

IMPACT OF WORKPLACE SPIRITUALITY ON TASK WORK PERFORMANCE: AN EMPIRICAL STUDY AMONG THE HIGHER EDUCATION TEACHERS IN DELHI

Tarun Kumar, Dr. Ranbir Singh

Research Scholar, HPUBS, Faculty of Commerce and Management, Himachal Pradesh University, Shimla
tarunkumar@sbs.du.ac.in

Assistant Professor (Management) University College of Business Studies, Himachal Pradesh University, Shimla
– 171004
ranbir888@gmail.com

ABSTRACT

The concept of workplace spirituality talks about an inner voice or drive that look out for the purpose and meaning in the work which drives an intrinsic motivation to perform well but the impact of workplace spirituality on specific areas of job performance has been less studied so far especially in the higher education sector that is why in the present study, an attempt has been made to conduct an empirical enquiry to check is there any impact of workplace spirituality on one of the key element of work performance that is Task Work Performance among 100 higher education teachers working in the Delhi region. Correlation and Linear regression tests were performed using SPSS 23 and the results confirmed the significant positive relationship between workplace spirituality and Task Work Performance and there is a direct impact of workplace spirituality on the Task Work Performance among higher education teachers in Delhi. The results obtained in the presents study can be useful for the policy making at the higher educational institutes, universities or the government level. This study fills an important gap that links the workplace spirituality as tool to improve the job performance which can bring efficiency in the teaching learning activity at the higher educational institutes.

Keywords: workplace spirituality, Task Work Performance

1. INTRODUCTION

Teaching in higher educational sector has become challenging and dynamic and it requires extra efforts from the teachers to train and prepare the young workforce of a country. The world is changing at a fast pace and so should the education so that it can remain productive. In order to improve the quality of learning process in higher education sector, there should be high level of professionalism in the teachers (Sudiana, 2003). Role of teachers at higher level of education become vital for quality education and for that, teachers are required to constantly upgrade their knowledge and pedagogy (Sudiana, 2003)..

Spirituality is a metaphysical concept of higher-being that is related with universe. It's the inner-self of a living entity that is beyond sense experience. For some, it is related with religion and associated with 'God', but the term workplace spirituality is not at all related to either religion or God. It's a non-materialistic way to look and do things. For a materialistic person, the end goal is all what matters. Every work is directed by the profit approach which is not a very superior way to live life. Some amount of materiality is good and desirable as it is a sign of progress but it should not be in excess and be the sole way to do all the things in life.

Workplace spirituality is the feeling of association of self with the work that one is doing. It is value driven concept in which one works not because of the benefit that one is getting from it but by the very virtue of being associated with the work that one loves to do (Giacalone and Jurkiewicz, 2003). This feeling of association of self and work is important for teachers of higher education.

Today, more employees in the organisation develop workplace spirituality to increase their performance (Ashmos and Duchon, 2000). Workplace spirituality inculcates unique blend of working style that allows the employee to enhance their productivity. (Daniel, 2010) Spirituality at work has a direct relationship with work behaviour, work performance, job satisfaction and work ethics (Choerudin et al., 2014).

2 LITERATURE REVIEW

2.1 WORKPLACE SPIRITUALITY

According to Giacalone and Jurkiewicz (2003), workplace spirituality works at Individual level and at Organisation level. At the individual level, workplace spirituality relates to a collection of principles which improves the individual work experience and encourages the sense of belongingness and connection with other people at work which ultimately results into the feelings of completeness and happiness. At the Organisation level, spirituality refers to values of organisational culture which enhance the employee work experience through work process, feeling of association with others while providing a feeling of completeness and happiness. Spirituality at workplace, according to Ashmos and Duchon (2000), is the recognition by employees that they have an inner life which is supplemented by finding meaning in the work which ultimately results in the sense of community. Hence, workplace spirituality has three dimensions; (a) Inner life (b) meaningful work and (c) sense of community. Hence, in the above context, workplace spirituality is not religiously oriented despite of the fact that some employees show their religious belief in their work at the workplace.

