Role of Spirituality at Work on Workforce Agility: A Study among Higher Secondary Teachers

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ABSTRACT

The study intended to explain the role of spirituality at work on workforce agility among higher secondary teachers in Kerala. Specifically, this study finds out the level of spirituality at work and workforce agility among teachers and to find out the relationship between spirituality at work and workforce agility and also examine how the demographic variables influence spirituality at work and workforce agility. A structured questionnaire of spirituality at work and workforce agility is used for the study. Data was collected from 200 respondents by using purposive random Sampling technique. The findings of the study shows that there is high level of spirituality at work and workforce agility among higher secondary teachers in Kerala. And also reveals that there is positive relationship between spirituality at work and workforce agility and there is no difference between male and females in their level of spirituality at work and workforce agility.

KEYWORDS: Spirituality at work, Workforce agility, Higher secondary teachers

INTRODUCTION

Organizations must continually adapt to external challenges including globalization, technology breakthroughs, and changing market needs in today's dynamic and fast-paced business world. This kind of environment demands not only strategic and structural flexibility, but also a workforce that can adjust quickly. Workforce agility, or the capacity of employees to react swiftly and efficiently to unforeseen opportunities and difficulties, has become recognized as a critical organizational attribute. It represents adaptability, creativity, and resilience—a combination of traits that help businesses stay viable and competitive in a world that is changing quickly. However, workplace spirituality has drawn a lot of attention as a human-centered strategy for encouraging moral behavior, meaning, and purpose in the workplace. Creating a work environment where people feel more deeply and meaningfully connected to their work, colleagues, and corporate mission is the goal of workplace spirituality, not focusing on religion. This relationship frequently results in higher levels of dedication, engagement, and job satisfaction, which improves performance as a whole. The convergence of workplace spirituality and workforce agility presents a distinctive viewpoint on how firms might harness human potential to prosper in uncertain settings.

Workplace spirituality is frequently defined as the infusion of moral principles like compassion, integrity, and purpose into the culture of the firm. Workers are more likely to be more dedicated and motivated if they believe their work has significance. According to research by Duchon and Plowman (2005), spirituality at work improves workers' emotional and psychological health, which fosters employee engagement and productivity. Workplace spirituality stresses the entire development of individuals, encompassing their emotional, social, and even spiritual elements, in contrast to standard organizational development strategies that only pay attention to performance measures. Pulakos et al. (2000) state that employee empowerment, a learning-oriented culture, and leadership support work together to create agility. Agile workforces help organizations

better manage uncertainty and take advantage of new opportunities. Agile workers are frequently cross-trained in several roles, which enables them to move between duties with ease. Additionally, in order to maintain workforce agility, firms must make investments in ongoing learning and development to provide workers the tools they need to take on new issues as they come up.

Workforce agility combined with workplace spirituality provides a novel approach to human resource management. Workers that are spiritually engaged are typically more resilient and adaptable, which are essential qualities of an agile workforce. A sense of meaning and purpose that is fostered by spirituality might inspire workers to welcome change rather than fight it. Moreover, trust, cooperation, and open communication are all promoted in spiritual workplaces qualities that are critical to developing agility. The confluence of spirituality in the workplace and worker agility offers a potent paradigm for businesses looking to prosper in the unpredictable business environment of today. Organizations can establish a culture that promotes employee well-being and organizational adaptation, ultimately leading to sustained success, by establishing a spiritually enriched environment and encouraging agility within their workforce.

REVIEW OF LITERATURE

Organizational behavior studies are paying more attention to two new concepts that are gaining traction: workplace spirituality and workforce agility. Workforce agility is the ability of employees to swiftly and effectively adjust to changing situations in the workplace, whereas workplace spirituality refers to the sense of meaning, purpose, and interconnectedness that individuals experience at work. An increasing body of research examining the relationship between these two topics shows that workplace spirituality can enhance worker agility by creating a more flexible, motivated, and purpose-driven workforce.

