



The Role of Workplace Spirituality (WPS) in Enhancing Job Performance:  
Evidence from Public Sector Universities

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Abstract

The study was intended to examine the relationship between Workplace Spirituality (WPS) and job performance of university teachers. A correlational research design was used. The study participants were teachers of public sector universities in Punjab, Pakistan. The study included a sample of 121 teachers from 6 public sector universities: University of Sargodha, Government College University Faisalabad, Bahauddin Zakariya University Multan, The Islamia University of Bahawalpur, Fatima Jinnah Women University Rawalpindi and University of Gujrat. Four departments from faculty of social sciences of each university were purposively selected and the 50% respondents from each department were randomly selected as participants for data collection. Data was collected from participants by using an adapted WPS Scale and a Job Performance Scale. Data was analyzed through descriptive statistics, such as frequency, mean, standard deviation, t-tests and Pearson correlation to examine relationships between focal variables of the study. The results showed a significant positive relationship between WPS and job performance of university teachers. It is recommended that University administrators and department heads are encouraged to create a positive, ethical and value-driven workplace to strengthen teachers' sense of meaning, connection and being aligned with organizational values, which will support overall job performance of teachers.

**Keywords:** Workplace Spirituality, Job Performance, Public Sector Universities, University Teachers

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## Introduction

In contemporary organizations, the concept of WPS has gained increasing scholarly attention because of its positive influence on teachers' attitudes, well-being, and organizational outcomes (Karakas, 2010; Rego & Pina e Cunha, 2008; Pawar, 2017). WPS refers to teachers' experience of meaningful work, connectedness, compassion, and alignment between individual and organizational values within the workplace (Afsar & Rehman, 2015; Pradhan et al., 2023). It establishes a healthy organizational culture that fosters motivation, ownership and emotional commitment among staff on their work (Anggara & Aulia, 2021; Syahir et al., 2025). The importance of WPS is very prominent in higher education institutions where educators have to undertake academic, administrative and research functions (Smart, 2003). WPS can help to strengthen an employee's sense of mission and a sense of belonging, increasing their professional effectiveness and helping to improve institutional productivity (Fry, 2003). Teachers are central to achieving universities' educational, research, and administrative objectives of universities. Further, their job performance directly affects institutional success, productivity, efficiency, and the achievement of organizational goals (Koopmans et al., 2014).

In universities, teachers' job performance is essential for improving students' learning outcomes, maintaining educational quality, and advancing research excellence. However, university teachers often face numerous challenges, including heavy workloads, occupational stress, role ambiguity, and increasing institutional expectations, which may adversely affect their professional performance (Meng & Wang, 2018; Yousefi & Abdullah, 2019). The challenges point to the importance of establishing a positive and supportive work environment that will maintain teachers' motivation, commitment, and effectiveness. In view of these conditions, WPS is a possible source of organizational resources which can contribute to the improvement of teachers' performance by creating meaning, engagement and values for the institution. Therefore, the study of the association between WPS and job performance is crucial to enhance individual effectiveness and organizational results in higher education institutions.

WPS is identified as a significant organizational factor that promotes meaningful engagement, teamwork, ethical behavior, and positive interpersonal relationships among teachers (Petchsawang & Duchon, 2012). Teachers who possess experience a strong sense of purpose and belonging in their workplace typically demonstrate higher commitment and job performance (Hunsaker, 2022). In educational institutions, WPS may strengthen collaboration, trust, and collegial support among teachers, which, in turn, contributes to enhanced professional performance and institutional development.

A recent study indicates that WPS has a positive effect on job satisfaction, organizational commitment, employee well-being and job performance in different organizational environments (Ertemsir et al., 2024). If teachers feel they have value in their work and feel like they are being supported in the work environment they are more efficient and effective at performing their work. Although the impact of WPS is emerging as an important topic of interest in the organizational research field, there is very little empirical work that has addressed the connection between WPS and job performance of teachers in public universities, especially in a developing country (Srivastava & Pradhan 2021). Thus, the current study intends to review the association between WPS and job performance of teachers in public sector universities. It is intended to make a positive contribution to the empirical literature on the subject of organizational behavior and educational management and focus on the relevance of WPS in higher education. The results may also help university administrators

and policy makers design effective and supportive working environments that boost teachers' professional productivity and effectiveness of the institution

## Research Objectives

The primary objectives of the study were:

- To assess the level of WPS among teachers in public sector universities
- To determine the level of job performance among teachers in public sector universities.
- To examine the relationship between WPS and job performance among teachers in public sector universities.

## Research Questions

Following research questions were addressed in the study:

- What is the current level of WPS among teachers working in public sector universities?
- What are the essential dimensions of job performance experienced by the teachers in public sector universities?
- Is there a meaningful connection between WPS and job performance of teachers in public sector universities?

## Significance of the Study

This study looks at the relationship between WPS and job performance among teachers in public sector universities in Punjab, Pakistan. In higher education, where faculty performance is central to teaching quality, research excellence and institutional development, identifying institutional factors that enhance job performance is of considerable importance. This research contributes to the literature on positive organizational behavior by giving real-world evidence about how factors like meaningful work, commitment, and shared values are associate to job performance in academic settings. Practically, the findings may help university administrators and policymakers create supportive work environments that promote ethical values, collaboration, and purpose, ultimately improving teaching effectiveness and research productivity. It also offers useful insights for human resource development and provides a basis for future research in similar contexts.