According to Garcia-Zamor (2003), at the organisation level, spirituality is realisation over the mind and body of the employees that they are coming to work and bring individual talents and unique soul. In this sense, the concept of workplace spirituality is linked with the people's activities that involve personal development, learning, work engagement, finding meaning and happiness. Piryaei & Zare (2013) explained that workplace spirituality being practised in any organisation will bring positivity in the situation of any conflict. According to Rahimi (2011), incorporating spirituality at workplace has many benefits like; increased honesty and confidence among employees, improved creativity, increased organizational commitment and even reduced absenteeism from work. According to Marques (2005), there are many advantages of practising workplace spirituality in the organisation that it improves trust between employees, promotes interconnectedness and improves organisation culture.

As per the study conducted by Afsar and Rehman (2015), spirituality at workplace promotes interconnectivity and trust among employees which improve organisational work culture. It improves the individual and organisational performance as a whole. Khan, Khan & Chaudhry (2015), reported loss of organisational spirituality at work because over emphasis of technology and mechanization in order to improve profits and shareholder's wealth.

2.2 TASK-WORK PERFORMANCE

Task-work performance includes job-related (technical) behaviors (Borman & Motowidlo, 2023). For faculty members, these often consist of teaching effectiveness, research productivity, student advisement, curriculum development, and administrative duties (Khan et al., 2024). The tasks of academic professionals in higher education have been the subject of rigorous empirical research, which has highlighted the increasingly multidimensional nature of academic assessment, revising its traditional reliance on quantitative metrics like publication counts in favor of a more holistic understanding encompassing teaching quality, grant success and other innovation measures (Daumiller et al., 2023).

Such research suggests that task performance in a knowledge-intensive profession, such as academia, is different from other professions as a knowledge-intensive profession is characterized by a high degree of autonomy, creativity, and intrinsic motivation (Nandram and Borden 2023). Such characteristics render the performance of academic tasks particularly vulnerable to psychological and even spiritual features of the work context.

Specifically, Chen and Yang (2024) have uncovered that faculty members who experienced greater meaning in their work exhibited greater teaching effectiveness and research productivity, pointing to possible mechanisms that could shape spirituality-task performance relationships.

According to Kumar and Sharma (2023), in the Indian perspective, faculty task performance is now being assessed

through quantitative and qualitative measures through quantitative tools (eg, Academic Performance Indicator system) as well as qualitative assessments. This dual mode of assessment leads to distinctive pressures for Indian academics straddling administrative prerogatives and cherished professional values—a tension in which workplace spirituality could provide either a resource or added source of tension.

2.3 Research Gap

There are few studies exists that focus on the relationship between workplace spirituality and task work performance particularly in the context if higher education faculty members in the Delhi region. The present study aims to find the impact of workplace spirituality on one of the main component of the work performance i.e. task work performance of teachers in higher education in Delhi.

2.4 Objectives of the study:

1. To study the relationship between workplace spirituality and task work performance of among higher education teachers in Delhi, India
2. To study the impact of workplace spirituality and task work performance of among higher education teachers in Delhi, India

2.5 Hypothesis of the study:

The non-directional (2-tailed) hypotheses of the study are as follows:

H₀1: There exists no significant relationship between workplace spirituality and task work performance of among higher education teachers in Delhi, India

H₀2: There is no significant impact of workplace spirituality and task work performance of among higher education teachers in Delhi, India

3. RESEARCH METHODOLOGY

3.1 Research Design

Quantitative approach was used for the present study. Correlation and Regression analysis were used in the present study to determine the relationship and impact respectively, between workplace spirituality and task work performance among higher education teachers in the Delhi region.

3.2 Population and Sample

Primary data was collected during 4th January to 20th February 2025 from a survey of 100 faculty members of higher education working in the private colleges in the Delhi region. Method of selection of College and units of teachers was incidental method also known as convenience method of sample selection. Data analysis was performed using correlation and regression test by SPSS 23.

