WORKPLACE SPIRITUALITY AND JOB SATISFACTION OF CHRISTIAN COLLEGE

AND UNIVERSITY FACULTY AS MODERATED BY POSITIVE PSYCHOLOGY

by

Naran Jallim

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Philosophy

Liberty University

2022

WORKPLACE SPIRITUALITY AND JOB SATISFACTION OF CHRISTIAN COLLEGE

AND UNIVERSITY FACULTY AS MODERATED BY POSITIVE PSYCHOLOGY

by Naran Jallim

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Philosophy

Liberty University, Lynchburg, VA

2022

APPROVED BY:

Benny Fong, Ed.D., Committee Chair

Darren Wu, Ed.D., Committee Member

ABSTRACT

The purpose of this study is to understand how the positive psychology elements of subjective well-being and positive character strength moderate the relationship between workplace spirituality and job satisfaction of faculty at Christian colleges and universities. The study utilizes a quantitative non-experimental predictive correlational study. This work presents a gap in the literature as it relates to the study of job satisfaction, specifically, workplace spirituality as a job resource. Research has largely looked at elements of the work environment and working conditions that impact faculty job satisfaction, which leaves the personal job resource element of workplace spirituality and the positive psychology elements less studied. This study utilized a convenience sample of faculty from Christian colleges and universities in the US. Faculty were asked to answer survey questions from the Spirit at Work Scale (SAWS), the Michigan Organizational Assessment Questionnaire- Job Satisfaction Scale (MOAQ-JSS), the Flourishing Scale (FS), and the Global Assessment of Character Strengths-24 (GACS-24). Data was analyzed using moderation analysis through hierarchical linear regression analysis. Results indicated that workplace spirituality was correlated to job satisfaction. Additionally, the element of subjective well-being served as a moderator between workplace spirituality and job satisfaction. Positive character strength had no moderating impact on this relationship. Implications of the results are discussed, as with considerations for future research. Future research should consider specific elements of workplace spirituality; using composite elements of character strength, such as happiness strengths; use of another satisfaction scale that could possibly assess greater satisfaction elements; assess whether factors, such as stress, burnout, or depression are influential; and increasing the sample size.

Keywords: Job Satisfaction, Job Demands-Resources, Workplace Spirituality, Positive Psychology, Subjective Well-being, Positive Character Strengths.

Dedication

I would like to dedicate this work to the late Mary P. Jallim. As a single mother who worked tirelessly to ensure I was provided for, I am grateful for every day you spent doing so. In your own words, "I wish you would be a doctor", never did I imagine that I would venture on a journey to acquire a title just the same- although a bit different from what you might have imagined, none-the-less, by God's grace it is accomplished. I dedicate it to you. I miss you, we all miss you. Sleep well until we meet again.

To my wife Lorna Rose-Jallim who has been a stronghold during it all. I dedicate to you as well. You have given as much in this as I have, and nothing is achieved without your support through it all. While I tarried, you worked, and while you worked, I tarried. May we continue to do the same. To my son, Sean Jallim, I want you to know that you have everything you need in front of you, and you can achieve everything you set your mind to- give it a try.

Acknowledgments

I wish to acknowledge that I am grateful to have been give this opportunity. I have accomplished nothing but by the grace of God. All that I am and all that I have accomplished, and will do, is within what He has so planned, this work is no different! Unto Him who is able to keep me, be all honor and Glory!

I wish to acknowledge my family for the time spent away from them. The years have gone by when dad would be busy working at his desk. I am grateful for your allowing me to stay away and get work done. Thank you!

I am also grateful for finding the framework for my development when I met a dedicated academic in the name of Dr. Anita Underwood who has been a good and strong influence in my academic path and has been a listening ear on many occasions when I needed to talk things through. Thank you for your efforts!

To my students- too many to mention. Thank you for allowing me to join you on your journeys. In the process of guiding your thesis, teaching, or coaching, I have developed my own academic self and have grown and developed for the better. Thank you. To the participants who volunteered, this study would not have been a success without you. Your participation is most appreciated.

Dr. Fong, I want to acknowledge your efforts in this process. When I prayed to God for someone who would challenge, encourage, and help me along this process, I received my answer in a chair like yourself. You and Dr. Wu have been instrumental in how I proceeded through my journey- I am eternally grateful to you both. However, you Dr. Fong deserve special praise. Your quick responses and replies with specificity have allowed me to focus my writing. Every comment and every bit of feedback has been truly appreciated!

Table of Contents

List of Tables

List of Figures

List of Abbreviations

Job Satisfaction (JS)

Positive Psychology (PP)

Subjective Well-being (SWB)

Workplace Spirituality (WPS)

CHAPTER ONE: INTRODUCTION

Overview

The purpose of this quantitative non-experimental predictive correlational study is to determine whether a relationship exists between workplace spirituality (WPS), the recognition that individuals in the workplace have an inner life that nourishes and is nourished by meaningful work in the context of a community, and having four components, inner life, meaningful work, and community (Ashmos & Duchon, 2000), including job satisfaction (JS), which is a pleasurable emotional state that results from an individual's assessment of their job as achieving or facilitating attainment of their values (Locke, 1969) for teacher-faculty of Christian colleges and universities in the eastern United States (US). This study also seeks to determine whether the positive psychology elements of subjective well-being and positive character strength are moderators of this relationship. Chapter One provides a background for the topic of faculty job satisfaction. The background includes an overview of the theoretical framework for this study, followed by the problem statement, which examines the scope of recent literature on the topic. Next, the significance of the current study follows the purpose of the study. Finally, the research questions are introduced, ending with pertinent definitions for the study.

Background

Job Satisfaction

Faculty members are one of the most critical determinants for the long-term success of higher education institutions (HEIs) (Kuwaiti et al., 2019). Job satisfaction (JS) remains relevant because it aids in reducing costs, turnover, and absenteeism while helping achieve greater efficiencies, productivity, improved performances, enhancing an institution's reputation (Baqai, 2018), and impacts the quality of education in all institutions of higher education (Baqai, 2018;

Dave & Raval, 2015). Consequently, faculty job satisfaction remains a phenomenon of high importance for institutions of higher education (Aboramadan et al., 2020; Baqai, 2018), especially so because teacher-faculty job satisfaction impacts students, the productive workforce of communities, and the economy (Kuwaiti et al., 2019).

Scholarly work on job satisfaction in HEIs reports increasing demands (Ismayilova & Klassen, 2019), less tenured (Victorino et al., 2018), more part-time adjunct faculty (Eagan et al., 2015; Nelson et al., 2020), which add to the overall pressure to improve performance (Ismayilova & Klassen, 2019). In HEIs, JS is paramount to be understood in part because it manifests a substantial impact on significant employee outcomes, in mediating the role between leadership and engagement (Aboramadan et al., 2020), and in mediating the predictive relationship between transformational qualities of a leader and extra effort (Barnett, 2019). Similar recent works continue to highlight the importance of JS, as in the work of Hossen et al. (2020), who stated that internal corporate social responsibility practices, such as employee empowerment and employment stability, have a positive impact on JS, further underscoring the relevance of JS particularly in HEIs.

Workplace Spirituality and Job Satisfaction

Among the factors that have been studied in relation to JS is WPS. Two concepts that typically do not mix but have found their way into the realm of organizational and work life (Olufemi-Ayoola & Ogunyemi, 2018). WPS represents an endeavor to include spirituality into the work environment, a humanistic approach in an attempt to create a more hospitable work life environment and more enriching experiences in work (Burack, 1999). It represents a human experience that involves growth and advancement, gratification of individual needs like belonging, and associated with elements of the workplace environment (Burack, 1999). Research

has, and continues to show, that WPS, as one of the contextual factors of the workplace, is important to the individual experience and therefore JS (Hassan et al., 2016; McMurray & Simmers, 2020; Mitroff & Denton, 1999).

Historical Background

Job Satisfaction

JS is not a new concept; early proponents started to observe its relevance around 1930 (Hersey, 1929, 1932; Hoppock & Spiegler, 1938; Pennock, 1930). It comes about in the backdrop of the industrial era (Allen, 2017), which saw a rise in commerce and demand for goods and products, increasing pressure on organizations to produce more. That, combined with a need by corporations to increase profits (Pennock, 1930) and market share, resulted in organizations that did not always treat employees with respect and dignity. According to Spector (1997), general inquiry into JS started with a humanitarian perspective that people need to receive fair and good treatment, a focus on the emotional well-being or psychological health of the worker, that employee feelings can lead to both positive and negative behaviors of employees, and that JS as an employee feeling can lead to better organizational functioning.

Hersey (1929) determined that the work environment impacted employee emotions, culminating in the statement that increases in production should result from people adjusting to their work environments. Following much concern for increasing production and a rise in concern for employee treatment, the two ideologies merged into research studies like that of Pennock (1930). This was important to help industry figure out how to increase production in the midst of pressure to treat people better, but also to figure out a way to eliminate diminishing productivity. Pennock's work established that the amount of sleep had a small but still significant impact on individual performance. In addition, introducing rest periods (coming from a practice

of long working hours without rest periods) showed increases in productivity. This continued the humanistic endeavor to improve the working environment and conditions of employment to increase the dual-focus of well-being and productivity. Interest in the concept of JS continues to increase. In 1955 there were about 2000 articles on the subject and in 1969 it was estimated to be about 4000 (Locke, 1969). A search in the Jerry Falwell Library at Liberty University for the term *job satisfaction* in the title from 1930 produced over 20,000 results, continuing to relate the importance of the concept to employees, organizations, and even the economy.

Workplace Spirituality

At the turn of the industrial era, workplaces were under pressure to increase production and improve on efficiencies, a need for greater economies of scale; higher productivity (Burack, 1999); and large-scale production. All of these led to approaches like the scientific approach (Taylor, 1911), which promulgated long hours, poor working conditions, and monotonous work (Olufemi-Ayoola & Ogunyemi, 2018). This left out the important human aspect in the workplace, giving little room for workers to have a say in the work (Applebaum, 1992). Such a lack in the workplace gave rise to new social issues, such as satisfaction at work, and, despite efforts to increase production and the many methods of approaches to work, organizations began to see decreases in production. To that end, attention was then turned to addressing these new set of issues. In addressing these issues, organizations developed a people-centered approach (Burack, 1999). Around 1928 (Olufemi-Ayoola & Ogunyemi, 2018), people began to like the idea that they might be able to find God in their everyday activities, which includes work. During the period that followed (Lewis & Geroy, 2000; Mitroff & Denton, 1999), faith became applicable in the corporate world, giving room to the idea that everyday people have a role to play in shaping the workplace for God.

Demographic shifts also saw elements of spirituality brought about by a diverse set of people in the work environment (Lewis & Geroy, 2000). Giving way to employee belief that, if organizations do not learn how to utilize the whole person, which includes the spiritual component, they will not be able to maintain their competitive advantage and produce world-class products and services (Mitroff & Denton, 1999). The issue of organizations helping employees find meaning in what they do at work has taken on a more important piece of the organizational life and still remains a topic of much interest, as organizations continue to recognize and strive for this people-centered approach. In the early 2000s (Kinjerski & Skrypnek, 2004; Mitroff & Denton, 1999) scholars began to refine, define, and measure spirituality and spirituality in the workplace, helping to bring about a new empirical dimension to the concept. Current research continues to show how important spirituality in the workplace remains (Aboobaker et al., 2019; Agyepong, 2011; Amen & Raziq, 2019; Hassan et al., 2016; Ke et al., 2020).

Society-at-Large

Job Satisfaction

While the focus of JS has not really changed much over time, that is to primarily help organizations, JS has taken on a more significant humanistic underpinning, particularly because research has underscored the benefits to organizations from having employees who are happier, feel connected, or find more meaning to their work (Alderfer, 1969; Hersey, 1929; Maslow, 1943; McGregor, 1960; Pennock, 1930). Management and organizational scholars have also focused on finding the conditions and behaviors that are most suited to organizational life. Herzberg et al. (2017) are well known for work in the field and produced two ideologies about a set of motivators that are internal to the job and produce satisfaction, and a set of hygiene factors

external to the actual job that produce dissatisfaction. A majority of JS work continues along this line to find similar factors and conditions within various settings that apply to satisfaction and dissatisfaction (Aboramadan et al., 2020; Baqai, 2018; Kasalak & Dağyar, 2020; Mohammed et al., 2019; Ngirande, 2021; Park, 2018).

