

Impact of Professional Development on Workplace Spirituality in Teaching: Mediating Role of Intrinsic Motivation

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Abstract

The study explores the dynamics of professional development on workplace spirituality of school teachers in Thanjavur district. The study assumes intrinsic motivation as mediating effect. The study used purposive sampling for sample selection, a structured questionnaire is employed for primary data collection. 537 samples are collected. The data is analyzed through percentage analysis, SEM and ANOVA revealing compelling insights. The study explored the intricate dynamics within educational institutions, revealing the substantial impact of antecedents on key elements such as institutional culture, leadership, job autonomy, professional development, intrinsic motivation, and workplace spirituality. Notably, institutional culture, leadership, and job autonomy emerge as influential factors shaping professional development, which, in turn, significantly influences workplace spirituality. Findings highlighted the mediating role of intrinsic motivation between professional development and workplace spirituality. Gender, age, academic standard, remuneration, and experience also prove to be significant influencers across various dimensions, providing a comprehensive understanding of the multifaceted dynamics at play within educational institutions.

Keywords: Professional Development; Intrinsic Motivation; Workplace Spirituality; School Teachers and Institutional Culture.

1. Introduction and Background

In the dynamic environment of education, the significance of continuous professional development for school teachers is widely acknowledged. The commitment to nurturing a learning environment that promotes both academic excellence and the holistic development of students has become increasingly pivotal. The recognition has led to an exploration of the intricate interplay between professional development, workplace spirituality, and intrinsic motivation among teachers. Professional development encompasses a broad spectrum of activities, ranging from workshops and seminars to ongoing training programs. Its primary aim is to enhance teaching skills, keep teachers abreast of the latest pedagogical innovations, and ultimately contribute to the overall improvement of educational outcomes. As school teachers engage in these developmental endeavors, it is essential to understand the potential ripple effects on the spiritual dimensions of the workplace and the intrinsic motivation that underpins commitment to their profession (*Singh, 2021*).

The concept of workplace spirituality in the context of teaching extends beyond conventional definitions. It encapsulates the profound sense of purpose, community, and interconnectedness that teachers derive from their work. For teachers, the workplace is not merely a site for instructional activities; it is a space where they contribute to the intellectual, emotional, and ethical growth of their students (*Kumar, 2018*). Thus, exploring how professional development influences the spiritual fabric of the teaching environment becomes imperative. Intrinsic motivation, recognized as the internal drive that propels individuals to engage in an activity for its

inherent satisfaction, is a potent force in the realm of education. Teachers who are intrinsically motivated find fulfillment in the act of teaching itself, beyond external rewards or recognition. Unveiling the mediating role of intrinsic motivation in the relationship between professional development and workplace spirituality provides understanding of the psychological mechanisms at play in the teaching profession (*Hsieh et al., 2022*).

The intention behind professional development activities is not solely to impart new knowledge and skills but to ignite a passion for continuous learning and improvement. As teachers delve into opportunities for growth, the impact on their intrinsic motivation becomes apparent. The sense of efficacy, the joy derived from witnessing students succeed, and the alignment of personal values with professional practices contribute to the intrinsic motivation. Consequently, as intrinsic motivation flourishes, it sets the stage for a profound connection between teachers and their work environment. The study seeks to explain how professional development initiatives reverberate within the spiritual dimensions of the teaching workplace (*Bhattacharyya and Afroz, 2019*). Scrutinizing the role of intrinsic motivation as a mediator, the study aims to delineate the pathways through which engagement in professional development activities influences the spiritual ethos of the teaching profession. The outcomes of the study hold the potential to inform the design of professional development programs that not only enhance pedagogical skills but also contribute to a workplace culture where teachers find deep meaning and connection in their professional endeavors.

Professional Development: Professional development for teachers has evolved into a multifaceted endeavor, recognizing the diverse needs and aspirations of teachers in the dynamic field of education. Subject-specific workshops stand as pillars of knowledge enhancement, offering teachers targeted insights and strategies to elevate their expertise in specific academic domains. These workshops serve as incubators for honing subject-specific pedagogical skills, aligning teaching methodologies with the intricacies of each discipline. The emergence of peer learning communities has transformed professional growth into a collaborative journey. Through shared experiences, collaborative problem-solving, and collective innovation, teachers engage in a continuous exchange of ideas. Peer learning communities not only foster a culture of collaboration but also provide a supportive network that extends beyond the confines of individual classrooms (*Nguyen, 2019*).

