The Role of Workplace Spirituality and Emotional Stability in Occupational Stress Among College Teachers

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The present study aims to find out the relationship between emotional stability, workplace spirituality and occupational stress among college teachers. For this study, 50 college teachers working in a self-financing private college in Delhi were selected. Purposive sampling technique was used to select the respondents. Structured questionnaires were used to collect responses using emotional stability scale, spiritual competence scale and occupational stress scale. The data was analyzed using correlation and regression method with one-group design to obtain the results. All the variables under study were found to be significantly related. The results reveal that personality characteristics such as emotional stability and workplace spirituality negatively predict occupational stress and thus could help in alleviating occupational stress among college teachers.

Introduction

Teachers are the most cherished assets for educational institutions (Goyal *et al.*, 2015). Teachers impart not only knowledge to the students but also play a significant role in shaping their bright future. However, in a study conducted in Ariyalur district of India, it was found that 30% of all beginners in the teaching profession were leaving this profession because of occupational stress. It is often seen that a stressful event results in the 'fight-or-flight' responses caused by a rush of adrenaline hormones (Cannon, 1929; and Klein *et al.*, 2014). According to Hughes (2012), the annual teacher turnover is higher in comparison with the turnover of all other occupations. Since teachers face prolonged unhealthy stress on the job, its negative consequences manifest in terms of lack of

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concentration, reduction of memory, increased chances of error, deterioration in planning and organization skills, irritability, problems in speech, lack of energy, etc., which consequently impact the ability with which teachers can perform and deliver their work. Hlatywayo *et al.* (2014) suggest that stress and emotional stability are negatively related to each other. Individuals having emotional stability have a low level of neuroticism with lower levels of stress. However, the role of the psyche is generally underestimated and the role of biological factors is over-estimated in relation to occupational stress (Baitukbayeva, 2012). Therefore, it is important to explore emotional stability with occupational stress. Also, Cunningham (2014) emphatically notes that the limited number of studies that have considered spirituality in examinations of work stress constitutes a major oversight. Researchers tend to ignore the variable of spirituality when, in fact, spirituality is a critical variable that should be considered in work stress research (Cunningham, 2014). Recent empirical studies have revealed workplace spirituality as a mechanism for managing work stress (Daniel, 2015). Therefore, since college teachers work in a stressful environment, this study aims to explore the role of emotional stability and workplace spirituality in reducing occupational stress among them.

Literature Review and Hypotheses

In diverse organizational and behavioral studies, it has been found that occupational stress leads to an increase in unfavorable health and performance concerns in employees. Occupational stress is stress related to a person's job. "Occupational stress can be described as the adverse reaction people have due to excessive pressure or other types of demand on them" (Health and Safety Executive, 2005). Occupational stress often originates from unexpected responsibilities and pressures that do not match with an individual's knowledge, skills and expectations. It inhibits an individual's ability to cope. Consequentially, occupational stress leads to dire outcomes such as low morale of employees, poor performance at work, career uncertainty, frequent absenteeism, health-related problems, work-life imbalances, employee turnover and other such reverses that threaten competitive objectives of the business organizations (Babatunde, 2013). "The stress experienced by different occupation types and job roles has been discussed in many papers with a number of different occupations being described as experiencing above average levels of stress, such as teachers" (Travers and Cooper, 1993). Many antecedents cause occupational stress among teachers such as persistent work pressure, poor relationships with management and colleagues, long working hours, physical and psychological exhaustion as a result of work overload and anxiety caused by fear of being laid off (Reddy and Poornima, 2012). The regular interactions that teachers have with students and co-workers along with fragmented demands of teaching work frequently lead to immense pressure, which often leads to stress (Brown and Uehara, 2008). The growing problem of occupational stress among teachers have many unfavorable consequences such as lack of job satisfaction, decreased morale and poor health. Teachers feel undefined anxiety, fear and depression. Often, stress results in behavioral

disorders like substance abuse, violence, poor sleep and display of withdrawal behavior such as frequent absence from work and resignation from job. Persistent stress results in serious physiological disorders such as psychosomatic illness, fatigue and eroded energy reserves among teachers (Reddy and Poornima, 2012). As occupational stress results in emotional exhaustion and depersonalization among teachers, it reduces the personal accomplishments of teachers, which negatively affects the quality of teaching (Raju and Rani, 2012) and the performance of educational institutions. Therefore, it becomes imperative to understand the antecedents that could contribute to bringing down the occupational stress among college teachers. Researches in the past have studied the work-related precursors of occupational stress (De Simone *et al.*, 2016; and Malik *et al.*, 2017), but the role of psyche and emotions has not been extensively explored (Baitukbayeva, 2012). Emotional stability is psychological construct that is related to one's psyche and emotions. It is the ability of a person to perform complex tasks in stressful "emotiogenic environment" (Caprara *et al.*, 2013), without affecting one's health and performance. "Emotional stability has been defined as the extent to which individuals can be calm and stable under pressure and are less likely to encounter negative emotional states, such as anxiety, depression and anger" (Costa and MacCrae, 1992).