Workplace Spirituality

Spirituality in the workplace has gained attention in the academic arena (Bell et al., 2011; Benefiel et al., 2014) but has also seen a progressive assimilation in the corporate world. Organizations have begun to redefine themselves with terms, such as *compassion*, *meaningful work*, *mindfulness*, *transcendence* (Olufemi-Ayoola & Ogunyemi, 2018), *collaborative, empowering*, *growth mindset*, *rediscovering the soul. soulfulness*, *managing with love* (Burack, 1999), *manager self-awareness* (Lewis & Geroy, 2000), or *ethical* (Mitroff & Denton, 1999). Organizations have adopted this approach into their daily practices; Hewlett Packard (HP) and the H-P Way (Burack, 1999) introduced a decentralized management style which facilitated more autonomous opportunities for employees; Tom's of Maine developed *the middle way*, an approach about middle balance combining reflection and action, communicating faith, integrity, honesty, passion, while having a healthy regard for finances; Ford Motor Company overhauling its approach to build trustful relationships between management and workers. Other organizations that started introducing this concept into the workplace included Bank of Montreal (adding spirituality to their training programs), Exxon (introducing the whole person into work including spirituality), Walmart, 3M, Proctor and Gamble (helping employees match their personal values to that of the organization), including Boeing and Xerox (helping employees cultivate their spiritual energies) (Kinjerski & Skrypnek, 2006, 2006a).

Present day companies, such as Microsoft, Google, Apple (Gustke, 2018), and others, give examples of what this people centered, spiritual employee-workplace looks like. Microsoft's (n.d.) approach focuses on bringing out the best in people through supporting their goals and allowing them to find stronger meaning and connection in their work. Google's approach includes massage rooms, free lunches, nap pods, haircuts, and even spaces in a garden to grow vegetables (Wellbeing People, 2017), an approach taken to improve productivity by keeping employees happy. Apple's approach includes compassionate healthcare, with clinics and wellness centers at the job site and encouraging the use of sick days for mental health days so an employee can *rebalance*. General Mills, Goldman Sachs, Google, Apple, and Nike (Levine, 2017) all employ mindfulness training and opportunities for employees, such as meditation spaces, to facilitate finding meaning and improving employee well-being, essential components of spirituality at work.

This evolution of workplace spirituality parallels the work on the diversity, equity, and inclusion (DEI) front, which involves similar foundational elements of inclusivity of the whole person in the workplace (Economist.com, 2022; Friedman, 2022), including the inseparable component of spirituality (Garg & Punia, 2022). The evidence of spirituality is seen through the actions of corporations, like Microsoft, which recently installed Ablution Seats in their buildings to accommodate Muslims with washing before praying (Rashid, 2022). The relevance of this phenomena in the workplace is further evidenced by the establishment of organizations whose sole focus is in researching the concept and to help companies succeed through the engagement of spirit at work (Kaizen Solutions, n.d.). Some of these include Spirit at Work Association from the University of New Haven, CT, the Spirit at Work from the University of Canterbury, New

Zealand, the Center for Spirituality at Work, Toronto, Canada (Kinjerski & Skrypnek, 2006), and the Kaizen Solutions organization (Kaizen Solutions, n.d.)

Theoretical Background

Job Demands-Resources (JD-R) Model

The Job Demands-Resources (JD-R) model was developed by Demerouti et al. (2001), which was meant to merge the work of stress and motivation in an attempt to move research and organizations to incorporate workplace factors, environmental factors, and personal resources. The JD-R describes the workplace environment as either characterized by demands (stressors) associated with a health impairment or resources (motivators) (Elst et al., 2019), being associated with positive outcomes. Current research using the JD-R model converges on preventing burnout, increasing engagement, and improving well-being (Adil & Kamal, 2020; Björk et al., 2019; Evers et al., 2017; Jansen in de Wal et al., 2020). The JD-R has broad applicability and is relevant to both JS and WPS research.

Research has shown that WPS is a job resource (Ke et al., 2020) and is motivational, helping to lead to higher levels of engagement, positive outcome, and positive emotions (Aboobaker et al., 2019), such as JS. However, as a job resource, WPS overall has not been investigated enough. As it relates to teacher-faculty job resources, WPS as a personal resource in studies using the JD-R model is needed (Charzyńska et al., 2021). JD-R research model in teacher-faculty research has investigated more mediation effects of job resources relating to causes and antecedents. There is no consensus as to whether job resources represent mediators, moderators, or third variables (Han et al., 2020)C consequently, it represents a need to conduct further moderator research for teacher-faculty job resources. There is some research using WPS in moderation studies, but even fewer using personal character strength. This study will endeavor

to satisfy this need, using WPS and personal character strength as moderators to teacher-faculty job satisfaction research.

Motivation-Content Theory

Job satisfaction research is intricately linked to motivation research, and motivational research has developed three frameworks that explain human motivation and behavior. These are the content, process, and reinforcement theories. Content theories help explain how a worker is satisfied, the factors that contribute to worker satisfaction, so they can perform productively (Jalagat & Aquino, 2021), and what role work might play in satisfying individual desires or needs (Roman et al., 2021). Process theories are a way to determine how motivation takes place, how goals and needs are rationalized cognitively (Mefi & Asoba, 2021), how that process impacts human behavior (Jalagat & Aquino, 2021), and how the individual chooses between a myriad of options. Reinforcement theories are used to consider human behavior a result of environmental stimuli. Behaviors are repeated when associated with positive emotions and avoided when associated with negative emotions. Current research, especially faculty satisfaction research, shows the content theories more popularized (Cerci & Dumludag, 2019; Kakada & Deshpande, 2021; Kuwaiti et al., 2019; Lan et al., 2019; Lunsford et al., 2018; Mohammed et al., 2019; Nelson et al., 2020; Sarwar et al., 2021; Shah et al., 2017; Simmons et al., 2021; Smith et al., 2018; Stokowski et al., 2018; Worthy et al., 2020), especially the two-factor theory developed by Herzberg et al. (2017). The content theory will be used to help guide this research.

Problem Statement

Job satisfaction remains a very important organizational phenomenon. The body of research (Aboramadan et al., 2020; Baqai, 2018; Barnett, 2019; Brown & Sargeant, 2007; Dalati et al., 2017; Dave & Raval, 2015; Froese et al., 2019; Hossen et al., 2020; Kasalak & Dağyar,

2020; Kuwaiti et al., 2019; Mohammed et al., 2019; Sahito & Vaisanen, 2020; Szromek & Wolniak, 2020; Vaseer & Shahzad, 2016; Yorulmaz et al., 2017) has concentrated on the work of Herzberg et al. (2017), specifically, conditions of the workplace that contribute to job satisfaction and the consequences of job satisfaction and job dissatisfaction. The greater body of research on JS continues to focus on conditions and work environment, which can increase satisfaction or reduce dissatisfaction, aligning with Herzberg et al.'s work.

The labor on workplace spirituality as a condition of the working environment has not been given much research attention. WPS is a psychological and personal job resource that helps employees gain enhanced well-being at work (Aboobaker et al., 2019), and is in keeping with the humanistic approach that propelled the work on job satisfaction. WPS is a potent source of energy (Goddard, 1995) that contributes to the overall work conditions and environment and has been shown in the education setting to increase employee well-being (Aboobaker et al., 2019), bring out the best in people (Agyepong, 2011), linked to meaningful work (Kumar, 2018), and is connected with organizational fit, enrichment, and intention to leave (Rajappan et al., 2017). More importantly, WPS is supported as a category of personal resources in studies using the job demands-resources model (Charzyńska et al., 2021).

Positive psychology (PP) is the study of positive emotions, character traits, and institutions, which aims to change psychology from a pre-occupation to treating disorders, focusing on the development of positive qualities and outcomes (Seligman & Csikszentmihalyi, 2000; Seligman et al., 2005). From the official introduction (Seligman & Csikszentmihalyi, 2000), PP has seen a proliferation of research. The concept has focused on positive education (Lucey & Van Nieuwerburgh, 2021), positive emotions, traits, and attitudes (Berman & Davis-Berman, 2005). While the concept of PP is seen to have applicability to both student and faculty

(Lucey & Van Nieuwerburgh, 2021), most research seems to focus on the applicability of PP in the classroom, less so on the positive contributions that can be made with regards to emotions, traits, attitudes, and character strengths (Berman & Davis-Berman, 2005), which could facilitate development of positively motivated states, such as happiness and satisfaction. This gives credence to Mefi and Asoba's (2021) argument that job satisfaction needs to be investigated with those elements of PP, an area in which PP has failed to attend to. As Mefi and Asoba have pointed out, the concept of JS needs to be reviewed in reference to other psychological elements in the workplace using PP. The problem is a lack of research regarding workplace spirituality as a psychological job resource, and its impact on job satisfaction, using concepts of PP.

Purpose Statement

The purpose of this quantitative non-experimental predictive correlational study is to understand the relationship between workplace spirituality and faculty job satisfaction, as moderated by the positive psychology elements of subjective well-being and positive character strengths. There will be no manipulation of variables, therefore the research design most appropriate is non-experimental (Gall et al., 2007). The predictor variable for this research is workplace spirituality, the criterion variable is job satisfaction, and the moderator (predictor) variables are subjective well-being and positive character strength. Workplace spirituality represents an experience of a sense of belonging, connection to others, and a connection to a community in the workplace (Rajappan et al., 2017). Job satisfaction is a positive and pleasurable emotional positional outlook (resulting from an appraisal of a job), that is assessed to facilitate the attainment of individual job values (Locke, 1969). Subjective well-being represents a psychological assessment indicative of how people think and feel about what they have, and what has happened to them (Maddux, 2017). Positive Character strength is an assessment of a

person's use and strength of PP character and virtues (McGrath, 2017). The study will utilize a sample of faculty from Christian universities and colleges in the United States, in assessing whether the elements of subjective well-being (SWB) and positive character strength (PCS) moderate the relationship between WPS and JS.

Significance of the Study

With the research on JS continuing to be of interest, a consistent proliferation of the concept in research studies, and with JS becoming an increasing focus for managing higher education institutions (Baqai, 2018), this study will focus on a part of the job satisfaction research which has received less scholarly attention, as evidenced by the significantly lower journal results. The lower number of results represents an impoverishment (Mitroff & Denton, 1999). In the backdrop of this limited research is an indication of significant positive outcomes with workplace spirituality (Dhiman et al., 2018). Such research continues to show that having a purpose or finding meaning might be connected to a higher level of job satisfaction (Robert et al., 2018), that organizational spirituality can totally remove the negative effects which emotional and cognitive aspects of cynicism has on job satisfaction (Kökalan, 2019), and workplace spirituality as a personal resource helps facilitate the emotional resources found in internal job satisfaction which in turn help faculty engage in creative behaviors (Ke et al., 2020), and in a gain spiral (Bakker & Demerouti, 2016) . Additionally, this study will consider the moderating impact of elements of PP in subjective well-being and positive character strengths (McGrath, 2017; Seligman & Csikszentmihalyi, 2000; Seligman, 2019), an area in the JS research which needs to be researched more and should be tested (Mefi & Asoba, 2021). The study will also add to the body of knowledge, focusing on Christian college and university faculty, a setting which one can presuppose to find spirituality, but not necessarily workplace

spirituality. Workplace spirituality calls for an understanding on the part of school administrators that individuals have an inner life, nourished by meaningful work within the context of a community at work (Ashmos & Duchon, 2000). As a result, while individuals may have spirituality, spirituality at work represents a condition of the work environment that is intentional on the part of school administrators, with Christian colleges and universities representing a unique setting for this research.

Research Questions

RQ1: Does the positive psychology element of *subjective well-being* moderate the relationship between *workplace spirituality* and *job satisfaction* for faculty of Christian colleges and universities in the eastern United States?

RQ2: Does the positive psychology element of *positive character strength* moderate the relationship between *workplace spirituality* and *job satisfaction* of faculty of Christian colleges and universities in the eastern United States?

