A Study of Relationship between Spiritual Leadership and Workplace Well-being of Teachers in Secondary Schools, Lahore Pakistan

Author(s): Shadab Samar

Ph.D. Scholar, Institute of Education and Research University of the Punjab, LahoreEmail: shadabsamar2014@gmail.com

Abid Hussain Chaudhary

Professor & Dean faculty of Education, Institute of Education and Research University of the Punjab, LahoreEmail: abid.ier@pu.edu.pk

Abstract

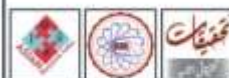*The purpose of this paper is to investigate the relationship between spiritual leadership and workplace well-being of secondary school teachers. The study is quantitative in nature and a correlation research design has been used. The secondary school teachers of Lahore are mainly targeted population and stratified sampling technique is used to draw sample of the study. The sample consists of 150 secondary school teachers (75 male and 75 females). Two close ended questionnaires on five-point likert type scale were adapted for this study. The reliability of the instruments has been approx. 0.931 and 0.94 respectively. Pearson Product-Moment Correlation Coefficient has been used to investigate the relationship between spiritual leadership and workplace well-being. Inferential statistics are used to explore the difference among secondary school teachers' perception on the basis of their demographic information. Findings of the study reveal that spiritual leadership is strongly correlated with teachers' well-being in secondary schools. There is a weak positive relationship among spiritual leadership, teachers' relatedness and teachers' competence needs. It is recommended that the head teachers should adopt spiritual style to run the school effectively because under this leadership, a healthy environment in schools might be developed and teachers may perform their duties better.*

Keywords:

> *Spiritual leadership, Workplace well-being, Secondary school teachers*

Introduction:

The high-tech globalization have reduced the communication barriers among population across the globe and bestowed mankind more comforts than ever before. Distinctive ways of entertaining taking all attention and leaving individual oblivious. Sense of loss and feeling of meaninglessness due to these amidst comforts and materialistic fulfillments is common in society at large. Life is being affected due to sense of dispiritedness extension in all aspects including personal and professional values.[1] There is a need of conscious consideration of spirituality at work. Although traditionally the workplace is considered as a place to earn bread & butter, but it is a place to nourish the employees' souls also.[2]

Over the past 20 years, spirituality has captured substantial attention of psychologists, social scientists, and organizational researchers for the better utilization of human resources at workplace. However, some researchers and philosophers did not consider spirituality a worthy of scientific study, despite acknowledgment that it has power to transform the traditional and conservative thinking about leadership that may be a well worth for academic and organizational growth.[3] In this context, spiritual leadership is observed as a

phenomenon that is recognized within the wider focus of finding a higher calling, meaning and purpose for one's work. [4] Even some organizations (Google, Zappo etc.) are incorporating spirit as an aspect and subject in their training programs and workshops to increase workers' satisfaction, productivity of work, human development and increase in healthy relationships among leaders and colleagues. Spiritual Leadership is changing the dimensions of workplace believes and contributing to produce more positive outcomes.[5] The educational leadership is considered to assist in the fundamentals of educational units and contributes to teaching and learning activities. Although without deep description this form of leadership is thought to be more focused on teachers' commitment in curricular and co-curricular responsibilities that directly affect the school performance.[6]

Recently, spiritual leadership has increased in education and other organizational firms because it has power to transform people's thoughts, improve their behaviors, intrinsically motivate them to find the meanings of the work and help them to create a sense of connectivity with colleagues, team members, organization, and community as well.[7] The main purpose of spiritual leadership is tapping into the fundamental needs of both the leaders and followers for their wellbeing through calling and membership. Even it influences workers' ultimate driving force that leads them to their personal and organizational development and enhance their personal and organizational commitment. Which may help them to reduce stress, anxiety, extremism, turnover, unethical issues as well as development of value-based approaches to incorporate social responsibilities.[8]

