

# Role of Spiritual Intelligence, Emotional Intelligence, Employee Engagement and Flexible Working Arrangements in Institutional Performance among the Educational sector of Indonesia

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This study was conducted to analyse the significance of spiritual intelligence, emotional intelligence, employee engagement and flexible working arrangements (FWAs) in institutional performance among the educational sector of Indonesia. It is evident that the educational sector plays a vital role in the economy, however, the performance of this sector is suffering because of various issues in Indonesia. Thus, this study is an attempt to address the institutional performance among the education sector of Indonesia. The population of the study was based on universities, colleges and schools. The teaching and administrative employees of these institutions were the respondents of the study. A total 500 questionnaires were used in the survey. It was preferred that the collected data be analysed through the Partial Least Square (PLS) method. It is found that spiritual intelligence, emotional intelligence, employee engagement and FWA have a positive effect on institutional performance. It also highlighted that spiritual intelligence and emotional intelligence have a positive influence on employee engagement. A decrease in the spiritual intelligence and emotional intelligence can cause a decrease in the institutional performance. It is depicted that the greater the spiritual intelligence and emotional intelligence of the employees, the greater the employee engagement and institutional performance will be.

**Keywords:** *Spiritual intelligence, emotional intelligence, employee engagement, flexible working arrangements, institutional performance.*

## Introduction

Educational institutions have a vital role in the development of families, communities and nations. In these institutions, services play an important role in institutional performance. The services of these institutions are normally based on the employees. The better the employee performance is, leads to a better institutional performance (Sawitri, Suswati, & Huda, 2016). However, in the various educational institutions of Indonesia, the institutional performance is not satisfactory due to the poor employee performance. These employees are lacking with employee engagement which effects negatively on the institutional performance. Therefore, it is important to enhance employee engagement to expediate the institutional performance.

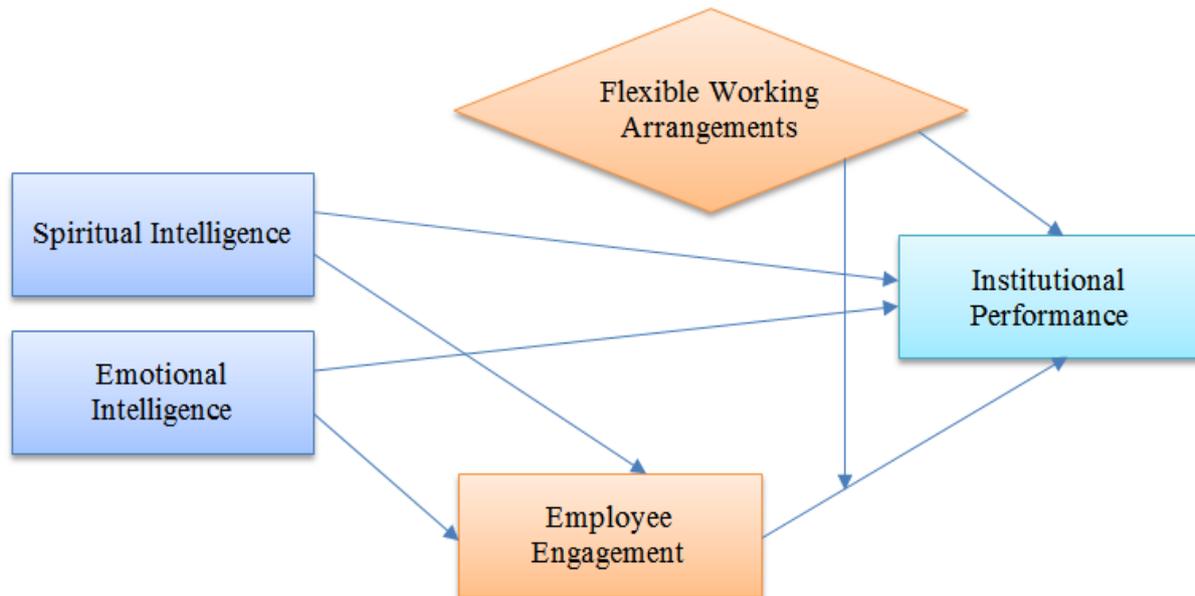
In this context, institutional managers who have self-awareness will not blame other employees for their own actions (Zohar, Marshall, & Marshall, 2000), in which employee engagement has a central role. There is a positive and significant relationship of the job fit, psychological contract and affective commitment with the employee engagement. The employee-employer relationship plays a vital role in organisational performance at both the individual and organisational levels (Harter, Schmidt, & Hayes, 2002). There are various factors which lead to employee engagement. Particularly, in this study, two important factors are discussed: spiritual intelligence (SI) and emotional intelligence (EI).

