

## **Workplace Spirituality as a Predictor of Teachers' Performance in Pakistani Context**

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### **Abstract**

The current study investigated the correlation between workplace spirituality and teachers' performance. Descriptive-correlational research design was used to conduct the study. The population was comprised of all the primary school teachers working in primary schools in Sahiwal division, Punjab province, Pakistan. Multi-stage random sampling technique was adopted to select the sample. The sample was comprised of 280 primary school teachers. Two closed-ended questionnaires were adopted to collect the data. Pearson  $r$ , independent sample t-test and regression analysis were applied to analyze the data. The study's results revealed a positive and strong correlation existed between workplace spirituality and teachers' performance. All sub-variables of workplace spirituality were moderately correlated with teachers' performance. Gender wise difference was found in teachers' workplace spirituality. The results also concluded that workplace spirituality had positive effect on teachers' performance. So, it is recommended that top management should share workplace spirituality with employees to enhance teachers' performance at primary level.

### **Introduction**

Spirituality, the human trying to establish such relations with humans experiences which are beyond the humans normal experiences in this world, the wish to purify the meaning of self into a meaningful whole, and attracting one's predictive ability of future aptitude is fruitful research (Bozek et al., 2020; Hvidt et al., 2020). Pragmatic identity at work station as the function of competitive benefit and output among organizational requirements much participation from human based resources. The worth of predictive ability of future aptitude of human resources in competing effective function of organization is significantly testimonial in the literature (Alghamdi, 2020; Fernando et al., 2020). Expectations from workers of organization are hoped to bring intelligence and whole meaningful selves to the organization, so fruitful spirituality at workplace accommodate the productive environment (Indradevi, 2020).

Now days, spirituality at workplace (WPS) has attracted the scholars from different fields. Different studies explored, its conceptualization and measurement (Houghton et al., 2016; Kinjerski, 2013; Milliman et al., 2003; Petchsawang & Duchon, 2000; Petchsawang & Duchon, 2009; Pradhan et al.,

2017) and investigating its background contexts (Haldorai et al., 2019) and final results (Ahmad, 2020; Chuna et al., 2014; Petchsawang & McLean, 2017) have understood prevalence since the past few decades. Even during the trend of increased interest of empirical examining, the consequences of WPS, many studies only examined the workplace spirituality influence on few positive outcomes of individuals (Rathee & Rajain, 2020) outcomes like job satisfaction (Altaf & Awan, 2011; Van der Walt & de Klerk, 2014), organizational commitment (Djafri & Noordin, 2017; Indartono & Wulandari, 2013), organizational citizenship behaviour (Ahmadi et al., 2014; Belwalkar et al., 2018; Milliman et al., 2003) and performance of employee (Gatling et al., 2016; Petchsawang & Duchon, 2012).

Job performance as organizational variable attracted theoretical and empirical concerns, particularly between industrial and organizational psychologists (Davidescu et al., 2020). Job performance shows the worth of employees' behavior that assists to accomplish organizational goal (Colquitt et al., 2019). Viswesvaran and Ones (2000) explored idea of individualized performance as social actions, practices, and outcomes and it engages employees in to contribute to organizational goals. As the definitions indicate, job performance has both behavioral (process) and outcome; these two aspects are interrelated and interconnected in organizational outcomes.

Job performance has its function upon both the employee and the organization. It shows employee's membership in organization, and its aggregation of job performance which represents organizational performance. Models on job performance exist, expressed two categories of variables which covered task performance and organizational citizenship behavior (OCB). Task performance means employees' behaviors directly involved in transforming corporate resources into the goods or services that are produced by employees of organization (Colquitt et al., 2019). The job efficiency carries out productive activities as their job proficiency (Landy, 2019). The quantity and quality of the goods is based on job performance by which these features are produced and these services are delivered by the employee on job performance basis as predictive work potential. Few worthwhile antecedents play productive role. Declarative knowledge, ability, and job experience are worthy antecedent that contribute to organization production. Organizational citizenship behavior is an indirect part of employees' formal job and it contributes to the workplace's psychological and social environment (Robbins & Judge, 2019). Employees' positive, constructive, and voluntary behavior contributes productive role on co-workers environment and on the ideal organization implications (Colquitt et al., 2019).

