

Does Spiritual Intelligence Impact Relational Psychological Contract among Teachers?

Azza Abd Elmonim Mokbil Zeid ^{a,*} · Kamel Ali Metwally Omran ^a

^a Faculty of Commerce, Cairo University, Giza, Egypt

* *Corresponding author*: stellaelgamila@yahoo.com

Abstract

Educational institutions have a major influence on society. Thus, schools shall adopt the green curriculum, which concentrates mainly on using innovative rather than traditional methods of teaching. This research aims to investigate the impact of “spiritual intelligence” and its dimensions on “relational psychological contract”. The participants of this research are 360 teachers in governmental public secondary schools in Alexandria governorate. The research relationships are investigated using partial least squares structural equation modeling and the hypotheses are tested using the path analysis technique. The results show a positive and significant impact between the independent and dependent variables, except for the two dimensions of the independent variable “spiritual intelligence”: “personal meaning production” and “transcendental awareness”, which have a positive insignificant-impact on “relational psychological contract”.

Keywords

Spiritual intelligence, Relational psychological contract, Green curriculum, Sustainability.

Article history

Received: 18 July 2023 · **Accepted:** 30 September 2023

1. Introduction

Educational institutions nowadays are involved in competition. Therefore, conducting innovative activities has become a must. To maintain sustainability, schools need spiritually intelligent teachers who are psychologically attached to their schools to achieve magnificent results (Malik *et al.* 2016).

Spiritual intelligence needs to be part and parcel of a school culture. It is the connection between teachers and their schools. The more spiritual the school, the better the environment can provide for teachers to work and contribute (Sanjeev *et al.* 2022). Teachers shall become spiritually intelligent to identify and organize their skills. Spiritual intelligence changes the usual norms of thinking and triggers higher and more energetic ones directed towards purpose, meaning, and relations with others to promote the ability to solve problems. In addition, spiritual intelligence consolidates ethical behaviors (Mahmood *et al.* 2018).

This calls for immediate action by schools to seek strong and perpetual relationships with their teachers (Imandin *et al.* 2014). Teachers who enjoy feelings of security, stability, trust and loyalty are encouraged to do their best (Pradhan *et al.* 2016). They can further choose the right decisions (Srivastava 2016).

Since spiritual intelligence establishes the feelings of belonging among teachers and their schools in a far better manner, it preserves the relational psychological contract of teachers; the complete alignment of teachers with their schools. Hence, teachers become more attached to their schools and productive (Sanjeev *et al.* 2022).

To comprehend teachers' expectations and their value, it is essential to introduce the concept of the relational psychological contract, assimilating the school–teacher relationship which is a long – term employment based on mutual beliefs, perceptions, and informal responsibilities different from formal written contracts of employment (Pajarre 2012).

Li *et al.* (2021) claim that spiritual intelligence has a significant impact on innovative work behavior, which is embodied in the generation of ideas and the execution and realization of such ideas. Thus, when spiritually intelligent teachers assimilate the fulfillment of relational psychological contracts by their schools, their readiness to innovate is significantly implanted as a result, which paves the way for schools to consider promoting greenness to achieve distinction in a commodity market.

Very little research focuses on the green curriculum. Some research finds that teaching the green curriculum necessitates the development of certain competencies such as critical thinking, future thinking, and integrated problem-solving, resulting from the researcher's point of view, linked to spiritual intelligence as the latter needs skillful conceptualization, application, analysis and evaluation of information based on a deep understanding of contradictions, the ultimate ability to solve problems and strict morality. Research about green curriculum states that the implementation of green skills requires experienced teachers and that the insertion of such skills into curricula can change students and teachers into sustainability change agents (Dima 2018).

Based on the literature review, investment in education is the best way to achieve sustainability. It is considered an investment in human resources' talents by stimulating their mental capacity. Via the green curriculum, the coming generations will be qualified to deal practically with economic, environmental, and social problems caused by globalization (Kalsoom *et al.* 2019). To the best of the researcher's knowledge, the impact of spiritual intelligence on relational psychological contracts so teachers becoming involved in teaching green curriculum has not been investigated. Accordingly, this research aims to investigate the impact of spiritual intelligence and its dimensions: "critical existential thinking", "personal meaning production", "transcendental awareness" and "conscious state expansion" on relational psychological contract among teachers of secondary stage in governmental public schools in Alexandria governorate.

2. Spiritual Intelligence

In the last twenty years, neuropsychology, anthropology, and cognitive science find that there is a kind of intelligence referred to as "spiritual intelligence" (Al Masri *et al.* 2020) (Zohar *et al.*, (2000) introduce the concept of spiritual intelligence and define it as "the intelligence with which people deal with and solve problems of meaning and value, the intelligence with which they can place their conduct and their lives in a wider, richer, meaning-giving context, the intelligence with which they can assess that one life path is more meaningful than the other."

Zohar *et al.* (2000) clarify that spiritual intelligence contains two words: spiritual and intelligence. The word "spiritual" is derived from the Latin word "spiritus" indicating "the thing that gives life or essence". Gobler *et al.* (2014) claim that when the word "spirit" is mentioned, it implies life. Schools shall provide teachers with a life of quality, purpose, and meaning where they can contribute to their school. Spiritual intelligence in the workplace indicates how daily life and relationships with others can be improved in terms of the human spirit. It is the compatibility between the values of schools and the values of teachers that summarize the goals that serve as guiding principles for teachers' lives inside schools.

Zohar (2005) argue that spiritual intelligence is the intelligence of the deep self which specify identity and nurtures innovation and creativity. It is the intelligence through which teachers can instruct students how to ask fundamental questions and reshape their answers. The author argues that through spiritual intelligence, teachers can face danger and anger courageously and prudently. Spiritually intelligent teachers are more tolerant, honest, and compassionate towards others.

King *et al.* (2009) define spiritual intelligence as "a set of adaptive mental and cognitive capacities based on non-material and transcendent aspects of reality related to the nature of one's existence which helps people to solve problems at work and stick to high moral standards"¹. He proposes four main dimensions: the first is "critical

¹ This explains why the study assumes King's definition and dimensions.

existential thinking”, referred to as “the ultimate power to discuss existential, critical issues and indulge in investigating all life matters in addition to perfectly conceiving, applying, analyzing and assessing information generated by observation, experience, reflection and communication” The second dimension is “personal meaning production”, indicating “the perfection in finding a life purpose, solving problems, and becoming full of hope and enthusiasm” The third dimension is “transcendental awareness”, which is “the ability to recognize unique accomplishments of the self and others as well as in-depth perception-not perceived by the physical senses, which paves the way for far better consequences for the benefit of all people” The fourth dimension is “conscious state expansion”, implying “mastering the sixth sense to penetrate a higher level of spiritual awareness and evoke spirit for guidance in daily difficult situations”.

3. Relational Psychological Contract

This section describes the data collection sources and provides some details concerning the sample composition. Then, it focuses on discussing the measurements of bank risk-taking, bank competition, and regulatory capital along with other determinants of risk-taking.

