Original Article

Spiritual Intelligence in Education: Exploring the Impact of Teachers' Spiritual Intelligence on Student Satisfaction in Higher Education using dyad Analysis

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Abstract

The present study investigates the impact of elements associated with teachers on student satisfaction. The study adopts a quantitative approach with a cross-sectional design. A questionnaire-based survey was conducted among teachers and students at the Higher Education Institutes of Karachi, Pakistan. Both on-site and online. A total of 21 HEC-recognized universities having business schools/management sciences departments were contacted and visited in Karachi. The sample design involves collecting data from 344 teacher-student dyads. Non-probability sampling is used due to the lack of a complete subject list. As a result, studying the effect of teachers' spiritual intelligence on student satisfaction can potentially lead to improved learning outcomes and academic performance. Enhancing spiritual intelligence assists individuals in developing a positive mindset and attaining inner tranquility. This shift in attitude enhances self-motivation and self-control and aids in alleviating the elevated stress levels often caused by the fast-paced nature of contemporary society.

Keywords: Spiritual Intelligence, Student Satisfaction, Higher Education, Dyad Analysis

1. INTRODUCTION

In education, the pursuit of holistic student development goes beyond the confines of traditional intellectual growth (Poquet et al., 2021). The holistic view of education argues that student satisfaction needs to be encouraged by considering all the factors contributing to the student's experience, including psychosocial, emotional, physical, spiritual, and so on (Singh, 2022). Rising mental health challenges, such as stress, anxiety, and depression (Hossain et al., 2022) among students of higher education (Wang et al., 2022), have impacted students' academic performance and overall satisfaction (Deng et al., 2022). Student satisfaction at universities is a complex phenomenon influenced by many factors, including personal qualities, financial situation, social connections, and institutional characteristics (Than & Khang, 2020). Academic research has found two main aspects instructor factors and institutional factors that affect students' satisfaction (Adler et al., 2021).

The present study investigates the impact of elements associated with teachers on student satisfaction. Education involves creating a supportive environment that nurtures learning, personal growth, and well-being, encompassing emotional, spiritual, and adversity intelligence (Bruggeman et al., 2021). Teacher plays a great role in creating such an environment (Suarman, 2015). The evolving academic environment, an evolving vision of student learning, and changing expectations of the teaching role necessitate continuous development for teachers (Darling-Hammond, 2017). As a result, for teachers to respond to these developments, there needs to be a change in the expected behaviors of teachers globally. Educators

and scholars continually seek novel strategies to tackle these challenges. One such approach gaining attention is the concept of Spiritual Intelligence (SI) and its potential influence on higher education settings (Anwar & Rana, 2023; Ma & Wang, 2022).

The 21st-century youth face information overload and technological progress, leading to higher dissatisfaction (Wang et al., 2022). Teachers struggle to foster self-actualization amidst this backdrop. Student satisfaction challenges persist in Pakistan's education sector, particularly in business schools (Khan et al., 2017). Pakistan's economic survey from 2016-2017 showed a concerning decline in the country's literacy rate, which dropped from 60% to 58% (Awais et al., 2021). Student dissatisfaction within the existing education system can also be cited as a factor for this downturn (Awais et al., 2021). A study conducted at four public universities in Pakistan found only 40% of students were satisfied with the teaching abilities and subject knowledge of their teachers (Rashid & Siddiqui, 2021). Large class sizes, outdated teaching methodologies focusing on rote learning rather than critical thinking, and lack of continuous training for faculty have been cited as reasons for low teacher competence (Mahmood & Hanif, 2022).

