

CONCEPTUAL REVIEW OF TEACHERS WORKPLACE SPIRITUALITY AND ITS IMPACT OF TEACHERS INTRINSIC MOTIVATION JOB SATISFACTION AND LIFE SATISFACTION

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Abstract

Throughout the length of a student's educational tenure, the educator to play an imperative role in his personality development and the ways in which they relate to the outside world, both intellectually and perceptually. The importance of the educator's role in this area cannot be overstated. Two characteristics that help a teacher have a favourable opinion of the environment in which they work include having a high degree of aspiration and having a positive attitude on the teaching profession. This assessment is based on the teacher's view of the working environment. This study's goal was to assess the literature on spirituality in the workplace with an emphasis on how it affects teachers' levels of intrinsic motivation for their work, job satisfaction, and overall life satisfaction. The model also recommends doing research on the demographically relevant characteristics of the teacher, such as his or her designation, credentials, and years of experience. Additionally, it must be evaluated if organisational components like human resource policies have an impact on the motivation, job satisfaction, and overall well-being of teachers.

Keywords: Workplace Spirituality, Intrinsic Motivation, Job satisfaction and Life satisfaction.

Introduction

Education is often recognised as one of the most prestigious and important professions in the world. All other occupations in society may be traced back to the teaching profession. The educator is both the educational system's support structure and the backbone of any nation (Nadim, Chaudhry, Kalyar, & Riaz, 2012) They serve as an example and are purposefully followed by others. The function of the instructor in the development of students' personalities and their perceptual and cognitive relationships with the environment is of the highest significance. Students' performance style traits are formed via the instructional process. Because of this, it is fair to anticipate that every person would act in a way that maximises his ability. A teacher's optimistic attitude on teaching and high aspiration level are two characteristics that influence the teacher's positive evaluation of the working environment (Usop, Askandar, & Lagguyan-Kadton, Onotan Usop, 2013).

It is well known that a teacher's instructional effectiveness is one of the most influential variables on their students' learning and academic achievement (Usop, Askandar, & Lagguyan-Kadton, Onotan Usop, 2013). Previous research has shown that a range of factors, including aptitudes, work attitudes, subject mastery, teaching methods, personal traits, classroom environment, general mental capacity, personality, and relationships with students, influence a teacher's job performance (Usop, Askandar, & Lagguyan-Kadton, Onotan Usop, 2013). Similarly, the

research literature in the area of education indicates that one of these important characteristics is the amount of Job satisfaction that teachers have (Currall, Towler, Judge, & Kohn, 2005) Due to the fact that teachers deal with the future of the community or society in which they operate, the need for teacher satisfaction in the context of education has increased in importance. According to Johnson and Holdaway (1994), it is essential to do research on the subject of job satisfaction in the educational context, with an emphasis on instructors at Management Institutes. They determined the following to be the three key causes: Negative occurrences, such as teacher absence and regular staff turnover, are associated with low levels of satisfaction. Second, there is a considerable association between job satisfaction and the overall quality of life one experiences in society. Thirdly, new challenges in the area of education, such as modernization, the reevaluation of technology, and an increase in accountability, put educators under a tremendous deal of stress and highlight the need for a larger emphasis on job satisfaction. As an additional point of interest, findings from studies conducted all over the world indicate that the degree to which educators are satisfied with their jobs and working conditions is likely to have a significant impact on whether or not they remain in the teaching field, the way they instruct their students, the development of collegial relationships within schools, and the outcomes for those students (Crossman, & Harris, 2006). Therefore, resentful instructors who are dissatisfied with their jobs will not be devoted and productive (Usop, Askandar, & Lagguyan-Kadton, Onotan Usop, 2013), however satisfied teachers may assist an educational institution improve its performance (Usop, Askandar, & Lagguyan-Kadton, Onotan Usop, 2013). According to Woods and Weasmer (2002), teacher turnover lowers, collegiality rises, and overall work performance improves when instructors are satisfied with their positions. Due to the importance of this issue, several studies have been undertaken over the last two decades to explore the factors that determine the degree of job satisfaction among teachers (Farber, 1991);

Job Satisfaction

Job satisfaction is one of the most frequently discussed and intensively explored ideas in a range of related subjects, such as industrial-organizational psychology, organisational behaviour, personnel and human resource management, organisational management, and education. According to Locke's definition of work satisfaction, determining a teacher's degree of job satisfaction is a cognitive and evaluative process. Consequently, measuring the emotional health of educators is inadequate for establishing the work satisfaction level in the teaching profession. According to Laster's (1982) definition, "teacher job satisfaction" relates to the extent to which an educator recognises and sets value on a range of characteristics, such as assessment, collegiality, responsibility, and acknowledgement. Moreover, Skaalvik and Skaalvik (2011) define teacher job satisfaction as teachers' emotional responses to their work or teaching role. Moreover, teacher work satisfaction is a product of the perceived relationship between what a teacher wants from teaching and what he or she believes teaching offers.

