



**SPIRITUALITY AND WORK-LIFE QUALITY:
PERSPECTIVES FROM FEMALE TEACHERS**

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Abstract

Female teachers frequently deal with distinctive issues, stabilize the request of their teaching job and private living. The outcoming pressure and exhaustion critically influence their professional life conditions and general welfare. The learning traverses how devotion, a set of exercise and faith focused at accomplishing inside calm and a sensation of motive can better (QWL) quality work life. This research scrutinizes the impact of divinity on the quality work life (QWL) of female teachers. An organized questionnaire was utilized to gather information from 100 female teachers in pune city on their divini affiance, pressure stages, work pleasure, and work life stability. The information analysis disclosed the devini exercise notably amplifies quality work life by decreasing the pressure and encouraging flexibility. Teachers who are busy in routine per week devini exercise announce elevated work pleasure and better work life stabilization. The discovery emphasizes the necessity for academics to promote divini welfare along assemble plan, fitness position and attention factory. Empirical advice is supplied for including deviation into academic context, focusing its talent to increase teaching efficacy and general quality of life.

Keywords -Spirituality, Work-Life Quality (QWL), Female Teachers, Devotion, Faith, Stress, Work Satisfaction, Work-Life Balance, Divinity Practices, Flexibility, Teaching Efficacy, Well-being, Academic Context, Fitness, Mindfulness.

Introduction

The teaching career needs spiritual flexibility, calmness, and juggled capacity. Women teachers, in specific, face a distinctive dare in stabilizing executive commitment with private responsibility guiding to stress and reducing work life quality. Poor Quality work life affects not at most teachers welfare but as well their executive advantages and the grades of coaching they supply. The ability of an individual to sustain a healthy balance between their professional obligations and personal benefits is known as work-life quality. It covers job satisfaction, Psychological Health, and the capacity to meet both work and life demands effectively. For female teachers, this balance is especially challenging as they often change multiple roles as instructor, caretaker, and housewife. The teaching profession, described by high workloads, emotional demands, and tough time constraints, often leads to stress, burnout, and an exhaustion in work-life quality. Poor QWL not only affects the personal well-being of teachers but also



diminishes their professional effectiveness and the quality of education they provide. Female teachers face the dual challenge of excelling in their professional roles while managing personal and family responsibilities, often without adequate institutional support. This imbalance can cause stress on the body, mind, and spirit, which lowers dedication to one's career and overall job satisfaction. Consequently, improving work-life quality for female teachers is not only a matter of personal well-being but also critical for enhancing their organizational contributions and ensuring high standards in education.

Spirituality interpreted as the pursuit of internal calm, motive, and spiritual steadiness, proposes an ability solution. Along with exercise such as awareness, devotion, and meditations, divinity assists particular survival with pressure to evolve spiritual flexibility, and increase general living pleasure. In spite of its ability, restricted analysis has explored how divinity affects the QWL of female teachers. In the context of professional life, spirituality can act as a powerful tool to foster resilience, emotional balance, and a sense of fulfillment. For female teachers, who navigate the dual demands of personal and professional responsibilities, spirituality provides a means to manage stress, build inner strength, and maintain a sense of calm amidst life's challenges.

The teaching profession, with its high demands and emotional pressures, can often lead to burnout and dissatisfaction. Spirituality offers a way to counteract these challenges by encouraging practices that promote mental clarity, mental health as well as a feeling of direction. Through spiritual engagement, individuals are better equipped to cope with the pressures of their roles while finding deeper meaning in both their personal and professional life. This study investigates the role of spirituality in the lives of female teachers in Pune City, examining how it influences their ability to balance work and life. It seeks to explore the potential of spiritual practices in enhancing emotional stability, reducing stress, and improving overall well-being, ultimately contributing to a higher quality of life. By concentrating on this crucial area, the study hopes to shed light on how spirituality might be incorporated into learning environments to promote teachers' overall growth and wellbeing. The learning seeks to fill up this gap by inspecting the outlook of women teachers on divinity and its effect on their work life quality. Its supply applied advice for encouraging divinity welfare in academic organization.

