Effect of Demographic Factors on Spiritual Leadership for Workplace Well-being of Teachers at Secondary Level

Munwar Bagum[1], Shahid Mahmood[2] and Kiran Khan[3]

Abstract

The objectives of the research study were to find out the effect of demographic factors on the spiritual leadership relationship for workplace well-being of teaches at secondary level. All public and private secondary schools of district Muzaffargarh were the population of the study and it was 2292. The sample of teachers from tehsil Muzaffargarh was 285, from tehsil Alipur was 223 and from tehsil Jatoi was 173. Moreover, the demographic information like school regions /tehsil, school location, gender. Sector. Designation of teacher, teaching experiences, age group, academic qualification and professional qualification were taken as to find out the effect of these factors on the spiritual leadership and workplace well-being of teachers at secondary level and it was significant also. Similarly, it was concluded that these demographic factors are significant for the participants especially for teachers to enhance the spiritual leadership and workplace well-being at secondary level. Moreover, it was suggested that this study cannot analyzed overall teacher's views about the spiritual leadership and workplace wellbeing at Secondary level. Future researchers may focus on analyzing views of teachers based on their specific subject of teaching or area/discipline at any level.

Keywords: Spiritual Leadership, Well-being, Demographic Characters, Secondary Teachers

Introduction

In the last ten years, the concept of "spirituality" has become increasingly popular. Numerous researchers and academics have delved into the question of spirituality in leadership. Organizations and the study of organizations are beginning to address spirituality openly (Fry & Matherly, 2006). According to Giaclone and Jurkiewicz (2003) moral characteristics provided by the built environment reduce stress and employee turnover (Aydin & Sillan, 2009; Zinnbauer, 1999; Thomas, 2000; Anderson, 2000;Allen, 1972; Bass, 2000; Benefieal, 2014; Balckaby, 2001; Bozeman; 2015; Crossman, 2010; Fairholm, 2004).

Based on their empirical research into the topic, Giaclone and Jurkiewicz (2003) define this phenomenon as follows: "the framework of organizational values occurs within a culture that causes the promotion of staff experiences via the process of working, and facilitates a communication sense, provides the sense of cooperation and happiness, as well as the enjoyment of working" (Fairholm, 2004; Fry, 2008, 2013, 2017; Houston, 2007; Karadag, 2007; Kaya, 2015).

According to Strack et al., managers with a spiritual bent are better leaders than their atheist or agnostic counterparts. Therefore, they conclude that spirituality and leadership go hand in hand (Strack et al., 2008). In order to gain acceptance in these four domains of follower-training,

[1]*Assistant Professor, Department of Education, Institute of Southern Punjab, Multan, Pakistan. Email: munwarbagum@isp.edu.pk*

[2]*MPhil Education, Institute of Southern Punjab, Multan, Pakistan. Email: shahidmahmoodsial786@gmail.com*

[3]*Institute of Southern Punjab, Multan, Pakistan. Email: misskk86@gmail.com*

trust, reliability, and inspiration, spiritual leadership must broaden inspired perspectives and acts performed in the course of work that serve to strengthen ideals of teamwork, trust, mutual care, dedication, and efficiency in the workplace. Furthermore, trust is one of the most crucial factors in fruitful partnerships and is given great weight in commercial contexts(Kellis, 2013; Kaya, 2015; Maddock, 1998; Kouzes, 2012; Mahipalan & Sheena, 2019; Malone & Fry, 2003; Moreau, 2012; Neal, 2001; Rumsey, 2014).

Intra-organizational trust appears crucial because building trust within executive organizations begins with those departments' employees and supervisors. One of the most crucial social capitals in any firm, trust is what drives connection and sympathy between subordinates and superiors in the executive suite. More work gets done in businesses where trust is prevalent (Salimi, 2010). The study of leadership is of great interest for several researchers, and this academic discipline is characterized by its continuous development and progression. In his work, Northouse (2018) utilizes six key ideas, namely trait, ability, skill, behavior, relationship, and process, which align with the commonly employed definitions in the existing literature. The main objective of this study is to give an explanation of leadership. The significance of collaboration and morality in leadership is emphasized by the author, who defines leadership as the process by which an individual influences others or a group to collaboratively pursue a shared objective (Gustiawan & Chen, 2015; Pfeffer, 2003; Reave, 2005; Rumsey, 2014; Ryan & Grolnick, 1986; Ryan et al., 1994; Smith, 1992).

The author lays much emphasis on the collaborative and ethical dimensions of leadership, which he characterizes as the act of persuading individuals or groups to collaboratively work towards a common goal. According to Banke et al. (2005), the concept of Islamic spiritual leadership has been explored. Gustiawan and Chen (2015) have also discussed the topic of Islamic leadership. Additionally, Al Arkoubi (2008) has conducted research on Islamic leadership as well (Saeed et al., 2013).

The researchers will approach the topic of spiritual leadership within the context of educational institutions from an organizational and secular perspective. They will not adhere to any particular religious affiliation in their work. The objective of the current study, which is to investigate the link between teachers' perceived spiritual leadership and their degree of organizational commitment (Aslan & Korkut, 2015), is what prompted this method. Specifically, the goal of the study is to investigate the association between teachers' perceived spiritual leadership and their degree of organizational commitment. The primary focus of this inquiry is on determining whether or not there is a correlation between teachers' perceptions of their own spiritual leadership and the level of organizational commitment they have.

In order to study the spectrum of leadership theories that are currently in use as well as those that are evolving in the twenty-first century, Dinh et al. (2014) did a detailed qualitative analysis of leadership theory from 10 trustworthy academic publishing sources. This was done in order to gather data for their investigation (Smith, 1992; Snyder & Ingram, 2000; Spears, 1997; Spreitzer, 1996; Stanfield, 1976; Tart, 1975; Thomas, 2000; Allen, 1972, ASER, 2019). Simultaneously, Dionne et al. (2014) did a comprehensive study that spanned 25 years to investigate the incorporation of levels of analysis in both conceptual and empirical leadership research that was published in Leadership Quarterly over its entire lifespan. This research was carried out with the intention of determining whether or not levels of analysis were utilized in the research. It is noteworthy that both teams presented convincing data demonstrating that spiritual leadership is a nascent leadership theory that has grabbed the attention of scholars and is exerting a rising influence on the practices of leaders. This is an important finding since it indicates that spiritual leadership is becoming an increasingly prevalent form of leadersherip (Barret, 1998, 2003; Bass, 1985; Bass, 2000; Avolio & Gibbons, 1988; Conger & Kanungo, 1988, 998; Burns, 2009; Malone & Fry, 2003; McNeal, 2000; Nasesan, 1999).