Higher education significantly shapes perspectives and careers (Haas & Hadjar, 2020) but often focuses narrowly on intellectual development (Parinussa et al., 2023), neglecting holistic growth (Bhardwaj, 2016). In this era of evolving educational paradigms, the traditional focus on cognitive skills and technical expertise is now accompanied by a growing understanding of the significance of emotional and spiritual well-being (Walsh et al., 2020). SI, often referred to as the ability to connect with deeper meanings, values, and purpose in life, has emerged as a vital dimension in personal growth and interpersonal interactions (Skrzypińska, 2021). However, few studies have been conducted on teachers' SI with student-related variables (Ma & Wang, 2022). Most of the studies in this field are performed in medical science, theology, and psychology, with only a few in management science (Samul, 2020). Rising demands and stakeholder expectations add complexity to education and competency requirements. This research investigates how teachers' SI resonates within the educational sphere and its potential to improve student satisfaction.

Student satisfaction refers to the level of contentment that students experience with their academic programs, institutions, and teachers (Weerasinghe et al., 2017). Student satisfaction has become vital to higher education institutions' success (Nastasić et al., 2019; Wong & Chapman, 2022). The dynamic relationship between teachers and students lies at the core of effective education (Hagenauer, 2023). Within this context, the concept of teaching competence plays a pivotal role (Gumanová & Šukolová, 2022). Teaching competence encapsulates the amalgamation of instructional skills, pedagogical approaches (Bell, 2022), and interpersonal engagement that teachers employ to facilitate learning (Pennings & Hollenstein, 2020). By serving as a mediator in the investigated framework, teaching competence is poised to bridge the gap between teachers' SI and students' satisfaction, thus shaping the overall educational experience

Incorporating SI in education can lead to a more comprehensive understanding of students' needs and well-being, fostering their personal and emotional growth alongside their academic development. Through the lens of dyad analysis, this research undertakes a comprehensive exploration of the intricate connections between Spiritual Intelligence, teaching competence, and student satisfaction in higher education institutes of Karachi. By delving into this multifaceted relationship, the study aims to contribute valuable insights to educational practitioners, policymakers, and researchers, fostering a deeper understanding of the holistic factors that influence the educational landscape.

2. LITERATURE REVIEW

Student Satisfaction

Student satisfaction is a crucial aspect of higher education, affecting student enrollment, retention, academic success, and an institution's reputation (Archambault, 2008). It is influenced by students' subjective assessments of educational outcomes and experiences, which are influenced by their overall experiences (Oliver, 1980). Studies have looked at a variety of issues that could affect student satisfaction, including high costs, emerging technologies, a diverse student body (Hwang & Choi, 2019), quality of instruction, class size, and advising (Corts et al., 2000; Elliott, 2003; Peterson et al., 2001). Study shows that teachers have a significant impact on students' satisfaction (Tharapos et al., 2022). Teacher-related factors that have an impact on student satisfaction comprise social factors that helps teachers in communication (Adler et al., 2021; Long et al., 2014), and subject matter knowledge (Chahal & Devi, 2015). Rising mental health challenges, such as stress, anxiety, and depression (Hossain et al., 2022) among students of higher education (Anju et al., 2021) have impacted students' overall satisfaction (Deng et al., 2022). Studies on

the increasing dissatisfaction among students and the role of teachers have concluded that Teachers' respectful conduct toward students has been demonstrated to impact student satisfaction (Wygal et al., 2014). This encompasses interpersonal qualities like empathy, approachability, attentiveness to student worries, recognizing students individually, and adapting to various learning styles (Adler et al., 2021; Chahal & Devi, 2015). A recent field of research has focused on the role of SI in education (Dar, 2021; Ma & Wang, 2022; Samul, 2020; Turi et al., 2020). In the proposed framework, student satisfaction is operationalized as a multidimensional construct that encompasses factors exclusively related to the student experience with teachers such as teaching and learning, student management and guidance, academic and cultural life and learning, and scientific research environment measured through a validated scale.