Shaheen *et al.* (2019) claim that Argyris firstly introduces the term psychological contract in (1960) stating that it is an intrinsic treaty between employees and their managers. Kasekende (2017) argues that relational psychological contracts consist of a series of expectations by teachers that require obligations from their school. However, their research employs Reader *et al.* (2009) definition because they distinguish relational from transactional psychological contracts and add features not included before in relational psychological contracts such as financial rewards and participation in decision-making. “The relational psychological contract focuses on socio-emotional factors of mutual relationships among teachers and their schools.

Li *et al.* (2021) mention that the relational psychological contract is an individual’s perception of the contents and conditions of reciprocal exchange among teachers and their schools. It is the fulfillment that increases teachers’ emotions, implants a sense of attachment, identity and, responsibility toward their schools, encourages them to promote new ideas that improve their school. It is greatly related to teachers’ attitudes and conduct concerning their performance.

Patel (2020) argue that adopting a relational psychological contract occurs through the following:

- a) Creating clear communication between teachers and their schools by facilitating regular meetings and discussions between managers and teachers,
- b) Encouraging teachers to engage in activities inside schools, including weekly lunches, celebrations of festivals and talents, and sports leagues,
- c) Facilitating career development through training and counseling sessions,

- d) Triggering major school changes such as strategy or business decisions which shall be developed by management followed by a consecutive action plan or change and expectations on behalf of teachers,
- e) Implementing school policies that shall offer security and faith,
- f) Avoiding overpromises to teachers and offering a justification if the school fails to meet teachers' expectations,
- g) Teachers must be involved in decision-making process, and
- h) Allowing teachers to express their concerns.

Kasekende (2017) claims that Rousseau (2012) classifies relational psychological contract into three components: perceived employee obligations (teachers), perceived employer obligations (Schools) and perceived fulfillment or violation of employer obligations (Schools). Obligation is a dedication to future actions, which teachers and their school are committed to. Teachers initiate the expected obligations before accompanying the job. Likewise, supervisors develop their teachers' expectations of just before integrating the job. Thus, it is teachers' expectations versus school obligations. If one party realizes that the other party is not committed to the assigned task, problems emerge.

Teachers who are responsible for improving the efficiency of their school by solving problems and being interested in school growth are called teachers in charge. Relational psychological contracts encourage such teachers to be much more loyal, supportive, and honest to their schools. As a result, relational psychological contracts are positively associated with taking charge behaviors (Atkinson *et al.* 2018).

Boxall *et al.* (2009) state that work practices and high involvement in work have a significant influence on school equity through relational psychological contracts. When teachers' well-being as well as flexible human resources practices are considered by human resource management, teachers reciprocate by being more responsible and they show positive behaviors at work. This generates an effective commitment and a healthy work environment (Ali *et al.* 2020).

4. The Green Curriculum

In September 2015, the United Nations Sustainable Development Summit adopts the principle of "Transforming the World". It is the 2030 Agenda for Sustainable Development on which the 21st century entails. It's goal is to develop human society. (Liu *et al.* 2021)

Khadim *et al.* (2021) agree with Sterling's definition of the Green Curriculum (2010) as "the process of equipping students with the skills needed to work and live in a way that protects the environment, society and economy both for today and for future generations". However, Sola (2014) defined it as "the development of awareness, skills, knowledge, attitudes, and values that solve environmental problems".

In 2017, the United Nations Educational, Scientific and Cultural Organization (UNESCO) develops the following eight core competencies of the Green Curriculum:

“systems thinking competency”, which is “breaking problems that are too difficult to deal with as a whole down into smaller and more manageable parts, each of them can be analyzed separately” Randle (2014) “Integrated problem-solving competency” is “identifying problems, examining and recognizing scientific facts about problems through justified sources of information and removing obstacles to reach an efficient decision-making” Nurtant *et al.* (2018). “Critical thinking competency” is “analyzing, evaluating and transforming thinking for the better.” Howlett *et al.* (2016) “Strategic Competency” is “having a vision and working to make it real.” Warren *et al.* (2014) “Anticipatory Competency” is “future thinking including possible outcomes of decisions and actions”. Komasinsiki *et al.* (2017). “Normative Competency” is “the moral thinking that necessitates the awareness of different perspectives and the ability to find solutions” Komasinsiki *et al.* (2017) “Self-awareness competency” is “the examination of one’s new emotional states, thoughts, and feelings, comparing them to one’s old emotional states and thoughts” Fiore *et al.* (2018). “Collaboration competency” is “the power to empathize and be sensitive to others” Fiore *et al.* (2018).

5. Literature Review for the Relationship between Spiritual Intelligence and Relational Psychological Contract

Suherman *et al.* (2023) investigate the impact of spiritual leadership and psychological contracts on employee job satisfaction at the Indonesian Islamic Bank among 90 employees using multiple regression analysis. Findings show that spiritual leadership and psychological contracts increase employee job satisfaction and that spiritual leadership and psychological contracts partially impact employee job satisfaction. Spiritual leadership builds a strong psychological contract for employees. In the same context, Winarno *et al.* (2021) examine the effect of psychological contract fulfillment and spirituality at work on lecturer performance among 500 private university lecturers in Indonesia using covariant based SEM. This research agrees with the previous one, showing that psychological contract fulfillment has a positive impact on spirituality, which in turn is a new source for psychological contract fulfillment and involvement.

Cakiroglu *et al.* (2017) examine organizational commitment and the mediating effect of job satisfaction on the transactional and relational psychological contract behavior of employees’ organizational spirituality levels of 279 employees in a public hospital operating in the health sector in Turkey. Findings show that organizational commitment and job satisfaction have a mediating impact on the influence of organizational spirituality levels on employees on their psychological contract behaviors. There is a positive and moderate relationship between organizational spirituality and relational psychological contract. This indicates that organizations that trust their employees, are committed to spiritual culture, and do not violate transactional and relational psychological contracts will survive for a long time.

Adebayo *et al.* (2007) examine the importance of spirituality in the relationship between perceived psychological contract violation and cynicism among 248

participants in the Nigerian police. Findings reveal that spirituality moderates the relationship between perceived psychological contract and cynicism. This agrees with the previous ones as the result is significant, but only among females and not males. When perceived psychological contract violation increases, females with moderate levels of spirituality are less cynical than those with low levels of spirituality.

Cakiroglu *et al.* (2023) examine the relationship between transactional and relational contracts and organizational spirituality among 279 employees in a public hospital operating in the health sector in Turkey. Findings show a positive and intermediate relationship between transactional contract and organizational spirituality and a positive relationship between relational contract and organizational spirituality. Demographic variables such as age, education, and the condition of staff have a significant difference in organizational spirituality. Demographic variables such as gender, position title, marital status, length of service in the sector, and the condition of staff have a significant impact on the psychological contract. Multiple regression analysis reveals that organizational spirituality values have a significant impact on transactional and relational contracts. The positive impact of the perceived organizational spirituality on the psychological contract is statistically significant.