Fry (2003) presented a conceptual framework for the study of spiritual leadership. This framework is predicated on the idea of intrinsic motivation and includes aspects of spiritual leadership such as a vision, hope/faith, and selfless love. This idea draws on previous research on spirituality in the workplace and the ability to spiritually survive in the workplace. This was achieved by the individual by utilizing ethical well-being, positive health, and positive psychology as core components in their approach. According to the individual, the purpose of spiritual leadership is to increase organizational commitment and productivity by creating alignment between the vision and values of the organization at various levels, including the strategic, empowered team, and individual levels. This alignment can occur at any level, but it is most important at the individual level.

Fry's (2003) research inspired a large number of academics to establish new theories and paradigms of spiritual leadership, which they did so as a direct result of his findings. According to Malone and Fry (2003), the application of spiritual leadership acts as a causal leadership model for supporting organizational transformation (OT) and fostering an organically driven, learning organization. They argue that this is the case when spiritual leadership is used as a leadership model (Mirvus, 1997; Mehdinezhad, 2012; Mowday et al., 1982; Nanus, 1992; Ryan & Grolnick, 1986).

Chen and Li (2013) undertook a detailed examination of Fry's research and came to the conclusion that in addition to incorporating aspects of transformational and charismatic leadership, Fry's theory also has a religious-based component to it. They reached this conclusion after conducting the analysis. The importance of sensitivity and affection is emphasized by many religious and spiritual traditions. In addition, there is an ethical component that necessitates showing proper courtesy to an organization's constituents, including its clients and shareholders (Sass, 2000; Ryan & Grolnick, 1986; Reave, 2005; Senge, 1990; Smith, 1992).

In addition, there is a value-based component, which comprises the process of cultivating an organizational culture that values the contributions, purposes, and positive interpersonal interactions of its employees. Companies in the business world as well as educational institutions like schools have used Fry and Nisiewicz's (2013) model in their operations at some point. According to Fairholm (2011), the only feasible approach to leadership in the modern setting, which is characterized by globalization and diversity, is values-based leadership, which is also known as spiritual leadership (Spreitzer, 1996; Stanfield, 1976; Thomas, 2000; Townsend, 1984; Valas & Slovik, 1993; Veach & Chappell, 1991; Weber, 1947).

Fairholm (2011) makes this claim. According to the viewpoint of the individual, there has been a progression of five distinct generations in the development of leadership theory over the course of the last century. This progression took place over the course of the last hundred years. The speaker claims that the first generation struggled with the issue of who should take the reins of leadership. The second generation put more of a focus on the actions taken by the leader (Benware & Deci, 1984; Zaharris et al., 2017; Zellers & Perrewe, 2003).

The primary emphasis of the third generation was directed towards the examination of leadership's spatial dimension. The development of the fourth generation of leadership theory is centered on leaders' perspectives, attitudes, and behaviors towards leadership, specifically their valuation and practice of leadership. Fairholm (2011) provides additional commentary. While it is true that the initial waves of leadership theories have contributed valuable insights into the understanding of effective leadership, none of them can be considered fully comprehensive, failing to meet the expectations of even the most casual observer. Consequently, the author argues that spiritual leadership can be seen as the subsequent iteration of values-based leadership, denoting it as the forthcoming paradigm of leadership.

Research Questions

Following three hypotheses were formulated to test the main objectives of the study.

1. Is there any significant difference among teachers' perceptions regarding spiritual leadership and workplace well-beings on the basis of location?
2. Is there any significant difference among teachers' perceptions regarding spiritual leadership and workplace well-beings on the basis of job experience?
3. What is the effect of head teacher' spiritual leadership on teachers at secondary level?

Methodology

Study Design, Population and Sample

The study was quantitative in nature using a correlational research design. A correlational design was a concentrated and a direct study design that aims to ascertain whether or not there is a relationship between variables and if similar type of relationship exists between the variables it assesses the strength or deficiency of the relationship (Hoy & Miskel, 2005). sample was all the secondary school's teachers of district Muzaffargarh The overall population of teachers from tehsil Muzaffargarh was 285, from tehsil Alipur was 223 and from tehsil Jatoi was 173. Total population was 681 including male and female teachers from secondary wing of district Muzaffargarh.

Tool Development and Validation

A questionnaire consisted of three scales along with demographic information of head teachers and teachers were designed. The first section was about demographic information of participants. Basic information had been taken from respondents to compare their perception differences (i.e., school location, school sector, school level, designation, gender, age, teaching experience, academic qualification & professional qualification).

The second section of the questionnaire was about head teacher distributed leadership (HTDL) that comprised twenty-three items. This section (i.e., HTDL) was divided into three sub sections. The first part was about support which had ten items, second part was contained three items related to supervision and the third part was comprised ten items related to coherent leadership team. This scale was adopted from distributed leadership inventory developed by Devos et al., 2009.

Third set of questionnaires was about assessing teachers' sense of their own perception. It comprised ten items. This scale was adopted from the teacher scale by Daytner et al., 1999. Forth section was about trust in head teacher. With the purpose of capturing the teachers' perception about trust in their head teachers ten items were included. This section was adopted from the conceptualization and measurement of faculty by Hoy, W., & Tschannen-Moran, M. (2003). The items of questionnaire were based on 5-point Likert scale ranging from ''strongly agree'' to ''strongly disagree''

Before administrating the tool, the validity of the instrument was tested by adopting following measures to proceed further. The validity of the tool was determined through expert opinion and pilot testing. The questionnaire was sent to multiple experts to judge the validity of the tool. All the experts found that instrument was fit to this study. The expert opinion was considered to remove the mistakes in the statement and theme of the questionnaire also. After the expert opinion, the questionnaire was refined for the survey of study.

