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Spirituality in the workplace towards teachers psychological well being

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Abstract---This study set out to analyze the relationship among teachers' workplace spirituality, sense of meaning in life, and psychological well-being. Taking 50 teachers as its subjects, the study employed three scales: one to measure the subjects' sense of workplace spirituality, another to measure their sense of meaning in life, and a third to measure their sense of psychological well-being. These three scales were pre-tested and found to have good reliability and validity. The questionnaire data were analyzed using hierarchical regression in order to understand the explanatory power of the predictors (workplace spirituality and meaning in life) to dependent variable of psychological well-being. The results showed 62.70% explanatory power. According to the research findings, this study suggests that teachers should understand the importance of having workplace spirituality, of being psychologically sound and of feeling they have a meaningful life. Future studies may further explore the factors that influence teachers' sense of psychological well-being.

Keywords---Workplace Spirituality, Meaning in Life, Psychological Well-being.

Introduction

Having a sense of workplace spirituality, psychological well-being and a meaningful life are extremely important factors for an individual's mental and physical development and workplace performance. For example, a communal

workplace spirituality can be defined as the recognition that employees have an inner life that nourishes and is nourished by the meaningful work that takes place in the context of a community (Ashmos & Duchon, 2000). This can increase the employees' sense of commitment in the workplace (Krishnakumar & Neck, 2002; Milliman, Ferguson, Trickett, & Condemi, 1999), the performance and development of ethical organizations (Garcia-Zamor, 2003), organizational commitment, intrinsic job satisfaction, the intention or lack thereof to quit, job involvement, and organization-based self-esteem (Milliman, Czaplewski, & Ferguson, 2003). On the other hand, one's sense of meaning in life has to do with the degree of significance one feels his or her life, or being, or existence has (Steger, Frazier, Oishi, & Kaler, 2006). Having a clear sense of one's life's meaning and purpose is of course regarded as a positive trait and a psychological strength (Seligman & Csikszentmihalyi, 2000), an indicator of well-being (Ryff, 1989) that can promote one's continual growth and/or, in certain cases, one's recovery (Lent, 2004).

Psychological well-being is closely tied to an individual's awareness that he or she has, or will have, a meaningful and self-fulfilling life (Keyes, Shmotkin, & Ryff, 2002). Some studies have found that psychological well-being can enhance resilience, endurance, and optimism (Salsman et al., 2014). In addition, maintaining a strong sense of psychological well-being in our later life may help us to maintain our physical health and strength (Gale, Cooper, Deary, & Aihie Sayer, 2014). In fact, having a clear sense of the meaning of one's job-aided by a communal spirit in the workplace as well as a sense of psychological well-being and of meaning in life clearly all play a crucial part in every individual's development.

This study adopted Wu's (2016) "Teachers' Scale for Workplace Spirituality", which was developed for Taiwanese teachers. Those designing this scale referred to the relevant literature and made use of the perspectives of Ashmos and Duchon (2000), as well as of Milliman et al. (2003), to prepare the draft of the questionnaires. After undertaking Exploratory Factor Analysis (EFA) (N=235), the scale was divided into 3 factors: A Sense of Meaningful Work (5 items), A Sense of Community (5 items), and A Sense of Organizational Identification (6 items). The total explained variance was 75%, and the total reliability was 0.95.

Data analysis and interpretation

Table – 1: Socio-Demographic Profile

Variables	No.of Respondents	Percentage
Age		
Below 30yrs	06	12
31 to 40yrs	12	24
41 to 50yrs	21	42
51yrs & above	11	22
Gender		
Male	23	46
Female	27	54

Marital status		
Unmarried	16	32
Married	34	68
Designation		
Associate Professor	12	24
Assistant Professor	38	76

Source: Primary data

The above percentage analysis indicates that more than one third (42 per cent) of the respondents age group between 41 to 50yrs, 24 per cent were 31 to 40yrs, 22 per cent were 51yrs & above and remaining 12 per cent were below 20yrs. More than half (54 per cent) of the respondents were female and remaining 46 per cent were male. Majority (68 per cent) of the respondents were married and remaining 32 per cent were unmarried. Majority (76 per cent) of the respondents were Assistant Professor and remaining 24 per cent were Associate Professor.

Table-2: Association between designation of the respondents and their spirituality

Designation	Spirituality		Statistical inference
	Low (n=16)	High (n=34)	
Associate Professor	04	08	X ² =11.274 Df=1 0.000<0.05 Significant
Assistant Professor	12	26	

Research Hypothesis

There is significant association between designation of the respondents and their spirituality

Chi-square test indicates that there is significant association between designation of the respondents and their spirituality. Hence, the calculated value is less than table value. The research hypothesis is accepted.

As for the power of the control variable to explain psychological well-being, when demographic variables like gender, marital status, and years of service are put into Model-1, the results show that such demographic variables have significant explanatory power. And when gender and years of service reach a certain level of significance, these two variables clearly have greater explanatory power than marital status. Moreover, the β value of gender is negative, which means male teachers tend to have a greater sense of psychological well-being than do females. This may be due to the fact that male teachers tend to be more outgoing; also, many of them are engaged in administrative affairs, which may tend to give them a greater sense of Autonomy, greater Environmental Mastery, and more Positive Relationships with Others.

Suggestions

Of course, a clear sense that our lives are very meaningful will make us happy, as will good relationships with others, and we not only find meaning and fulfillment in doing our jobs well but also from the long-term friends we make, and talk to every day, in our workplaces. Thus, we concluded from the analyzed data that very positive and communal workplace spirituality contributes greatly to our sense of meaning in life and to our over-all psychological well-being. Therefore it is clear that teachers should promote in every possible the communal spirit of their workplace; this is closely related to our sense of having a meaningful job, and to the satisfaction we get at our workplace from the sense of community, the sense of being part of an organization. Thus, for the sake of their psychological well-being, teachers should really try to promote and to enhance this communal spirit of/in/at their workplace, which will in turn reinforce their sense of having a happy and meaningful life. Finally, future studies may try to further analyze the factors that influence our sense of psychological well-being, of meaning in life, and of having a very warm and positive communal spirit in/at our workplace, and may also try to further analyze the inter-relationship(s) of/among these factors.

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