Workplace Spirituality and Its Role in Enhancing Job Satisfaction among Teaching Faculty in Telangana Colleges

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Article Info	Abstract:
	Teaching in higher education has increasingly become a demanding profession, with faculty members facing growing work pressure, emotional strain, and challenges to sustained job satisfaction. In this context, workplace spirituality has emerged as an important organizational approach that emphasizes meaningful work, trust, compassion, and a sense of community, addressing employees' inner needs alongside professional responsibilities. The present study examines the role of workplace spirituality in enhancing job satisfaction, motivation, and well-being among teaching faculty working in autonomous engineering colleges in Telangana. The study also seeks to identify the specific dimensions of workplace spirituality that most strongly influence faculty job satisfaction. Adopting a descriptive and analytical research design, primary data were collected from 174 teaching faculty members using a structured questionnaire. Workplace spirituality was operationalized through four dimensions—meaningful work, trust, compassion, and sense of community—while job satisfaction and motivation–well-being indicators were measured using validated scales. Data were analyzed in three stages using descriptive statistics, reliability analysis, and inferential techniques such as correlation and regression analysis. The findings indicate that faculty members experience a high level of workplace spirituality and job satisfaction. Reliability analysis confirms strong internal consistency of all measurement scales. Inferential results reveal that workplace spirituality has a strong and significant positive impact on job satisfaction. Dimension-level analysis shows that trust, meaningful work, and sense of community are the most influential contributors to job satisfaction, while compassion plays a supportive but relatively weaker role. Further analysis demonstrates that higher workplace spirituality is strongly associated with enhanced motivation and well-being, reflected through happiness at work, motivation to perform, and intention to continue in the institution. The study contributes region-specific empirical evidence and offers practical insights for academic administrators to foster spiritually supportive work environments that promote faculty satisfaction, motivation, and institutional effectiveness. *Keywords:* Workplace Spirituality; Job Satisfaction; Teaching Faculty; Motivation and Well-Being; Higher Education; Telangana

1. Introduction

The growing concern in the higher education sector in the past few years has been the work stress, decreasing morale, and diminishing job satisfaction of the teaching faculty. It is a well-known fact that teaching is an intellectually challenging and emotionally demanding career in which a teacher is not only expected to provide academic results, but also mentor, guide, and emotionally aid students. The available academic literature reveals that workload, institutional pressure, lack of supportive systems, and indefinite value alignment are factors that lead to dissatisfaction and burnout among teachers (Singh & Gautam, 2024). Here, workplace spirituality has come into the limelight as a significant organizational theory, which focuses on meaningful work, compassion, trust, value alignment, or a feeling of community in institutions, thus ensuring that the inner needs of employees are considered, as well as the work expectations (Gugnani and Chauhan, 2022).

Spirituality at the workplace has no connection with religious practices, but aims at enabling the employees to have a sense of purpose, belonging and inner satisfaction in their areas of work. According to previous studies, job satisfaction and well-being increase much higher when the teachers believe that their work is meaningful and when organizations encourage trust, compassion, and supportive relationships (Baluran, 2022; Ashraf et al., 2023). Despite a number of studies of national and global nature, which investigated the spirituality of work in the educational sector, the body of empirical work about teaching faculty in Telangana, specifically in independent engineering colleges, is scarce. Consequently, this study aims at investigating how workplace spirituality plays out in fostering job satisfaction among teaching faculty at the Telangana colleges and also the spiritual dimensions that most significantly drive faculty satisfaction and motivation as well as well-being.

1.1 Scope and Significance of the Research

This research paper targets the faculty in independent engineering colleges based in the city of Hyderabad, Telangana. The results will be of great interest to academic administrators, policymakers, and HR practitioners as they will show the need to incorporate spiritual values into institutional practices. College can enhance faculty satisfaction, decrease stress, and overall academic performance by focusing on meaningful work, trust, compassion, and community. The paper also adds to the academic literature by providing evidence on the subject of spirituality at the workplace in the region.

