

Spiritual Intelligence and Work Performance Towards A Better School Culture

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Abstract

This study ascertained the level of spiritual intelligence and its relationship to work performance of the school administrators, elementary school teachers and non-teaching personnel of the Division of Silay City, Negros Occidental, Philippines. The spiritual intelligence questionnaire was conducted by the researchers while the Performance Appraisal System for Teachers, Performance Appraisal System for School Heads and Performance Appraisal System for Administrative Group records for the work performance were retrieved from the Records Office in the Division of Silay City. For descriptive statistics, frequency counts, percentage, means and standard deviation were used. For inferential statistics, t-test for independent samples, one-way ANOVA and Pearson product moment of correlation were utilized. All tests in inferential statistics were done at 0.05 level of significance. Findings revealed that the level of spiritual intelligence of school administrators, elementary school teachers and non-teaching personnel is high in terms of critical existential thinking and transcendental awareness while in terms of personal meaning production and conscious state expansion, school administrators' level of spiritual intelligence is very high. The work performance of school administrators, elementary school teachers and non-teaching personnel is very satisfactory. There was a significant difference in the level of spiritual intelligence of the respondents when grouped according to age and years in service. There was a significant relationship between the spiritual intelligence and work performance.

Keywords: *Spiritual Intelligence, Work Performance, Performance Appraisal System, Division of Silay City.*

Introduction

Outstanding studentry is a manifestation of how good an educational organization is. This can be achieved through an effective faculty force which plays a salient role in the realization of this goal. This study contributes to the understanding of the relationship between spiritual intelligence and work performance. Theoretical evidence shows that when organizations perform better, managers are able to improve the working conditions of their employees. It is not easy, in contrast, to grant "spiritual richness" and meaningful work to employees if the organization is poorly managed and focused on material survival.

One reason to pursue research on the topic is that, despite the methodological challenges it creates, spiritual intelligence is undeniably a human need for many people.

In the Division of Silay City, spiritual enhancement activities are given to teachers and school managers during In-Service Trainings to promote spirituality in the workplace. School administrators, elementary school teachers and non-teaching personnel look for the satisfaction of their spiritual needs, to be unique, to commune with something greater than themselves, to be useful and to be understood by others.

Spiritual intelligence is imperative for personal growth and authentic leadership. The family and community will be those who recognize this fact and begin to measure and hone the skills of spiritual intelligence in themselves and their organizations (Wigglesworth, 2012).

The study of Jeloudar and Goodarzi (2012) showed that there was a significant relationship between the teachers' (177) spiritual intelligence and their job satisfaction. Between their spiritual mentality and the five factors of job satisfaction which includes nature of work itself, attitudes towards supervisors, relations with co-workers, opportunities for promotion and work condition in the present environment, further connection was found.

This investigation is anchored on the theory of Gardner's "Theory of Multiple Intelligences". In his seminal work *Frames of Mind: the Theory of Multiple Intelligences* (1983), he identified seven areas of intelligence as linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial, interpersonal and intrapersonal. In the ensuing years, Gardner updated and expanded his original theory and considered several other learning modes such as naturalistic, spiritual, and existential intelligences.

Another theory that supports the study is stated in the *Handbook of Workplace Spirituality and Organizational Performance* by Robert A. Giacalone and Carole L. Jurkiewicz. Giacalone, Jurkiewicz, and Kolodinsky (2008) found that organizational spirituality was positively related to job involvement, organizational identification, and work rewards satisfaction, and negatively related to organizational frustration. Personal spirituality was positively related to intrinsic, extrinsic and total work rewards satisfaction.

The researcher wanted to find out if work performance of school administrators, elementary school teachers, and non-teaching personnel which is an indicator of outstanding studentry is influenced by spiritual intelligence.

