



IMPACT OF WORKPLACE SPIRITUALITY ON TEACHER'S SUBJECTIVE WELL-BEING: THE MEDIATING ROLE OF JOB SATISFACTION

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RESEARCH ARTICLE



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Abstract

This research seeks to examine the connection between workplace spirituality, subjective well-being, and job satisfaction, emphasizing job satisfaction's role as a mediator in this relationship. Using a structured questionnaire and a quantitative study approach, data was obtained from 200 college instructors. Three validated measures of job satisfaction, subjective well-being, and workplace spirituality were used in the study. Data was analysed using partial least squares structural equation modeling, or PLS-SEM. According to results, workplace spirituality has favourably impact subjective well-being and teaching satisfaction. Additionally, the association between workplace spirituality and subjective well-being is mediated by job satisfaction.

Keywords: *Workplace spirituality, Subjective well-being, Job satisfaction, Partial Least Squares*

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Introduction

In organizational research, workplace spirituality which stresses the integration of meaningful jobs, an understanding of society as a whole and connection with company values has emerged as a key concept. Given that educators have a significant influence on society, it is important to closely examine how workplace spirituality affects their subjective well-being. Teachers frequently deal with emotionally taxing situations, a lot of labor, and little resources. In this regard, cultivating spirituality at work can support a more profound sense of purpose, job happiness, and general wellbeing.

The term "subjective well-being" describes how people view their emotional health, joy, and satisfaction of life. Subjective well-being is a key factor in determining teachers' capacity to carry out their jobs properly and stay engaged over the long term. The importance of subjective well-being in attaining both personal and professional fulfilment has been emphasized by researchers like Diener et al. (1985), who also suggested that workplace conditions significantly influence this result. In the realm of education, creating conditions that support teachers' well-being is essential for student results, institutional performance, and instructors' own health.

Increased job satisfaction has been associated with workplace spirituality, which includes aspects like meaningful work and connection, in a variety of occupations. Employees report better levels of job satisfaction when they believe their work is in line with their beliefs and contributes to a greater purpose, according to studies by Milliman et al. (2003) and Ashmos and Duchon (2000). By promoting a sense of fulfilment and professional resilience, this alignment can help teachers cope with the pressures of their jobs. Association between workplace attributes and subjective well-being is known to be mediated by job satisfaction. The two-factor approach was put forth by Herzberg et al. (1959), emphasizing the role that intrinsic motivator like meaningful work plays in fostering job satisfaction and lowering discontent.

In teaching, where emotional labor is crucial, job satisfaction is a critical link between workplace spiritual ideals and overall well-being. People who have fulfilling jobs that align with their values are happier and have better mental health, according to research by Hackman and Oldham (1976). Relationship between well-being, job satisfaction, and workplace spirituality in many organizational contexts has been the subject of recent research. For example, spirituality at work improves employees' attitudes and organizational commitment, which in turn improves subjective well-being, according to Rego and Cunha (2008). The

importance of job satisfaction as a mediator that connects the effects of workplace spirituality and individual outcomes was also highlighted by Gupta et al. (2014). Teachers who comprehend these relationships can gain practical advice on how to establish encouraging work environments that foster both professional and personal development. In conclusion, this paper examines how workplace spirituality affects teachers' subjective well-being, with a particular emphasis on job satisfaction as a mediating element. The study adds to a larger knowledge of how spiritual and psychological components interact to improve educators' professional life by combining previous studies and looking at the particular context of teaching. Policymakers and school administrators who want to provide supportive cultures that put teachers' overall growth and wellbeing first should take note of this findings.

Review of Literature

Workplace spirituality

The idea of workplace spirituality has drawn a lot of interest from a variety of disciplines, emphasizing its impact on workers' attitudes, actions, and general well-being. The acknowledgment of employees' inner lives and the incorporation of meaning, community, and purpose in the workplace are common definitions of spirituality at workplace. Ashmos and Duchon (2000) define workplace spirituality as the search for a deeper sense of purpose in one's work while feeling a connection to one's colleagues. Similarly, Mitroff and Denton (1999) emphasized the significance of aligning organizational procedures with personal beliefs to promote a sense of wholeness and connectivity. Several scholars have identified significant aspects of workplace spirituality.