Spiritual intelligence has a positive effect on institutional performance, and it also has a role in employee engagement. It promotes the employee engagement which effects positively on institutional performance. It is clear from previous studies that spiritual intelligence has a significant role in employee engagement (Ugwu et al., 2019). Along with spiritual intelligence, previous studies also highlighted that emotional intelligence has a significant role in employee engagement (Suan & Nasurdin, 2011). Moreover, emotional intelligence has a positive role in performance (Sosik & Megerian, 1999). Therefore, employee engagement and institutional performance can be increased with the help of spiritual intelligence and emotional intelligence.

Additionally, flexible working arrangements (FWAs) also play crucial role in institutional performance and employee engagement. FWAs show a significant effect on the relationship of employee engagement and institutional performance. Literature shows that FWAs have a significant role in employee engagement. It is also evident that FWAs show an important contribution to the organisational performance (Berkery, Morley, Tiernan, Purtill, & Parry, 2017). In the current study, FWAs are taken as a moderating variable between employee engagement and institutional performance. Therefore, this study is conducted to analyse the significance of spiritual intelligence, emotional intelligence, employee engagement and FWAs in institutional performance among the educational sector of Indonesia. Figure 1

shows the relationship between spiritual intelligence (SI), emotional intelligence (EI), organisation commitment, FWAs and institutional performance.

**Figure 1.** Theoretical framework of the study showing the relationship between spiritual intelligence (SI), emotional intelligence (EI), organisation commitment, flexible working arrangements and institutional performance.



The proposed study addressed institutional performance by taking employee engagement as a key contributor through spiritual intelligence and emotional intelligence. It is contributed by investigating employee engagement as a mediating variable. Additionally, this study has a unique contribution because, it introduced FWAs as a moderating variable between employee engagement and institutional performance, particularly in the education sector of Indonesia. Thus, the study has contributed and filled the theoretical, as well as practical, gap in the previous studies.

## Literature Review

### *Institutional Performance*

Institutional performance among the educational sector is based on the service quality; a good service quality among the educational institutions leads to a higher educational performance. Services in the educational sector are primarily based on the education services, and a good service in these institutions is heavily based on the educational quality. A better education quality leads to a better service, which ultimately effects positively on institutional performance. Therefore, among the educational institutions, services have a key role in performance (Latif, Latif, Farooq Sahibzada, & Ullah, 2019).

Institutional performance is generally dependent upon the employee performance; a better employee performance leads to a higher institutional performance. There are also various determinants of employee performance. For instance, loyal employees generally perform better. Employee loyalty is understood as those who are committed to the organisational success and perceive that retaining in the organisation is the best option (Nugraha, Fitri, Widiyanti, Guntoro, & Sulastri, 2019). Employee trustworthiness is considered as one of the aspects of dissatisfaction; voice, loyalty, exit and neglect (Naus, Van Iterson, & Roe, 2007). Thus, different indicators of loyalty and performance are not strictly similar.

Employee commitment also has a significant role in institutional performance. The employee commitment concept is of huge interest for both the practitioners and the researchers. Bidwell, Briscoe, Fernandez-Mateo, and Sterling (2013) addressed employee commitment in two parts; part one is when the employee has the best intentions towards the employer, and part two is when an employee sticks with the same employer rather than switches to another. According to Niehoff, Moorman, Blakely, and Fuller (2001), “loyalty can be defined in terms of active behaviors that demonstrate pride in and support for the organization”. Both loyalty and commitment are different in terms of faithfulness, which comes with the loyalty (Niehoff et al., 2001) having a significant effect on employee performance and institutional performance. However, loyalty, as well as commitment, are the same in terms of establishing attitudes and then depicting behaviours (Jaros, Jermier, Koehler, & Sincich, 1993). Many studies have addressed loyalty and commitment as one concept. Therefore, while measuring institutional performance, the loyalty and commitment of employees has a central role.

A high competition among organisations requires a high employee performance and thus, employee performance is the key objective for any organisation (Preko & Adjetey, 2013). Faithfulness among employees enhances the employee performance, which is the best option. Specific aspects of performance are affected by the employees. Certainly, human assets, which are giving growth and competitiveness, are of a non-cost performance of the organisation (Nugraha & Hakimah, 2019). Many studies have argued that loyal employees generate value. The employees who are engaged, create the competitive edge for the organisation. However, it is difficult to make conclusions on different aspects of performance. According to Paillé (2004), value generation is increasing the employee performance, efficiency improvement and decreasing social functions. Other studies show that the employee loyalty is related to the consumer satisfaction, service quality and company’s profit (Yee, Yeung, & Cheng, 2010), or with the increased market share and company revenue.

Additionally, Social Exchange Theory (SET) is the most influenced conceptual theory to understand the organisational behaviours and workplace environment. It is defined as an exchange process because the employee intends to balance the inputs and outputs, and it is a

positive exchange. The exchange happens when the employee and employer care about each other and provide beneficial returns to each other. In the context of the proposed study, the employee would be most effective when they have spiritual intelligence, emotional intelligence and the FWA. These factors could be influenced by the employee engagement, which eventually enhances the employee loyalty. Thus, the current study is grounded on Social Exchange Theory.