Research Questions

This study determined the level of spiritual intelligence in relation to work performance of school administrators, elementary school teachers, and non-teaching personnel of the Division of Silay City during School Year 2015-2016. Specifically, this study sought answers to the following questions: 1. What is the level of spiritual intelligence of school administrators, elementary school teachers and non-teaching personnel when measured in terms of: (a) critical existential thinking, (b) personal meaning production, (c) transcendental awareness, and (d) conscious state expansion, when taken as a whole and when grouped according to sex, age, length of work experience and marital status?; 2. What is the level of work performance of school administrators, elementary school teachers, and non-teaching personnel when taken as a whole and when grouped according to sex, age, length of work experience, and marital status?; 3. Is there a significant difference in the level of spiritual intelligence of school administrators, elementary school teachers, and non-teaching personnel when grouped according to sex, age, length of work experience, and marital status?; 4. Is there a significant difference in the level of work performance of school administrators, elementary school teachers, and non-teaching personnel when grouped according to sex, age, length of work experience, and marital status?; and 5. Is there a significant relationship between

spiritual intelligence and work performance of school administrators, elementary school teachers, and non-teaching personnel?

Materials and Methods

This study employed the descriptive-correlation research design utilizing documentary analysis. It was conducted at DepEd, Division of Silay City during the School Year 2015-2016. The Division office is located in Silay City, Negros Occidental, Philippines. The respondents of this study were the 12 school administrators, 218 elementary school teachers, and 17 non-teaching personnel who were chosen using stratified random

The instrument used to measure the respondents' spiritual intelligence was the David King's Spiritual Intelligence Self-Report Inventory- 24 (SIRI- 24), with permission. SISRI-24 has four factors/subscales; (1) Critical Existential Thinking, (2) Personal Meaning Production, (3) Transcendental Awareness, and (4) Conscious State Expansion.

To gather data on the respondents' work performance, the Department of Education's Performance Appraisal System for Teachers (PAST), the Performance Appraisal System for School Heads (PASSA) and the Performance Appraisal System for the Administrative Group (PASAG) for Non- Teaching personnel were used. Drawing from the Vision and Mission of the Department of Education, PAST, PASSA and PASAG are comprehensive appraisal systems which address one of the mandates of the Department as embodied in RA 9155. The primary purposes of the Performance Appraisal System for Teachers (PAST), Performance Appraisal System for School Heads (PASSA) and Performance Appraisal System for Administrative Group (PASAG) are to ensure support for the continuous professional growth of teachers and to recognize the quality of teacher's accomplishments over a period of time for maintaining the high standard of work and properly rewarding excellent performance in terms of incentives, awards and promotion. The first purpose is formative-developmental in nature which will provide teachers with meaningful activities that encourage their professional learning and growth. The procedure is supportive, non-threatening, fair, collegial and self-directed within the community of professional learners. In the development and use of the PAST a number of considerations serve as guiding principles: PAST is objective, constructive, developmental and participatory in nature; the purpose of performance appraisal is both formative and summative; the use of multiple data source of gathering information strengthens the validity of the results; the standards and competencies promote reflective and holistic view of teaching; the appraisal process develops school culture of excellence, teacher leadership, collegiality and collaboration; and the outcomes of the appraisal should lead to continuous capacity building of teachers and results to higher teacher performance and improved learning outcome.

For descriptive statistics, frequency counts, percentage, means and standard deviation were utilized to describe the data. The t-test for independent samples was appropriately used for comparing means of two groups and one-way ANOVA for comparing means of more than two groups with Scheffe test as its post hoc. Test for correlation utilized Pearson Product Moment of Correlation. All tests in inferential statistics were done at 0.05 level of significance.

Results

The following presentations pertain to analyses and interpretation based on descriptive and inferential data pertinent to the spiritual intelligence of the administrators, elementary school teachers and non-teaching personnel in relation to their work performance.