Milliman et al. (2003) proposed three essential dimensions: meaningful employment, a feeling of community, and value congruence with the business. Work that is meaningful places a strong emphasis on the duties' inherent fulfilment and purpose. A feeling of community emphasizes belongingness and interpersonal connections. Congruence between individual and organizational ideals is referred to as value alignment. Together, these elements create a setting that is nurturing spiritually. A framework for incorporating spirituality into leadership practices was presented by Fry in his 2003 study on spiritual leadership. His research showed how spiritual leaders motivate staff members by establishing a vision that is consistent with their values and encouraging a feeling of purpose, which boosts organizational loyalty and lowers turnover.

Job satisfaction

Locke (1976) defined job satisfaction as "a pleasant or favourable mental state deriving from assessment of one's position or job experiences." He determined that both extrinsic (like compensation, supervision, and working conditions) and intrinsic (like achievement, recognition, and personal development) elements are important determinants of job satisfaction. With emphasizing on the significance of both cognitive and affective assessments of work situations, Locke's framework defined job satisfaction as a multifaceted concept. Created by Spector in 1997, the Job Satisfaction Survey (JSS) is a widely used instrument for measuring satisfaction with employment in nine areas, such as pay, advancement, supervision, and nature of work. His study gave employers a useful tool to assess employee happiness and pinpoint areas that require improvement. Spector (1997) underlined that performance, organizational commitment, and turnover intentions are all strongly correlated with work satisfaction. In their Job Characteristics Model, Hackman and Oldham (1976) identified five essential job aspects that impact satisfaction with work: independence, suggestions, identity of task, task relevance, and variety of skills. These factors have an impact on employees' psychological states, including feelings of responsibility and meaningfulness, which in turn influence their levels of satisfaction. Their research showed how job design has a direct effect on worker happiness and motivation.

Teacher's subjective well-being

Investigation into teachers' subjective well-being (SWB) is crucial since it affects both their professional performance and the learning environment as a whole. Self-reported emotional states, life satisfaction, and general happiness are all part of subjective well-being. Subjective well-being was first defined by Diener et al. (1985), who defined it as a mix of satisfaction with life, good affect, and the lack of adverse effect. Their research, while not teacher-specific, provides important insights into how environmental and personal factors impact SWB, highlighting the importance of healthy interpersonal interactions and supportive work settings in promoting teachers' well-being. Huebner (1991) investigated the connection between school surroundings and teachers' well-being, emphasizing the substantial influence of elements including workload, administrative support, and student behavior on instructors' emotional well-being. According to his research, schools that prioritize creating a happy work environment and offering stress-reduction tools had higher subjective well-being among their teachers.

Theoretical background and Hypotheses development

Notion of workplace spirituality has its roots in multidisciplinary viewpoints that incorporate ideas from organizational behavior, psychology, sociology, and philosophy. It stresses how important it is to bring one's personal values, feeling of purpose, and spirit connected to others to the workplace. Numerous frameworks and models that examine workplace spirituality's dimensions, significance, and ramifications for both persons and companies serve as the theoretical cornerstones of this field.

Workplace spirituality and Job satisfaction

Effects of spirituality at workplace's components meaningful job, feeling of society as a whole, and value alignment on job satisfaction were investigated by Milliman et al. (2003). According to their research, workers who had a overwhelming feeling of belonging and were engaged in meaningful work expressed greater job satisfaction. Employee satisfaction increased as a result

of a stronger sense of purpose brought about by the alignment of personal and corporate values. By matching duties to employees' values and establishing supportive settings, companies that encourage spirituality increase intrinsic satisfaction. This alignment greatly improves job satisfaction, particularly in occupations that call for both intellectual and emotional engagement (Rego & Cunha 2008). Pawar (2009) looked into the relationship between job happiness and spiritual cultures in enterprises. According to the study, job happiness is positively correlated with a spiritually supportive work environment where staff members feel appreciated, respected, and supported. Pawar underlined that these settings improve employee happiness by lowering stress levels and strengthening corporate engagement. Using structural equation modeling, Petchsawang and Duchon (2009) investigated the direct relationship between job happiness and workplace spirituality. According to their research, a sense of community was the second-best predictor of job satisfaction, behind meaningful work. Regardless of outside incentives, workers who felt their employment had a purpose were more inclined to be happy with their jobs. By creating a feeling of purpose and belonging, spiritual leadership raises employees' intrinsic motivation. These spiritual principles also increase job satisfaction by attending to psychological and emotional needs, especially in dynamic or high-stress work contexts (Fry, 2003). Therefore, job happiness and meaning in work ought to be positively correlated. Thus, following hypothesis is proposed:

H1: Workplace spirituality has significant influence on job satisfaction.