Pedagogical innovation support plays a pivotal role in empowering teachers to embrace modern teaching methodologies. As education undergoes dynamic changes, providing teachers with the tools and resources to integrate technology, creative teaching methods, and interactive approaches becomes crucial. The support ensures that teachers remain at the forefront of pedagogical innovation, creating engaging and effective learning experiences for their students. Leadership training for teachers is not merely a professional development avenue; it is an investment in the future of education (*Shobha, 2022*). Nurturing leadership skills, teachers are equipped to take on roles that extend beyond the classroom, contributing to curriculum development, policy advocacy, and educational leadership. Concurrently, mentorship programs offer a structured framework for the transfer of experience and wisdom, fostering a culture of guidance and support among teachers. These multifaceted approaches to professional development collectively enrich the educational environment, preparing teachers to navigate the complexities of modern education with resilience and innovation (*Kadam, 2022*).

Institutional Culture: In education, institutional culture serves as the bedrock upon which effective teaching and learning thrive. The encouragement of collaborative lesson planning and educational initiatives defines an institutional culture that values shared knowledge and cooperative endeavors among teachers. Such collaboration not only enriches the teaching experience but also creates a vibrant community of practitioners committed to the collective advancement of education (*Najmudeen, 2018*). An institutional culture characterized by a pronounced emphasis on student-centric values represents a commitment to the holistic development of learners. Prioritizing the well-being, individual growth, and diverse needs of students creates an environment where education transcends mere academic achievement, fostering a nurturing and supportive ethos. Furthermore, a supportive institutional culture acts as a catalyst for innovation in teaching methods. Teachers feel encouraged to experiment with new approaches, integrate technology, and explore creative pedagogies, the institution becomes a dynamic hub of educational advancement. The emphasis on innovation not only benefits teachers but also enriches the learning experiences of students, creating a symbiotic relationship between institutional culture and the quality of education provided (*Iriana and Suryadi, 2021*).

Leadership: In the educational environment, effective leadership plays a pivotal role in shaping the culture and success of an institution. Leadership that extends empathetic decisions and provides visible support to teachers fosters a positive and motivating environment. Acknowledging the efforts and achievements of teachers is a hallmark of leadership that values and appreciates the dedication and hard work of the teaching staff. The recognition not only boosts morale but also cultivates a sense of professional fulfillment among teachers. Accessible leadership, marked by an open-door policy and approachability, establishes a foundation for transparent communication (*Dilekci, 2022*). The accessibility allows teachers to engage with leaders, seek guidance, and feel supported in their roles. Moreover, leadership that is responsive to teacher feedback demonstrates a commitment to continuous improvement, creating a collaborative and dynamic educational ecosystem. Through these leadership qualities, educational leaders become catalysts for a thriving and cohesive learning environment, where teachers are empowered and motivated to shine.

Job Autonomy: Job autonomy for teachers is a cornerstone of fostering a dynamic and effective learning environment. Granting freedom in classroom management and assessment allows teachers to tailor their approaches to the unique needs of their students, fostering an individualized and responsive teaching experience. This autonomy extends beyond routine tasks, empowering teachers to make decisions in student engagement strategies, promoting creativity and adaptability in their teaching methods. Furthermore, job autonomy aligns with personal growth goals, enabling teachers to pursue professional development in areas that resonate with their passions and aspirations. Such alignment not only enhances job satisfaction but also contributes to a sense of purpose and fulfillment in the teaching profession (*Kara and Bozkurt, 2022*). As teachers navigate the complex environment of education, autonomy in decision-making becomes a catalyst for innovation, providing the flexibility needed to address the diverse learning styles and challenges present in the classroom. In essence, job autonomy for teachers is a crucial ingredient for a vibrant and thriving educational ecosystem.

Intrinsic Motivation: Intrinsic motivation forms the beating heart of effective teaching, transcending external rewards to fuel teachers' commitment and passion for their craft. Teachers driven by a deep passion for the subjects they teach bring an infectious enthusiasm into the classroom, fostering an environment where curiosity and love for learning can flourish. The intrinsic connection to the subject matter elevates the educational experience, making lessons engaging and inspiring. The contentment derived from the academic success of students serves as a powerful intrinsic motivator. Witnessing students excel academically and personally not only validates the effectiveness of teaching methods but also instills a profound sense of accomplishment and purpose in teachers. The intrinsic joy further solidifies the link between the teacher's efforts and the positive outcomes of their students (*Ontas and Okut, 2017*).

