EXPLAINING THE ROLE OF SPIRITUAL LEADERSHIP IN ENVY MANAGEMENT OF FACULTY MEMBERS THROUGH THE ROLE OF PROFESSIONAL MEDIATOR

Zarin Daneshvar Maris, Reza Yousefi Saidabadi and Kiumars Niazazari

Nowadays, professional development in organisations, particularly educational settings, has led to highest productivity, as it is considered as one of the organisational empowerment competencies. The present study was conducted to explain the share of spiritual leadership in envy management of faculty members of Islamic Azad Universities of East Azerbaijan province through the role of professional mediator. This study was a descriptive and correlational study that was conducted using structural equation modelling. The sample of this study consisted of all faculty members, of the rank of assistant professor or higher, in the academic year of 2014-2015 and 316 subjects were selected by Cochran formula. The results showed that there is a positive and significant relationship between spiritual leadership and envy management of faculty members and professional development, so that in investigating the direct and indirect relationship between variables, spiritual management has been effective in organisational envy management. The proposed model enjoyed the goodness of fit. As a result, faculty members, with suitable professional development and the atmosphere of managers' spiritual leadership can prevent envy and these goals will be achieved when the professional development of faculty members in avoiding envy is seriously considered.

KEYWORDS: Organisational Envy Management, Spiritual Leadership, Faculty Members, University

Zarin Daneshvar Maris ✉
Ph.D Student of Management Faculty, Islamic Azad University of Sari, Iran.
Email: daneshwar88@yahoo.com

Reza Yousefi Saidabadi
Assistant Professor in the Management Group, Islamic Azad University of Sari, Iran
Email: ruosefi@yahoo.com

Kiumars Niazazari
Professor in the Management Group, Islamic Azad University of Sari, Iran
Email:k.niazazari@gmail.com

INTRODUCTION

Nowadays, envy among staff is one of the issues that has gripped most government agencies, universities and higher education centres which has led to decreased staff motivation. According to this challenge, it can be stated that jealous staff have lower organisational commitment and as a result, they cause direct and negative effect on organisational performance. Those who are involved in this context, do not care about future, because based on their view, past and future are the same (Danaeifar, 2011). However, envy is a known issue in inter-personal relationships. Almost everybody has experienced envy in his or her life.

Social psychologists consider envy as a bad mental experience that arises in response to social comparisons where others are at higher ranks in the context of interest. Psychologically, envy is the result of comparison (Smith & Kim, 2007: 47). Also, feeling of envy is a combination of several excitements that only the person who is subject to it can feel it while others cannot (Nendedkar, 2011: 54). In terms of religion, envy is a bad trait that indicates a kind of psychological and mental distress in humans and can overshadow other positive and valuable features, weaken and destroy them.

Despite the literature regarding organisational envy and its consequences (the effect of envy on tendency to leave job by nurses by Abedi et al. 2014; the weak relationship between nurses and high envy among staff by Khalife, 2012; the effect of organisational envy on organisational atmosphere by Ozkoc & Caliskan, 2014; the effect of envy on job enthusiasm by Erdila & Muceldini, 2014; envy as a dilemma by Tai et al. 2012), it should be stated that the issue has motivated the researcher to investigate this topic is that in Iranian organisations, particularly educational institutes, envy has not been considered and it is often observed that the role of organisational envy in most of the cases is neglected and its consequences are not considered.

But, with the existence of the concept "envy", it should be investigated that how envy is defined in an organisation and how is the relationship of staff with this concept. It should be stated that staff envy is a kind of reflective, feeling and behavioural pattern that is the result of lack of self-esteem or lack of consequences related to work relationships (Vecchio, 1995). If this destructive phenomenon is not managed in the organisation, the satisfaction level of staff will decrease and the professional development and growth of staff will face difficulties. In order to explain this issue, one of the strategies to prevent envy in organisation is the existence of desired atmosphere through spiritual management that can provide the context for individual and organisational creativity among staff. Avolio and Gardner (2004) present evidences that state

that staff development is related to spiritual leadership and leads to job satisfaction and commitment. Therefore, if the manager functions as a spiritual leader, he can prevent envy in organisation or at least, decrease its levels.