Definitions

1. *Job Satisfaction* (JS) – A positive and pleasurable emotional state that results from an assessment of one's job, as achieving or facilitating the achievement of one's job values (Locke, 1969).

2. *Positive Character Strengths* (PCS)- An assessment of a person's use and strength of positive psychology character and virtues (McGrath, 2017)

3. *Positive Psychology* (PP) – The study of positive emotions, positive character traits, and positive institutions, with an aim to change psychology from the preoccupation to treat disorders to a focus on developing positive qualities (Seligman & Csikszentmihalyi, 2000; Seligman et al., 2005).

4. *Subjective Well-being* (SWB) - A psychological construct that is concerned with how people think about and feel about what they have and what happens to them (Maddux, 2017).

5. *Workplace Spirituality* (WPS) – The recognition that individuals in the workplace have an inner life that nourishes and is nourished by meaningful work in the context of a community, thus having three components; inner life, meaningful work, and community (Ashmos & Duchon, 2000).

CHAPTER TWO: LITERATURE REVIEW

Overview

A review of the literature was conducted to explore the issue of job satisfaction for faculty in higher education, the role workplace spirituality might play in impacting satisfaction, and how elements of positive psychology moderate a relationship between workplace spirituality and job satisfaction. This chapter will present a review of the current literature related to workplace spirituality, to the content theory of job satisfaction, the job demands-resources theory, and positive psychology (PP), followed by a synthesis of recent literature regarding faculty job satisfaction, the role spirituality plays in job satisfaction, and the role spirituality plays as a job resource. Lastly, a gap in the literature relating to workplace spirituality and job satisfaction being studied in relation to PP factors, will be identified, presenting a viable need for the current study.

Theoretical Framework

Job Demands-Resources Theory and Teacher-Faculty Job Resources

In this study, the job demands-resources (JD-R) model will be employed. This theory was developed by Demerouti et al., (2001) and was introduced in a study of burnout. The early version of the JD-R model primarily focused on workplace characteristics; however, subsequent models incorporate workplace factors, environmental factors, and individual personal resources, all of which factor into employee well-being (Adil & Kamal, 2020). Originally, the JD-R model was conceptualized to help explain burnout, however, it has morphed into the JD-R theory, which now helps explain various types of employee well-being (Bakker & Demerouti, 2016; Demerouti & Bakker, 2011). The job demands-resources model has been applied in many other studies, including authentic leadership and psychological capital (Adil & Kamal, 2020), boosting

work engagement (Bakker et al., 2007), teacher work satisfaction, self-efficacy, and willingness to stay (Björk et al., 2019), keeping teachers healthy and growing (Evers et al., 2017), burnout and work engagement among teachers (Bakker et al., 2007), teacher exhaustion, engagement and satisfaction, and teacher professional learning and self-determination (Jansen in de Wal et al., 2020). The recent literature relating to teachers or faculty converge with ideas on preventing burnout, increasing engagement, and improving well-being.

JD-R is a merger of two rather independent research ideas, stress and motivation research. Demands (stressors) and resources (motivators) are brought together to give the JD-R model. Job demands are referred to as originators of a health impairment process (Bakker et al., 2007) and job resources are originators of a motivational process. A basic tenet of the JD-R model is that all occupations carry specific risk factors that are ultimately associated with job stress, which can be broken into two categories, demands and resources, giving the model broad applicability. Demerouti et al. (2001) and Bakker et al. (2007) described job demands as the physical, social, or organizational aspects of the job that require consistent physical or mental efforts, which will then constitute physiological and psychological stressors or costs. The greater the (physical or psychological) stressor, the more effort is needed to compensate, and the greater the cost to an individual.

Consequently, individuals who suffer greater costs will rely on adjustment strategies, and any prolonged period of these adjustment strategies might mean draining of the individual's energy, which causes breakdown and exhaustion. One of the areas that can help counter these stressors is resources. The authors also indicated job resources are the physical, psychological, social, and other organizational aspects of the job that may be useful in achieving work goals, reducing job demands through a reduction of expended physiological and psychological

resources, or by stimulating personal growth and development (Bakker et al., 2007; Demerouti et al., 2001). High demands and low resources pose a particular problem for individuals because they are unable to cope and achieve goals, which may have direct impact on motivation and satisfaction. Job resources are also valuable because they help in the achievement of and/or protection of other valuable resources.

The current version of the JD-R has a few basic assumptions (Bakker & Demerouti, 2016): 1. The characteristics of all job environments includes demands and resources, hence the terms *job-demands* and *job-resources*. 2. That job demands correlate to exhaustion, predicts absence duration, burnout, and further depression. Job demands are considered a job impairment. Job resources, on the other hand, correlate to disengagement, predict absence frequency, organizational commitment and engagement, representing a motivator. 3. Job resources help buffer the impact of job demands on strain. 4. Job resources help increase motivation when job demands are high or when needed. 5. Personal resources, such as optimism and self-efficacy, play similar roles as job resources; these represent beliefs about how much control one has over their environment. 6. Motivation has a positive impact on job performance, and strain has a negative impact on job performance. 7. Employees who are motivated are likely to use job crafting behaviors, which tend to lead to increases in job and personal resources. That, in turn, leads to increased motivation. As a consequence, job crafting behaviors help employees with a gain spiral. 8. Employees may undergo self-undermining and cause a loss spiral, where increases in strain, increases the perception of demands, which increase pressure and cause more strain, resulting in exhaustion.

The JD-R model, because of its broad applicability, is relevant to the research on both job satisfaction (JS) and workplace spirituality (WPS). WPS represents a form of personal resources,

which helps in the attainment of job satisfaction (Ke et al., 2020). The job demands-resources model validates that job resources, such as WPS, are motivational, helping to lead to higher levels of engagement and higher levels of performance (Demerouti & Bakker, 2011). As motivators, job resources, such as WPS, enable the individual to combat the negative impacts of job demands or stressors. Individuals tend to desire self-actualization, that is to reach the highest level possible. This desire exists in all aspects of the individual's life, and work becomes the most important area of individual's lives. As a motivator and job resource, WPS represents a component of work that aids in satisfaction at work, including feelings of happiness (Herzberg et al., 2017) and positive emotions (Aboobaker et al., 2019). Current research does indicate that job resources remain critical for employee well-being, are related to positive work outcomes (Adil & Kamal, 2020), and are advantageous in improving employee satisfaction, among other things.

Current research on teacher job resources indicates that work environments that are seen as advantageous (resources are perceived greater than demands) or balanced (resources at least equal demands) impacts teacher self-efficacy, willingness to stay, and, importantly, satisfaction (Björk et al., 2019). Job resources are also positively related to other work outcomes, like engagement, withdrawal intention, and professional learning (Han et al., 2020; Jansen in de Wal et al., 2020; Mérida-López et al., 2020). The research focused on teacher personal resources in the form of emotional intelligence (Mérida-López et al., 2020), teacher efficacy (Han et al., 2020), job environmental resources in the form of task autonomy, transformational leadership, collegial support (Jansen in de Wal et al., 2020), teaching resources, social support, and administrative support (Han et al., 2020). WPS, as a job or personal resource for higher education teachers, is an area that has little research, presenting a need for further investigation,

and WPS as a category of personal resources in further studies using the job demands resources model (Charzyńska et al., 2021).

Current research on faculty-teacher job and personal resources have primarily focused on mediation effects of job resources (Charzyńska et al., 2021; Han et al., 2020; Mérida-López et al., 2020), with a few have employed structural equal modeling (Adil & Kamal, 2020; Blatný et al., 2018; Jansen in de Wal et al., 2020). A few have used moderator analysis (Aboobaker et al., 2019; Björk et al., 2019; Charzyńska et al., 2021; Mérida-López et al., 2020; Singh & Chopra, 2018). This gives support to the need for further research in mediation and moderation analysis, in particular, because there is no consensus on whether job resources act as mediators, moderators, or third variable antecedents (Han et al., 2020). The use of moderation analysis in this study will add to the literature on moderation research of job resources for faculty-teachers.

Recent research, while considering the myriad of factors that may be classified as job resources or personal resources for faculty (Chin Chin Lee & Lunn, 2019; Sarwar et al., 2021; Xu & Payne, 2020), have examined well-being as a factor (Dežmar Krainz et al., 2019; Sarwar et al., 2021), as a consequence or an antecedent in the work environment. However, few if any research subjective well-being as a moderator to the work environment. This study will look at subjective well-being as a moderator to the relationship between WPS and faculty JS. Additionally, studies examining positive character strength are few and, of those that study character strengths (Littman-Ovadia et al., 2017), fewer look at positive character strengths as moderators to the work environment. This study will further look at positive character strength as a moderator to the relationship between workplace spirituality and faculty job satisfaction.

Motivation- Content Theory

Research on job satisfaction is intricately linked with motivation research and has developed three frameworks: Motivational content, process, and reinforcement theories. The frameworks help explain the what, how, and why of satisfaction. In particular, the frameworks help explain what must be satisfied to achieve satisfaction (Roman et al., 2021), how the motivation to satisfy takes place (Mefi & Asoba, 2021), and why individuals behave in any particular manner (Jalagat & Aquino, 2021; Roman et al., 2021). Research has favored the motivational content theory, which will also form part of the framework for this research.

The content theory focuses on the ways and means and how to satisfy worker needs so that they can, in turn, productively perform what duties have been assigned to them (Jalagat & Aquino, 2021), what needs must be satisfied in order for one to achieve satisfaction, and how work plays a role in satisfying desires or needs (Roman et al., 2021). The theory also focuses on needs, drives, and incentives, and how individuals prioritize to arrive at satisfaction (Mefi & Asoba, 2021). Content theory follows the work of Maslow's (1943) hierarchy of needs, Alderfer's (1969) ERG theory, Herzberg et al.'s (2017) two factor theory and McClelland's (1965) trichotomy of needs. These theories together describe individual needs as being categorized in some order of significance. Maslow dominated this idea of order of significance, but Alderfer, Herzberg, and McClelland defined needs in a different set of categories, not solely dependent on the idea of pre-potency; the idea that one need must be satisfied before another can be satisfied. Alderfer in particular collapsed Maslow's hierarchy into three categories of needs on a continuum from more concrete (existence) needs to more subjective (growth) needs, in a similar fashion as McClelland's trichotomy of need for achievement, power, and affiliation. Herzberg described a dichotomy of motivators and hygiene elements that either cause one to feel

motivated to satisfy a need or not motivated. Irrespective of the theorists, the content theory

overall declares that individuals must be motivated to satisfy a need, which, once accomplished,

will bring about a feeling of being satisfied and can further bring about a desire to be gainfully

satisfied.

The process theory considers how motivation takes place in the first place, and how goals

and needs are cognitively accepted and satisfied (Mefi & Asoba, 2021). This theory looks

specifically at the importance of human thinking, which is controlled by a cognitive process

ultimately having an impact on how individuals behave towards their jobs (Jalagat & Aquino,

2021). Process theory includes Vroom's expectancy theory, Adam's theory of justice, Locke and

Latham's goal setting theory, and Deci and Ryan's cognitive evaluation theory, all of which look

at the reasons why individuals select specific action or behaviors while attempting to be satisfied.

There is a cognitive process in the process theories; in the expectancy theory, the individual can

choose to behave and provide specific effort with the expectation of certain results; in the justice

theory, the individual makes a cognitive assessment of fairness; goal setting demonstrates how

goals impact individual behavior; and cognitive evaluation theory focuses on how extrinsic

factors impact intrinsic factors. These theories involve a cognitive process on the part of the

individual to make a choice or decision to behave in a certain manner, but the goal setting and

cognitive evaluation process consider external factors or rewards that impact internal factors or

rewards to then lead to satisfaction, compared to the expectancy and justice theories that account

for the more cognitive evaluation process on the part of the individual.

The reinforcement theory assumes that behavior comes from stimulus from the social

environment and is repeated when associated with appreciation or rewards (Roman et al., 2021).

There is a focus also on controlling behavior based on the consequences of behavior (Jalagat &

Aquino, 2021), which is to say that individual behavior can be predicted based on prior associations of either positive or negative emotions from consequences.