### *Spiritual Intelligence*

Significant research has addressed spiritual intelligence (SI) and examined its aspects towards life and organisation. Spiritual intelligence gives the deepest meaning, understanding of ones' purpose and values of life. Spiritual intelligence is the process of thinking, deciding and building the worth of any job. In terms of business, spiritual intelligence determines the purpose and meaning of the business to ensure success (Veingerl Čič, Mulej, & Šarotar Žižek, 2018). The core of spiritual intelligence does not depict the Islamic values in general. Spiritual intelligence is related to spiritual aptitude and not just with religious view. It ensures self-awareness, purpose alignment, encourages challenges, enhances spiritual growth and leads to wider patterns which have an important role in institutional performance. Various studies have proven that spiritual intelligence has a significant role in employee and organisational performance in various organisations (Sancoko, Setiawan, & Troena, 2019). Particularly, in educational institutions, it also has a significant role (Rodrigues, Jorge, Pires, & António, 2019). Spiritual intelligence not only effects institutional performance, it also has a role in employee engagement. It increases the employee engagement which effects positively on institutional performance. As it is revealed by previous studies, spiritual intelligence has a significant role in employee engagement (Ugwu et al., 2019).

**H1:** Spiritual intelligence positively influences institutional performance.

**H2:** Spiritual intelligence positively influences employee engagement.

### *Emotional Intelligence*

Emotional intelligence has the competencies of motivation, empathy, self-awareness and control in the development of a strong relationship. Emotional intelligence (EI) has become the important intelligence for profit-based businesses and various service organisations. Dulewicz and Higgs (1998) compared emotional intelligence and rational intelligence for work performance competences and stated that emotional intelligence accounted for 36 per cent of organisational success, while rational intelligence accounted for 27 per cent. There is a significant relationship between emotional intelligence and employee engagement. Emotional intelligence increases the employee commitment, which leads to a higher institutional performance.

Emotional intelligence has been confused by many terms, given by many researchers but within the same context. For example: emotional intelligence, emotional quotient, emotional literacy, personal intelligence, interpersonal intelligence and social intelligence. Emotional intelligence has a strong connection with the organisational environment (Nikolaou & Tsaousis, 2002). Emotional intelligence is important for organisational success. Emotional intelligence makes individuals empathise and cooperate with others and thus, develops social relations which eventually develop the employee engagement. Previous studies also highlighted that emotional intelligence has a significant role in employee engagement (Suan & Nasurdin, 2011). It is also proved by previous studies, that emotional intelligence has a positive role in performance (Sosik & Megerian, 1999).

**H3:** Emotional intelligence positively influences institutional performance.

**H4:** Emotional intelligence positively influences employee engagement.

### ***Employee Engagement***

Employee engagement is most crucial in the institutional performance of various organisations. It has a positive role to reflect the positive effect of spiritual intelligence and emotional intelligence on institutional performance (Fitri, Elmanizar, Nugraha, Yakub, & Cahyono, 2019). Various studies revealed that perceived organisational role and perceived organisational fit are crucial for the emergence of the employee engagement and thus, eventually increases the organisational commitment and job satisfaction. Consideration of the spiritual intelligence takes into account the results and goes beyond the employee morale, turnover and satisfaction, and includes the employee engagement. As employees satisfied with the job, it thus, creates a positive and meaningful correlation with employee loyalty and organisational citizenship behaviour (Kalantarkousheh, Sharghi, Soleimani, & Ramezani, 2014), which develop employee engagement. Additionally, employee satisfaction is key to the performance and employee engagement has a positive role to enhance employee satisfaction (Hussain, Rizwan, Nawaz, & ul Hameed, 2013).

Organisations should develop the employee engagement which requires the employee-employer relationship. There are psychological conditions (including employee engagement) which support employees being loyal or not to an organisation. Employee engagement ensures the effectiveness of the spiritual intelligence on the employee performance. Research entails the importance of the dimensions of spiritual intelligence for the employee loyalty of members of the university science board (Malik & Naeem, 2011). Moreover, literature has demonstrated the importance of employee engagement for the employee faithfulness generation (Schaufeli & Bakker, 2004). Employee engagement is necessary for the variance of employee performance and signifies the extent of employee faithfulness. It is also clear

from various studies that employee engagement has a positive effect on performance (Uddin, Mahmood, & Fan, 2019).