In a study conducted by Hlatywayo *et al.* (2014), it was suggested that there exists a direct negative relationship between emotional stability and stress. Perhaps, people with emotional stability have low neuroticism, therefore, having lower levels of stress. Moreover, emotional stability as a personality trait has an important role in influencing and shaping the behavior of employees (Ahmad *et al.*, 2017). Weaker emotional stability, when it interacts with job stress, results in significant deviant behaviors in employees such as an increase in absenteeism, deliberately withholding effort to damage the pace of work, early clocking out from work, exercising favoritism, theft, detrimental behavior towards co-workers, etc. Emotional stability can buffer the stress deviance linkages. Singh and Jha (2012) revealed that among the 10 components that predict emotional intelligence, emotional stability emerged as the best predictor of teacher effectiveness. Therefore, as college teachers experience extreme emotional excitation, having emotional stability may help in retaining self-esteem and quality of output among them. Theoretically, low emotional stability makes an individual more vulnerable to stress while high emotional stability is associated with resilience and makes an individual less prone to burnout (Alessandri *et al.*, 2018). Therefore, based on the literature review, the following hypothesis is proposed:

H_1: Emotional stability significantly predicts occupational stress.

Arnetz *et al.* (2013) suggested that the spiritual values of an employee that have workplace acceptance tend to promote mental well-being and therefore reduce stress among such employees. The relevance of spirituality is increasing by leaps and bounds in the contemporary world because of spurious inflation in stress resulting from the rising demands of one's occupation. Westernick (2012) defined spirituality by categorizing it into two perspectives, where one perspective assumes that spirituality is a relationship

with God, while the other perspective assumes spirituality as the search for finding meaning in life (Doyle, 1992). Spirituality relates to unity, transcendence and search for meaning (Skrzypińska *et al.*, 2013). Ashmos and Duchon (2000) define a spiritual workplace "as a place where individuals can satisfy their inner selves by performing meaningful work with the feeling of working in a community". Based on this definition, there are three dimensions of workplace spirituality: inner life, meaningful work and sense of connection. Inner life reflects an individual's spiritual condition that promotes morale and productivity and reduces stress and burnout (Karakas, 2010). The dimension of meaningful work projects the need for employees to do purposeful work which goes beyond the traditional monetary reward (Ashmos and Duchon, 2000). And, a sense of connection represents the need for social support and fellowship among the co-workers in the organization. Workplace spirituality is an individual construct as well as an organizational construct. The organizations can enable employees to develop workplace spirituality by nurturing the dimensions of meaningful work, inner self and sense of connection (Johnson, 2017). Spirituality is conceptualized as a form of coping with job-related stress (Gall *et al.*, 2005). The spiritual beliefs of an individual significantly influence one's interpretation of the stressors. Individuals having spiritual beliefs often attribute stressors to some higher purpose (Gall *et al.*, 2005). Perhaps, this spiritual attribution process helps to manage stress by creating a framework of coping where an individual searches for "more favorable understanding of the stressful situation and its implications. Finding a spiritual benefit in the stressor helps the individual to cope" (Park, 2013). Therefore, this spiritual coping mechanism creates a relevant backdrop to examine the role of workplace spirituality in managing work-related stress.

Recent empirical evidence reveals that workplace spirituality is a mechanism to manage work-related stress (Daniel, 2015). According to Kumar and Kumar (2014), if stress adversely affects health, then workplace spirituality positively influences health. These findings emphasize on the relevance and importance of workplace spirituality since it not only improves the health conditions of employees by creating a healthy atmosphere but also helps employees to find meaning in their work. Kumar and Pragadeeswaran (2011) have revealed that there existed a negative relationship between occupational stress and spiritual quotient among the executives at the workplace. Many organizations have begun to embrace workplace spirituality by developing the inner strength of employees that helps in satisfying the outer life, resulting in positive behavior (Ashmos and Duchon, 2000; and Khorshid, 2015). This creates an implication for educational institutions. College teacher's workplace spirituality has become an important subject in education-related workplace (Milliman *et al.*, 2003). As college teachers work under constant stress, workplace spirituality could help them to develop inner strength that could assist them in facing unprecedented job demands and ambiguities. Therefore, based on the literature review, the following hypothesis is proposed:

H_2: Workplace spirituality significantly predicts occupational stress.