Spiritual leadership has been established based on the philosophy of servant leadership. Nowadays, spirituality is one of the main components of work environments in organisations. There are numerous effective reasons for the relationship between spirituality and management. This spirituality affects management behaviour. The leadership method of those managers who indicate more tendency towards spirituality is more effective than those managers who do not indicate any tendency toward spirituality (Strack et al., 2008). The role of spiritual leaders is to motivate staff through applying spiritual perspective and creating cultural contexts based on human values to nurture competent staff with high productivity, commitment and motivation. Spiritual leadership emphasizes the sense of purpose and meaning in life, the ability to effectively manage surroundings, the ability to follow inner beliefs and the sense of growth and continuous self-perception. This theory has been developed from an endogenous motivational model and is based on features such as hope, faith, and altruism (Fernando, et al., 2009). Leaders generally show values such as harmony, love, compassion, unity, peace, honesty, and integrity.

Staff development is referred to a process where the manager helps staff to obtain necessary ability regarding independent decision-making. This process, not only affects individuals' performance, but is effective on the personality. In the development context we can consider personal, professional and organisational developments that can be implemented under programmes in organisations and need management infrastructures (Moradi & Kalan, 2015). By professional development capacity, we mean creating changes in required professional development activities in various conditions to improve performance. According to Sallee (2011), the professional development capacity of teachers includes knowledge, development capacity in classroom, ability to communicate, identifying the intended expectations from students, and interaction and close relationships with the parents of students. The basic logic is that the quality of teachers can lead to improved teaching practices that leads to higher levels of students' success (Antoniou & Kyriakides, 2012). Professional development of staff creates creativity and innovation that are achievable under organisations internal and external factors (Baraki et al., 2013).

There are a limited numbers of empirical studies on the effect of organisational factors on professional development. The previous studies were almost about the role of personal factors such as cognitive and

motivational factors (Kwakaman, 2003). However, in the literature regarding management of human resources and development, we can find numerous structural variables that probably lead to improved professional development of staff. The organisational factors include organisational facilities and necessary requirements (Van der Heijden, 2003). Taheri (2012) presents a comprehensive model regarding teachers' professional development that indicates causative reasons (external and internal incentives), focal issues (participation in professional learning), professional development strategies (individual, collective, and educational), context (time duration and focus on content), interfering conditions (organisational and psychological factors), and consequences (failure in meeting expectations, change in knowledge, attitude, and learning) reflect teachers' professional development process in teacher training centres as well as their interaction. Patoleaa and Toma (2015) in investigating multi-dimensional professional development of teachers, prefer organisational structure that have considered success in teachers' professional development in facilitating good communicative conditions and multi-dimensional coordination of organisational structure.

Sadeghi, Vahed Chodke and Kazampour (2015) indicated that spiritual leadership variables are important in empowering staff, so that spiritual leadership has a direct and significant relationship with empowering staff. Ja'fari et al. (2013) indicated that staff envy will not affect the tendency to leave job and by increasing envy level in the individual, the tendency to leave job will not be affected. Staff envy has indicated direct and positive effect on informal behaviours, meaning envy affects emotional balance and the desire to leave job.

Khalife (2012) investigated the role of envy mediation in the relationship between leader-member interactions and showed that those staff who have weak relationship with their supervisors, have higher levels of envy compared to those who have better job quality. The results also showed that staff envy does not have a direct relationship with job satisfaction and probably, other factors are effective in job satisfaction.

According to Ozkoc and Caliskan (2014), staff positive or negative feelings affect organisational atmosphere. The regression analysis results showed that organisational envy can justify 9.1% of change in organisational atmosphere.

Odle (2014) investigated the effect of general envy and relationships in organisations and showed that general envy is significantly related to the quality of leader-member relationship. Also, psychological distance can balance the relationship between leader and member, Thai et al., (2012) focused on rethinking in the nature of envy and its effects on staff and organisations. They concluded that the effectiveness of envy on individual behaviours and job

performance is significant.

Nendedkar (2011) showed that the interaction between leader and member has a negative effect on staff knowledge sharing. Moreover, envy has a positive effect on the behaviour of staff and their tendency to leave job. In another study, Kim et al. (2010) investigated the effect of interaction between staff and supervisor and showed that those staff who have weaker relationship with their supervisors indicate higher degrees of envy compared to those who have better relationships. Finally, higher levels of envy decreases voluntary help behaviour of staff towards their colleagues.

Duffy et al. (2000) investigated the effect of envy on group variables such as integrity, ability, performance, satisfaction, waste of time, and absence. The results of this study indicated that envy affects group satisfaction through ability, integrity and waste of time and affects absence through integrity and waste of time.