2. Literature Review

The available literature indicates a strong positive influence of workplace spirituality in determining the attitude, performance, and well-being of employees in any field with special reference to the education sectors. Spirituality at workplace has been associated with meaningful work, trust, compassion, connectedness, integrity and inner peace, which in combination boost psychological empowerment and engagement in teachers (Kavithai and Balamuruga, 2023; Azmi, 2024). Systematic and bibliometric reviews confirm that the studies of workplace spirituality have increased worldwide, and it has a close connection to job satisfaction, employee well-being, motivation, and organizational commitment (Lawande and Venkatesh, 2024; Ahmad et al., 2025). Spiritually supportive environments in higher learning institutions can support faculty members in dealing with stress and making them feel appreciated and have a greater emotional attachment to their institutions (Heidari et al., 2022; Batta et al., 2025). A number of empirical research studies directly show that spirituality in the workplace has positive effects on job satisfaction of teachers and academicians. Faculty members who have meaningful work, supportive leadership, trustful relationships, and experience of community report increased job satisfaction and a lower turnover intent (Baluran, 2022; Shivayogi and Sunil, 2024; Vineet Kumar et al., 2025). The research on the topic, carried out in India and other settings, demonstrates that an increase in spirituality in the workplace can positively impact lecturers performance, engagement, and psychological well-being even in cases when the effect of satisfaction is not high (Hafni et al., 2020; Kumar and Singh, 2025). The mediating influence of employee well-being, occupational stress, and spiritual leadership is also mentioned in the research as the strengthening factor in the relationship between spirituality and job satisfaction (Raj et al., 2023; Mittal

et al., 2024). Recent research highlights the importance of spirituality at work in terms of dealing with stress, burnout, and mental health issues among educators. Spiritually attached members of the faculty are more resilient, committed, and happy at their workplaces (Hussain and Hussain, 2025; Kritika and Jhajharia, 2025). The effect of workplace spirituality on satisfaction and well-being is further enhanced by moderating factors like work-life balance, intrinsic values, grit, and HR practices (Nikensari and Yudhistira, 2024; Fatima et al., 2015; Amjad Ali et al., 2024). Although these are vast findings, the vast majority of studies are circumstantial and lack adequate investigation on regional institutional settings like colleges within Telangana and especially autonomous engineering institutions.

2.1 Research Gap

The critical analysis of the current 30 papers has shown that whereas spirituality in the workplace and job satisfaction have been intensively studied on the basis of the countries, industries, and academic settings, the empirical studies on teaching faculty in Telangana, particularly in the autonomous colleges of engineering, are very few. The other majority of the studies research general higher education institutions, individual states not located in Telangana, or analyze mediating and moderating variables without the observed local institutional culture, value congruency and lived experience of faculty in Telangana colleges. As well, not all evidence exists to determine the particular dimensions of workplace spirituality (meaningful work, trust, compassion, and connectedness) that have the strongest impact on job satisfaction in this context of the region. This paper aims to address this gap and offer some empirical understanding that is specific to the context.

2.2 Research Objectives

1. The aim of the study is to determine the extent of work spirituality among teaching faculty in Telangana colleges.
2. To investigate the argument on how workplace spirituality affects job satisfaction in teaching faculty.
3. To determine the major dimensions of workplace spirituality that have a great impact on job satisfaction.
4. To examine the role of spirituality in the workplace as a motivator and well-being factor among faculty.
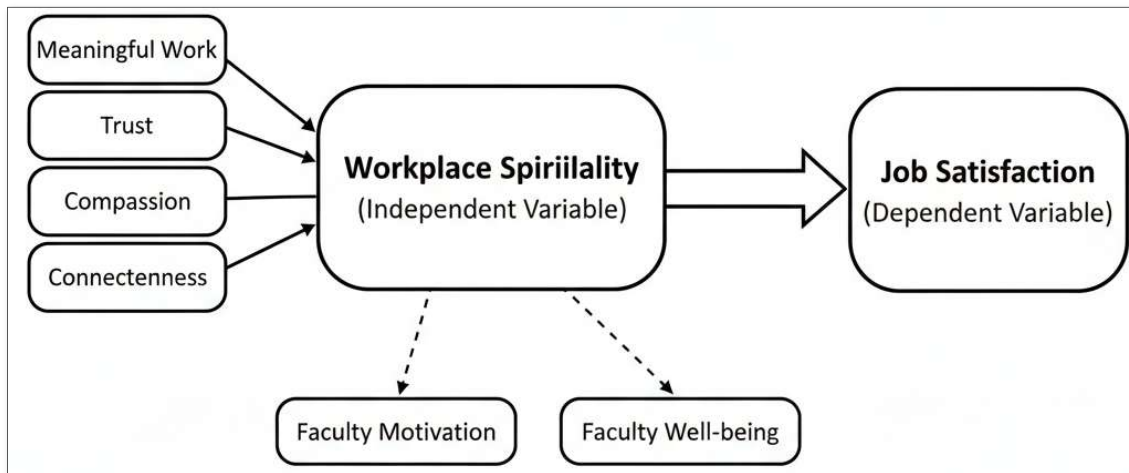
2.3 Research Hypotheses