Method

The sample size of this study was 50 college teachers working in a self-financing private college in Delhi. The college teachers were from the age group of 25-45 years. Purposive sampling technique was used to draw samples and the data was collected with the help of a structured questionnaire (see Appendix). 100 questionnaires were distributed for data collection, out of which the return rate was 65%. Out of the 65 questionnaires received, 15 incomplete questionnaires were dropped from further analysis. The responses from the remaining 50 questionnaires were considered for analysis based on the suggestions given by Harrell (2015) "that 10 subjects per variable were the minimum required sample size for linear regression models to ensure accurate prediction in subsequent subjects". The data was analyzed using correlation analysis with one group design. In this study, emotional stability and workplace spirituality are the predictors and occupational stress is the criterion.

Tools of Measurement

Emotional Stability Scale: Emotional stability was measured using the Emotional Stability Questionnaire (ESQ) that is developed by Psycom services (1995). It is a self-administration scale with 60 items. For scoring, the raw scores were then converted into sten scores. The sten scores between 8 and 10 indicate high score; sten scores between of 4 and 7 indicate average score; and the sten scores between 1 and 3 indicate low scores. The Cronbach's alpha reliability was found to be 0.84.

Workplace Spirituality Scale: For the purpose of survey, workplace spirituality was measured using the spiritual competence scale developed by Singh and Premrajan (2004). It consists of 19 items that measure factors on self-awareness, interconnectedness, respect for others, service towards a human being, having a vision and value-led and feeling of inner peace and calm. The Cronbach's alpha reliability was found to be 0.72.

Occupational Stress Scale: The occupational stress index questionnaire was used to measure occupational stress. This tool was developed by Srivastava and Singh (1981). It consists of 46 items, rated on a five-point scale. Out of these, 28 items are true keyed and 18 items are false keyed. For false keys, reverse scoring was conducted. The Cronbach's alpha reliability was found to be 0.85.

Results

SPSS version 19 was used to analyze data. Table 1 depicts that the minimum score for occupational stress is 42 and the maximum score is 167, with a mean of 120.9 and standard deviation of 22.92. The minimum score for workplace spirituality is 22 and the maximum score is 95, with a mean of 79.98 and standard deviation of 15.23. The minimum sten score for emotional stability is 2 and maximum sten score is 9 with mean of 6.48 and standard deviation 1.64.

Table 1: Descriptive Statistics					
	N	**Minimum**	**Maximum**	**Mean**	**SD**
Occupational Stress	50	42	167	120.90	22.92
Workplace Spirituality	50	22	95	79.98	15.23
Emotional Stability*	50	2	9	6.48	1.64
Note: *Sten scores values in the scale of 1 to 10.					

The results from Table 2 conclude that correlation coefficient for workplace spirituality and occupational stress is –0.35, significant at 0.05 level (2-tailed). The correlation coefficient for emotional stability and occupational stress is –0.41, significant at 0.01 level (2-tailed). Also, the correlation coefficient for workplace spirituality and emotional stability is 0.54, significant at 0.01 level (2-tailed). So it can be interpreted that emotional stability, workplace spirituality and occupational stress are significantly correlated. The direction of the relationships between emotional stability with occupational stress, and workplace spirituality with occupational stress are negative.

Table 2: Correlation Results				
		Occupational Stress	**Workplace Spirituality**	**Emotional Stability**
Occupation Stress	Pearson Correlation	1	–0.35*	–0.41**
	Sig. (2-tailed)		0.01	0.00
	N	50	50	50
Workplace Spirituality	Pearson Correlation	–0.35*	1	0.54**
	Sig. (2-tailed)	0.01		0.00
	N	50	50	50
Emotional Stability	Pearson Correlation	–0.41**	0.54**	1
	Sig. (2-tailed)	0.00	0.00	
	N	50	50	50
Note: *Correlation is significant at the 0.05 level (2-tailed); and **Correlation is significant at the 0.01 level (2-tailed).				

The results of the linear regression for occupational stress as a criterion and emotional stability as its predictor for college teachers are presented in the following tables:

The results from Tables 3, 3.1 and 3.2 indicate that *R*-square is 0.16 and adjusted *R*-square is 0.15, showing that 15% of the variance in occupational stress is being

Table 3: Model Summary: Variance in Occupational Stress explained by Emotional Stability				
Model	***R***	***R*-Square**	**Adjusted *R*-Square**	**Std. Error of the Estimate**
1	0.41	0.16	0.15	21.12
Note: a. Predictors: (Constant), Emotional Stability.				

Table 3.1: ANOVA						
Model		**Sum of Squares**	**df**	**Mean Square**	***F***	**Sig.**
1	Regression	4,320.98	1	4320.98	9.67	0.00
	Residual	21,429.51	48	446.44		
	Total	**25,750.50**	**49**			
Note: a. Predictors: (Constant), Emotional Stability; and b. Dependent Variable: *Occupational Stress*.						