Review of Literature

1. Research conducted by Jin-long Liang, Lan-xiang Peng, Si-jie Zhao, Ho-tang Wu¹

The study by Jin-long Liang, Lan-xiang Peng, Si-jie Zhao, and Ho-tang Wu examines the connection between teachers' psychological health, purpose in life, and workplace spirituality. The study focus on the importance for teachers to cultivate workplace spirituality, maintain psychological health, and feel a sense of meaning in life. The future research could explore additional factors influencing teachers' psychological well-being. The study offers insightful information about how professional life and personal fulfillment interact in the teaching profession. Its focus, however, is restricted to the particular sample of teachers; future research could broaden to other occupations or incorporate a wider variety of factors affecting psychological well-being.



2. Research conducted by Dr. A. Irin Sutha's²

This study was conducted by Dr. A. Irin Sutha to examine work-life balance among female teachers in Chennai. The research focuses on how heavy workloads, long hours, and time management difficulties contribute to work-life imbalance. While most respondents manage household tasks effectively, they face challenges with workload, management attitudes, and technology distractions. The study suggests institutional support, flexible hours, and reducing stressors to improve work-life balance. The findings suggest that age, profession, and other factors influence work-life balance perceptions among faculty members.

3. The Research conducted by Anita Rani and Shaveta Sharma³

Anita Rani and Shaveta Sharma's research examines the correlation between occupational stress, teacher self-efficacy, and spiritual intelligence in female educators. The study highlights the growing challenges faced by women teachers as they balance their professional roles with family responsibilities. It emphasizes the negative impact of occupational stress on teachers' mental and physical well-being, especially for women who juggle dual roles in society. The results indicate that both teacher self-efficacy and spiritual intelligence, either individually or together, are key predictors of occupational stress. In other words, higher self-efficacy and spiritual intelligence are associated with lower levels of stress. This paper shows the importance of supporting women teachers by enhancing their self-efficacy and spiritual intelligence to help mitigate the effects of stress. These factors are

4. The research conducted by Neha Perween & Dr. Renu Dewan⁴

The research paper by Neha Perween and Dr. Renu Dewan explores the relationship between the job happiness and spiritual intelligence of female educators in Ranchi town. The study focuses on the significance of teachers' personality and psychological balance, asserting that enhancing their Work satisfaction and spiritual intelligence positively influences academic performance of students and fosters better relationships with colleagues and supervisors. The study concluded that while religion does not influence female teachers' job fulfillment or spiritual intelligence the type of school they work in plays a crucial role. This emphasizes how crucial it is to take the workplace into account when discussing elements like teacher satisfaction and well-being. The study calls for further research to understand how different school environments can be optimized to enhance teachers' spiritual intelligence and job satisfaction.

5. Research conducted by Shwu-Ming Wu⁵

The study looks into how psychological capital and workplace spirituality affect Taiwanese elementary school teachers' motivation. With an emphasis on how workplace spirituality and psychological capital might increase teachers' motivation and efficacy, the study emphasizes the significance of teacher motivation in improving school quality. The study found that psychological capital and workplace spirituality were the most important predictors of teacher motivation. The results indicate that by creating a nurturing atmosphere that prioritizes workplace spirituality and psychological capital development, school administrators can increase teacher motivation. This strategy may improve teachers' general job satisfaction, effectiveness, and well-being.



Research Gap

Female teachers frequently experience notable pressure due to the double commitment of teaching and governing family responsibility. This pressure might lead to fatigue ,job discontent and poor work life balance . While divinity has been appearing to increase spiritual welfare and flexibility there is finite empirical investigation on its part upgrading the QWL of women teachers .This coaching pointed this gap by inspecting how divine exercise might increase the welfare , job pleasure and work life balance of female educators.

Objectives of the Study

1. To examine the role of spirituality in reducing stress among female teachers.
2. To explore the impact of spiritual practices on job satisfaction.
3. To assess how spirituality influences work-life balance.
4. To identify patterns of spiritual engagement among female teachers.

Research Methodology

The purpose of this study's research technique was to thoroughly examine how spirituality may improve the work-life balance of Pune City's female teachers.instructors from Pune City's urban and semi-urban schools and colleges made up the sample size of 100 female instructors. The use of a straightforward random sample technique was made to guarantee diversified representation. Both primary and secondary sources of data were gathered and used in this study. A structured questionnaire measuring factors like the impact of spirituality on work-life balance, job satisfaction, stress reduction, and patterns of spiritual involvement was used to gather primary data. A five-point Likert scale was used in the questionnaire's design to enable respondents to share their thoughts and experiences about a variety of variables. In order to contextualize and bolster the findings, secondary data were collected from pertinent scholarly publications, papers, and earlier research.A thorough examination of the ways in which spirituality affects the work-life balance of female teachers in the selected population was made possible by this analytical framework.