1. **H₁:** There is a positive and significant effect of workplace spirituality on job satisfaction among the teaching faculty in Telangana colleges.
2. **H₂:** The greater the levels of meaningful work, trust, compassion, and connectedness, the greater the job satisfaction.
3. **H₃:** Faculty with a greater experience of spirituality in the workplace have higher levels of motivation and well-being.

2.4 Conceptual Framework

The theoretical framework of this study assumes that workplace spirituality will be considered the independent variable and job satisfaction as the dependent variable. Spirituality at the workplace is theorized on four dimensions, including meaningful work, trust, compassion, and connectedness. These dimensions will have a direct effect on job satisfaction of teaching faculty. Moreover, more spirituality in the workplace is hypothesized to improve the motivation and well-being of the faculty, which, in turn, will boost the overall satisfaction with the job.

Fig.1 Conceptual Framework Design

3. Research Methodology

This research design is descriptive and analytical in nature since it seeks to determine how workplace spirituality is related to job satisfaction. The target population is teaching faculty working in independent engineering colleges in the city of Hyderabad, Telangana. Primary data collection will be done through a structured questionnaire that will make the data collection anonymous and voluntary. The questionnaire will consist of standardized scales that will assess the dimensions of spirituality at the workplace and the level of job satisfaction. Simple random sampling method will be used in choosing respondents. The analysis of data will be performed with the help of the relevant statistical tools like descriptive statistics, correlation analysis, multiple regression analysis, and reliability testing to present the objectives of the research and prove the hypotheses. Such methods will be used to determine strength, direction, and importance of relationships between dimensions of spirituality at work place and job satisfaction.

4. Data Analysis and Interpretation

The data gathered with the teaching faculty were processed in a systematic way in three steps in order to respond to the objectives of the research and demonstrate the hypotheses. The descriptive statistics in the first stage helped in comprehending the general pattern of response of the respondents in relation to the dimensions of spirituality at the workplace and job satisfaction. In the second phase, reliability was assessed using Cronbachs Alpha, which was used to test the internal consistency of the measurement scales. At stage three, inferential statistical tools, including the correlation and regression analysis were used to test the correlation between dimension of workplace spirituality and job satisfaction.

Stage-1: Descriptive Analysis

Descriptive statistics were employed to summarize and describe the basic characteristics of the data collected from teaching faculty. The analysis was carried out using mean and standard deviation to understand the overall perception of respondents towards workplace spirituality dimensions—meaningful work, trust, compassion, sense of community—and job satisfaction.

Descriptive Statistics(N=174)		Mean	S.D
Meaningful work	My teaching work gives me a strong sense of purpose.	1.90	1.100
	I feel that my work contributes positively to students' lives.	1.91	0.996
	I feel proud to be part of the teaching profession.	1.86	1.033

	My job allows me to express my inner values.	1.99	1.059
	Teaching gives meaning beyond financial benefits.	1.99	1.062
Trust	Decisions taken by the administration are fair and transparent.	1.93	1.026
	I trust the management of my institution.	2.09	0.969
	I feel safe sharing my concerns with higher authorities.	2.05	1.008
	I believe my efforts are recognized by the institution.	2.09	1.025
	There is mutual trust between faculty and management.	1.98	0.991
Compassion	My institution shows concern for faculty well-being.	1.95	1.010
	Colleagues are supportive during difficult times.	1.99	1.017
	The management understands personal challenges faced by faculty.	2.13	1.068
	Faculty members treat each other with kindness and empathy.	1.95	0.969
	My institution encourages a caring work culture.	1.98	1.023
Sense of community	I feel a strong sense of belonging in my institution.	1.90	1.003
	I feel connected to my colleagues at work.	1.97	0.961
	My institution promotes collaboration among faculty.	2.03	0.918
	There is a positive relationship among faculty members.	1.97	0.952
	I feel valued as a member of this academic community.	2.02	1.008
Job satisfaction	I am satisfied with my job as a faculty member.	1.75	0.951
	I feel happy coming to work most days.	1.87	0.910
	I am satisfied with my role and responsibilities.	1.79	0.963
	I feel motivated to give my best in teaching.	1.84	0.940
	I intend to continue working in this institution.	1.86	0.987