3.3 Measurement Instrument

The variable workplace spirituality was measured by a set of questionnaire scale having 22 items to measure the level of spirituality at workplace. This scale is based on a five point likert scale developed by Petchawang & Duchon, (2009). The other variable i.e task work performance was measured by a set of questionnaire scale having 9 items based on a five point likert scale developed by Goodman & Svyantek's (1999).

Demographic variables were also added in the survey to have an more comprehensive result regarding the sample population of the study i.e higher educational teachers working in the Delhi region. After the data was received, the reliability test was performed using cronbach's alpha in order to ensure the internal consistency among the items within the respective scale.

4. DATA ANALYSIS AND INTERPRETATION

Table 4.1: Demographics of the study:

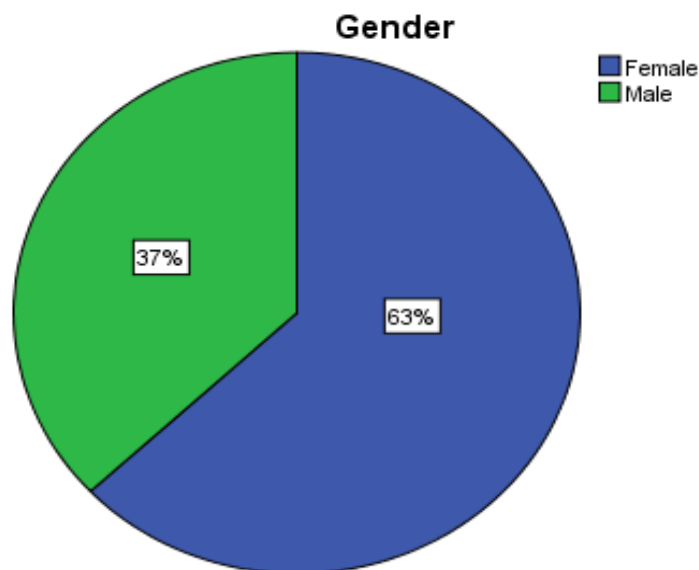


Table 1: Gender

		Frequency
Valid	Female	63
	Male	37
	Total	100

		Frequency	Percent
Valid	22-34	24	24.0
	35-44	18	18.0
	45-54	17	17.0
	55-64	22	22.0
	>65	19	19.0
	Total	100	100.0

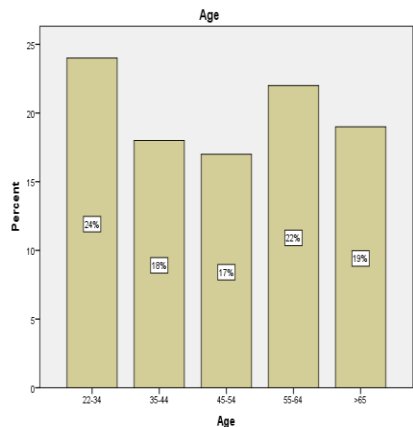


Table 2: Age

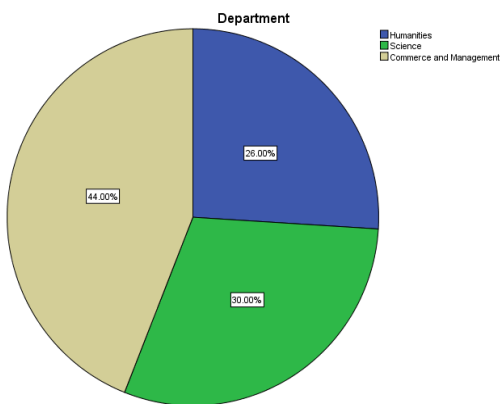


Table 3: Department

		Frequency	Percent
Valid	Humanities	26	26.0
	Science	30	30.0
	Commerce and Management	44	44.0
	Total	100	100.0

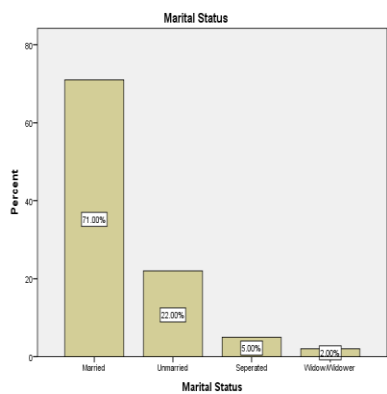


Table 4: Marital Status

		Frequency	Percent
Valid	Married	71	71.0
	Unmarried	22	22.0
	Separated	5	5.0
	Widow/ Widower	2	2.0
	Total	100	100.0