WORKPLACE SPIRITUALITY

Early studies by Ashmos and Duchon (2000) defined workplace spirituality as a sense of community, alignment with organizational ideals, and meaningful tasks that foster a sense of connectedness at work. This area of study has since grown. Further research into how spirituality improves worker well-being and fosters a supportive atmosphere was made possible by this groundbreaking study. Similarly, in order to encourage corporate commitment and boost performance, Fry (2003) constructed a theory of spiritual leadership that placed a strong emphasis on vision, hope, faith, and altruistic love. Mitroff and

Denton (1999), who discovered that CEOs wanted spirituality at work but were hesitant because of concerns about interfering with religious activities, further developed these ideas by advocating that corporations could encourage spirituality in an inclusive way. Daniel (2015) made the case that, when it comes to stress management, workplace spirituality is an effective strategy for lowering stress and burnout and fostering a healthy work environment. Similarly, Vasconcelos (2018) investigated how spirituality affects business ethics and came to the conclusion that spiritual workplaces promote moral decision-making and strengthen organizational trust. Taking a philosophical stance, Neal (2000) argues that seeing work as a means of serving the divine offers a greater sense of meaning and purpose that is advantageous to both people and businesses. Benefiel (2005) and Fry and Cohen (2009) both focused on spiritual leadership as a paradigm for moral and compassionate organizational cultures, and they also suggested that spiritual leadership promotes personal and organizational transformation. These studies further explored the relationship between leadership and transformation. Fernando and Jackson (2006) investigated how religion plays a factor in workplace spirituality and how it affects business ethics in particular, demonstrating how spiritual frameworks based on religious principles improve moral judgment. Regarding HR's function, Marques (2005) emphasized that by developing policies and providing leadership development opportunities that prioritize spiritual development, HR departments play a crucial role in promoting workplace spirituality. The notion of the "transcendent organization" was first presented by Gull and Doh (2004), who argued that companies that put an emphasis on their workers' spiritual growth will eventually see a rise in innovation and success. This concept was expanded upon by Afsar and Badir (2017), who showed how workplace spirituality encourages creative work behavior by showing that workers in spiritual contexts are more risk-takers and creative.

WORKFORCE AGILITY

In reaction to environmental instability, Dyer and Shafer (2003) introduced the notion of workforce agility, highlighting the need for firms to cultivate nimble workforces in order to stay competitive. They emphasized the significance of creating an environment where workers are motivated to swiftly pick up new abilities in reaction to changes and are continuously learning and adapting. Breu et al. (2001) further underlined that workforce agility is contingent upon workers' readiness and capacity to adjust to novel situations, emphasizing that role flexibility,

decision-making, and learning are critical components of agility maintenance. According to Sullivan and Sullivan (1998), companies must foster workforce agility by implementing adaptable work arrangements like cross-functional teams that enable staff members to act fast in response to changing needs. These organizational models not only improve flexibility but also encourage creativity and teamwork, two essential elements of an agile workforce. This idea was expanded by Sherehiy, Karwowski, and Layer (2007), who investigated how agile workforces enhance organizational performance. Their research demonstrated how technological innovation might improve agility by giving workers the means to react to changes in the market more quickly. Doz and Kosonen (2008) concentrated on the role that leadership plays in fostering workforce agility. They made the case that agile businesses need leaders who can swiftly bring their teams into line with new tactics and inspire them to take the initiative in adapting to change. Employees benefit from leadership agility as it makes the workforce more adept at handling uncertainty. The significance of leadership was underscored by Pulakos et al. (2000), who identified particular leadership behaviors—like flexibility and adaptability that foster staff agility, especially in rapidly changing contexts. Conboy and Fitzgerald (2004) studied agility from the standpoint of project management, stressing the importance of workforce agility in managing projects with tight timelines that call for quick modifications to technology, procedures, and scope. Agile teams need to be able to function well in unpredictable circumstances and swiftly adjust to changing requirements. Similarly, Teece, Peteraf, and Leih (2016) contended that dynamic capabilities like the capacity to recognize and grasp opportunities are essential for workforce agility because they let workers quickly and effectively adjust to changes in the external environment. Vickery et al. (2010) concentrated on how technology fosters workforce agility, contending that electronic tools and platforms let staff members work together more productively and react swiftly to changing needs. Organizations may improve operational efficiency and give workers the tools they need to be more adaptable by utilizing technology. In support of this, Akkaya and Tabak (2020) examined how workforce agility has been improved by digital transformation, pointing out that companies investing in digital technologies have more adaptable and responsive work environments where staff members can act fast to adjust to changing circumstances. The importance of human resource management (HRM) in promoting worker agility was highlighted by Muduli (2016). He