The descriptive statistics indicate generally positive perceptions of workplace spirituality and job satisfaction among teaching faculty (N = 174). The mean values for **meaningful work** range from **1.86 to 1.99,** showing that faculty perceive their teaching role as purposeful and value-driven. The **trust** dimension records mean scores between **1.93 and 2.09,** reflecting favorable perceptions regarding fairness, transparency, and trust in management. For **compassion**, the mean values range from **1.95 to 2.13**, indicating a supportive and caring work environment. The **sense of community** dimension shows mean scores between **1.90 and 2.03**, suggesting a strong feeling of belonging and collaboration among faculty members. The **job satisfaction** dimension reports mean values ranging from **1.75 to 1.87,** indicating high levels of satisfaction, motivation, and intention to continue working in the institution. Overall, the results suggest a high level of workplace spirituality accompanied by strong job satisfaction among the respondents.

Stage-2. Reliability Analysis
Reliability analysis was conducted to assess the internal consistency of the scales used to measure workplace spirituality dimensions and job satisfaction. Cronbach's Alpha coefficient was applied to ensure the reliability and consistency of the measurement items.

S. No.	Variable	Items	Cronbach's Alpha	Interpretation
1	Meaningful work	5	0.904	Excellent
2	Trust	5	0.919	Excellent
3	Compassion	5	0.912	Excellent
4	Sense of community	5	0.897	Very Good
5	Job satisfaction	5	0.920	Excellent

The reliability analysis confirms strong internal consistency for all study variables, as reflected by Cronbach's Alpha values exceeding the recommended threshold of 0.70. The alpha values for **Meaningful Work (0.904), Trust (0.919), Compassion (0.912)**, and **Job Satisfaction (0.920)** indicate excellent reliability, while **Sense of Community (0.897)** demonstrates very good reliability. These results confirm that the measurement scales used in the study are reliable and consistent, making them suitable for further inferential statistical analysis.

Stage-3: Inferential Statistics

Stage III of the data analysis focuses on inferential statistics, which aims to test the proposed research hypotheses and draw valid conclusions about the relationships between workplace spirituality and job satisfaction among teaching faculty in Telangana colleges. While descriptive statistics summarize respondent perceptions and reliability analysis confirms the consistency of measurement scales, inferential statistical techniques enable the researcher to move beyond description and examine statistical significance, strength, and direction of relationships among variables. In this stage, appropriate inferential tools are applied to determine whether workplace spirituality and its dimensions meaningfully influence job satisfaction, motivation, and well-being, thereby validating the achievement of research objectives and supporting theory-driven conclusions.

Since workplace spirituality is a multidimensional construct, it was operationalized by combining its four core dimensions—meaningful work, trust, compassion, and sense of community—into a single composite variable. In SPSS, this was done using the Compute Variable option, where the mean scores of the four dimensions were averaged to generate an overall Workplace Spirituality (WS) score for each respondent. This approach ensures equal weighting of all dimensions and is consistent with standard practices in behavioural and organizational research for measuring higher-order constructs.

H1: Workplace spirituality has a positive and significant impact on job satisfaction among teaching faculty in Telangana colleges.

In order to prove Hypothesis H1, a simple linear regression analysis was done to determine the effect of workplace spirituality on job satisfaction among the teaching faculty. In this model, workplace spirituality was considered the independent variable and job satisfaction as the dependent variable, which allowed evaluating the strength and the significance of the predictive relationship. The results of the linear regression indicate that workplace spirituality significantly and significantly affects job satisfaction in teaching faculty.