Workplace spirituality and Subjective well-being

According to Ashmos and Duchon (2000), a fundamental aspect of spirituality at workplace is meaningful labour. According to their research, workers who feel that their jobs have purpose report feeling more subjectively happy. Because meaningful employment cultivates a sense of purpose, which in turn directly contributes to pleasant emotions and life satisfaction, this connection emerges. A study by Milliman et al. (2003) examined dimensions of spirituality in workplace, meaningful employment, belonging, and value alignment and how these affected SWB-related research. They discovered that companies that foster a feeling of belonging and common ideals improve the emotional health of their staff. Workers who worked in spiritually enlightened environments also expressed more contentment with their personal and professional life. Rego and Cunha (2008) investigated the manner in which workplace spirituality cultivates good feelings that are vital for SWB, including joy, optimism, and thankfulness. According to their findings, spirituality at work improves psychological resilience and lessens emotional tiredness, which enhances workers' general well-being. Workplace spirituality and mindfulness are related by Duchon and Plowman (2005), and mindfulness has a big impact on SWB. According to their research, mindfulness exercises in spiritually enlightened organizations improve employees' focus, emotional stability, and stress management, all of which lead to increased subjective well-being. Gupta et al. (2014) investigated how cultural settings affect the connection between SWB and workplace spirituality. They discovered that spiritual principles are inherently incorporated into working practices in collectivist cultures, which place a strong emphasis on community and connectivity. Due to the congruence of corporate and cultural values, workers in these settings reported higher SWB. Therefore, following hypothesis is formulated:

H2: Workplace spirituality has significant influence on subjective well-being.

Job satisfaction and Subjective well-being

Butt et al. (2005) examined how workload affected teachers' SWB and job satisfaction. According to the study, a heavy workload has a detrimental effect on job satisfaction, resulting in stress and a decline in wellbeing. On the other hand, professional autonomy and balanced workloads promote job satisfaction and improve teachers' SWB. Judge et al. investigated the relationship between dispositional characteristics, including core self-evaluations, and SWB and work satisfaction. According to their findings, instructors who are happy with their employment are more content with their lives, which in turn results in happier emotional states and a more satisfying living. This emphasizes how personality factors play a part in the association between SWB and satisfaction with job. Emotional regulation was studied by Collie et al. (2012) as a mediator between teachers' SWB and satisfaction with job. Teachers who were able to control their emotions reported feeling more satisfied with their jobs, which improved their mental and emotional health. According to the study, training in emotional intelligence may enhance SWB and work satisfaction. The impact of job resources like autonomy, peer support, and recognition on job satisfaction and SWB was investigated by Hakanen et al. (2006). Teachers who had access to these tools expressed greater mental health and happiness. Supportive work environments reduce stress associated to the job and increase satisfaction, according to their study. Therefore, the following hypothesis is presented:

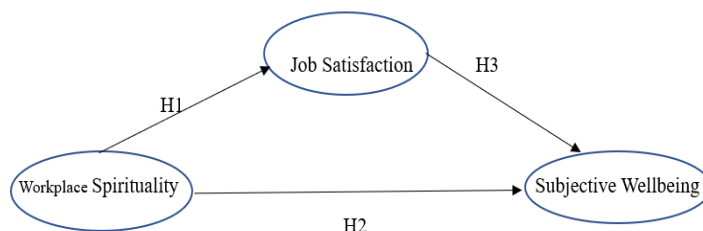
H3: Job satisfaction has significant influence on subjective well-being.