Vecchio (1995) showed that there is a positive relationship between staff envy and the tendency to leave job. Also, there is a positive relationship between staff envy and job dissatisfaction.

Nir and Bogler (1995) considered job factors as a suitable predictor for teachers' tendency in professional development, so that job commitment, awareness of agreement between job demands and staff abilities and teachers' attitudes towards management support are important. They considered these factors in teachers' job satisfaction where teachers' professional development indicated increasing role in the continuity of job satisfaction.

HYPOTHESES OF THE STUDY

Despite rich scientific and research background, in order to investigate the main research question, the following hypotheses have been formulated along with a conceptual model as given in Figure 1:

Hypothesis 1: Spiritual leadership has a direct effect on envy management of faculty members.

Hypothesis 2: Spiritual leadership has a direct effect on professional development of faculty members.

Hypothesis 3: Spiritual leadership has an indirect effect on envy management through the professional development of faculty members.

Figure 1. The Conceptual Model of the Study.

RESEARCH METHODOLOGY

The purpose of the present study is to investigate the effect of spiritual leadership on envy management of Islamic Azad Universities of west Azerbaijan province through professional development and job satisfaction of faculty members. It is a descriptive correlational study which uses structural equation modelling. Structural equation modelling is a general multivariate analysis from multivariate regression family. In other words, it is the extension of general linear model that lets researchers to test a collection of regression equations synchronously (Houman, 2009). The population of this study consisted of 685 faculty members however, through Morgan Jersey formula, a number of 316 individuals were selected randomly.

PROCEDURE

The instruments used in this study consisted of researcher made questionnaires inspired by Delphi Technique (in 4 levels) in qualitative stage that were identified under variables such as professional development of professors, spiritual leadership, and envy management. Their Cronbach's alpha coefficients were 0.744, 0.904 and 0.864, respectively. Also, the reliability and validity of these questionnaires were confirmed.

DATA COLLECTION TOOLS

A) Spiritual Leadership Scale: To investigate spiritual leadership, 13 items were used. This four-dimensional tool evaluates spiritual leadership: membership, organisational commitment, altruism and facilitating job conditions for staff. The intended tool was designed based on five-point

Likert scale (from absolutely agree to absolutely disagree) and its reliability was confirmed based on Cronbach's alpha (0.904).

B) **Professors' Professional Development Scale:** This scale consists of 9 items and was designed based on five-point Likert scale (from absolutely agree to absolutely disagree) that evaluates the significance of job, education and creating development opportunity, with Cronbach's alpha of 0.774.

C) **Envy Management Scale:** This scale consisted of 4 items including satisfaction of job, satisfaction of the supervisor, satisfaction of colleagues and satisfaction of promotions. This scale includes 21 items that are designed based on five-point Likert scale (from absolutely agree to absolutely disagree) with Cronbach's alpha of 0.864.

DATA ANALYSIS AND RESULTS OF THE STUDY

All the data in this study were analysed using SPSS (22) and Lisrel 8.5. and are presented below:

Table 1

Correlation Matrix Between All Study Variables.

	Spiritual Leadership	Professional Development	Job Satisfaction	Envy Management
Spiritual Leadership	1	0.24	0.73	0.58
Professional Development		1	0.97	0.46
Envy Management				1

In Table 2, the direct and total effects perceived between spiritual leadership and envy management of faculty members have been estimated.

Table 2

Total Effects Perceived Between Spiritual Leadership and Envy Management.

Total Effect	Indirect Effect	Total Effect	Course	
			Towards Variable	From Variable
0.13	0	0.13	Organisational Envy Management	Perceived Spiritual Leadership

Hypothesis 1: Spiritual Leadership has a Direct Effect on Envy Management of Faculty Members.

According to the results of structural equations in Figures 2 and 3, the significance level between perceived spiritual leadership and organisational envy management equals (0.29) and its t-value is smaller than (1.96) and it shows that the relationship between perceived spiritual leadership and organisational envy management is not significant at the level of 95%. According to path coefficient between these two variables (0.29), it is concluded that the perceived spiritual management by faculty members did not significantly affect their envy management. Therefore, the first hypothesis is rejected.

Hypothesis 2: Spiritual Leadership has a Direct Effect on Professional Development of Faculty Members.

In Table 3, the direct and total effects between perceived spiritual leadership and professional development of faculty members have been estimated.

Table 3
The Direct and Total Effects Between Research Variables.