Grobler *et al.* (2014) review and conceptualize psychological contracts and spirituality at work from a perspective approach. Findings show that work and spirituality are connected. Wherever there is trust, respect, and tolerance at work, psychological contract and spirituality are paving the way for an ethical culture.

Based on the literature review and the above previous research, the study develops the following main hypothesis and its sub-hypothesis:

Schools aiming to survive in the current changing world have to admit the dire need for change. Teachers who find schools a source of inspiration for them and see their work as a major contribution to society feel that they are “at home”. When they are completely aligned with their school, they bring their complete selves to it, and thus great efforts are exerted. Accordingly, the school becomes more and more spiritual. This is the core of spiritual intelligence (sanjeev *et al.* 2022).

Cakiroglu *et al.* (2023) argue that a principle called “spiritual-based schools” is a new trend that has emerged lately. It asserts the fact that a humanistic working school brings about the best benefits for teachers and their schools. It is a trust-based culture, which is a greater incentive for the automatic establishment of relational psychological contracts. Teachers are more likely to develop a relational psychological contract with their schools when there is a greater degree of perceived trust. Lioliou *et al.* (2014) claim that relational psychological contract is the perceived mutual agreement rather than actual mutual agreement between teachers and their school, which creates a strong sense of accountability that is psychologically binding. When teachers find themselves in a spiritually fulfilling school, they spontaneously create their relational psychological contract without negotiations. Hence, schools must focus on spiritual intelligence and trust at work to promote the establishment of relational psychological contracts.

Lioliou *et al.* (2014) find that fulfillment of relational psychological contracts increases teachers' positive emotions toward their school and consolidates their innovative thinking and problem-solving abilities, which paves the way for teaching the green curriculum. Consequently, relational psychological contracts have a significant positive impact on teachers' innovative behaviors, unlike psychological contract breach, which lessens teachers' innovative behaviors.

Torabi *et al.* (2016) show that spiritual intelligence is the most important of all intelligence. Spiritual schools are internally motivated learning schools that consider the elements of spiritual intelligence as "spiritual survival through vision, hope, faith, caring qualities, value adaptation, and work love". Spiritually intelligent teachers with such characteristics are geniuses and possess the highest degrees of self-confidence which school managers shall consider. Such teachers are indispensable priceless assets who can help schools remain distinctive by having a sustainable competitive advantage because they have the absolute ability to redefine their spiritual part, and consequently possessing the absolute efficiency to teach the green curriculum. Schools have to develop relational psychological contracts with such teachers to create a harmonious relationship. Thus, the researcher can develop the main hypothesis as follows:

H1: Spiritual intelligence is expected to have a significant positive impact on relational psychological contract.

Sanjeev *et al.* (2022) claim that whenever there is spiritual intelligence at schools, relational psychological contract will be kept forever among teachers. The premise is that relational psychological contract helps in understanding the school-teacher relationship, schools need to understand the views of their teachers to encourage them to bring their competencies and skills to their school together with their whole selves, their beliefs, and their unique spiritual values, which all have a great impact on teaching the green curriculum. This leads to the meaningful work that teachers perform on a day-to-day basis.

Howlett *et al.* (2016) show that teachers with critical existential thinking are highly energized. They possess a supernatural mentality and higher-order thinking that analyze and transform thinking for the better. Such characteristics, if well implanted in teachers via extensive training programs, will lead to uniqueness in teaching the green curriculum. Oboro *et al.* (2021) argue that relational psychological contracts focus on open-ended relationships among teachers and their schools such as: specific skills, long-term career development, and extensive training for teachers. This is the reason why school managers should be aware of the fact that the establishment of a relational psychological contract indicates that the requirements of teachers and their school are aligned. Teachers with critical existential thinking urge school managers to provide them with higher job responsibilities that suit their intellectualism and have more opportunities to change the field of activities inside their school. Thus, the researcher can develop the first sub-hypothesis as follows:

H1a: Critical existential thinking is expected to have a significant positive impact on relational psychological contract.

Lombardo *et al.* (2011) reveal that teachers who learn how to develop a relational psychological contract with their school realize that it is safe to change the old routine for a new one to innovate a compelling positive vision, triggering teachers to believe that their school will be better off by learning new ways of thinking and working. Such teachers agree to offer loyalty and commitment and willingly indulge in teaching the green curriculum with expectations of benefits and professional development opportunities. Such expectations include ongoing professional development training, advancement opportunities, and much more involvement in decision-making. This is part of relational psychological contracts.

Cakiroglu *et al.* (2023) argue that mutual trust and honesty, implemented by spiritual schools and embodied in the sense of empowering teachers and guaranteeing job security without putting pressure on their feelings, are essential as they develop and maintain relational psychological contracting. Spiritual schools that integrate spiritual intelligence into their culture create strong ties among teachers' relational psychological contracts. Schools that adopt such a culture are far more successful. This leads to the formation and continuation of a relational psychological contract. Schools that are aware of the spiritual assets of their teachers as a result of their work must nurture teachers souls, create a sense of purpose, and provide meaningful work experiences.

Accordingly, teachers who enjoy personal meaning production have a life purpose, are capable of solving problems, full of hope, enthusiasm and inspiration, can reach efficient decision-making, and secure fruitful changes (King, 2010). School managers shall be aware of the fact that the formation of a relational psychological contract is essential, as such teachers are eager to participate in decision-making, feel strong and vigorous, burst with energy to search for innovation to accomplish sustainable competitive advantage, and consequently teaching the green curriculum. Thus, the researcher can develop the second sub hypothesis as follows:

H1b: Personal meaning production is expected to have a significant positive impact on relational psychological contract.

Gobler *et al.* (2014) argue that spiritual intelligence is directly related to the moral atmosphere and the culture of schools. The word "atmosphere" refers to what teachers inside their school think it is, rather than what people outside it think it is, or wish it would be. It is the shared perception of what is considered morally correct conduct and how moral situations should be dealt with inside the school. Allowing teachers to align their values and their philosophical backgrounds with the values of their school leads to a greater sense of partnership and collaboration. In addition, spiritual intelligence is a school value embodied in its culture to boost teachers' experiences of transcendence through the work process to encourage their involvement in work and facilitate their sense of being connected to others in a way that implants teachers' feelings of completeness, joy, trust, loyalty, and a sense of belonging to their school.

Suherman *et al.* (2023) argue that a relational psychological contract contains two parts. The first is the alignment of teachers' goals with school goals and commitments. The second is the emotional relationship that is crystallized in teachers' trust and

loyalty to their school after various contributions, reciprocal efforts and experiences. Relational psychological contract refers to transparency, mutual appreciation, and a deep understanding between teachers and their schools. Oboro *et al.* (2021) state that relational psychological contract refers to teachers' emotional participation and trust in their schools because schools offer them the necessary physical reward as well as work safety, skill training and career development.