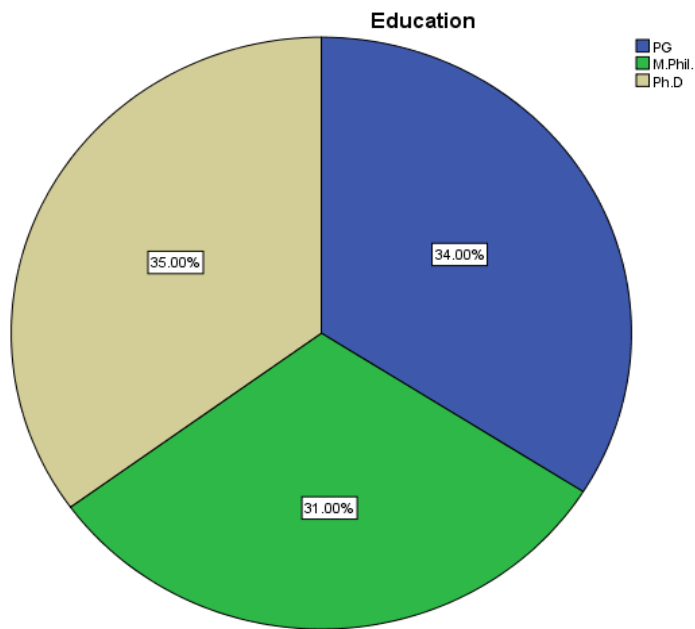


Table 5: Education

		Frequency	Percent
Valid	PG	34	34.0
	M.Phil.	31	31.0
	Ph.D	35	35.0
	Total	100	100.0

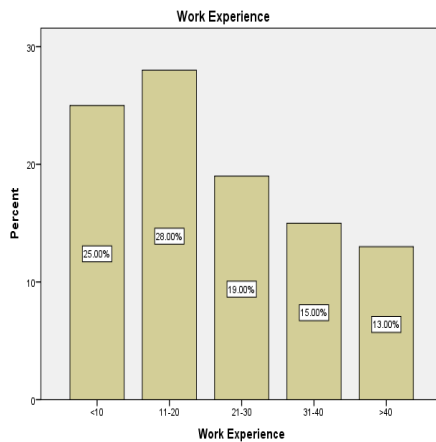


Table 6: Work Experience

		Frequency	Percent
Valid	<10	25	25.0
	11-20	28	28.0
	21-30	19	19.0
	31-40	15	15.0
	>40	13	13.0
	Total	100	100.0

4.2 Descriptive of the study:

Table 7: Descriptive statistics of Workplace Spirituality and Task Work Performance

	N	Minimum	Maximum	Mean	Std. Deviation	Variance	Skewness	Kurtosis		
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Workplace Spirituality	100	2.10	4.50	3.2440	.56216	.316	.065	.241	-.885	.478
Task Work Performance	100	1.44	4.56	3.0001	.80645	.650	-.036	.241	-.877	.478
Valid N (list wise)	100									

Source: SPSS

Table 7 describes the descriptive statistics in terms of mean, median, mode, Skewness and kurtosis of the two variables in the study i.e. Workplace Spirituality and Task Work Performance.

4.3 Reliability of the Questionnaire

Table 8: Reliability analysis (Cronbach's' Alpha).

No.	Dimension	No. of Items	Cronbach's Alpha
1	Workplace Spirituality	22	0.79
2	Task Work Performance	9	0.73

Source: SPSS

For establishing the internal consistency reliability, Cronbach's alpha has been used. Cronbach alpha value ranges from 0.70 to 0.90 which indicate acceptable internal consistency of the scale. This shows that the scale used in this study is highly reliable.