Table 3.2: Coefficients					
	Unstandardized Coefficients		**Standardized Coefficients**	***T***	**Sig.**
Model	**B**	**Std. Error**	**Beta**		
1 (Constant)	157.90	12.26		12.87	0.00
Emotional Stability	–5.71	1.83	–0.41	–3.11	0.00
Note: a. Dependent Variable: *Occupational Stress.*					

explained by emotional stability. The amount of significance is at 0.00 level and *F*-value corroborates to this as it is (9.67), indicating that emotional stability significantly predicts occupational stress. Therefore, H_1 is accepted that emotional stability significantly predicts occupational stress.

The results of the linear regression for occupational stress as a criterion and workplace spirituality as its predictor for college teachers are presented in Tables 4, 4.1 and 4.2.

The results indicate that *R*-square is 0.12 and adjusted *R*-square is 0.10, showing that 10% of the variance in occupational stress is being explained by workplace spirituality. The amount of significance is at 0.01 level and *F*-value corroborates to this as it is (6.94) indicating workplace spirituality significantly predicts occupational stress. Therefore, H_2 is accepted that workplace spirituality significantly predicts occupational stress.

Table 4: Model Summary: Variance in Occupational Stress explained by Workplace Spirituality

Model	*R*	*R*-Square	Adjusted *R*-Square	Std. Error of the Estimate
1	0.35	0.12	0.10	21.64

Note: a. Predictors: (Constant), Workplace Spirituality.

Table 4.1: ANOVA

Model		Sum of Squares	df	Mean Square	*F*	Sig.
1	Regression	3,254.83	1	3,254.83	6.94	0.011
	Residual	22,495.66	48	468.66		
	Total	**25,750.50**	**49**			

Note: a. Predictors: (Constant), Workplace Spirituality; and b. Dependent Variable: *Occupational Stress*.

Table 4.2: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	*T*	Sig.
	B	Std. Error	Beta		
1 (Constant)	163.69	16.52		9.90	0.00
Workplace Spirituality	–0.53	0.20	–0.35	–2.63	0.01

Note: a. Dependent Variable: *Occupational Stress.*

Discussion

The focus of this study is to evaluate occupational stress in college teachers as a consequence of emotional stability and workplace spirituality. It is observed from the results (Table 2) that emotional stability has a negative correlation with occupational stress ($r = –0.41$; $p < 0.00$). Similar results were found in the study conducted on female bank employees where it was found that stress and emotional stability are negatively correlated (Hlatywayo *et al.*, 2014). As emotional stability is inverse of neuroticism, people with emotional stability have low levels of neuroticism and lower stress levels. Therefore, it is implied that emotional stability and stress are negatively associated.

Also, workplace spirituality and occupational stress are negatively correlated ($r = –0.35$; $p < 0.01$) (Table 2). The results of this study are according to the research study conducted by Chand and Koul (2012), which signified that with an increase in workplace spirituality, stress decreases. The findings coincided with the findings of

Csiernik and Adams (2002) that suggested that spirituality has an ameliorating effect on workplace stress. Historically, it has been seen that spirituality develops an inner strength that helps an individual to deal with uncertainty and chaos in personal life, thus contributing to the wellness of such an individual.

The results of the linear regression between occupational stress (criterion) and emotional stability (predictor) indicate that *R*-square is 0.16 and adjusted *R*-square is 0.15, showing that 15% of the variance in occupational stress is being explained by emotional stability, indicating that emotional stability is a significant predictor of occupational stress. Emotional stability includes not only positive affect and high levels of self-esteem, but it is also synonymous with lower levels of anxiety and stress (Barrick and Mount, 1991). Padhye (2013) revealed that emotional instability caused by insecurities and anxieties often hinders the performance of university teachers. As anxiety adversely affects the working memory of an individual (Rydell *et al.*, 2009), it depletes the available cognitive assets, which tend to impede the adequate coping mechanism in stressful situations (Gallagher, 1990; and Beilock *et al.*, 2006). Therefore, emotionally unstable people generally perceive stressful situations to be threatening (Gallagher, 1990; and Tong, 2010). In contrast, people with emotional stability generally consider stressful situations as a challenge, therefore, experiencing less negative emotions and thus retaining the cognitive resources/assets that are required to deal with the stressful situation (Gallagher, 1990). In the context of emotional stability, Baitukbayeva (2012) developed a model indicating that there are two types of emotional stability. One is pseudo-emotional stability and the other is psycho-emotional stability. Pseudo-emotional stability is when despite strong emotional excitation, the behavior disorders are not observed. When emotional excitation does not exceed the threshold despite strong stimuli, it is psycho-emotional stability. At psycho-emotional stability, the person does not experience undue excitation, apathy and restraints that prevent the deterioration of cognitive abilities, poor coordination, breakdown or deterioration of health. On the contrary, pseudo-emotional stability is characterized by over-excitation, apathy and nervous exhaustion that may not be recognizable in outward appearance (suppressed by the subject). Also, the research conducted at the Department of Psychology of Individual Differences, Warsaw University (2003), shows that the psychological and physiological optimums of excitation do not always agree with each other. “Psychologically the optimal level of excitation is when the greatest success of the activity is achieved” (Baitukbayeva, 2012). Therefore, the lack of external expression of emotions as strong irritant (pseudo-emotional stability) cannot serve as a basis for success since it does not reflect the real level of the individual’s excitation. In the context of college teachers, the drawbacks of educational institutions such as unreasonable regulations, excessive interference and control of management, uneven distribution of workload, inadequate incentives and unclear career growth prospects could lead to emotional intensity. Perhaps, an adverse social environment characterized by frequent conflicts with management, colleagues and students has a negative consequence on the mental state of teachers. The lack of solidarity among the teachers