Reliability of the calculating of results and their consistency could be checked out by IBM, SPSS statistics software and the appropriate alpha value was decided to increase the reliability and the value of Cronbach Alpha was found 0.8.

Tool Administration and Data Collection

Before starting data collection, mandatory approvals had been obtained from CEO of district Muzaffargarh for public schools and from principals of private schools. After obtaining approval to conduct the study, the researcher, with the assistance of the DEO of public and private schools, was provided with a list of the secondary schools.

Prior to taking part in the study, the participants received a letter providing details about the investigation along with questionnaire. The letter included the title of the study, the name of the researcher, the purpose of the study, procedures, and study benefits, promise of confidentiality, and details about participants' rights, including their right to withdraw from the study. In short, the researcher assured to participants that all the information would be kept confidential and all ethical concerns would be practiced equally and fairly.

Data was analyzed through descriptive, inferential statistical methods and correlation coefficient tests. To measure frequency, percentage, mean, standard deviation, t-test, ANOVA, and correlation, SPSS software was used. To calculate teachers' responses on distributed leadership, and trust in head teacher 5-point Likert scale was used. The items of questionnaire were ranging from ''always'' to ''never. The scoring to the items were assigned (i.e., Always=5, Often=4, Some Times=3, rarely= 2 & never=1). Codes were assigned to demographic information of respondents (i.e., 1, 2, 3 & 4). These scores and codes were helped in analyzing responses and perception differences.

To find valid and reliable inferences, the data was examined by applying both the descriptive and inferential statistics. Analysis of demographic information was examined by measuring frequency and percentage of the respondents. The descriptive analysis of each item was conduct through calculating percentage (%), mean and standard deviation (SD). For ease of analysis, responses on options "

"Often" and "always" were combined into one option i.e., "often". Likewise, "rarely" and "never" were combined into one option i.e., "rarely". To analyze the possible differences between the perceptions of participants inferential statistics (i.e., t. test, ANOVA) were conducted.

Data Analysis and Results

The study was conducted at district Muzaffargarh and secondary schools were taken as population of study. The teachers were the population and sample of the study. The demographic information of the participants especially location is given in the Table 1.

Table 1: Independent sample t-test of perception of teachers' about spiritual leadership with respect to location

Factors	Group	N	Mean	S.D	df	t	Sig.
Overall Teachers'	Urban	217	112.35	3.37	679	6.22	0.00
Perception of Spiritual Leadership	Rural	464	109.52	6.29	666.87	7.63	

Note: N= Total number of Teachers, S.D= Standard Deviation, df= Degree of freedom, t-value= Independent Sample t-value.

Table 1 present's analysis on location based differences in teachers 'perception of spiritual leadership. With respect to teachers' perception based on urban location through independent samples t-test indicated significant results (df = 679, t = 6.22, sig. value 0.00 < 0.05) where teachers' perception based on rural location through independent samples t-test indicated

significant results (df = 666.87, t = 7.63). The mean (N=112.35) of urban is greater than the rural (N=109.52).

It was concluded that there were notable variations in the teachers' perception of spiritual leadership of urban and rural participants of secondary school. Moreover, the value of sig. (Sig. = 0.00) is also less than the standard sig. value (Sig. = 0.05), so having positive significant effect in spiritual leadership.

Table 2: Independent sample t-test of perception of teachers' about spiritual leadership with respect to school sector

Factors	Group	N	Mean	S.D	df	t	Sig.
Overall Teachers' Perception of Spiritual Leadership	Public	520	109.55	6.00	679	-7.47	0.00
	Private	161	113.23	3.14	520.29	-10.19	

Note: N= Total number of Teachers, S.D= Standard Deviation, df= Degree of freedom, t-value= Independent Sample t-value.

Table 2 presents analysis on school sector based differences in teachers 'perception of spiritual leadership. With respect to teachers' perception based on public sector through independent samples t-test indicated significant results (df = 679, t = -7.47, sig. value 0.00 < 0.05) where teachers' perception based on private through independent samples t-test indicated significant results (df = 520.29, t = 10.19). The mean (N=109.55) of public is less than the private (N=113.23).

It was concluded that there were notable variations in the teachers' perception of spiritual leadership of public and private participants of secondary school. Moreover, the value of sig. (Sig. = 0.00) is also less than the standard sig. value (Sig. = 0.05), so having positive significant effect in spiritual leadership based on school sector.

Table 3: Independent sample t-test of perception of teachers' about spiritual leadership with respect to gender

Factors	Group	N	Mean	S.D	df	t	Sig.
Overall Teachers' Perception of Spiritual Leadership	Male	441	109.78	6.29	679	-4.00	0.00
	Female	240	111.58	4.11	657.164	-4.50	

Note: N= Total number of Teachers, S.D= Standard Deviation, df= Degree of freedom, t-value= Independent Sample t-value.

Table 3 presents analysis on gender based differences in teachers 'perception of spiritual leadership. With respect to teachers' perception based on male gender through independent samples t-test indicated significant results (df = 679, t = -4.00, sig. value 0.00 < 0.05) where teachers' perception based on female gender through independent samples t-test indicated significant results (df = 657.164, t = -4.50). The mean (N=109.55) of public is less than the private (N=111.58).

It was concluded that there were notable variations in the teachers' perception of spiritual leadership of both male and female participants of secondary school. Moreover, the value of sig. (Sig. = 0.00) is also less than the standard sig. value (Sig. = 0.05), so having positive significant effect in spiritual leadership based on gender.

Table 4: ANOVA t-test of perception of teachers' about spiritual leadership on the basis of school region/tehsil

Overall Teachers' Perception of Spiritual Leadership	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1725.00	2	862.50	28.92	0.00
Within Groups	20218.56	678	29.82		
Total	**21943.56**	**680**			

Table 4 presents analysis on school region / tehsil based differences in teachers 'perception of spiritual leadership. With respect to teachers' perception based the value of df was 2 between groups and 678 was found within groups. The value of F was found 28.92. The value of sig. was 0.00 which is less than the standard sig. value (Sig. = 0.05), which shows that there is significant effect of school region / tehsil on the perception of teachers about spiritual leadership and similar data was also displayed in graphically form in following figure 1.