Overall, the content, process and reinforcement theories provide a well-rounded view of the satisfaction process. The content theories consider needs and desires that cause an individual to be motivated to a specific behavior, process theories look at reasons, the cognitive process of choosing a behavior, and the reinforcement theory looks at learned behaviors through associations of positive or negative emotions. While the content and reinforcement theories look at how organizations can help satisfy mainly the worker's needs to help increase productivity in the performance of duties and shaping behaviors through consequences, the process theory does, however, emphasize the human agency in a cognitive process that impacts behavior. The content theories provide the opportunity for organizations to assess, determine needs of employees, and establish what motivates an employee, thereby providing opportunities to satisfy and motivate employees. However, content theories represent an individualistic western orientation; other cultures do not take into account personal factors, such as individual need or self-actualization (PhDessays.com, 2018), and, unlike the process theories, do not take into account how one chooses a behavior over another. The process theories take into account how individuals attach meaning to the human relations aspect of the work environment (the number of work environmental factors that impact employees), and how individual perception of management and practices in the work environment impact behaviors (Gamage, 2021; Hu et al., 2022).

Important to note is that the content theory and specifically the two-factor model popularized by Herzberg is used more in research (Roman et al., 2021). In particular these are used for faculty job satisfaction research, while the process theories (Bano et al., 2021; Blatný et al., 2018; Ismayilova & Klassen, 2019; McNaughtan et al., 2022; Webber & Rogers, 2018) are

utilized, the motivational content theories (Cerci & Dumludag, 2019; Kakada & Deshpande, 2021; Kuwaiti et al., 2019; Lan et al., 2019; Lunsford et al., 2018; Mohammed et al., 2019; Nelson et al., 2020; Sarwar et al., 2021; Shah et al., 2017; Simmons et al., 2021; Smith et al., 2018; Stokowski et al., 2018; Worthy et al., 2020) continue to dominate the research arena.

The content theory will serve as a framework for this literature review. Earlier proponents of the concept, as it relates to the content theory, include Maslow (1943), Herzberg et al. (2017), McGregor (1960), McClelland (1961), Alderfer (1969) and Locke (1969). Content theories inform that biological, psychological, social, and higher order needs of individuals must be met in order for the individual to achieve satisfaction. These are sometimes categorized as primary, secondary, and higher order needs. This theory stated that, in order for the employee to be motivated and then satisfied, such needs must be met (Mefi & Asoba, 2021), assuming that the fulfillment of individual needs and matching of values (Brown & Sargeant, 2007; Locke, 1969) will lead to job satisfaction.

Maslow's Hierarchy of Needs

Maslow's (1943) take on satisfaction is that the human is driven by a need to satisfy needs, according to a list that is hierarchical in order of pre-potency. When one potent need is satisfied to an acceptable degree, it opens up another potent need in that hierarchy, until the individual self-actualizes to the fullest potentiality. Every need sits in a place of duality, either expressed and satisfied, or in satisfaction and dissatisfaction. No need is ever totally satisfied, but it rests somewhere in the continuum of satisfied or dissatisfied. Maslow pointed out that some needs, while exhibiting potency, can be satisfied from other factors, like the hunger drive being satisfied through water, indicating that needs are not rigid but have some degree of fluidity across the continuum of satisfaction and dissatisfaction, as either more satisfied or more

dissatisfied. As one moves up the hierarchy of needs, there is also a decreasing percentage of satisfaction, with needs of immediacy needing to be satisfied more and needs of fulfillment needing to be satisfied less.

Physiological needs might stem from the body's lack of chemicals that develop into a specific drive to satisfy, safety needs from the desire to develop a sense of a meaningful wholesomeness, love from the desire to give and receive the same, esteem from the evaluation of self and that from others, and self-actualization from a desire to do what one is designed to do. Importantly, self-actualization needs represent the need to find relationships and meanings, while actualization needs provide for the individual to be satisfied more intrinsically, providing an opportunity to satisfy the salient and more subjective elements of needs.

Herzberg's Motivator-Hygiene Dichotomy of Needs

Individuals have feelings in the workplace, those of happiness and unhappiness. Those who report feelings of happiness describe this in relation to factors and tasks that indicate success in the performance of their work and the possibility of professional growth. While unhappiness related to conditions that surround actually doing the job (Herzberg et al., 2017). The happiness factors are related to motivators, and the unhappiness factors are related to hygiene factors. Motivator factors are internal and help lead job attitudes, like satisfaction, but more so, they enable the individual to be satisfied while reaching for self-actualization.

The conditions of the job, the elements of the work environment, these hygiene factors do not have the ability to give satisfaction. Hygiene factors act only in removing impediments to the achievement of positive job attitudes, like job satisfaction. That is to say, motivator factors aid in achieving satisfaction, and hygiene factors cater to preventing dissatisfaction. Like Maslow (1943), there is a continuum of satisfaction-dissatisfaction, where needs are neither in a state of

satisfied or dissatisfied, but more satisfied or more dissatisfied. However, Herzberg et al. (2017) indicated that needs are either in a motivated state or in a hygiene state, not a continuum but in alternate states of satisfaction or dissatisfaction.

McGregor's Dichotomy of Theory X and Y

McGregor's (1960) theory presents that man has a hierarchical set of needs as Maslow (1943) indicated. Under Theory X, man has little ambition, least interested in accepting responsibility, and wants security most of all. It places the man in the lower order of needs, potentially never to self-actualize. Work is seen as a price that must be paid to satisfy needs away from the job- punishment. Theory Y informs however, for the average man, work is a means to achieve satisfaction by which man will exercise voluntary control towards his commitments. The individual will seek and expect more responsibilities, use imagination, creativity, and intellect. Theory X promulgates the idea that the individual is consumed with lower order needs, with never having the need to self-actualize. Theory Y provides for the individual an opportunity to use aspects of self to achieve higher order needs.

McClelland's Achievement Motive

On the baser level, man reacts to the basic need to satisfy biological or physiological needs. Experiencing the lack of something promotes the drive or need to satisfy it (McClelland, 1961, 1965). The motive to satisfy a need is multi-fold, and the individual may experience a certain strength in desire. Individual motives are either for achievement, affiliation, or power (McClelland, 1987). These motives or needs are acquired during an individual's lifetime, that the individual will seek to satisfy needs that are associated with experiences of early childhood.

The need for achievement represents the individual desire to accomplish things. The need for achievement is associated with progress and reaching new heights. Individuals with high

need for achievement are not motivated with tasks that can be accomplished easily nor that are too difficult to accomplish. For achievers, there is not an inherent desire for success but a desire to achieve a goal. This need is also associated with a need for feedback, even an assessment of performance in the process of achieving, as such supports the achieving of a goal. Individuals with a need for power are predisposed to seek agreement, compliance, and control. Individuals can have a need for either institutional or social power. Personal power is associated with a desire to control others or cause them to behave in a desirable way. Whereas a need for institutional power or social power is aimed at using that power to mobilize efforts to complete organizational goals. Individuals with the need for affiliation seek approval and not recognition or power. As a result, actions will be directed toward gaining the endorsement of others, the avoidance of conflict, work in groups, confirm to norms, and build interpersonal relationship.

Alderfer's Alternate ERG Theory

As an alternate to Maslow's (1943) hierarchy of needs, Alderfer (1969) argued that Maslow's hierarchy of needs has overlap, and the elements of the hierarchy should really be three and not five; the needs of existence, relatedness, and growth (ERG). Existence needs apply to material and physiological desires, relatedness needs apply to relationships: family, supervisors, co-workers, subordinates, friends, and enemies, and relates to shared mutuality. An inability to satisfy existence needs precludes ones from satisfying relatedness needs. Growth needs are satisfied when the individual uses creativity and engages problems and the environment by utilizing capacities to the fullest developmental potential. The greatest of satisfaction comes from satisfying growth needs. ERG proports that needs have a level of concreteness. The more concrete the more objective it is, the less concrete the more subjective it is. Needs rest on a continuum of verifiability and certainty. While there is no hierarchy per se, as

more concrete needs are satisfied, individuals increasingly have more time and energy to satisfy less-concrete needs. In this continuum, growth needs, like higher order needs, are more intrinsically satisfying, and the more the individual grows, the more growth is desired. Growth needs are more wholesome when the individual experiences enhancements and enrichments in the functioning of the personhood.

Locke's dichotomy of pleasure-displeasure

The individual experiences varying levels of pleasure and displeasure in work; varying levels of job satisfaction and job dissatisfaction (Locke, 1969),representing complex levels of emotions associated with the job. Pleasurable sensations, like JS provide the individual with an evaluation of the current circumstances as enhancing or negating with respect to life and flourishing. Past the physiological needs that promote sensational needs, the individual must go through a process of reasoning with conscious thought, which requires acquiring value codes. By way of acquiring such values, the individual makes an evaluation of personal values with that of circumstantial welfare, and in the process of work, the individual makes a psychological measurement using such acquired values.

From this psychological assessment of values is where the individual derives the emotions of happiness or unhappiness. Happiness and unhappiness emotions are, therefore, value judgement products. JS, as a pleasurable emotional state, is the result of one's assessment in comparing individual values and job values. Job dissatisfaction, as an unpleasurable emotional state, is the result of one's assessment in comparing individual values and job values. For JS, the experience is assessed as facilitating the attainment of individual values; for job dissatisfaction, the experience is assessed as retarding the attainment of an individual's values. JS and job dissatisfaction represent an assessed relationship between what one believes to want from a job

and what one perceives to want the job to offer; an assessment of facts versus value standards (Herzberg et al., 2017).

<div align="center">**Related Literature**</div>

This section will introduce works relating to the JD-R model in workplace spirituality (WPS), literature relating to job satisfaction (JS) and faculty job satisfaction. The role of WPS in JS is reviewed, including the role WPS as job resource within the JD-R model. Additionally, the elements of positive psychology (PP), positive emotions, subjective well-being, and positive character traits, are reviewed. The related literature review section will end by presenting the need for the current research.

Workplace Spirituality

Spirituality is an abstract and subjective concept that makes it difficult to define. However, as a practical application, it is more concrete and objective. It remains less formal, structured, or denominational and, as such, applies more universally (Kumar, 2018). Spirituality can often be iterated to mean religiosity; however, spirituality is differentiated from religiosity. In particular, scholars have made a point to explicate the difference by pointing out that religion is organized, more institutionalized, serving as one in many of the forms of spiritual expression (Goddard, 1995), not to be confused with spirituality. Spirituality is a personal, subjective experience of an individual. As Kumar (2018) mentioned, spirituality is less concrete and less able to be formalized and structured. Spirituality is aligned with purpose of individual life, helping to provide meaning, inner awareness and knowledge, sense of existence, and life-long results.

This personal, subjective experience gives meaning, especially, as spirituality is aligned with an existential element of human reality. The epistemological underpinning of spirituality is

Latin *spiritus,* which is *breath*, the essence of existence and speaks to a vital yet unseen

component that gives life to organisms. In the broadest of views, it represents a process through

which purpose in existence finds an expressive form in daily living (Olufemi-Ayoola &

Ogunyemi, 2018). Spirituality is associated with a central part of existence, but, like breathing is

done without conscious thought and relates to the routine, daily, mundane activities, such as

breathing, in an organisms' daily survival and existence. Goddard (1995) referred to spirituality

as a specific type of energy which is labelled as integrative, able to help an individual with

motivation, creativity, and healing. It is an approach to an individual's life, which is expressed in

such things as the ordinary or in extraordinary cases, and remains a force that operates through

the commonplace or daily mundane events like work.

  While work represents a huge component of daily life (Herzberg et al., 2017), the

association of workplace and spirituality did not happen until recently, and remains an area less

studied (Sheep, 2004). Benefiel et al. (2014) and Olufemi-Ayoola and Ogunyemi (2018) give an

account of the current growth of workplace spirituality. Within the last two decades, spirituality

in the workplace has been given increasing attention, in particular because of an organizational

movement to provide people with an opportunity to find a sense of meaning and fulfillment in

their work and in the performance of work duties. Spirituality in the workplace, or workplace

spirituality (WPS), gained traction because of an old adage that sought to connect work with

higher purpose and meaning, and came about in the later part of the nineteenth century to combat

the issues that arose out of the industrial era. Its introduction in the work environment was

beneficial to individuals because they were now able to find some resemblance of God in

ordinary work.