often provokes heavy feelings and emotional turmoil. However, this emotional instability can be successfully undermined by developing and then utilizing emotional intelligence. The management, colleagues and the teachers themselves should become facilitators to build emotional intelligence that can strengthen the emotional stability in the time of crises. Qualities such as sympathy, empathy and friendliness as underpinning in the interactions between management, co-workers and college teachers could help in building high emotional stability. Also, qualities such as self-control, endurance, persistence, and owning one's feelings could help teachers to become more emotionally stable.

Further, the results of the linear regression between occupational stress (criterion) and workplace spirituality (predictor) indicate that *R*-square is 0.12 and adjusted *R*-square is 0.10, showing that 10% of the variance in occupational stress is being explained by workplace spirituality, indicating workplace spirituality significantly predicts occupational stress. This result is consistent with the study conducted by Jena and Pradhan (2014), suggesting that workplace spirituality has a notable place in the area of management research and should advance from industry and occupy a similar position in academic research to demonstrate its worth. Kumar and Pragadeeswaran (2011) suggested a negative correlation between spiritual quotient and occupational stress among the working executives. Doraiswamy and Deshmukh (2015) suggested that to alleviate stress, the workplace should characterize cooperation among employees, shared values and spirituality, along with meaningfulness at work. Hong (2009) confirmed that perceived workplace spirituality positively influences job satisfaction but negatively influences turnover intentions and emotional exhaustion among the employees. Workplace spirituality among college teachers can become considerably important when it comes to work stress. When employees perceive that their spiritual values are consistent with the organizational culture and climate, it results in positive work attitudes and outcomes (Daniel, 2015). Perhaps, organizational climate with high levels of workplace spirituality is characterized by trust, positive attitude, joy, respect for others and generosity, which helps to reduce stress among employees. Therefore, when college teachers are given an environment of trust, empowerment, justice and flexibility, it could equip them to deal with their stress in a better way. Perhaps, organizational and co-workers' support, communication and cooperation along with the ability to express oneself could help in relieving the emotional, physical and mental stress among college teachers.

Conclusion

Occupational stress often leads to unwanted ramifications such as lower satisfaction from a job leading to high intentions to quit and high turnover among college teachers. Based on this study, it can be suggested that emotional stability and workplace spirituality can help in dealing with it. As emotional stability provides an ability to remain calm in crisis and fosters a tendency to remain happier, its role should be emphasized for the successful functioning of college teachers. To manage occupational stress among college teachers,

emphasis should be on developing psycho-emotional stability as it will help them in developing restraint towards experiencing undue excitation and apathy in a situation of crisis. The importance of forming psycho-emotional stability in future university teachers is conditioned by three factors. First, a high level of psycho-emotional stability is a necessary condition for teacher's work. Secondly, development of psycho-emotional stability is a preventive measure of professional burnout, the state of full exhaustion. Third, psycho-emotional stability will reduce chances of deteriorating mental abilities and physical health among college teachers. Perhaps, stress could be alleviated by creating a workplace that emphasizes on cooperation among colleagues, a sense of shared values with spirituality and meaningful work. Ashmos and Duchon (2000) defined "spirituality at work as the recognition that employees have an inner life that nourishes and is nourished by meaningful work that takes place in the context of community". Therefore, spirituality at work comprises three important aspects: 'inner life' along with 'meaningful work' and 'community'. In order to reduce occupational stress among college teachers through workplace spirituality, institutions such as colleges should emphasize on 'meaningful work' by designing teachers' work in a way that such activities are found to be important to the teachers. The 'community' component of workplace spirituality should be developed by emphasizing on developing cooperativeness and interconnectedness among co-workers. At the same time, 'inner life' of college teachers should be nourished so that they have an inner strength that helps them perform their work.