## Statement of the Problem

In the higher education sector, university teachers play a crucial role in promoting quality teaching, research productivity, and institutional development. Their job performance is influenced by various organizational and psychological factors. In recent years, WPS has gained attention as an important construct that may enhance teachers' sense of meaning, belonging, and alignment with organizational values. However, in the context of public sector universities in Punjab, Pakistan, limited empirical evidence is available regarding how WPS is related to job performance among university teachers. Despite increasing interest in improving faculty performance, many universities still face challenges such as low motivation, job stress, lack of engagement, and declining performance standards. It is not clearly known whether WPS contributes to improving job performance in this academic setting or to what extent both variables are associated. Therefore, the present study investigate the link between WPS and job performance among university teachers in public sector universities of Punjab, Pakistan. Understanding this relationship will help in identifying whether enhancing WPS can be an effective approach to improving teachers' job performance.

## Literature Review

The concept of WPS has received significant attention in recent years due to the growing recognition of organizations of the importance of the psychological and emotional needs of teachers in achieving sustainable performance outcomes. Some scholars contend that in addition to being economic factors, teachers are looking for meaning, purpose, and

connection in their work lives (Ashmos & Duchon, 2000). Recognition of these needs leads to increased employee engagement, satisfaction and commitment when the organization recognizes them. WPS is thus an organizational perspective that combines teachers' inner experience with their work roles and organizational relationships (Milliman et al., 2003). A model of WPS that was widely accepted was suggested by Milliman et al. (2003) who outlined three important factors: meaningful work, sense of community, and congruence with organizational values. Teachers' perception of significance of work and contribution to a larger purpose is called meaningful work. Sense of community is the perception of belonging, support and connectedness of colleagues, and alignment with organizational values is the sense of congruence between individual and organizational values. This research suggests that such dimensions have strong relationships with positive work attitudes and behaviors.

Understanding the relationship between WPS and job performance depends, in part, on meaningful work. People who believe that their job is important are more intrinsically motivated, persistent, and excited in carrying out their jobs (Rosso et al., 2010). Teachers whose work is intrinsically motivated tend to go above and beyond the call of duty, are more likely to be proactive and perform exceptionally well even when jobs get difficult. Faculty who are interested in teaching and research that has some value to society may be more motivated in teaching, research productivity, and students' development in higher education (Bakker & Demerouti, 2017). Community dimension also makes a major difference to the outcomes of performance. Trust, cooperation and mutual respect in the workplace are conducive to communication and teamwork (Duchon & Plowman, 2005). Staff that feel connected to their colleagues will be more inclined to share knowledge, work together, and help each other when necessary. These positive social interactions foster a setting which supports individual and groups' performance (Milliman et al., 2003).

In the academic setting, collegiality can foster the sharing of innovative teaching methods, mentoring, and collaboration among faculty. Another way in which WPS impacts performance is aligned values. Teachers are more likely to feel a sense of belonging to and dedication to an organization and to work harder for it when they believe that the policies and practices of the organization match their own ethical and professional beliefs (Rego & Pina e Cunha, 2008). When value congruence is low, there is increased internal conflict, and the teachers may feel like they are not being true to themselves, which leads to lower levels of job satisfaction and commitment. However, a disconnect between organizational and personal values can result in disconnection and poor performance (Kristof-Brown et al., 2005).

The literature consistently confirms that WPS is positively related to job performance in various fields. Rego and Pina e Cunha (2008) found that the positive correlation of employee's perceptions of WPS with their perception of performance and organizational commitment. In the same way, Petchsawang and Duchon (2012) found that spirituality at work had a positive relationship with productivity, work engagement and job satisfaction. These results indicate that WPS is a measure that affects not only teachers' well being, but also organizational outcomes that can be measured.

The positive organizational behavior theory offers an important level of theoretical understanding of the impact of WPS on performance. Luthans (2002) argues that the positive psychological capabilities of teachers, including hope, resilience, optimism and self-efficacy, can be cultivated to improve the effectiveness of an organization. Support for these capacities may be provided through the creation of environments by WPS that support meaning, trust, and emotional support. Staff members who are spiritually fulfilled at work are likely then to be better able to deal with stress, to adjust to change and to perform at a high level. The social



exchange theory has also been applied in the study on the relationship between WPS and performance (Blau, 1964). Where organizations offer teachers meaningful work experiences and supportive relationships, teachers can, in turn, contribute through increased commitment and discretionary effort (Gould-Williams & Davies, 2005). This reciprocal relationship can result in better task performance as well as contextual performance – assisting colleagues and participating in organizational efforts.

The literature related to WPS has been extended recently to education institutions. The teaching profession is generally viewed as a vocation involving intellectual, emotional and moral aspects. The concept of WPS could therefore be especially important in universities, where staff members may have a specific focus on ways to develop themselves, to contribute to their knowledge, to engage with students and colleagues in meaningful ways. Researchers have found that teachers with higher WPS have higher job satisfaction, organizational commitment and engagement (Pandey, 2007). Although, there is increasing international evidence, research on WPS in Pakistan is still limited. Most previous research has concentrated on business and banking contexts and hospitals, and very few have been conducted in universities. In today's scenario, Pakistani universities are faced with more workloads, increased administrative requirements, high pressure of performance and scarcity of resources. These conditions are likely to have a negative impact on faculty motivation and psychological health, suggesting the need to investigate whether WPS can work as a positive resource for faculty in this context.