Inclination to learn and improve teaching practices characterizes intrinsically motivated teachers. The continuous pursuit of knowledge, coupled with a commitment to refining pedagogical approaches, ensures that teaching remains a dynamic and evolving profession. The intrinsic desire for self-improvement not only benefits individual teachers but also contributes to the overall quality of education. Moreover, intrinsic motivation finds its roots in the alignment of personal values and educational philosophy. Teachers who see their work as an extension of their beliefs and principles experience a profound sense of purpose, creating a harmonious connection between their intrinsic motivations and the broader goals of education (*Rao, 2016*). Ultimately, intrinsic motivation stands as a driving force that propels teachers beyond the challenges of the profession, nurturing a resilient and passionate educational community.

Workplace Spirituality: Workplace spirituality in the realm of teaching extends beyond conventional professional boundaries, creating an environment where teachers find profound meaning and connection in their work. The creation of a positive and supportive community lies at the heart of workplace spirituality, fostering a sense of belonging and camaraderie among teachers. This collaborative ethos not only enhances the work environment but also contributes to the collective well-being of the educational community. Opportunities to engage in reflective practices further deepen workplace spirituality (*Paul and Jena, 2022*). Reflection provides teachers with moments of introspection, allowing them to find purpose and derive personal growth from their experiences. This introspective dimension contributes to the spiritual fabric of the workplace, creating a culture of continuous learning and self-discovery.

The alignment of personal and institutional values is a cornerstone of workplace spirituality. When teachers perceive a resonance between their individual beliefs and the overarching mission of the institution, a profound sense of purpose and fulfillment ensues. Recognition of personal and collective achievements adds another layer to workplace spirituality, instilling a sense of pride and motivation among teachers. Moreover, workplace spirituality is nurtured in an ethical decision-making climate. When an institution upholds ethical considerations and values in its practices, it cultivates an environment of trust and integrity. This ethical foundation not only guides individual actions but also contributes to the creation of a workplace where spirituality thrives, and teachers find both personal and professional fulfillment (*Mahipalan and Sheena, 2019*).

2. Problem Statement

The teaching profession is undergoing continuous transformation, marked by evolving educational paradigms and the increasing recognition of the importance of teachers' well-being. Amidst this backdrop, understanding the intricate relationships between professional development, workplace spirituality, and intrinsic motivation becomes imperative. The problem at hand centers on deciphering how professional development initiatives, designed to enhance teaching skills and pedagogical approaches, influence the spiritual dimensions of the workplace among teachers. While the literature recognizes the positive impact of professional development on individual teacher efficacy, the nexus between these initiatives, workplace spirituality, and intrinsic motivation remains underexplored. The study seeks to check the relationship, probing the extent to which professional development resonates within the spiritual stuff of the teaching environment. Moreover, the mediation role of intrinsic motivation introduces a novel perspective, aiming to understand the psychological mechanisms through which engagement in professional development activities cascades into the spiritual dimensions of teaching. The study aspires to pave the way for tailored strategies that enhance both professional growth and the spiritual fulfillment of teachers in the teaching profession.

3. Need

The need arises from the evolving setting of education, where the well-being and satisfaction of teachers are increasingly recognized as pivotal factors in fostering effective teaching and learning environments. Professional development initiatives have become universal, yet there exists a notable gap in understanding their holistic impact on the teaching profession. Teachers, as key contributors to the educational ecosystem, undergo continuous professional development to enhance their skills and adapt to changing pedagogical demands. However, the broader consequences of these initiatives on the spiritual dimensions of the workplace and the intrinsic motivation of teachers deserve focused investigation. The study is essential to check the connections, probing how professional development resonates within the spiritual aspect of the teaching environment and influences the intrinsic motivation that drives teachers. As a result of delving into this research, stakeholders in education, including policymakers, administrators, and teachers, can gain a deeper understanding of the factors that contribute to the overall satisfaction, well-being, and effectiveness of teachers. The outcomes will not only inform the design of more impactful professional development programs but also offer insights into fostering a workplace culture where teachers find profound meaning and connection in their vocation, ultimately enhancing the quality of education provided to students.

