIONAL COMMITMENT

BEHAVIORAL AND ATTITUDINAL

Two distinct perspectives on the concept of organizational commitment have developed: behavioral (Alutto, Hrbiniak, & Alonso, 1973) and attitudinal (Etzioni, 1965). Mowday et al. (1979) defined organizational commitment mainly in terms of an attitudinal approach. From their outlook, organizational commitment is "the relative strength of an individual's identification with and involvement in a particular organization that is characterized by three factors:
 1) a strong belief in and acceptance of the organization's goals and values,
2) a willingness to exert considerable effort on behalf of the organization, and
3) a strong desire to maintain membership in the organization" (p. 226).
These authors contended that their definition does not eliminate the possibility that a person is committed to other aspects of the environment, such as family and friends, nor does it mean that an individual will display all three of these attributes.

ATTITUDINAL AND CALCULATED COMMITMENT

Hrebiniak and Alutto (1972) made the distinction between attitudinal and calculated commitment. A calculated commitment according to them is "a structural phenomenon which occurs as a result of individual-organizational transactions and alterations in side bets or investments over time" (p. 556). In other words, individuals become devoted to the organization because they grow side bets or investments in the organization and cannot afford to leave.

MORAL, CALCULATIVE, AND ALIENATIVE

Etzioni (1965) proposed that there are three types of organizational commitment: moral, calculative, and alienative. These three overlap with an employee's reaction to organizational power and define an individual's attachment to an organization. Moral commitment is seen as a positive alignment in which an employee shows value-based confirmation. Calculative commitment is often regarded in negative terms built on the employee's calculation that the costs of leaving outweigh those of remaining. Alienative commitment takes the form of employee commitment based on observed force and lack of control or choices (Etzioni, 1965).

INSTRUMENTAL OR AFFECTIVE

Penley and Gould (1988) expanded the concept by describing organizational commitment as either instrumental or affective. Instrumental commitment includes the idea of the rewards that an individual perceives he or she may gain from devotion to the organization. Affective commitment incorporates the employee's emotional connection and a sense of obligation to the organization; the latter embraces moral obligations. Employees often exhibit some combination of these commitment kinds. Some research measure only affective commitment because it is believed to be the type of organizational commitment most closely connected to turnover.

IDENTIFICATION, INVOLVEMENT, LOYALTY

Scholars have defined organizational commitment in a number of different ways. Buchanan (1974) recognized three modules of the construct that have since appeared in many definitions of organizational commitment. An individual committed to an organization would determine "(a) identification – the adoption as one's own goals and values of the organization, (b) involvement – the psychological immersion or description in the activities of one's own work role, and (c) loyalty – a feeling of affection for and attachment to the organization" (Buchanan, 1974, p. 533).

INTERNALIZATION, INVOLVEMENT, DESIRE TO REMAIN, WILLINGNESS TO EXERT EFFORT

DeCotiis and Summers (1987) deal with organizational commitment in a similar manner. These researchers claim that the committed people will demonstrate " (a) an internalization of the goals and values of the organization, (b) involvement in an organizational role in the context of these goals and values, (c) a desire to remain in the organization over an extended period of time in order to serve its goals and values, and (d) a willingness to exert effort in the interests of these goals and values, beyond that normally required of the individual (1987, p. 447) ".

Eisenberg, Monge, and Miller (1983) argue that at least three elements are essential parts in any description of organizational commitment. These include: "(a) a strong belief in and acceptance of the organization's goals and values, (b) a willingness to exert considerable effort on behalf of the organization, and (c) a strong desire to maintain membership in the organization (p. 181)".

COMPLIANCE, IDENTIFICATION, AND INTERNALIZATION

O'Reilly and Chatman (1986) endeavored to build on the division between attitudinal and behavioral commitment with the introduction of three distinct forms they recognized as compliance, identification, and internalization. Compliance happens when approaches and behaviors are implemented not because of shared beliefs but simply to gain particular rewards. In this case, public and private attitudes may vary. Identification occurs when someone feel proud to be a part of a group, respecting its principles and accomplishments without assuming them as his or her own. Internalization takes place when influence is accepted because the induced attitudes and behavior are consistent with one's own ideals; that is, the values of the individual and organization are the same (O'Reilly & Chatman, 1986). Although O'Reilly's and Chatman's (1986) description of commitment reflects the multidimensional nature of organizational commitment, it received substantial criticism because of the difficulty in differentiating between identification and internalization (Becker, 1992).

AFFECTIVE, CONTINUANCE, AND NORMATIVE COMPONENTS

Meyer and Allen (1991) contend for a relationship between attitudinal and behavioral commitment. They understand each one affecting the other. Therefore, they put the common themes together to present a three-component agenda: affective, continuance, and normative commitment. These researchers view commitment as a psychological state that "(a) characterizes the employee's relationship with the organization and (b) has implications for the decision to continue or discontinue membership in the organization (Meyer & Allen, 1991, p. 67)".