Various instruments and approaches have been developed to measure student satisfaction in higher education. Surveys, questionnaires, and interviews are commonly used (Elliott & Shin, 2002). The SERVQUAL model, which assesses the gap between students' expectations and perceptions of service quality, is widely employed for measuring student satisfaction (Parasuraman et al., 1988). The American Customer Satisfaction Index (ACSI) and the Higher Education Satisfaction Survey (HESS) have been proposed to offer more comprehensive and context-specific approaches to measuring student satisfaction (Carrillat et al., 2007). The present study adopted four dimensions of student satisfaction to measure the satisfaction of students studying at the business departments of different institutes in Karachi. Dimensions include teaching and learning, student management and guidance, academic and cultural life and learning, and scientific research environment (Liu et al., 2016).

Spiritual Intelligence

According to (Zohar & Marshall, 2000), the term "spiritual intelligence" combines the concepts of "spiritual," which pertains to the essence or nature of the spirit, and "intelligence," which refers to the capacity to acquire and apply knowledge. Hence, spiritual intelligence can be defined as the ability to acquire and apply knowledge concerning the spiritual realm. Acquiring knowledge of the spirit involves exploring the existence and origin of spirits while applying this knowledge involves understanding the ultimate purpose or objective of these spirits. Essentially, spiritual intelligence addresses fundamental existential questions such as our identity, purpose, origins, and destination (King, 2008). It is the ability to reach higher meanings, values, and lasting goals, as well as the more subtle aspects of your meaning and values (Vaughan, 2002). King (2008) identifies SI as a collection of cognitive abilities that contribute to an individual's awareness, integration, and adaptive utilization of their existence's nonmaterial and transcendent aspects. Amram & Dryer (2008) define SI as an ability to represent and use spiritual resources to improve health and daily performance. It is important to note that SI is distinct from religion and developed from spirituality (Koenig et al., 2000). Spirituality defines how "meaningful" is defined, whereas intelligence is applying tools to achieve a more prosperous, practical, joyful, and ultimately more meaningful life (Vaughan, 2002).

Spiritual Intelligence in Education

The introduction of SI has enabled an individual to achieve targeted goals by giving wisdom in decision-making and introducing new dynamics into educational settings (Ma & Wang, 2022; Shrivastava, 2017). Studies have also cited SI as essential to teaching and learning (Koražija et al., 2016; Ma & Wang, 2022). It is a potentially significant construct that can help us better understand the psychological factors that influence human functioning (Emmons, 2000; Emmons, 1999). Research on High school teachers underscores the positive impact of SI on their performance (Efendi et al., 2021). SI fosters adaptability and resilience, enabling effective navigation of challenges and changes (Hacker & Washington, 2017; Mahasneh et al., 2015). Coupled with a strong sense of purpose, SI encourages a growth-oriented approach to difficulties, improving performance and handling obstacles (McGhee & Grant, 2015). SI also nurtures empathy, compassion, and interpersonal skills like active listening and conflict resolution, enhancing relationships with colleagues, students, and stakeholders (Emmons, 2000; Rahmawati et al., 2019).

In educational psychology, SI refers to the flexible application of spiritual knowledge to speed up daily goal-setting and problem-solving (Emmons, 2000). Thus, developing spiritual intelligence is a way individuals might enhance their general quality of life (Wantiyah et al., 2020). It involves applying a body of knowledge to practical issues (Skrzypińska, 2021). In education, SI combines adaptability and emotional strength and is vital in assisting students and teachers in establishing goals and ideals and making sense of their surroundings (Vaughan, 2002). Recent research has emphasized the significance of