Figure 1: ANOVA t-test of perception of teachers' about spiritual leadership on the basis of school region/tehsil
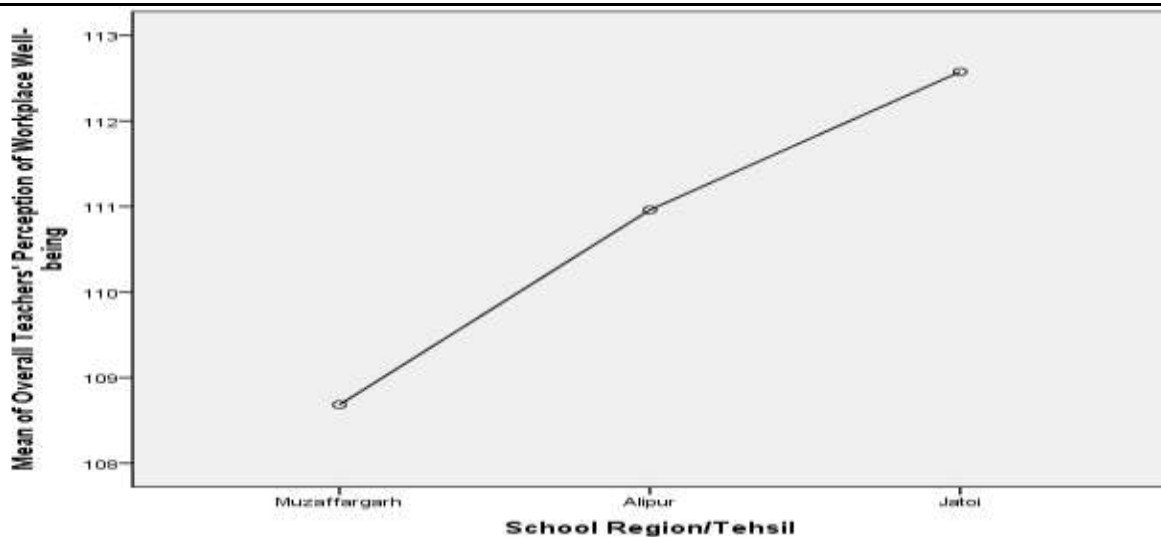
Discussion

The objectives of the research study were to find out the effect of demographic factors on the spiritual relationship and workplace well-being of teaches at secondary level. In this regards, the population of this study was all the male and female teachers and students of secondary schools at District Muzaffargarh. All public and private secondary schools of district Muzaffargarh were the population of the study. The population of teachers from tehsil Muzaffargarh was 285, from tehsil Alipur was 223 and from tehsil Jatoi was 173. Total sample was 681 including male and female teachers from secondary wing of district Muzaffargarh.

Moreover, the demographic information like school regions /tehsil, school location, gender. Sector. Designation of teacher, teaching experiences, age group, academic qualification and professional qualification were taken as to find out the effect of these factors on the spiritual leadership and workplace well-being of teachers at secondary level.

Moreover, it was found from the data analysis especially independent t-test and ANOVA t-test that location, sector, gender and school regions /tehsil having significant effect on the

perception of students at secondary level especially for spiritual leadership and work place well-being of teachers at secondary level. Similarly, it was concluded that these demographic factors are significant for the participants especially for teachers to enhance the spiritual leadership and workplace well-being at secondary level.

Moreover, it was suggested that this study cannot analyzed overall teacher's views about the spiritual leadership and workplace wellbeing at Secondary level. Future researchers may focus on analyzing views of teachers based on their specific subject of teaching or area/discipline at any level. It may be suggested that similar study should also be conducted at universities and other institutional level to promote the spiritual leadership at workplace for well-being of teachers also.

Conclusion and Recommendations

Statistical data analysis of findings concluded it was concluded that there were notable variations in the teacher's perception of spiritual leadership of urban and rural participants of secondary school. Moreover, the value of sig. (sig. = 0.00) is also less than the standard sig. value (sig. = 0.05), so having positive significant effect in spiritual leadership. And It was concluded that there were notable variations in the teachers' perception of spiritual leadership of public and private participants of secondary school. Moreover, the value of sig. (sig. = 0.00) is also less than the standard sig. value (sig. = 0.05), so having positive significant effect in spiritual leadership based on school sector. It was concluded that there were notable variations in the teachers' perception of spiritual leadership of both male and female participants of secondary school. Moreover, the value of sig. (sig. = 0.00) is also less than the standard sig. value (sig. = 0.05), so having positive significant effect in spiritual leadership based on gender. The value of sig. was 0.00 which is less than the standard sig. value (sig. = 0.05), which shows that there is significant effect of school region / tehsil on the perception of teachers about spiritual leadership. There is significant effect of designation on the perception of teachers about spiritual leadership, the value of sig. was 0.00 which is less than the standard sig. value (sig. = 0.05), which shows that there is significant effect of teaching experience on the perception of teachers about spiritual leadership. The value of sig. was 0.00 which is less than the standard sig. value (sig. = 0.05), which shows that there is significant effect of age groups on the perception of teachers about spiritual leadership.

References

- Anderson, P. (2000). This place hurts my spirit. *Journal for Quality and Participation*, 16 – 17.
- ASER. (2019). *Annual Status of Education Report 2019.* (District Report Card Education Lahore) ASER Pakistan Secretariat. https://www.aserpakistan.org./report/2019
- Avolio, B. J., & Gibbons, T. C. (1988). *Developing transformational leaders: A life span Approach.*
- Barrett, R. (1998). *Liberating the corporate soul.* Boston: Butterworth-Heinemann.
- Barrett, R. (2003). *Culture and consciousness: Measuring spirituality in the workplace by mapping values*. In R.
- Bass, B. M. (1985). *Leadership and performance beyond expectations.* New York: Free Press.
- Bass, B. M. (1990). *Bass and Stogdill's handbook of leadership: Theory, research, and applications* (3rd ed.).
- Bass, B. M. (1998). *Transformational leadership: Industrial, military, and educational impact*. Mahwah, NJ: Erlbaum.
- Bass, B. M. (1999). Current developments in transformational leadership. *Psychologist-Manager Journal, 3(*1), 5 – 22.