maintained that encouraging staff agility requires the use of agile HR strategies including performance management, employee development, and flexible work schedules. A workforce that is more resilient and agile benefits from HRM strategies that place a high value on flexibility and adaptability. The relationship between HRM and agility was also examined by Ravichandran (2018), who made the case that HR departments need to come up with plans for finding, hiring, and training staff members who have the know-how to react swiftly to changing business requirements.

WORKPLACE SPIRITUALITY AND WORKFORCE AGILITY

Ashmos and Duchon (2000) outlined how a sense of purpose and connection at work results in increased employee engagement, which lays the groundwork for understanding workplace spirituality. Workforce agility is largely dependent on adaptability, which is fostered via this interaction. This was expanded upon by Fry (2003) with the introduction of the idea of spiritual leadership, in which leaders cultivate a feeling of purpose, hope, and community all of which can encourage staff members to be more adaptable and receptive to organizational changes. The importance of workplace spirituality in corporate environments was also examined by Mitroff and Denton (1999), who emphasized that workers who experience a spiritual connection to their work are more resilient and able to adjust to change, which is a crucial component of workforce agility. Spiritually engaged individuals are more receptive to innovation and change, which are essential components of agility, according to Giacalone and Jurkiewicz's 2003 study linking spirituality to favorable organizational outcomes. Kolodinsky, Giacalone, and Jurkiewicz (2008) discovered that a workplace with aligned personal and organizational ideals has a higher level of spirituality, which in turn promotes an adaptable culture. Workers that are in line with the organization's values are more likely to be adaptable, which promotes workforce agility. According to Petchsawang and Duchon (2009), spirituality fosters an environment at work that is agile by fostering meaningful work and a sense of community. They maintained that workers are more driven to pick up new skills and adjust to different environments when they sense meaning in their work. Reave (2005) highlighted the significance of spiritual principles like humility and integrity in leadership, contending that those in positions of leadership who uphold these principles inspire their teams to be more flexible and accommodating to change. Thus, spiritual leadership is essential to creating a flexible workforce. Fernando and Jackson (2006) investigated the connection

between spirituality based on religion and ethics in the workplace, pointing out that ethical and adaptable behaviors both necessary for workforce agility can be fostered by spiritual frameworks based on religious principles. In their 2009 discussion of spiritual leadership as a paradigm for organizational transformation, Fry and Cohen pointed out that spiritual leaders foster an atmosphere in which workers feel free to be creative and adaptable. The importance of HR in promoting workplace spirituality was highlighted by Marques (2005), who contended that HR procedures that assist spiritual growth also increase workforce agility by building an environment where workers are receptive to change and learning. The notion of the "transcendent organization," which places a high value on spiritual development and encourages creativity and adaptability, was first proposed by Gull and Doh (2004). Workforces that place a high priority on spiritual development and well-being of their employees are typically more adaptable and creative. Finally, it was shown by Afsar and Badir (2017) that workplace spirituality has a direct impact on creative work behavior, which is strongly associated with workforce agility. Workers who operate in spiritual environments are more likely to be adaptable and have creative thinking skills. This point of view was further reinforced by Jurkiewicz and Giacalone (2004), who contended that spiritually inspired workplaces foster innovation and adaptability two crucial elements of agility.

OBJECTIVES
1. To study the level of workplace spirituality and workforce agility among higher secondary teachers.
2. To examine the relationship between workplace spirituality and workforce agility among higher secondary teachers.
3. To study how the demographic variables influence workplace spirituality and workforce agility.

HYPOTHESES
1. There is a positive relationship between workplace spirituality and workforce agility.
2. There is no significant difference between males and females in their level of workplace spirituality and workforce agility.
3. Different age groups have different level of workplace spirituality and workforce agility.
4. Different job experience groups have different level of workplace spirituality and workforce agility.