4. Literature Review and Hypotheses Development

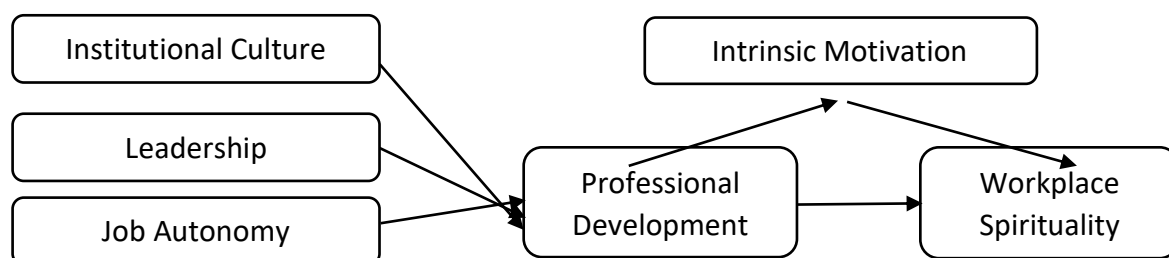
Institutional culture encompassing the shared values, norms, and practices within an institution. The influential role of institutional culture in shaping the overall environment for both teachers and students (*Ke et al., 2017*). A positive institutional culture, characterized by collaboration, support for diversity, and a commitment to student well-being, has been linked to increased teacher satisfaction, motivation, and improved student outcomes (*Mousa and Alas, 2016*). The need for educational institutions to cultivate a culture that aligns with the values and goals of its members, fostering a cohesive and thriving community. Leadership in education is a key determinant of organizational success (*Jain, 2021*). Transformational leadership, characterized by inspiration, intellectual stimulation, and individualized consideration, has been positively associated with teacher satisfaction, commitment, and effectiveness (*Lakshmi and Das, 2021*). The importance of accessible and supportive leadership in creating an environment where teachers feel valued and motivated to excel (*Rahmati et al., 2018*). Effective educational leaders play a crucial role in setting the tone for a positive institutional culture

and influencing the overall well-being of teachers. A positive institutional culture and effective leadership set the stage for a thriving educational community (Qudus et al., 2022).

Job autonomy is a critical factor contributing to the professional satisfaction and performance of teachers. Providing teachers with autonomy in their classrooms, curriculum planning, and decision-making processes enhances their job satisfaction and commitment (Mulyana and Izzati, 2022). Autonomy is linked to increased feelings of competence and ownership, fostering a sense of responsibility for student outcomes. However, the delicate balance required, as too much autonomy without support and clear guidelines may lead to challenges (Mahipalan and Sheena, 2019). Understanding and promoting job autonomy is crucial for creating a work environment that values the expertise and individuality of teachers. Professional development is a widely explored area in educational research, emphasizing the continuous growth and learning of teachers (Lodhi and Ghias, 2019). The positive impact of well-designed professional development programs on teacher efficacy, instructional practices, and overall job satisfaction (Qudus et al., 2022). Effective professional development opportunities are characterized by their alignment with teachers' needs, collaboration, and active engagement. The need for sustained, ongoing professional development to address the evolving demands of the educational environment (Arockiam and Banerjee, 2022). The importance of viewing professional development as a dynamic and integral component of teachers' career trajectories. Job autonomy and professional development contribute to teacher satisfaction and effectiveness. Intrinsic motivation serves as a powerful internal drive, influencing the quality of instruction and long-term commitment (Margaretha et al., 2021).

Intrinsic motivation is a psychological force that drives individuals to engage in activities for the inherent satisfaction and enjoyment derived from the activities themselves (Aboobaker et al., 2020). In the context of teaching, intrinsic motivation is a powerful determinant of the quality of instruction and teachers' commitment to their profession (Ahluwalia and Preet, 2017). The teachers who are intrinsically motivated exhibit higher levels of enthusiasm, creativity, and a proactive approach to professional development. Intrinsic motivation is linked to a sense of efficacy and accomplishment, contributing to teachers' overall well-being and job satisfaction (Alas and Mousa, 2016). Understanding and nurturing intrinsic motivation is crucial for sustaining a motivated and engaged teaching workforce. Workplace spirituality is an emerging area of interest within educational research, exploring the spiritual dimensions of the workplace and their impact on the well-being of teachers (Mydin et al., 2019). The spiritually enriching work environment contributes to increased job satisfaction, commitment, and a sense of purpose among teachers. Workplace spirituality in education extends beyond individual beliefs to encompass a collective sense of community, shared values, and a commitment to a higher purpose (Foster and Foster, 2019). The positive correlation between workplace spirituality and various desirable outcomes, including organizational commitment, stress reduction, and overall well-being (Paul et al., 2020). Recognizing and fostering workplace spirituality is increasingly acknowledged as a crucial element in creating a positive and fulfilling work environment for teachers. The review assisted to frame the conceptual framework (Figure 1) and draft the ensuing hypotheses to test.