- Bass, B. M. (2000). The future of leadership in learning organizations. *Journal of Leadership Studies, 3,* 18 – 41.
- Bass, B. M., & Avolio, B. J. (1990). The implications of transformational and transactional leadership for individual, team, and organizational development. *Research in Organizational Change and Development, 4*, 231 – 272.
- Bass, B. M., & Avolio, B. J. (1994). *Improving organizational effectiveness through transformational leadership.* Thousand Oaks, CA: Sage.
- Benefiel, M., Fry, L., Geigle, D. (2014) Spirituality and religion in the workplace: history, theory, and research. *Psychol Relig Spiritual, 6*(4), 175–187.
- Benis, W., & Nanus, B. (1997). *Leaders: Strategies for taking charge.* New York: Harper Collins.
- Benware, C., & Deci, E. L. (1984). Quality of learning with an active and passive motivational set. *American Educational Research Journal, 21,* 755 – 765.
- Blackaby, H., & Blackaby, R. (2001). *Spiritual leadership.* Nashville, TN.
- Bowen, D. E., & Lawler, E. E. III (1995). Empowering service employees. *Sloan Management Review*, 73 – 84.
- Bozeman, B., & Su, X. (2015) Public service motivation concepts and theory: a critique. *Public Adm Rev, 75*(5), 700–710.
- Broadman, & Holman, Bolman, L. G., & Deal, T. E. (1995). *Leading with soul.* San Francisco, CA: Jossey-Bass.
- Bruce, W., & Plocha, E. (1999) Reflections on maintaining spirituality in the government workplace: What it means and how to do it. *International Journal of Organization Theory & Behavior 2*(3&4), 325–347.
- Burns, J. M. (1978). *Leadership.* New York: Harper & Row.
- Burns, M. (2009) Validating the relevance of leadership in public administration. *Int J Org Theory Behav, 12*(2), 254–265.
- Cavenaugh, G. F. (1999). Spirituality for managers: Context and critique. *Journal of Organizational Change Management, 12,* 186 – 199.
- Conger, J. A., & Kanungo, R. N. (1988). The empowerment process: Integrating theory and practice. *Academy of Management Review, 13,* 471 – 482.
- Conger, J. A., & Kanungo, R. N. (1994). Charismatic leadership in organizations: Perceived behavioral attributes and their measurement. *Journal of Organizational Behavior, 15,* 439 – 452.
- Conger, J. A., & Kanungo, R. N. (1998). *Charismatic leadership in organizations.* Thousand Oaks, CA: Sage.
- Covey, S. R. (1989). *The seven habits of highly effective people: Powerful lessons in personal change.* New York: Fireside/Simon & Schuster.
- Covey, S. R. (1991). *Principle-centered leadership.* New York: Fireside/Simon & Schuster. Daft, R. L. (2001). *The leadership experience.* Fort Worth, TX: Harcourt College Publishers.
- Crossman, J. (2010). Conceptualizing spiritual leadership in secular organizational contexts and its relation to transformational, servant and environmental leadership. *Leadership & Organization Development Journal, 31*(7), 596-608.
- Daft, R. L., & Lengel, R. H. (1998). *Fusion leadership: Unlocking the subtle forces that change people and organization.* San Francisco, CA: Berrett-Koehler.
- Dalai Lama XIV. (1999). *Ethics for the new millennium.* New York: Putnam.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior.* New York: Plenum.
- Deci, E. L., & Ryan, R. M. (2000). The ''what'' and ''why'' of goal pursuits: Human needs and self-determination of behavior. *Psychological Inquiry, 11*(4), 227 – 268.
- Dent E, Higgins M, Wharff D (2005) Spirituality and leadership: an empirical review of definitions, distinctions, and embedded assumptions. *Leadersh Q 16,* 625–653.
- Dubin, R. (1978). *Theory building.* New York: Free Press.

- Dvir, T., Eden, D., Avolio, B. J., & Shamir, B. (2002). Impact of transformational leadership on follower develop- ment and performance: A field experiment. *Academy of Management Journal, 45(*4), 735 – 744.
- Egel, E. & Fry, L. (in press). *Public Integrity.* ISSN: 1099-9922 print/1558-0989 online DOI: 10.1080/10999922.2016.1200411
- Eisler, R., & Montouori, A. (2003). *The human side of spirituality*. In R. A. Giacalone, & C. L. Jurkiewicz (Eds.), Handbook of workplace spirituality and organizational performance (pp. 46 – 56). New York: M. E. Sharp.
- Evans, M. G. (1970). The effects of supervisory behavior on the path– goal relationship. *Organizational Behavior and Human Performance, 5,* 277 – 298.
- Fairholm, M. (2004) Different perspectives on the practice of leadership. *Public Adm Rev, 64*(5), 577–589.
- Fairholm, M., & Gronau, T. (2015) Spiritual leadership in the work of public administrators. *J Manag Spiritual Relig, 12*(4), 354–373.
- Fairholm, G. W. (1997). *Capturing the heart of leadership: Spirituality and community in the new American workplace*. Westport, CT: Praeger.
- Fairholm, G. W. (1998). *Perspectives on leadership: From the science of management to its spiritual heart.* Westport, CT: Praeger.
- Fairholm, G. W. (2001). *Matering inner leadership*. Westport, CT: Quorum.
- Ferguson, J., & Milliman, J. (2008) Creating effective core organization values: A spiritual leadership approach. *International Journal of Public Administration, 31,* 439–459.
- Ferris, R. (1988). How the power of love can improve leadership. *Organizational Dynamics, 16*(4), 40 – 52.
- Filley, A. C., House, R. J., & Kerr, S. (1976). *Managerial processes and organizational behavior.* Glenview, IL: Scott, Foresman and Company.
- Fleischman, P. R. (1994). *The healing spirit: Explorations in religion and psychotherapy.* Cleveland, OH: Bonne Chance Press.
- Ford, R. C., & Fottler, M. D. (1995). Empowerment: A matter of degree. *Academy of Management Executive, 9,* 21 – 31.
- Frederickson, G. (1997). *The spirit of public administration.* Josey-Bass, San Francisco.
- Fry, L. (2008). *Spiritual leadership: State-of-the-art and future directions for theory, research, and practice.* In: Biberman J, Tishman L (eds) Spirituality in business: theory, practice, and future directions. Palgrave, New York, pp 106–124.
- Fry, L., & Altman, Y. (2013). *Spiritual leadership in action: the CEL story*. Information Age Publishing, Charlotte.
- Fry, L., & Kriger, M. (2009). Toward a theory of being-centered leadership: multiple levels of being as context for effective leadership. *Human Relat, 62*(11), 1667–1696.
- Fry, L., & Nisiewicz, M. (2013). *Maximizing the triple bottom line through spiritual leadership.* Stanford University Press, Palo Alto.
- Fry, L.W. (2003). Toward a theory of spiritual leadership. *Leadersh Q, 14*(6), 693–727 Fry LW (2005) Toward a paradigm of spiritual leadership. Leadersh Q 16:619–622
- Fry, L.W., Nisiewicz, M., Vitucci, S., & Cedillo, M. (2007). *Transforming city government through spiritual leadership: measurement and establishing a baseline.* Paper presented at the National Meeting of the Academy of Management, Philadelphia
- Fry, L. & Egle, E. (2017). *Graziadio Business Review Special Issues on Spiritual Leadership.* 20, 3.
- Fry, L. & Wigglesworth, C. (2013). Toward a Theory of Spiritual Leadership. International *Journal on Spirituality and Organization Leadership.*
- Fry, L. (2017). In S. Rogelberg (ed.). *Encyclopedia of Industrial and Organizational Psychology*, 2nd edition.
- Fry, L. (2019). The numinosity of soul: Andre Delbecq's legacy for MSR. *Journal of Management, Spirituality and Religion.* Retrieved from: https://doi/full/10.1080/14766086.2019.1583597

