

Workplace Spirituality as a Predictor of Job Performance and Organizational Commitment Among University Teachers

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Abstract

This study focuses on the connection between university instructors' organisational commitment, job effectiveness, and workplace spirituality. Structured questionnaires were used to collect data from 300 university instructors for the correlational and quantitative research study design. The results imply that job performance and organisational commitment are positively impacted by workplace spirituality, and that organisational commitment plays a significant mediating function. These associations were also impacted by demographic variables, including age, gender, and teaching, with more seasoned educators demonstrating stronger ties. The significance of workplace spirituality in boosting faculty motivation and institutional loyalty for better job performance is emphasised in this study. The study looked at how organisational commitment mediated the relationship between job performance and workplace spirituality. According to the study, workplace spirituality and organisational commitment are positively correlated.

Key Words

Workplace Spirituality, Job Performance, Organizational Commitment, University Teachers

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Introduction

The idea of workplace spirituality has received a lot of attention in today's quickly changing workplace, especially in relation to job performance. A sense of importance, a purpose, and a bond with coworkers are all components of workplace spirituality. It's about fostering an atmosphere where employees feel that their work matters more and that they are part of something greater than themselves. The positions of university instructors, who frequently have a strong feeling of vocation in influencing students' futures and improving society via education, can be closely associated with this sense of meaning. Enhanced motivation, a deeper dedication to their institution, and enhanced job happiness are all possible outcomes of workplace spirituality for educators.

Research on the connection between job performance and workplace spirituality is important. Understanding how a feeling of purpose and meaning at work can increase a teacher's productivity and effectiveness is beneficial for educational institutions trying to improve their staff's performance and wellness (Ashmos & Duchon, 2000).

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University teachers have a unique opportunity to live out spirituality in the workplace because their role is inherently missional. Many university teachers are motivated by the belief that they are playing a vital role in shaping the future by educating their students and encouraging their intellectual growth. This sense of purpose is central to their professional identity and, when supported in an organisational culture that nurtures this, can have profound implications for job satisfaction, motivation, and performance (Caracas, 2010).

Studies have shown that employees who consider themselves committed to their organization are more effective, satisfied, and more likely to stay with the institution. Therefore, it may be possible to enhance university professors' job performance and job contentment by comprehending how workplace spirituality affects organisational dedication. For the benefit of students and the larger educational community, this mix of elements offers the chance to create an academic environment that is more imaginative, artistic, productive, and motivating (Milliman et al., 2003).

In recent years, workplace spirituality has received a significant amount of attention, especially in light of the evolving character of workplaces and the growing focus on employee wellness. Although traditionally linked with religious or philosophical outlooks, workplace spirituality in contemporary organisational settings is about employees' desires for a sense of meaning, purpose, and fulfilment in their professional lives. This strategy aims to create a culture where workers feel they are a part of something greater than themselves and to match personal beliefs with organisational objectives. For university instructors, whose jobs naturally entail influencing minds, moulding future generations, and improving society via education and research, this notion of spirituality can be especially relevant (Meyer & Allen, 1991). Workplace spirituality in this context goes beyond simply doing tasks. It encourages teachers to feel that their work is important by appealing to their deeper, inner motivation.

In contrast to workers in many other professions, university instructors frequently view their employment as a vocation rather than merely a job. The teaching profession is associated with a sense of purpose and the goal of making a difference in students' lives. Yet, the pressures of academic life, including teaching responsibilities, research, publishing articles, committee work, and student expectations, can sometimes slowly chip away at the sense of purpose. This is where workplace spirituality can play a pivotal role. University teachers are more likely to be motivated and committed to their work if they have a working environment that encourages and improves spiritual satisfaction, which in turn can improve job performance. Thus, it is important to understand the influence of workplace spirituality on the job performance of university faculty for institutions that intend to improve faculty efficiency and well-being (Milliman et al., 2003).