RESEARCH METHODOLOGY
The goal of the current study is to ascertain how higher secondary teachers in Kerala's workforce agility is impacted by their spirituality at work. Purposive sampling was used to contract 200 higher secondary teachers. The study used a standardized questionnaire with 27 items measuring workplace spirituality and 7 items measuring workforce agility.

RESULTS AND DISCUSSION

Table 1: Demographic variables

Parameter	Frequency	Percent (%)
Gender		
Male	89	45.5
Female	111	54.5
Total	200	100.0
Age		
Less than 30	42	21
30-40	68	34
40-50	48	24
Above 50	42	21
Total	200	100.0
Job experience		
Less than 2	51	25.5
2-4	36	18
4-6	29	14.5
6-8	42	21
Above 8	42	21
Total	200	100

Table 2: Descriptive statistics of Workplace spirituality

Item	Frequency	Mean	Standard Deviation
I experience joy in my work.	200	4.55	.6551
I believe others experience joy as a result of my work.	200	4.030	.9663
My spirit is energized by my work.	200	4.300	.7502
The work I do is connected to what I think is important in life.	200	4.335	.9258
I look forward to coming to work most days.	200	4.515	.5757
I see a connection between my work and the larger social good of my community.	200	4.395	.9505
I understand what gives my work personal meaning.	200	4.335	.7037
I value working cooperatively with others.	200	4.750	.5185
I feel a part of community.	200	4.745	.5209

I feel a part of community.	200	4.825	.3809
I believe people support each other.	200	4.335	.8223
I feel free to express opinions.	200	4.375	.8293
I think employees are linked with a common purpose.	200	4.420	.6525
I believe employees genuinely care about each other.	200	3.715	1.029
I feel there is a sense of being a part of family.	200	4.470	.7824
The school I work for cares about whether my spirit is energized by my work.	200	4.355	.7628
I feel positive about the values of this school.	200	4.475	.5820
This school is concerned about the poor in our community.	200	4.290	.6916
The school cares about all its employees.	200	4.245	.7401
This school has a conscience.	200	4.160	.7664
I feel connected with the goals of this school.	200	4.515	.5010
This school is concerned about the health of those who work here.	200	4.165	.8253
I feel connected with the mission of the school.	200	4.600	.5759
I feel hopeful about life	200	4.565	.7208
My spiritual values influence the choices I make.	200	4.058	1.2104
I consider myself a spiritual person.	200	3.330	1.4358
Prayer is an important part of my life.	200	3.425	1.3126
I care about the spiritual health of my co-workers/ teachers.	200	3.560	1.4058

Table 2 represents the level of workplace spirituality, with the score observed for value working cooperatively with others and feel a part of community (M=4.75 & 4.74, SD=0.51 & 0.52). In the above table showed that consider myself a spiritual person and Prayer is an important part of my life items have least mean (M=3.33 & 3.42) and SD (1.3 & 1.4). This result indicates that higher secondary teachers have high level of spirituality in their workplace.

Table 3: Descriptive statistics of Workforce agility

Item	Frequency	Mean	Standard Deviation
I am comfortable with change, new ideas and new technologies in my school.	200	4.875	.4363
I am flexible to quickly change from task, job to job and place to place.	200	4.085	.9811
I map my skills, benchmark for skill assessment and develop skills.	200	4.255	.8387
I am comfortable with cross functional teams, collaborative ventures with other schools or with a virtual organization.	200	4.135	.8428
I am tech-savvy and have knowledge in advanced manufacturing technologies, IT skills, use of mobile technologies etc.	200	4.160	.9267
I quickly develop skills, adjust to new environment and collect information.	200	4.385	.7679
I take personal interest in collecting information about my school and other organizations.	200	4.035	.9044

Table 3 represents the level of workforce agility. In terms of workforce agility comfortable with change, new ideas and new technologies in my school has highest mean score (M=4.875) and SD (0.4363). I take personal interest in collecting information about my school and other organizations has least mean score (M=4.035). This indicates that higher secondary teachers have high level of workforce agility.

Table 4: showing the test statistics and significance value of correlation

Correlations		
	Workplace spirituality	Workforce agility
Pearson Correlation	1	.719
Sig. (2-tailed)		.561
N	200	200

The test hypothesis correlation shows that there is a positive correlation. Significant value is 0.561>0.05 which is not significant. So, the hypothesis that there is a positive correlation between spirituality at work and workforce agility among higher secondary teachers is accepted.

