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Workplace Spirituality and Job Performance among Arts and Science College Teachers in Madurai District: An Empirical Study

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Abstract: The present study examines the relationship between workplace spirituality and job performance among arts and science college teachers in Madurai District, Tamil Nadu. The study focuses on three dimensions of workplace spirituality, namely meaningful work, sense of community, and alignment with organizational values. A descriptive and analytical research design was adopted, and primary data were collected from 155 college teachers through a structured questionnaire using a simple random sampling technique. Percentage analysis and multiple regression analysis were employed to analyse the collected data. The findings reveal that all three dimensions of workplace spirituality have positive and statistically significant relationships with job performance ($p < 0.001$). Among these dimensions, alignment with organizational values ($\beta = 0.493$) emerged as the strongest predictor, followed by sense of community ($\beta = 0.281$) and meaningful work ($\beta = 0.243$). The study concludes that workplace spirituality plays an important role in understanding teachers' job performance and highlights the significance of meaningful professional experiences, supportive workplace relationships, and shared organizational values in higher education institutions.

Keywords: Workplace Spirituality, Job Performance, Meaningful Work, Sense of Community, Organizational Values, College Teachers, Higher Education.

1. Introduction

In the contemporary educational environment, higher education institutions are undergoing significant transformations due to globalization, technological advancements, changing educational policies, increasing institutional competition, and rising expectations regarding academic quality. These developments have substantially influenced the professional responsibilities and working conditions of college teachers. Teaching professionals are increasingly expected to demonstrate excellence not only in classroom instruction but also in research, student mentoring, curriculum development, administrative responsibilities, and institutional development. Consequently, the effectiveness of higher education institutions depends considerably on the motivation, commitment, psychological well-being, and job performance of their teaching personnel. Kokt and Palmer (2019) emphasized that academic staff constitute an essential organizational resource and that universities must develop supportive working environments to strengthen their commitment and institutional effectiveness. Similarly, Sulastini et al. (2023) highlighted the importance of workplace spirituality in encouraging positive attitudes toward organizational change and constructive work-related behaviour among university lecturers.

Within this evolving educational context, workplace spirituality has emerged as an important concept in organizational behaviour and human resource management. The growing recognition that employees seek more than financial compensation and professional advancement has encouraged researchers to examine the importance of meaning, purpose, personal values, interpersonal relationships, and psychological fulfilment in the workplace. Workplace spirituality recognizes that employees possess an inner life that is nurtured through meaningful work and supportive relationships within an organizational community (Ashmos & Duchon, 2000, as cited in Daniel, 2010). Unlike religious practices or institutionalized religious beliefs, workplace spirituality primarily concerns the experience of meaningful work, connectedness with colleagues, personal fulfilment, and alignment between

individual values and organizational objectives. Khatri and Gupta (2017) observed that workplace spirituality contributes to employee well-being by promoting positive psychological experiences and a deeper sense of purpose in professional life. Furthermore, Shrestha and Jena (2020) identified workplace spirituality as an important organizational resource associated with reduced organizational cynicism and turnover intentions.

Workplace spirituality is generally conceptualized through interconnected dimensions such as meaningful work, a sense of community, and alignment with organizational values. Meaningful work reflects an individual's perception that professional responsibilities possess significance beyond material rewards. A sense of community refers to feelings of belongingness, mutual respect, cooperation, and emotional connectedness among organizational members. Alignment with organizational values represents the compatibility between employees' personal beliefs and the broader mission, principles, and objectives of their institutions. These dimensions provide a comprehensive framework for understanding how workplace spirituality may influence employee attitudes and behavioural outcomes. Daniel (2010) argued that spirituality-oriented organizational cultures can encourage trust, creativity, mutual respect, and team effectiveness. Similarly, Latiff (2021) proposed that spiritually supportive work environments, characterized by meaningful work, inner life, and community relationships, can contribute to improved employee performance.

The relevance of workplace spirituality is particularly significant in the teaching profession because education is fundamentally associated with knowledge creation, intellectual development, ethical responsibility, and social transformation. College teachers perform responsibilities extending beyond the transmission of subject knowledge; they also contribute to students' intellectual growth, character formation, employability, and personal development. Such responsibilities require emotional involvement, professional dedication, creativity, interpersonal sensitivity, and sustained commitment. When teachers perceive their professional activities as meaningful and socially valuable, they may experience greater intrinsic motivation and professional satisfaction. Likewise, supportive relationships with colleagues, constructive institutional cultures, and compatibility between personal and institutional values may encourage greater involvement in teaching, research, and other academic responsibilities. In this regard, workplace spirituality offers a potentially valuable perspective for understanding the psychological and organizational conditions associated with teachers' professional effectiveness.