SI in education, aligning with Gardner's perspective that SI represents "the intelligence of big questions" (Ma & Wang, 2022). SI in higher education facilitates transformative learning (Cecero & Prout, 2011), fostering authenticity, creativity, analytical thinking, truthfulness (Rahmawati et al., 2019), and adaptive decision-making (Nasel, 2004). Griffiths (2017) distinguishes SI as an elevated form of intelligence that brings forth the innate qualities and abilities of one's true self, including wisdom, compassion, integrity, joy, love, creativity, and peace. Scholars such as Anwar & Rana (2023) and Dar (2021) have demonstrated positive correlations between SI and psychological well-being, as well as between SI and teacher competence (Pereira, 2020). SI's impact extends to adaptability, resilience, empathy, and compassion, enhancing interpersonal skills and overall job performance hence SI aids the competence of teachers (Talukdar & Ghosh, 2017). George et al. (2013) and Rachel George et al. (2013) found links between SI and teacher effectiveness. The findings suggest that teachers with elevated spiritual intelligence possess the ability to reframe situations within a broader context (Pereira, 2020). Dincer (2007) explored methods to enhance SI among teachers, contributing to improved teacher-student relationships. SI equips educators to guide students in critical and creative thinking, preparing them for future challenges.

The current study has followed the themes suggested by the Amram, which include the following: Consciousness (improved self-awareness and awareness), Grace (living in harmony with the divine and expressing love and faith for life), meaning (the ability to find meaning in one's daily actions through a feeling of purpose and a call to action, even in misery and pain), Transcendence (moving toward an interrelated wholeness from the discrete egoic self), and Truth (being open to all of creation (all that is), curious, and loving it) (Amram & Dryer, 2008).

Teacher Competence

Teacher competence plays a crucial role in shaping educational outcomes and student success (Podungge et al., 2020; Sulistianingsih et al., 2018). It encompasses a wide range of knowledge, skills, and attitudes that teachers need to effectively facilitate learning in the classroom (Baumert et al., 2013). Additionally, a research investigation revealed a robust association between the competence of teachers and the level of satisfaction experienced by students (Long et al., 2013; Suarman, 2015). Greenland's (2005) study on teaching and learning focusing on the business department reveals that teacher competence is one of the factors that impact student satisfaction. Abykanova et al. (2016) emphasize competence as professional tasks university teachers perform, utilizing subject knowledge, pedagogical principles, and personal traits for expert, scientific, and practical problem-solving. The findings from research examining the influence of lecturers' competencies on students' satisfaction at a private tertiary institution in Malaysia indicated a positive correlation between these variables, suggesting that lecturers' competencies favorably impact students' satisfaction (Gee, 2018). Koenen et al. (2015) further emphasize that demonstrating successful behavior in diverse contexts makes this competence evident. Research on teachers' competence has posited that teachers' ability to be responsive, display enthusiasm, and demonstrate creativity have a significant impact on student satisfaction (Heffernan et al., 2009).

SI has the potential to enhance these behaviors and contribute to their improvement (Sethi, 2020). Dar (2021) investigated the relationship between teacher competence and spiritual intelligence in secondary school. The findings revealed a strong correlation between the two variables (Dar, 2021). There is a great deal of research that indicates a strong correlation between teachers' competence and SI (Pereira, 2020). Studies have posited that the development of teachers' teaching competence is aided by SI (Talukdar & Ghosh, 2017). According to Kim et al. (2017), teacher competencies indicate the ability to handle various tasks or challenges. However, teachers' competence and learning process quality positively impact student satisfaction (Sulistianingsih et al., 2018).

Theoretical Framework

This study employs the concept of spiritual intelligence proposed by Zohar & Marshall (1997), which is based on Gardner's Multiple Intelligences theory (Gardner, 1983). Gardner's theory suggests that traditional psychometric views of intelligence are too limited and proposes that people possess various kinds of intelligence. Based on this, Zohar and Marshall conceptualized spiritual intelligence as an independent form of intelligence focused on solving macro problems concerning purpose and meaning (Zohar & Marshall, 2001). The present study seeks to extend the findings of Zohar and Marshall and study the impact of spiritual intelligence in educational settings. Teaching and learning are two-way processes that revolve around interpersonal, intrapersonal, and transpersonal communication. Therefore, the study assesses the impact of teachers' spiritual intelligence on student satisfaction, with teacher competence

playing a mediating role.