The first objective of this study dealt with the level of spiritual intelligence of school administrators, elementary school teachers, and non-teaching personnel when taken as a whole and when measured in terms of the four factors: (a) critical existential thinking, (b) personal meaning production, (c)

transcendental awareness, and (d) conscious state expansion. Table 1 presents that school administrators have the highest mean in all the four factors of spiritual intelligence. The data revealed that school administrators have a very high spiritual intelligence in terms of personal meaning production ($\bar{x} = 4.60$), ($SD = 0.34$) and this implies that school administrators have a high capacity for personal meaning production that allows them to attach purpose and meaning to their positive or negative experiences. This also supports the idea that school administrators extract personal meaning and purpose in what they are doing in school and in the workplace and this helps transform the stressors they encounter and reduce their negative impact. Likewise, Lizsey (2003) agrees that employees tend to feel separated and alienated from oneself when there is lack of meaning or purpose in work. The data also revealed that school administrators have a very high spiritual intelligence in terms of conscious state expansion ($\bar{x} = 4.28$), ($SD = 0.36$). As shown in the table, teachers and non-teaching personnel level of spiritual intelligence indicated high spiritual intelligence in all factors such as critical existential thinking, personal meaning production, transcendental awareness and conscious state expansion. A deeper scrutiny of the data revealed that when taken as a whole, the school administrators have the highest mean ($\bar{x} = 4.11$), ($SD = 0.25$) among all the respondents.

Table 1 Level of Spiritual Intelligence of School Administrators, Elementary School Teachers and Non-Teaching Personnel

Factors	Teachers			Administrators			Non-Teaching Personnel			As a whole		
	M	SD	Int	M	SD	Int	M	SD	Int	M	SD	Int
Critical Existential Thinking	3.43	0.67	H	3.77	0.49	H	3.42	0.67	H	3.45	0.66	H
Personal Meaning Production	4.19	0.56	H	4.60	0.34	VH	4.09	0.50	H	4.20	0.56	H
Transcendental Awareness	3.71	0.54	H	3.98	0.33	H	3.63	0.46	H	3.72	0.53	H
Conscious State Expansion	3.65	0.66	H	4.28	0.36	VH	3.92	0.54	H	3.70	0.65	H
As a whole	3.72	0.49	H	4.11	0.25	H	3.73	0.47	H	3.74	0.49	H

Looking into age as a variable, older respondents have a very high spiritual intelligence in terms of personal meaning production ($\bar{x} = 4.26$), ($SD = 0.58$) and high spiritual intelligence in the three factors such as to critical existential thinking, transcendental awareness, and conscious state expansion. On the other hand, younger respondents have high mean scores in all factors as shown in Table 2. In terms of sex, female respondents have a very high mean in personal meaning production ($\bar{x} = 4.21$), ($SD = 0.54$) and high spiritual intelligence on the rest of the factors. On the other hand, male respondents also show high mean in the four factors of spiritual intelligence with personal meaning production as the highest with a mean score and standard deviation of ($\bar{x} = 4.13$), ($SD = 0.70$). When measured in terms of marital status, married respondents have a very high spiritual intelligence as to personal meaning production ($\bar{x} = 4.23$), ($SD = 0.54$) and indicated high scores in all other factors. Respondents who are single and separated or widowed are all the same with high spiritual intelligence with personal meaning production having the highest mean among the factors. Looking into years in service as the variable, respondents who have longer work experience have a very high spiritual intelligence in terms of personal meaning production with a mean score and standard deviation of ($\bar{x} = 4.26$), ($SD = 0.58$). On the other hand, respondents with shorter years in service have high spiritual intelligence in all factors. When taken as a whole, the factor that has the highest mean is the personal meaning production with mean score and standard deviation of ($\bar{x} =$

4.20), ($SD = 0.56$). The finding clearly suggests that among all factors, the respondents who have a high capacity for personal meaning production tend to attach a spiritual meaning to the event in one's life; hence expectedly would experience moderate, if not low levels of stress, misbehavior, and other social problems. The data showed that the respondents have high spiritual orientation. In the work setting, the respondents may be highly involved in religious activities such as the monthly masses and retreats. These events somehow strengthen the spiritual consciousness of the respondents.