Life satisfaction

A certain amount of life satisfaction is required for people's lives to have meaning and for them to feel pleasure. The notion of life satisfaction has been at the forefront of humankind's collective awareness for centuries. " Life satisfaction consists of the cognitive component of a person's subjective well-being and the person's own cognitive judgements in regard to his or her life (Diener, E., 1984). The word "happy" is often used as an idiom for "subjective well-being" in positive psychology-related studies. Subjective well-being consists of a variety of unique

components, the most significant of which are positive emotions, negative emotions, and life satisfaction. The affective and emotional component of a person's subjective degree of well-being consists of both positive and negative emotions. In addition, life satisfaction sums up the cognitive and evaluative part of one's well-being (Diener, E., Emmons, R. A., Larsen, R. J. & Griffin, S. 1985). The cognitive and evaluative process known as life satisfaction is defined as the general evaluation of the quality of life based on the criteria that individuals establish for themselves (Shine & Johnson, 1978). The way in which a person assesses his or her degree of pleasure depends on how the individual analyses the circumstances in which he or she finds himself or herself in relation to the appropriate criteria. It is observed that people's assessments of their level of satisfaction are based on a comparison of their current route to the standards that they have specified (not those imposed by others) for themselves. Life satisfaction can be defined as the situation or result that is achieved by comparing a person's expectations with those in that person's possession (Haybron, D.M., 2004), as a positive evaluation of the whole life by a person in a way that conforms to the criteria that the person himself or herself determines and an essential component of comprehensive happiness, the sum of human beliefs and evaluations about life, or the general attitude of a person toward his or her own existence (Rice, Frone & McFarlin, 1992). Shin and Johnson (1978) state that, in a broad sense, life satisfaction is the person's evaluation of the quality of life based on criteria selected by the individual. One definition of life satisfaction is the extent to which an individual is content with the manner in which all facets of his or her life are advancing favourably (Veenhoven, R. 1996). It is conceivable to define life satisfaction as a favourable appraisal of one's whole life; hence, a person's contentment with his or her employment does not necessarily indicate that he or she is pleased with his or her life as a whole. Work satisfaction may contribute to overall happiness, but it cannot replace other areas of life. To achieve life satisfaction, one must be satisfied in every aspect of life. The fact that an individual has a larger number of positive than negative evaluations of their life shows that the individual's quality of life is high [10]. According to Appleton and Song (2008), six separate factors contribute to total life satisfaction. These factors may be categorised as follows: (1) the individual's income, (2) their employment and social position, (3) their possibilities and social mobility, (4) the circumstances of the welfare system, (5) the present policies, and (6) their surroundings, family, and social interactions. According to Diener, the structure of a person's degree of life satisfaction is dynamic, meaning that it is susceptible to change based on the individual's current living circumstances and personal standards. Among them are the enjoyment obtained from daily existence, the significance of life, the flexibility to achieve objectives, a positive individual identity, physical health, economic stability, and social relationships. The quality of one's social relationships is a crucial component in determining one's degree of everyday contentment. This is due to the fact that family members, including spouses, children, and friends, offer emotional support, contribute financially, share leisure time, and accompany one another. It has been shown that being married or living with a partner has the same positive impact on life satisfaction as having a social circle. The bonds between people and their friends are equally as important as those between them and their families. The following is a categorization of the key contributors to an individual's degree of life satisfaction: Freedom, democracy, having an open mind, being active, political stability, the feeling of having control over one's own life, being physically and spiritually sound, being married, having good relationships with family and friends, participating in sports, residing in a safe region, having a large social circle, and having a positive individual identity are all factors that contribute (Khakoo, 2004). Upon reviewing the relevant published literature, it was revealed

that insufficient research had been done to study the levels of life satisfaction reported by Management faculties.