Total Effect	Indirect Effect	Total Effect	Course	
			Towards Variable	From Variable
0.26	0	0.26	Organisational Envy Management	Perceived Spiritual Leadership

According to the outputs of structural equations in Figures 2 and 3, the significance level between perceived spiritual leadership and organisational envy management is 0.26 which means that its t value is larger than 1.96. This indicates that the relationship between perceived spiritual leadership and professional development of faculty members is significant at the confidence level of 95%. Also, according to the coefficient between these two variables (0.26), it is concluded that the perceived spiritual leadership has positively affected the professional development. Therefore, the hypothesis is rejected.

Hypothesis 3: Spiritual Leadership Has an Indirect Effect on Envy Management Through Professional Development and Job Satisfaction of Faculty Members.

Table 4
Direct, Indirect and Total Effects Between Study Variables.

Total Effect	Indirect Effect	Direct Effect	Path	
			To Variable	**From Variable**
0.252	0.122	0.13	Organisational Envy Management	Perceived Spiritual Leadership

As can be seen from Table 4 and Figure 2, the direct effect of perceived spiritual leadership on envy management is 0.13 (t-value=1.41). Also, the indirect effect of perceived spiritual leadership on organisational envy management with the effect of job satisfaction and professional development is 0.122. Since the indirect effect of perceived spiritual leadership on organisational envy management (0.122) is significant and its total effect (0.252) indicates 25% of two variable of interest. As a result, the role of professional development mediator on the relationship between perceived spiritual leadership and organisational envy management will be confirmed. Therefore, the third hypothesis is confirmed.

Testing the Goodness of Fit of the Conceptual Model

The purpose of testing the general fit of this model is to clarify how much the model is consistent with empirical data. There are a large numbers of goodness of fit criteria that can be used to measure the general goodness of fit. Unfortunately, none of these cases is superior in all dimensions. Because, a special goodness of fit criteria, due to sample size, estimation method, model complexity, hypotheses related to normality or a combination of these cases act differently. Therefore, different individuals are evaluated using various goodness of fit methods. A completely structural equation model expresses a combination of path curve and confirmatory factorial analysis. In figures 2 and 3, we can see standard estimation coefficients and significance numbers of structural model. Some of the goodness of fit criteria can be seen at the end of these figures.
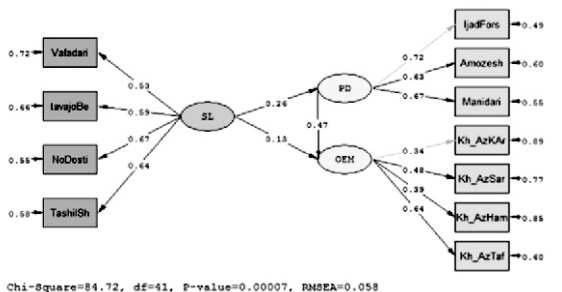

Chi-Square=84.72, df=41, P-value=0.00007, RMSEA=0.058

Figure 2. Standard Estimation Coefficients of the Structural Model.

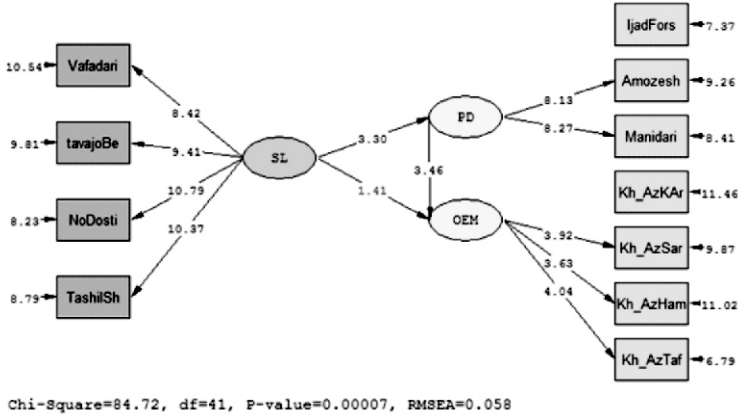Chi-Square=84.72, df=41, P-value=0.00007, RMSEA=0.058

Figure 3. Significant Numbers of the Structural Model.

Before discussion and conclusion, it should be noted that one of the best goodness of fit criteria of the structural equations is root means square error of approximation (RMSEA). This value should be smaller than 0.08 for models with acceptable goodness of fit. The value of this index for the conceptual model of study has been obtained as 0.058 that is acceptable.