Table 2 Level of Spiritual Intelligence of School Administrators, Elementary School Teachers and Non-Teaching Personnel When Grouped According to Variables

Factors	Critical Existential Thinking			Personal Meaning Production			Transcendental Awareness			Conscious State Expansion			As a Whole			
	M	SD	Int	M	SD	Int	M	SD	Int	M	SD	Int	M	SD	Int	
Categories																
As a whole	3.45	0.66	H	4.20	0.56	H	3.72	0.53	H	3.70	0.65	H	3.76	0.60	H	
Age	Younger	3.31	0.63	H	4.12	0.52	H	3.68	0.50	H	3.58	0.56	H	3.67	0.55	H
	Older	3.55	0.67	H	4.26	0.58	VH	3.75	0.55	H	3.80	0.71	H	3.84	0.63	H
Sex	Male	3.45	0.55	H	4.13	0.70	H	3.69	0.63	H	3.60	0.64	H	3.72	0.63	H
	Female	3.45	0.67	H	4.21	0.54	VH	3.72	0.52	H	3.71	0.65	H	3.77	0.60	H
Marital Status	Single	3.48	0.63	H	4.12	0.61	H	3.74	0.59	H	3.64	0.66	H	3.75	0.62	H
	Married	3.40	0.67	H	4.23	0.54	VH	3.71	0.51	H	3.71	0.67	H	3.76	0.60	H
	Separated/Widowed	3.78	0.62	H	4.18	0.57	H	3.80	0.52	H	3.77	0.51	H	3.88	0.56	H
Years in Service	Shorter	3.35	0.66	H	4.17	0.54	H	3.70	0.52	H	3.63	0.62	H	3.71	0.59	H
	Longer	3.60	0.65	H	4.26	0.58	VH	3.76	0.54	H	3.82	0.70	H	3.86	0.62	H

The second objective of this study dealt with the level of work performance of elementary school teachers, school administrators, and non-teaching personnel when taken as a whole and when grouped according to sex, age, length of work experience and marital status. In view of this objective, the needed data were collected using the Performance Appraisal System for Teachers (PAST), Performance Appraisal System for School Heads (PASSA) and Performance Appraisal System for Administrative Group (PASAG). The data were analyzed using the mean and standard deviation.

Table 3 shows that when taken as a whole and when grouped according to age, sex, and years of service, the respondents have a very satisfactory work performance. However, when grouped according to marital status, widowed and separated respondents have outstanding work performance while single and married respondents have very satisfactory performance. In terms of age, older respondents have a higher mean ($\bar{x} = 8.50$), ($SD = 0.49$) compared to younger ones ($\bar{x} = 8.45$), ($SD = 0.49$) but both have very satisfactory work performance. Analysis of the mean scores mean that older respondents have a higher level of work performance. The higher level of work performance of older respondents may be attributed to an old adage which considers wisdom coming with age. Older respondents may have been exposed to more trainings and may have learned more from their experiences in the field of work. When grouped according to sex, both male and female have very satisfactory work performance but the mean score ($\bar{x} = 8.49$), ($SD = 0.51$) of female respondents is higher compared to male respondents. In terms of marital status, respondents who are separated/widowed in status have an outstanding work performance with a mean score of ($\bar{x} = 8.70$), ($SD = 0.60$). The data may be more strengthened by the fact that

respondents who are separated/widowed can give more time to their work. On the other hand, single and married respondents have very satisfactory work performance in which the mean score ($\bar{x} = 8.52$), ($SD = 0.37$) of single respondents is higher compared to married respondents. This may be supported with the idea that married respondents have more responsibilities not only at work but also with their families at home compared to single respondents. When categorized as to years of service, the results may be more strengthened by the fact that respondents with long working experience ($\bar{x} = 8.53$), ($SD = 0.50$) have slightly higher mean work performance compared to those with shorter work experience ($\bar{x} = 8.45$), ($SD = 0.48$) though both were interpreted to be having a very satisfactory work performance. The higher mean on work performance of those with longer work experience may be attributed to the idea that respondents who have longer work experience have more trainings and fully equipped with the knowledge and skills necessary for their professional growth and development. In the current competitive climate, the organization must have an intense interest in maximizing the resources at hand. Leadership and motivation at the workplace must be alert to the ways in which fluctuating outside conditions and internal changes can dramatically impact the group's dynamics required for peak performance. At the same time, this will give each person involved a greater degree of work performance and make them more successful as individuals.