- Fry, L. (In Press). In Farazmaud, A. (Ed.) *Global Encyclopedia of Public Administration and Public Policy*. NY, NY: Springer Publishing.
- Fry, L. W. & Matherly, L. L. (2006). *Paper presented at the Academy of Management,* Atlanta, Georgia.
- Fry, L. W. & Matherly, L. L. (2007). *Encyclopedia of Industrial/Organizational Psychology*. (Rogrlberg, S.G., Ed.) San Francisco: Sage.
- Fry, L. W., & Smith, D. A. (1987). Congruence, contingency, and theory building. *Academy of Management Review, 12*(1), 117 – 132.
- Fry, L. W., and Kriger, M. (2009). Towards a being centered theory of leadership multiple levels of being as context for effective leadership. *Human Relations, 62*(11), 1667-1696.
- Fry, L. W., Hannah, S., Noel, M., and Walumna, F (2011). Impact of spiritual leadership on unit performance. *The Leadership Quarterly, 27*(9), 259- 270.
- Fry, L. W., Vitucci, S., & Cedillo, M. (2003). *Transforming the army through spiritual leadership.* Unpublished manuscript. Tarleton State University-Central Texas, Killeen, TX. Available: http://www.tarleton.edu/~fry/ resources.html.
- Fry, L. W., Matherly, L., & Ouimet, R. (2010). Toward a theory of spiritual leadership. *The Journal of Management ,Spirituality and Religion,* 7, 4, 283-314.
- Fry, W. L. (2005). Toward a paradigm of spiritual leadership. *The Leadership Quarterly, 7*(3), 619-722.
- Galbraith, J. R. (1977). *Organization design.* Reading, MA: Addison-Wesley.
- Gawthrope, L. (1998). *Public service and democracy: ethical implications for the 21st century*. Chatham House, New York.
- Gel, E. (2013). *Paper presented at the22 Congrès des IAE 2013.* Nice, France. June 13-14.
- Giacalone, R.A., & Jurkiewicz, C.L. (2003). *Toward a science of workplace spirituality.* In: Giacalone RA, Jurkiewicz CL (eds) Handbook of workplace spirituality and organizational performance. M. E. Sharp, New York, pp 3–.
- Giacalone, R. A., & Jurkiewicz, C. L. (2003). *Toward a science of workplace spirituality.* In R. A. Giacalone.
- Greenleaf, R. K. (1977). *Servant leadership: A journey into the nature of legitimate power and greatness.* New York: Paulist Press.
- Greenleaf, R. K. (1978). *Servant leader and follower.* New York: Paulist Press.
- Haley, J. (1993). *Reawakening the spirit at work.* San Francisco, CA: Berrett-Koehler.
- Hollander, E. P., & Offerman, L. R. (1990). Power and leadership in organizations. *American Psychology, 45*, 179 – 189.
- Horton, W. R. (1950). *God* (9th printing). New York: Association Press
- House, R. J. (1977). *A 1976 theory of charismatic leadership*. In J. G. Hunt, & L. L. Larsen (Eds.), Leadership: The cutting edge (pp. 189 – 207). Carbondale, IL: Southern Illinois University Press.
- House, R. J. (1996). Path– goal theory of leadership: Lessons, legacy, and a reformulated theory. *The Leadership Quarterly, 7*(3), 323 – 352.
- House, R. J., & Howell, J. M. (1992). Personality and charismatic leadership. *The Leadership Quarterly, 3*(2), 81 – 108.
- House, R. J., & Mitchell, T. (1974). Path goal theory of leadership. *Journal of Contemporary Business*, 81 – 97.
- House, R. J., & Shamir, B. (1993). *Toward the integration of transformational, charismatic, and visionary theories.* In M. Chemmers, & R. Ayman (Eds.), Leadership theory and research: Perspectives and directions (pp. 81 – 107). Orlando, FL: Academic Press.
- Houston, D., & Cartwright, K. (2007). Spirituality and public service. Public Adm Rev 67(1):88– 102 Hunt JG (1999) Transformational/charismatic leadership's transformation of the field: an historical essay. *Leadersh Q, 10*(2), 129–144.
- Hunt, J. G. (1999). Transformational/charismatic leadership's transformation of the field: An historical essay. *Leadership Quarterly, 10*(2), 129 – 144.