In the context of ordinary work, WPS represents the experience of a sense of belonging, the connection to others, and a connection to a community in the workplace (Rajappan et al., 2017). The workplace is a site that provides links to others, helps with human connection, and to help satisfy the need for human contribution (Ashmos & Duchon, 2000). This quest for connection and meaning at work has revealed itself somewhat in the human relations aspect of management, which emphasized job satisfaction and human happiness, however, in more contemporary terms has been labeled things like corporate spirituality, meditation at work, or even mindfulness and self-awareness.

WPS is defined by Ashmos and Duchon (2000) as organizations recognizing that individual employees have an inseparable inner life that nourishes and is nourished by meaningful work that takes place in the context of community, and the authors further iterate that WPS has three components: inner life, meaningful work, and community. It means recognizing that, the individual has a soul, and life outside of work that cannot be separated in the workplace and must be matched; that the individual has an inner self and an outer life that is brought into the workplace undetached from minds, emotions, abilities and spirits. Workplaces, then, provide meaning and connection to the soul and life outside of work (Olufemi-Ayoola & Ogunyemi, 2018). When that happens, such needs as finding meaning, purpose, and connection can be met and enabling spirituality at work to be realized. It is assumed that individuals in workplaces seek to find this meaning and fulfillment in the daily performance of work activities, and, as Herzberg et al. (2017) have highlighted, individuals desire to self-actualize, that is to find ultimate meaning and fulfillment. In this light, WPS is ripe to provide satisfaction and feelings of happiness.

Workplaces, therefore, become environments that can be influenced by individual spirituality, but also where individual spirituality can be influenced as either nurtured or damaged. As Goddard (1995) pointed out, spirituality of individuals can be unattended to and can be dormant, if not tended to. The concept of WPS becomes a less subjective and a more concrete and objective element of the workplace that organizations can influence to create environments that enable individuals to achieve meaning, purpose, and sense of connection through community.

Antecedents to Workplace Spirituality

Authors Hassan et al. (2016), Afsar and Rehman (2015), Ashmos and Duchon (2000), and Rajappan et al. (217) provide foundational definitions for WPS; that WPS is focused on themes of tolerance, patience, feelings of interconnectedness, purpose, and the acceptability of the mind to the norms of any organization, which integrate to shape individual personal values (Afsar & Rehman, 2015; Hassan et al., 2016). It is a recognition on the part of the employer, that individuals in organizations have an inseparable inner life which nourishes the organization but is also nourished by the organization in the context of a community while performing meaningful work (Ashmos & Duchon, 2000). It is representative of a sense of belonging, interconnectedness with others, and feeling connected in a community in the workplace (Rajappan et al., 2017). While these themes are important to help elucidate the phenomena of WPS, they do not help operationalize how WPS can be achieved per se, but the work by Kinjerski and Skrypnek (2006) has attempted to do just that in highlighting organizational factors that contribute to WPS. Of those factors are inspiring leadership, strong organizational foundation, organizational integrity, opportunities for personal fulfilment, and appreciation and regard for employee contributions.

Leadership is described as the most important element because leaders create the environment that enables the experience of spirituality. Leadership exhibits a caring culture that is concerned with employee welfare, mentoring, supporting staff to achieve goals, and modeling behaviors that are consistent with the philosophy and mission of the organization. Elements that contribute to a strong organizational foundation include a compelling vision, clarity of organizational intent, and the practice of employee reflection and re-evaluation. High organizational integrity is evidenced through alignment in values, trust and honor, a positive workplace culture and space, a sense of community among members, high quality personal relationships as a value of teamwork, and some playfulness between employees. Opportunities for personal fulfilment can be achieved through opportunities for learning and development, engaging work, allowing for initiative and creativity, flexibility and autonomy, and lifelong learning. Appreciation and regard for employees can be achieved by helping members understand and respect their own worth and contribution, with the organization recognizing this level of contribution.

Faculty Job Satisfaction

The research on teacher and faculty JS shows that JS is an important concept in higher education primarily because it impacts performance and the quality of education in all higher education institutions (Dave & Raval, 2015). The research on JS in higher education is vast and has been studied using many variables and applied in many areas to include the impact of leadership on JS (Baqai, 2018; Barnett, 2019), the impact of external factors such as self-efficacy and teacher JS (Kasalak & Dağyar, 2020), organizational fit (Park, 2018), or internal factors like psychological capital (Sünbül & Gördesli, 2021). Other research has focused on the more direct impact of JS in higher education: academic outcomes (Aboramadan et al., 2020); extra effort

(Barnett, 2019); impact on corporate social responsibility (Hossen et al., 2020); health implications (Mohammed et al., 2019; Yorulmaz et al., 2017); moderating stress and uncertainty (Ngirande, 2021); and service quality (Vaseer & Shahzad, 2016).

Overwhelmingly, the research shows that JS is contingent upon a combination of a set of internal and external factors to the job (Bender & Heywood, 2006; Dave & Raval, 2015; Mehboob et al., 2008; Tsigilis et al., 2006). These factors are largely closely related to the hygiene-motivator factors developed by Herzberg et al. (2017), presented (Sahito & Vaisanen, 2020) and popularized by researchers. Hygiene factors represent the external factors and context within which the individual performs work. This context can therefore can be positive or negative, and hygiene factors are more closely related to lower order needs (Maslow, 1943). Motivators represent the internal and individual aspirations to self-actualize and are closely related to higher order needs.

Internal Factors

Factors that are internal to a job bring about motivation and satisfaction intrinsically. That is to say, job attitudes, like motivation and satisfaction, are derived from simply doing the job or work itself. In the doing of the job, the individual gets rewards that reinforce aspirations. Herzberg et al. (2017) have presented the more comprehensive analysis of internal and external factors of the job that relate to job attitudes including JS; individuals who have indicated they felt happy were associating this feeling of happiness to things about the job they feel indicated success in the performance of the work and to the existence of professional growth. As a result, internal factors are clearly linked to responsibility, achievement, and self-actualization, higher order needs of individuals. Job factors that meet or reward the individual to reach aspirations are labeled *motivators*, and therefore will provide intrinsic motivation.

External Factors

External factors to the job relate to hygiene factors and are impediments to JS. These include supervision, interpersonal relationships, physical working conditions, salary, company policies, administrative practices, benefits, company policies, and job security (Herzberg et al., 2017). When these factors are below a certain acceptable level, it results in job dissatisfaction. While not the opposite of satisfaction, dissatisfaction becomes more potent from low levels of these external factors. Satisfying external factors tend to lead to a prevention of dissatisfaction and poor performance. Dissatisfaction relates to feelings of unhappiness and was associated with the contextual factors in performing work. These contextual factors are perceived as unfairness with disorganization, which ultimately translate into an unhealthy environment psychologically for the individual, ultimately leading to feelings of dissatisfaction.

Research has demonstrated that JS in higher education has a positive impact on individual and organizational outcomes. Kasalak and Dağyar (2020) observed there to be a positive correlation between self-efficacy and JS. Aboramadan et al., (2020) found JS in higher education to play a significant role in employee outcomes. JS moderates a relationship between employee empowerment and employment stability with employee engagement (Hossen et al. (2020), and the relationship between uncertainty and organizational commitment (Ngirande, 2021). JS also impacted self-perceptions of organizational fit (Park, 2018). Therefore, as Dave and Raval (2015) and current literature indicated, JS in higher education is crucial, as it affects individual outcomes, performance of employees, and also the quality of education in higher education institutions. Research largely showed that the external work environment remains the relevant and popularized concepts of JS research, specifically as it relates to higher education and faculty.

These include areas focused on leadership (Aboramadan et al., 2020; Baqai, 2018; Barnett, 2019; Dalati et al., 2017; Lan et al., 2019; Mefi & Asoba, 2020; Shah et al., 2017; Worthy et al., 2020), and a host of organizational working conditions and environmental factors (Cerci & Dumludag, 2019; Hossen et al., 2020; Kakada & Deshpande, 2021; Kuwaiti et al., 2019; Lunsford et al., 2018; McNaughtan et al., 2022; Mohammed et al., 2019; Nelson et al., 2020; Ngirande, 2021; Paposa & Kumar, 2019; Sarwar et al., 2021; Simmons et al., 2021; Smith et al., 2018; Stokowski et al., 2018; Szromek & Wolniak, 2020; Yoon et al., 2020). There is work that looks at individual characteristics, such as emotional intelligence (Bano et al., 2021), self-efficacy (Ismayilova & Klassen, 2019; Kasalak & Dağyar, 2020; Sünbül & Gördesli, 2021), personality traits (Blatný et al., 2018), perception of fit with organization (Park, 2018), or gender differences (Webber & Rogers, 2018). However, the research is clear that the external factors relating to the working environment and working conditions remain the core focus.

While the body of research points to a significant impact of JS, it also points to an area of JS research that is neglected. The JS research focuses on factors that contribute to or negate JS, whether it be situational, inter-intrapersonal, or contextual (Sahito & Vaisanen, 2020). In an examination of higher education systems, Shin and Jung (2014) revealed that high social reputation of academics in society and having academic autonomy were the source of JS. Satisfied and motivated academic staff can also help establish a good reputation for themselves and their higher education institutions. At the same time academics expressed more satisfaction with non-academic staff, the teaching climate, and also their colleagues, while being less satisfied with research climate and the conditions of employment (De Lourdes Machado-Taylor et al., 2016). All of these focuses research on conditions that contribute to or reduce levels of JS.

This focus on the conditions that contribute to, or limits JS leaves other areas of the JS research wanting. One such area is to restructure the old theories to new areas of research. An area which should be focused on is the human psychology aspect in PP. Factors of PP, which are recommended to test JS are optimism, hope, happiness, resiliency, confidence, and self-efficacy (Mefi & Asoba, 2021).

Role of Workplace Spirituality in Job Satisfaction

WPS and its accompanying components, inner life, meaningful work, and community (Ashmos & Duchon, 2000), have the potential to impact individual JS. Individuals have needs, and as Maslow (1943) pointed out, these needs must be met in order for an individual to be satisfied; the individual moving from one level of needs to the other, going from lower order needs to higher order needs. The inability to meet these needs, or the frustration thereof, will provide the motivation or drive so the individual can then achieve and be satisfied. Workplace environments that foster freedom of expression of the individual self-allow for the expression of the whole person (Jena & Pradhan, 2018), helps bring employees together with colleagues and supervisors alike, are using elements of WPS in organizational life. Additionally, workplaces that focus on meaning and connectedness through community can help satisfy the higher order needs that Maslow (1943) has indicated. Higher order needs of esteem, belonging, and self-actualization can be achieved through the sense of inner self, meaning, and connectedness.

Research has empirically reported the positive impact of WPS. Rajappan et al. (2017) reported that WPS enables people to feel connected to their co-workers and the organization, since there is a matching of values, such as sense of congruence, allows for a greater sense of fulfilment for individuals. In addition, the authors report that WPS positively correlates with job embeddedness, a concept that speaks to factors that encourage employees to remain at an

organization. Similarly, Jena and Pradhan (2018) have indicated that WPS has a significant association with employee retention. Ke et al. (2020) showed that WPS is positively linked to creative teaching behaviors, helping teachers foster positive emotions. This relationship was fully mediated by internal JS. Hassan et al. (2016) further contributed that WPS with trust, creates and enhances employee satisfaction in organizations. Mediation analysis indicates that organizational spirituality partially influences the relationship between organizational cynicism and JS, but it fully influences the relationship between affective cynicism and JS, as well as a relationship between cognitive cynicism and JS. That is to say that organizational spirituality can completely negate the negative impacts of cynicism on JS (Kökalan, 2019). Robert et al. (2018) empirically determined that spiritual well-being was strongly linked with higher levels of JS and was a stronger predictor of JS.