Winarno *et al.* (2021) claim that when schools fully assimilate and practice the concept of spiritual intelligence, they show transcendental meaning, which becomes a new source for relational psychological contract fulfillment and involvement. Spiritually intelligent teachers experience a strong bond between their personal values and the purpose and mission of their school. This boosts the interaction of teachers with large school goals. Relational psychological contract asserts the fact that when teachers perceive themselves to be extended by their school, a responsibility is created within them to be more deeply involved in their school. This is called "compliance with school values". Being in harmony with school values is related to the fact that the purpose of the whole is greater than the purpose of the self. It is the collective contribution that schools work for. Teachers believe that managers and the whole school system have the right values, have a strong awareness, and are interested in the welfare of teachers and the community. Thus, the researcher develops the third sub- hypothesis as follows:

H1c: Transcendental awareness is expected to have a significant positive impact on relational psychological contract.

King (2010) states that conscious state expansion means mastering the sixth sense, which involves defining all sorts of problems before they happen, and accordingly all sorts of proper solutions before other ordinary people can do. Being able to solve sustainability problems emerges from a sense of collaboration with people and the natural environment without which teachers cannot teach students how to discuss, implement, and consider carefully the concepts and techniques of problem-solving starting from analyzing the problem to constituting solution strategies in collaboration with their partners. This is the core of spiritual intelligence and the green curriculum that schools should not miss for the sake of sustainable competitive advantage. It is the responsibility of schools to consolidate teachers to teach students how to collaborate with their partners to solve proposed problems. Such teachers can teach students how to make the appropriate choice from several alternatives to handle crises prudently. Consequently, schools should acknowledge the fact that the formation of a relational psychological contract encourages such genius teachers to perform extra work, assist colleagues and students and maintain constructive changes for the benefit of all. Thus, the researcher develops the fourth sub-hypothesis as follows:

H1d: Conscious state expansion is expected to have a significant positive impact on relational psychological contract.

6. Research Problem

Based on the literature review, the researcher concludes that with the progress of the green curriculum which necessitates systematic change and creative thinking, its insertion in education depends mainly on spiritually intelligent teachers who are psychologically attached to their schools. No research examines the impact of spiritual intelligence on relational psychological contract so that teachers become involved in teaching the green curriculum. Thus, the research problem can be crystalized through the following question:

Does spiritual intelligence have an impact on relational psychological contract?

7. Research Objectives

The objectives of the current research are:

1. Examining the impact of spiritual intelligence on relational psychological contract.
2. Examining the impact of critical existential thinking on relational psychological contract.
3. Examining the impact of personal meaning production on relational psychological contract.
4. Examining the impact of transcendental awareness on relational psychological contract.
5. Examining the impact of conscious state expansion on relational psychological contract.

8. Research Importance

The importance of the current research springs from two perspectives:

8.1. Theoretically

The importance of the current research is derived from the importance of spiritual intelligence. Intelligence quotient solely cannot result in effective school teachers who need specific guidance on how best to integrate sustainability into courses of study. Although teachers may have the same qualifications and experience, some of them may surpass others due to their spiritual intelligence, sense of belonging to schools, and how much teachers are psychologically related to their schools. Accordingly, the importance of the current research is derived from its clarification of the concept of spiritual intelligence which is relatively well covered in prior literature.

Taking into consideration that green curriculum has become the latest hot topic over the last few years, the importance of the current research is also derived from its clarification of the concept of green curriculum and its competencies which are relatively well covered in prior literature. Therefore, the research can be considered a recent addition to the academic research.

8.2. Empirically

The importance of the current research is derived from the fact that educational institutions have a major influence on society. Both managers and teachers shall realize the importance of how best to utilize spiritual intelligence dimensions in teaching the green curriculum to boost the sustainable competitive advantage of educational institutions (Tariq *et al.* 2014). The importance of the current research is also derived from the fact that the green curriculum enables teachers as well as students to gain the knowledge and skills required to become sustainability-minded citizens. This is the reason why schools shall adopt the green curriculum which concentrates mainly on using innovative rather than traditional methods of teaching to achieve excellence in a commodity market (Besong 2017).

9. Research Model

Based on the research model, objectives, and academic and practical importance, the following figure illustrates the relationships among the research variables.

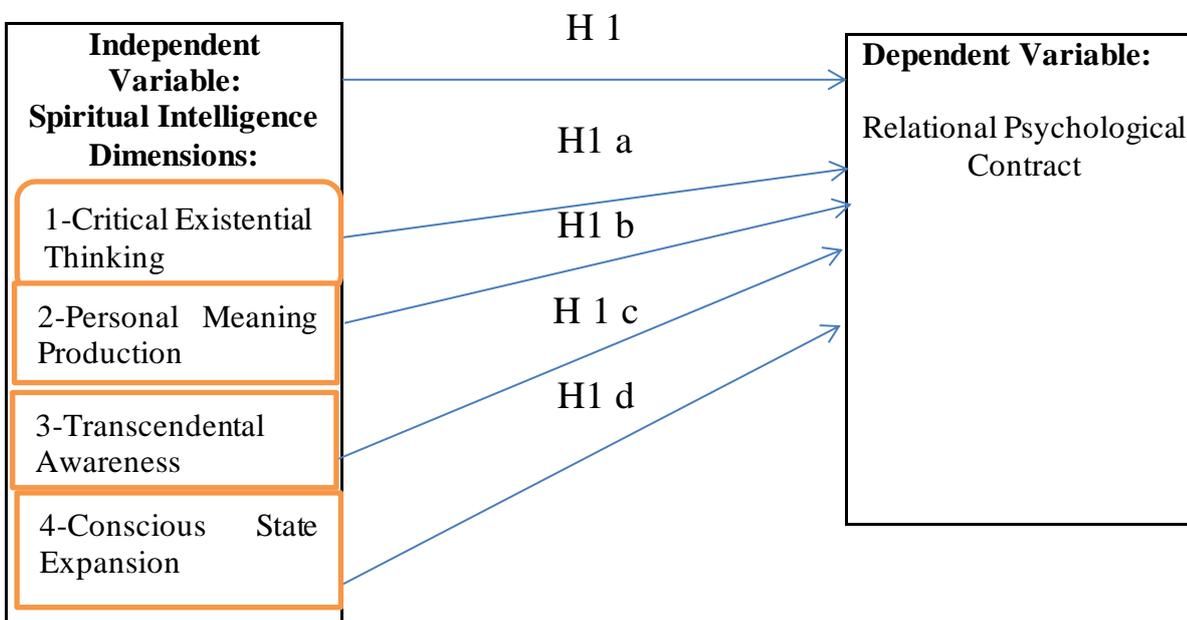


Figure (1): The Suggested Research Model
Source: Prepared by the author.

10. Research Methodology

In the light of the research problem and objectives, the methodology is quantitative, descriptive and analytical. It depends on hypothesis testing through sampling opinions to reach recommendations and conclusions contributing to the enhancement of society. The current research is cross sectional. The questionnaires are originally based on previous research. They are translated into the Arabic language before distribution to teachers. Questionnaires are distributed to teachers through a

direct interviews with them. They are collected from teachers only once then the data are analyzed.