In the next sections of this study, the theoretical foundation of workplace spirituality, job performance, and organisational commitment will be discussed. Moreover, their interaction will be discussed in connection with academic teaching. Understanding these relationships can help higher education institutions develop strategies to improve employee engagement, improve performance outcomes, and promote a healthier work culture. Ultimately, developing workplace spirituality and organisational commitment may generate a more supportive and rewarding work environment, for the benefit of educators and students alike.

Workplace spirituality is especially meaningful to university teachers. Teaching is considered a calling, and teachers are dedicated to the future of their students and to making a difference in the world using their skills and passion. However, the hard nature of academic tasks, including research, teaching, and administration, may overshadow the inherent rewards of the job. Therefore, fostering a workplace where educators experience a sense of purpose and spiritual fulfilment may improve their job satisfaction and productivity. Teachers at universities who believe that their work has spiritual significance are more interested and dedicated to the institution. Higher

levels of instructional quality, research output, and general professional satisfaction can result from such dedication.

The job performance is important for the individual as well as for the success of the institution as a whole, especially in the area of teaching. A higher job performance of university teachers results in better student outcomes, improved institutional reputation, and a more cohesive academic community. However, it may be difficult to attain high job performance, especially when teachers are facing many stressors and demands in their personal and professional lives. Therefore, it is crucial to study the factors that can enhance job performance, like workplace spirituality. Such a connection between workplace spirituality and job performance has been the subject of various studies. Researchers have studied how a spiritually enriched work atmosphere can help to increase levels of motivation, engagement, and performance. According to the studies, workers who have meaningful employment are happier and perform better at work (Milliman et al., 2003). For university teachers, this means that a spiritually conducive environment can lead to more committed teachers, who are not only motivated to do well in teaching and research but also build better relationships with students and colleagues.

There are many studies that look at the individual effects of organisational commitment and workplace spirituality on job performance, but there aren't many that look at how these factors combine in the setting of university instructors. By examining the influence of workplace spirituality on job performance and the mediating function of organisational commitment, the current research seeks to close this gap. The study will provide great insight to universities on how to develop an environment that promotes workplace spirituality and enhances teacher commitment, and therefore improves job performance through the careful management of this relationship. The result of the current research study has practical implications for university teachers and policymakers who want to create a positive work culture and improve the effectiveness of their teaching staff (Shek, 2012).

Purpose of the Study

This research aims to explore the link between university instructors' organisational commitment, job performance, and workplace spirituality. This research specifically attempts to investigate the mediation function of organisational commitment between job performance and workplace spirituality (Houghton & Neck, 2002).

Workplace Spirituality

Integrating personal beliefs, meaning, and purpose into the workplace is known as workplace spirituality. It suggests an all-encompassing method of working that unites workers with a higher goal and cultivates a feeling of integrity and community inside the company.

Theories of Workplace Spirituality

Mitroff and Denton's Workplace Spirituality Theory (1999)

The theory of workplace spirituality by Mitroff and Denton (1999) is that employees seek meaning and purpose in their work lives. They argue that organisations should create a positive enabling environment such that employees find their spiritual and personal values aligned with the organisational culture (Kahn, 1990). This means better well-being, higher satisfaction, and a richer work experience, which can result in improved overall job performance.

Job Performances

Job performance is the degree to which employees do their jobs, including their technical skills and their attitudes and behaviours, such as their cooperation with others and their organisational citizenship behaviour (OCB).

Campbell's Model of Job Performance (1990)

Campbell's model (1990) provides a comprehensive framework for understanding job performance. It suggests the factors that influence in-role and extra-role performance. The model shows that job performance is influenced by various individual characteristics such as motivation and organisational support. Workplace spirituality can increase task-related performance and contextual performance by enhancing employees' motivation, job satisfaction, and overall well-being (Boyer, 1990).

job satisfaction and commitment to the organization, which leads to the success of the organization and increased personal and professional growth. The interrelationship of these factors indicates the need to create a working environment that contributes to the professional and spiritual well-being of employees. The intrinsic motivation and purpose of the employees are essential for their job performance, especially in the case of educational institutions, particularly universities.