**H5:** Employee engagement positively influences institutional performance.

**H6:** Employee engagement mediates the relationship between spiritual intelligence and institutional performance.

**H7:** Employee engagement mediates the relationship between emotional intelligence and institutional performance.

### ***Flexible Working Arrangements***

In 1970, the number of female employees started increasing and they were responsible for the house chores as well as for the organisational jobs. The alignment of the FWAs ensures the number of positive outcomes, including reduction in burnout, stress absenteeism and turnover, while increasing the loyalty, retention, innovation, satisfaction, creativity, enhanced performance and productivity (Galinsky, Bond, Sakai, Kim, & Giuntoli, 2008). Employers should focus on FWAs to remove the negative behavioural outcomes (e.g. work discomfort, dissatisfaction and stress). In 1970, FWAs were instituted in organisations to avoid an imbalance of work. FWAs are defined as "the arrangements that allowing work to be accomplished outside of the traditional temporal and/or spatial boundaries of the standard workday" (Rau & Hyland, 2002). FWAs can make employees work effectively in many domains. FWAs increase the satisfaction level among employees, which shows a positive role to generate employee commitment, and employee commitment leads to institutional performance. As its been proven by previous studies, FWAs have a significant role in employee engagement. It is also evident that FWAs show an important contribution to the organisational performance (Berkery et al., 2017).

**H8:** FWAs positively influence institutional performance.

**H9:** FWAs moderate the relationship between employee engagement and institutional performance.

### **Research Methodology**

This study was conducted to analyse the importance of spiritual intelligence, emotional intelligence, employee engagement and FWAs in institutional performance among the education sector of Indonesia. The selection of this industry is based on the facts that the educational sector of Indonesia plays a vital role in the economy; however, the performance of this sector is suffering because of various issues. A significant number of studies are required in the educational sector of Indonesia to highlight the various issues and the



solutions to resolve these issues. Therefore, this study is also an attempt to highlight institutional performance in the educational sector.

Thus, the population of the study was based on the educational institutions of Indonesia. These institutions include universities, colleges and schools. The employees of these institutions were the respondents of the study. Thus, data was collected from employees of the universities, colleges and schools. Both the teaching employees and administration employees were selected to collect the data. The population was spread on a wide area and a sampling frame was not available. In this situation, an area cluster sampling is the most suitable technique (Altaf, Hameed, Nadeem, & Arfan, 2019; Ul-Hameed, Mohammad, & Shahar, 2018). Thus, it is applied to this study. Utilising the Likert scale, 500 questionnaires were used for data collection and 225 valid responses were returned. All the measures of variables — spiritual intelligence, emotional intelligence, employee engagement, FWAs, and institutional performance — were taken and adapted from prior studies.

### **Data Analysis and Findings**

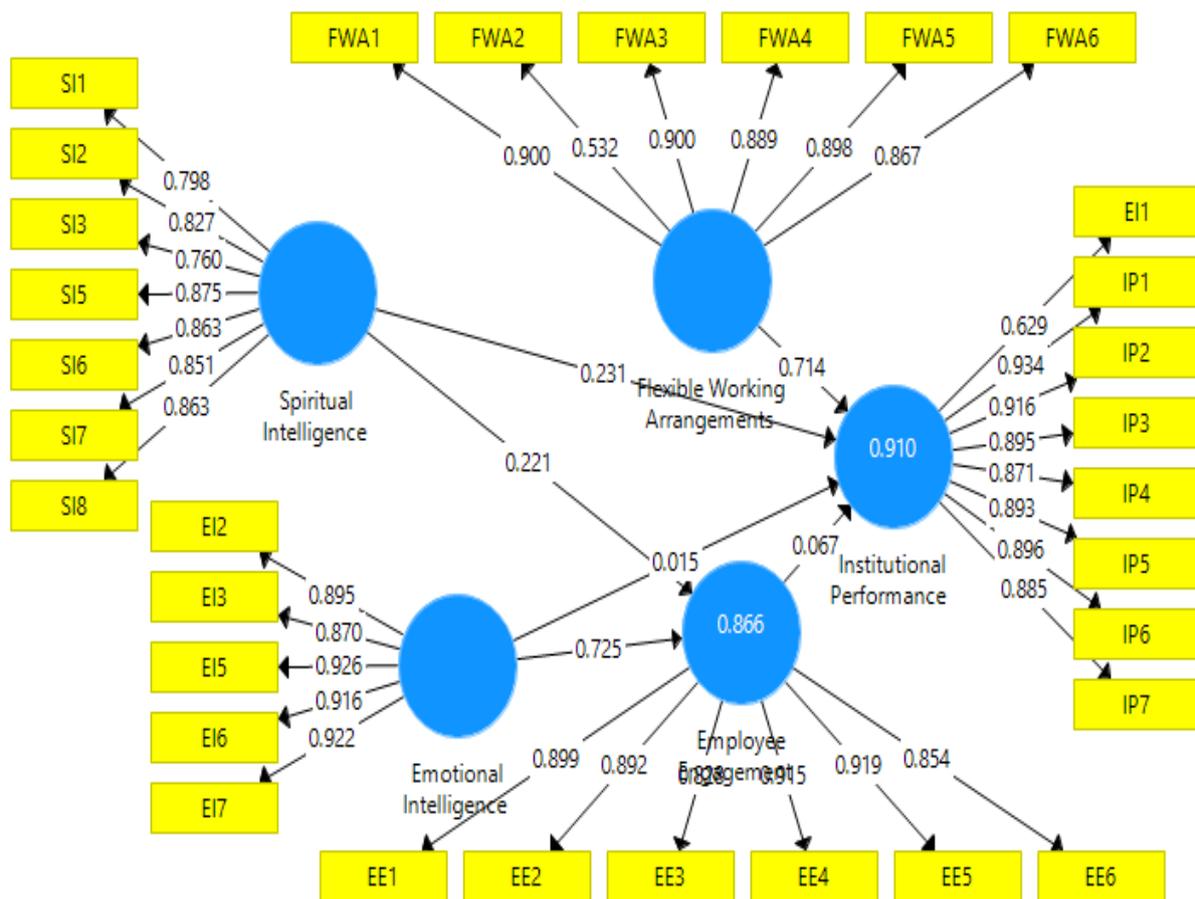
Prior to starting the Structural Equation Modelling (SEM) through the Partial Least square (PLS) method, this study carried out data screening to fix the issues related to the missing value and outlier of the data. These results are given in Table 1. It was found that the data is free from any cases of missing value and outlier. Furthermore, regarding the normality of the data, the PLS-SEM method is the most suitable to handle the non-normal data (Henseler, Ringle, & Sinkovics, 2009).