Workplace spirituality and subjective well-being: Mediating role of Job satisfaction

Impact of workplace spirituality on employee satisfaction and, consequently, on employees' subjective well-being (SWB) was investigated by Milliman et al. (2003). They discovered that employee satisfaction, which mediates the association between spirituality and SWB, is higher among workers who feel that their jobs have purpose and that they belong to a community inside their businesses. The study holds the fact that spirituality at work creates a pleasant atmosphere that improves wellbeing and job satisfaction. Guillén et al. (2015) looked into the correlation between workplace spirituality and SWB and job happiness. They came to the conclusion that spiritual activities in the workplace, such moral leadership and a respectful and trusting atmosphere, greatly improve employee satisfaction. The association between spirituality at work and SWB was found to be mediated by job satisfaction, highlighting the fact that workplace spirituality primarily improves job satisfaction, which in turn promotes worker satisfaction and emotional well-being. Houghton et al. (2015) investigated the connection between employee SWB, work happiness, and organizational spirituality. They discovered that spirituality at work promotes a feeling of community and

individual congruence with company principles, both of which boost job satisfaction. It has been demonstrated that the connection between spirituality and SWB is mediated by employee’s satisfaction, suggesting that workers who are spiritually content at work have higher levels of general wellbeing. Duchon and Plowman (2005) investigated how mindfulness and workplace spirituality can improve SWB and job happiness. They discovered that mindfulness, which is encouraged by workplace spirituality, can enhance workers’ mental health and help them manage stress more effectively. The indirect relationship between workplace spirituality and SWB Swas highlighted by the identification of job satisfaction as a mediating variable, with higher job satisfaction levels resulting in improved subjective well-being. Thus, the following hypothesis is put forward:

H4: Job satisfaction mediates the relationship between workplace spirituality and subjective well-being



Conceptual Model

Research Methodology

Sample

The effect of spirituality in the workplace on job satisfaction and subjective well-being is also measured, as is the mediating role of job satisfaction in the relationship between workplace spirituality and subjective well-being. Kerala higher secondary teachers make up the study’s population. Purposive sampling strategies were used in the study to select its respondents using a non-probability sample methodology.

A questionnaire was used to record all of the metrics and demographic data. To ensure respondent privacy, the participants were briefed on the details and aims of the research. A preliminary study featuring 50 items was carried out to evaluate the reliability of the survey tool. The initial assessment yielded Cronbach’s alpha scores exceeding 0.70 for each element on the designed scale, signifying that the survey tool is suitable for the research. Respondents responded 150 of the 200 questionnaires they received with their responses. These results are used in a more comprehensive investigation into the spirituality of teachers in the Indian educational system.

Measurement Scale

Participants were requested to rate their degree of agreement with each of the multiple-choice statements used to assess the constructs on a scale ranging from 1 (strongly disagree) to 5 (strongly agree). Workplace spirituality was evaluated using Likert-type scale (Milliman et al., 2003). The Teaching Satisfaction Scale (TSS), developed by Ho and Au (2006), was used to measure teachers’ job satisfaction. To gauge teachers’ subjective well-being, a multidimensional measure derived from Tay and Diener (2011) is employed.

Analysis and Results

Demographic Analysis

The researcher examined participants’ age, gender, marital status, professional experience, and educational qualifications. A data-driven analysis was performed on 150 valid submissions. Table 1 summarizes participants’ demographic information. The demographic attributes were evaluated using summary statistics.

Men made up 57.4% of the respondents, with women making up the remaining 42.6%. People between the ages of 41 and 50 made up the bulk of responders (42.6%). Regarding education, 62% were postgraduates, 12.6% had an M.Phil., and 38% had a PhD. Most of responders (48%) have ten to fifteen years of professional experience, while only 13 have fewer than five years.

Table 1: Demographic information of the respondents

Demographic variables	Frequency	Percentage
Gender		
Male	86	57.4
Female	64	42.6
Age		
Below 30	12	8
31-40	18	12
41-50	64	42.6

51-60	30	20
Above 60	26	17.4
Marital status		
Married	118	78.6
Unmarried	32	21.4
Job experience		
Less than 5	13	8.6
5-10	34	22.6
10-15	72	48
Above 15	31	20.6
Educational qualification		
PG	93	62
M.Phil.	19	12.6
PhD	38	25.4