Table 3 Level of Work Performance of School Administrators, Elementary School Teachers and Non-Teaching Personnel

Variable	M	SD	Interpretation	
As a whole	8.48	0.49	Very Satisfactory	
Age	Younger	8.45	0.49	Very Satisfactory
	Older	8.50	0.49	Very Satisfactory
Sex	Male	8.39	0.22	Very Satisfactory
	Female	8.49	0.51	Very Satisfactory
Marital Status	Single	8.52	0.37	Very Satisfactory
	Married	8.45	0.50	Very Satisfactory
	Separated/ Widowed	8.70	0.60	Outstanding
Years in service	Shorter	8.45	0.48	Very Satisfactory
	Longer	8.53	0.50	Very Satisfactory

Another concern of this investigation dealt with the significant difference in the level of spiritual intelligence of the school administrators, elementary school teachers, and non-teaching personnel when they were grouped according to variables. When considered as personnel groupings, significant differences exist in the spiritual intelligence of school administrators, elementary school teachers, and non-teaching personnel with p-value of (0.023) as presented in Table 4.

Table 4 Difference in the Level of Spiritual Intelligence of School Administrators, Elementary School Teachers and Non-Teaching Personnel

Category	Sum of squares	df	Mean squares	F	P-value	Interpretation
Between groups	1.769	2	0.885	3.842	0.023	Significant
Within groups	58.16	244	0.23			
Total	57.949	246				

When grouped according to the aforementioned variables and when measured in terms of the four factors of spiritual intelligence, significant differences exist in the level of spiritual intelligence of the respondents when grouped according to age and years of service while no significant differences were noted when they were grouped according to sex and marital status. The finding implies that each area of life contains a set of relationships. Both success in life and levels of satisfaction in each factor of spiritual intelligence depends on how well one is able to interact within those relationships. Studies show that some of the outcomes of the development and practice of spiritual intelligence include an ability to stay calm and focused in the face of crisis and chaos, a more selfless and altruistic attitude towards others and more enlightened and relaxed perspective on life.

The data on Table 5 shows that there is no significant difference in the work performance of administrators, elementary school teachers and non- teaching personnel considering the F- value of 0.227 at 0.05 level of significance. The result shows that more or less, all the personnel work in the same manner and of the same level. In the field of education, the desire to keep the experienced and efficient workers is an endless challenge to administrators and supervisors. Assuming that those who enter the teaching and non-teaching work are well trained and competent, yet maintaining their efficiency and effectively which is largely dependent on the type of motivation and satisfaction they experience while doing their work is a great challenge. High work performance shows that intrinsic factors were of greatest importance followed by recognition and socialization. Results further showed that significant differences were noted in the work performance of elementary school teachers, administrators, and non-teaching personnel when grouped according to age, sex, years of service and marital status with the F-value of 2.605 at 0.05 level of significance. This implies that identifying, assisting and mentoring personnel who face professional and personal hardships is a vital aspect of effective work management.

Table 5 Difference in the Level of Work Performance of School Administrators, Elementary School Teachers and Non-Teaching Personnel

Category	Sum of squares	df	Mean squares	F	P-value	Interpretation
Between groups	0.109	2	0.055	0.227	0.797	Not Significant
Within groups	58.747	244	0.241			
Total	58.856	246				

The last concern of this study was to look into the relationship between spiritual intelligence and work performance. To test the hypothesis, the Pearson-Product Moment of Correlation was used. It can be observed in Table 6 that a significant correlation exists between the spiritual intelligence and work performance of elementary school teachers, administrators, and non-teaching personnel, $r = 0.17$; $p < .05$.