Workplace Spirituality (WPS) as a Job Resource

The job demand resources model (JD-R) considers resources as motivators or initiators to a motivation process to achieve goals, as well as combat the negative aspects of organizational life in the form of job demands (stressors) (Bakker et al., 2007). Research largely reports that WPS positively impacts organizations and are largely positively associated with a number of employee work attitudes to include JS (Aboobaker et al., 2019). Recent studies have further indicated that WPS is a personal psychological resource (Ke et al., 2020). These personal resources become part of the individual self, linking to resilience of the individual self, and the perceived ability to have some control over and impact the environment in a successful manner (Bickerton et al., 2014). Consequential as it is, WPS, as a job resource, is understudied even as a resource that positively predicts works engagement. Though WPS as a spiritual resource helps in the attainment of internal JS, and though as an emotional resource, it helps teachers and faculty,

in particular, engage in more creative behaviors (Ke et al., 2020), research regarding WPS as a job resource remain few.

The trend in the field of spirituality in general has seen less research attention. Work in the field of workplace spirituality goes back to the work by Mitroff and Denton (1999). The data suggested that organizations that identify strongly with spirituality or have a greater culture of spirituality have climates that are less fearful, are less likely to compromise basic beliefs and values in workplaces, have improved employee perceptions of more profitable organizations and, have employees feel they are able to bring more of their complete and creative selves into their work environment. Even with all these benefits, research involving spirituality in the workplace has been avoided for a long time. In academia, research regarding spirituality represents an impoverishment to the limited number of works in the field. Today's organizations then suffer from some spiritual emptiness, even with empirical evidence to relate positive aspects of WPS.

The personal resources that an individual possesses are many, but research has grouped into few categories: optimism or dispositional optimism, psychological capital, emotional intelligence, resilience, self-efficacy (Mérida-López et al., 2020), personal meaning of work, and coping (Ek, 2014). With the few studies on WPS as a personal resource however, researchers point out spiritual resources, far different from spirituality as a secure attachment to God, coping, and calling by God (Bickerton & Miner, 2019; Bickerton et al., 2014). Thus, current research has neglected the other components of personal resources that complement the individual, especially as it relates to positive psychological resources, such as optimism, hope, happiness, resiliency, confidence, and self-efficacy. These factors represent emerging factors of PP that must be tested against areas of organizational work life particularly for JS (Mefi & Asoba, 2021).

Positive Psychology

The early progress saw a new positive psychology (PP) center at the University of Pennsylvania in honor of a fifteenth century proponent of PP, Cosimo. The idea of PP (Linley et al., 2009) started to take shape in response to negative disease therapy in the form of positive psychotherapy. This was in response to anti-depressant medications and cognitive therapy for individuals diagnosed with depression (Miller et al., 2008; Seligman & Csikszentmihalyi, 2000). By 2008-2018 (Seligman, 2019), the principles of PP began to take hold in the United States, especially in the Army. Seligman (2019), at the time, was brought in to discuss soldier trauma, explaining the human psychological process of dealing with trauma as bell shaped; that is to say that individuals will lead to trauma, but eventually the individual will go through posttraumatic growth, the right side of the bell curve. This is when individuals experience resilience and PP growth.

The idea of PP flowed into education, including the concept of positive education. Guided by the idea that positive schools and faculty produce more well-being in a culture, positive education was an attempt to bring the clinical aspect of PP into the school. Results of initial studies pointed out that students who acquire higher well-being do better in their academic life, are more engaged, and have more grit. As a founder of the ideology of PP, Seligman (2019) recognized that PP is a summation of the humanistic psychological movement in what was shaped by Abraham Maslow, albeit unrecognized in the development of PP. Seligman further pointed out that PP may not actually be necessary if human well-being follows automatically after experiencing all that is bad, and those experiences are fixed. PP however, continues to grow into many other fields: positive education, positive neuroscience, positive health, positive organizations, positive psychiatry, positive humanities, positive government, positive economics, and positive theology.

PP represents the subjective experiences, such as well-being, contentment, satisfaction, hope, optimism, flow, and happiness. For the individual, it represents traits such as love, vocation, courage, interpersonal skills, sensibility, perseverance, forgiveness, originality, mindedness, spirituality, high talent, and wisdom. For a group of individuals, it represents civic duty in responsibility, nurturance, civility, moderation, tolerance, and work ethic (Seligman & Csikszentmihalyi, 2000). The term *positive psychology* is an umbrella term representing the study of positive emotions, character traits, and enabling institutions (Seligman & Csikszentmihalyi, 2000; Seligman et al., 2005) and is an advancement to understanding the how, why, and under what conditions these positive emotions, character traits, and institutions enable such to flourish.

A review of recent literature shows PP in the school setting focused largely on the student and how PP can impact student functioning. Cook-Sather et al. (2018) looked at the pedagogical benefits of enacting PP practices through student-faculty approaches. Haslip and Donaldson (2021) researched the character strengths of educators, and how PP plays in teacher professional development. Li and Jiang (2020) looked at how it impacted foreign language learning and teaching. Robertson (2018) explored the impact on career development. However, as Miller et al. (2008) and Haslip and Donaldson (2021) pointed out, the body of research has largely focused on students in schools rather than on the professionals who work in the schools, and little research has looked into developing the character strengths of (early) educators, which present an area of PP that has not been largely applied to teacher-faculty.

The literature generally reports positive outcomes for professionals who work in the school environment. As they begin their careers, faculty members who partner with students in reflective self-authoring processes, can lead to intrapersonal identity, interpersonal relations, and

teaching practices that are critical to faculty member successes and satisfaction with their academic career, especially early in the academic career (Cook-Sather et al., 2018). The higher character strength of fairness, kindness, integrity, and love, as reported by Haslip and Donaldson (2021), can improve job performance and satisfaction, and can help support teacher resiliency in the midst of change. Further, the research points to the three components of PP as presented by Seligman and Csikszentmihalyi (2000) as positive emotions, traits, and institutions, which remain relevant to research.

Positive Emotions and Positive Character Traits

Positive Emotions. Emotions are subjective feelings of individuals and can be fleeting, and problematic; that is, to define, and then to measure (Krueger & Stone, 2014). Positive emotions represent individual cognitive and emotional reactions to environmental circumstances and are most often temporary and short lived (Miller et al., 2008). Of the positive emotions, overall happiness or subjective well-being appears to be the most meaningful. Robertson (2018) elaborated that well-being at work comprises a dichotomy; that of hedonia and eudaimonia. As it relates to happiness, Hedonia is a sense of positive mood and pleasure, however, pertaining to individuals and careers, eudaimonia is more relevant. It represents prosocial activity and fulfilling one's true self, with most effective functioning. Hedonic is short-lived, but eudemonic relates to more long-term well-being and meaning in life, being more suited to the study of work and well-being.

Although well-being remains subjective, research has shown that it is a more stable individual emotion and remains one of the more meaningful positive emotions. Schimmack et al., (2002) have stated that, over time and through different situations, subjective well-being (SWB) shows stable patterns. Pavot and Diener (1993) reported over two months that SWB test-

retest measures were consistently high at .82, Schimmack et al. (2002) calculated SWB to be consistently high at .73 over three months, and over four years Pavot and Diener (1993) determined SWB to be .54. Such high correlations over time and situations give reason to use SWB as a marker to establish satisfaction of individuals. Lykken and Tellegen (1996) provide some evidence to confirm the stable nature of SWB in genetics. A study of monozygotic twins showed that, although differences existed in socioeconomic status, education and marital status, family income or religious commitment, the aforementioned did not account for more than 3% of variance on well-being, however, well-being had a variance between 44-52 percent largely associated with genetic variation. After experiencing life situations, individuals revert to their natural well-being points, creating more stable well-being, remaining one of the more meaningful parts of positive emotions (Miller et al., 2008).

Positive Character Traits. Character traits have been researched, with the conclusion that character traits are associated with many positive outcomes. As it pertains to stress and unhappiness, Berry and Worthington (2001) found there to be a predictive relationship with levels of love, liking for a partner, happiness with relationships, and other personality variables, such as forgiveness, and low traits of anger. Both physical health and mental health were predicted by personality and relationship variables. Wood et al. (2011) have found that use of character strengths reduced stress, improved self-esteem, had more vitality and positive affect, and especially a predictor of well-being in the long run. In a study with undergraduate students, results revealed that the use of strengths significantly predicted life satisfaction (Proctor et al., 2011). Weber et al. (2016) and Wagner and Ruch (2015) found similar results and stated there to be indirect relationships between character strengths and positive school functioning, character strengths remaining critical to school functioning and school achievement.

The Virtue In Action (VIA) institute on Character (2021) developed twenty-four reliable and consistent measures of character strengths, as developed and tested by Dr. Christopher Peterson: appreciation of beauty and excellence, bravery, creativity, curiosity, fairness, forgiveness, gratitude, honesty, hope, humility, humor, judgement, kindness, leadership, love, love of learning, perseverance, perspective, prudence, self-regulation, social intelligence, spirituality, teamwork, and zest. Individuals usually have a go-to default set of character traits, which Peterson and Seligman (2004) identified as signature strengths. These are the traits a person owns, celebrates, and uses frequently. Further Peterson and Seligman stated that, in order for a character to be considered a strength, it must satisfy the conditions: to contribute to sense of fulfillment and a good life, is morally valued, its presence does not overshadow others, is universally valued, high and low results are evident in a population, is distinctly measurable (Littman-Ovadia et al., 2017; Peterson & Seligman, 2004). It is important to iterate that good character that contributes to optimal life development and thriving is not a single character, but a combination of these characters (Park & Peterson, 2009). Park and Peterson listed the broader virtues that are grouped from the 24 character-strengths, each representing a specific combination of such characters. These are wisdom and knowledge, courage, humanity, justice, temperance, and transcendence.

That research points to many different character strengths that are good (Park & Peterson, 2009) and result in positive outcomes (Berry & Worthington, 2001; Proctor et al., 2011; Wagner & Ruch, 2015; Weber et al., 2016; Wood et al., 2011) but does little to solidify which character traits are necessary and should be the focus. There is some research that points in a direction to some specific traits. Miller et al. (2008) discuss that the best predictors of job performance are conscientiousness, emotional stability, and extraversion, and, as it relates to JS, low neuroticism

has been shown to predict job satisfaction. Littman-Ovadia et al. (2017) discuss that happiness strengths, such as SWB, are more strongly associated with work attitudes, like meaningfulness, engagement, and JS. Proctor et al.'s (2011) results revealed that virtue in action (VIA) strengths of hope and zest were significant predictors of life satisfaction, followed by more common strengths of love, humor, kindness, social intelligence, and open-mindedness. Least of all of the VIA strengths were leadership, perseverance, wisdom, spirituality, and self-control.

With regards to students, Weber et al. (2016) reported that zest, the love of learning, perseverance, and social intelligence proved to be associated with positive affect. Wagner and Ruch (2015) found similar results regarding school achievement being highly correlated with love of learning, perseverance, zest, gratitude, hope and perspective, and positive behavior were more highly correlated with perseverance, self-regulation, prudence, social intelligence, and that of hope. Hope, which comprises agency and pathways, is shown to be strongly associated with perceived self-worth, job competence, scholastic competence, social acceptance, and creativity (Onwuegbuzie & Daley, 1999). McCullough (2001) argued that individuals who are inclined to forgive are more agreeable, emotionally stable, and have a higher disposition for religiousness and spirituality. These character strengths for the most part align well with the positive personal traits that contribute to PP, as discussed by Seligman and Csikszentmihalyi (2000) as subjective well-being, optimism, happiness, and self-determination.

Teacher-Faculty Character Strengths. There is a dearth of research regarding teacher and faculty positive character strengths, even fewer have focused on character strengths or personality traits and the impact on teacher/ faculty job satisfaction. More importantly it represents a gap in research that needs to be focused on, as very little research shows how teachers integrate personal character strengths in their work (Haslip & Donaldson, 2021). Few

however, do speak of its importance. McGovern and Miller (2008) stated that positive character strength is important for faculty to be more reflective and deliberate with regards to their teaching practices and their learning strategies. Haslip and Donaldson (2021) found that educators, when addressing workplace challenges with children and co-workers, educators are more frequently noted to use kindness, leadership, and fairness, followed by an equal use of hope, love, and, self-regulation. Equally important were perseverance, forgiveness, and humility. The scant research available again demands more attention to help deliberate a breadth of knowledge on teacher/ faculty character strengths. This will help highlight character strengths which leaders can use to develop faculty and characteristics individuals themselves can use for self-development.