5. TEST RESULTS:

5.1 Test of normality:

Table 10: Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Task Work Performance	.075	100	.181	.975	100	.051

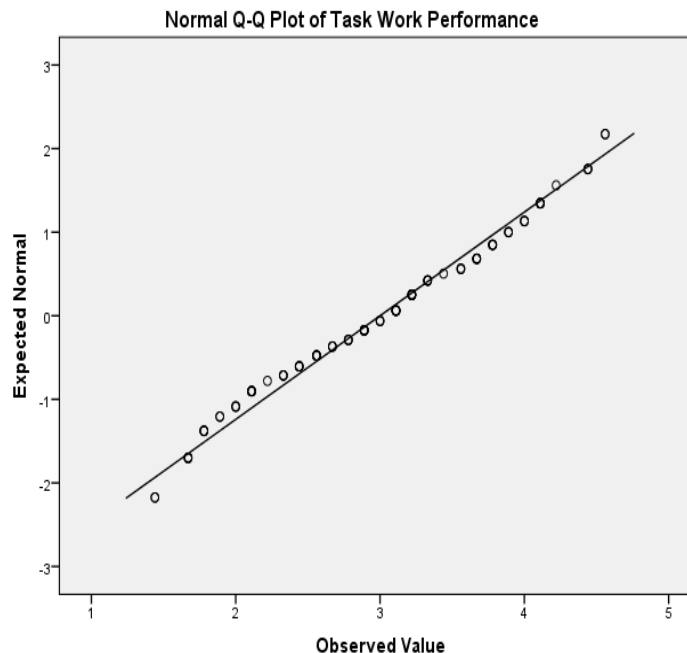
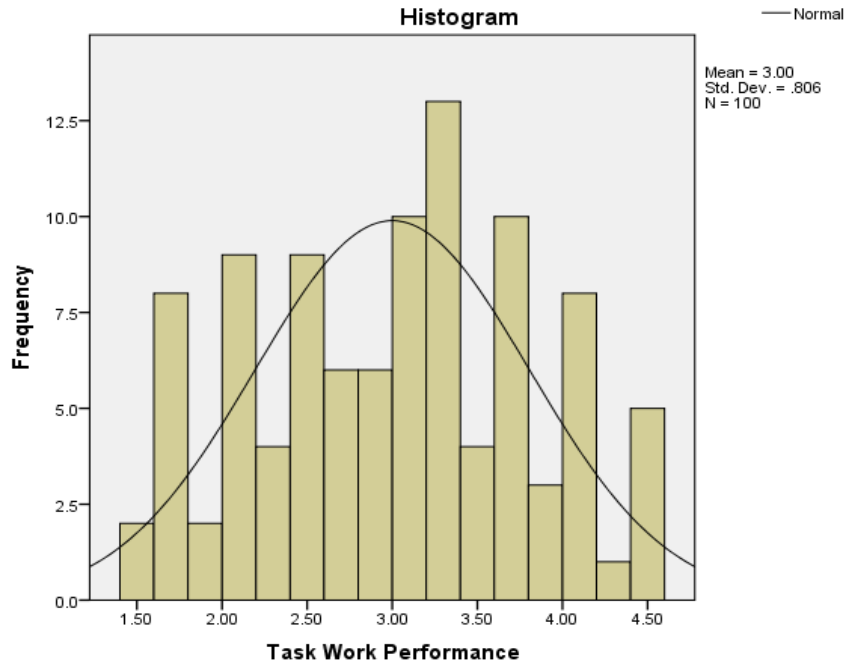
a. Lilliefors Significance Correction

b. Task Work Performance (Dependent variable)

In order to ensure the stability of data, The Kolmogorov-Smirnov (KS) test and Shapiro-Wilk (SW) test for normality has been performed. Table 10 reveals that the p value for KS is greater than 0.05 [KS, p=0.181, > 0.05] However the

Shapiro-Wilk (SW) value is just above the margin i.e. [SW, $p=0.51$, >0.05] hence, the data of dependent variable i.e. Task Work Performance is said to be normally distributed.

The data normality can also visually verified by the bell shape normal distribution curve and the Q-Q Plot graph which shows the normal distribution of dependent variable data i.e. Task Work Performance.