**Table 1:** Data Screening

	Missing	Mean	Median	Min	Max	SD	Kurtosis	Skewness
SI1	0	5.037	6	1	7	1.774	-0.342	-0.767
SI2	0	4.942	5	1	7	1.803	-0.62	-0.639
SI3	0	4.847	5	1	7	1.728	-0.453	-0.678
SI4	0	4.021	4	1	7	1.946	-1.231	0.152
SI5	0	5.222	6	1	7	1.774	-0.079	-0.868
SI6	0	5.19	6	1	7	1.777	-0.417	-0.753
SI7	0	5.233	6	1	7	1.828	-0.087	-0.935
SI8	0	5.196	6	1	7	1.775	-0.515	-0.763
EI1	0	5.238	6	1	7	1.809	-0.072	-0.939
EI2	0	5.228	6	1	7	1.766	-0.208	-0.827
EI3	0	4.989	5	1	7	1.866	-0.463	-0.748
EI4	0	4.053	4	1	7	1.862	-1.069	0.076
EI5	0	4.921	5	1	7	1.885	-0.818	-0.443
EI6	0	5.159	6	1	7	1.819	-0.427	-0.759
EI7	0	4.81	5	1	7	1.754	-0.841	-0.365
EI8	0	4.148	4	1	7	1.823	-1.108	-0.01
EE1	0	5.011	5	1	7	1.724	-0.394	-0.609
EE2	0	4.984	5	1	7	1.714	-0.654	-0.503
EE3	0	5.016	5	1	7	1.804	-0.668	-0.58
EE4	0	5	5	1	7	1.788	-0.544	-0.571
EE5	0	5.101	5	1	7	1.75	-0.454	-0.656
EE6	0	4.921	5	1	7	1.905	-0.826	-0.589
FWA1	0	4.857	5	1	7	1.975	-0.639	-0.73
FWA2	0	4	4	1	7	1.93	-1.227	0.191
FWA3	0	4.995	6	1	7	1.942	-0.572	-0.748
FWA4	0	5.026	5	1	7	1.864	-0.616	-0.656
FWA5	0	4.889	5	1	7	2.035	-0.857	-0.634
FWA6	0	4.942	5	1	7	1.93	-0.818	-0.589
IP1	0	4.73	5	1	7	2.031	-1.01	-0.42
IP2	0	4.868	5	1	7	1.951	-0.955	-0.48
IP3	0	4.73	5	1	7	1.999	-0.952	-0.477
IP4	0	4.688	5	1	7	1.85	-1.007	-0.359
IP5	0	4.735	5	1	7	1.974	-0.866	-0.533
IP6	0	4.873	5	1	7	1.906	-0.747	-0.574
IP7	0	4.873	5	1	7	1.898	-0.822	-0.593

After the screening of the data, it was confirmed that the data is suitable to proceed for further analysis and thus, PLS-SEM was carried out. In the initial step of PLS-SEM, internal consistency was examined by using factor loadings, composite reliability (CR) and average variance extracted (AVE). The results based on this step of PLS-SEM are highlighted in Table 2 and Table 3. The factor loadings are given in Figure 2 and the appendix (Table 1). All the values are above 0.5. The values of CR for all variables are also above 0.7. The values of AVE are also above 0.5. Table 3 demonstrates the discriminant validity through cross-loadings.