In human-to-human relationship, the most important condition is well-being because it is multi-dimensional concept, which incorporates workers' social, and psychological health-related needs. The spiritual leadership has more focused on workers' well-being.[9] The school environment is main factor that can play major role in teachers' wellbeing because teachers' satisfaction about their personal and professional needs gives them a meaningful ground to achieve their goals successfully.[10] In Pakistani overcrowded school environment, teachers are facing weak cooperative spirit and lack of communication from their head teachers. The common culture in Pakistani schools is that the head teachers run schools like their own territory with least encouragement and coordination among school staff and have a lack of vision also. They favor only those teachers who flatter them and accept their dictations without any arguments.[11] They intentionally discredit and disregard those teachers who would like to work hard on their own and have their arguments. These practices of head teachers create a mistrust environment which lower down teachers' wellbeing. The aim of this study was to explore the relationship among headteachers' spiritual leadership practices and teachers' wellbeing in secondary schools. This study may be helpful for headteachers to understand teachers' needs about their care, job satisfaction, autonomy, relatedness, and competence as well as help to resolve issues regarding these. The findings of the study may provide awareness to teachers about their headteachers' spiritual leadership and their wellbeing needs at workplace.

Objectives of the Study

The objectives of the study were to:

1.   Determine the relationship between spiritual leadership and workplace well-beings of secondary school teachers.

2.   Find out the demographic (gender, subject, qualification age, teaching experience) difference among teachers' perceptions regarding spiritual leadership and workplace well-beings.

Research Questions of the Study:

The following were the questions of the study.

1.   Is there any significant relationship between spiritual leadership and workplace well-beings of teachers?

2.   Is there any significant relationship between spiritual leadership and workplace well-beings of teachers based on their factors?

3.   Is there any significant difference among teachers' perceptions regarding spiritual leadership and workplace well-beings on the basis of gender?

4.   Is there any significant difference among teachers' perceptions regarding spiritual leadership and workplace well-beings on the basis of gender?

5.   Is there any significant difference among teachers' perceptions regarding spiritual leadership and workplace well-beings on the basis of different subjects?

6.   Is there any significant difference among teachers' perceptions regarding spiritual leadership and workplace well-beings on the basis of qualification?

7.   Is there any significant difference among teachers' perceptions regarding spiritual leadership and workplace well-beings on the basis of job experience?

Research Methodology:

This study was quantitative in nature and descriptive correlation design was used to explore the relationship of spiritual leadership and workplace well-being of secondary school teachers at Lahore district, Pakistan. The population of the study was comprised of secondary school teachers of district Lahore. The sample was selected through stratified sampling technique. The total number of secondary schools in Lahore are 283 including 132 boys' and 91 girls' secondary schools. The total number of male and female teachers was 10434 and 8911, respectively (ASER, 2019).[12] Twenty secondary schools (10 = boys' and 10= girls' schools) were selected from each stratum. The total sample size was 150 secondary school teachers in which 75 male and 75 female secondary school teachers selected randomly.

Two closed ended questionnaires on five-point Likert type scale were adapted to collect the data from the respondents. The first questionnaire (SLQ) about spiritual Leadership was used from Fry, Vitucci, and Cedillo (2005) study "Spiritual leadership and army transformation: Theory, measurement, and establishing a baseline" and the second questionnaire workplace wellbeing (WWBQ) was adapted from Chen et al. (2015) study "Basic psychological need satisfaction, need frustration, and need strength across four cultures" to investigate the relationship between spiritual leadership and wellbeing workplace

in secondary schools district Lahore, Pakistan. The validity of the instruments was ensured by experts' opinion. The consistency of the items in instruments were checked by using Cronbach's Alpha which were .931 and .94 accordingly. Researcher personally gathered the data after informing the main objectives of the study. Pearson's r was applied to find out the relationship between spiritual leadership and secondary school teachers' workplace well-being.

Data Analysis

Is there any significant relationship between spiritual leadership and workplace well-beings of teachers?