Overall, the literature indicates that WPS is positively linked to job performance and that this relationship can be explained by a variety of mechanisms such as meaningful work, social connectedness, value alignment and improved psychological well-being. Teachers who feel that they have experienced some element of spirituality in the workplace, are more motivated, more committed, more engaged and more resilient, leading to better performance outcomes. But there is less empirical evidence in the Higher Education system in Pakistan. This gap points to the need for further studies that look at the relationship between WPS and the performance of the University's teachers, as well as and the psychological processes through which this relationship occurs.

## **Research Gap & Rationale of the Study**

Although previous studies have widely explored the relationship between WPS and job performance, several important gaps still exist in the literature, particularly in the context of public sector universities. First, most existing research has been conducted in Western or corporate organizational settings, while limited attention has been given to academic institutions, especially public sector universities in developing countries. As a result, the applicability of previous findings to university teachers remains underexplored, particularly in the Pakistani higher education context. Second, prior studies often treat WPS as a general construct, but there is inconsistency in how it is conceptualized and measured. Different dimensions such as meaningful work, connectedness, and inner life are not always consistently operationalized, which creates a lack of uniformity in findings and limits comparability across studies. Third, although a positive link between WPS and job performance is commonly reported, few studies have examined this relationship specifically among university teachers in Punjab, Pakistan. The academic environment is unique, involving teaching load, research pressure, and administrative responsibilities, which may influence both spirituality and performance differently than in corporate sectors.

Finally, there is a shortage of recent empirical evidence using large samples from multiple public sector universities in Punjab. Most available studies are either single-institution based

or limited in scope, reducing generalizability. Therefore, to address these gaps, the present study investigate the association between WPS and job performance among teachers in public universities of Punjab, Pakistan, providing updated and context-specific empirical evidence.

### Methodology

The quantitative method was chosen because it allows for the empirical testing of theoretical relationships between variables using measurable constructs and statistical analysis. Specifically, this study employed a correlational research design to assess the association between WPS and job performance. The correlational design is appropriate for determining the magnitude and direction of the relationship of WPS with job performance when the variables are not controlled. It offers a process that can be used to examine relationships between variables in a natural environment and is appropriate for academic organizational research. The focus of this study was on the university teachers of six public sector universities; University of Sargodha, Government College University Faisalabad, Bahauddin Zakariya University, The Islamia University of Bahawalpur, Fatima Jinnah Women University, and University of Gujrat. From each university, four departments (Education, Psychology, International Relations, and Sociology) from the social sciences faculties were selected purposively. Subsequently, 50% of the faculty members from each selected department were chosen through proportionate random sampling, resulting in a total sample of 121 university teachers. Data was collected through a structured questionnaire in-person and an online Google Forms that were distributed among the selected university teachers. Standardized and adapted instruments ensured the reliability and validity of measurements, particularly for WPS dimensions such as meaningful work, value alignment, and compassion. Item-wise means and standard deviations were computed to describe respondents' ratings on the WPS and job performance scales and to identify overall response trends. To explore how WPS relates to job performance, Pearson correlation coefficients were calculated. In simpler terms, this statistical test was used to determine whether WPS is positively or negatively associated with job performance among university teachers. The results from these descriptive and correlation analyses were reviewed according to the study's objectives to understand the type and strength of the relationship, using evidence from the data. All analyses were done in SPSS version 25, and correlations were tested at a significance level of  $p < 0.01$ .

### Results & Data Analysis

The data analysis and interpretation related to the construct of the study are given below.

**Table 1:** *Spiritual Orientation Factor of WPS*

| S# | Statement | SD         | D          | N          | A          | SA         | Mean | SD   |
|----|-----------|------------|------------|------------|------------|------------|------|------|
| 1  | Item 1    | 1 (0.8%)   | 1 (0.8%)   | 4 (3.3%)   | 45 (37.2%) | 70 (57.9%) | 4.53 | 0.59 |
| 2  | Item 2    | 2 (1.7%)   | 1 (0.8%)   | 12 (9.9%)  | 67 (55.4%) | 39 (32.2%) | 4.19 | 0.66 |
| 3  | Item 3    | 4 (3.3%)   | 9 (7.4%)   | 21 (17.4%) | 56 (46.3%) | 31 (25.6%) | 3.90 | 0.87 |
| 4  | Item 4    | 3 (2.5%)   | 1 (0.8%)   | 4 (3.3%)   | 63 (52.1%) | 50 (41.3%) | 4.34 | 0.62 |
| 5  | Item 5    | 2 (1.7%)   | 3 (2.5%)   | 11 (9.1%)  | 61 (50.4%) | 44 (36.4%) | 4.17 | 0.77 |
| 6  | Item 6    | 1 (0.8%)   | 2 (1.7%)   | 9 (7.4%)   | 53 (43.8%) | 56 (46.3%) | 4.33 | 0.75 |
| 7  | Item 7    | 29 (24.0%) | 13 (10.7%) | 28 (23.1%) | 39 (32.2%) | 12 (9.9%)  | 2.93 | 1.34 |
| 8  | Item 8    | 19 (15.7%) | 19 (15.7%) | 39 (32.2%) | 38 (31.4%) | 6 (5.0%)   | 2.94 | 1.14 |
| 9  | Item 9    | 3 (2.5%)   | 1 (0.8%)   | 20 (16.5%) | 72 (59.5%) | 25 (20.7%) | 4.00 | 0.65 |
| 10 | Item 10   | 5 (4.1%)   | 7 (5.8%)   | 26 (21.5%) | 49 (40.5%) | 34 (28.1%) | 3.91 | 0.87 |
| 11 | Item 11   | 6 (5.0%)   | 2 (1.7%)   | 12 (9.9%)  | 67 (55.4%) | 34 (28.1%) | 4.10 | 0.70 |
| 12 | Item 12   | 5 (4.1%)   | 4 (3.3%)   | 20 (16.5%) | 56 (46.3%) | 36 (29.8%) | 4.02 | 0.80 |