The normal distribution bell shape curve has majority of data under the bell which shows that data distribution is normal. The Quartile-Quartile (Q-Q) plot curve also shows that same thing as majority of the dots follow the diagonal line which confirms that which shows that data distribution is normal and parametric test can be performed to test the hypotheses.

Hypotheses 1 (H₀₁): In order to test the relationship between workplace spirituality and task work performance, Pearson Correlation Coefficient was calculated.

The result showed statistically significant correlation between the two variables ($r = 0.871$) at $P < 0.01$, [$P = 0.00$], **2-tailed**]. Hence, we reject the null hypotheses **H₀₁** and the alternate hypothesis will follow i.e. **“There is a significant relationship between workplace spirituality and task work performance among college teachers in Delhi-NCR”**

Table 9: Correlations

		Workplace Spirituality	Task Work Performance
Workplace Spirituality	Pearson Correlation	1	.871**
	Sig. (2-tailed)		.000
	N	100	100
Task Work Performance	Pearson Correlation	.871**	1
	Sig. (2-tailed)	.000	
	N	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS

Hypotheses 2 (H₀₂):In order to test the impact of workplace spirituality on Task Work Performance, Linear Regression analysis was performed.

Table 11: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.871 ^a	.759	.757	.39759

a. Predictors: (Constant), Workplace Spirituality

Table 11 is the model summary and **R square (0.759)** is the co-efficient of determination which means that, out of all the possible variabilities in Task Work Performance, **75.9 %** variability in Task Work Performance is explained on the basis of workplacespirituality.

Table 12: ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	48.894	1	48.894	309.299	.000 ^b
Residual	15.492	98	.158		
Total	64.386	99			

a. Dependent Variable: Task Work Performance

b. Predictors: (Constant), Workplace Spirituality

Table 12 shows the result of ANOVA test. It shows that 48.89 out of 64.38 variability is explained in the dependent variable i.e. Task Work Performance with respect to independent variable i.e. Workplace Spirituality. The p value of the model [$p=0.00 < 0.05$] at 5% level of significance, which shows that the regression model is statistically significant and a fit model.

Table 13: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	-1.055	.234		-4.510	.000	-1.520	-.591

Workplace Spirituality	1.250	.071	.871	17.587	.000	1.109	1.391
------------------------	-------	------	------	--------	------	-------	-------

a. Dependent Variable: Task Work Performance

Table 13 shows the regression line that will be formed based on the data being analysed. Result reveals that the beta value of Workplace Spirituality is 1.25 which means there is a positive impact of Workplace Spirituality on Task Work Performance. The p value [$p = 0.00 < 0.05$] at 5% level of significance, which shows the statistically significant impact of Workplace Spirituality on Task Work Performance. Therefore, the null hypothesis H_02 is rejected and alternate hypothesis will be followed i.e. **There exists a significant impact of workplace spirituality on Task Work Performance among college teachers in Delhi-NCR.**

The following Regression equation was obtained: $Y = -1.05 + 1.25 * X$. It means that, 1% increase in X will lead to 1.25% increase in Y, where X = Workplace Spirituality and Y = Task Work Performance

6 CONCLUSIONS

The results achieved in the present study have revealed the following two facts; at first, There exists a significant positive relationship between Workplace Spirituality and Task Work Performance. Secondly, There is a significant cause-effect relationship between workplace spirituality on Task Work Performance and there is significant impact of workplace spirituality on Task Work Performance. The results obtained in the present study are in line with the findings of Sapra, J., Khosla, K., & Dungrakoti, G. (2021) which confirms that practicing spirituality at workplace can improve the academic performance of the higher education teachers working in the private universities of the Delhi-NCR region. The result finding of this study can help to achieve efficiency and proficiency at the academic work setting specially in the higher education sector in India.