Spirituality in the workplace

The term "spirituality in the workplace" is now often used, and the topic itself has become one that can be explored by both academics and practitioners. There are as many definitions of it as there are researchers, and it will enhance the quality of both the individual and the organisation (Gibbon, 1999). According to Ashmos and Duchon (2000), workplace spirituality is defined as the realisation that employees have an inner existence that is both fed and nourished by meaningful work that occurs within the context of community. In their view, a spiritual place of employment was one that allowed a person to convey something about their inner being via the performance of meaningful work within the context of a community. According to Milliman, Czaplewski, and Ferguson (2003), a spiritual workplace is one in which individuals engage in meaningful work within the setting of a community. This result is consistent with the prior assertion. According to their viewpoint, the third element of spirituality should not be one's inner life, but rather one's harmony with the fundamental values of the company. But Guillory, Sowell, Moneyham, and Seals (1997) had similar perspectives on the inner existence as Ashmos and Duchon (2000). Spirituality, they maintained, is the province of inner awareness and emerges as a feeling of harmony, connectivity, and unity. Ashmos and Duchon (2000) were the pioneers of this concept. Following this, Gibbons (1999) provides the following conception of the notion of spirituality at work: A route for individuals and organisations toward the integration of work and spirituality that gives direction, completeness, and connection at work. All academic definitions agree that spirituality encompasses a sense of wholeness and community at work, as well as deeper values, despite the fact that workplace spirituality is seen as a highly personal and philosophical construct (Gibbons, 2000). Therefore, workplace spirituality entails making an effort to understand one's ultimate purpose in life, building a deep connection with one's colleagues and other individuals linked with work, and creating congruence (or alignment) between one's own beliefs and the organization's ideals (Mitroff & Denton, 1999, Milliman, Czaplewski, & Ferguson, 2003).

In a summary, the spirituality of the workplace has become a particularly essential issue in recent years, as employees struggle to deal with the enormous changes and stress that persist in the workplace. Consequently, all societies and the organisations that compose them have already begun to develop a desire to understand the underlying importance of the job they do and the people they serve (Colin, 1999). This suggests that in order to fulfil one's outer life, which may result in behaviour that is helpful to the organisation, one must master the power of inner strength (Ashmos & Duchon, 2000). This new insight has important implications for educational institutions' capacity to develop future workforces capable of satisfying the growing expectations and needs of the contemporary workplace. It is important to keep in mind that educational institutions (i.e., schools) are not merely places to impart technical knowledge and competence and to promote the concept of materialism; rather, they are environments designed to foster and promote the development of affective competencies in students. Educational institutions must embrace the fact that a person's devotion reflects his or her inner nature and life (Mottaz, 1988). Consequently, the study of spirituality has become an important issue in both academic and professional contexts (Burke, Hackney, Hudson, & Miranti, 1999; Milliman, Czaplewski & Ferguson, 2003).

Intrinsic Motivation

Motivation has long been believed to relate to the energy or drive that motivates people to participate in a certain activity of their own will. Despite this, there does not seem to be a consensus on how motivation operates (Dornyei & Ushioda, 2011). Probably owing to the complexity of the idea of motivation. As a result, the researchers used a range of motivational theories in order to reduce the scope of their study.