**Figure 2.** Confirmatory Factor Analysis (CFA)



**Table 2:** Reliability and Convergent Validity

	Alpha	rho_A	CR	AVE
Emotional Intelligence	0.945	0.947	0.958	0.821
Employee Engagement	0.944	0.946	0.956	0.783
Flexible Working Arrangements	0.913	0.94	0.934	0.708
Institutional Performance	0.952	0.957	0.961	0.756
Spiritual Intelligence	0.927	0.93	0.941	0.697

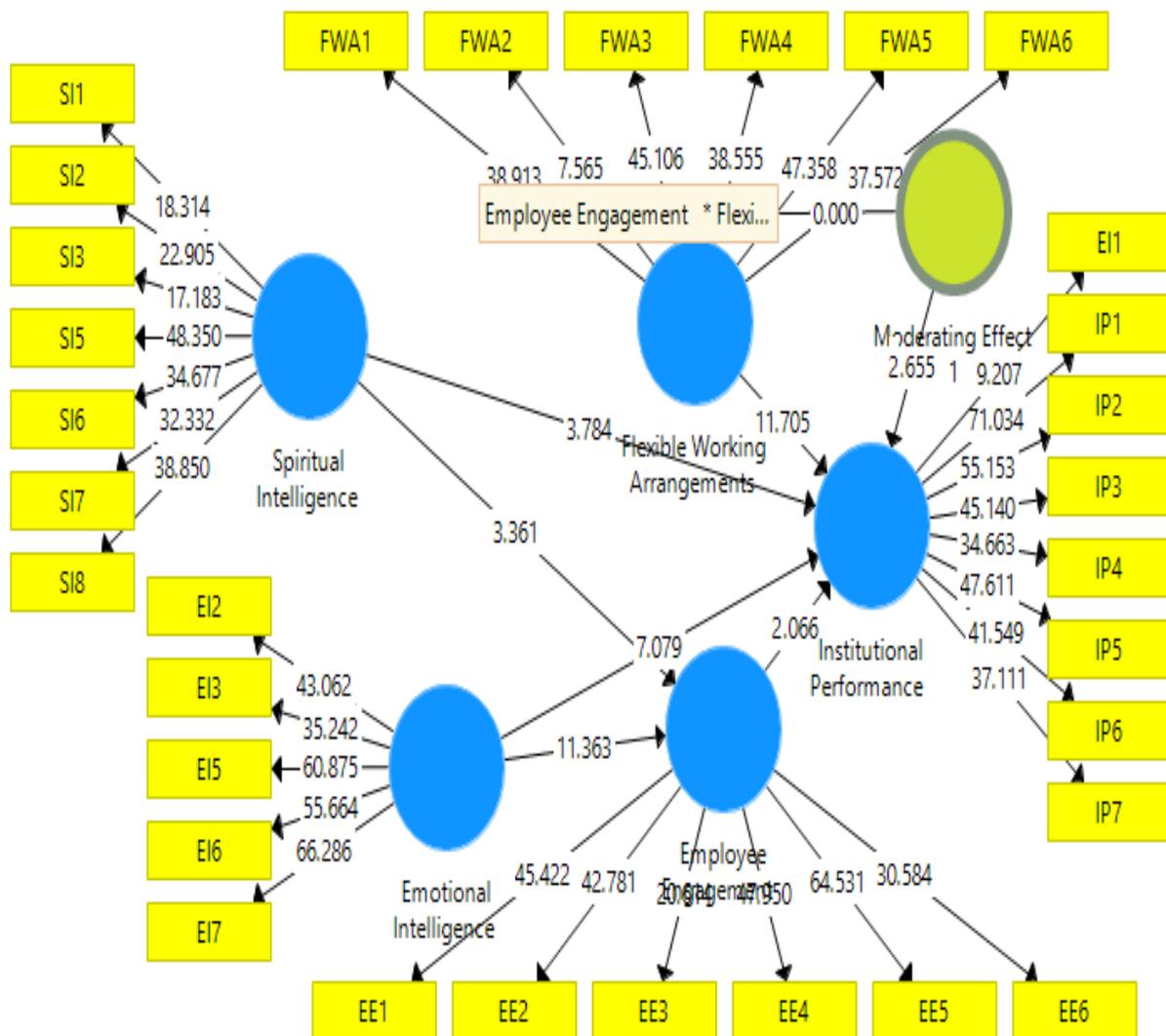
**Table 3:** Cross-Loadings

	<b>Emotional Intelligence</b>	<b>Employee Engagement</b>	<b>Flexible Working Arrangements</b>	<b>Institutional Performance</b>	<b>Spiritual Intelligence</b>
EE1	0.812	0.799	0.548	0.631	0.762
EE2	0.795	0.692	0.578	0.675	0.766
EE3	0.767	0.628	0.503	0.593	0.718
EE4	0.865	0.615	0.622	0.71	0.811
EE5	0.859	0.619	0.64	0.717	0.822
EE6	0.812	0.654	0.611	0.68	0.774
EI1	0.654	0.729	0.535	0.629	0.707
EI2	0.695	0.797	0.544	0.645	0.802
EI3	0.77	0.805	0.645	0.687	0.789
EI5	0.726	0.87	0.621	0.712	0.83
EI6	0.716	0.843	0.616	0.71	0.833
EI7	0.722	0.874	0.636	0.727	0.842
FWA1	0.578	0.555	0.9	0.788	0.576
FWA2	0.262	0.23	0.532	0.367	0.237
FWA3	0.568	0.551	0.9	0.801	0.591
FWA4	0.615	0.586	0.889	0.814	0.623
FWA5	0.666	0.654	0.898	0.88	0.693
FWA6	0.62	0.64	0.867	0.794	0.641
IP1	0.693	0.711	0.878	0.934	0.713
IP2	0.673	0.656	0.831	0.916	0.697
IP3	0.642	0.635	0.855	0.895	0.686
IP4	0.631	0.618	0.818	0.871	0.681
IP5	0.646	0.649	0.843	0.893	0.669
IP6	0.666	0.654	0.841	0.896	0.698
IP7	0.685	0.64	0.81	0.885	0.692
SI1	0.663	0.627	0.587	0.684	0.798
SI2	0.676	0.665	0.591	0.695	0.827
SI3	0.561	0.598	0.539	0.64	0.76
SI5	0.835	0.808	0.592	0.677	0.875
SI6	0.863	0.804	0.627	0.703	0.864
SI7	0.812	0.817	0.534	0.625	0.851
SI8	0.838	0.78	0.57	0.64	0.863

Smart PLS bootstrapping is used to perform SEM (Figure 3). Firstly, path coefficients were considered to examine the direct effect. According to Henseler, Ringle, and Sinkovics (2009), the path coefficients are the same to regression analysis and standardised beta coefficients.