Table 1

Correlations between Factors of Spiritual Leadership and Workplace Well-being

Factors		Vision	Hope	Altruistic Love	Workplace well-being
Vision	Pearson r	1	.648**	.698**	.609**
Hope	Pearson r		1	.595**	.603**
Altruistic Love	Pearson r			1	.632**

(N = 150, p = .05)

The table 1 shows the relationship between factors of spiritual leadership (Vision, Hope, Altruistic Love) and workplace well beings and by using Pearson's product moment Correlation Co-efficient. A significant positive correlation of vision and hope (r=.648**)

at p <0.05 was found between vision and hope. A strong positive correlation was found between vision and altruistic love (r=.698**) at p <0.05 level of significance. A significant strong positive correlation was between vision and workplace well-being (r=.609**) at p <0.05 level of significant. Head teachers' hope and altruistic love (r=.595**), p <0.05 had moderate positive correlation. A strong correlation was found between altruistic love and workplace well-being (r=.632**) at p <0.05 level of significant.

Is there any significant relationship between spiritual leadership and workplace well-beings of teachers based on their factors?

Table 2

Correlations between Factors of Workplace Well-being and Spiritual Leadership

Factors	Correlation	Spiritual Leadership
Job Satisfaction	R	.640**
Organizational Respect	R	.746**
Teacher Care	R	.744**
Intrusion of work Private life	R	-.208*
Autonomy Needs	R	.585**
Relatedness Needs	R	.328**
Competence Need	R	.358**

(N = 150, p = .05)

The table 2 shows the relationship among factors of workplace well-beings (autonomy needs, relatedness needs, and competence needs) and spiritual leadership by using Pearson r significant relationship coefficient. Organizational

respect and spiritual leadership (r=.746**) p <0.05 and teacher care and spiritual leadership (r=.744**) p <0.05 both are significant correlated.

A strong correlation was found between job satisfaction and spiritual leadership (r=.640**), p <0.05. Teachers' autonomy needs and spiritual leadership (r=.585**), p <0.05 had significant relationship. Teachers' relatedness needs and spiritual leadership (r=.328**) p <0.05 had weak correlation. A weak correlation was there between Competence Need and spiritual leadership (r=.358**), p <0.05. There was a weak negative correlation between Intrusion of work private life and spiritual leadership (r=-.208*) p <0.05.

Table 3

Correlations between Spiritual Leadership and Workplace Well-being

Factor	r- value	Workplace wellbeing
Spiritual Leadership	Pearson Correlation	.703**
	Sig. (2-tailed)	.000
	N	150

The table 3 shows the relationship between workplace well beings and spiritual leadership by using Pearson's Product Moment Correlation Co-efficient. There was strong positive correlation found between workplace well-being and spiritual leadership (r=.703**) p <0.01.

Is there any significant gender wise difference among teachers' perceptions regarding spiritual leadership and workplace well-beings?

Table 4

The Difference among Teachers' Perceptions about Spiritual Leadership and Workplace Well-being on the based-on Gender

Measures	Gender	N	Mean	SD	t-value	df	Sig. (2-tailed)
Spiritual Leadership	Male	75	63.37	10.214	.063	148	.950
	Female	75	63.28	7.710			
Workplace well-being	Male	75	123.17	10.236	.868	148	.387
	Female	75	121.49	13.266			

Table 4 shows the gender wise differences of perceptions about spiritual leadership and workplace well-being of teachers. There was no significant difference between male and female teachers' perceptions about spiritual leadership at p=.95 level of significance. The male and female teachers' opinion were also similar p=.38 about workplace well-being in secondary schools. It is concluded that there was no gender wise difference regarding spiritual leadership and workplace wellbeing.