Giacalone and Jurkiewicz's (2003) definition of WPS indicated that WPS is assisted through an organization as 'a framework of values of related organizational through evidenced in the culture that made better experience of employees regarding transcendence during work process. It facilitate their sense of good relationship with others which creates competency and joy.' Ashmos and Duchon's (2000) definition represents the third view looking at WPS as a mix of both individual experience and organizational facilitation. These authors defined WPS as, "the recognition that employees have an inner life that nourishes and is nourished by meaningful work that takes place in the context of community" (Ashmos & Duchon, 2000, p. 137). In this study, WPS has been defined as employee's experiencing of sense of meaning in work, sense of connectedness with others at work and alignment with organizational values.

WPS can be described in two terms. The employees' experience of (a) at work the sense of meaning (Ahmad, 2020; Hassan et al., 2016; Rocha & Pinheiro, 2020), (b) a sense of constructive relationship with other working employees at work (Bal & De Lange, 2015; Lamm et al., 2013) and (c) an aligned experience with mission and purpose of organization (Milliman et al., 2003; Smet et al., 2020).

The organization scholars and managers have deep interactional relationship, employees come to work with their souls not only with body and mind, and they work with soul at workplace. Employees bear fear, depression, and anxiety during working at workplace. Owing to this phenomenon scholars and managers fix their attention towards caring the spiritual need of the employees. Resultantly, spirituality at workplace and academia, work retrieved its significance and plethora of studies on WPS are available in literature (Ashmos & Duchon, 2000; Rathee & Rajain, 2020; Standifer et al., 2010). Unpredictable setting of work environment (innovative technologies, reengineering and downsizing, other crises), presented universal experience and employees develop a universal competency for WPS (Cash & Gray, 2000). However, scholars are aware of with little knowledge, well known paradigm or framework for comprehending this situation (Gotsis & Kortezi, 2008; Karakas, 2010).

Scholars treated the work spirituality workplace as individual experience, organizational facilitation. They also treat it as mix of individual experience and organizational facilitation (Petchsawang & McLean, 2017). The terms; employees' experiences of self-transcendence, meaning and community at workplace, Pawar (2008) treated that these experiences belongs to different mechanisms. Rathee and Rajain (2020) considered "spirituality at workplace" an effective relationship between own self and the workplace. Kinjerski and Skrypnik (2004) noted that spirituality is an experience of individual, which have various dimensions like; physical, affective, cognitive, interpersonal, spiritual and mystical dimensions.

## **Literature Review**

Workplace spirituality is personal satisfaction of life any employee of meaningful work as gratification trait (Yeniaras & Akarsu, 2017), understanding of individuals for the effective work activities of community affairs (Aprilia & Katiara, 2020), told about courtesy of workers to make the services purify weather these are internal or external services of humanity (Miralles-Armenteros et al., 2021), Self-harmony, societal and innate environment and transcendence are main connections related to spirituality in any organization (Hussain et al., 2020) and self-transcendence feelings of teachers are increased which focusing their institutional behavior and workplace spiritual potential. Workplace spirituality of teachers have great effect for institutional worth that enhances learners performance positively (Kumar, 2018). Teachers pit their experienced spiritual beliefs among students to make better outputs, achievements and market worth of institutional.

Workplace spirituality process is multi-dimensional (Paul et al., 2020) and it is wider construct (Garg, 2020) that creates humans thrill (Zhang, 2020), a center of religious activities (Baker & Lee, 2020), meaningful and purposes inner satisfaction creates productive environment of organization (Simon, 2020) and this is also religious interruptions settings (Joshi et al., 2021). Workplace

spirituality means the religious believes of teachers which make productive and spiritual manners (Khorshid, 2015), it is the betterment of teacher's souls for organization work (Ke et al., 2017), and innate self-awareness of teachers to improve inner satisfaction (Utami et al., 2021). Workplace spirituality means the inner pleasure of working of teachers for the betterment of institution (Amri et al., 2021; Rezapouraghdam et al., 2018).