The various steps of PLS-SEM were followed from Henseler, Ringle, and Sinkovics (2009), and Hameed and Naveed (2019). The t-value was preferred to test the hypotheses. It was found that the t-value is above 1.96 for all the hypotheses. Therefore, all the direct hypotheses are supported, as it is shown in Table 4. It demonstrates that spiritual intelligence, emotional intelligence, employee engagement and FWAs have a positive effect on institutional performance. It also highlighted that spiritual intelligence and emotional intelligence have a positive influence on employee engagement.

**Figure 3.** Smart PLS Bootstrapping



**Table 4:** Direct Effect and Moderation Results

	$\beta$	M	SD	T Statistics	P Values
Emotional Intelligence -> Employee Engagement	0.725	0.722	0.064	11.363	0
Emotional Intelligence -> Institutional Performance	0.007	0.008	0.001	7.079	0
Employee Engagement -> Institutional Performance	0.079	0.088	0.039	2.066	0.041
Flexible Working Arrangements -> Institutional Performance	0.715	0.711	0.061	11.705	0
Moderating Effect 1 -> Institutional Performance	0.034	0.033	0.013	2.655	0.007
Spiritual Intelligence -> Employee Engagement	0.221	0.224	0.066	3.361	0.001
Spiritual Intelligence -> Institutional Performance	0.241	0.234	0.064	3.784	0

The mediation effect is examined by using the resampling-mediation technique. This technique is considered the most suitable when the mediation effect is analysed (Hayes, 2009). Mediation through PLS-SEM has several benefits, such as in the instances of a small sample size and non-normal data (F. Hair Jr, Sarstedt, Hopkins, & G. Kuppelwieser, 2014). By following the stipulations of F. Hair Jr, Sarstedt, Hopkins, & G. Kuppelwieser (2014), the mediation effect was examined by following Preacher and Hayes (2008). The mediation effect of employee engagement is highlighted in Table 5. Both the mediation effects are significant.

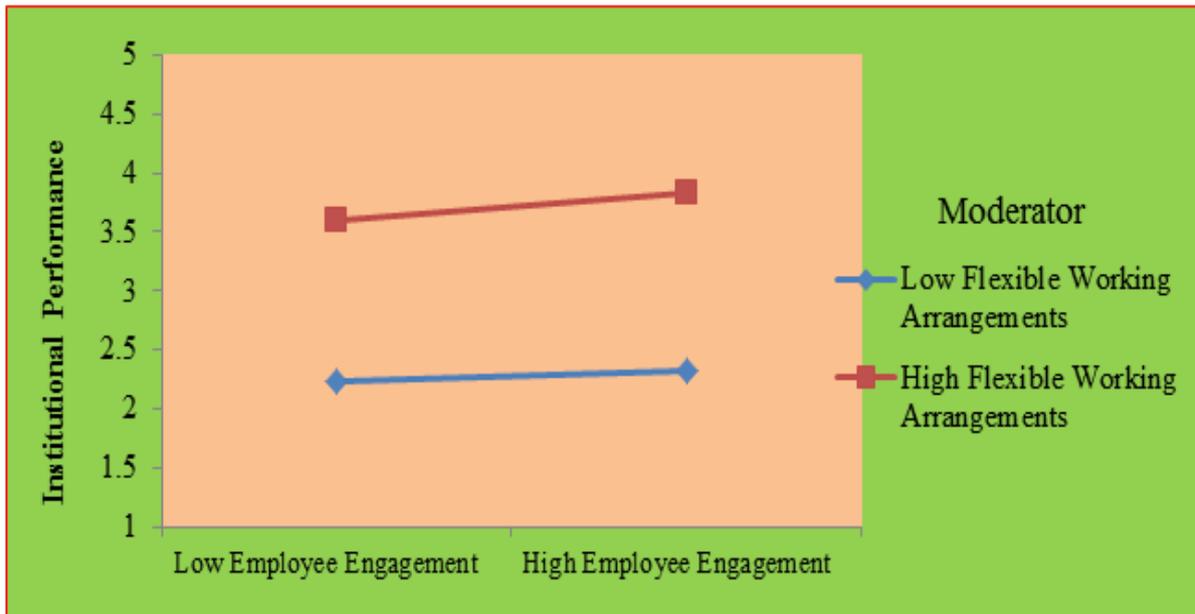
**Table 5:** In-Direct Effect Results (Mediation effect of Employee Engagement)