10.1. Population and Sampling

With reference to the Directorate of Education link on the Internet, the total number of governmental public secondary school teachers in Alexandria is 5630 distributed in 110 schools (<http://www.alex-edu.com>, accessed 30/1/2020). There are eight educational administrations in Alexandria : Montaza, Agami, Wasat, Shark, Gharb, Amria, Borg ELarab and Elgomrok. The number of schools in each administration is as follows:

Table (1): Number of Schools in Each Administration:

Number	Name of Administration:	Number of Schools:
1	Montaza	28
2	Shark	27
3	Wasat	25
4	Gharb	7
5	Elgomrok	5
6	Amria	6
7	Agami	5
8	Borg ELarab	7
	Total Number	110 schools

The study uses convenience sampling, as it is the type of sampling that does not depend on chance and is often used in prior studies. It involves picking those who are easier for the researcher to get in touch with and get information from. It is often used when other types of sampling methods are hard to use due to cost, time or other issues. However, it also has biases and limitations that can affect the results. The equation is as follows:

N = population size, n = sample size. Confidence level = 95% = (z-score) 1.96

Error = 0.05 (margin of error), P (standard deviation) = 0.5

Population Size = 5630

$$(1) n = \frac{(1.96)^2 \times (0.5)^2}{(0.05)^2} \div \left(1 + \frac{(1.96)^2 \times (0.5)^2}{(0.05)^2 \times 5630}\right) = 360$$

The sample size is : 360 (Hoyle *et al.*, 2015)

10.2. Research Variables Measurements

For measuring the independent variable “spiritual intelligence” and its dimensions: “critical existential thinking”, “personal meaning production”, “transcendental awareness” and “conscious state expansion”, the study depends on a questionnaire consisting of twenty statements as developed by King *et al.* (2009)

For measuring the dependent variable “relational psychological contract”, the study follows Raeder *et al.* (2009). Taking into consideration the characteristics of

stable jobs, the questionnaire consists of nine statements measuring employee expectations, contributions, as well as schools' incentives.

The scales are based on a "5 point – Likert type scale", where "1" = "strongly disagree" "2" = "disagree", "3" = "neutral", "4" = "agree" and "5" = "strongly agree".

Meanwhile, the questionnaire consists of two sections: the first one is related to the scale items of "spiritual intelligence dimensions", and the second is related to "relational psychological contract".

10.3. Response Rate

The researcher has distributed "400" questionnaires, collected "360" and excluded "6" questionnaires. The remained valid questionnaires are "354". The response rate of the research sample amounted to "90 %", which is considered a very acceptable percentage in the field of social sciences. The high response rate is due to visiting many secondary schools in Alexandria and the clarity of the survey list, which attempts to decrease the excluded lists. It is also due to the long period of data collection, which take almost three months.

To know the exact number of teachers who shall respond to the questionnaires in each administration, the following equation is used:

$$(2) \quad n = \frac{\text{number of schools in each administration}}{\text{number of secondary public schools}} \times \text{sample size}$$

Table (2): Number of Teachers Who shall Respond to Questionnaires in Each Administration:

<u>Name of Administration</u>	<u>Number of Teachers</u>
Montaza	$n = \left(\frac{28}{110} \times 360\right) = 91$
Shark	$n = \left(\frac{27}{110} \times 360\right) = 88$
Wasat	$n = \left(\frac{25}{110} \times 360\right) = 81$
Gharb	$n = \left(\frac{7}{110} \times 360\right) = 23$
Elkomrok	$n = \left(\frac{5}{110} \times 360\right) = 17$
Amria	$n = \left(\frac{6}{110} \times 360\right) = 20$
Agami	$n = \left(\frac{5}{110} \times 360\right) = 17$
Borg Elarab	$n = \left(\frac{7}{110} \times 360\right) = 23$

Table (3) shows the distribution of the total questionnaires valid within each educational administration in Alexandria in an attempt to cover public secondary schools in the Alexandria governorate.

Table (3): Distribution of Total Questionnaires Valid Within Each Educational Administration in Alexandria

Number	Educational Administration	Number of Questionnaires Within Each Administration	Ratio
1	Montaza	91	25.71%
2	Wasat	17	4.80%
3	Agami	77	21.75%
4	Elgomrok	17	4.80%
5	Borg Elarab	21	5.93%
6	Shark	88	24.86
7	Amria	20	5.65%
8	Gharb	23	6.50%
	Total	354	100%

Source: prepared by the author

11. Statistical Analysis and Results:

In this part, some measures of central tendency (the arithmetic mean) and measures of dispersion (the standard deviation and coefficient of variation) are calculated. Descriptive statistics provides a quantitative description of the sample's vocabulary about list phrases to find out the degree of agreement of the research sample's vocabulary with the different dimensions of the research variables (Hair et al. 2010).

11.1. Descriptive Analysis of the First Dimension of The Independent Variable

Table (4) discusses the arithmetic mean, the standard deviation, and the coefficient of variation for “critical existential thinking”.

Table (4): Descriptive Analysis of “Critical Existential Thinking”:

	Items	Mean	STDV	Coefficient of Variation	Rank
1-	I believe in some theories about life, death and existence	4.25	1.04	24.52	4
2-	I always try to expect the relationship between human beings and the rest of the world	4.21	0.86	20.45	3
3-	I often ask myself about the nature of reality	4.43	0.74	16.59	2
4-	I always think deeply about the meaning of events in my life	4.51	0.71	15.68	1
5-	I can deeply aspire to what happens after death	4.03	1.11	27.44	5
	“Critical Existential Thinking”	4.28	0.69	16.00	----

Table (4) shows the descriptive statistics of the first dimension of the independent variable “spiritual intelligence” and its five measurement items, indicating that there is a general trend towards approval of the items of the independent variable through the values of the arithmetic mean, standard deviation, and coefficient of variation for the dimensions of the variable. The survey items are arranged based on the values of the coefficient of variation from smallest to largest, as the lower values reflect the direction of the respondents towards approval of the items.

It is clear that there is a general tendency among the sample respondents to agree with the “thinking items”. The highest mean score of all measurement items is no. 4 by “ 4.51 ± 0.71 ”, with the lowest coefficient of variation (15.68) due to the lower degree of dispersion between the responses. Whereas, the lowest mean score of all measurement items is no. 5 by “ 4.03 ± 1.11 ”, with the highest coefficient of variation reaching (27.44). The average score of “Critical Existential Thinking” is “ 4.28 ± 0.69 ” and the coefficient of variation is “16.00”, which reflects “agreement” on the “5-point Likert type scale”.

11.2. Descriptive Analysis of the Second Dimension of the Independent Variable

Table (5) discusses the arithmetic mean, the standard deviation, and the coefficient of variation for “personal meaning production”.