- Jones, L. B. (1995). *Jesus, CEO: Using ancient wisdom for visionary leadership*. New York: Hyperion.
- Josephson, M. (1996). *Making ethical decisions*. Marina del Ray, CA: Josephson Institute of Ethics.
- Judge, T. A., Bono, J. E., Ilies, R., & Gerhardt, M. W. (2002). Personality and leadership: A qualitative and quantitative review. *Journal of Applied Psychology, 87*(4), 765 – 780.
- Jurkiewicz, C. L. (Eds.). *Handbook of workplace spirituality and organizational performance* (pp. 3 – 28). New York: M. E. Sharp.
- Kamran, M., and Shahbaz, M. Pakistani secondary school teachers' perspectives on choice of profession. *International Research Journal of Arts & Humanities, 47*(7), 84-97.
- Karadag, M., Aksal, F. A., Gazi, Z. A, & Dagli, G. (2020). Effect size of spiritual leadership: In the process of school culture and academic success. *SAGE Open, 10*(1), 1 -14.
- Kaya, A. (2015). The relationship between spiritual leadership and organizational citizenship behaviors: A research on school principals' behaviors. *Educational Sciences 15*(3), 597-606.
- Kellis, D., & Ran, B. (2013). Modern leadership principles for public administration: time to move forward. *J Public Aff, 13*(1), 130–141.
- Kerr, S., & Jermier, J. M. (1977). Substitutes for leadership: Their meaning and measurement. *Organizational Behavior and Human Performance, 22,* 375 – 403.
- Kets, D., & Vries, M. F. R. (1998). Charisma in action: The transformational abilities of Virgins Richard Branson and ABB's Percy Barnevik. *Organizational Dynamics, 3,* 7 – 21.
- Keys, K. (1990). *The power of unconditional love.* Coos Bay, OR: Love Line Books
- Klein, K. J., & House, R. J. (1995). On fire: Charismatic leadership and levels of analysis. *Leadership Quarterly, 6*(2), 183 – 198.
- Kotter, J. P. (1988). *The leadership factor.* New York: Free Press.
- Kotter, J. P. (1996). *Leading change.* Boston: Harvard Business School Press.
- Kouzes, J., & Pssner, B. (2012). *The leadership challenge.* Josey-Bass, San Fransisco.
- Kouzes, J. M., & Pozner, B. Z. (1999). Encouraging the heart. San Francisco, CA: Jossey-Bass.
- Kuhn, T.S. (1970). *The structure of scientific revolutions*. The University of Chicago Press, Chicago.
- Kurth, K. (2003). Spiritually renewing ourselves at work. In R. A. Giacalone, & C. L. Jurkiewicz (Eds.), Hand- book of workplace spirituality and organizational
- MacArthur, J. F. (1998). *In the footsteps of faith*. Wheaton, IL: Crossway Books.
- Maddock, R. C., & Fulton, R. L. (1998). *Motivation, emotions, and leadership: The silent side of management*. Westport, CT: Quorum Books.
- Maghroori, R., & Rolland, E. (1997). Strategic leadership: The art of balancing organizational mission with policy, procedures, and external environment. *Journal of Leadership Studies, 2,* 62 – 81.
- Mahipalan, M., & Sheena, S. (2019). Workplace spirituality, psychological well-being and mediating role of subjective stress: A case of secondary school teachers in India. *International Journal of Ethics and Systems, 35*(4), 725-739.
- Malone, P., & Fry, L. W. (2003). *Transforming schools through spiritual leadership: A field experiment*. Paper presented at the 2003 Meeting of the Academy of Management, Seattle, WA.
- Maslow, A. H. (1954). *Motivation and personality.* New York: Harper & Row
- Maslow, A. H. (1968). *Toward a psychology of being.* New York: Van Nostrand Reinhold.
- McCaffrey, D. P., Faerman, S. R., & Hart, D. W. (1995). The appeal and difficulties of participative systems. *Organization Science, 6*(6), 603 – 627.
- McGill, M. E., & Slocum, J. W. (1992). Management practices in learning organizations. *Organizational Dy- namics, 21*, 5 – 18.
- McNeal, R. (2000). *A work of heart: Understanding how God shapes spiritual leaders*. San Francisco, CA: Jossey-Bass.
- Mehdinezhad, V. (2012). Relationship between High School teachers' wellbeing and teachers' efficacy. *Acta Scientiarum Education, 34*(2), 233-241.