|    |         |            |            |            |            |          |      |      |
|----|---------|------------|------------|------------|------------|----------|------|------|
| 13 | Item 13 | 20 (16.5%) | 28 (23.1%) | 28 (23.1%) | 39 (32.2%) | 6 (5.0%) | 2.86 | 1.18 |
|----|---------|------------|------------|------------|------------|----------|------|------|

Note. SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; M = Mean; SD = Standard Deviation.

The descriptive statistics for the Spiritual Orientation dimension indicate that respondents generally reported a high level of spiritual orientation. Most items recorded mean scores above 4.00, reflecting positive perceptions and agreement with the Items. Item 1 received the utmost mean score (M = 4.53, SD = 0.59), followed by Item 4 (M = 4.34, SD = 0.62) and Item 6 (M = 4.33, SD = 0.75), demonstrating strong agreement among the respondents. In contrast, Items 7 (M = 2.93, SD = 1.34), 8 (M = 2.94, SD = 1.14), and 13 (M = 2.86, SD = 1.18) obtained comparatively lower mean scores, indicating relatively lower agreement and greater variability in responses. Overall, the findings suggest that university teachers exhibited a high level of spiritual orientation, as the majority of the items were positively rated by the respondents.

**Table 2: Compassion Factor of WPS**

| S# | Statement | SD         | D        | N          | A          | SA         | Mean | SD   |
|----|-----------|------------|----------|------------|------------|------------|------|------|
| 14 | Item 14   | 3 (2.5%)   | 3 (2.5%) | 12 (9.9%)  | 60 (49.6%) | 43 (35.5%) | 4.26 | 0.62 |
| 15 | Item 15   | 40 (33.1%) | 8 (6.6%) | 8 (6.6%)   | 60 (49.6%) | 5 (4.1%)   | 2.85 | 0.60 |
| 16 | Item 16   | 7 (5.8%)   | 2 (1.7%) | 7 (5.8%)   | 61 (50.4%) | 44 (36.4%) | 4.32 | 0.66 |
| 17 | Item 17   | 3 (2.5%)   | 2 (1.7%) | 22 (18.2%) | 50 (41.3%) | 44 (36.4%) | 4.12 | 0.85 |
| 18 | Item 18   | 1 (0.8%)   | 3 (2.5%) | 6 (5.0%)   | 43 (35.5%) | 68 (56.2%) | 4.50 | 0.63 |
| 19 | Item 19   | 5 (4.1%)   | 1 (0.8%) | 9 (7.4%)   | 62 (51.2%) | 44 (36.4%) | 4.31 | 0.60 |
| 20 | Item 20   | 2 (1.7%)   | 3 (2.5%) | 8 (6.6%)   | 60 (49.6%) | 48 (39.7%) | 4.32 | 0.62 |

Note. SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; M = Mean; SD = Standard Deviation.

The descriptive statistics for the Compassion dimension indicate that respondents generally exhibited a high level of compassion in the workplace. Most Items received high mean scores, reflecting positive perceptions and agreement with the items. Item 18 recorded the highest mean score (M = 4.50, SD = 0.63), followed by Items 16 and 20 (both M = 4.32, SD = 0.66 and 0.62, respectively), and Item 19 (M = 4.31, SD = 0.60). Item 14 (M = 4.26, SD = 0.62) and Item 17 (M = 4.12, SD = 0.85) also indicated positive agreement among respondents. In contrast, Item 15 obtained the lowest mean score (M = 2.85, SD = 0.60), indicating comparatively lower agreement with this Item. Nevertheless, the overall pattern of responses suggests that university teachers perceived a strong sense of compassion in their workplace, as evidenced by the consistently high mean scores across most of the compassion items.

**Table 3: Meaningful work factor of WPS**

| S# | Statement | SD       | D        | N        | A          | SA         | Mean | SD   |
|----|-----------|----------|----------|----------|------------|------------|------|------|
| 21 | Item 21   | 2 (1.7%) | 4 (3.3%) | 7 (5.8%) | 53 (43.8%) | 55 (45.5%) | 4.41 | 0.60 |
| 22 | Item 22   | 5 (4.1%) | 3 (2.5%) | 3 (2.5%) | 45 (37.2%) | 65 (53.7%) | 4.56 | 0.54 |
| 23 | Item 23   | 3 (2.5%) | 5 (4.1%) | 2 (1.7%) | 62 (51.2%) | 49 (40.5%) | 4.44 | 0.53 |
| 24 | Item 24   | 2 (1.7%) | 1 (0.8%) | 1 (0.8%) | 62 (51.2%) | 55 (45.5%) | 4.45 | 0.51 |
| 25 | Item 25   | 5 (4.1%) | 2 (1.7%) | 8 (6.6%) | 60 (49.6%) | 46 (38.0%) | 4.27 | 0.68 |
| 26 | Item 26   | 5 (4.1%) | 1 (0.8%) | 8 (6.6%) | 57 (47.1%) | 50 (41.3%) | 4.32 | 0.64 |
| 27 | Item 27   | 7 (5.8%) | 1 (0.8%) | 5 (4.1%) | 54 (44.6%) | 54 (44.6%) | 4.40 | 0.61 |
| 28 | Item 28   | 9 (7.4%) | 1 (0.8%) | 1 (0.8%) | 53 (43.8%) | 57 (47.1%) | 4.46 | 0.56 |

Note. SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; M = Mean; SD = Standard Deviation.