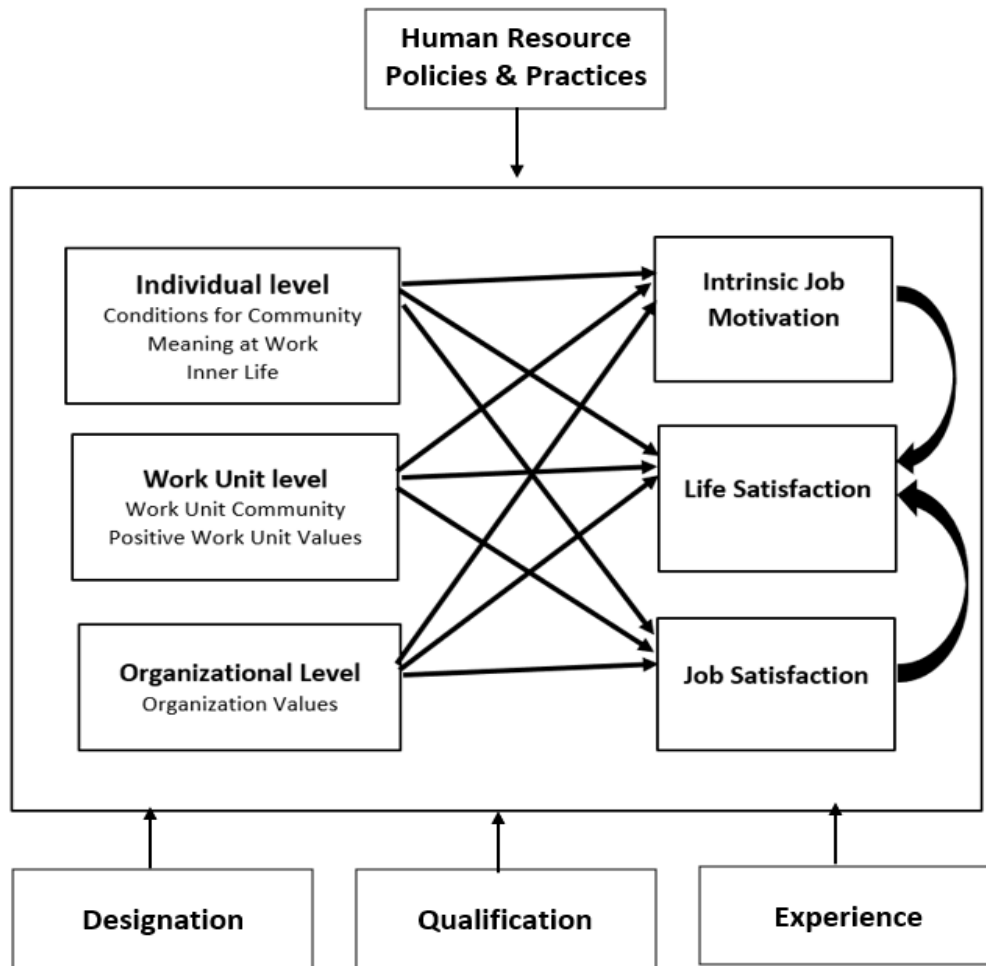
There are two separate elements of motivation, according to Legault (2016): intrinsic motivation and extrinsic motivation. The word "intrinsic motivation" (IM) refers to the process of participating in something because it is inherently gratifying or enjoyable. The core of IM is that it is not instrumental; more precisely, acts that are intrinsically motivated are not contingent on any outcome that is separate from the behaviour itself. On the contrary, the processes and the end result are identical. A child might play outdoors by running, skipping, and skipping for no other reason than that these actions are intrinsically joyful and satisfying. People have a natural inclination to be inspired by things they find intriguing or enjoyable; this is what we mean when we say that intrinsic motivation is a natural aspect of the human condition. However, for intrinsic drive to flourish, its surrounding social context must be conducive to its development. Social contexts influence the sensation of intrinsic motivation because they influence the degree to which autonomy and competence are seen as one's own. In contrast, extrinsic motivation (EM) is the execution of behaviour that is essentially dependent on the achievement of an objective that is distinct from the action itself. EM refers to the execution of behaviour that is essentially dependent on the achievement of a result that is distinct from the action itself. In other words, EM has a significant impact on the natural world. It is performed for the purpose of achieving the objectives of something else.

Sinclair (2008) described the idea of teacher motivation as something that affects "what draws people to teaching, how long they stay in their first teacher education courses, and eventually the teaching profession, and the level to which they interact with both their courses and the teaching profession" (2008, p. 37). The two most essential parts of teacher motivation, according to Dornyei and Ushioda's (2011) concepts of motivation, are the encouragement to teach and the drive to remain in the profession. The drive to teach was highlighted more than the desire to remain in the profession. Following a review of the prior studies, the researchers came to the following conclusions regarding the factors that contribute to teacher motivation: prominent intrinsic motivation, which was closely related to the intrinsic interest of teaching; social contextual influences, which related to the impact of external conditions and constraints; temporal dimension, with a focus on lifelong commitment; and demotivating factors arising from negative influences.

In light of the current definitions of teacher motivation, Dornyei and Ushioda (2011) established a second dimension that is much more inclusive of the perseverance and effort with the teaching profession, which make up the second and third dimensions of Sinclair's definition. This is due to the fact that the second and third dimensions of Sinclair's definition are identical to those of previous definitions. Consequently, the term "teacher motivation" refers to the reasons that stem from an individual's intrinsic values that cause them to choose to teach and to continue teaching, as well as the intensity of teacher motivation, which is indicated by the amount of effort expended on teaching and is influenced by a variety of contextual factors.

This study will investigate the impact of a teacher's spirituality at work on his intrinsic job motivation, life satisfaction, and job satisfaction. Figure 1 depicts the conceptual model presented.

Figure No. 1 : Conceptual Model



Conclusion:

The educator's role in the intellectual and perceptual development of pupils' connections to the outside world during their schooling is of the highest importance. A high level of ambition and a positive outlook on the profession of teaching are two factors that contribute to a teacher's positive assessment of the environment in which they function.

This research aims to analyse the literature of workplace spirituality and its influence on teachers' intrinsic job motivation, job satisfaction, and life satisfaction. In addition, the model offers to assess the impact of demographic factors, such as the teacher's designation, qualifications, and years of experience. In addition, it must be determined whether organisational elements, such as human resource policies, have an impact on the motivation, work, and life satisfaction of teachers.

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