

Workplace Spirituality as a Catalyst for Psychological Capital and Innovation

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Abstract

Teaching is a phenomenal career. It plays an important role to make a difference in the youth. It needs patience, dedication etc., to find a unique talent in the upcoming generations and make them to shine in their interest.

Further, it is said that one book, one pen, one child, and one teacher can change the world. Teacher plays a vital role in shaping the student into a responsible Citizen, they also face several problems that hinder their professional and personal growth. Previous literature shows that light has been shed on this situation, there seems a gap in identifying the major factors and help them in coping the same. The present study concentrates on the role of Work place Spirituality in improving their Professional Wellbeing and inculcate the Innovate Work Behaviour. Using a Correlational research design with a random sample of 100 college professors across the various colleges, data was collected. After the statistical analysis of the collected data, the results indicated that there's a major role of workplace spirituality in the Professional wellbeing and Innovate Work Behaviour of teachers. If the College and university promotes in enhancing the workplace spirituality in teachers, the productivity of the teaching professionals will increase and there by deliver their best to the students and the society.

Keywords: *College Teachers, Wellbeing, Productivity, Workplace, Innovative Behaviour, Student*

1. Introduction

WORKPLACE SPIRITUALITY

Workplace spirituality or spirituality at work is defined as “having compassion towards others, experiencing a mindful inner consciousness in the pursuit of meaningful work and that enables transcendence.” In simpler words, workplace spirituality involves discovering a sense of purpose, personal values, and motivation in one's job that goes beyond the financial aspects and material benefits. Workplace spirituality can help individuals better understand themselves, which in turn has an impact on various aspects of their life, such as satisfaction and inner peace.

PSYCHOLOGICAL CAPITAL

The contributions of the field of psychology to well-being are widely recognized in a broad range of domains, including relationships, education, health, sports, military, work, and life in general. Psy Cap integrates the four HERO positive psychological resources that best fit the POB inclusion criteria.

INNOVATIVE WORK BEHAVIOR

In the ever-changing landscape of various academic workplaces, the term "innovative work behavior" takes the center stage as a vital component of success. It involves the voluntary actions of employees that exceed their designated roles and duties. Innovative work behaviour often results in the development of ground-breaking solutions. Innovation goes beyond simple creativity and involves embracing, generating, and applying new and valuable ideas.

Methodology

Sample

Participants in the study were college teachers. The sample consisted of 102 participants. The sample was collected from the Arts and Science College, Coimbatore. The researcher informed the respondents about the researcher and took consent from them and informed that the data would be kept confidential. The researcher administered the Workplace Spirituality, Psychological Capital, Innovative Work Behavior, Career Satisfaction and Work Engagement Questionnaire in the format of questionnaire sheet in person. Simple Random sampling techniques was equipped.

Instruments

Workplace Spirituality - developed by Ashmos and Duchon consists of 23 items, each of which is measured on a 7-point Likert scale ranging from 'strongly disagree' to 'strongly agree'. This scale demonstrates good internal consistency. Cronbach's alpha (α) values are often reported in the range of 0.80 to 0.95, indicating high reliability. Researchers typically use factor analysis (both exploratory and confirmatory) to validate the underlying dimensions of workplace spirituality (e.g., meaningful work, sense of community, transcendence). The scale's factor structure should align with Ashmos and Duchon's theoretical model.

Psychological Capital Questionnaire (PCQ) - was developed by Fred Luthans, Bruce J. Avolio, and James B. Avey, consisting of 24 items from the best six items of each construct, HERO (H – Hero, E – Efficacy, R – Resilience and O – Optimism). The PCQ consistently demonstrates high internal consistency. Cronbach's alpha values for the overall scale and its subscales (efficacy, resilience, optimism, hope) are typically above 0.80. Test-retest reliability has also been reported as satisfactory. Confirmatory factor analysis (CFA) is frequently used to confirm the four-factor structure of the PCQ. The "HERO" model should be supported by the data. The PCQ should correlate positively with other measures of positive psychological constructs (e.g., self-esteem, positive affect) and have lower correlations with negative constructs (e.g., anxiety, depression).

Innovative work behaviour (IWB) – consist of ten-item scale of de Jong and den Hartog (2010). Respondents rate their behaviors on a Likert scale, typically ranging from **1 (never)** to **5 (always)**.