Figure 1: Conceptual Framework



Research Hypotheses

H_{1.1}: Antecedents have significant influence on research constructs.

H_{1.2}: Institutional culture, leadership, and job autonomy has significant influence on professional development.

H_{1.3}: Professional development has significant influence on workplace spirituality.

H_{1,4}: Intrinsic motivation has significant mediating influence between professional development and workplace spirituality.

H_{1,5}: Socio-economic status has significant influence on research constructs.

5. Research Objectives

The study aimed to test the impact of professional development on workplace spirituality and mediating role of intrinsic motivation between professional development and workplace spirituality of school teachers.

6. Research Methodology

The research methodology involves a comprehensive approach to understand the dynamics of workplace spirituality among school teachers in the Thanjavur district. School teachers especially employed in private educational institutions are considered. The sample size comprises 537 school teachers selected through purposive sampling, ensuring representation from various schools. To improve the research instrument, a pilot study is conducted with 60 school teachers, enabling the identification and rectification of potential issues in the questionnaire. For primary data collection, a structured questionnaire is employed to capture insights into the perceptions and experiences of teachers regarding the constructs under investigation. Simple percentage analysis is utilized to examine the socio-economic status of school teachers. To delve into the causal interactions among the research constructs, Structural Equation Modeling is executed. It allows for a holistic examination of the complex interactions between institutional culture, leadership, job autonomy, professional development, intrinsic motivation, and workplace spirituality, providing an understanding of their interdependencies. Analysis of Variance is employed to assess the impact of socio-economic status on the researched constructs. It aids in measuring the variations in the constructs concerning different socio-economic strata among school teachers. In cases of significant results from ANOVA, Post-hoc tests are conducted to identify specific group differences, offering deeper insights into the influence of socio-economic factors on the researched dimensions.

7. Results and Discussions

Socio-Economic Status

The socio-economic status of school teachers is analyzed in Table 1.

Table 1: Socio-Economic Status

Profile	Classification	Number	Percentage
Gender	Male	310	57.73%
	Female	227	42.27%
Age	Below 35 years	204	37.99%
	35 – 45 years	263	48.98%
	Above 45 years	70	13.03%
Academic Standard	UG & B.Ed.	227	42.27%
	PG & M.Ed.	144	26.82%
	PG & Others	166	30.91%
Remuneration	Below Rs.20,000	396	73.74%
	Rs.20,000 – 40,000	93	17.32%
	Above Rs.40,000	48	8.94%
Experience	Below 5 years	216	40.22%
	5 – 10 years	154	28.68%
	Above 10 years	167	31.10%

Table 1 exhibits that gender contains 57.73% male school teachers and 42.27% female school teachers. Age discloses that 37.99% of school teachers are in below 35 years of age, 48.98% of school teachers are in below 35 – 45 years of age, and 13.03% of school teachers are in above 45 years of age. Academic standard reveals that 42.27% of school teachers are qualified with undergraduate degree and bachelor of education, 26.82% are qualified with postgraduate degree and master of education, and 30.91% are qualified with postgraduate degree and additional degree. Remuneration confirms that 73.74% of school teachers are drawing a salary of below Rs.20,000, 17.32% are drawing a salary of Rs.20,000 – 40,000, and 8.94% are drawing a salary of above Rs.40,000. Experience states that 40.22% of school teachers are belonging to below 5 years of experience, 28.68% are in 5 – 10 years and 31.10% are in above 10 years' experience.

Causal Interactions among the Research Constructs

The causal interactions among the research constructs such as Institutional Culture (ITLC), Leadership (LDRS), Job Autonomy (JAUT), Professional Development (PDVP), Intrinsic Motivation (IMOT), and Workplace Spirituality (WSPR) are tested. In this way, the observed, endogenous variables are, ITLC3, ITLC2, ITLC1, JAUT3, JAUT2, JAUT1, LDRS3, LDRS2, LDRS1, PDVP1, PDVP2, PDVP3, PDVP4, IMOT1, IMOT2, IMOT3, IMOT4, WSPR5, WSPR4, WSPR3, WSPR2, and WSPR1. The unobserved, endogenous variables are, PDVP, IMOT, and WSPR. The unobserved, exogenous variables are, ITLC, JAUT, LDRS and e1-e25. The number of variables in the model is 53, observed variable count is 22, unobserved variable count is 31, exogenous variable count is 28 and endogenous variable count is 25. These variables are taken into account to assess causal interactions, and structural equation model is represented in Figure 2 and path interaction is presented in Table 2.