Workplace spirituality structure contains elements like connection, compassion, mindfulness, meaningful work, and transcendence. These are essential constructs for organization betterment (Amen & Raziq, 2020; Petchsawang & Duchon, 2009). *Connection* means deep understanding of individual's to his/her work. Employees take interest in societal attraction and they keep devotional thoughts to connect their thoughts, ideas, and logics at workplace (Garg et al., 2019; Rezapouraghdam et al., 2019). Teachers concentrate on their experiential, pedagogical, and students educational process for success. *Compassion*, contemplation, ambition and discomfort play its vital role for students' achievement as scores. It is better convincing (Estrada et al., 2021; Salazar & Khanwewal, 2021). Teachers' insight is their mindfulness and judgments, interlinked with achievements of students and their cognitive abilities, thoughts and actions are focused (Ke et al., 2017). Teachers present, past and future are concerned with mindfulness. Feelings and behaviours of teachers strengthen students' achievement scores more better (Albrecht, 2019). *Meaningful work play vital role* to individuals concentration for his/her work and during task accomplishment for life career. Situations play vital role in productive environment. Teachers play vital potential in classroom spiritual betterment like applications of teachers' pedagogical and spiritual potential acknowledge their students educational environment. *Transcendence* is higher power knowledge which is used for educational output. Actual situations, empirical evidence, logical aspects and teachers' spiritual concerns based on transcendentalism but luck, faith, and religious beliefs are not based on transdentalism (Peltonen, 2019).

Workplace spirituality makes teachers naturally participative, constructive, perfection (Gleibermann, 2018). Spiritual teachers show their willing to pragmatic approach; problem solving (Greenfiel, 2018), make strong professional ethics for realities, productive expectations, feel pleasure and have abilities to handle stressful situations in productive ways (Kolodinsky et al., 2008; Pandey, 2017).

Latest studies intended on examining the direct relationships between WPS and few outcomes, yet the WPS influence on other outcomes based upon potential positive, remains under exploration (Ahmad & Omar, 2016; Hassan et al., 2020). With limited contextual knowledge of moderating variables, it is still vague matter under such circumstances that WPS needed more or less attention. On the other hand, the ever-increasing environment of competitive business and crises thrust managers to put increasing requirements on their workers that put positive impact on the significant rise in employees' working hours and stress levels (Gonzalez-Mule & Cockburn, 2020; Park et al., 2020; Pradhan et al., 2019). Jobs unpredictability due to reducing staff sizing consequently arising from shoot up competitive stress from the global economy and the continued pandemic situation have increased the employees' stress level. Such feeling of on Job stress may drag to employees' defective reactions such as cynicism, deviant behaviors at work in organization.

The workplace spirituality and job performance relationship is the theoretical proposal in studies and anecdotal of students provides workplace spirituality benefits for the individuals and for the

organizations requirements which are empirical I'm nature. Workplace spirituality tells that researchers are precursors of their job output. Workplace spirituality points out the employee spiritual life. This experience enhances employee motivation, which puts impact on job performance with devoted willingness (Girdwichai & Sriviboon, 2020; Kuswati, 2020). Workplace spirituality deeply rooted in employee's organizational well-being. Many studies (Aboobaker et al., 2019) exposed that workplace spirituality positively predicts employees' well-being. Haddon (2018) predicted employees' well-being contains positive and deep influence upon individual, team, and organization productivity.