Table 5: t test for equality of means of workplace spirituality.

	Levene's Test for Equality of Variances		t-test for Equality of Means		
Independent Samples Test					
	F	**Sig.**	**t**	**df**	**Sig. (2-tailed)**
Equal variances assumed	1.076	.301	-.006	198	.995

Table 6 shows the independent samples t test for measuring equality of means between two groups. T test shows that the significance value of t is 0.995>0.05. Therefore, the hypothesis that there is no significant difference between males and females in their spirituality at work is accept.

Table 6: t test for equality of means of workforce agility.

	Levene's Test for Equality of Variances		t-test for Equality of Means		
Independent Samples Test					
	F	**Sig.**	**t**	**df**	**Sig. (2-tailed)**
Equal variances assumed	.255	.614	.527	198	.599

Table 6 shows the independent samples t test for measuring equality of means between two groups. T test shows that the significance value of t is 0.599>0.05. Therefore, the hypothesis that there is no significant difference between males and females in their workforce agility is accept.

Table 7: showing the test statistic of ANOVA

	Sum of Squares	Df	Mean Square	F
Between Groups	1.277	4	.319	1.409
Within Groups	44.187	195	.227	
Total	45.464	199		

Degree of freedom (K-1, N-K) = (4,195)

Table value of F at 5% level of significance for (4,195) degree of freedom is 1.409. Calculated value of F is more than the table value of F. Therefore, the hypothesis that the different age group have different level of workplace spirituality is rejected.

Table 8: showing the test statistic of ANOVA

	Sum of Squares	Df	Mean Square	F
Between Groups	2.240	4	.560	2.648
Within Groups	41.248	195	.212	
Total	43.488	199		

Degree of freedom (K-1, N-K) = (4,195)

Table value of F at 5% level of significance for (4,195) degree of freedom is 2.648. Calculated value of F is more than the table value of F. Therefore, the hypothesis that the different work experience group have different level of workplace spirituality is rejected.

Table 9: showing the test statistic of ANOVA (WFA & AGE)

	Sum of Squares	Df	Mean Square	F
Between Groups	.121	3	.040	.175
Within Groups	45.343	196	.231	
Total	45.464	199		

Degree of freedom (K-1, N-K) = (3,196)

Table value of F at 5% level of significance for (3,196) degree of freedom is .175. Calculated value of F is more than the table value of F. Therefore, the hypothesis that the different age group have different level of workforce agility is rejected.

Table 10: showing the test statistic of ANOVA (WFA & EXPERIENCE)

	Sum of Squares	Df	Mean Square	F
Between Groups	1.362	4	.367	.964
Within Groups	45.343	195	.259	
Total	46.695	199		

Degree of freedom (K-1, N-K) = (4,195)

Table value of F at 5% level of significance for (4,195) degree of freedom is .964. Calculated value of F is more than the table value of F. Therefore, the hypothesis that the different work experience group have different level of workforce agility is rejected.

CONCLUSION

In the context of higher secondary teachers, the study likely reveals that spirituality fosters a greater sense of personal meaning, ethical responsibility, and commitment, which in turn enhances their ability to adapt to changing educational needs and environments. When teachers feel a spiritual connection to their work, they are more likely to exhibit characteristics of workforce agility such as resilience, openness to change, and continuous learning. Spiritual practices like mindfulness, compassion, and reflective thinking help teachers manage stress, build better relationships with students and colleagues, and stay focused on long-term goals, even in challenging situations. The study may have also highlighted that spirituality promotes a supportive, inclusive work culture that nurtures trust, emotional well-being, and a sense of belonging. This not only boosts individual agility but also contributes to collective team performance, driving overall school success. In conclusion, the article would emphasize that fostering spirituality at work is a significant factor in enhancing workforce agility among higher secondary teachers. It suggests that educational institutions could benefit from integrating spiritual practices into professional development programs, promoting a more holistic approach to teaching that supports both personal growth and organizational flexibility in an ever-changing educational landscape.

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