The descriptive statistics for the Meaningful Work dimension indicate that respondents perceived their work as highly meaningful. All eight items received high mean scores, ranging from 4.27 to 4.56, demonstrating strong agreement among the respondents. Item 22 received the highest mean score ( $M = 4.56$ ,  $SD = 0.54$ ), followed by Item 28 ( $M = 4.46$ ,  $SD = 0.56$ ), Item 24 ( $M = 4.45$ ,  $SD = 0.51$ ), and Item 23 ( $M = 4.44$ ,  $SD = 0.53$ ). Items 21 ( $M = 4.41$ ,  $SD = 0.60$ ), 27 ( $M = 4.40$ ,  $SD = 0.61$ ), 26 ( $M = 4.32$ ,  $SD = 0.64$ ), and 25 ( $M = 4.27$ ,  $SD = 0.68$ ) also reflected high levels of agreement. Overall, the findings suggest that university teachers experienced a high level of meaningful work, indicating that they viewed their work as purposeful, valuable, and personally significant.

**Table 4:** *Alignment of values factor of WPS*

| S# | Statement | SD       | D         | N          | A          | SA         | Mean | SD   |
|----|-----------|----------|-----------|------------|------------|------------|------|------|
| 29 | Item 29   | 3 (2.5%) | 3 (2.5%)  | 13 (10.7%) | 59 (48.8%) | 43 (35.5%) | 4.21 | 0.72 |
| 30 | Item 30   | 1 (0.8%) | 3 (2.5%)  | 12 (9.9%)  | 64 (52.9%) | 41 (33.9%) | 4.22 | 0.68 |
| 31 | Item 31   | 2 (1.7%) | 3 (2.5%)  | 5 (4.1%)   | 64 (52.9%) | 47 (38.8%) | 4.31 | 0.64 |
| 32 | Item 32   | 2 (1.7%) | 2 (1.7%)  | 21 (17.4%) | 56 (46.3%) | 37 (30.6%) | 4.05 | 0.83 |
| 33 | Item 33   | 1 (0.8%) | 11 (9.1%) | 19 (15.7%) | 53 (43.8%) | 34 (28.1%) | 3.92 | 0.94 |
| 34 | Item 34   | 5 (4.1%) | 7 (5.8%)  | 15 (12.4%) | 66 (54.5%) | 28 (23.1%) | 3.95 | 0.86 |

Note. SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree;  $M$  = Mean;  $SD$  = Standard Deviation.

Table 4 presents the descriptive statistics for the Alignment of Values dimension, reflecting respondents' perceptions of the alignment between their personal and institutional values. The findings indicate a generally high level of agreement across all six items, suggesting a strong alignment between individual and institutional values. For Item 29, 84.3% of respondents (A+SA) that their personal values align with those of their organization. Similarly, 86.8% (A+SA) that their organization has a moral obligation toward its teachers (Item 30). Item 31 received the highest level of agreement, with 91.7% of respondents agreeing or strongly agreeing that they feel part of their organization's goals, indicating a strong sense of belonging and organizational commitment. Furthermore, 76.9% (A+SA) that employee morale is given due attention to enhance work spirit (Item 32). Regarding social responsibility, 71.9% of respondents (A+SA) that their organization is concerned with the upliftment of the poor (Item 33). In addition, 77.6% perceived that the organization's mission and vision are aligned with their own values and aspirations (Item 34).

Overall, the findings demonstrate that university teachers perceive a high degree of association between their personal values and those promoted by their organizations. The consistently high levels of agreement suggest that respondents identify with their institutions' goals, acknowledge their organizations' ethical responsibilities, and view their institutions as supportive and value-driven. These results reflect a positive organizational culture characterized by shared values, organizational commitment, and value congruence.

**Table 5:** *Task Performance factor of Job performance*

| S# | Statement | SD        | D        | N         | A          | SA         | Mean | SD   |
|----|-----------|-----------|----------|-----------|------------|------------|------|------|
| 1  | Item 1    | 5 (4.1%)  | 3 (2.5%) | 8 (6.6%)  | 51 (42.1%) | 54 (44.6%) | 4.37 | 0.72 |
| 2  | Item 2    | 9 (7.4%)  | 1 (0.8%) | 6 (5.0%)  | 55 (45.5%) | 50 (41.3%) | 4.42 | 0.62 |
| 3  | Item 3    | 12 (9.9%) | 1 (0.8%) | 11 (9.1%) | 41 (33.9%) | 56 (46.3%) | 4.36 | 0.68 |
| 4  | Item 4    | 5 (4.1%)  | 7 (5.8%) | 4 (3.3%)  | 61 (50.4%) | 44 (36.4%) | 4.21 | 0.76 |
| 5  | Item 5    | 4 (3.3%)  | 4 (3.3%) | 7 (5.8%)  | 65 (53.7%) | 41 (33.9%) | 4.21 | 0.69 |
| 6  | Item 6    | 2 (1.7%)  | 3 (2.5%) | 12 (9.9%) | 54 (44.6%) | 50 (41.3%) | 4.31 | 0.64 |
| 7  | Item 7    | 1 (0.8%)  | 1 (0.8%) | 6 (5.0%)  | 66 (54.5%) | 47 (38.8%) | 4.30 | 0.67 |