Scope for Future Research: This study emphasizes on the significance of emotional stability and workplace spirituality in alleviating occupational stress among college teachers; therefore, future research should emphasize on understanding the mechanism of psycho-emotional stability that could help individuals in developing abilities to overcome excessive emotional excitation while performing complex and demanding job roles like teaching.

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Appendix

Occupational Stress Questionnaire

You are invited to participate in a research study on employee experiences in the job and their organization. The responses will be kept confidential and the data will be used for academic purposes only.

Demographic Details

Age:

Gender:

Marital Status:

Education:

Years of Experience in Current Organization:

Total Work Experience:

The following statements relate to your feelings about stress. You should rank your views from 1 to 5 based on your perception of employee stress.

S. No.	Statements	(5) Strongly Agree	(4) Agree	(3) Undecided	(2) Disagree	(1) Strongly Disagree
1.	I have to do a lot of work in this job.					
2.	The available information relating to my job role and its outcomes is vague and insufficient.					
3.	Different officers often give contradictory instructions regarding my work.					
4.	Sometimes it becomes a complicated problem for me to make adjustment between political/group pressures and formal rules and instructions.					
5.	The responsibility for the efficiency and productivity of many employees is thrust upon me.					
6.	Most of my suggestions are heeded and implemented here.					

Appendix (Cont.)

S. No.	Statements	(5) Strongly Agree	(4) Agree	(3) Undecided	(2) Disagree	(1) Strongly Disagree
7.	My decisions and instructions concerning distribution of assignments among employees are properly followed.					
8.	I want to work with the person I like.					
9.	My assignments are of monotonous (no variety) nature.					
10.	The higher authority cares for my self-respect.					
11.	I get less salary in comparison to the quantum of my labor/work.					
12.	I do my work under tense circumstances.					
13.	Owing to the excessive workload, I have to manage with insufficient number of employees and resources.					
14.	The objectives of my work role are quite clear and planned.					
15.	Officials do not interfere with my jurisdiction and working methods.					
16.	I have to do some work unwillingly owing to certain group/political pressures.					
17.	I am responsible for the future of a number of employees.					
18.	My cooperation is frequently sought in solving the administrative or industrial problem at higher level.					
19.	My suggestions regarding the training programs of the employees are given due significance.					
20.	Some of my colleagues and subordinates try to defame and malign me as unsuccessful.					
21.	I get ample opportunity to utilize my abilities and experience independently.					
22.	This job has enhanced my social status.					
23.	I am seldom rewarded for my hard work/labor and efficient performance.					
24.	Some of my assignments are quite risky and complicated.					

Appendix (Cont.)

S. No.	Statements	(5) Strongly Agree	(4) Agree	(3) Undecided	(2) Disagree	(1) Strongly Disagree
25.	I have to dispose my work hurriedly owing to excessive workload.					
26.	I am unable to perform my duties smoothly owing to uncertainty and ambiguity of the scope of my jurisdiction and authorities.					
27.	I am not provided with clear instructions and sufficient facilities regarding the new assignments entrusted to me.					
28.	In order to maintain group conformity, sometimes I have to do/produce more than usual.					
29.	I bear great responsibility for the progress and prosperity of this organization.					
30.	Our interests and opinions are duly considered in making appointments for important posts.					
31.	My opinions are sought in framing important policies of the organization/department.					
32.	My colleagues cooperate with me voluntarily in solving administrative and industrial problems.					
33.	I get ample opportunity to develop my aptitude and proficiency properly.					
34.	My higher authorities do not give due significance to my post and work.					
35.	I often feel that this job has made my life cumbersome.					
36.	Being too busy with official work, I am not able to devote sufficient time to my domestic and personal problems.					
37.	It is not clear what type of work and behavior my higher authorities and colleagues expect from me.					
38.	Employees attach due importance to official instructions and formal working procedures.					

Appendix (Cont.)

S. No.	Statements	(5) Strongly Agree	(4) Agree	(3) Undecided	(2) Disagree	(1) Strongly Disagree
39.	I am compelled to violate the formal and administrative procedures and policies owing to group/political pressures.					
40.	My opinion is sought in changing or modifying the working system, instrument and conditions.					
41.	There exists sufficient mutual cooperation and team spirit among the employees of the organization/department.					
42.	My suggestions and cooperation are not sought in solving even those problems for which I am quite competent.					
43.	Working conditions are satisfactory here from the point of view of our welfare and convenience.					
44.	I have to do work that ought to be done by others.					
45.	It becomes difficult to implement all of a sudden the new procedures and policies in place of those already in practice.					
46.	I am unable to carry out my assignment to my satisfaction on account of excessive work load and lack of time.					