Is there any significant subject wise difference among teachers' perceptions regarding spiritual leadership and workplace well-beings?
Table 5
The Difference among Teachers' Perceptions about Spiritual Leadership and Workplace Well-being based on their Subject

Measures	Subject	N	Mean	SD	t-value	df	Sig. (2-tailed)
Spiritual Leadership	Arts	70	64.53	8.456	1.534	148	.127
	Science	80	62.28	9.410			
Workplace well-being	Arts	70	123.93	10.403	1.551	148	.123
	Science	80	120.94	12.868			

Table 5 shows the subject difference about spiritual leadership and workplace well-being of teachers. There was no difference between arts and science teachers' perceptions about spiritual leadership p=.12. The arts and science teachers' perceptions were also similar p=.12 about workplace well-being in schools. It is concluded that there was no subject difference in teachers' views regarding spiritual leadership and workplace wellbeing.

Is there any significant qualification wise difference among teachers' perceptions regarding spiritual leadership and workplace well-beings?
Table 6
The Difference among Teachers' Perceptions about Spiritual Leadership and Workplace Well-being on the basses of their Qualification

Measures		Sum of Squares	Df	Mean Square	F	Sig.
Spiritual Leadership	Between Groups	822.126	3	274.042	3.542	.016
	Within Groups	11296.867	146	77.376		
	Total	12118.993	149			
Workplace well-being	Between Groups	1404.004	3	468.001	3.508	.017
	Within Groups	19477.329	146	133.406		
	Total	20881.333	149			

Table 6 highlights the qualification wise difference about spiritual leadership and workplace well-being of teachers. There was significant difference in teachers' perceptions about spiritual leadership p=.05 due to qualification. Teachers' perceptions were also different significantly at p=.05 about workplace well-being in schools. It is concluded that qualification variance affects the teachers' perception that is why there was qualification wise difference regarding spiritual leadership and workplace wellbeing.

Is there any significant job experience wise difference among teachers' perceptions regarding spiritual leadership and workplace well-beings?
Table 7
The Difference among Teachers' Perceptions about Spiritual Leadership and Workplace Well-being based on their Job Experience

Factors		Sum of Squares	Df	Mean Square	F	Sig.
Spiritual Leadership	Between Groups	206.085	6	34.348	.412	.870
	Within Groups	11912.908	143	83.307		
	Total	12118.993	149			
Workplace well-being	Between Groups	1025.067	6	170.844	1.230	.294
	Within Groups	19856.267	143	138.855		
	Total	20881.333	149			

Table 7 indicated experience wise difference about spiritual leadership and workplace well-being of teachers. There was no significant difference in teachers' perceptions about spiritual leadership p=.87 due to teaching experience. Teachers' perceptions were also similar p=.29 about workplace well-being in secondary schools. It is concluded that there was no significant difference among teachers' perceptions regarding leadership and well-being on the basis of job experience.

Is there any significant age wise difference among teachers' perceptions regarding spiritual leadership and workplace well-beings?
Table 8
The Difference among Teachers' Perceptions about Spiritual Leadership and Workplace Well-being on the basis of their Age

Factors		Sum of Squares	df	Mean Square	F	Sig.
Spiritual Leadership	Between Groups	77.326	5	15.465	.185	.968
	Within Groups	12041.667	144	83.623		
	Total	12118.993	149			
Workplace well being	Between Groups	818.069	5	163.614	1.174	.325
	Within Groups	20063.264	144	139.328		
	Total	20881.333	149			

Table 8 shows the age wise difference about spiritual leadership and workplace well-being of teachers. There was no significant difference in teachers' perceptions about spiritual leadership p=.96 due to age difference. Teachers'

perceptions were also similar p=.32 about workplace well-being in schools. It is concluded that there was no significant age wise difference among teachers' perceptions regarding leadership and well-being.