Another index of goodness of fit is the result of chi-square divided by degree of freedom. This value should not be smaller than 3. In this measurement model, chi-square value (84.72) and degree of freedom (41) are estimated. Therefore, the result of dividing chi-square on degree of freedom for the conceptual model of the study is 2.07 that is an acceptable value. In standard estimation state, the results indicate the appropriateness of model. The appropriateness of two proposed indices indicates difference between the conceptual model and the observed data. Also, the rest of the goodness of fit indices have appropriate values.

Table 5
The Summary Statistical Indexes of Research Model Fitness.

RMR	NFI	CFI	AGFI	GFI	RMSEA	X²/df	df	X²
0.019	0.89	0.94	0.92	0.95	0.058	2066	41	84.72

DISCUSSION AND CONCLUSIONS

This study was conducted to investigate the effect of perceived spiritual leadership on organisational envy management through professional

mediator role. In explaining the direct effect of perceived spiritual leadership on organisational envy management of faculty members, it should be stated that there is a significant relationship between these variables, but due to explaining its direct effect, the hypothesis was rejected. This is not consistent with Sadeghi et al. (2015), because spiritual leadership is more effective in empowering staff and according to the results, it is proved that spiritual leadership can prevent envy to some extent or at least decrease it because, spiritual leadership has been founded on servant leader philosophy.

In explaining the effect of spiritual leadership on professional development of faculty members, due to the standard estimation of spiritual leadership on professional development, it can be concluded that the effect of spiritual leadership on professional development of faculty members was significant. This was consistent with the result of study by Odel (2014), Sadeghi et al. (2015), and Esfahani et al. (2015). It should be stated that spiritual leadership forms spiritual beliefs and this can function as an internal driver in staff and leads to their professional progress and increased accountability. Staff will understand the real concept of their job and care about it. While acknowledging this, they consider significance in job as one of the defined features of a profession and believe that peoples' jobs are important for them by which they are proud as a member of their scientific community and are always learning.

Also, in explaining the effect of spiritual leadership on envy management through professional development, it should be stated that nowadays, the role of spiritual leaders is to motivate staff and create cultural contexts based on human values to nurture competent staff with high efficiency, commitment and motivation. These findings are consistent with Sadeghi et al. (2015), Erdil and Muchelini (2014), Khalife (2012), Odel (2014) and Nendedkar (2011). This variable decreases the envy level of staff with high professional development and job satisfaction. Therefore, spiritual leadership theory is considered as an internal motivational model based on features such as hope, belief and altruism (Fernando et al., 2009). In the university, managers as spiritual leaders, express values such as harmony, love, passion, unity, peace, honesty, and integration to let us observe prevention of envy among faculty members. Olivio et al. (2004) stated that staff development is related to spiritual leadership and leads to commitment. Also, professional development of faculty members creates the possibility for innovation and creativity (Shaemi et al., 2013). Because, envy depends on comparison and that person concludes others have benefited more. Second, the benefits that others have obtained seem unattainable (Smith & Kim, 2007). According to Hider, when the person considers himself at the same level of

another person, there is a strong tendency for him to believe they must have equal opportunities and benefits and this can be that strong to be considered as envy (Weltreid, 2014). Therefore, when faculty members consider university management as compassionate leaders who attempt regarding development and job satisfaction, envy will be decreased.

In sum, the results obtained from the study model indicate that the direct effect of perceived leadership from the faculty members on envy management was not effective, but other relationships and effects between variables are significant and it can be stated that there is a significant relationship between spiritual leadership and organisational envy management. Also, one of the concepts that has been proposed regarding human resource development is staff job satisfaction. When staff work eagerly, they will find their skills and abilities in organisational atmosphere that needs spiritual leadership. Good staff look for opportunities to promote their personal job and performance. When an organisation has a plan regarding its staff development, the staff intend to provide more opportunities for their own progress (Abolalaei, 2015). However, if university leadership does not think about the staf, envy will replace empathy and finally, hostility increases among people and their desire regarding friendship decreases (Salovery & Rodin, 1984). More importantly, in this atmosphere, the faculty members participate in their professional development and help managers to decrease the envy level among them.

IMPLICATIONS OF THE STUDY

According to the findings of this study, it can be stated that envy has a detrimental effect on the growth, development and scientific spirit of faculty members. Therefore, offering a model for envy management in Islamic Azad University can significantly affect commitment. Although numerous variables could be involved in faculty members' envy management, the following points can be drawn by the present study:

"There should be a desire to provide organisational atmosphere accompanied by spiritual leadership. Since university is the symbol of culture away from moral vices such as envy, professional development workshops should be held regarding organisational envy management among key staff."

