



The Impact of Workplace Spirituality on Job Satisfaction, Grit, and Burnout among School Teachers: A Correlational Study

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Abstract

This study explores the relationship between workplace spirituality, job satisfaction, grit, and burnout among school teachers, providing a conceptual framework that highlights the influence of spirituality in the workplace on teacher's outcomes. Workplace spirituality emphasizes a sense of purpose, interconnectedness, and alignment of values, fostering a supportive environment where teachers can thrive personally and professionally. The study used standardized questionnaires, the Workplace Spirituality Scale by Chieh-Wen Sheng (2012), the Job Satisfaction Survey by Paul E. Spector (1997), the 12-item Grit Scale by Angela Duckworth (2007), and the Maslach Burnout Inventory (MBI, 1996) to measure burnout. Data analysis was conducted using correlation techniques to assess the relationships between these variables. The findings revealed that workplace spirituality is positively correlated with job satisfaction and grit. However, workplace spirituality was found to be negatively correlated

with burnout. This study highlights the significance of workplace spirituality in fostering job satisfaction, enhancing grit, and reducing burnout among school teachers. The findings align with the hypotheses framed. Implications and future directions for research are discussed, emphasizing the need to further explore the dynamic interplay of spirituality and teachers' well-being.

Key words: *Workplace Spirituality, Job Satisfaction, Grit, Burnout, and School Teachers*

Introduction

In recent years, workplace spirituality has emerged as a significant area of interest in organizational behaviour and teacher well-being. Defined as the recognition of teachers' personal lives and their desire for meaningful work, connection, and alignment with organizational values, workplace spirituality goes beyond traditional organizational practices by emphasizing purpose, community, and personal growth (Ashmos & Duchon, 2000). Increasingly, scholars have explored its potential to enhance job satisfaction, resilience, and overall well-being across various professional contexts (Milliman et al., 2003).

School teaching, as a profession, is uniquely demanding, often characterized by high emotional labor, significant workloads, and complex interpersonal dynamics. Teachers play a vital role in shaping student development and success, yet they frequently experience challenges such as burnout, job dissatisfaction, and disengagement (Maslach & Leiter, 2016). These issues highlight the need to identify protective factors that can foster resilience, satisfaction, and overall well-being among educators. Workplace spirituality may offer a valuable framework for addressing these challenges by promoting a sense of purpose, belonging, and alignment with values in the school environment.

Review of Literature

Research on workplace spirituality suggests its strong influence on job satisfaction, a construct defined as the degree of fulfilment and contentment employees experience in their roles. Studies have shown that employees who perceive their work environment as spiritually supportive are more likely to report higher levels of satisfaction and commitment (Rego & Cunha, 2008). For teachers, workplace spirituality may enhance their intrinsic motivation, leading to greater engagement and a deeper connection with their work.

Similarly, workplace spirituality has been linked to grit, which Duckworth et al. (2007) describe as perseverance and passion for long-term goals. Grit is particularly crucial for teachers, as it supports sustained effort and resilience in navigating the complexities of their profession. Although research on the direct relationship between workplace spirituality and grit is limited, studies suggest that a spiritually enriched environment may foster perseverance by instilling a sense of meaning and purpose (Hodge, 2018).

Burnout, a pervasive issue among teachers, is characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach & Leiter, 2016). Evidence indicates that workplace spirituality can act as a protective factor against burnout by fostering emotional resilience and a supportive work culture (Pawar, 2009). Environments that promote spiritual values, such as compassion, connectedness, and a sense of higher purpose, may help reduce stress and prevent the negative outcomes associated with burnout.

The research aims to provide empirical evidence on the relationships between these variables and to explore the potential of workplace spirituality as a strategy for fostering teacher well-being and resilience. The objectives of this study were as follows:

In case of school teachers, to ferret out the relationship between:

- a) Workplace spirituality and job satisfaction

- b) Workplace spirituality and grit
- c) Workplace spirituality and burnout

In relation to the above-mentioned objectives following hypotheses were tested:

- a) Workplace Spirituality would be positively correlated with job satisfaction.
- b) Workplace Spirituality would be positively correlated with grit.
- c) Workplace Spirituality would be negatively correlated with burnout.