<div align="center">**Summary**</div>

Job satisfaction (JS) is a critical component in ensuring employees offer their highest productive selves in their work (Dave & Raval, 2015). Employees who are satisfied tend to put forth more effort, more positive job attitudes, like organizational citizenship behaviors. These positive job attitudes often align with greater output and goal achievement in the workplace. Faculty of colleges and universities are no exemption to this. In education and academia, JS is critical as wel,l because teachers and faculty play a critical role in the development of students and societies (Baqai, 2018), therefore, it is vital to have satisfied faculty. The content theory of JS indicates that the fulfilment of needs and attainment of values can lead to JS (Brown & Sargeant, 2007) and, as such, college or university administrators have the opportunity to provide opportunities for employees to fulfil their needs and attain their values through the use of spirituality in the workplace.

Workplace spirituality (WPS) matches well with the higher order needs of individuals, such as self-esteem and self-actualization. WPS, as part of the larger working environment, presents the opportunity for faculty to find meaning by understanding their inner selves, relate more to their work, and find meaningful opportunities and community in their working situations with others (Olufemi-Ayoola & Ogunyemi, 2018). As a job resource (Ke et al., 2020), WPS is part of the job environment that college and university administrators can utilize to help employees find meaning in their work and lead them to satisfy those higher order needs, like esteem and actualization.

The research on JS largely focused on many areas by which individuals can be satisfied. This would include the satisfaction of needs, the factors that contribute to individual JS, such as environmental factors, internal or external to the job, and the motivation to satisfy needs (Sahito & Vaisanen, 2020). While the research on JS is vast, one area that needs to be further looked into is viewing and restructuring JS theories according to elements of PP: optimism, hope, happiness, resiliency, confidence, and self-efficacy (Mefi & Asoba, 2021). Because WPS aligns with the satisfaction of higher order needs and further aligns with elements of PP, it will be advantageous for college or university administrators to study the role WPS can have on faculty JS, but to also to consider how the elements of PP fit into teacher JS. A gap in the literature as evidenced with little literature in JS as it relates to teacher positive emotions, and positive character strengths or traits (Haslip & Donaldson, 2021). This review presents two areas of focus: the impact of WPS as a job resource on faculty JS, the impact of PP elements (positive emotions- subjective well-being and character strength) on the relationship between WPS and JS of faculty.

CHAPTER THREE: METHODS

Overview

The purpose of this quantitative non-experimental predictive correlational study is to understand the relationship between workplace spirituality (WPS) and teacher job satisfaction (JS) as moderated by the positive psychology elements of subjective well-being and positive character strengths. This chapter begins by introducing the design of the study, including full definitions of all variables. The research questions and null hypotheses follow. The participants and setting, instrumentation, procedures, and data analysis plans are presented.

Design

The study uses a quantitative non-experimental predictive correlational design and is used to test objective theory by examining variable relationships, which can be measured using instruments resulting in numbered data which can be analyzed using statistical methods (Creswell & Creswell, 2018; Creswell & Guetterman, 2019). This approach further applies the post-positivist philosophical (or scientific method) worldview, which is founded on the idea that researchers cannot know completely absolute truth when studying human behavior and action. This approach further establishes that there is a cause-and-effect relationship and the issue or variables being studied. The approach uses deduction, but also reductionism, to reduce ideas and variables that can be tested using careful observation and measurement.

The study explores how moderator variables of subjective well-being and positive character strength impact that relationship between WPS and JS, utilizing a quantitative study with a non-experimental predictive correlational design. Whereas, experimental research designs involve testing an idea, practice, or intervention to help determine how the same influences an outcome or dependent variable (Creswell & Guetterman, 2019), this study is nonexperimental

because it does not involve manipulation of variables, control groups or treatments (Gall et al.,

2007; Reio, 2016). In the non-experimental research design, researchers describe groups and

examine relationships between groups. Variables, though examined, are not manipulated, and

groups are not randomly assigned (Gall et al., 2007). Conclusions about any causal relationships

are typically done post hoc. The correlational design and the correlational statistics are used to

describe and measure a degree of association or relationship between variables or set of scores

and has two purposes of searching for predictors of a criterion variable and determining possible

causal relationships among variables (Creswell & Creswell, 2018). This study uses observations

for sets of scores for a continuous independent and a dependent variable, to determine if there

exists a statistical linear relationship between the two variables (Gall et al., 2007).   The

predictive correlational design is used to discover moderation between subjective well-being,

positive character strengths, and the relationship between workplace spirituality and job

satisfaction.

The outcome variable, job satisfaction, represents a positive and pleasurable emotional

state of mind that results from an assessment of one's job, as achieving or facilitating the

achievement of one's job values (Locke, 1969). Job satisfaction is measured using the Michigan

Organizational Assessment Questionnaire Satisfaction Subscale (MOAQS) (Spector, 1997). Job

satisfaction is measured using a ratio of total points earned compared to the maximum possible

points. The predictor variable, workplace spirituality, represents a recognition that individuals in

the workplace have an inner life that nourishes and is nourished by meaningful work in the

context of a community, thus having three components: inner life, meaningful work, and

community (Ashmos & Duchon, 2000). Workplace spirituality is measured using the Spirit at

Work Scale- SAWS (Kinjerski, 2013; Kinjerski & Skrypnek, 2006). Workplace spirituality is

measured using a ratio of total points earned compared to the maximum possible points. The moderating variable of subjective wellbeing represents how people think and feel about what they have and what happens to them (Maddux, 2017), is measured using the Flourishing-Subjective Well-being Scale (FS) (Diener & Biswas-Diener, 2009; Diener et al., 2012), as a total score compared to the maximum possible points. Positive signature character strengths represent a validated list of 24-character traits that is measured using the Global Assessment of Character Strengths (GACS-24) (The VIA Institute, n.d.) and will be ranked from high to low based on the chosen option out of the maximum option available for each.

This quantitative scientific approach gives the opportunity to study phenomena in the world, test and understand the world, and provide generalizations to larger populations (Creswell & Creswell, 2018). The quantitative approach has been applied in the study of job satisfaction, from Hersey's (1929) look into emotional changes of employees and rate of production of employees, and in more contemporary works like Park's (2018) study into organization fit, working conditions, and job satisfaction in higher education, or Ngirande's (2021) study on stress, uncertainty, commitment, and job satisfaction in higher education. The same approach is applied when studying a more difficult concept to define, reduce, and measure as workplace spirituality. Amen and Raziq (2019), Hassan et al. (2016), Ke et al. (2020), Kökalan (2019), and Robert et al. (2018) are all recent studies that have applied the quantitative approach. This study proposed using a sample of faculty from Christian colleges and universities in the United States.

Research Questions

RQ1: Does the positive psychology element of subjective well-being moderate the relationship between workplace spirituality and job satisfaction for faculty of Christian colleges and universities in the eastern United States?

RQ2: Does the positive psychology element of positive character strength moderate the relationship between workplace spirituality and job satisfaction for faculty in Christian colleges and universities in the eastern United States?

Hypotheses

The null hypotheses for this study are:

H_{01}: The positive psychology element of subjective well-being, as measured by the FS, does not moderate the relationship between workplace spirituality, as measured by SAWS, and job satisfaction, as measured by MOAQ-JSS, for faculty of Christian colleges and universities in the eastern United States.

H_02: The positive psychology element of positive character strength, as measured by the GACS-24, does not moderate the relationship between workplace spirituality, as measured by SAWS, and job satisfaction, as measured by MOAQ-JSS, for faculty of Christian colleges and universities in the eastern United States.

Participants and Setting

Population

The study population was faculty from Christian colleges and universities in the United States. The study utilizes a convenience sample. The faculty are from varied ethnic backgrounds, age, tenure, status, and hold various degrees. The faculty also teach varied types of courses via online or in person in both undergraduate and graduate courses.

Participants

Creswell and Guetterman (2019) recommend at least 70 participants for correlational studies that relate variables. According to Gall et al. (2007), a correlation coefficient using an alpha of 0.5, with medium effect size and statistical power of 0.7, results in a sample size of 66.

The study utilized a convenience sample of Christian college and university faculty in the United States. The study received 85 participants. Of the 85 participants, 8 failed to complete more than 50% of the survey and were removed, leaving 77 participants, which according to Gall et al. (2007) exceeds the required minimum of 66 for a correlation coefficient when assuming a medium effect size with statistical power of .7 at the .05 alpha level.

Setting

The study surveyed faculty from Christian colleges and universities in the United States. Researcher sourced public contact information for participants who fit the criteria, used the public email addresses to forward the cover letter requesting for participation and provide the link to the survey. The cover letter explained the purpose of the study and made an official request for participants. Additionally, to help with recruitment of participants, the researcher utilized Facebook and posted a flyer (Appendix J) requesting participants who fit the research criteria to participate. A link to the online survey was provided, and participants were provided information about the survey and consent prior to completing the survey.

Instrumentation

The current study utilized the SAWS to measure spirit at work, MOAQS-JSS to measure job satisfaction, FS to measure subjective well-being, and the GACS-24 to measure positive character strengths. Below will be the specific instrument descriptions to include reliability and validity, as well as scoring procedures.

The Spirit at Work Scale(SAWS)

The spirit at work scale (SAWS), is used to measure workplace spirituality for college and university faculty. The purpose of the SAWS is to assess and measure the experience of spirit at work (Kinjerski & Skrypnek, 2006). Spirit at work is a condition that is illustrated by

cognitive, interpersonal, spiritual, and mystical dimensions. All four dimensions are combined to produce the spirit at work rating. The cognitive dimension involves experiencing: authenticity- the ability to share one's complete self at work all the time; alignment- the experience of a match between personal and organizational values; meaning- the feeling that one is making a difference at work or there is a higher purpose in the work. The interpersonal dimension involves a sense of connection with other people in the workplace with a common purpose, The Spiritual dimension involves feeling a connection to something that is greater than the individual. The mystical experience involves experiencing a sense of perfection with energy and joy from living in the moment and experiencing awe-inspiring and sacred moments (Kinjerski & Skrypnek, 2004). Spirit at work involves the expression of the complete self at work, therefore, to arrive at spirit at work; the four dimensions must be combined to arrive at and appreciate the individual experience of spirit at work. The scale was developed in an attempt to provide a valid measure to aid research to advance the understanding of the antecedents of spirit at work, and, while previous instruments measured attitudes towards spirit at work and not the experience of spirit at work, SAWS measures the current individual experience of spirit at work. SAWS has been used in recent studies to measure spirit at work experience (Wadhera & Bano, 2020) and was one of the only scales empirically developed to clearly measure the individual spirit at work experience without the confounding experiences, like attitudes towards spirit at work, general spirituality, and other workplace characteristics (Neal, 2013) .

The SAWS is an 18 items self-reporting measure of workplace spiritualty. The SAWS used a 6-point Likert Scale that ranged from Completely Disagree to Completely Agree. Responses were as follows: Completely Disagree = 1, Disagree = 2, Slightly Disagree = 3, Slightly Agree = 5, Completely Agree = 6. The qualitative work by Kinjerski and Skrypnek

(2004) revealed dimensions of spirit at work most common to respondents which includes physical, affective, cognitive, interpersonal, spiritual, and mystical dimensions. All six dimensions reported eigenvalues greater than 1. Four of these dimensions were chosen as satisfactorily reflecting the dimensions of the spirit at work definition (Kinjerski & Skrypnek, 2006). Psychometric properties for the SAWS reported reliability alphas of .93 for the total scale, .91 for engaging work, .86 for mystical experience, .88 for spiritual connection, and .87 for sense of community. Factor analysis used for construct validity during the SAWS development utilized factor loadings greater than .40. The four dimensions revealed average factor loadings for each dimension: engaging work- .71; mystical experience- .67; spiritual connection- .85; and sense of community- .77, revealing 4 different subscales of engaging work, sense of community, spiritual connection, and mystical experience.