Herzberg's Two-Factor Theory (1959)

Herzberg's Two-Factor Theory identifies motivators and hygiene factors as key elements in job satisfaction and performance. Workplace spirituality can be conceptualised as a driving force providing employees with a sense of purpose and meaning, thereby increasing intrinsic motivation and enhancing performance. On the other hand, hygiene factors (such as salary or working conditions) might not have a direct impact on performance unless they are inadequate (Herzberg, 2015).

Organizational commitment

Organisational commitment is the extent to which employees feel more emotional attachment, a feeling of belongingness, and involvement towards their organisation. It affects retention, job satisfaction, and overall productivity at work.

Theories of Organizational Commitment

Meyer and Allen's (1991) three-component models of organizational commitment.

Three categories of organisational commitment are described by Meyer and Allen's model (1991): normative (duty to remain), affective (emotional connection), and continuation (perceived costs of quitting) (Meyer, 2021). Workplace spirituality mainly facilitates affective commitment by establishing an emotionally supportive and value-congruent working environment. This emotional attachment to the organization has been associated with higher job satisfaction, lower turnover, and better work performance. The model describes three different but related components. Normative obligations, continuity, and emotional commitment. These components describe different psychological states that affect an employee's commitment to their organization and have a major influence on job satisfaction, retention, and job performance.

Integrating Spirituality into the Workplace

Spirituality in the workplace, with its emphasis on meaningful work, community, and the congruence of personal and organisational values, is an important factor in fostering emotional engagement. When employees perceive their organization as a place where they can grow spiritually, where their values are respected, and where they are aligned with the organizational culture, they are more likely to have a strong emotional attachment to the organization (Mitroff et al., 2009).

Social Exchange Theory

According to Social Exchange Theory, employees engage in reciprocal relationships with their employers, where benefits are exchanged for commitment and performance. Spirituality in the workplace can create a positive

environment in which employees feel valued and respected, encouraging them to reciprocate, thereby increasing organizational commitment and improving job performance.

Literature Review

In recent decades, spirituality in the workplace has drawn considerable attention to organizational research of its potential influence on individual and organizational results. Spirituality in the workplace, as conceptualized in several studies, generally refers to the experience of a feeling of meaning, objective, and interconnection in the workplace (Ashmos & Duchon, 2000)

Research has shown that employees who demonstrate high organizational commitment are more likely to engage in extra-role behaviors, experience higher job satisfaction, and have better performance outcomes (Meyer & Allen, 1997). For university professors, organizational commitment plays an important role, influencing not only their academic performance but also their maintenance of long-term professional commitment. This is particularly the case in academic environments that require high levels of intellectual engagement and emotional commitment.

One important relationship explored in the literature is the possible mediating role of organisational commitment between workplace spirituality and job performance. Spirituality in the workplace may foster a sense of congruence between individuals' values and organisational goals, resulting in greater emotional attachment to the organisation, which can, in turn, enhance job performance (Benefiel, 2005). According to Fry (2003), companies that foster a spiritually healthy workplace frequently inspire workers to engage with a stronger sense of purpose, which has a good impact on job satisfaction and productivity. Additionally, a number of studies on the effects of workplace spirituality have examined employee involvement, a proxy for better performance. Because it gives workers a feeling of direction and significance in their job, workplace spirituality can be a source of intrinsic motivation. A greater feeling of purpose can boost motivation and job satisfaction, both of which are positively connected with increased productivity. Teachers at universities can be more committed to their teaching duties and encourage sustained effort and creativity in their work if they perceive themselves as part of a wider goal, such as educating young minds and advancing knowledge.

In 2003, Giacalone and Jurkiewicz explored the relationship between spirituality and job performance and found that employees who reported higher levels of spiritual satisfaction tended to have higher job performance (Giacalone & Jurkiewicz, 2003). This is a particularly important finding in the context of educational settings where teachers are often expected to play many roles, including teaching, research, and service. Workplace spirituality provides the opportunity to develop the innate motivation needed to perform these various roles effectively, resulting in a more committed and productive workforce (Fry & Slocum, 2008). In addition, teachers who are aware of their connection to their own institutional goals and values are more inclined to engage in activities that enhance both education and the system as a whole.