Figure 2: Structural Equation Model

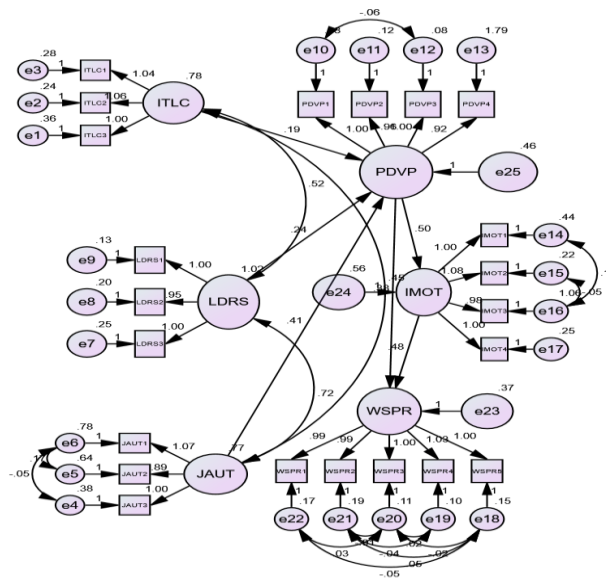


Table 2: Structural Equation Model – Path

Path		Raw Estimate	Std. Estimate	t	p
ITLC3 - Support for innovation in teaching methods	<---	1.000	.827		
ITLC2 - Emphasis on student-centric values	<---	1.058	.886	23.851	***
ITLC1 - Collaborate lesson planning and educational initiatives	<---	1.036	.864	23.273	***
JAUT3 - Decision-making in student	<---	1.000	.818		

engagement						
JAUT2 - Personal growth aligned with teaching goals	<---		.888	.699	15.373	***
JAUT1 - Freedom in classroom management and assessment	<---		1.073	.730	15.647	***
LDRS3 - Accessible leadership and responsive to teacher feedback	<---	LDRS	1.000	.896		
LDRS2 - Appreciation of efforts and achievements of teachers	<---		.949	.906	32.282	***
LDRS1 - Empathetic decisions and visible support to teacher	<---		.996	.940	35.043	***
PDVP1 - Subject-specific workshops	<---	PDVP	1.000	.957		
PDVP2 - Peer learning communities	<---		.955	.938	42.011	***
PDVP3 - Pedagogical innovation support	<---		1.004	.961	39.731	***
PDVP4 - Leadership training and mentorship programs	<---		.915	.550	14.692	***
IMOT1 - Deep passion for the subject being taught	<---	IMOT	1.000	.804		
IMOT2 - Contentment from academic success of students	<---		1.081	.899	23.453	***
IMOT3 - Inclination to learn and improve teaching	<---		.979	.647	16.620	***
IMOT4 - Alignment with educational philosophy	<---		.998	.870	22.748	***
WSPR5 - Ethical decision-making climate	<---	WSPR	1.000	.924		
WSPR4 - Recognition of personal and collective achievements	<---		1.026	.947	36.592	***
WSPR3 - Alignment of personal and institutional values	<---		.999	.943	33.184	***
WSPR2 - Opportunities to engage in reflective practices	<---		.986	.899	37.567	***
WSPR1 - Creation of positive and supportive community	<---		.989	.910	31.412	***
PDVP	<---	ITLC	.186	.170	3.723	***
PDVP	<---	LDRS	.241	.252	3.266	.001
PDVP	<---	JAUT	.406	.369	4.191	***
IMOT	<---	PDVP	.497	.538	12.336	***
WSPR	<---	IMOT	.475	.460	10.906	***
WSPR	<---	PDVP	.375	.393	10.229	***

*** Significant at 1%

fter the computation of path relationship, fit index values for structural equation model is estimated. The CMIN/df value for the structural model is 1.920, it is less than the benchmark level of <3. Likewise, RMSEA value is 0.041, which is also safely less than the benchmark level of 0.06. Furthermore, the goodness of fit values (0.942 for GFI; and 0.922 for AGFI) and baseline comparison values (0.969 for NFI; 0.985 for CFI;

0.985 for IFI; 0.962 for RFI; and 0.981 for TLI) are greater than the benchmark level of 0.9. The outcomes of fit indices support that structural equation model has good fit with the data.