Table (5): Descriptive Analysis of “Personal Meaning Production”:

	Items	Mean	STDV	Coefficient of Variation	Rank
1-	My capacity for finding meaning and target to my life helps me to get accustomed for facing any stressful situations	4.40	0.75	17.07	2
2-	I am able to find meaning and goals in my daily experiences	4.40	0.74	16.70	1
3-	I am not always able to take the decisions that match my target in life	2.55	1.416	55.53	4
4-	I always have the ability to find the reason and meaning to all the faced problems	4.19	0.96	,23.01	3
5-	I do not always have the ability to determine the goals and reasons for my existence	1.90	1.152	60.63	5
“Personal Meaning Production”		3.49	.44	12.61	-----

Table (5) shows the descriptive analysis of “Personal Meaning Production”, the second dimension of the independent variable “spiritual intelligence” and its five measurement items. The highest mean score of all measurement items is no. 2 by “ 4.40 ± 0.74 ”, with the lowest coefficient of variation (16.70). Whereas, the lowest mean score of all measurement items is no. 5 by “ 1.90 ± 1.152 ”, with the highest coefficient of variation (60.63). The average score of “Personal Meaning Production” is “ $3.49 \pm .44$ ” and the coefficient of variation is (12.61) which reflects “neutrality” on the “5-point Likert type scale”.

11.3. Descriptive Analysis of the Third Dimension of the Independent Variable:

Table (6) discusses the arithmetic mean, standard deviation and the coefficient of variation for “transcendental awareness”.

Table (6): Descriptive Analysis of “Transcendental Awareness”:

	Items	Mean	STDV	Coefficient of variation	Rank
1-	I can know the implicit and explicit parts of myself	4.31	0.88	20.44	1
2-	It is difficult for me to sense anything other than the physical and material	2.03	1.169	57.59	5
3-	I am fully acquainted with a deeper relationship between myself and other people	4.24	0.91	21.56	2
4-	Recognizing the nonmaterial features of life helps me in the feeling of being calm, sensible and emotionally in control	4.14	1.04	25.12	4
5-	I know the characteristics of people which are more meaningful than their body, personality, or emotions	4.26	0.97	22.79	3
	“Transcendental Awareness”	3.80	.54	14.21	-----

Table (6) shows the descriptive analysis of “Transcendental Awareness”, the third dimension of the independent variable “spiritual intelligence” and its five measurement items. The highest mean score of all measurement items is no. 1 by “ 4.31 ± 0.88 ”, with the lowest coefficient of variation (20.44). Whereas, the lowest mean score of all measurement items is no. 2 by “ 2.03 ± 1.169 ”, with the highest coefficient of variation (57.59). The average score of “Transcendental Awareness” is “ $3.80 \pm .54$ ” and the coefficient of variation is (14.21) which reflects “agreement” on the “5-point Likert type scale”.

11.4. Descriptive Analysis of the Fourth Dimension of the Independent Variable:

Table (7) discusses the arithmetic mean, the standard deviation, and the coefficient of variation for “conscious state expansion”:

Table (7): Descriptive Analysis of “Conscious State Expansion”:

	Items	Mean	STDV	Coefficient of Variation	Rank
1-	I have developed my own methods for penetrating the higher states of consciousness or awareness	4.13	0.92	22.23	2
2-	I often see matters more obviously while penetrating the higher states of consciousness or awareness	4.31	0.82	19.05	1
3-	I am able to penetrate the higher states of consciousness or awareness	4.03	0.99	24.62	5
4-	I gain the ability to control over myself when I penetrate the higher states of consciousness or awareness	4.12	0.92	22.23	3
5-	I am able to move freely between levels of consciousness or awareness	4.08	0.95	23.26	4
“Conscious State Expansion”		4.13	0.79	19.17	--

Table (7) shows the descriptive analysis of “Conscious State Expansion”, the fourth dimension of the independent variable “spiritual intelligence”, and its five measurement items. The highest mean score of all measurement items is no. 2 by “ 4.31 ± 0.82 ”, with the lowest coefficient of variation (19.05). Whereas, the lowest mean score of all measurement items is no. 3 by “ 4.03 ± 0.99 ”, with the highest coefficient of variation (24.62). The average score of “Conscious State Expansion” is “ 4.13 ± 0.79 ”, with the coefficient of variation of (19.17), which reflects “agreement” on the “5-point Likert type scale”.

11.5. Descriptive Analysis of the Dependent Variable

Table (8) discusses the arithmetic mean, the standard deviation, and the coefficient of variation for “Relational psychological contract”:

Table (8): Descriptive Statistics of “Relational psychological contract”:

	Items	Mean	STDV	Coefficient of Variation	Rank
1-	I am loyal to my school and do not divulge secrets because I feel secure	4.64	0.56	12.09	1
2-	My school does not provide me with information about important decisions	2.01	1.129	56.17	7
3-	My school management does not allow to participate in the decision-making process	2.06	1.190	57.77	8
4-	My school provides me with a job that suits my qualifications and experience	4.42	0.83	18.67	2
5-	My school provides me with more opportunities for promotion	4.29	0.93	21.68	5
6-	I expect interesting work in my school	4.25	0.95	22.24	6
7-	I expect to have more opportunities to change the field of activity within my school	4.27	0.90	21.03	4
8-	I expect support from my school in mastering new skills	4.32	0.84	19.40	3
9-	My school does not provide me with opportunities to apply my skills to a great extent	1.96	1.178	60.01	9
“Relational Psychological Contract”:		3.58	.34	9.50	

Table (8) shows that there is a general tendency among the sample respondents to agree with the “Relational Psychological Contract” items except (Cont 2, Cont 3 & Cont 9) with the highest coefficient of variation reaching (56.17, 57.77 & 60.01) respectively, with a standard deviation of (1.129, 1.190, & 1.178). However, the study finds that (Cont 1) item is the first item that reflects the importance of the contract with the lowest coefficient of variation (12.09) due to the lower degree of dispersion between the responses, as the standard deviation is “0.56” and the mean is “4.64”, then followed by (Cont 4), as the coefficient of variation reached “18.67”, the mean is “4.42” with a standard deviation of “0.83”. The average score of “Relational Psychological Contract” is “3.58”, the standard deviation is “.34” and the coefficient of variation reached “9.50”, which reflects “neutrality” on the “5 – point Likert type scale”.

11.6. Normal Distribution Test

Hair et al. (2010) argue that the normal distribution test is one of the first methods required to verify that the collected data are suitable for statistical data analysis. They recommend using skewness and kurtosis to test the univariate normal distribution. The acceptable achieved limits for the values of skewness and kurtosis are between ± 2.58 .