Table 1: Model Summary and ANOVA Results for H1						
Model Statistic	**R**	**R Square**	**Adjusted R Square**	**Standard Error of Estimate**	**F Value**	**Significance (p-value)**
Value	0.933	0.87	0.869	0.299	1147.1	0.000

Table 2: Regression Coefficients for Workplace Spirituality → Job Satisfaction						
Predictor	**B**	**Std. Error**	**Beta**	**t-value**	**Sig.**	
Constant	-0.08	0.061	—	-1.375	0.171	
Workplace Spirituality	0.978	0.029	0.933	33.869	0.000	

There is an excellent explanatory power of the model as it explains 87% of the variance in job satisfaction (R 2 = 0.870). The regression model has a significant statistical value (F = 1147.140, p < 0.001) which proves that the model fits overall. The regression coefficient of spirituality at work place (B = 0.978, 8 = 0.933, p =0.001) indicates that a one unit increase of spirituality at workplace results in a significant and positive change in job satisfaction. The beta value of high standardization is also another indication that there is a strong predictive relationship between the variables. Therefore, Hypothesis H1 is accepted and it proves that workplace spirituality has a significant positive effect on job satisfaction of teaching faculty in Telangana colleges.

H_2: Higher levels of meaningful work, trust, compassion, and connectedness lead to higher job satisfaction.

Hypothesis H_2 is conceptually similar to Hypothesis H_1; however, it fulfils a different purpose in analysis. H_1 will analyze how workplace spirituality as a collective phenomenon relates to job satisfaction whereas H_2 will break down workplace spirituality into its fundamental dimensions, which are meaningful work, trust, compassion and connectedness, to understand their unique and relative effects on job satisfaction. This hypothesis offers a level of explanation because it helps see which particular elements of workplace spirituality have the largest impact on increasing the satisfaction of faculty workers. H_2, therefore, builds up on the results of H_1 by transitioning the general validation into a dimension-specific reading, which allows drawing more accurate academic conclusions and managerial implications. The best inferential statistical test was the Multiple Regression Analysis. According to this approach, the predictive power of each dimension could be simultaneously analyzed and the effect of other dimensions controlled to determine the impact of the dimensions on job satisfaction in teaching faculty. The multiple regression analysis revealed that the dimensions of workplace spirituality, which include meaningful work, trust, compassion and sense of community, were analyzed simultaneously as one model to determine their effects on job satisfaction.

Table 3: Overall Model Fit – Multiple Regression Results (H_2)						
Statistic	**R**	**R²**	**Adjusted R²**	**F value**	**Significance**	**Sample size (N)**
Value	0.896	0.803	0.799	172.396	0.000	174

Table 4: Influence of Workplace Spirituality Dimensions on Job Satisfaction				
Dimension	**B**	**Beta**	**t value**	**Sig.**
Meaningful Work	0.259	0.279	4.921	0.000
Trust	0.295	0.312	4.256	0.000
Compassion	0.127	0.134	1.819	0.071
Sense of Community	0.251	0.247	3.254	0.001

Their findings indicate that when the four dimensions are applied together, they all simultaneously account for a significant percentage of the variation in job satisfaction, which supports the overall applicability of workplace spirituality at the dimension level. Of all the predictors, trust stands out as the strongest factor after which meaningful work and sense of community are observed which means that the faculty members feel more job satisfaction when they have trust in institutional practices, feel that they have a purpose in their work and feel as a part of the academic environment. Compassion, though it is positively correlated, has a less significant contribution in case the influence of the other dimensions is considered. These results affirm that the separate dimensions of workplace spirituality have different yet significant effects on job satisfaction when they are combined hence proving Hypothesis H_2.

H₃: Teaching faculty who experience higher workplace spirituality report greater motivation and well-being.

Hypothesis H_3 will test the relationship between workplace spirituality and an increased level of motivation and well-being in teaching faculty. Motivation and well-being in the current study are conceptualized by the choice of job satisfaction indicators that portray happiness in work, desire to fulfil the teaching duties and the desire to work in the institution. In order to test this hypothesis, correlation analysis was initially used to learn the strength and direction of relationship between workplace spirituality and indicators of motivation-well-being.