Table 2 exhibits that the p-values for all path linking institutional culture, leadership, job autonomy, professional development, intrinsic motivation, and workplace spirituality are significant at 1% level. These values are in favour of hypothesis (H_{1.1}), antecedents have significant influence on research constructs. Emphasis on student-centric values is ranked highest but support for innovation in teaching methods is ranked lowest towards establishing an efficient institutional culture. Decision-making in student engagement is the prime aspect and personal growth aligned with teaching goals is the least aspect in job autonomy of school teachers. Empathetic decisions and visible support to teacher is the main determinant but accessible leadership and responsive to teacher feedback is the least determinant in creating leadership of school teachers in educational institutions. Pedagogical innovation support is the prominent facet and leadership training and mentorship programs is the least facet in forming professional development of school teachers. Contentment from academic success of students is prime reason and inclination to learn and improve teaching is the least reason towards creating intrinsic motivation among school teachers. Recognition of personal and collective achievements is predominant factor and opportunities to engage in reflective practices is the least factor towards making workplace spirituality of school teachers.

The results are in favour of (H_{1.2}), by demonstrating the significance influence of institutional culture, leadership, and job autonomy on professional development. The coefficients reveal that a single unit growth in institutional culture effects in a 0.186-unit growth in professional development. Similarly, single unit growth in leadership effects in a 0.241-unit growth in professional development. Likewise, single unit growth in job autonomy effects in a 0.406-unit growth in professional development. The p-values for institutional culture, leadership, and job autonomy on professional development are significant at 1% level. It is confirmed that institutional culture, leadership, and job autonomy has significant influence on professional development. Moreover, the coefficients for the influence of professional development on workplace spirituality demonstrates that singly unit growth in professional development effect in a 0.375-unit growth in workplace spirituality of school teachers. The results confirm the hypothesis (H_{1.3}) professional development has significant influence on workplace spirituality. Put together, institutional culture, leadership, and job autonomy plays active role towards professional development of school teachers, eventually professional development contributes to inculcate workplace spirituality.

Mediating Influence of IMOT between PDVP and WSPR

The mediating influence of intrinsic motivation between professional development and workplace spirituality of school teachers is tested. The hypothesis (H_{1.4}) states that intrinsic motivation has significant mediating influence between professional development and workplace spirituality.

Table 3: Mediating Influence of IMOT between PDVP and WSPR

Influence	Path			Estimate	p
Mediating Path (A)	IMOT	<---	PDVP	.497	***
Direct Path	WSPR	<---	PDVP	.375	***
Mediating Path (B)	WSPR	<---	IMOT	.475	***

*** Significant at 1%

Table 3 exhibits that the direct influence of professional development on workplace spirituality of school teachers is measured at 0.375. In order to find mediating influence, the value for mediating path of professional development on intrinsic motivation is 0.497 and intrinsic motivation on workplace spirituality is 0.475. Accordingly, the obtained mediating value is 0.236075, and total effect is observed at 0.611075. As a result, the ascertained variance is 0.3863, it exceeds 0.2, it proves the presence of partial mediation. It can be inferred that intrinsic motivation has significant partial mediating influence between professional development and workplace spirituality.

The impact of socio-economic status of school teachers with the institutional culture, leadership, job autonomy, professional development, intrinsic motivation, and workplace spirituality is tested using One-way ANOVA (t-test for Gender), and post-hoc test is performed for its significant results. The hypothesis states that ($H_{1.5}$) socio-economic status has significant influence on research constructs.

Table 4: One-way ANOVA

Constructs	Gender		Age		Academic Standard		Remuneration		Experience	
	t	Sig.	F	Sig.	F	Sig.	F	Sig.	F	Sig.
ITLC	2.293	0.022**	.479	.620	1.257	.285	13.107	.000***	.221	.802
LDRS	0.898	0.369	5.769	.003***	7.837	.000***	14.978	.000***	.564	.569
JAUT	0.060	0.952	12.410	.000***	7.091	.001***	13.653	.000***	.068	.934
PDVP	1.589	0.113	2.959	.053	.527	.591	11.853	.000***	.025	.976
IMOT	0.393	0.694	5.158	.006***	6.782	.001***	23.144	.000***	3.582	.029**
WSPR	0.969	0.333	4.005	.019**	2.805	.061	9.699	.000***	1.934	.146