Another key factor in relating and connecting spirituality to the workplace is employee involvement. Research has shown that workplace spirituality is a predictor of employee engagement, which is related to better job performance (Kinjerski & Skrypnek, 2004). University teachers are closely linked to the principles of workplace spirituality and focus on the values of trust, empathy, and vision (Bass & Riggio, 2019). Teachers who cultivate a spiritually nurturing environment can assist others to align their personal values with those of the institution and create a greater sense of commitment and engagement. Consequently, this improves work output and fosters a good workplace environment. Despite the widespread recognition of the beneficial effects of workplace spirituality on job performance and organisational dedication, it is crucial to take into account any issues and objections (Mitroff et al., 2009).

Furthermore, spirituality at work is not always universally accepted or applicable in different cultural or organizational contexts (Rego et al., 2008). In conclusion, workplace spirituality plays an important role in improving university teachers' professional performance, primarily by enhancing their sense of commitment to the organization

Rationale

This emerging area of interest, known as workplace spirituality, is increasingly recognized for its potential to impact a variety of organizational outcomes, including job performance. For university teachers located at the end of training in knowledge, the understanding and commitment of how spirituality in the workplace affects their effectiveness is conclusive. Spirituality in the workplace refers to an organizational culture in which employees find meaning and objectives, experience a feeling of belonging, and align with the values and vision of the organization. This leads to a deeper understanding of communication with coworkers and the organization's mission rather than only being a religious practice. Previous research suggests that workplace spirituality positively impacts employee well-being, job satisfaction, and engagement, which in turn impacts and increases job performance (Milliman et al., 2003). For university teachers, workplace spirituality can be expressed through meaningful teaching and research, and can foster a sense of connection with students, colleagues, and the broader academic community. Such an environment is likely to promote emotional and intellectual satisfaction among teachers, which may enhance their job performance and overall effectiveness in their teaching roles.

Additionally, by investigating how workplace spirituality influences job performance via organisational commitment, this research seeks to close this gap. In particular, it looks at how organisational commitment functions as a mediator in the link between university instructors' job performance and workplace spirituality (Ashmos & Duchon, 2000).

Understanding the relationship dynamics between these three variables: workplace spirituality, organizational commitment, and job performance, is important to improve the effectiveness of university teachers. The study's purpose is to provide information and valuable insight on how a spiritually supportive work environment can influence faculty performance through their commitment to the institution. The findings will have significant implications for university teachers and policy makers seeking to create environments that enhance faculty productivity by integrating spiritual values and encouraging organizational commitment (Hackman & Oldham, 1976).

Method

The research design was correlational and quantitative in nature. The purpose was to investigate the relationship between workplace spirituality, job performance, and organizational commitment among university teachers.

Objectives of the study

To study the relationship between workplace spirituality, job performance, and organizational commitment among university teachers.

Hypothesis of the study

1. Workplace spirituality will positively influence job performance among university teachers.

Research Design

Sample

A survey-based approach was employed to collect data from $N=300$ using structured questionnaires to measure the variables.

Sampling Technique

For the following study, the purposive and convenient sampling technique was used.

Instruments

Workplace Spirituality (WSS)

The Workplace Spirituality Scale (WSS), a 27-item scale based on five Likert scales from 1 strongly disagree to 5 strongly agree, was published in 2008 by Ming-Chia Chen, Chieh-Wen Lee, and Sheng-Tung Chou to measure spirituality in the workplace. Dimensions like community, meaningful work, and alignment with company values are all measured. Cronbach's alpha reliability for internal consistency ranges from 0.80 to 0.92.

Individual Work Performance Questionnaire (IWPQ)

The 17 IWPQ scale, based on five Likert scales from 0 seldom to 4 always, was developed by Linda Koopman and colleagues, a tool designed to measure job performance across multiple dimensions, including task performance, contextual performance, and counterproductive work behavior, published in 2013.