Additional theories have also been utilized to provide a lens for analyzing teacher-student dynamics. A psychological framework called attachment theory, proposed by John Bowlby (1950), is also employed to analyze the teacher-student relationship. Attachment theory highlights the importance of strong emotional bonds formed through availability, responsiveness, and role modeling (Lopez, 1997). Social cognitive theory also underscores the influence of role models like teachers who promote positive attributes. As role models, teachers demonstrate positive ideals, resilience, and a growth mindset, inspiring and influencing students' confidence, motivation, and satisfaction with their learning experiences. This role modeling of teachers is supported in the proposed framework by the social cognitive theory proposed by Albert Bandura (1997). By incorporating concepts from these frameworks, the study aims to understand how teachers' spiritual intelligence fosters secure relationships with students characterized by trust, emotional support, and inspiration.
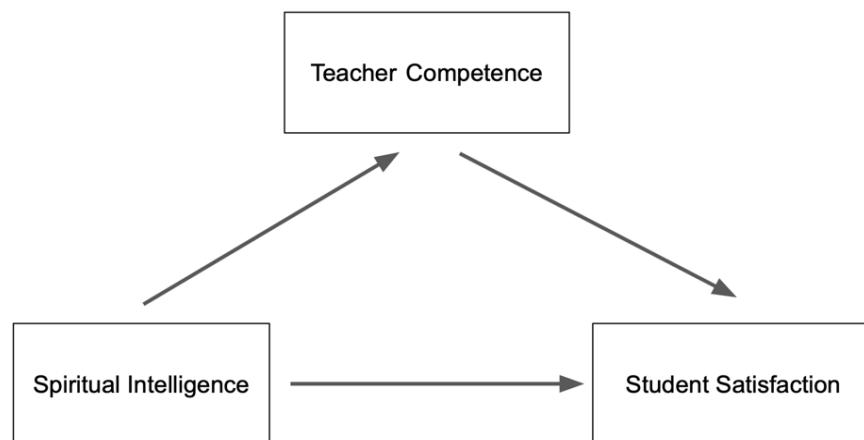

Figure 1. Conceptual Framework of the study (Proposed by the author)

Research Hypotheses

- There is a significant relationship between spiritual Intelligence and teacher competencies of teachers in HEIs.
- There is a significant relationship between teaching competencies and student satisfaction in HEIs.
- SI has a significant impact on student satisfaction mediated by teacher competence.

3. RESEARCH METHODOLOGY

Sample size and data collection

The study adopts a quantitative approach with a cross-sectional design. A questionnaire-based survey was conducted among teachers and students at the Higher Education Institutes of Karachi, Pakistan. Both on-site and online. It focuses on the Business and Management Sciences departments of Higher education institutions, chosen for their diversity and relevance to producing future managers and leaders. A total of 21 HEC-recognized universities having business schools/management sciences departments were contacted and visited in Karachi. The target population comprises graduate and postgraduate students and their respective teachers in these schools. The sample design involves collecting data from 344 teacher-student dyads. Non-probability sampling is used due to the lack of a complete subject list. The sample size of 345 dyads is chosen based on Krejcie & Morgan (1970) formula, aiming for a good representation of teachers' Spiritual Intelligence. A ratio of 5 students to 1 teacher is maintained. A total of 345 responses were collected from students of graduate, and post-graduate business studies programs, and 69 were collected from respective faculty members working in higher education institutes in Karachi. Four hundred questionnaires were distributed, among which 344 were returned with complete information.

Instruments

In order to assess the research constructs associated with independent, dependent, and mediating factors, the questionnaires collected demographic information and used standardized scales with some

adaptations.