*** Significant at 1%, ** Significant at 5%

Table 4 shows that gender has significant influence on institutional culture at 5% significant level. Gender has no influence on other constructs. Age has significant effect on leadership, job autonomy, and intrinsic motivation at 1% significant level and on workplace spirituality at 5% significant level. Student-Newman-Keuls post-hoc test generated two equivalent subsets for 35 – 45 years and below 35 years in subset *a*; and above 45 years in subset *b* for leadership, intrinsic motivation and workplace spirituality. It also generated three equivalent subsets for 35 – 45 years in subset *a*; below 35 years in subset *b*; and above 45 years in subset *c* for job autonomy. Academic standard has significant effect on leadership, job autonomy, and intrinsic motivation at 1% significant level. Gabriel post-hoc test generated two equivalent subsets for PG & M.Ed. in subset *a*; and PG & Others and UG & B.Ed. in subset *b* for leadership. It generated three equivalent subsets for PG & M.Ed. in subset *a*; PG & Others in subset *a,b*; and UG & B.Ed. in subset *b* for job autonomy. It also generated two equivalent subsets for PG & M.Ed. and UG & B.Ed. in subset *a*; and PG & Others in subset *b* for intrinsic motivation. Remuneration has significant effect on all constructs at 1% significant level. Hochberg post-hoc test generated two equivalent subsets for below Rs.20,000 and Rs.20,000 – 40,000 in subset *a*; and above Rs.40,000 in subset *b* for institutional culture, leadership, job autonomy, professional development, and workplace spirituality. It generated three equivalent subsets for below Rs.20,000 in subset *a*; Rs.20,000 – 40,000 in subset *b*; and above Rs.40,000 in subset *c* for job autonomy. Experience has significant effect on intrinsic motivation at 5% significant level. Scheffe post-hoc test generated three equivalent subsets for above 10 years in subset *a*; below 5 years in subset *a,b*; and 5 – 10 years in subset *b* for intrinsic motivation.

8. Conclusion

The study has delved into the dynamic relationship between professional development, workplace spirituality, and the mediating influence of intrinsic motivation in the teaching profession. Results emphasize the pivotal role of continuous professional growth in nurturing a spiritually enriched work environment for educators. As teachers engage in ongoing development, they not only enhance their pedagogical skills but also contribute to the broader spiritual ethos within the academic setting. The mediating effect of intrinsic motivation highlights its significance as a driving force behind educators' commitment to their professional advancement, fostering a sense of purpose and passion. Antecedents such as institutional culture, leadership, and job autonomy play pivotal roles in shaping key aspects like professional development, intrinsic motivation, and workplace spirituality. The interplay among these variables reveals an understanding of how institutional dynamics impact the overall work environment for educators. Specifically, the study underlines the crucial link between

professional development and workplace spirituality, with intrinsic motivation emerging as a significant mediator in this relationship. Recognizing the intricate connections between these factors is essential for educational leaders seeking to cultivate a positive and spiritually enriched workplace. As a results of addressing antecedents and promoting comprehensive professional development programs, institutions can foster intrinsic motivation, ultimately contributing to a more spiritually fulfilling environment for educators, thereby enhancing overall workplace dynamics in the educational sector.

The study exposes the diverse impacts of gender, age, academic standard, remuneration, and experience on various facets of the workplace within educational institutions. Gender significantly influence institutional culture, highlighting the need for gender-sensitive approaches in shaping organizational dynamics. Age emerges as a determinant affecting leadership, job autonomy, and intrinsic motivation, underscoring the importance of tailored strategies for different age groups. Academic standards wield a substantial influence on leadership, job autonomy, and intrinsic motivation, emphasizing the interconnectedness of educational standards and workplace dynamics. Remuneration emerges as a pervasive factor, impacting not only institutional culture but also leadership, job autonomy, professional development, intrinsic motivation, and workplace spirituality. Lastly, experience demonstrates a significant effect on intrinsic motivation, suggesting the need to leverage and acknowledge the expertise that comes with varied professional backgrounds. The study suggests that educational institutions should prioritize comprehensive professional development programs that not only address skill enhancement but also cultivate intrinsic motivation, ultimately fostering a spiritually fulfilling workplace for educators.

9. Research Contributions

The findings of the study hold significant implications for educational institutions and policymakers. Recognizing the pivotal role of professional development in shaping workplace spirituality among educators, institutions should prioritize comprehensive and ongoing professional growth initiatives. Nurturing intrinsic motivation as a mediator in this relationship, institutions can enhance educators' sense of purpose and passion, contributing to a spiritually enriched work environment. Policymakers should consider the integration of intrinsic motivation and spirituality-focused elements in teacher training programs to promote holistic development. Embracing these implications can lead to a more motivated and spiritually fulfilling teaching community, ultimately impacting the quality of education and the overall well-being of educators in the educational environment.

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Conflicts of Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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