Regarding direct and indirect relationship between spiritual leadership and envy management, the university managers can directly or indirectly prevent or decrease organisational envy through professional development variables. Therefore, it is suggested to select managers who have appropriate

spiritual leadership features.

REFERENCES

Antoniou P., Kyriakides, L .(2012). A Dynamic Integrated Approach to teacher professional development: Impact and sustainability of the effects on improving teacher behaviour and student outcomes. *Teaching and Teacher Education*, 29.

Avolio, B. J., & Gardner, W. (2004). Leadership development: Getting to the root of positive forms of leadership. *The Leadership Quarterly*, *16*, 315-338.

Danaei Fard, H. (2011). *The application of management strategy of grounded theory in practice:Theory of organisational indifference*. Imam Sadegh (AS) University. Tehran.

Erdil, O., & Muceldili, B. (2014). *The effects of envy on job engagement and turnover intention .10th International strategic management conference*. Doctoral dissertation, Bar-Ilan University, Ramat-Gan, Israel.

Evers, A., Van der Heijden, B.I.J.M., Kreijns, K., & Gerrichhauzen, J. (2011). Organisational factors and teachers' professional development in Dutch secondary schools. *Journal of European Industrial Training*, *35*(1), 24-44.

Khalife, Y. (2012). *Investigating the relationship between manager-staff, staff jealousy and job satisfaction* (Masters thesis). University of Semnan.

Kwakman, K. (2003). Factors affecting teachers' participation in professional learning activities. *Teaching and Teacher Education, 19*(2), 149-170.

Nandedkar, P. (2011). *Examining the knowledge sharing and uncivil behaviours of envious employees: an affective events theory perspective* (Doctoral Dissertation). University of Texas- Pan American.

Özkoç, Aziz Gökhan,. Çalışkan, Nurgül.(2015). The impact of organisational envy on organisational climate created among employees: An application in accommodation enterprises. *International Journal of Business and Management*, *10*(1).

Moradi, M., & Sayyed Kalan, S.M. (2015). *Professional development of teachers (improving the quality of learning teaching process)*. Nayab Publication: Ardebil.

Nasr Esfahani, A., Sobhani, M., Khazaei pol, J., Amani Nasab, M. (2015). The effect of spiritual leadership and its consequences for organisational performance. *Journal of Organisational Culture management*, *13*(1), 247-265.

Nir, A. E., & Bogler, R. (2008). The antecedents of teacher satisfaction with professional development programs. *Teaching and Teacher Education, 24*(2), 377-386.

Pfeffer, J. (2003). Business and the spirit: Management practices that sustain values. In R. A. Giacalone & C. L. Jurkiewicz (Eds.) *Handbook of*

workplace spirituality and organisational performance, M. E. Sharp: New York.

Potoleaa, D., & Toma, S. (2015). The Dynamic and Multidimensional Structure of the Teachers Professional Development. *Procedia - Social and Behavioural Sciences*, 180, 113 – 118.

Sadeghi, A., Vahed Chokdeh, H., & Kazempour, E. (2015). *Relationship between spiritual leadership with enabling in administrative and educational experts of Gilan University*. Education and Developing Human Resources, *2*(4), 39-53.

Sallee, R. E. (2011). *Closing the teaching gap: Professional development programs that work*, Capella University, United States Minnesota. Retrieved from, ProQuest Dissertations & Theses (PQDT) database. http://search.proquest.com/docview.

Salovey, P., & Rodin, J. (1984). Some antecedents and consequences of social-comparison jealousy. *Journal of Personality and Social Psychology*, 47, 780-792.

Smith, R. H., & Kim, S. H. (2007). Comprehending envy. *Psychological Bulletin, 133*, 46–64.

Tai, K., Narayanan, J., & McAllister, D. J. (2012). Envy as pain: Rethinking the nature of envy and its implications for employees and organisations. *Academy of Management Review*, *37*(1), 107-129.

Van der Heijden, B.I.J.M. (2003). Organisational influences upon the development of occupational expertise throughout the career. *International Journal of Training and Development*, *7*(3),142-65.

Vecchio, P. (1995). It's not easy being green: Jealousy and envy in the workplace. *Research in Personnel and Human Resources Management*, *13*, 201-244.