Table (9): Univariate (Skewness and Kurtosis Method) and Multivariate Normality (Mardia's Method):

Variables	Dimensions	Skewness		Kurtosis	
		Statistic	Std. Error	Statistic	Std. Error
"Spiritual Intelligence"	"Critical Existential Thinking"	-.68	.127	.010	.253
	"Personal Meaning Production"	.393	.127	1.195	.253
	"Transcendental Awareness"	-1.00	.127	.733	.253
	"Conscious State Expansion"	-.40	.127	-.79	.253
"Relational Psychological Contract"		-.262	.127	2.550	.253
Mardia's Multivariate Normality		Skewness = 601.1***		Kurtosis = 18.4***	
Valid N		354			
*** Significance level less than 0.001, confidence greater than 99.9%. ** Significance level less than 0.01, confidence greater than 99%. * Significance level less than 0.05, confidence greater than 95.					

Table (9) indicates that the skewness and kurtosis values for all variables follow the normal distribution. Most of the results of the skewness and kurtosis of the dimensions of the variables fall within the acceptable limits of the skewness and kurtosis values. Thus, the data follows the univariate normal distribution.

11.7. The Measurement Model

The deductive analysis of the data is examined using the partial least squares structural equation modeling (PLS-SEM) method. This is done by relying on the statistical package for the social sciences program (IBM SPSS V.27). Then, the deductive analysis is done through the use of the structural equations modeling program (Smart-PLS V.4) according to the partial least squares method. The SEM-PLS program is implemented through two phases: the first one includes the evaluation of the measurement model illustrated in the factor loading. The second one includes testing hypotheses, which helps interpreting the results and concludes (Hair et al. 2017).

The factor loading is determined for each of the dimensions and variables. The following part shows the factor loading items on their variables before their development. The optimal value that remains undeleted is greater than "0.7", and the deleted factor loading value is less than "0.4", as shown below (Hair et al., 2017).

Table (10): Factor Loading Items Before Their Development

	Critical Existential Thinking	Personal Meaning Production	Transcendental Awareness	Conscious State Expansion	Relational Psychological Contract
TH 1	0.740				
TH 2	0.823				
TH 3	0.795				
TH 4	0.690				
TH 5	0.782				
Pro 1		0.753			
Pro 2		0.814			
Pro 3		-0.664			
Pro 4		0.787			
Pro 5		-0.637			
Awar 1			0.799		
Awar 2			-0.593		
Awar 3			0.805		
Awar 4			0.695		
Awar 5			0.775		
Expa 1				0.892	
Expa 2				0.825	
Expa 3				0.890	
Expa 4				0.844	
Expa 5				0.850	
Cont 1					0.649
Cont 2					-0.807
Cont 3					-0.793
Cont 4					0.748
Cont 5					0.782
Cont 6					0.764
Cont 7					0.743
Cont 8					0.792
Cont 9					-0.732

The highlighted yellow part illustrates the factor loading value, which will be deleted next. It means the third and the fifth statements of the second dimension of the independent variable are deleted; the second statement of the third dimension is deleted; and the second, third and ninth statements of the dependent variable are deleted in **Table (11)**.

Item Coding:

*(TH) = "Critical Existential Thinking"

*(Pro) = "Personal Meaning Production"

*(Awar) = "Transcendental Awareness"

*(Expan) = "Conscious State Expansion"

*(Cont) = "Relational psychological Contract"

Source: Prepared by the author.

Table (11) shows the factor loading items on their variables after their development. All factor loading values for all items are higher than “0.5”, which means that the covariance between the latent variable and its items is greater than the variance of measurement errors. Thus, all the questionnaire items are retained, indicating a significant improvement in the results (Hair *et al.* 2017).

Table (11): Factor Loading Items After Their Development

	Critical Existential Thinking	Personal Meaning Production	Transcendental Awareness	Conscious State Expansion	Relational Psychological Contract
TH 1	0.741				
TH 2	0.819				
TH 3	0.796				
TH 4	0.690				
TH 5	0.784				
Pro 1		0.818			
Pro 2		0.847			
Pro 4		0.826			
Awar 1			0.792		
Awar 3			0.818		
Awar 4			0.730		
Awar 5			0.786		
Expa 1				0.892	
Expa 2				0.825	
Expa 3				0.890	
Expa 4				0.845	
Expa 5				0.850	
Cont 1					0.696
Cont 4					0.778
Cont 5					0.812
Cont 6					0.808
Cont 7					0.788
Cont 8					0.829

11.8. The Reliability and Validity of the Variables

Convergent validity is an indicator of how close and compatible questionnaire items are to each other. Based on Hair *et al.* (2017), the criteria for assessing convergence validity are:

- Cronbach Alpha
- Rho De Joreskog
- Composite Reliability (CR).
- Average Variance Extracted (AVE)

Table (12): Indicators of Reliability and Convergent Validity

Variables	Cronbach's Alpha	Rho_A	CR	AVE
“Critical Existential Thinking”	0.825	0.831	0.877	0.589
“Personal Meaning Production”	0.776	0.778	0.870	0.690
“Transcendental Awareness”	0.788	0.790	0.863	0.612
“Conscious State Expansion”	0.912	0.914	0.935	0.741
“Relational psychological Contract”	0.876	0.877	0.906	0.618

Table (12) indicates that the values of Cronbach's alpha, Rho_A and Composite Reliability are greater than “0.7”, indicating high internal consistency between questionnaire items of the dimensions. The average variance extracted (AVE) indicates that the variables are highly consistent as all values are greater than “0.5”.

11. 9 Hypotheses Test and Discussion:

After the evaluation of the measurement model, the study will test the main hypothesis and its four sub-hypotheses to interpret results and draw conclusions using the path analysis technique:

Table (13): Main Hypothesis Result

H	Path Analysis	Beta	T Statistics	P Values	Accepted / Rejected
H ₁	Spiritual Intelligence -> Relational Psychological Contract	0.69	24.93	0.000** *	Accepted
*** Significance level less than 0.001, confidence greater than 99.9%. ** Significance level less than 0.01, confidence greater than 99%. * Significance level less than 0.05, confidence greater than 95%.					

The study employs the path analysis technique to investigate casual relationships among the independent and dependent variables. The path analysis technique determines the relationships among the variables and makes them internally consistent (Hair *et al.* 2014). According to the results in **Table (13)**, “**Spiritual Intelligence**” has a direct positive impact on “**The Relational Psychological Contract**”. The stronger spiritual intelligence is, the higher the relational psychological contract becomes, as shown by the value of ($\beta = 69$; $P < 0.001$). This reveals that “Spiritual Intelligence” (by achieving “Critical Existential Thinking”, “Personal Meaning Production”, “Transcendental Awareness” and “Conscious State Expansion” altogether) contributes to improving “The Relational Psychological Contract” by “69 %”, at a significant level

of less than “0.001”. The value of "T" exceeds “1.96”, showing that the confidence level is at a significant level of “95%”, and therefore the main hypothesis is accepted. This reveals that spiritual intelligence and relational psychological contract simultaneously function to create far more innovative teachers who indulge in teaching the green curriculum. The current research agrees with Suherman *et al.*(2023), Winarno *et al.* (2021), Cakiroglu *et al.* (2017), Adebayo *et al.* (2007), Cakiroglu *et al.* (2023) and (Grobler *et al.*, 2014) discussed above. They all confirm that spiritual intelligence has a positive impact on psychological contract.