Workplace spirituality maintains significant balance between the employee and the organization. Many studies indicate that workplace spirituality and job performance are effective constituents of organization and these have desirable relationship. Tayebiniya and Khorasgani (2018) study revealed correlation of religious factors at work and its dimensions of having meaningful work, a setting of connection and positive constructive social relations to co-worker, and individual's proper relation with the organizational values and job performance. Mariani et al. (2020) told the workplace spirituality constructively relates with OCB. These constructive experiences influenced innovative manners of work behavior (Akhtar et al., 2019), job satisfaction, organizational commitment, and job performance are interconnected to each other under work spirituality (Park et al., 2020; Rajper et al., 2020).

Workplace spirituality effects innovative work behavior productively (Ranasinghe & Samarasinghe, 2019), and OCB and work innovative behavior are influential factors of job performance (Colquitt et al., 2019). Workplace spirituality reduced work stress (Koti & Kinange, 2021); on the other hand sometimes, employee experience widely reported as negatively to job performance and it is also considered effective organization functioning (Agu, 2021; Tamunomiebi & Mezeh, 2021). Job performance is affected productively by workplace spirituality (Biswakarma, 2018; Iksan et al., 2020; Jena, 2021). Another point of view is noted that employee's spirituality, workplace spirituality, and perceived organizational performance are categorized as one domain elements of organizational production in the same direction (Salcedo & Lazatin, 2021).

### **Research Objectives**

Following were research objectives of the study to:

Determine correlation between workplace spirituality and teachers' performance.

Compare difference in workplace spirituality and teachers' performance with regard to their gender.

Examine the influence of workplace spirituality on teachers' performance.

### **Research Questions of the Study**

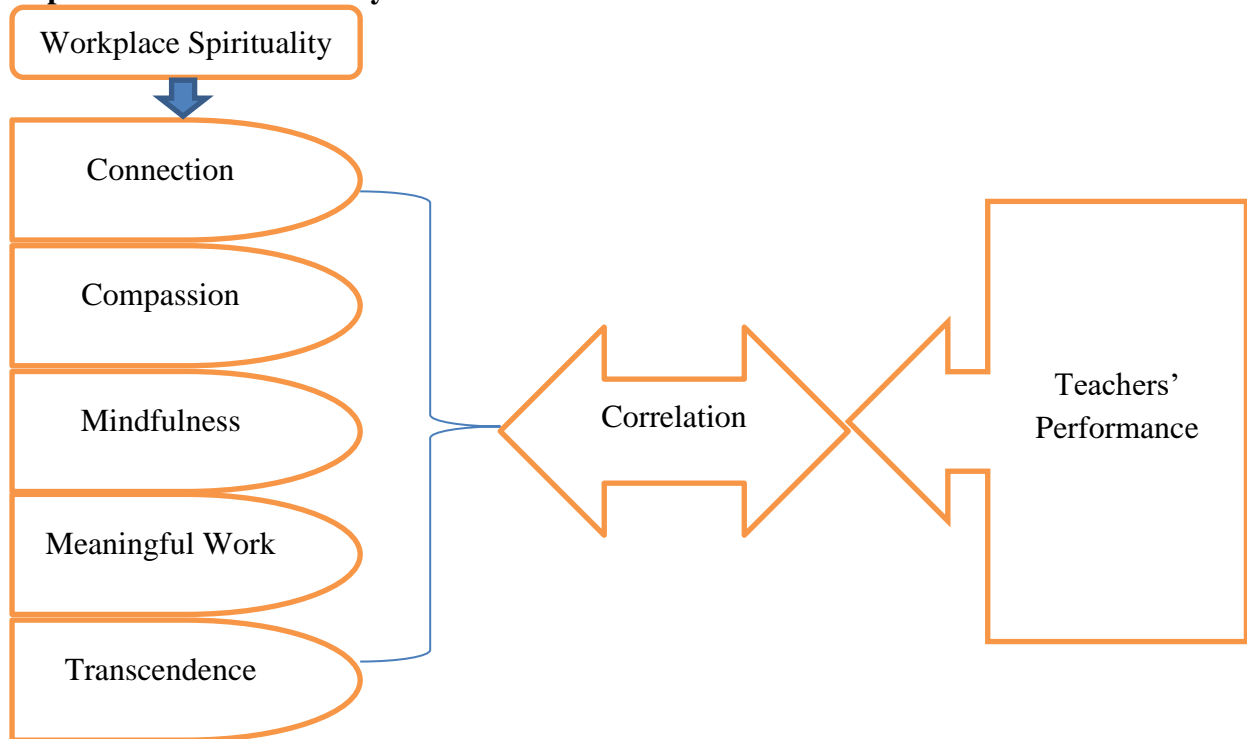
Following research questions were made to conduct the study:

What is relationship between workplace spirituality and teachers' performance?