Source: Primary source

Measurement Model Analysis

Partial least squares structural equation modeling (PLS-SEM) has become widely used technique in social science studies for exploring intricate relationships between latent and measurable variables (Hair Jr. et al., 2017). The use of PLS-SEM is also expanding management research (Jasimuddin et al., 2017). This method leverages the partial least squares approach to structural equation modeling to automatically create weighted composites, enabling path analysis of the structural framework through least-squares method (Dash & Paul, 2021). By estimating formatively described measurement models, this method can produce scores for particular latent variables and handle complex models with relatively little data (Sarstedt et al., 2020). It focuses the model estimation on predictions and allows testing of proposed relationships (Hair et al., 2020). PLS-SEM technique is employed in current study to comprehensively analyse intricate research framework and hypotheses (Jasimuddin et al., 2017). This approach is specifically utilized to evaluate the model’s predictive ability and to examine the connections between the constructs: job satisfaction, teachers’ subjective well-being, and workplace spirituality. The outcomes of PLS modeling can be reviewed to determine the overall performance of the model and relevance of parameters (Ferreira et al., 2010). Statistical tool SmartPLS version 4.0, which integrates confirmatory factor analysis to test the measurement model and structural equation analysis to verify the structural framework, was applied to analyse the SEM metrics. Following the evaluation of measurements, the findings are presented in terms of factor loadings, Cronbach’s Alpha (CA), Composite Reliability (CR), and Average Variance Extracted (AVE).

Testing of the Measurement Model

The variables utilized in the investigation are listed in Table 2, together with their item loadings, means, and standard deviations. Each measurement item should have a notably high load on its latent constructs, and the factor loading on each measurement item’s latent construct should exceed the suggested top limit of 0.5 (Henseler et al., 2009). The study’s factor loadings range from 0.7 to 0.84, exceeding the 0.5 cut-off number recommended by Staub (1989).

Table 2: Factor loadings, means and standard deviation of items under study

Constructs	Items	Outer loadings	Mean	Standard deviation
Workplace Spirituality	WPS1	0.721	0.723	0.025
	WPS2	0.819	0.813	0.032
	WPS3	0.643	0.645	0.025
	WPS4	0.756	0.755	0.017
	WPS5	0.682	0.688	0.036
	WPS6	0.615	0.617	0.054
	WPS7	0.781	0.781	0.045
	WPS8	0.892	0.892	0.017
	WPS9	0.813	0.815	0.053
	WPS10	0.754	0.754	0.046
	WPS11	0.762	0.763	0.032
	WPS12	0.739	0.744	0.040
	WPS13	0.826	0.826	0.023
	WPS14	0.718	0.718	0.026

	WPS15	0.626	0.624	0.056
	WPS16	0.737	0.736	0.028
	WPS17	0.627	0.622	0.031
	WPS18	0.729	0.729	0.045
	WPS19	0.829	0.829	0.021
	WPS20	0.732	0.732	0.041
	WPS21	0.831	0.833	0.031
Job satisfaction	JS1	0.765	0.765	0.025
	JS2	0.845	0.845	0.036
	JS3	0.833	0.834	0.070
	JS4	0.721	0.720	0.054
	JS5	0.651	0.651	0.028
Subjective well-being	SWB1	0.672	0.674	0.036
	SWB2	0.823	0.824	0.057
	SWB3	0.912	0.912	0.087
	SWB4	0.756	0.756	0.051
	SWB5	0.689	0.688	0.031
	SWB6	0.895	0.896	0.024
	SWB7	0.834	0.834	0.046
	SWB8	0.731	0.733	0.025
	SWB9	0.769	0.762	0.041
	SWB10	0.698	0.698	0.032
	SWB11	0.711	0.711	0.017
	SWB12	0.725	0.726	0.026