After testing the main hypothesis, the researcher will test the four sub-hypotheses to interpret the results and draw conclusions using the path analysis technique.

Table (14): Sub-hypotheses Result

H	Path Analysis	Beta	T Statistics	P Values	Accepted /Rejected
H _{1a}	Critical Existential Thinking -> Relational Psychological Contract	0.205	2.775	0.006	Accepted
H _{1b}	Personal Meaning Production -> Relational Psychological Contract	0.144	1.885	0.059	Rejected
H _{1c}	Transcendental Awareness -> Relational Psychological Contract	0.072	0.802	0.422	Rejected
H _{1d}	Conscious State Expansion -> Relational Psychological Contract	0.337	3.938	0.000	Accepted

In line with the findings of the main hypothesis, the first sub-hypothesis reveals that there is a direct positive impact of “Critical Existential Thinking” on “The Relational Psychological Contract”, as shown by the value of ($\beta = 20$, $P < 0.001$). The critical existential thinking process involves thinking about thinking while thinking to think better. Spiritually intelligent teachers can teach students how to search for answers to problems in a systematic, critical, logical and analytical way to be able to formulate their own. It is all about “how to learn” and “how to think” rather than “what to learn” and “what to think”. This entails removing obstacles on the basis of rationality and ethics, which paves the way for the automatic establishment of relational psychological contract, leading to creativity and indulgence in teaching the green curriculum as a result (Andirini, 2016). Thus, “Critical Existential Thinking” contributes to improving “The Relational Psychological Contract” by “20%”, at a significant level of less than “0.001”. The value of "T" exceeds “1.96”, showing that the confidence level is at a significant level of “95%”, and therefore, the first sub-hypothesis (H_{1a}) is accepted.

Results in Table (14) show that there is a direct positive impact of “Personal Meaning Production” on “Relational Psychological Contract”, but it is not significant ($\beta = 14, P > 0.05$), therefore the second sub-hypothesis (H_{1b}) is rejected.

Table (14) also shows that there is also a direct positive impact of “Transcendental Awareness” on “relational psychological contract”, but it is not significant ($\beta = 7, P > 0.05$), therefore the third sub-hypothesis (H_{1c}) is rejected.

The fact that the second and third sub - hypotheses are rejected (reviewing the questionnaire: the third and fifth statements of the dimension “personal meaning production”, and the second statement of the dimension “transcendental awareness”) may be because teachers fail to make their own decisions as they do not have a certain target in life. They also do not have goals and reasons for existence. It is difficult for them to sense anything other than the physical and material.

According to Table (14), there is a direct positive impact of “Conscious State Expansion” on “The Relational Psychological Contract”, ($\beta = 34, P < 0.001$). This means that “Conscious State Expansion” contributes to improving “The Relational Psychological Contract” by “34%”, at a significant level of less than “0.00”. Mastering “Conscious State Expansion” enables teachers to teach students whether the proposed problem is a sustainability problem or can be re-framed as a sustainability problem, which paves the way for linking knowledge to action for the sake of sustainability, collaboration with all partners around, automatic formation of relational psychological contract and innovation to teach the green curriculum as a result (Fiore *et al.* 2018). The value of "T" exceeds “1.96”, showing that the confidence level is at a significant level of “95%”, and therefore the fourth sub-hypothesis (H_{1d}) is accepted.

12. Recommendations

In this part, the researcher discusses a suggested action plan for future recommendations.

Table (15): Suggested Action Plan for Future Recommendations:

Mechanism	Responsibility for Implementation	Goal
1-Presenting various spirituality- promoting practices such as yoga, contemplation, and spirituality awakening workshops	HR policymakers	Boosting teachers’ physical, mental, emotional, and spiritual capacities
2-There must be permanent positive feedback to teachers	Managers	Teachers feel valued by their schools
3-Holding continuous training workshops	Managers	Teachers can recognize their ego, position in life, and worthiness

4-Long-term planning	Managers shall start by framing simpler purposes, then basic and more difficult ones	To make both work and life meaningful to teachers
5-Continuous dialogue about basic values and beliefs	Managers	To highlight the importance of their moral and religious sides
6-Continuous requirement of teachers to expand and develop their abilities	Managers	To highlight the importance of having a definite purpose to be able to make their own decisions
7-Holding self-assessment sessions for teachers	Managers	They become familiar with multiple human dimensions and their lofty status
8-Developing countries shall achieve predetermined educational goals	Officials	Fighting depression, lack of administrative support, avoidance, destructive feedback, heavy workload, unstable policy and system, lack of autonomy, pedagogical knowledge, lack of professional commitment, interpersonal relationship problems, mismatch, over-qualification, irrelevant and unconnected assignments, limited career development, unstable employment and emotional exhaustion
9- Special attention must be directed to the design of special programs to promote “Personal Meaning Production”	Human resource development professionals	Dealing with daily issues and achieving objectives as well as enhancing the spiritual relief of knowing to boost spiritual cleverness. This offers a variety of mental proficiency that involves individual understanding, serious contemplation, and the regarding meaning
10-Special attention must be directed to boost the “Transcendental Awareness” of teachers	Human resource development professionals	To help them secure their purposes, become more familiar with spiritual resources for solving work and personal life problems
11-Intensive training courses directed to the “Culture of Change”	Human resource development professionals	To restructure their manners, joy and positive energy to be able to look forward to future and do not afraid from the unknown. They shall also become more determined, consciously involved in everyday life, with active self-awareness and positive constructive attitude, far less nervous, have a notable state of balance between the inner and outer worlds, possess high self-esteem, conscientiousness, will and responsibility

12-Holding training workshops to increase “Critical Existential Thinking”	Human resource development professionals	This enhances the capacity for transcendental awareness and consciousness state expansion related to conscious doings and actions. Thus, daily issues can be tackled thoroughly. It is the psychic intellect that makes teachers seize the opportunity to take action, rendering them well known
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13. Research Limitations

The current research has certain limitations including the following:

- The population is restricted to the teachers of the secondary stage in governmental public schools in Alexandria governorate only. Therefore, the research shall be replicated at other stages in other governorates in public, private, as well as language schools. The results of the current research may not be generalized to all teachers in other schools in all governorates.
- The design of the current research is cross-sectional. Data are collected from respondents only once. It is recommended that other researchers shall adopt a longitudinal design to understand the cause-and-effect relationships between all variables. This helps in measuring the effectiveness of an integrated action plan regarding the application of spiritual intelligence, relational psychological contract and green curriculum concepts in many governorates in Egypt in public, private, as well as language schools at all stages. Thus, there is a need for more comparative research.
- The current research is limited to the education sector. It is recommended that other researches shall consider the concept of spiritual intelligence in other sectors such as banks, insurance companies, hospitals, telecommunication, or investment organizations, as well as other sectors to consider its effect on employees working there.

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