Sample items include statements like “I search out new working methods, techniques, or instruments” and “I make colleagues enthusiastic about innovative ideas.” This scale generally exhibits good internal consistency, with Cronbach's alpha values typically above 0.80. Factor analysis is used to confirm the underlying dimensions of innovative work behavior (e.g., idea generation, idea promotion, idea realization). The IWB scale should correlate positively with other measures of creativity and innovation. It should have a distinct correlation pattern compared to other job performance measures.

Procedure

It is through establishing good rapport, respondents provided their consent while filling out socio-demographic information and instruments such as Workplace Spirituality, Psychological Capital Questionnaire (PCQ) and Innovative work behaviour (IWB)

Results

Table 1

		Workplace Spirituality	Psychological Capital
Workplace Spirituality	Pearson	1	.365
	Correlation Sig. (2 tailed)		.000
	N	102	102
Psycho-capital	Pearson Correlation	.365	1
	Sig. (2-tailed)	.000	
	N	102	102

Correlation between Workplace Spirituality and Psychological Capital among college Teachers'

In Table 1, a Pearson correlation coefficient of 0.365 ($p < .001$) was found between Workplace Spirituality and Psychological Capital, indicating a moderate positive relationship. This suggests that as teachers perceive higher workplace spirituality, their psychological capital—defined by hope, resilience, optimism, and self-efficacy—also tends to be higher.

Table 2

Correlation between Workplace Spirituality and Innovative Work Behavior among college Teachers'

		Workplace Spirituality	Innovative Work Behavior
Workplace Spirituality	Pearson	1	.430
	Correlation Sig. (2 tailed)		.000
	N	102	102
Innovative Work Behavior	Pearson Correlation	.430	1
	Sig. (2-tailed)	.000	
	N	102	102

Table 2 presents the correlation between **Workplace Spirituality** and **Innovative Work Behavior**, showing a coefficient of **0.430** ($p < .001$), which again reflects a **moderate and statistically significant** positive relationship. This implies that when teachers experience a more spiritually nourishing work environment, they are more likely to engage in creative and proactive behaviors at work.

Table 3

One-way Anova comparison between Workplace Spirituality with Psychological Capital, and Innovative Work Behavior

		Sum of Squares	df	Mean Square	F	Sig.
Psycho-Capital	Between Groups	4479.052	27	165.891	5.731	.000
	Within Groups	2142.203	74	28.949		
	Total	6621.255	101			
Innovative Work Behavior	Between Groups	1914.562	27	70.910	4.489	.000
	Within Groups	1168.850	74	15.795		
	Total	3083.412	101			

Table 3 shows the results of a one-way ANOVA that examines Psychological Capital, the F-value is 5.731 with a p-value of .000, indicating a statistically significant difference across levels of spirituality. Similarly, Innovative Work Behavior has a significant F-value of 4.489 ($p = .000$) suggesting meaningful differences.

Table - 4

Result of linear Regression analysis between Workplace Spirituality and Psychological Capital among College Teachers'

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.365 ^a	.133	.125	7.57497

a. Predictors: (Constant), Workplace Spirituality

b. Dependent Variable: Psychological Capital

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	883.241	1	883.241	15.393	.000 ^b
	Residual	5738.014	100	57.380		
	Total	6621.255	101			

a. Dependent Variable: Psycho-capital

b. Predictors: (Constant), Spirituality

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	49.003	5.518		8.880	.000
	Spirituality	.343	.087	.365	3.923	.000