The results of the reliability analysis of the Measurement Model are compiled in Table 3. Researchers should confirm the authenticity and dependability of their work in order to guarantee its quality. The precision of measurements when they are repeated is known as reliability. CA and CR are two methods for evaluating the construct's dependability. Generally speaking, both reliability requirements should be higher than 0.70. Composite reliability, being more accurately weighted than unweighted Cronbach's Alpha and CR, should be evaluated and documented, as not all indicators exhibit the same level of reliability (Hair et al., 2019). CA is used to evaluate the measurement model's internal reliability. Cronbach's Alpha (CA) value exceeding 0.6 or 0.7 signifies high level of consistency in data provided through questionnaire (Nunnally, 1978). The questionnaire's significant reliability was indicated by the fact that the CA for every variable in this study was greater than 0.6. With AVE and CR, the convergent dependability was investigated. The maximum limit, internal consistency, and dependability were also guaranteed using composite reliability, which likewise produced a number higher than 0.6 or 0.7 (Joreskog, 1971). The ability to measure the correct concept is known as validity. Convergent and discriminant validity are two significant types of validity. Convergent validity denotes indicators of certain concept converging towards big portion of variation that common ground. Convergent validity can be measured with the AVE. The AVE is created by averaging the indication dependability of a construct. Average variance shared by construct and each component indicators is computed using this indicator. To satisfy the criteria, the AVE's value must be 50% or higher. In other words, appropriate convergent validity (Fornell & Larcker, 1981) is indicated by AVE values exceeding threshold value of 0.5, which is also met. They are compiled in Table 3, which demonstrates, scale reliability scores had sufficient and trustworthy measurement characteristics for analysis.

Table 3: Reliability of measurement model

Constructs	Cronbach's Alpha	Composite Reliability	AVE
Workplace Spirituality	0.941	0.876	0.756
Job Satisfaction	0.823	0.896	0.806
Subjective Well-being	0.872	0.948	0.682

The inter-construct coefficient matrix and the square root of AVE are shown in Table 4. When indicators within a construct have a significant correlation with one another but differ from indicators of other constructs, this is known as discriminant validity. When construct's shared variance (AVE) is more than the shared variance among the constructs, it is obvious (Hair et al., 2020). Square root of AVE for that construct should less than correlation between that construct and other constructs (Bagozzi, 1981). Table 4 displays results of use of Fornell-Larcker criterion to ascertain discriminant validity. The table showed no inter-variable correlations. The measurement model's results demonstrated strong validity and reliability, indicating that it is suitable for additional research.

Table 4: Correlation Matrix

Fornell-Larcker Criterion	1	2	3
Job satisfaction	0.766		
Subjective well-being	0.606	0.664	
Workplace spirituality	0.434	0.548	0.683

Structural Model and Path Analysis

Statistical software SmartPLS version 4.0 and PLS-SEM were used to evaluate hypotheses. PLS estimation process weights questionnaire indicators to give the resultant model the most predictive ability. PLS-SEM has emerged as a popular method for analysing correlations between variables among observable and measured variables in a variety research disciplines (Sarstedt et al., 2020). Grønholdt et al. (2000) state that latent factors are operationalized as corresponding measurement variables' weighted indices. Present model illustrated by the analysis of routes diagram, which graphically depicts the previous assumptions and structures (Ciavolino & Dahlgaard, 2007). Significance and influence of every path in framework were examined using PLS-SEM in order to test proposed research model. When the latent variables are affected by the items or both, PLS can compute SEM (O'Loughlin & Coenders, 2004). Results are derived from an evaluation of the variables and their correlations depicted in Figure 1 as a suggested model. The path coefficients are shown in Table 5.