Organizational Commitment Questionnaire (OCQ)

The Organizational Commitment Questionnaire (OCQ), based on the Likert scale from 1 strongly disagree to 5 strongly agree, was developed by Allen and Meyer in 1990. It is an 18-item scale designed to measure three components of organizational commitment: Affective Commitment, Continuance Commitment, and Normative Commitment. The scale has shown good reliability, with Cronbach's alpha values generally between 0.70 and 0.90. OCQ is frequently used in organisational research to understand loyalty and engagement of employees.

Ethical Consideration

The study was conducted following stringent ethical guidelines to protect the rights and welfare of the participants. Ethical procedures included obtaining informed consent and ensuring that participants understood the objectives and procedures of the study.

Procedure

The purpose of the study was to examine the relationship between workplace spirituality, job performance, and organisational commitment among university teachers. The data was collected from 300 university teachers' samples by structured profiles, and three variables were evaluated. The sample was recruited using a convenience sampling method.

Results

Table 1

Linear Regression Analysis Predicting the Impact of Workplace Spirituality on Job Performance among University Teachers (N=300)

Predictor	B	β	SE	95% CI B		P
				LL	UL	
Constant	2.83		.66	1.52	4.13	.00
Workplace Spirituality	.92	.96	.16	.89	.95	.00
F	2.98					
R ²	.91					

Note: *p <.05. **p<.01. ***p<.001; DV: Job Performance

Regression analysis showed a significant positive relationship between workplace spirituality and the job performance of university teachers. The unstandardised coefficient (B) for workplace spirituality was .92 indicating

that the greater the workplace spirituality, the better the job performance. The standardised coefficient (β) was .96, indicating a strong effect. The 95% confidence interval for B was .89 to .95. The model explained 91% of the variance in job performance ($R^2=.91$). The F-value was 2.98, indicating a good fit of the model. These findings are consistent with the hypothesis that the effect of workplace spirituality on job performance is positive and very positive.

Discussion

The goal of the current research was to investigate how university instructors' organisational commitment and workplace spirituality relate to their job performance. The purpose of the research was to look at how organisational commitment mediates the link between job performance and workplace spirituality.

The main purpose and the most important aim of this research were to study the relations between university instructors' organisational commitment, workplace spirituality, and job performance. Workplace spirituality can be defined as the sense of purpose and connection that workers feel about their work setting. It has elements like being aligned with company values, a sense of belonging, and purpose. The hypothesis of the study was that there would be a positive correlation among job performance, organisational commitment, and workplace spirituality. The study found that workplace spirituality has a positive influence on both organisational commitment and job performance. A higher spiritual connection with the work of university teachers is associated with higher job performance. This is due to the sense of fulfilment and purpose that workplace spirituality gives teachers, which enhances their motivation to make a positive change in their institutions and their engagement in their work. Teachers who link to their goals and ideals are more devoted to the university and develop a strong sense of attachment and devotion. The findings are in line with other research and suggest that workplace spirituality increases the general happiness and well-being of workers, which then results in increased productivity and loyalty to the company (Milliman et al., 2003). Teachers are more willing to go above and beyond in their profession if they believe it reflects their personal values. This helps their institutions' academic performance and reputation.

Implications

The implications of this research suggest that university teachers should seriously consider incorporating elements of workplace spirituality into their organizational culture. As university teachers nurture a sense of meaning and purpose, they can create an environment where faculty members feel a sense of belonging and pride in the institution's values and goals.

Limitations

This research clarifies the connection between workplace spirituality, job effectiveness, and organisational commitment among university teachers. But it's important to recognise certain limitations. Data for the study were gathered all at once using a cross-sectional methodology. This restricts our capacity to deduce causality and the evolution of these linkages across time. We may gain a greater understanding of how workplace spirituality, job performance, and organisational commitment change over time and influence one another through longitudinal research.

Conclusion

In conclusion, this research looked at the link between workplace spirituality and organisational commitment as well as the potential mediating role of organisational commitment in the relationship between workplace spirituality and job performance. We have verified that the collected data positively affects work and organisational dedication.

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