Discussion:

The aim of this study was to examine the relationship of spiritual leadership and workplace well-being of secondary school teachers at district Lahore. The major findings of the study showed that there was a strong positive relationship among headteachers' vision, hope and altruistic love. The relationship among spiritual leadership factors (vision, hope and altruistic love) makes it effective leadership in organization. Leader who has strong alignment among vision, hope and altruistic love works as a backup for his employees in exploring new paradigms in their work. Employees in any organization need clear direction, emotional and suitable environmental support to raise meaning in their work to accomplish their goals more successfully.[13] Similarly, findings indicated that there was a strong positive relationship among spiritual leadership, organizational respect, teachers' care, teachers' job satisfaction and teachers' autonomy need. But there was weak positive relationship among spiritual leadership, teachers' relatedness need, and teachers' competence need. However, there was weak negative relationship between intrusion of work in teachers' private life and spiritual leadership. The concept of employees psychological and professional needs is emerged as a crucial concept to support them within social contexts such as organization that influence their intrinsic motivation and improve performance. Employees' care, autonomy, relatedness, and competence needs are their basic psychological needs which motivate them and give them satisfaction at workplace. The results of the study are consistent with the findings of previous literature, headteachers provides autonomy need of teachers because teachers without power in classroom, cannot decide direction for their teaching and learning and due to satisfaction of autonomy need they feel self-determined in their profession. Similarly, they have choice and personal causation in teaching activities without any pressure, constrained and coerced. Without autonomy in job, they will be unable to perform job confidently and unable to bring innovation in their work. In secondary schools, teachers have clear direction about teaching objective, timetable, teaching subjects according to their qualification which they teach and time frame for the completion of the syllabus. But on the other hand, teachers have weak relatedness and competency needs in schools. The relatedness needs are all about their social needs which help them to establish a positive association in organization. The main reason is headteachers have more focus on teachers, students, and overall school performance. They have no concern about how much teachers have association with them, school culture and school as an organization. Therefore, often teachers are frustrated and feel themselves uncomfortable in their profession and schools. Usually, in Pakistan teaching profession is considered as a second or even sometime a last choice therefore teachers' voices are ignored.[14] Relatedness and competence needs relate to the needs of satisfaction because these helps to improve their understanding the objective and mission of organization. But mostly, teachers' competency needs are considered as their own personal needs that is why headteachers have less attention in this regard.[15,16]

Conclusion: Spiritual leadership and workplace wellbeing has strong relationship. The head teachers play key role in making suitable environment where teachers perform their duties happily and nourish their competencies with the help of the heads and colleagues. The findings of the study show that the adapted questionnaires spiritual leadership questionnaire (SLQ) and Workplace wellbeing questionnaire (WWBQ) are approved reliable in Pakistani schools' scenario. Based on the findings, the study concludes that over all there is strong relationship between spiritual leadership and workplace wellbeing needs of secondary school teachers. Teachers are satisfied with their organizational respect, teachers' care, teachers' job satisfaction and teachers' autonomy need. However, they in some way frustrated about their relatedness and competence needs in their schools.

Recommendations:

The spiritual leadership is a new style to lead the personnel in any organization. This leadership provides positive and healthy environment to teachers for performing in a good way. Teachers feel mentally strong and pleasant and they can use their capabilities confidently, to do more work in their fields. The findings of this study recommended that the head teachers should adopt spiritual leadership style to run their schools because this leadership may help to raise a healthy environment in schools where teachers may perform their duties with harmony and comfort. Head teachers should adopt supportive behaviours to build teachers-teachers and teachers-head teachers' relationship for the betterment of their wellbeing in schools. Based on the findings, the study also recommends that the leadership need to use vision, altruistic love, and hope more effectively to improve teachers' relatedness and competence needs to intrinsically satisfy and motivate them for their duties.

A survey study is important to additionally set up the legitimacy of the arising spiritual leadership concept. Research is likewise required that fuse target measures from a more extensive range of performance areas. Many other constructs related teachers (e.g., life fulfillment, mental prosperity) estimated to be influenced by profound administration may be planned. The subjective type studies regarding this topic may be planned in future. The stated constructs may be investigated at the Intermediate and higher level to find the beliefs and perception of teachers regarding spiritual leadership and workplace well-being.

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