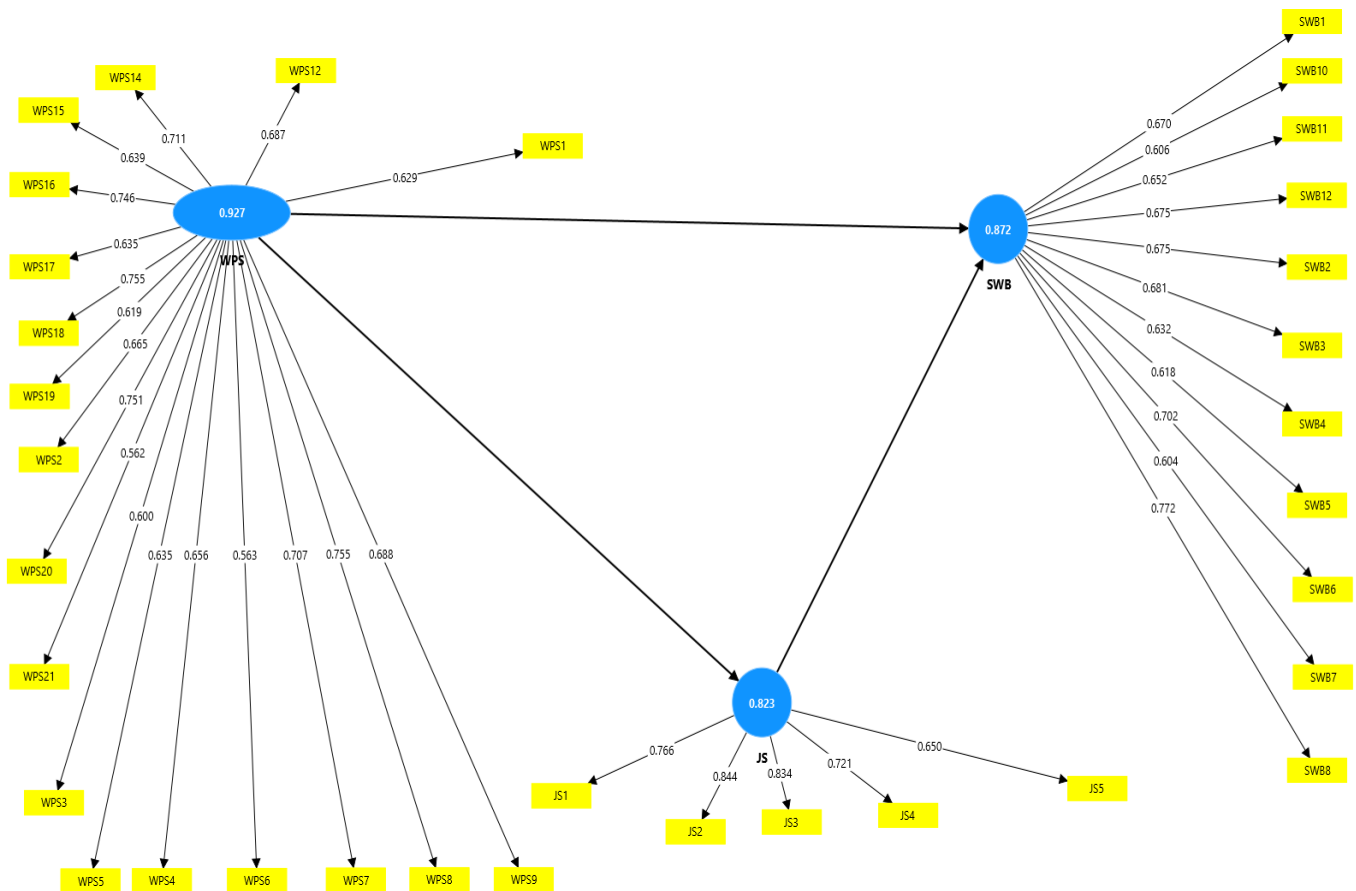


Figure 1: Outer loadings of indicators and path coefficient are shown

Table 5: Hypothesis testing results

Hypotheses	Path coefficient	T statistic	P value	Result	Mediation
H1: Workplace spirituality has significant influence on job satisfaction.	0.643	14.74	0.027	Significant	
H2: Workplace spirituality has significant influence on subjective well-being.	0.094	18.54	0.000	Significant	
H3: Job satisfaction has significant influence on subjective well-being.	0.321	1.897	0.015	Significant	
H4: Job satisfaction mediates relationship between workplace spirituality and subjective well-being.					
DIRECT EFFECT	0.094	18.54	0.000	Significant	Partial mediation effect
INDIRECT EFFECT	0.206	27.96	0.000	Significant	

Table 5 displays the findings of the hypothesis, significance level, and parameter estimate tests. This will make it easier to understand how teachers’ subjective well-being, satisfaction with work, and workplace spirituality are related. According to Hypothesis 1, job satisfaction is positively impacted by workplace spirituality. The t value is 14.74 and the path coefficient for job happiness and workplace spirituality is 0.643. The p-value is smaller than 0.05, at 0.027. This suggests that job happiness and workplace spirituality have a substantial positive connection ($p < 0.05$), accepting Hypothesis 1.

According to Hypothesis 2, subjective well-being is significantly impacted by workplace spirituality. Workplace spirituality and subjective well-being have a t-value of 18.54 and path coefficient of 0.094. P-value is 0.000, being at or below 0.05. This signifies that there is significance in statistics, therefore second hypothesis accepted.