Appendix (Cont.)

Emotional Stability

This questionnaire has some questions to identify your interests and how you feel about certain situations. There are no right or wrong answers. All you have to do is answer what is true for you.

S. No.	Statements			
1.	If I am asked to do a new and a difficult task, I: (A) Feel glad to take it up and show what I can do (B) Feel I will make a mess of it (C) Can't decide	(a) Yes	(b) No	(c) Sometimes
2.	My appetite remains as usual when eating just before an exam or an interview.	(a) Yes	(b) No	(c) Sometimes
3.	I find it easy to keep an exciting secret.	(a) Yes	(b) No	(c) Sometimes
4.	When I decide to do something, I: (A) Wonder if I may want to change my mind (B) Feel sure I am satisfied with it (C) Undecided	(a)	(b)	(c)
5.	A screeching noise on a glass or blackboard gives me shivers.	(a) Yes	(b) No	(c) Sometimes
6.	I always get along well with my parents, brothers and sisters.	(a) Yes	(b) No	(c) Sometimes
7.	I often make big plans and get excited about them, only to find that they won't work out.	(a) Yes	(b) No	(c) Occasionally
8.	I am usually a very contented person.	(a) Yes	(b) No	(c) Usually
9.	I feel sometimes happy and sometimes depressed for no apparent reason.	(a) Yes	(b) No	(c) Uncertain

Appendix (Cont.)

S. No.	Statements			
10.	When I do something foolish, I feel so bad that I wish I could just hide somewhere forever.	(a) Yes	(b) No	(c) Perhaps
11.	When I work, I generally: (A) Find it hard to get started (B) Sit down and start rightaway (C) Can't decide	(a)	(b)	(c)
12.	I have trouble thinking of things to say when I am talking to a person I dislike.	(a) Yes	(b) No	(c) Sometimes
13.	I wish I were a different person from what I am now.	(a) Yes	(b) No	(c) Perhaps
14.	When I plan to do something, I am full of hope and sure that all will go well.	(a) Yes	(b) No	(c) Sometimes
15.	I sometimes wish I had never been born.	(a) Yes	(b) No	(c) Perhaps
16.	Even when everyone is watching me, I can work just as fast as usual and without any mistakes.	(a) Yes	(b) No	(c) Uncertain
17.	I believe in spending more time in my work than is actually asked.	(a) Yes	(b) No	(c) Uncertain
18.	Even when I have decided things in a hurry, I stay happy with my decisions.	(a) Yes	(b) No	(c) Sometimes
19.	When someone praises me for something, I have doubts that they are fooling me or they have made a mistake.	(a) Yes	(b) No	(c) Sometimes
20.	There are times when I have to really struggle with my feelings and I don't feel like doing anything.	(a) Yes	(b) No	(c) Sometimes
21.	People say that I daydream a lot.	(a) Yes	(b) No	(c) Sometimes

Appendix (Cont.)

S. No.	Statements			
22.	I can remain calm in a contest I very much want to win.	(a) Yes	(b) No	(c) Sometimes
23.	There are times when other people get on my nerves so much that I just have to lose control of myself for a while.	(a) Yes	(b) No	(c) Sometimes
24.	If I accidently hurt someone's feelings, I: (A) Say I didn't mean it and then forget about it (B) Feel troubled about it for a long time (C) Can't decide	(a)	(b)	(c)
25.	I think its worthwhile to try to do a task even if proper tools are not available.	(a) Yes	(b) No	(c) Can't say
26.	Some people say that I am not on time and not dependable even though they really like me.	(a) Yes	(b) No	(c) Uncertain
27.	There are days when so many little things go wrong that I feel I will go mad if anything else goes wrong.	(a) Yes	(b) No	(c) Sometimes
28.	When I am working on a job, I: (A) Keep working steadily at it (B) Daydream a lot (C) Uncertain	(a) No, never	(b) Yes, I do	(c) Sometimes
29.	I never strain so hard to succeed that it keeps me from doing my best.	(a) Yes	(b) No	(c) Perhaps
30.	I feel sure that people respect me and pay attention to me as much as they do to others.	(a) Yes	(b) No	(c) Sometimes

Appendix (Cont.)