Scope of the study

1. The scope of the study is confined to the geographical limits of Pune City.
2. The sample of 100 female teachers employed by schools and colleges was surveyed by the researcher.
- 3.The present study is confined to Spirituality and Work-Life Quality.
- 4.The findings of the study are based on Primary and Secondary data.
- 5.A period of two years was selected for conducting research ,i.e 2022-23 - 2023-24.

Hypothesis of the study

- 1.Spirituality is an important tool in reducing stress levels among female teachers
- 2.There is a positive impact of Spiritual practices on job satisfaction of female teachers.
- 3.There is a positive relationship between spirituality and work-life balance among female Teachers.

Data Interpretation



The researcher has collected the primary data from 100 female schools and colleges teachers with the help of a structured questionnaire. The collected data was analyzed with the help of various statistical tools. The researcher has taken the inferences out of the analysis data.

1. Impact of Spirituality on Stress Reduction

The role of spirituality in reducing stress is increasingly recognized as vital in improving overall well-being, especially in high-pressure professions like, Doctors, Police, Engineer, Teaching. Female teachers often face unique stressors, such as balancing professional and personal responsibilities. This study examines how varying levels of spiritual engagement influence stress reduction. The table includes the distribution of responses across engagement levels and their corresponding weighted average scores.

Table - 1
Impact of Spirituality on Stress Reduction (Based on Engagement Levels)

Spiritual Engagement Level	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree(1)	weighted Average Score
High Spiritual Engagement	40	23	7	16	14	3.59
Moderate Spiritual Engagement	34	29	12	10	15	3.57
Low Spiritual Engagement	26	32	8	15	19	3.31

The results suggest a positive correlation between higher spiritual engagement and job satisfaction. Individuals with high spiritual engagement reported the highest weighted average score (3.59), indicating greater agreement with job satisfaction. This group's overall weighted score of 3.59 demonstrates strong belief in spirituality as a stress-reducing mechanism. Those with moderate engagement closely followed with a score of 3.57, showing a similar positive impact. A weighted average score of 3.57, this group has a slightly less optimistic perspective than the high engagement group but still strongly supports the connection. Respondents with low spiritual engagement had the lowest score (3.31), reflecting comparatively reduced job satisfaction. This group's weighted average score of 3.31 is the lowest, showing weaker belief in the stress-reducing effects of spirituality. This trend focuses on a clear association between increased spiritual involvement and perceived workplace satisfaction.

2. Impact of Spiritual Practices on Job Satisfaction

The table presents data on the relationship between the frequency of spiritual practices and job satisfaction. Respondents rated their agreement on job satisfaction across with their respective weighted average scores summarizing the overall perception. The aim is to analyze whether



engaging in spiritual practices has a significant impact on employees' job satisfaction and how this varies across different practices.

Table - 2
Responses on the Impact of Spiritual Practices on Job Satisfaction

Frequency of Spiritual Practices	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	weighted Average Score
Daily Practice	30	25	14	19	12	3.42
Weekly Practice	27	29	8	30	6	3.41
Occasionally Practice	42	21	18	10	9	3.77
Never Practice	28	19	23	16	14	3.31

The above table indicates a positive correlation between spiritual practices and job satisfaction. Daily practitioners follow with a score of 3.42, indicating a moderate level of satisfaction derived from consistent spiritual engagement. Weekly practitioners show a slightly lower score of 3.41, reflecting a similar, though marginally less impactful, benefit. weighted average score (3.77) is observed among individuals who occasionally practice spirituality, suggesting that moderate, irregular engagement with spiritual practices is most strongly associated with job satisfaction. Respondents who never practice spirituality report the lowest score (3.31), indicating reduced levels of job satisfaction compared to all other groups. These findings suggest a positive relationship between spiritual engagement and job satisfaction, though the optimal frequency appears to vary among individuals. The occasional practitioners' higher score may indicate that flexibility in spiritual engagement resonates with certain groups, while daily or weekly practices might benefit others more consistently.

3. Impact of spirituality influences work-life balance.

The table explores the influence of spirituality on work-life balance through five key statements, each addressing a specific dimension of spirituality, such as harmony, stress management, emotional stability, and coping mechanisms. The weighted average scores provide an overall measure of the perceived impact of each statement.