Table 1

Instruments used to measure the variables

Variables	Instrument	Constructs	Author
Teaching Competencies	"Teacher Competence and Student Conflict handling strategies"	Order, discipline & structured teaching, Subject knowledge, Teaching Skills, Social Skills, Positive acknowledgment, Individual teaching, Fair & Reasonable.	(Malm & Löfgren, 2006)
Spiritual Intelligence	"The Integrated Spiritual Intelligence Scale"	Consciousness, Grace, Transcendence, Meaning, Truth.	(Amram & Dryer, 2008)
Student Satisfaction	"Student Satisfaction Scale Development for Sports Management in China"	Teaching and learning, student management and guidance, academic and cultural life and learning, scientific research environment.	(Liu et al., 2016)

4. FINDINGS

Cronbach's Alpha

Table 2 demonstrates that Cronbach's alpha exceeds 0.7 for each variable. This indicates that the instrument exhibits a high level of interitem consistency and can be considered reliable.

Table 2

Reliability and Validity

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Spiritual Intelligence _	0.882	0.912	0.676
Student Satisfaction_	0.842	0.894	0.68
Teacher Competence	0.907	0.922	0.63

Factor Loading

To ensure the accuracy of the psychometric properties of each item in the instrument, the evaluation of the model involved confirmatory factor analysis (CFA). A total of 95 items were loaded. of the 95 measures, 27 were used to assess teaching competencies, 45 were used to assess spiritual intelligence, and 23 were used to assess student satisfaction. Items with a score of less than 0.6 were then omitted, and CFA was repeated. The results of the CFA, as depicted in Figure 2, indicate that all the factors' scores are above 0.6, indicating satisfactory psychometric characteristics for each item (Awang et al., 2018).

Table 3

Factor Loading and Variance Inflation Factor

Item Code	Factor Loadings	Variance Inflation factor (VIF)
Consciousness	0.849	2.857
Grace	0.878	3.592
LSRE	0.745	1.465
Learning & Teaching	0.86	2.13
Lgistic Services	0.852	2.173
Meaning	0.711	1.761
Student Management & Guidance	0.836	2.135
Tcomp_FR	0.643	1.233
Tcomp_IT	0.869	3.067
Tcomp_ODS	0.81	3.439
Tcomp_PA	0.793	2.841
Tcomp_SC	0.886	4.672
Tcomp_SK	0.71	2.52
Tcomp_TS	0.819	2.991
Transcendence	0.78	1.537
Truth	0.881	2.915

Discriminant Validity

The HTMT threshold value must be 0.90, according to the standards (Henseler et al., 2015). Table 3 shows the findings of the HTMT ratio, which reveal that all observed values are below the 0.90 threshold.

Table 4

Factor Loading and Variance Inflation Factor

	Spiritual Intelligence _	Student Satisfaction_	Teacher Competence
Spiritual Intelligence _	0.822		
Student Satisfaction_	0.735	0.824	
Teacher Competence	0.556	0.567	0.794

Coefficient of Determination

Table 4 shows the R2 value for this research model. R2 depicts the total variance between all independent variables and measures the model's overall predictive performance.