Job performance is another important construct in organizational and educational research because it reflects the extent to which employees effectively fulfil their assigned responsibilities and contribute to organizational objectives. In the context of higher education, teachers' job performance is multidimensional and may encompass teaching effectiveness, preparation and delivery of instructional content, student assessment, research contributions, academic mentoring, curriculum development, institutional participation, and professional development. Therefore, evaluating teachers' performance exclusively through classroom teaching or academic output may overlook other important dimensions of their professional contributions. Nwanzu and Babalola (2021) emphasized the importance of understanding job performance through both task performance and contextual performance. Their empirical investigation among university administrative employees revealed a significant positive relationship between overall workplace spirituality and job performance, although the relationships involving individual spirituality dimensions varied. These findings suggest that workplace spirituality may be relevant to employee effectiveness in educational organizations while highlighting the need for context-specific investigation.

Existing empirical studies have established important associations between workplace spirituality and several positive organizational outcomes, including organizational commitment, employee well-being, innovative behaviour, and work performance. Kokt and Palmer (2019), in their investigation involving 285 academic staff members at a South African university, identified a strong relationship between workplace spirituality and organizational commitment. Similarly, Masyhuri et al. (2021), in a study involving 379 teachers and school staff in Indonesia, reported that workplace spirituality and perceived organizational support were positively associated

with innovative work behaviour, with psychological well-being playing a mediating role. Fitri and Prabowo (2023), in their investigation of Islamic higher education institutions in Indonesia, observed that workplace spirituality was positively related to organizational climate and employee productivity. These findings suggest that spirituality-oriented working environments may support institutional functioning by encouraging positive work attitudes, supportive relationships, and professional involvement.

Further research has explored the relationship between workplace spirituality and employee performance across different organizational contexts. Nwanzu and Babalola (2021) found that workplace spirituality significantly predicted job performance and perceived organizational support among university administrative personnel. Ranasinghe and Samarasinghe (2019) proposed that workplace spirituality could foster innovative work behaviour through intrinsic motivation, suggesting a potential mechanism through which meaningful professional experiences may contribute to organizational effectiveness. However, the available findings are not entirely consistent. Wijaya and Supriyanto (2019), in their study of employees at Bank Muamalat Indonesia, reported that workplace spirituality did not exert a statistically significant effect on employee performance and that work motivation did not mediate the proposed relationship. These contrasting findings indicate that the association between workplace spirituality and employee performance may depend on occupational characteristics, organizational conditions, measurement approaches, and contextual factors. Therefore, further empirical investigation is necessary to determine whether and to what extent workplace spirituality is associated with job performance in different professional settings.

Although workplace spirituality has received increasing attention in organizational research, its application within higher education requires further investigation, particularly among teachers employed in arts and science colleges. Existing studies have examined academic staff commitment, university administrative employee performance, organizational climate, innovative work behaviour, and change-oriented organizational citizenship behaviour (Kokt & Palmer, 2019; Masyhuri et al., 2021; Nwanzu & Babalola, 2021; Sulastini et al., 2023). However, these studies differ in their institutional contexts, professional populations, and dependent variables. Evidence obtained from banking, construction, administrative services, or university settings cannot automatically be generalized to arts and science college teachers. Furthermore, the distinction between organizational commitment, innovative behaviour, and actual job performance necessitates focused empirical investigation rather than treating these constructs as interchangeable indicators of institutional effectiveness.

In the Indian higher education context, the relationship between workplace spirituality and teachers' job performance is especially relevant because teaching professionals operate within institutions characterized by diverse management structures, institutional cultures, professional expectations, and resource environments. Arts and science colleges perform an important role in expanding access to higher education, developing disciplinary knowledge, and preparing students for professional and societal responsibilities. Teachers working in these institutions are required to balance academic instruction with research expectations, student counselling, assessment responsibilities, and institutional activities. Such professional demands make it important to understand whether the experience of meaningful work, supportive interpersonal relationships, and shared institutional values is associated with effective job performance. The relationship may also vary according to demographic and professional characteristics, such as age, gender, educational qualifications, teaching experience, institutional affiliation, and employment status. Identifying these associations may provide useful evidence for developing supportive academic work environments and strengthening institutional human resource practices.