Table -3
Influence of Spirituality on Work-Life Balance

Statement	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Weighted Average Score
Spirituality improves overall work-life harmony.	31	27	8	14	20	3.35



Meditation aids in balancing work and home roles.	29	25	10	20	16	3.31
Spirituality helps in managing work-related stress.	45	30	5	13	7	3.93
Mindfulness enhances emotional stability.	22	28	13	19	18	3.17
Prayer strengthens coping mechanisms.	35	22	14	15	14	3.49

The above table the statement of "Spirituality helps in managing work-related stress" has the highest weighted average score (3.93), indicating strong agreement among respondents that spirituality is an effective tool for reducing stress in the workplace. "Prayer strengthens coping mechanisms" also received a relatively high score (3.49), reflecting its role in enhancing resilience and emotional support. Moderate scores were observed for "Spirituality improves overall work-life harmony" (3.35) and "Meditation aids in balancing work and home roles" (3.31), suggesting that these practices positively influence work-life balance but may not be universally impactful. The statement "Mindfulness enhances emotional stability" received the lowest score (3.17), indicating a more neutral or mixed perception of its effectiveness. This variation in scores across the statements focus that while spirituality is generally viewed as beneficial, its specific practices may resonate differently with individuals.

4. The patterns of spiritual engagement among female teachers.

The table explores the patterns of spiritual engagement among female teachers by examining the extent to which they participate in various spiritual practices. These practices include Meditation or Mindfulness, Prayer or Religious Practices, Yoga or Physical Practices, Journaling or Reflective Practices, and Acts of Kindness or Service. The weighted average scores reflect the overall levels of engagement for each spiritual practice.

Table -4
Patterns of Spiritual Engagement

Spiritual Engagement	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Weighted Average Score
Meditation or Mindfulness	29	25	10	20	16	3.31
Prayer or Religious Practices	35	22	14	15	14	3.49



Yoga or Physical Practices	31	33	12	14	10	3.61
Journaling or Reflective Practices	27	36	20	9	8	3.65
Acts of Kindness or Service	30	34	8	13	15	3.51

The data shows distinct patterns in the spiritual engagement of female teachers. "Journaling or Reflective Practices" has the highest weighted average score of 3.65, these reflective activities are the most widely embraced form of spiritual engagement among the group. This practice is likely valued for its reflective nature and potential for personal growth, offering teachers a way to reflect on their thoughts and experiences. "Yoga or Physical Practices" follows closely with a score of 3.61, highlighting the importance of physical well-being in spiritual engagement. Yoga may be appealing due to its combination of physical exercise, mindfulness, and stress reduction, which are essential for maintaining a balanced life, particularly in the demanding field of teaching. "Prayer or Religious Practices" 3.49 and "Acts of Kindness or Service" 3.51 show moderate but notable engagement levels, with both practices being seen as integral to spiritual well-being. These activities resonate with individuals who value a sense of connection to a higher power or community through service. "Meditation or Mindfulness" received the lowest score of 3.31, indicating that, while it remains important, it may not be as widely practiced compared to the other activities. The practice requires more effort or specific guidance to fully integrate into daily routines. Meditation or mindfulness may also require a certain level of commitment that some individuals may find challenging to maintain consistently.

Findings

1. The positive correlation between spiritual engagement and perceived stress reduction, with belief in spirituality's stress-reducing impact increasing as spiritual engagement deepens.
2. Spiritual practices are positively correlated with job satisfaction, with occasional practice showing the strongest impact. Daily and weekly practices also demonstrate beneficial effects, while non-practitioners report the lowest satisfaction levels.
3. It shows flexible and personalized approaches to spiritual engagement maximize workplace well-being.
4. Spirituality significantly contributes to managing work-related stress and strengthening coping mechanisms, making it a valuable resource for work-life balance. However, practices like mindfulness and meditation show moderate to neutral impacts, indicating that their benefits may vary based on individual preferences and experiences. Overall, spirituality remains a meaningful approach to enhancing work-life balance and emotional well-being.



5. Among female teachers, journaling or reflective practices and yoga emerge as the most popular and effective spiritual practices, with high levels of engagement reported in both activities. Prayer and acts of kindness also hold significant value, but meditation or mindfulness is comparatively less embraced.

Conclusion :

This Research focuses the complex part of the devotion in increasing the work life quality of female teachers by decreasing stress, encourage flexibility and better work pleasure. Devotional come up as a treasure machine for directing the dare faced by educators. Academic organizations must classify devotional health to provide their teachers individual and executive expansion thereby encouraging an extra powerful and tuneful teaching environment.

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