Table 5

Coefficient of determination

	R Square	R Square Adjusted
Student Satisfaction_	0.576	0.574
Teacher Competence	0.309	0.307
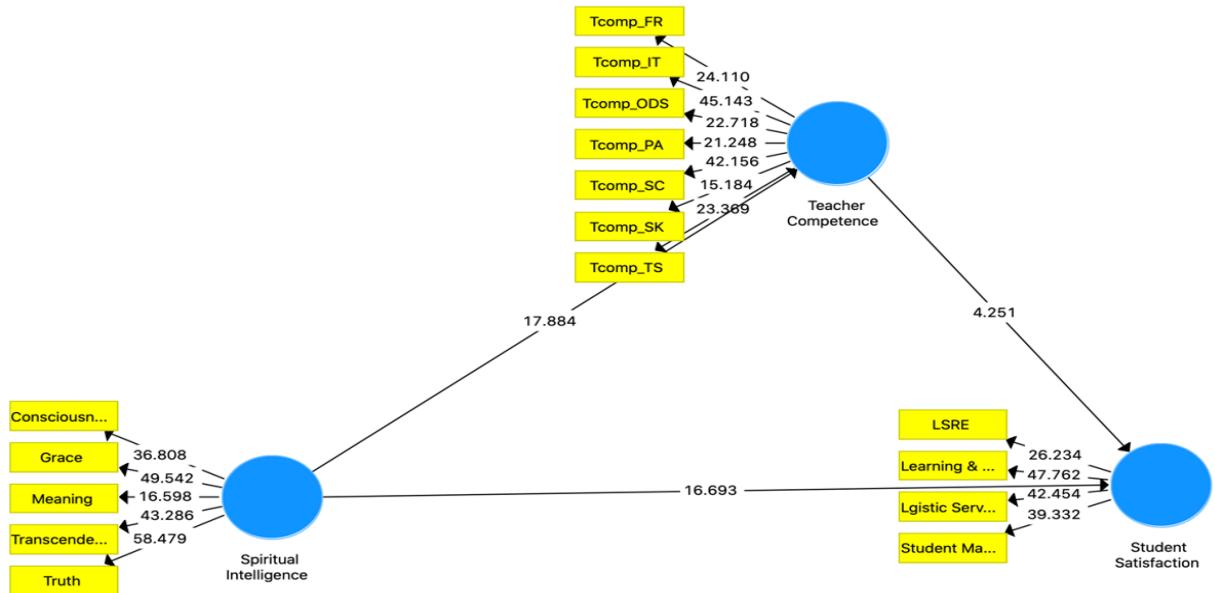
Figure 2. Structural Model (Bootstrapping)

Table 6

Hypothesis Testing

	Path Coefficients	T Stat	PValue	Decision
Direct Path				
Spiritual Intelligence --> Student Satisfaction_	0.608	16.693	0.000	supported
Spiritual Intelligence --> Teacher Competence	0.556	17.884	0.000	supported
Teacher Competence -> Student Satisfaction_	0.229	4.251	0.000	supported
Indirect Path				
Spiritual Intelligence--> Teacher Competence ->Student Satisfaction_	0.12	4.395	0.000	supported

In H1, this study proposed that SI positively influences teaching competence. As projected, the fallouts in Table 6 confirmed that this relationship is significant, as depicted by the coefficient, T-stat, and p-values (β=0.556, T-stat=17.884, p<0.01).

In H2, this study proposed that teacher competence positively influences student satisfaction.

As projected, the fallouts in Table 6 confirmed that this relationship is significant, as depicted by the coefficient, T-stat, and p-values (β=0.229, T-stat=4.251, p<0.01).

In H2, this study proposed that SI positively influences student satisfaction mediated by teacher competence. As projected, the fallouts in Table 6 confirmed that this relationship is significant, as depicted by the coefficient, T-stat, and p-values (β=0.12, T-stat=4.395, p<0.01).

Discussion

The researcher conducted a study to examine the influence of spiritual intelligence on student satisfaction, with the mediating effect of teacher competence. The findings indicated a significant positive relationship between spiritual intelligence and teacher competence, supporting the literature(Hendrastuti et al., 2018). These results suggest that when teachers incorporate spiritual values into their work, they become more competent, improving performance over time (Efendi et al., 2021). The relationship between teachers and students plays a vital role in shaping the overall educational experience. Teachers who possess higher levels of spiritual intelligence may exhibit qualities such as empathy, compassion, and understanding, which can enhance the teacher-student bond. A positive and supportive teacher-student relationship can lead to increased satisfaction and engagement in the learning process. This study's findings align with previous research that emphasizes the importance of teachers' spiritual intelligence and competence in teaching and learning (Dar, 2021; Gumanová & Šukolová, 2022; Lie et al., 2021; Singh, 2022).