What is difference in workplace spirituality and teachers' performance with regard to their gender?

What is influence of workplace spirituality on teachers' performance?

### Conceptual Model of the Study



### Research Methodology

The positivist paradigm was adopted to conduct the study. Therefore, the current study was correlational, descriptive, non-experimental and quantitative in nature.

### Population and Sampling Procedure

The population of the study was comprised of all the teachers working in primary schools in Sahiwal division. The Sahiwal division was consisted of 3 districts (e.g. Okara, Sahiwal, and Pak Pattan). The study's sample was selected by using cluster-stratified sampling technique. At the first stage, one district (e.g. Okara) was selected randomly out of three districts of Sahiwal division. At the second stage, forty male and 40 female primary schools were selected by using non-propionate stratified sampling technique. At the last and final stage, all the teachers were included in the sample from selected schools of district Okara. The study's sample was comprised of 280 primary school teachers.

### Research Instruments

Two closed-ended questionnaires were adopted to conduct the study. First, Petchsawang and Duchon (2009) developed a 5 point Likert-type scale to measure teachers' workplace spirituality. It includes five sub-scales: connection, compassion, mindfulness, meaningful work, and transcendence. The reliability value was .88. Secondly, teachers' performance scale was developed by Amin (2013) to measure their performance. It includes four sub-scales such as: content and pedagogical knowledge, class room management, punctuality and regularity, and assessment skills. The reliability value was .85. Data collection was done by the researchers personally. Inferential statistical analysis techniques (Pearson  $r$ , independent sample t-test and regression analysis) were applied to analyze the data.

Table 1.

*Gender wise differences in workplace spirituality and teachers' performance*

Variables	Gender	N	Mean	SD	t	df	P
Workplace Spirituality	Male	142	82.6197	14.51863	-1.844	264.928	.023
	Female	138	86.1884	17.67119			
Teachers' Performance	Male	142	40.3239	8.08339	-1.743	278	.926
	Female	138	42.0725	8.70157			

Independent sample t-test was applied to see difference in mean scores of workplace spirituality and teachers' performance. The results indicated that workplace spirituality had significant difference with regard to their teachers' gender. The table further described that female teachers' men scores was higher than male teachers regarding workplace spirituality. It was concluded that there was no difference in mean scores of teachers' performance based on their gender at primary school level.

Table 2.

*Association between workplace spirituality and teachers' performance*

Variables	N	r-value	Sig.
Workplace Spirituality and Teachers' Performance	280	.669**	.000

\*\*  $p < .001$  (2-tailed)

Table 1 indicated that there was strong correlation existed between workplace spirituality and teachers' performance at primary school level  $r = .669^{**}$ ,  $n = 280$ ,  $p < .001$ .

Table 3.

*Correlation between sub-scales of workplace spirituality with teachers' performance*

Factors	1	2	3	4	5	6
Connection	1	.263**	.022	.322**	.307**	.415**
Compassion		1	.669**	.355**	.140*	.489**
Mindfulness			1	.274**	-.011	.418**
Meaningful work				1	.476**	.482**
Transcendence					1	.476**
Teachers' Performance						1

\*\*  $p < .001$  (2-tailed),  $n = 280$

Table 2 revealed the relationship between the factors of workplace spirituality with teachers' performance. The sub-variables of workplace spirituality such as: Connection ( $r = .415^{**}$ ), Compassion ( $r = .489^{**}$ ), Mindfulness ( $r = .418^{**}$ ), Meaningful work ( $r = .482^{**}$ ), and Transcendence ( $r = .476^{**}$ ) had moderate correlation with teachers' performance. It was concluded

that the sub-variables of workplace spirituality were moderately correlated with teachers' performance.