	$\beta$	(M)	SD	T Statistics	P Values
Emotional Intelligence -> Employee Engagement -> Institutional Performance	0.058	0.063	0.019	3.064	0.003
Spiritual Intelligence -> Employee Engagement -> Institutional Performance	0.018	0.02	0.009	1.991	0.047

Along with the mediation effect of employee performance, the moderation effect of FWAs was also examined between employee engagement and institutional performance. It was found that the moderation effect of FWAs is significant as demonstrated in Table 4. The moderation effect is also shown in Figure 4, which demonstrates that FWAs as a moderating

variable strengthen the positive relationship between employee engagement and institutional performance.

**Figure 4.** Moderation effect of FWAs strengthen the positive relationship between employee engagement and institutional performance



Chin (1998) suggested that the value of  $R^2$  equal or above 0.67 is substantial, more than 0.33 is moderate, but values less than 0.33 but more than 0.19, are a weak determination. In the proposed study, the value of  $R^2$  is 91 per cent, which is substantial. Moreover, Table 6 illustrates the predictive relevance ( $Q^2$ ) of the model. The PLS blindfolding technique is used to examine the  $Q^2$ . The cross validated redundancy depicts the overall effect of the dependent variables and examines the overall model quality. According to Henseler, Ringle, and Sinkovics (2009), the  $Q^2$  should be more than zero. As illustrated in Table 6, the  $Q^2$  is more than zero. Nevertheless, the effect size ( $f^2$ ) is also calculated. In the current study, the  $f^2$  is small in the cases of emotional intelligence (EI), employee engagement (EE), and spiritual intelligence (SI). However, it is strong in case of FWAs, as  $f^2$  0.02 is small and 0.35 is strong (Cohen, 1988).

**Table 6:** Predictive Relevance ( $Q^2$ )

	SSO	SSE	$Q^2 (=1-SSE/SSO)$
Employee Engagement	1,134.00	405.621	0.642
Institutional Performance	1,512.00	534.486	0.647



## Conclusion

Majorly, this study focussed on the impacts of the spiritual intelligence, emotional intelligence, employee engagement, and FWAs on institutional performance. A decrease in the spiritual intelligence and emotional intelligence cause a decrease in the institutional performance. It is depicted that the greater the spiritual intelligence of the employees, the greater the employee engagement will be, and the less spiritual intelligence, the less the employee engagement will be. The spiritual intelligence determines the strength of a person's inner honesty. In the same direction, the greater the emotional intelligence of the employees, the greater the employee engagement will be, and the less emotional intelligence, the less the employee engagement will be. An increase in employee engagement increases the institutional performance among the educational institutions. Thus, employee engagement enhances the impacts of spiritual intelligence and emotional intelligence on institutional performance. It has the ability to reflect the positive effect of spiritual intelligence and emotional intelligence on institutional performance. Along with these results, FWAs also have a key role in enhancing institutional performance. FWAs strengthen the positive association between employee engagement and institutional performance. FWAs have the ability to increase the performance of educational institutions. Therefore, this is a challenge to increase the spiritual intelligence, emotional intelligence and flexible working arrangements within educational institutions.

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## Appendix

**Table 1:** Factor Loadings

	<b>Emotional Intelligence</b>	<b>Employee Engagement</b>	<b>Flexible Working Arrangements</b>	<b>Institutional Performance</b>	<b>Spiritual Intelligence</b>
EE1	0.899				
EE2	0.892				
EE3	0.828				
EE4	0.915				
EE5	0.919				
EE6	0.854				
EI1		0.629			
EI2		0.895			
EI3		0.87			
EI5		0.926			
EI6		0.916			
EI7		0.922			
FWA1			0.9		
FWA2			0.532		
FWA3			0.9		
FWA4			0.889		
FWA5			0.898		
FWA6			0.867		
IP1				0.934	
IP2				0.916	
IP3				0.895	
IP4				0.871	
IP5				0.893	
IP6				0.896	
IP7				0.885	
SI1					0.798
SI2					0.827
SI3					0.76
SI5					0.875
SI6					0.863
SI7					0.851
SI8					0.863