Allen and Meyer (1996) presented organizational commitment as multidimensional and containing affective, continuance, and normative components. Their conceptualization proposed that employees either "want to," "need to," or "feel they should" remain in an organization (Meyer & Allen, 1997). They theorized organizational commitment as a three-dimensional model, with each facet describing an essential aspect of organizational commitment. Affective commitment incorporates the emotional (Kanter, 1968) or attitudinal (Sheldon, Turban, Brown, Barrick, & Judge, 2003) connection of people to the organization. Continuance commitment is related to a harmonizing of the costs of leaving an organization and the profits of staying. This part matches Becker's side-bet theory (Becker, 1960; Kanter, 1968). Normative commitment is associated with internalized forces to act in ways that conform to organizational objectives and interests. This component proposes that employees feel a moral necessity to stay in the organization. Meyer and Allen (1997) argued that these dimensions incorporate different aspects of the multidimensional construct of organizational commitment. All three dimensions are influenced by a combination of

factors. Leadership styles, teacher efficacy, experience, gender, environment, and collaboration are among the few that may contribute to organizational commitment.

SOCIAL EXCHANGE THEORY

Social exchanges are voluntary activities which may be originated by an organization's treatment of its employees, with the anticipation that the employees will be forced to reciprocate the good deeds of the organization (Aryee, Budhwar, & Chen, 2002). The exchange approach view of organizational commitment postulates that individuals dedicate themselves to their organizations in return for certain prizes from the organizations (Farrell & Rusbult, 1981). Perceptions of satisfactory exchange/rewards from the employees' perspective are expected to result in improved commitment to the organization. Likewise, the more plentiful the perceived rewards in relation to costs, the greater the organizational commitment. On the other hand, inability of the organization to provide sufficient rewards in exchange for the employees' labors is likely to leas to decreased organizational commitment. This viewpoint is consistent with Becker's idea of calculative commitment where individuals' commitment to the organization is in part, a function of accrued investments.

THE RELATIONSHIP BETWEEN SPIRITUAL INTELLIGENCE AND JOB SATISFACTION

A lot of research has been conducted about spirituality in working environment. Researches admit that incorporating spirituality in job environment can lead to lasting benefits such as increased creativity, honesty and trust, increased sense of self-accomplishment, increased organizational commitment, improved staff attitudes such as increased job satisfaction, job partnership and decreased workplace leaving intentions, increased ethics and job consciousness, more motivation and finally higher performance and efficiency (Ghobari banab et al., 2007).

Zohar and Marshall (2000) in their research demonstrated that people who possess high spiritual intelligence, showed more intellectually correct behavior and perform significantly better than their peers at work. Jelodar and Goodarzi (2012) examined the impact of teachers spiritual intelligent on their job satisfaction. The findings showed that a significant positive relation exists among teachers' spiritual intelligence and five factors of job satisfaction (relations with colleagues, nature of the work itself, attitudes towards supervisors, the work situation in the current environment, opportunities for promotion) while spiritual intelligence has no significant relationship with one factor (salary and benefit) of job satisfaction.

Khorshidi and Ebadi (2012) scrutinized the effects of spiritual intelligence on the job satisfaction of employees in public universities of Tehran. The results showed that spiritual intelligence has positive impact on employees' job satisfaction. In another study, Torabi and Javadi (2013) examined the relationship between spiritual intelligence and job engagement. In this study, they measured spiritual intelligence via personal meaning production, conscious state expansion, critical existential thinking and transcendental awareness. The findings showed that there is a significant link between three dimensions of spiritual intelligence (personal meaning production, critical existential thinking, and conscious state expansion) and job engagement while there is no significant relation between transcendental awareness and job engagement. The overall result of their study demonstrated that spiritual intelligence has a significant and positive impact on the job engagement.

In their study, Isfahani and Nobakht (2013) examined the influence of spiritual intelligence on staff happiness of Golpayegan Petrochemical Company. In their study they measured spiritual intelligence by spiritual experience, transcendental consciousness, forgiveness and patience. The staff happiness is measured through health, job satisfaction and marital status. The finding indicates that there is a positive relationship between three spiritual intelligence dimensions (spiritual experience, transcendental consciousness and forgiveness) and staff happiness. The patience has no significant impact on staff happiness. The overall results indicates that spiritual intelligence has a significant and positive impact on the staff happiness. In addition, they found that happiness enhance the employees patience and job performance.

Nodehi and Nehardani (2013) scrutinized the association among job satisfaction and spiritual intelligence of 215 Mashhad high school teachers. They used five dimensions (coworker's relation, work itself, pay, supervision and promotional opportunity) for measurement of job satisfaction. The results were indicative of the fact that spiritual intelligence has a significant impact on job satisfaction. They also discovered that gender has significant impact on spiritual intelligence but has no impact on job satisfaction.

