

Effect of Workplace Spirituality on Institution Improvement

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Abstract

This research aims to explore the effect of workplace spirituality on school improvement. The research also investigates the effect between workplace spirituality and institution improvement through the role of work a holism. This research is a quantitative research with 50 teachers as respondents. This research used an adapted questionnaires with correlation was used in this research to study the direct and indirect relationships and effect among those variables. The empirical findings showed that workplace spirituality has a significant direct effect on institution improvement. Meanwhile, workaholism has a mediating effect on the relationship between workplace spirituality and institution improvement.

Keywords: *Workplace Spirituality, Institution Improvement, Effect*

Introduction

According to Giacalone and Jurkiewicz, workplace spirituality has been defined as “a framework of organizational values evidenced in the culture that promote employees’ experience of transcendence through the work process, facilitating their sense of being connected to other in a way that provides feeling of completeness and joy.” According to Ashmos and Duchon, spirituality at work is the recognition that employees have an inner life that nourishes and is nourished by meaningful work that takes place in the context of community. Thus spirituality at work has three components: the inner life, meaningful work, and community.

Mindfulness aims to disengage those who practice it from ruminating thoughts and anxious emotions. Some examples of mindfulness strategies include meditation, attention to breathing while remaining open to physical sensations, emotions, and thoughts about the self. Other strategies include the practice of yoga to enhance balance and awareness of the body, compassion toward others and self, and practices to incorporate mindfulness into daily life (Shapiro et al., 2007). In recent years, mindfulness practices have been included in therapy training programs to prevent or decrease levels of burnout or “compassion fatigue” (Aggs & Bambling, 2010; Shapiro et al., 2007; Schure et al., 2008).

Literature review

Researchers have also argued that religion and spirituality can be important resources for therapists’ self-care and well-being (Carlson et al., 2002a; Carlson et al., 2002b; Carlson, McGeorge, & Anderson, 2011; Haug, 1998b; Prest et al., 1999; Stander et al., 1994). While therapists have acknowledged the importance of drawing on the religious or spiritual beliefs of clients as a positive resource for change in therapy, scholars have more recently begun to explore how therapists’ religious and spiritual beliefs may serve as a valuable resource in their work (Carlson et al., 2002a; Carlson et al., 2011; Prest et al., 1999; Sori et al., 2006). Given that religion and spirituality often provide people with a source of inspiration and meaning in life, Sori and colleagues (2006) argue that therapists who regularly draw on their religious or spiritual beliefs as a resource for self-care are better able to manage the emotional and physical demands of being a therapist. Carlson et al. (2002a) also argue that drawing on ones spirituality in the context of therapy can be helpful due to the relational or communal nature of spirituality. Being connected to ones

spirituality, they argue, invites therapists into a relational space that could potentially promote and enhance their relationship with clients.

Theoretical Framework

Workplace Spirituality began in the early 1920s. It is expressed to be associated with the inner consciousness of individuals and also a feeling of experience which result in self-enlightenment and a burst of positive energy (Guillory, 2000; Dehler and Welsh, 1994; Barnett, Krell, and Sendry, 1999). According to the idea of Gibbons (2000), the experience of workplace spirituality is about feeling complete at work by experiencing a deep sense of connection with the workplace and its values. This is a complex framework that involves several aspects, including, understanding an individual's purpose or meaning in life, building a strong rapport with work, workplace and colleagues, all of which is the result of the match between the values and ideals of oneself and that of the organization (Mitroff and Denton, 1999). It is also understood as an experience to realize the fact that employees are not just a pair of hands, but they also have a mind that search for fulfillment through an interaction of their work, workplace and co-workers (Ashmos and Duchon, 2000). Workplace spirituality originated from the theory of organization behavior. It emphasizes the significance of human behavior in the organization that leads to the desired outcomes. The theory tries to understand why people behave in certain ways. The theory also understands the significance of values of an individual in the context of an organization and the way in which this is converted to actions which result in the benefit of both the individual and the organization.

Researchers, in short, began to focus on the human experience in working environments and how it ultimately impacts on the way organization functions, handles change and develops. Being truly related to the various aspects of human behavior, workplace spirituality is a construct which combines the concern for oneself as well as for others. This is, in fact, an element of organizational culture that has the potential to directly impact the behaviors and actions of employees.