- Mirvus, P. H. (1997). Souls work in organizations. *Organization Science, 8,* 193 – 206.
- Mitroff, I. I., & Denton, E. A. (1999). *A spiritual audit of corporate America: A hard at Spirituality, Religion, and Values in the Workplace,* By Ian I. Mitroff and Elizabeth A. Denton San Francisco, Jossey-Bass,
- Moreau, E., & Mageau, G. (2012). The importance of perceived autonomy support for the psychological health and work satisfaction of health professionals: Not only supervisors count, colleagues too!. *Motivation and Emotion. 36.* 1-19. 10.1007/s11031-011-9250-9.
- Mowday, R., Porter, L. W., & Steers, R. M. (1982). *Employee– organization linkages.* New York: Academic Press.
- Moxley, R. S. (2000). *Leadership and spirit.* San Francisco, CA: Jossey-Bass.
- Nadesan, M. H. (1999). The discourse of corporate spiritualism and evangelical capitalism. *Management Com- munication Quarterly, 13*, 3 – 42.
- Nanus, B. (1992). *Visionary leadership*. San Francisco, CA: Jossey-Bass.
- Neal, J. A. (2001). *Leadership and spirituality in the workplace*. In R. N. Lusssier, & C. F. Achua (Eds.), Leadership theory, application, skill development (pp. 464 – 473). Boston: South-Western College Publishing. New York: Free Press.
- Northouse, P. G. (2001). *Leadership: Theory and practice*. Thousand Oaks, CA: Sage Publications.
- Nyhan, R. C. (2000). Changing the paradigm: Trust and its role in public sector organizations. *American Review of Public Administration, 30,* 87 – 109.
- Ouchi, W. G. (1981). *Theory Z: How Americans can meet the Japanese challenge*. New York: Warner.
- Peters, T. J., & Waterman, R. H. (1982). *In search of excellence*. New York: Harper & Row.
- Pfeffer, J. (2003). *Business and the spirit.* In R. A. Giacalone, & C. L. Jurkiewicz (Eds.), Handbook of workplace spirituality and organizational performance (29 – 45). New York: M. E. Sharp.
- Powers, B. P. (1979). *Christian leadership.* Nashville, TN: Broadman Press.
- Reave, L. (2005). Spiritual values and practices related to leadership effectiveness. *Leadersh Q, 16,* 655–687.
- Reichers, A. E., & Schneider, B. (1990). *Climate and culture: An evolution of constructs.* In B. Schneider (Ed.), Organizational climate and culture (5 – 39). San Francisco, CA: Jossey-Bass.
- Rumsey, M. (2014). *The elusive science of leadership.* In: Day D (ed) The Oxford handbook of leadership and organization. Oxford University Press, Oxford, UK, pp 455–466.
- Ryan, K. D., & Grolnick, W. S. (1986). Origins and pawns in the classroom: Self-report and projective assessments of individual differences in children's perceptions. *Journal of Personality and Social Psychol- ogy, 50*, 550 – 558.
- Ryan, K. D., & La Guardia, J. G. (2000). *What is being optimized over development? A self-determination theory perspective on basic psychological needs across the life span*. In S. Qualls, & R. Ables (Eds.), Dialogues on psychology and aging (145 – 172). Washington, DC: American Psychological Association.
- Ryan, K. D., & Oestreich, D. (1991). *Driving fear out of the workplace; How to overcome the invisible barriers to quality, productivity, and innovation.* San Francisco, CA: Jossey-Bass.
- Ryan, R. M., Stiller, J., & Lynch, J. H. (1994). Representations of relationships to teachers, parents, and friends as predictors of academic motivation and self-esteem. *Journal of Early Adolescence, 14*, 226 – 249.
- Saeed, M., Ahmad, I., Salam, M., Badshah, R., Ali, S., and Shafi-ul-Haq, (2013). Critical analysis of problems of schoolteachers in Pakistan: challenges and possible solutions. *Journal of Education and Practice 4*(4),169 -182.
- Sanders, J. O. (1986). *Spiritual leadership.* Chicago: Moody Press.
- Sass, J. S. (2000). Characterizing organizational spirituality: An organizational communication culture approach. *Communication Studies, 51,* 195 – 207.
- Schein, E. H. (1990). Organizational culture. *American Psychologist, 45*(2), 109 – 119.
- Seligman, M. E., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist, 55*(1), 5 – 14.

- Senge, P. (1990). *The fifth discipline.* New York: Doubleday.
- Shamir, B., House, R.J., & Arthur, M.B. (1993). The motivational effects of charismatic leadership: A self-concept based theory. *Organization Science, 4*(4), 577 – 594.
- Shared belief in the Golden Rule (2003). *Religious tolerance* Org. Available: http://www.religioustolerance.org/ reciproc.htm.
- Smith, H. (1992). *The world's religions*. New York: Peter Smith.
- Snyder, C. R., & Ingram, R. E. (2000). *Handbook of psychological change: Psychotherapy processes and practices for the 21st century*. New York: Wiley.
- Spears, L. C. (Ed.). (1997). *Insights on leadership: Service, stewardship, spirit and servant leadership.* New York: Wiley.
- Spreitzer, G. (1996). Social structural characteristics of psychological empowerment. *Academy of Management* Journal, 39(2), 483 – 504.
- St. Romain, P. (1997). Reflections on the serenity prayer. Liguori, MO: Liguori Press.
- Stanfield, G. (1976). Technology and structure as theoretical categories. *Administrative Science Quarterly, 21,* 489 – 493.
- Steers, R. M., & Porter, L. W. (Eds.). (1983). *Motivation and work behavior* (3rd ed.). New York: McGraw-Hill. Stogdill, R. M. (1974). *Handbook of leadership: A survey of the literature.* New York: Free Press.
- Tart, C. (1975). Introduction. In C. T. Tart (Ed.), *Transpersonal psychologies* (pp. 3 – 7). New York: Harper & Row.
- Thomas, K. (2000). *Intrinsic motivation at work: Building energy and commitment.* San Francisco, CA: Berrett- Koehler.
- Tichy, N. M., & Devanna, M. A. (1986). *The transformational leader.* New York: Wiley.
- Townsend, J. S. (1984). The development of the spiritual leadership qualities inventory. *Journal of Psychology and Religion, 12,* 305 – 313.
- Turner, K., and Thielking, M. (2019). Teacher wellbeing: Its effects on teaching practice and student learning. *Issues in Educational Research, 29*(3), 938- 947.
- Valas, H., & Slovik, N. (1993). Variables affecting students' intrinsic motivation for school mathematics: Two empirical studies based on Deci's and Ryan's theory of motivation. *Learning and Instruction, 3,* 281 – 298.
- Veach, T. L., & Chappell, J. N. (1991). Measuring spiritual health: A preliminary study. *Substance Abuse, 13,* 139 – 149.
- Vigoda-Gadot, E,. & Beeri, I. (2012). Change-oriented organizational citizenship behavior in public administration: the power of leadership and the cost of organizational politics. *J Public Admin Res Theory, 22*(3), 573–596.
- Vroman, H. W., & Luschinger, V. P. (1994). *Managing organizational quality*. Boston: Irwin.
- Vroom, V. H. (1964). *Work and motivation.* New York: Wiley.
- Weber, M. (1947). In T. Parsons (Ed.), *The theory of social and economic organization (translated by A.M. Henderson & T. Parsons).* New York: Free Press [1924].
- Wulff, D. M. (1996). *Psychology of religion: Classic and contemporary*. New York: Wiley.
- Yammarino, F. J. (1993). Transforming leadership studies: Bernard Bass' leadership and performance beyond expectations. *The Leadership Quarterly, 4*(3), 379 – 382.
- Zaharris, M., Sims, P., Safer, L., Hendricks, A., Sekulich, K., & Glasgow, D. (2017). The impact of spirituality on school leadership. *ICPEL Education Leadership Review, 18*(1), 81-95.
- Zellers, K. L., & Perrewe, P. L. (2003). In R. A. Giacalone, & C. L. Jurkiewicz (Eds.), *Handbook of workplace spirituality and organizational* performance (pp. 300 – 313). New York: M. E. Sharp.
- Zinnbauer, B. J., Pargament, K. I., & Scott, A. B. (1999). The emerging meanings of religiousness and spirituality: Problems and prospects. *Journal of Personality, 67*(6).