Rani et al. (2013) studied the relationship among spiritual intelligence and reducing job stress. The study was accomplished with lecturers of University of East Coast of Malaysia. This study exposed that when employees practice spiritual activities or "Ibadat" in place of work in their own way then they experiences profound sensations and overcome the stress, dissatisfaction and peer problems. This attitude builds up a better organizational performance. Their results showed that there are five indicators (appropriate spirituality activities in workplace, work attitudes,

employee comprehension of spirituality in work place, employee's practices and stress management) of practicing spirituality in place of work.

In their study, Rastgar Ali Abbas et.al (2012) found that there was no significant relationship between spiritual intelligence and job satisfaction. In a similar study by Cherati Hamed et.al (2013), no significant connection was found between spiritual intelligence and organizational commitment. Nevertheless an indirect relationship was found between spiritual intelligence and organizational commitment with job satisfaction acting as a mediator. The findings of the study by Kaur Mandeep (2013) revealed a significant positive relationship between teachers' spiritual intelligence and job satisfaction.

THE RELATIONSHIP BETWEEN SPIRITUAL INTELLIGENCE AND ORGANIZATIONAL COMMITMENT

According to Rego and Cunha (2008) individuals who are very spiritual are more responsible and faithful to their organization. Kinjerski and Skrypnek (2006) determined that employees who have good practices with spirituality at work place are more loyal to their organization and complete their tasks with more responsibility.

Foumany and Danshdost (2014) examined the correlation of spiritual intelligence with mental health and organizational commitment among nurses in some hospitals in Mashhad, Iran. The results revealed that spiritual intelligence has positive impact on mental health. The findings also showed that spiritual intelligence had positive impact on organizational commitment, and mental health of nurses also had positive impact on organizational commitment. They also uncovered that mental health is less in women as compared to the man and organizational commitment is also less in women compared to man.

Ghaffari (2005) examined the relationship between organizational commitment and spiritual intelligence of five military hospitals managers at Tehran city. The results demonstrated that spiritual intelligence (spiritual experiences) had significant impact on organizational commitment. Mohammaddi and Boroomand (2014) studied the association between cultural intelligence and spiritual intelligence with organizational commitment among secondary school principals. The outcomes of the study indicated that cultural intelligence had significant and positive influence on organizational commitment while no significant correlation exists among spiritual intelligence and organizational commitment. They also discovered that those managers who used their own talents and skills to find the good causes for job and work performance and find importance and aims in life, will find better solutions for the problems, will have better understanding of themselves and others and will perform their jobs efficiently. The study also revealed that there is no direct relationship between spiritual intelligence and organizational commitment.

Arnold and Feleman (1991) studied spirituality in the workplace. They asserted that spiritual intelligence may bring some benefits, such as developing job satisfaction. When the spiritual intelligence of the employees is at a high level, it is easier for the employees to feel job satisfaction. Furthermore, the results of the study conducted by Chawla & Guda (2010) with the samples of sales professionals in a variety of industries showed that spiritual intelligence is positively related to the organizational commitment.

In a similar study, Thangaraj (2014) examined the relationship among spiritual intelligence, job satisfaction and organizational commitment of employees in the banking sector. This study used four dimensions (conscious state expansion, critical existential thinking, transcendental awareness, personal meaning production) for measuring of spiritual intelligence. The findings reveal that there is a significant and positive correlation exists among spiritual intelligence, job satisfaction and organizational commitment. The employees who are spiritually intelligent, are more satisfied with their job and when they are satisfied, they are highly committed to their jobs. The organizational commitment led to the decrease in the staff turnover and an increase in the organizational productivity.

Malik and Naeem (2011) investigated the role of spirituality in job satisfaction and organizational commitment among faculty members of higher education institutes in Pakistan. In this study, spirituality was measured by ideopraxis, intrapersonal aspect of spirituality, interpersonal aspect of spirituality and suprapersonal aspect of spirituality. The findings showed that there is positive relationship between interpersonal spiritual dimensions (organizational modes and small group), intrapersonal spiritual dimensions (self-enrichment and self-determination) and the organizational commitment of faculty members. There is a negative relationship between intrapersonal spiritual dimension (self-control), suprapersonal spiritual dimensions (transformational and transactional modes) and the organizational commitment of faculty members. There is a positive relationship between ideopraxis, suprapersonal spiritual dimension (transformational mode) and job satisfaction of the faculty members while there is a negative relationship between interpersonal spiritual dimension (organizational mode), intrapersonal spiritual dimension (self-determination) and job satisfaction of the faculty members. The overall result revealed that spiritual dimensions are negatively and positively associated with the job satisfaction and organizational commitment of the faculty members.

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