Table 1: Correlation between Workplace Spirituality and Motivation & Well-Being				
Variables	**Pearson Correlation (r)**	**Sig.**	**N**	
Workplace Spirituality – Motivation & Well-Being	0.902	0.000	174	

Table 2: Linear Regression Results – Workplace Spirituality → Motivation & Well-Being					
Statistic	**R**	**R²**	**Adjusted R²**	**F value**	**Significance**
Value	0.902	0.813	0.812	747.174	0.000
Regression Coefficient					
Predictor	**B**	**Beta**	**t value**	**Sig.**	
Workplace Spirituality	0.966	0.902	27.334	0.000	

The analysis obtained through the simple linear regression was performed to determine the significance of workplace spirituality in predicting the outcome of motivation and well-being among teaching faculty members, and the outcomes obtained in the analysis demonstrate that an increase in workplace spirituality can be linked to an increase in workplace happiness, motivation, and long-term commitment to the institution. This relationship is once again validated in the regression analysis that indicates that motivation and well-being outcomes are being significantly predicted with the help of workplace spirituality. The model has over 81 percent of the variance in motivation and well-being, as spirituality at the workplace plays a significant role in determining positive psychological experiences at work. The regression coefficient tells us that as the workplace spirituality is increased, motivation and well-being levels among the faculty members would also increase. These results support the Hypothesis H3 quite well, which proves that spiritually supportive workplaces have a beneficial impact on the motivation and well-being of the faculty.

5. Findings of the Study

It has been demonstrated in the study that teaching faculty in independent engineering colleges in the state of Telangana are generally highly spiritual in the workplace, with meaningful work, trust, compassion, and strong sense of community. The descriptive outcomes show that members of the faculty feel that their teaching functions are meaningful and resonant with their own personal values, but further report a positive degree of trust in the institutional decision-making process and positive interpersonal relationships. The reliability analysis of all measurement scales indicates that all of them are internally consistent and dependable to support the success of a further analysis. The inferential results are very strong pieces of empirical evidence that spirituality in the workplace is a great way of improving job satisfaction among teaching faculty. The regression analysis of Hypothesis H_1 illustrates

that the effect of workplace spirituality as a composite construct accounts a significant percentage in the variation in the job satisfaction. Also, the multiple regression outcomes of Hypothesis H_2 indicate that among the dimensions of workplace spirituality, trust, meaningful work, and sense of community are the most significant to job satisfaction, whereas compassion is positively but less significantly correlated. The result in regards to Hypothesis H_3 will create a significant positive correlational response between the workplace spirituality and the indicators of motivation-well-being, which implies that work environments that are spiritually accommodating promote happiness at work, work motivation, and enduring involvement among faculty members.

5.1 Implications of the Study

The results of the present research are significant implications to the academic administrators, policy makers and institutional leaders in higher education. The impact of spirituality in the workplace on job satisfaction is so high that institutions should stop relying on strictly organizational or financial resources and turn towards the cultivation of valuable and purposeful working conditions. The fact that trust is one of the most important predictors implies that openness of governance, equitable decision process, and transparent communication can go a long way in ensuring faculty satisfaction. In the same way, a feeling of community can be promoted by collaboration, collegial support, and practice of inclusiveness, which can positively influence faculty engagement and retention. The fact that workplace spirituality is positively related to motivation- well-being indicators of spirituality also suggests that institutionally supportive cultures of spirituality can lead to healthier, better-motivated, and more emotionally resilient faculty. Academically, the research contributes to the current literature not only in the sense of giving a region-specific empirical data of Telangana but also in the sense of showing the importance of studying spirituality in the workplace as a construct and as specific dimensions.

5.2 Ethical Considerations

The ethical standards were followed during the research process. The visit was voluntary and before the data collection, the respondents were informed about the purpose of the study. The respondents were kept anonymous and confidentially and no information that would identify them was gathered or revealed at any point of the study. The information was maintained as an academic research tool and respondents were assured that the information should not have professional and personal implications. It was also ensured that there was proper data management, reporting of results was done honestly and that there were no cases of data manipulation or misrepresentation. These ethical measures guaranteed the integrity and credibility of the research findings.

6. Conclusion

The current investigation gives concrete empirical findings that spirituality at workplace is very important towards increasing job satisfaction, motivation, and well-being among teaching faculty in independent engineering colleges in Telangana. As it illustrates the effect of spirituality in the workplace in general and the role of its main dimensions in particular, the study provides a subtle insight into how spiritually supportive workplace conditions can affect the experiences of the faculty. Trust, meaningful work and a sense of community turns out to be specifically significant sources of job satisfaction, as well as the overall workplace spirituality is a strong predictor of positive motivational and well-being outcomes. The results highlight the role of nurturing value based, supportive and inclusive institutional cultures that ensure faculty satisfaction and long term involvement. The study with a concluding remark has been able to add value to the body of academic literature and offers practical recommendations on enhancing faculty well-being and institutional effectiveness in higher education.

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