S. No.	Statements			
31.	I often feel unhappy and do not want to talk to anyone.	(a) Yes	(b) No	(c) Perhaps
32.	I am good at taking care of things that have to be mended or made to work.	(a) Yes	(b) No	(c) Sometimes
33.	There are times when I feel I will never achieve anything.	(a) Yes	(b) No	(c) Sometimes
34.	I can be quite happy even when friends refuse to do things my way.	(a) Yes	(b) No	(c) Sometimes
35.	When I get into an argument with someone, I usually: (A) Listen patiently to his/her argument first (B) Interrupt right away to tell my side (C) Uncertain	(a)	(b)	(c)
36.	I enjoy being a leader so that I can make decisions for a group.	(a) Yes	(b) No	(c) Not sure
37.	People say I am a person who can always be counted on to do things exactly and properly.	(a) Yes	(b) No	(c) Uncertain
38.	I would like to be extremely good-looking, so that people would notice me wherever I go.	(a) Yes	(b) No	(c) Perhaps
39.	When something is bothering me a lot, I think it is better to: (A) Try to ignore it until you cool off (B) Blow off the steam (C) Uncertain	(a)	(b)	(c)
40.	I sometimes feel so confused that I don't know what I am doing.	(a) Yes	(b) No	(c) Perhaps
41.	I am usually a very careful person.	(a) Yes	(b) No	(c) Sometimes

Appendix (Cont.)

S. No.	Statements			
42.	In making decisions, I bother to consider everything even the smallest facts.	(a) Yes	(b) No	(c) Perhaps
43.	I snap my fingers when I am excited and eager to do something.	(a) Yes	(b) No	(c) Perhaps
44.	Even when I am happy, one small thing can quite suddenly make me sad.	(a) Yes	(b) No	(c) Perhaps
45.	When I have work to do, I usually work: (A) Steadily until the job gets done (B) Work hard for a while, then relax and come back later (C) Uncertain	(a)	(b)	(c)
46.	People say that no matter what happens, I stay calm and self-controlled.	(a) Yes	(b) No	(c) Uncertain
47.	There are times when I do things I think I really shouldn't do.	(a) Yes	(b) No	(c) Sometimes
48.	When I read about great deeds, I feel: (A) Like trying to do the same (B) That they are for someone else to do (C) Uncertain	(a)	(b)	(c)
49.	I often change from one hobby to another.	(a) Yes	(b) No	(c) In between
50.	I think I am: (A) Steady and dependable (B) Changeable and original (C) Uncertain	(a)	(b)	(c)

Appendix (Cont.)

S. No.	Statements			
51.	I like people to tell me exactly how they want things done.	(a) Yes	(b) No	(c) Uncertain
52.	When I wake up in the morning, I find that I have tossed and turned so much that the whole bed is a mess.	(a) Often	(b) Never	(c) Sometimes
53.	When people look around my room at home, they say that I keep it neat and tidy.	(a) Often	(b) Never	(c) Sometimes
54.	There are times when I do pretty wild things, not caring what other people will say.	(a) Often	(b) Never	(c) Sometimes
55.	When I was young, my parents say I was too:	Quite	Noisy	In between
56.	In games or even otherwise, I can always keep on trying even when it's clear that I can't win.	(a) Yes	(b) No	(c) Perhaps
57.	Most people say that I behave the way I should.	(a) Yes	(b) No	(c) Nor, sure
58.	People never say that I am sloppy and careless in my work.	(a) Never	(b) They do	(c) Sometimes
59.	When I go out with other people for the first time, I always make sure I do the proper thing.	(a) Yes	(b) No	(c) Usually
60.	When I start a job, I always see that it gets finished.	(a) Yes	(b) No	(c) In between

Appendix (Cont.)

Workplace Spirituality

Please note your responses by writing the appropriate rating against each of the following statements. The following five-point scale should be used to rate the statements in the context of self.

S. No.	Statements	(5) Completely True	(4) Mostly True	(3) Equally True and Untrue	(2) Mostly Untrue	(1) Completely Untrue
1.	I am generally humble to others.					
2.	I understand why I am doing a particular work.					
3.	I am valued at work for who I am.					
4.	I respect the viewpoints of others, even though they are different from mine.					
5.	I appreciate what I have at work and in life.					
6.	I feel that life has a lot to offer if we make proper efforts.					
7.	I feel that values are important for leading a purposeful life.					
8.	I think that whatever work one should do, one should do it for some purpose through which one moves further towards one's actual intrinsic or extrinsic goal.					
9.	I feel that future implications of one's action should be looked at, before doing the work.					
10.	I can understand the connection between the work and the larger social good.					
11.	I can understand work from all aspects and create a complete picture.					
12.	I know the ways in which someone's action can lead to the highest long-term good of others.					
13.	I feel the presence of joy and optimism in my life.					
14.	I feel hopeful about life and work.					
15.	I have trust in my own potential.					

Appendix (Cont.)

S. No.	Statements	(5) Completely True	(4) Mostly True	(3) Equally True and Untrue	(2) Mostly Untrue	(1) Completely Untrue
16.	I know that there is some real purpose to everyone's life.					
17.	I know that each individual is a unique person, made up of unique life experiences.					
18.	I respect others' potential as human being.					
19.	I understand that each person is different and has different sense of good, bad, right, and wrong.					

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