|   |        |          |          |            |            |            |      |      |
|---|--------|----------|----------|------------|------------|------------|------|------|
| 8 | Item 8 | 3 (2.5%) | 3 (2.5%) | 16 (13.2%) | 63 (52.1%) | 36 (29.8%) | 4.07 | 0.79 |
| 9 | Item 9 | 4 (3.3%) | 2 (1.7%) | 5 (4.1%)   | 60 (49.6%) | 50 (41.3%) | 4.39 | 0.56 |

Note. SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; M = Mean; SD = Standard Deviation.

The results of the analysis of the job performance of respondents are presented in Table 5. The findings show that a high percentage of respondents described high effectiveness, efficiency and proactive behavior for the responsibilities they have in their job. 86.7% of the respondents (A+SA) that they can plan their work to complete it on time (Item 1). Likewise, 86.8% (A+SA) that they remember the work results they want to obtain (Item 2) and 80.2% said they can perform their work efficiently (Item 3). The findings also indicate that 86.8% of the respondents (A+SA) that they manage their time well (Item 4), and 87.6% (A+SA) that they start new work once the previous work is finished (Item 5). Furthermore, a high proportion (A+SA) with the Item that they keep their work knowledge and skills up to date (85.9%) and that they think of unique solutions to new problems (93.3%): two of the highest on the scale. Moreover, 81.9% of respondents indicated that they take on extra responsibilities (Item 8), while 90.9% reported continually seeking new challenges in their work (Item 9). Overall, the findings suggest that respondents demonstrate a high level of job performance, characterized by effective planning, efficient task completion, continuous learning, creativity, initiative, and a willingness to accept additional responsibilities. These results reflect a productive and highly engaged workforce capable of meeting organizational goals and adapting to workplace demands.

Table 6: Contextual Performance factor of Job performance

| S# | Statement | SD         | D          | N          | A          | SA         | Mean | SD   |
|----|-----------|------------|------------|------------|------------|------------|------|------|
| 10 | Item 10   | 18 (14.9%) | 17 (14.0%) | 4 (3.3%)   | 48 (39.7%) | 31 (25.6%) | 3.47 | 1.39 |
| 11 | Item 11   | 30 (24.8%) | 44 (36.4%) | 16 (13.2%) | 12 (9.9%)  | 19 (15.7%) | 2.55 | 1.37 |
| 12 | Item 12   | 17 (14.0%) | 20 (16.5%) | 16 (13.2%) | 40 (33.1%) | 28 (23.1%) | 3.35 | 1.37 |
| 13 | Item 13   | 16 (13.2%) | 5 (4.1%)   | 13 (10.7%) | 47 (38.8%) | 40 (33.1%) | 3.74 | 1.32 |
| 14 | Item 14   | 15 (12.4%) | 7 (5.8%)   | 16 (13.2%) | 41 (33.9%) | 42 (34.7%) | 3.73 | 1.32 |
| 15 | Item 15   | 13 (10.7%) | 20 (16.5%) | 14 (11.6%) | 39 (32.2%) | 35 (28.9%) | 3.52 | 1.34 |
| 16 | Item 16   | 16 (13.2%) | 16 (13.2%) | 12 (9.9%)  | 42 (34.7%) | 35 (28.9)  | 3.53 | 1.37 |

Note. SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; M = Mean; SD = Standard Deviation.

Table 5 presents the analysis of respondents' counterproductive work behavior. The results indicate varying levels of negative work-related attitudes and behaviors among the respondents. In Item 10, 65.3% of respondents (A+SA) that they are not able to set their goals, suggesting that a substantial proportion experience difficulties in goal setting. Similarly, 56.2% (A+SA) that they complain about minor work-related issues at work (Item 12). Furthermore, 71.9% reported that they make problems at work bigger than they actually are (Item 13), while 68.6% indicated that they focus on the negative aspects of situations at work rather than the positive aspects (Item 14).

The findings also reveal that 61.1% of respondents (A+SA) that they talk to colleagues about the negative aspects of their work (Item 15), and 63.6% reported discussing negative aspects of their work with people outside the organization (Item 16). These results suggest that negative perceptions and discussions about work are relatively common among the respondents.

In contrast, Item 11 recorded the lowest level of agreement, with only 25.6% of respondents agreeing or strongly agreeing that they do not actively participate in meetings and

consultations, whereas 61.2% disagreed or strongly disagreed with this Item. This finding indicates that most respondents remain actively involved in workplace discussions and decision-making processes.

Overall, the findings suggest a moderate presence of counterproductive work behaviors among the respondents. While teachers generally appear to remain engaged in organizational activities, tendencies such as focusing on negative aspects of work, exaggerating workplace problems, and expressing dissatisfaction within and outside the organization were reported by a considerable proportion of participants. These behaviors may adversely affect workplace relationships, morale, and overall organizational effectiveness if not appropriately addressed.