Methodology

The sample for the present study consists of 94 school teachers (males= 04, females= 90) working in same school of Punjab (India). The age range of the teachers was between 25-59 years and the educational qualification was minimum B.Ed. (Bachelor of Education). Prior informed consent of teachers was taken in the study.

Tools and Statistical analysis

Tools used for the study were

- a) Workplace Spirituality Scale by Chieh-Wen Sheng (2012)
- b) The Job Satisfaction Survey by Paul E. Spector (1997)
- c) The 12-item Grit Scale by Angela Duckworth (2007)
- d) The Maslach Burnout Inventory (MBI)

Statistical Analysis

To explore the relationships between workplace spirituality, job satisfaction, grit, and burnout among school teachers, a correlational analysis was conducted.

Analysis and Interpretation

Hypothesis 1

A Pearson Product moment correlation coefficient was computed to assess the relationship between workplace spirituality and job satisfaction. The correlation between the variables came out to be 0.25, which shows the variables are positively correlated, supporting hypothesis 1. This indicates that higher levels of workplace spirituality are modestly associated with increased job satisfaction among teachers. It suggests that creating a spiritually supportive work environment can have a positive impact on teachers' contentment in their roles.

Table 1: *Correlation Between Workplace Spirituality and Job Satisfaction*

Variable	Workplace Spirituality	Job Satisfaction
Workplace Spirituality	1	0.25
Job Satisfaction	0.25	1

Hypothesis 2

Correlation between workplace spirituality and grit came out to be 0.30, which indicated the strong and positive relationship between workplace spirituality and grit. This suggests that teachers who perceive their work environment as spiritually enriched are more likely to exhibit perseverance and passion for long-term goals. The finding highlights the vital role of spirituality in fostering resilience and motivation, essential qualities for teachers to navigate the challenges of their profession effectively. Therefore, it supports the hypothesis 2.

Table 2: *Correlation Between Workplace Spirituality and Grit*

Variable	Workplace Spirituality	Grit
Workplace Spirituality	1	0.30

Grit	0.30	1
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Hypothesis 3

Correlation between workplace spirituality and burnout came out to be -0.20, which indicated the negative relationship between workplace spirituality and burnout, support hypothesis 3. This indicates that higher levels of workplace spirituality is associated with lower levels of burnout among teachers. While the effect size is small, it suggests that a spiritually supportive workplace may serve as a protective factor against emotional exhaustion and stress.

Table 3: *Correlation Between Workplace Spirituality and Burnout*

Variable	Workplace Spirituality	Burnout
Workplace Spirituality	1	-0.20
Burnout	-0.20	1

Discussion and Conclusion

This study highlights the critical role of workplace spirituality in shaping job satisfaction, grit, and burnout among school teachers. The findings revealed a positive correlation between workplace spirituality and both job satisfaction ($r = 0.25$) and grit ($r = 0.30$), and a negative correlation with burnout ($r = -0.20$). These results are consistent with previous studies, such as Rego and Cunha (2008), found that spirituality fosters job satisfaction, and Duckworth et al. (2007), linked a sense of purpose to increased grit. Furthermore, the protective role of workplace spirituality against burnout is supported by findings of Pawar (2009), emphasizing its value in reducing emotional exhaustion and stress.

Practical implications suggest that schools can integrate spiritual practices such as shared values, community-building initiatives, and purpose-driven activities to enhance teacher

well-being and resilience. While the results are promising, the small to moderate effect sizes indicate that workplace spirituality should complement, rather than replace, other interventions addressing teacher burnout and dissatisfaction.

Future research should employ longitudinal designs to establish causality and examine the cultural and organizational factors influencing these relationships. By expanding the scope of workplace spirituality research, educational institutions can better understand its potential to create supportive and meaningful work environments.

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