a. Dependent Variable: Psychological Capital

FIGURE- 1

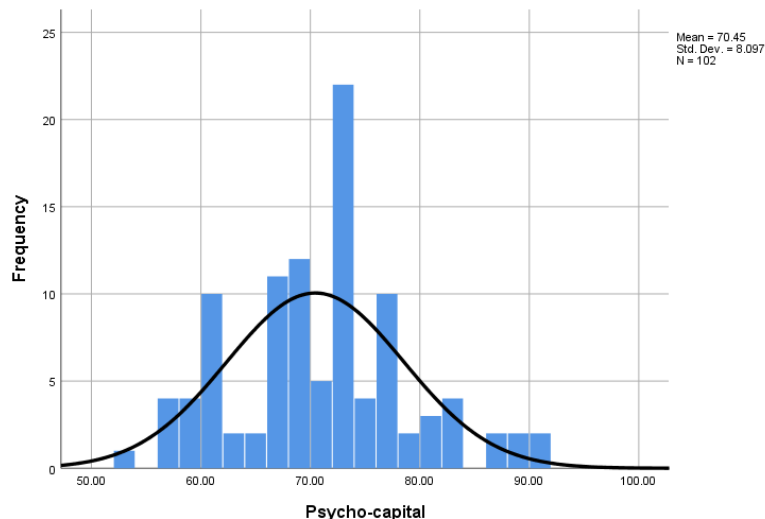


Table 6 The regression model shows that Workplace Spirituality significantly predicts Psychological Capital ($R^2 = .133$), meaning it explains 13.3% of the variance in psychological capital. The regression coefficient ($B = .343$, $p < .001$) indicates that for every unit increase in workplace spirituality, psychological capital increases by .343 units. This is a moderate yet meaningful predictive relationship.

Table 5

Result of linear Regression analysis between Workplace Spirituality and Innovative Work Behavior among College Teachers'

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.430 ^a	.185	.177	5.01401

a. Predictors: (Constant), Workplace Spirituality

b. Dependent Variable: Innovative Work Behavior

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	569.382	1	569.382	22.648	.000 ^b
	Residual	2514.029	100	25.140		
	Total	3083.412	101			

a. Dependent Variable: Innovative Work Behavior

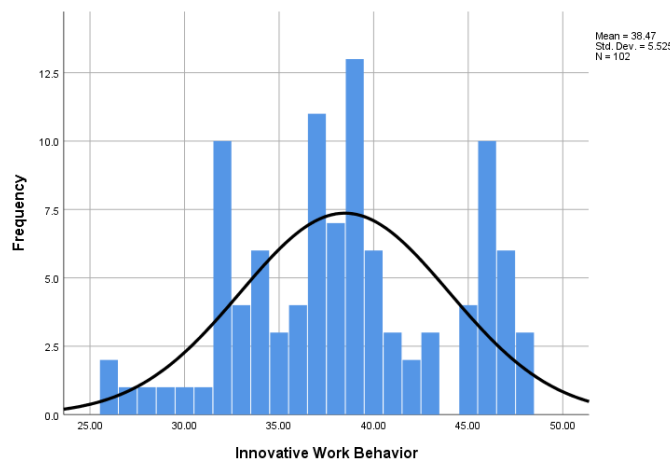
b. Predictors: (Constant), Spirituality

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	21.250	3.652		5.818	.000
	Spirituality	.275	.058	.430	4.759	.000

a. Dependent Variable: Innovative Work Behavior

FIGURE- 1



In Table 5, Workplace Spirituality significantly predicts Innovative Work Behavior ($R^2 = .185$), accounting for 18.5% of the variance. The coefficient ($B = .275$, $p < .001$) confirms a positive influence, suggesting that higher levels of spirituality at work encourage more innovative behaviors among teachers.

DISCUSSION

The findings of this study provide compelling evidence for the positive role of Workplace Spirituality in enhancing various psychological and behavioral outcomes among college teachers. The correlation analyses revealed that Workplace Spirituality is significantly and positively associated with

Psychological Capital ($r = .365$), Innovative Work Behavior ($r = .430$), These results suggest that teachers who experience greater meaning, purpose, and connectedness in their workplace tend to report higher levels of psychological well-being, creative engagement in their work.

The one-way ANOVA results further support this association, indicating significant differences in the dependent variables based on levels of Workplace Spirituality.

Linear regression analyses were conducted to assess the predictive power of Workplace Spirituality on each outcome variable. The results showed that Workplace Spirituality significantly predicted Psychological Capital ($R^2 = .133$), Innovative Work Behavior ($R^2 = .185$), These findings suggest that Workplace Spirituality is not only associated with these outcomes but also serves as a meaningful predictor. Among the four variables, Workplace Spirituality had the strongest predictive effect on Work Engagement ($B = .522$, $\beta = .640$, $p < .001$), highlighting the critical role of a spiritually supportive work environment in fostering teachers' enthusiasm, absorption, and commitment.

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Conflict of Interests: The author declared no conflict of interests.

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