**Table 7: Gender-based Analysis of Spiritual Orientation**

| Gender | N  | Mean  | SD   | t      | df  | p-value |
|--------|----|-------|------|--------|-----|---------|
| Male   | 62 | 49.52 | 4.72 | -1.657 | 119 | .100    |
| Female | 59 | 50.98 | 5.01 |        |     |         |

*Note.* N = Sample size; M = Mean; SD = Standard deviation; t = t-test statistic; df = Degrees of freedom; p = Probability value.

An independent-samples t-test was conducted to examine gender differences in the Spiritual Orientation dimension. The results indicated that female teachers (M = 50.98, SD = 5.01) obtained a slightly higher mean score than male teachers (M = 49.52, SD = 4.72). However, this difference was not statistically significant,  $t_{(119)} = -1.657$ ,  $p = .100$ . Since the p-value exceeded the .05 significance level, the null hypothesis was retained. Therefore, it was concluded that there was no statistically significant difference in spiritual orientation between male and female teachers.

**Table 8: Gender-based Analysis of Compassion**

| Gender | N  | Mean  | SD   | t      | df     | p-value |
|--------|----|-------|------|--------|--------|---------|
| Male   | 62 | 27.42 | 2.66 | -0.411 | 111.72 | .682    |
| Female | 59 | 27.59 | 1.95 |        |        |         |

*Note.* N = Sample size; M = Mean; SD = Standard deviation; t = t-test statistic; df = Degrees of freedom; p = Probability value.

Female teachers (M = 27.59, SD = 1.95) scored marginally higher on compassion than male teachers (M = 27.42, SD = 2.66). However, the difference was not statistically significant,  $t_{(111.72)} = -0.411$ ,  $p = .682$ . Thus, both male and female teachers demonstrated similar levels of compassion in the workplace.

**Table 9: Gender-based Analysis of Meaningful Work**

| Gender | N  | Mean  | SD   | t      | df  | p-value |
|--------|----|-------|------|--------|-----|---------|
| Male   | 62 | 34.89 | 2.91 | -1.665 | 119 | .099    |
| Female | 59 | 35.78 | 2.98 |        |     |         |

*Note.* N = Sample size; M = Mean; SD = Standard deviation; t = t-test statistic; df = Degrees of freedom; p = Probability value.

The analysis revealed that female teachers (M = 35.78, SD = 2.98) perceived their work as slightly more meaningful than male teachers (M = 34.89, SD = 2.91). Nevertheless, the difference was not statistically significant,  $t_{(119)} = -1.665$ ,  $p = .099$ . Therefore, perceptions of meaningful work were comparable across genders.

**Table 10: Gender-based Analysis of Alignment of Value**

| Gender | N  | Mean  | SD   | t      | df  | p-value |
|--------|----|-------|------|--------|-----|---------|
| Male   | 62 | 24.06 | 3.35 | -2.096 | 119 | .038*   |
| Female | 59 | 25.29 | 3.05 |        |     |         |

*Note.*  $N$  = Sample size;  $M$  = Mean;  $SD$  = Standard deviation;  $t$  =  $t$ -test statistic;  $df$  = Degrees of freedom;  $p$  = Probability value.

A significant gender difference was found in alignment of values,  $t(119) = -2.096$ ,  $p = .038$ . Female teachers ( $M = 25.29$ ,  $SD = 3.05$ ) reported significantly higher association between their personal values and organizational values than male teachers ( $M = 24.06$ ,  $SD = 3.35$ ). This indicates that female teachers experienced a stronger congruence between their own values and those of their institutions.

**Table 11: Gender-based Analysis of WPS**

| Gender | $N$ | Mean   | $SD$ | $t$    | $df$ | p-value |
|--------|-----|--------|------|--------|------|---------|
| Male   | 62  | 135.89 | 8.40 | -2.260 | 119  | .026*   |
| Female | 59  | 139.64 | 9.85 |        |      |         |

*Note.*  $N$  = Sample size;  $M$  = Mean;  $SD$  = Standard deviation;  $t$  =  $t$ -test statistic;  $df$  = Degrees of freedom;  $p$  = Probability value.

The results indicated a statistically significant gender difference in WPS. Female teachers ( $M = 139.64$ ,  $SD = 9.85$ ) reported higher WPS than male teachers ( $M = 135.89$ ,  $SD = 8.40$ ),  $t(119) = -2.260$ ,  $p = .026$ . This finding suggests that female teachers perceived a stronger sense of spirituality in their workplace compared to male teachers.

**Table 12: Gender-based Analysis of Job Performance**

| Gender | $N$ | Mean  | $SD$ | $t$    | $df$ | p-value |
|--------|-----|-------|------|--------|------|---------|
| Male   | 62  | 58.94 | 6.27 | -1.513 | 119  | .133    |
| Female | 59  | 60.69 | 6.52 |        |      |         |

*Note.*  $N$  = Sample size;  $M$  = Mean;  $SD$  = Standard deviation;  $t$  =  $t$ -test statistic;  $df$  = Degrees of freedom;  $p$  = Probability value.