7 REFERENCES

- [1] Afsar, B., & Rehman, M. (2015). The impact of workplace spirituality on employee performance: Evidence from Pakistan. *Journal of Business Ethics*, 131(2), 473–490. <https://doi.org/10.1007/s10551-014-2295-1>
- [2] Ashmos, D. P., & Duchon, D. (2000). Spirituality at work: A conceptualization and measure. *Journal of Management Inquiry*, 9(2), 134–145. <https://doi.org/10.1177/105649260092008>
- [3] Borman, W. C., & Motowidlo, S. J. (2023). Task performance and contextual performance: The meaning for personnel selection research. *Human Performance*, 10(2), 99–109.
- [4] Chen, Y., & Yang, F. (2024). The role of meaningful work in academic performance: A psychological and spiritual perspective. *Journal of Higher Education Psychology*, 12(1), 45–60.
- [5] Choerudin, A., et al. (2014). Spirituality and work ethics: A correlational study in the workplace. *Indonesian Journal of Psychology*, 11(3), 200–209.
- [6] Daniel, J. L. (2010). The effect of workplace spirituality on team effectiveness. *Journal of Business Ethics*, 97(4), 579–590. <https://doi.org/10.1007/s10551-010-0539-3>
- [7] Daumiller, M., et al. (2023). Academic productivity beyond metrics: Toward a multidimensional understanding of faculty performance. *Journal of Educational Research and Evaluation*, 25(2), 89–102.
- [8] Garcia-Zamor, J. C. (2003). Workplace spirituality and organizational performance. *Public Administration Review*, 63(3), 355–363. <https://doi.org/10.1111/1540-6210.00295>
- [9] Giacalone, R. A., & Jurkiewicz, C. L. (2003). Right from wrong: The influence of spirituality on perceptions of unethical business activities. *Journal of Business Ethics*, 46(1), 85–97. <https://doi.org/10.1023/A:1024767511458>
- [10] Goodman, S. A., & Svyantek, D. J. (1999). Person–organization fit and contextual performance: Do shared values matter? *Journal of Vocational Behavior*, 55(2), 254–275. <https://doi.org/10.1006/jvbe.1998.1682>
- [11] Khan, M., Khan, I., & Chaudhry, A. G. (2015). The decline of organizational spirituality in the age of mechanization and technology. *International Journal of Business and Social Science*, 6(3), 23–30.
- [12] Khan, S., et al. (2024). Redefining faculty productivity in the era of blended higher education. *Indian Journal of Higher Education Policy*, 14(1), 10–25.
- [13] Kumar, R., & Sharma, A. (2023). Evaluating faculty performance in Indian higher education: The new paradigms. *International Journal of Educational Assessment*, 8(1), 34–50.
- [14] Marques, J. (2005). Spirituality in the workplace: Developing an integral model and a comprehensive definition. *Journal of American Academy of Business*, 7(1), 81–91.

- [15] Nandram, S. S., & Borden, M. E. (2023). Spirituality and innovation in knowledge-based organizations. *Journal of Spirituality, Leadership and Management*, 10(2), 55–67.
- [16] Panwar, V., Jha, A., Bhura, P., & Negi, K. (2022). Financial Inclusion In India – An Assessment. *Sachetas*, 1(1), 22-31. <https://doi.org/10.55955/110005>
- [17] Petchsawang, P., & Duchon, D. (2009). Measuring workplace spirituality in an Asian context. *Human Resource Development International*, 12(4), 459–468. <https://doi.org/10.1080/13678860903135912>
- [18] Piryaei, S., & Zare, R. (2013). Workplace spirituality and positive work outcomes: The role of conflict management. *International Journal of Business and Management*, 8(11), 89–95. <https://doi.org/10.5539/ijbm.v8n11p89>
- [19] Rahimi, H. (2011). Benefits of spirituality in the workplace. *Journal of Behavioral Studies in Business*, 3(1), 1–8.
- [20] Sapra, J., Khosla, K., & Dungrakoti, G. (2021). Spirituality in higher education and its impact on academic performance: Evidence from Delhi NCR. *Indian Journal of Educational Psychology*, 9(2), 112–122.
- [21] Sudiana, I. N. (2003). Professionalism in teaching and its significance in quality education. *Education Today*, 5(2), 14–21 .