The research highlights the significance of teachers in the educational setting, emphasizing the need for teachers to possess diverse skills, personalities, and competence to motivate students and ensure their satisfaction (Mulang, 2021). The competence of teachers has a significant positive association with student satisfaction, as supported by previous literature (Dar, 2021). Teachers are crucial in creating a conducive academic environment that promotes student satisfaction (Malik & Rizvi, 2018). Studies have also established a connection between teachers' competence and spiritual intelligence. Both spiritual intelligence and teaching competence are vital for students' educational development(Talukdar & Ghosh, 2017). Higher levels of teaching competence are linked to higher levels of student satisfaction (Gee, 2018; Long et al., 2013). Teachers who demonstrate loyalty, commitment, mastery of learning materials, discipline, and professionalism tend to perform better, improving educational quality and increasing student satisfaction. Incorporating spiritual values also aids teachers in becoming effective role models, exhibiting good personality traits, honesty, objectivity, and professional responsibility in guiding students.

5. CONCLUSION

The researcher reached several conclusions regarding the study. First, a significant relationship was found between spiritual intelligence and teacher competence. The research findings emphasize the importance of spiritual intelligence and teaching competencies in enhancing student satisfaction. Spiritual intelligence focuses on grounding teachers by enhancing their self-awareness of personal mission, vision, and values apart from institutions (Pereira, 2020). The study promotes holistic learning by providing quantitative evidence supporting the integration of spiritual intelligence and teaching competencies in an educational context. It provides insights into the factors that can enhance the overall educational experience for students and foster student satisfaction. When teachers possess a high level of spiritual intelligence, they bring a holistic approach to their teaching, addressing not only academic needs but also their students' emotional and spiritual well-being. By nurturing a positive and inclusive learning environment, these teachers foster students' sense of belonging, empathy, and compassion. They promote values-based education, encourage self-reflection, and guide ethical decision-making. As a result, students feel supported, understood, and inspired, leading to higher satisfaction with their educational journey. Teachers' spiritual intelligence catalyzes student satisfaction, creating a harmonious and fulfilling learning environment that nurtures personal growth, academic achievement, and overall well-being.

Teachers' spiritual intelligence can influence their teaching methods and strategies. When teachers are attuned to students' individual needs and foster a sense of purpose and meaning in their education, students are more likely to be satisfied with their studies. As a result, studying the effect of teachers' spiritual intelligence on student satisfaction can potentially lead to improved learning outcomes and academic performance. Consequently, HR professionals, policymakers, and trainers should recognize the significance of these factors in recruitment and training processes, warranting the inclusion of specific

criteria related to spiritual intelligence and competence in HRD procedures. The study highlights that the holistic development of students is a primary goal of education, necessitating the cultivation of spiritual intelligence in teachers. Teachers with spiritual intelligence can effectively contribute to educational reforms and policies by imparting meaningful knowledge and employing a constructive problem-solving approach (Agrawal & Khan, 2015). The literature further reveals that teachers are responsible for addressing students' needs and utilizing their spirituality to provide a balanced learning environment, leading to improved knowledge, strength, spirit, and self-esteem, ultimately resulting in increased student satisfaction. Enhancing spiritual intelligence assists individuals in developing a positive mindset and attaining inner tranquility. This shift in attitude enhances self-motivation and self-control and aids in alleviating the elevated stress levels often caused by the fast-paced nature of contemporary society.

Limitations & Recommendations

In the future, a couple of limitations can be improved. First, data from only 344 students were obtained because of time and resource constraints. This can be elaborated further by utilizing a larger sample size. Additionally, this study is based on a contextual analysis of Karachi institutes, which is another drawback that can be resolved in the future. In the future, these variables can be studied in diverse contextual settings.

Declaration

No funding was received for conducting this study. The authors have no competing interests to declare that are relevant to the content of this article.

Compliance with Ethical Standards

The research was explained to students and teachers, and data was only collected with their consent.

Competing Interests

The authors did not declare any competing interest.

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