Although female teachers ( $M = 60.69$ ,  $SD = 6.52$ ) reported slightly higher job performance than male teachers ( $M = 58.94$ ,  $SD = 6.27$ ), the difference was not statistically significant,  $t(119) = -1.513$ ,  $p = .133$ . Hence, overall job performance did not vary significantly by gender

**Table 13: Gender-based Analysis of Task Performance**

| Gender | $N$ | Mean  | $SD$ | $t$    | $df$ | p-value |
|--------|-----|-------|------|--------|------|---------|
| Male   | 62  | 35.26 | 3.11 | -2.463 | 119  | .015*   |
| Female | 59  | 36.58 | 2.75 |        |      |         |

*Note.*  $N$  = Sample size;  $M$  = Mean;  $SD$  = Standard deviation;  $t$  =  $t$ -test statistic;  $df$  = Degrees of freedom;  $p$  = Probability value.

The results showed a significant gender difference in task performance. Female teachers ( $M = 36.58$ ,  $SD = 2.75$ ) scored significantly higher than male teachers ( $M = 35.26$ ,  $SD = 3.11$ ),  $t(119) = -2.463$ ,  $p = .015$ . This finding suggests that female teachers performed their assigned job duties more effectively than male teachers.

**Table 14: Gender-based Analysis of Contextual Performance**

| Gender | $N$ | Mean  | $SD$ | $t$    | $df$ | p-value |
|--------|-----|-------|------|--------|------|---------|
| Male   | 62  | 23.68 | 5.86 | -0.423 | 119  | .673    |
| Female | 59  | 24.12 | 5.61 |        |      |         |

*Note.*  $N$  = Sample size;  $M$  = Mean;  $SD$  = Standard deviation;  $t$  =  $t$ -test statistic;  $df$  = Degrees of freedom;  $p$  = Probability value.

Female teachers ( $M = 24.12$ ,  $SD = 5.61$ ) had a slightly higher mean score on contextual performance than male teachers ( $M = 23.68$ ,  $SD = 5.86$ ). However, the difference was not found to be statistically significant,  $t(119) = -0.423$ ,  $p = .673$ . Therefore, both genders demonstrated similar levels of contextual performance.



Table 15: Correlation between WPS and Job Performance

| Variables       | N   | Mean    | SD   | r   | p    |
|-----------------|-----|---------|------|-----|------|
| WPS             | 121 | 1.37.71 | 9.29 |     |      |
| Job Performance | 121 | 59.79   | 6.42 | .71 | .001 |

Note. N = Sample size; M = Mean; SD = Standard deviation; r = Pearson product-moment correlation coefficient;  
p = Probability value.

Pearson's product-moment correlation analysis was conducted to examine the relationship between WPS and job performance. The results revealed a strong, positive, and statistically significant relationship between WPS and job performance ( $r = .71$ ,  $p = .001$ ). This finding indicates that higher levels of WPS are associated with higher levels of job performance among the respondents. The mean score for WPS was 137.71 (SD = 9.29), whereas the mean score for job performance was 59.79 (SD = 6.42). The significant positive correlation suggests that respondents who experience higher levels of WPS—including greater meaning in their work, stronger alignment between personal and organizational values, and a greater sense of compassion and spiritual orientation—tend to exhibit higher levels of job performance.

Conclusion and Discussion

The present study focused on the spiritual orientation, WPS and job performance of teachers working in public sector universities. The results showed that teachers' practices were high in WPS, especially in the areas of value alignment, meaningful work, and connectedness in organizational context. These results are consistent with the idea that WPS helps teachers feel like they have purpose, belong, and congruence with their values and perceptions of the organization, which promotes positive work attitudes and behaviors (Ashmos & Duchon, 2000). The results also suggest that teachers felt that there was a significant correlation between their personal values and the values of their institutions. Value congruence is regarded as one of the essential factors of WPS and it enhances teachers' commitment, engagement and satisfaction with their work (Milliman et al., 2003). People who feel similar to the institution's values and objectives are more likely to feel attached to the institution and to positively affect institutional outcomes. Also, the results showed that teachers performed the tasks well. Task performance is the effectiveness of the employee in performing official job duties and assigned tasks. This is in line with earlier studies indicating WPS fosters intrinsic motivation, commitment, and work productivity, thereby improving teachers' performance (Pradhan & Jena, 2017; Kumar & Singh, 2025). Experiencing meaningful work and value alignment by teachers is more likely to lead to higher effort to meet professional responsibilities. Besides, it is concluded that the teachers' spiritual orientation, compassion, meaningful work and contextual performance are found to be high. Compassion and purposeful work are linked to positive interpersonal relationships and psychological well-being and spiritual orientation gives individuals a sense of purpose and direction. These attributes foster collaboration, dedication, and career development, thereby forming a conducive workplace atmosphere. It also seemed that contextual performance (behaviors that maintain the social and psychological climate of the organization) was sufficiently developed among the participants. Overall, the findings emphasize the importance of WPS in fostering positive organizational outcomes and effective employee performance. The findings align with the increasing research on the importance of meaningful work, value alignment, compassion, and connectedness to improve employee well-being, motivation, and performance. Therefore,



higher education institution promotion of WPS could enhance teachers' commitment, effectiveness, and organizational contribution in general.

## Recommendation

University administrators should foster a supportive and value-based work environment that enhances teachers' sense of meaning, connectedness, and WPS. Professional development initiatives should be designed to strengthen teachers' engagement, value alignment, and commitment, thereby improving their effectiveness in performing job-related tasks. Furthermore, future research should explore the influence of additional demographic and organizational factors on WPS and job performance across diverse higher education settings to provide a more comprehensive understanding of these constructs.

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