Table 4

*Regression Analysis to identify the Predictive Power of workplace spirituality and teachers' performance*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.669	.448	.446	6.26928
a. Predictors: (Constant), Workplace Spirituality				

Table 4(a)

*ANOVA to determine the Significance Level of the Predictive Power of workplace spirituality to assess teachers' performance*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8873.853	1	8873.853	225.775	.000
	Residual	10926.490	278	39.304		
	Total	19800.343	279			
a. Predictors: (Constant), Workplace Spirituality						
b. Dependent Variable: Teachers' Performance						

Table 4(b)

*Coefficients Model to fix the Predictive Power of workplace spirituality for teachers' performance*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	11.846	1.988		5.958	.000
	Workplace Spirituality	.348	.023	.669	15.026	.000
a. Dependent Variable: Teachers' Performance						

Table 4 (a & b) revealed the effect of workplace spirituality on teachers' performance. It was concluded that workplace spirituality had strong and positive significant effect on teachers' performance at primary school level with ( $R^2$  value 0.44,  $\beta = .66$ ).



## Discussion

This section of the study reveals the outcomes of correlation between workplace spirituality and teachers' performance. The current study was descriptive-correlational and quantitative in nature. The major aim was to investigate relationship between workplace spirituality and teachers' performance. Furthermore, the effect of workplace spirituality on teachers' performance was also examined. Pearson  $r$  was applied to examine correlation between workplace spirituality and teachers' performance. The study's results indicated that strong and positive significant correlation existed between workplace spirituality and teachers' performance. The study's results were in line with previous empirical studies (Ahmad & Omar, 2016; Gatling et al., 2016; Hassan et al., 2020; Park et al., 2020; Rajper et al., 2020; Petchsawang & Duchon, 2012). All these studies were discovered a positive correlation between workplace spirituality and teachers' performance. The results also indicated that the factors of workplace spirituality such as connection, compassion, mindfulness, meaningful work, and transcendence were having moderate correlation with teachers' performance.

The second major objective of the study was to see difference in workplace spirituality and teachers' performance regarding their gender. Independent sample t-test was applied to compare mean scores in workplace spirituality and teachers' performance. The study's results indicated that teachers were having significant difference in workplace spirituality with regard to their gender. The results also reported that female teachers had higher mean scores than male teachers in workplace spirituality. The outcomes also reported that male and female teachers were not having significant difference with regard to their performance in the classroom scenario.

The last objective was to examine the effect of workplace spirituality on teachers' performance. The study's results revealed that workplace spirituality had strong and positive significant effect of workplace spirituality on teachers' performance. For this purpose, regression analysis was done. The current study's results were consistent with (Biswakarma, 2018; Colquitt et al., 2019; Gonzalez-Mule & Cockburn, 2020; Jena, 2021; Kumar, 2018; Iksan et al., 2020; Park et al., 2020; Pradhan et al., 2019). These empirical studies discovered that workplace spirituality had positive effect on teachers' performance.

## Conclusion

Job performance, higher productivity, job satisfaction, effective leadership, reduced absenteeism and employee turnover, and many other good outcomes for organizations are all influenced by workplace spirituality. This study was designed to assess correlation between workplace spirituality and teachers' performance. The results concluded that a strong and positive significant correlation existed between workplace spirituality and teachers' performance. Furthermore, the study also found the difference in workplace spirituality and teachers' performance with regard to their gender. The outcomes showed that females are more conscious of their thoughts. Moreover, Regression analysis was also performed to examine the influence of workplace spirituality on teachers' performance. The outcomes revealed that workplace spirituality WS had a significant impact on teachers' performance.

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## workplace spirituality as a predictor of teachers' performance in pakistani context

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