Table 6 Relationship Between the Spiritual Intelligence and Work Performance of School Administrators, Elementary School Teachers and Non-Teaching Personnel

Variable	r	p-value	Interpretation
Spiritual Intelligence	0.17	0.007	Significant
Work Performance			

In this regard the, hypothesis which postulated that no significant relationship exists between the two phenomena is rejected. The finding indicates that the level of spiritual intelligence of elementary school

teachers, administrators, and non-teaching personnel is significantly related with their level of work performance. This illustrates a tendency that a worker who has better spiritual intelligence also performs better in his work.

Results may be strengthened with the idea that for many, the workplace is the only environment that offers an opportunity to interact and connect with people at a social level. Literature and studies show that globally, some workplaces are encouraging the development of spiritual experiences because it is believed that a humanistic work environment creates a harmonious situation for both employees and the organization. According to that view, if members of an organization are spiritually mature, it may be assumed that they may be productive, more creative and more fulfilled.

The finding that work performance is influenced by spiritual intelligence is likewise the result of the study of Rani, Abidin, and Hamid (2013) among the 506 female, staff nurses at the three states of Malaysia. Likewise, Mota Kallam's descriptive-correlational study (2014) found out that personality and spiritual intelligence can affect the job performance of the 227 school principals, which also made use of SISRI-24.

Discussion

It was discovered that when taken as an entire group, the level of spiritual intelligence of school administrators, elementary school teachers, and non-teaching personnel is high in terms of critical existential thinking, transcendental awareness, and consciousness state expansion. However, a very high level of spiritual intelligence was demonstrated in school administrators' level of spiritual intelligence in the areas of personal meaning production and conscious state expansion. When grouped according to the aforementioned variables, school administrators have very high spiritual intelligence in terms of personal meaning production and conscious state expansion and high spiritual intelligence in terms of critical existential thinking and transcendental awareness. In terms of age as a variable, younger and older respondents have a very high spiritual intelligence in personal meaning production and conscious state expansion. When grouped according to sex, male and female respondents have very high spiritual intelligence in personal meaning production and conscious state expansion.

The work performance of school administrators, elementary school teachers, and non-teaching personnel is very satisfactory when taken as a whole and when grouped according to age, sex, marital status and length of work experience. In terms of age and sex, both have a very satisfactory work performance. In terms of marital status, respondents who are separated/widowed in status have an outstanding work performance while single and married respondents have a very satisfactory work performance. When grouped according to years of service, respondents with long working experience have slightly higher mean compared to those with shorter work experience. School administrators in terms of age and sex and years in service as a variable, have a very satisfactory work performance. When grouped according to marital status, single school administrators have higher mean compared to married school administrators. Elementary school teachers have very satisfactory work performance when grouped according to the aforementioned variables except for marital status where separated/widowed respondents yielded outstanding work performance. Non-teaching personnel show very satisfactory work performance when grouped according to the aforementioned variables.

A significant difference existed in the level of spiritual intelligence of school administrators, elementary school teachers, and non-teaching personnel when grouped according to age and years of service while no significant difference was noted when they were grouped according to sex and marital status. No significant difference existed in the level of work performance of school administrators, elementary school teachers, and non-teaching personnel when grouped according to age, sex, marital status and years of service. A significant relationship existed between the spiritual intelligence and work performance of elementary school teachers, administrators, and non-teaching personnel.

Conclusions

It can be construed that school administrators, elementary school teachers, and non-teaching personnel in the Division of Silay City have spiritual intelligence which they may have developed out of their exposure to spiritual activities that are conducted in their work setting. They have a very high capacity on personal meaning production and conscious state expansion. A high capacity for personal meaning production allows an individual to attach purpose and meaning to his or her positive and negative experiences. Extracting personal meaning and purpose in what respondents are doing in the workplace help transform the stressors they encounter and reduce the negative impact. On the other hand, high orientation on conscious state expansion gives one a clear mind and focus and efficient means of problem-solving, decision-making and reasoning in the midst of stressful conditions. Administrators, elementary school teachers, and non-teaching personnel perform well in their work. Age and years in service affect spiritual intelligence on the factors of personal meaning production and conscious state expansion. Spiritual intelligence significantly contributes to the work performance of school administrators, elementary school teachers, and non-teaching personnel.

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