Workplace Spirituality at the Individual Level

This dimension involves having a profound feeling of meaning and drive in one's effort. An individual understand the real meaning of work when one is provided an opportunity to work for a larger cause (Srinivas, 2008). This work truly reflects the way of discovering oneself, internally and externally, and also as a means of serving the entire community (Mirvis, 1997). When employees have the opportunity to work for a greater cause of society, it increases the desire to connect to others and to be a driving force for change for the whole humanity, at large (Ashmos & Duchon, 2000). The extent of workplace spirituality experience at work truly depends on the inner self of an individual. It also decides the interest to involve in the various activities of organization to add more value to every lives, including one's own (Hawley, 1993). It is about searching for much deeper purpose of life and fulfilling it through performing work and supporting others through the work that they perceive to be meaningful.

Knowledge Sharing Behavior

Knowledge sharing (KS) is considered to be a crucial element of knowledge management and is an essential competitive approach to sustain organizations' competitive advantage (Takeuchi N, 1995). According to Chow & Chan (2008) knowledge sharing is considered as the mechanism through which individual knowledge into organizational knowledge. Wang and Noe (2010) explained knowledge sharing as the technique to share information and improve the knowledge base of oneself and others on order to promote creative ideas and implement them to raise the overall standard. Lindsey (2006) considers it as, the method of acquiring knowledge and disseminating and using them effectively and efficiently. Knowledge sharing is a process that can occur anyway if situation permits. It can happen between individuals, within groups, between groups, and even between organizations (King, WR 2006). The knowledge sharing attitude of the employees facilitates learning process through more and better opportunities ultimately impacting the overall performance of organization. (Huber, G.P., 1991; Hansen, M.T. et al., 2002).

Implications

A sense of being capable empowers an individual to handle any situations and to engage in the various activities of the organization. It helps them remain positive in workplace, as self-efficacy is found to reduce workplace stress and burnout. Positive behaviors and actions of the teachers is found to support the intellectual and personal development of the students. An employee's sense of completeness in profession is reflected through workplace spirituality. This sense of completeness is vital for the employees' as well as the organizations' sustainability. Knowledge sharing is another important factor that builds a positive environment. Knowledge sharing among teachers facilitates pedagogical improvisation, thereby, enabling them to create and deliver quality education. Although self-efficacy, workplace

spirituality and knowledge sharing intention are personal level constructs, organizations can play a role in promoting these. As far as educational institutions are concerned, the schools (the principal and the management) have the responsibility of creating a work culture that enables teachers to increase their passion for their profession by helping them find meaning and completeness through a culture of having knowledge sharing among the members resulting in the upliftment of the quality of education.

Conclusion

All the three constructed studied here are, undoubtedly, beneficial for the individual as well as the organization. The perception of people towards their efficiency is the basic component underlying the aspects of behavior of people. The perception of people about their abilities, and these perceptions dictate how they will act in their work and workplace. An awareness of the capabilities of oneself will help in creating an attachment towards his/her own work and workplace. This feeling of attachment and involvement will help in increasing workplace spirituality. The experience of positivity in the organization improves the overall wellness of employees and reduces the undesirable consequences (Altaf and Awan, 2011). This will positively impact the performance both, at the individual level and organization level (Jurkiewicz and Giacalone, 2004). Promoting workplace spirituality is a win-win situation for both, the organization and the employees. Knowledge is the primary source of competitive advantage for the organizations. Stimulating a sense of knowledge sharing among the employees is absolutely essential to thrive in this era of competition. Knowledge sharing among organizational members stimulates innovation and grow and also enables faster decision making. The experience of workplace spirituality, which is an essential element that result in many positive outcomes, can be enhanced with self-efficacy beliefs and this relationship will become stronger in an environment of knowledge sharing. The study has, thus, proved that self-efficacy, workplace spirituality and knowledge sharing intention are closely related to each other. The present study did not consider the influence of demographic variables in determining the concepts discussed. Future studies can attempt to understand the role of demographic factors like gender, age etc. in this scenario. Also future research might look into the role of organizational factors as well in enhancing the workplace spirituality, self-efficacy and knowledge sharing among teachers in a much larger sample.

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