Hypothesis three implies job satisfaction has positively impacts subjective well-being. Path coefficient for work satisfaction and subjective well-being is 0.321, and the t-value is 1.897. At 0.015, p-value is below 0.05. Findings confirm Hypothesis three by demonstrating a strong positive correlation between subjective well-being and teaching satisfaction, as indicated by the p-value being at or below 0.05.

According to Hypothesis 4, the association between teachers’ subjective well-being and workplace spirituality is mediated by job satisfaction. The direct effect’s t value is 18.54 and its path coefficient is 0.094. It is significant if its P value is below 0.05. The indirect effect’s t value is 27.96 and its path coefficient is 0.206. The indirect effect’s P value is significant and likewise below the 0.05 standard limit. Given the magnitude of the direct and indirect impacts, there is partial mediation of teaching satisfaction between spirituality and subjective well-being of teachers.

Findings reveal that spirituality increases teacher’s satisfaction and teacher’s subjective well-being. The degree of spirituality at workplace and its impact on teachers’ two positive work attitudes satisfaction and subjective well-being were determined by the current study. The current study successfully attempted to close the research gap, particularly with regard to the education sector. The findings demonstrated that teaching satisfaction and subjective well-being are positively correlated and impacted by spirituality, and that teaching satisfaction mediates relationship between spirituality and subjective well-being to some extent. As a result, the results align with previous research (Pawan, 2020).

Conclusion

The study “The Impact of Workplace Spirituality on Teacher’s Subjective Well-Being: Mediating Role of Job Satisfaction” sheds important light on the association between teachers’ subjective well-being, employee satisfaction, and workplace spirituality. The findings demonstrate how workplace spirituality defined by meaningful job, a sense of identity, and harmony with organizational ideals significantly influences teachers’ emotional and psychological states. Teachers who believe that their job is spiritually enlightening are more likely to feel fulfilled, which creates a feeling of connection and purpose that greatly improves their general well-being. Additionally, the study emphasizes that a key mediating aspect in this link is job satisfaction. Teachers are more likely to be content with their careers when there is workplace spirituality. A supportive atmosphere where they feel appreciated, empowered, and able to match their work responsibilities with their personal values is the source of this fulfilment. Because it reduces stress, encourages good emotions, and fortifies teachers’ capacity to handle obstacles in their professional lives, more job satisfaction in turn results in enhanced subjective well-being.

The study also highlights the special characteristics of teaching, where interpersonal interaction and emotional work are essential. Helping children grow and develop is a common source of teachers' sense of purpose. This goal is furthered in a spiritually aligned company by encouraging a culture of cooperation, moral behavior, and individual development. As a result, this setting fosters resilience, motivation, and a positive outlook in addition to increasing job satisfaction among educators. These findings have significant practical ramifications for educational establishments. Developing workplace spirituality should be a top priority for administrators and legislators with a view to promote teachers' satisfaction with job and general well-being. A workplace can be spiritually enriched by taking steps like encouraging open communication, providing chances for both professional and personal development, supporting teamwork, and coordinating organizational objectives with personal values. These actions can enhance teacher effectiveness, retention, and general job satisfaction, which will benefit student outcomes and the success of the institution as a whole.

Educational institutions should place a high priority on developing workplace spirituality through programs that support meaningful job, community development, and connection with organizational values in order to make better teachers' well-being. Teaching satisfaction and well-being can be improved by employing tactics like promoting collaborative teaching methods, putting value-based leadership into practice, and providing opportunities for professional development that are in line with personal development. In order to proactively address issues, institutions should also routinely gauge how satisfied professors are and offer forums for feedback. To increase knowledge of the effects of workplace spirituality, future studies should examine this subject in a range of educational institutions, including institutions with different resources, cultures, and geographical locations. Deeper understanding of the long-term impacts of job satisfaction and workplace spirituality on teachers' well-being can be gained through longitudinal research. In order to provide a more thorough framework for enhancing teacher experiences, researchers could also look into how elements like leadership philosophies, the amount of work teachers have to do, or cultural aspects affect the connection between spirituality, contentment, and well-being.

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