Against this background, the present study, titled Workplace Spirituality and Job Performance among Arts and Science College Teachers in Madurai District: An Empirical Study, seeks to examine the relationship between workplace spirituality and the job performance of college teachers. Specifically, the investigation focuses on understanding the extent to which meaningful work, a sense of community, and alignment with organizational values are associated with teachers' professional performance. It also provides a basis for examining whether

teachers' perceptions of workplace spirituality and job performance differ across selected demographic and professional characteristics. By applying the concept of workplace spirituality to the arts and science college environment, the study aims to extend the existing literature and generate context-specific empirical evidence regarding the relationship between psychological experiences at work and professional effectiveness.

The significance of the present study lies in its potential contributions to organizational behaviour research, educational management, and human resource development in higher education. The study is expected to provide insights into how workplace spirituality relates to teachers' job performance and to contribute to the development of supportive, professionally fulfilling, and effective higher education institutions.

2 Review of Literature

The present review of literature examines the relationship between workplace spirituality and job performance, with particular emphasis on three independent variables: meaningful work, sense of community, and alignment with organizational values. The review draws on conceptual and empirical studies to establish the theoretical foundation of the proposed research, identify relevant findings, and develop hypotheses concerning the job performance of arts and science college teachers in Madurai District.

2.1. Conceptualization of Workplace Spirituality

Workplace spirituality has gained increasing attention in organizational behaviour and human resource management because it recognizes employees' need to experience meaning, belongingness, and personal fulfilment in their professional lives. Ashmos and Duchon (2000, as cited in Daniel, 2010) conceptualized workplace spirituality in terms of employees' inner lives, meaningful work, and the experience of community. This perspective suggests that employees approach their professional responsibilities not merely as economic activities but also as opportunities to express personal values, develop interpersonal relationships, and experience a sense of purpose.

Milliman et al. (2003) examined workplace spirituality through three dimensions: meaningful work, sense of community, and alignment with organizational values. These dimensions represent individual, interpersonal, and organizational aspects of spirituality, respectively. Meaningful work concerns the significance individuals attach to their professional responsibilities; sense of community reflects connectedness and supportive relationships among colleagues; and alignment with organizational values represents compatibility between personal beliefs and institutional objectives.

Shrestha and Jena (2020) adopted these three dimensions in examining the relationship between workplace spirituality and employee negativity. Their study demonstrated that workplace spirituality was negatively associated with organizational cynicism and turnover intentions, although its relationship with counterproductive work behaviour was not significant. Similarly, Salim et al. (2020) examined meaningful work, sense of community, and alignment with organizational values in relation to affective commitment and turnover intention, reporting favourable relationships across all three dimensions.

In the context of higher education, workplace spirituality may be particularly important because teachers' responsibilities involve intellectual development, student mentoring, professional ethics, and contributions to society.

2.2. Meaningful Work and Job Performance

Meaningful work refers to the extent to which individuals perceive their professional activities as purposeful, personally significant, and valuable beyond financial or material rewards. It represents the individual-level dimension of workplace spirituality and reflects the connection between an employee's work responsibilities and

broader personal aspirations. Employees who experience meaningful work may develop stronger psychological involvement, intrinsic motivation, and commitment to their professional responsibilities.

Salim et al. (2020) investigated workplace spirituality, affective commitment, and turnover intention among 74 employees from eight construction companies in Surabaya, Indonesia. Using partial least squares structural equation modelling, the researchers found that meaningful work had a significant positive relationship with affective commitment and a significant negative relationship with turnover intention. These findings indicate that employees who perceive their work as meaningful are more likely to develop favourable organizational attitudes and less likely to express an intention to leave their organization. However, the study did not directly examine job performance as an outcome.

Latiff (2021) developed a theoretical framework explaining the potential relationship between workplace spirituality and employee performance. The study identified meaningful work as an important component of a spiritually supportive work environment and proposed that meaningful professional experiences may strengthen employees' internal motivation and performance. This conceptual contribution suggests that the value individuals attach to their work may influence the effort and dedication they invest in accomplishing professional responsibilities.

Within higher education, meaningful work can be understood through teachers' perceptions that their professional activities contribute to students' intellectual development, knowledge creation, and societal advancement.

On this basis, the following hypothesis is proposed:

H1: Meaningful work has a significant positive relationship with job performance among arts and science college teachers in Madurai District.

2.3. Sense of Community and Job Performance

Sense of community refers to employees' feelings of belongingness, mutual trust, cooperation, emotional connectedness, and supportive interpersonal relationships within their workplace. As an interpersonal dimension of workplace spirituality, it emphasizes the importance of positive relationships and shared experiences among organizational members. A strong sense of community may encourage employees to exchange knowledge, support colleagues, resolve professional difficulties, and participate actively in organizational activities.

Nwanzu and Babalola (2021) conducted a correlational study involving 118 university administrative employees in Nigeria to examine workplace spirituality, perceived organizational support, and job performance. The findings indicated that overall workplace spirituality was positively and significantly associated with job performance. Importantly, the dimensional analysis revealed that the team's sense of community was positively and significantly related to in-role performance and organizationally directed extra-role behaviour. This finding provides particularly relevant empirical support for the proposed relationship between sense of community and job performance in an educational institution. The authors nevertheless used a five-dimensional workplace spirituality model, rather than the three-dimensional framework adopted in the present study.

Kokt and Palmer (2019), in their investigation involving 285 academic staff members at a South African university, identified a strong relationship between workplace spirituality and organizational commitment. Their findings highlight the importance of supportive organizational environments for academic personnel. Although organizational commitment is distinct from job performance, the study provides useful evidence concerning the relevance of workplace spirituality to academic staff attitudes.

Accordingly, the following hypothesis is formulated:

H2: Sense of community has a significant positive relationship with job performance among arts and science college teachers in Madurai District.

2.4. Alignment with Organizational Values and Job Performance

Alignment with organizational values refers to the degree of compatibility between employees' personal values, beliefs, and professional aspirations and the mission, vision, ethical principles, and objectives of their organizations. As the organizational-level dimension of workplace spirituality, value alignment reflects the extent to which individuals identify with their institutions and perceive organizational practices as consistent with their personal and professional values. Such congruence may encourage psychological attachment, institutional commitment, and greater willingness to contribute to organizational objectives.

Salim et al. (2020) empirically examined alignment with organizational values alongside meaningful work and sense of community. The findings demonstrated a significant positive relationship between alignment with organizational values and affective commitment and a significant negative relationship with turnover intention. These results suggest that employees whose personal values correspond with organizational values may demonstrate stronger organizational attachment and greater willingness to continue their employment. However, the findings do not directly establish that value alignment improves job performance.

Nwanzu and Babalola (2021) included alignment between individual and organizational values in their five-dimensional workplace spirituality framework. Their results demonstrated a significant positive relationship between composite workplace spirituality and job performance. However, the dimension-level findings indicated that different aspects of workplace spirituality contributed differently to performance-related outcomes. Thus, although the overall findings support the relevance of workplace spirituality, the relationship between organizational value alignment and job performance requires further investigation rather than being presumed universally significant.

Therefore, the following hypothesis is proposed:

H3: Alignment with organizational values has a significant positive relationship with job performance among arts and science college teachers in Madurai District.

2.5. Job Performance among College Teachers

Job performance represents the extent to which employees successfully undertake their assigned responsibilities and contribute to organizational objectives. In higher education institutions, teachers' job performance is a multidimensional construct involving both the successful execution of academic responsibilities and contributions extending beyond formally assigned duties. These responsibilities may include teaching effectiveness, curriculum preparation, student assessment, academic mentoring, research engagement, institutional coordination, and participation in professional development activities.

2.6. Empirical Relationship between Workplace Spirituality and Job Performance

The relationship between workplace spirituality and job performance has attracted increasing scholarly attention because meaningful professional experiences, positive workplace relationships, and organizational value congruence may influence employees' attitudes and work-related behaviour. Nwanzu and Babalola (2021) provided direct empirical evidence of a positive relationship between workplace spirituality and job performance among university administrative employees. Their findings demonstrated that composite workplace spirituality was positively and significantly related to job performance. However, only certain dimensions exhibited significant associations with specific performance outcomes, indicating the importance of examining individual dimensions rather than relying exclusively on an overall spirituality score. Shrestha and Jena (2020) examined workplace spirituality and negative employee outcomes among 138 employees in Nepal. Their investigation showed that workplace spirituality was negatively associated with organizational cynicism and turnover intentions. Although job performance was not the dependent variable in that study, the findings suggest that

spirituality-oriented workplace experiences may be associated with favourable employee attitudes relevant to organizational functioning.

Figure 1

Proposed Conceptual Framework



3. Research Methodology

The present study adopts a quantitative research approach with a descriptive and analytical research design to examine the relationship between workplace spirituality and job performance among arts and science college teachers in Madurai District, Tamil Nadu. The study is cross-sectional in nature, as data are collected from respondents at a single point in time. Workplace spirituality is examined through three dimensions, namely meaningful work, sense of community, and alignment with organizational values, while job performance is considered the dependent variable. The target population of the study comprises teaching faculty members employed in arts and science colleges in Madurai District. A total of 155 respondents are included in the study. The study employs a simple random sampling technique to select respondents from the target population.

The study utilizes both primary and secondary data. Primary data are collected from the selected respondents using a structured questionnaire designed to measure workplace spirituality and job performance. Secondary data are obtained from published research articles, academic journals, books, and other relevant scholarly publications to establish the theoretical and empirical foundation of the study. A structured questionnaire is used as the principal instrument for collecting primary data. The workplace spirituality scale is adapted from Milliman et al. (2003) and comprises three dimensions: meaningful work, sense of community, and alignment with organizational values. Responses are measured using a five-point Likert scale, ranging from 1 (*Strongly Disagree*) to 5 (*Strongly Agree*). Higher scores indicate stronger perceptions of the respective constructs.

4 Analysis

This section presents the analysis and interpretation of the data collected to examine the relationship between workplace spirituality and employee job performance. The data were analysed using percentage analysis and multiple regression analysis. Percentage analysis was employed to describe the demographic characteristics of the respondents and summarize their responses. Multiple regression analysis was conducted to assess the influence of three dimensions of workplace spirituality, namely meaningful work, sense of community, and alignment with organizational values, on employee job performance.

4.1 Profile of the respondents

The demographic distribution shows that the largest proportion of respondents (36.13%) belongs to the 41–50 years age group, followed by the 31–40 years age group (30.97%). Regarding teaching experience, 30.32% of respondents have 5–10 years of experience, while 28.39% have 11–15 years. Female respondents account for 55.48% of the sample, compared with 44.52% male respondents. Regarding department type, 59.35% belong to self-finance departments, while 40.65% belong to aided departments.

4.2 Hypothesis Testing

The multiple regression analysis was conducted to examine the influence of three dimensions of workplace spirituality, namely meaningful work, sense of community, and alignment with organizational values, on employee job performance. The results indicate that all three dimensions have positive and statistically significant relationships with job performance, as evidenced by their positive regression coefficients and significance levels ($p < 0.001$).

Meaningful work has a positive and statistically significant relationship with job performance ($\beta = 0.243$, $t = 3.817$, $p < 0.001$). This finding suggests that employees who perceive their work as meaningful and purposeful are more likely to demonstrate higher levels of job performance. Similarly, sense of community exhibits a positive and statistically significant relationship with job performance ($\beta = 0.281$, $t = 5.024$, $p < 0.001$), indicating that feelings of belongingness, cooperation, and interpersonal connectedness within the workplace are positively associated with employee performance.Furthermore, alignment with organizational values demonstrates the strongest positive and statistically significant relationship with job performance ($\beta = 0.493$, $t = 7.710$, $p < 0.001$). The relatively higher standardized beta coefficient indicates that alignment between employees' personal values and organizational values is the most influential predictor of job performance among the three dimensions examined.

The unstandardized regression coefficients further indicate that a one-unit increase in meaningful work, sense of community, and alignment with organizational values is associated with an increase of 0.158, 0.189, and 0.363 units in job performance, respectively, while holding the other variables constant.

Table 1 Hypothesis testing

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.297	.229		5.673	.000
	Meaningful work, , and	.158	.041	.243	3.817	.000
	Sense of community	.189	.038	.281	5.024	.000
	Alignment with organizational values	.363	.047	.493	7.710	.000
a. Dependent Variable: Job Performance						

5 Conclusion

The present study investigated the relationship between workplace spirituality and job performance among arts and science college teachers in Madurai District. The findings demonstrate that meaningful work, sense of

community, and alignment with organizational values have positive and statistically significant relationships with teachers' job performance. Among the three dimensions, alignment with organizational values emerged as the strongest predictor, indicating the importance of compatibility between teachers' personal values and institutional objectives. Sense of community and meaningful work also demonstrated significant positive associations with job performance, highlighting the relevance of supportive interpersonal relationships and a sense of purpose in the teaching profession.

The study provides empirical support for all three proposed hypotheses and emphasizes the importance of workplace spirituality in the higher education environment. The findings suggest that educational institutions should encourage meaningful teaching experiences, strengthen collegial relationships, and promote organizational values that are consistent with teachers' professional beliefs and aspirations. Such initiatives may contribute to a supportive academic environment and improved professional effectiveness. However, as the study is limited to 155 arts and science college teachers in Madurai District and employs a cross-sectional research design, the findings should be interpreted as associations rather than causal relationships. Future research may extend the investigation to other geographical regions and educational institutions to improve the generalizability of the findings.

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