Engaging work measures feelings of well-being and belief of an engagement in meaningful work, being measured using 7 questions (1, 5, 6, 10, 13, 15, and 18). Example questions include, *I have a sense of personal mission in life, which my work helps me to fulfill*, and *I experience a match between the requirements of my work and my values, beliefs and behaviours*. Engaging work is calculated with a total score, has a minimum score of 7 and a maximum score of 42. Sense of community measures the feeling of connectedness with others and a sense of purpose using 3 questions (2, 7, and 17). Example questions include, *I experience a real sense of trust and personal connection with my coworkers*. Sense of community has a minimum score of 3 and a maximum score of 18. Spiritual connection represents a sense of connection to an entity larger than the individual self and is measured using 3 items (3, 8, and 11). The spiritual connection has a minimum score of 3 and a maximum score of 18. Mystical experience represents a positive mental state of energy or vitality, some experiences of

perfection, transcendence, joy, or bliss. It is measured using 5 items (4, 9, 12, 14, and 16).

Mystical experience has a minimum score of 5 and a maximum score of 30. To arrive at the

spirit at work score, all four dimensions will be summed to arrive at a total spirit at work score.

The total scale has a minimum total score of 18 and a maximum total score of 105. Higher total

scores indicate higher experiences of spirit at work.

Initial testing indicated measures of dispersion to determine variability in the four

dimensions and in measuring spirit at work. Correlations ranging from 0.21 to 0.72 initially

indicated the items were related, but that there existed a meaningful distinction of the factors, all

significant at a p <.01 level (Kinjerski & Skrypnek, 2006). The SAWS has been used in a recent

study by Wadhera and Bano (2020), who reported composite reliability to be at 0.96. The SAWS

is a valid instrument (Kinjerski & Skrypnek, 2006). Wadhera and Bano (2020) reported

convergent validity of 0.58. The SAWS wad developed to answer the call for a lack of proper

instruments to measure the spirit at work concept and has been tested in the United Kingdome

(UK), United States of America (USA), Thailand, and Canada (Neal, 2013). Test-retest

reliability of SAWS were correlated and revealed acceptable over three months (r= 0.73 and 0.61

for comparison and intervention groups respectively). Additionally, SAWS sensitivity to change

was conducted through a 2x2 repeated measures ANOVA (Group by Time), which revealed a

significant reaction ($F(1, 49) = 13.88$, $p < 0.001$, indicating for the intervention group SAWS

was able to detect significant change (pre (M= 8.12) to post ($M = 90.5$) (Neal, 2013). The SAWS

continues to be used in recent studies, like Fatima et al., (2017), in studying the relationship

between workplace spirituality and job satisfaction; Dal Corso et al., (2020) in the study of

employee burnout and positive dimensions of well-being; Lazar et al., (2016) studying gender

differences in calling and work spirituality amongst Israeli Faculty. The SAWS takes

approximately 5 minutes to complete. Required permission to use the SAWS was granted by the author (See Appendix I).

The Michigan Organizational Assessment Questionnaire Job Satisfaction Scale- MOAQ-JSS

The Michigan Organizational Assessment Questionnaire- Job Satisfaction Scale (Cammann et al., 1979, 1983) (MOAQ-JSS) is used to measure job satisfaction. The MOAQ-JSS is used to measure overall job satisfaction (Spector, n.d., 1997). The MOAQ-JSS was developed to be a simple and short measure of overall satisfaction and is especially useful for studies which contain many scales, as in this study, which will be utilizing 4 scales. The MOAQ-JSS is a derivative from the prior and initial MOAQ-JSS, which was initially developed for collection of data regarding "employee attitudes and their perceptions, covering a range of areas to include job, task, individual attitudes, and perception, leader behavior, work group process, pay, performance, intergroup relations, and individual differences*"* (The University of Michigan, 1975, p. 10). The MOAQ-JSS is a 3-item instrument drawn from the MOAQ-JSS. It represents the face-valid measure of the emotional component of job satisfaction, measuring overall job satisfaction using a 7-point Likert Scale that ranged from Strongly Disagree to Strong Agree. Responses were as follows: Strongly Disagree = 1, Disagree = 2, Slightly Disagree = 3, Neither Agree nor Disagree = 4, Slightly Agree = 5. Agree = 6, Strongly Agree = 7. The second item in the scale is reversed scored, and all 3 items are totaled to give an overall job satisfaction score. The minimum total score is 3, and the maximum total score is 21. The higher total score indicates higher overall job satisfaction. Example items include *All in all I am satisfied with my job* and *In general I don't like my job.* The instrument takes approximately 1 minute to complete.

Reported internal consistency reliability score was .77 (Spector, 1997). A further study

by Jex and Gudanowski (1992) noted higher coefficient alphas between 0.84 and 0.87. Bowling

and Hammond's (2008) meta-analytic examination of the MOAQ-JSS yielded mean sample-

weighted internal consistency reliability score of 0.84, and mean sample-weighted test-retest

reliability was at .50. Construct validity, as conducted by Bowling and Hammond (2008), can be

established by determining relationships with the construct instrument. Bowling and Hammond,

in establishing construct validity, stated that it is necessary to identify a nomological network (a

pattern of relationships that exist theoretically between a construct and other variables). Bowling

and Hammond used meta-analytic analysis to establish relationships between hypothesized

antecedents of job satisfaction. The authors reported average weighted correlations (ρ) and

discovered job complexity ($\rho = .46$), skill variety ($\rho = .28$), task identity ($\rho = .28$), autonomy ($\rho =$

.35), feedback ($\rho = .46$), supervisor social support ($\rho = .47$), co-worker social support ($\rho = .33$),

perceived organizational support ($\rho = .46$), and person-environment fit ($\rho = .49$) were positively

related to MOAQ-JSS, and work stressors of ambiguity ($\rho = -.42$), role conflict ($\rho = -.32$),

organizational constraints ($\rho = -.39$), interpersonal conflict ($\rho = -.29$), work-family conflict ($\rho = -$

.41), work to family conflict ($\rho = -.21$), role overload ($\rho = -.03$), and family to work conflict ($\rho =$

-.13) were negatively related to MOAQ-JSS (Table 2).

Table 1

Nomological network: MOAQ-JSS and hypothesized antecedents of job satisfaction

Antecedent	Average Weighted Positive Correlation (p)	Average Weighted Negative Correlation (p)
Job complexity	.46	
Skill variety	.28	
Task Identity	.28	
Autonomy	.35	
Feedback	.46	
Supervisor social support	.47	
Co-worker social support	.33	
Perceived organizational support	.46	
Person-environment fit	.49	
Ambiguity		-.42
Role conflict		-.32
Organizational constraints		-.39
Interpersonal conflict		-.29
Work-family conflict		-.41
Work to family conflict		-.21
Role overload		-.03
Work conflict		-.13

Further analysis by Bowling and Hammond also included establishing relationships between MOAQ-JSS and correlates of job satisfaction. The meta-analytic analyses reported MOAQ-JSS related positively to life satisfaction ($\rho = .41$), satisfaction with work itself ($\rho = .74$), super vision ($\rho = .57$), co-workers ($\rho = .40$), pay ($\rho = .43$), promotional opportunities ($\rho = .54$), organizational commitment ($\rho = .69$), affective commitment ($\rho = .77$), normative commitment ($\rho = .52$), continuance commitment ($\rho = .05$), job involvement ($\rho = .53$), career satisfaction ($\rho = .55$), distributive justice ($\rho = .44$), procedural justice ($\rho = .54$), and interactional justice ($\rho = .42$), while being negatively associated with job tension ($\rho = -.42$), anxiety ($\rho = -.15$), depression ($\rho = -.41$), emotional exhaustion ($\rho = -.62$), frustration ($\rho = -.45$), general psychology strains ($\rho = -.46$), and physical symptoms ($\rho = -.22$). Further, MOAQ-JSS was positively related to in-role job performance ($\rho = .19$) and organizational citizenship behaviors ($\rho = .21$), and negatively related

to counterproductive work behaviors ($\rho = -.33$), turnover intentions ($\rho = -.65$), turnover ($\rho = -.15$), and absenteeism ($\rho = -.13$) (Table 3). This supports construct validity for the MOAQ-JSS.

Table 2

Nomological network: MOAQ-JSS and hypothesized correlates of job satisfaction

Correlates	Average Weighted Positive Correlation (p)	Average Weighted Negative Correlation (p)
Life Satisfaction	.41	
Satisfaction with work itself	.74	
Supervision	.57	
Co-workers	.40	
Pay	.43	
Promotional opportunities	.54	
Organizational commitment	.69	
Affective commitment	.77	
Normative commitment	.52	
Continuance commitment	.05	
Job involvement	.53	
Career satisfaction	.55	
Distributive justice	.44	
Procedural justice	.54	
Interactional justice	.42	
Job tension		-.42
Anxiety		-.15
Depression		-.41
Emotional exhaustion		-.62
Frustration		-.45
General psychology strains		-.46
Physical symptoms		-.22
In-role job performance	.19	
Organizational citizenship behaviors	.21	
Counterproductive work behaviors		-.33
Turnover intentions		-.65
Turnover		-.15
Absenteeism		-.13

The MOAQ-JSS continues to be used in current studies, like Froese et al., (2019) finding that employees are satisfied when they in turn perceive performance as necessary toward their financial reward and career advancement. That is to say, increased links between performance

and financial rewards are linked to job satisfaction, as measured by the MOAQ-JSS; merit-based rewards having a positive relationship with job satisfaction as measured by MOAQ-JSS. No permission was required to use the MOAQ-JSS based on the fair use criteria (See Appendix H). Peltokorpi and Ramaswami (2021) found that abusive supervision undermines basic psychological resources that negatively impacts an individual's basic satisfaction, and that power distance orientation modulates resources that are used in dealing with abusive supervision, further affecting job satisfaction (as measured by the MOAQ-JSS). Brunelle and Fortin (2021) also used the MOAQ-JSS, determining that teleworkers experienced more satisfaction on three psychological factors of autonomy, competence, and relatedness, and generally had more job satisfaction than office workers.

The Flourishing Scale (FS)

The Flourishing Scale- FS is used to measure individual psychological well-being. The purpose of the FS is to measure well-being more broadly (Tong & Wang, 2017). The FS is an 8-item measure of an individual's self-perceived successes in the areas of relationships, self-esteem, purpose, and optimism, and measures subjective well-being as a single subjective psychological well-being score (Choudhry et al., 2018; Diener, 2009; Diener & Biswas-Diener, 2009). The instrument used a 7-point Likert Scale, ranging from Strongly Disagree to Strongly Agree. Responses were as follows: Strongly Disagree = 1, Disagree = 2, Slightly Disagree = 3, Neither Agree or Disagree = 4, Slight Agree = 5, Agree = 6, Strongly Agree = 7. An example question is, *I am engaged and interested in my daily activities*. The total subjective well-being score ranges from a low of 8 to a high of 56. Initially Diener (2009) named the scale The Psychological Well-Being Scale, but renamed it to The Flourishing Scale to reflect its content. This instrument takes approximately 5 minutes to complete.

The FS is a valid and reliable scale and has been used in recent studies. In their study to measure and predict student well-being, Howell and Buro (2015) observed a Cronbach's alpha of α = .89. In a test of an Urdu version of the FS, Choudhry et al. (2018) determined the internal consistency reliability of α = .914. In validating a Chinese version of the FS, Tong and Wang (2017) calculated a Cronbach's alpha of α = .88. In assessing the Russian version of the FS, Didino et al. (2019) determined the Cronbach's alpha of α = .82.

Principal axis factor analysis revealed one strong factor having an eigenvalue of 3.56, accounting for 37% of total variance (Didino et al., 2019). Construct validity is established because the FS is positively correlated with physical health (r = .200, p < .01), satisfaction with life (r = .494, p < .01), positive emotions (r = .426, p < .01), and negatively correlated with negative emotions (r = -.308, p < .01) (Tong & Wang, 2017). Similar results were obtained in the studies by Didino et al. (2019) and Howell and Buro (2015), Choudhry et al. (2018), Tong and Wang (2017), Didino et al. (2019), and Howell and Buro (2015), all establish the FS as a reliable measure of subjective well-being. No permission was required, as the author Diener (2009) has approved use of the FS scale in research free of charge.

The Global Assessment of Character Strengths-24 (GACS-24)

The global assessment of character strengths-24 (GACS-24), is used to measure positive personal character traits. The purpose of the GACS-24 is to provide a measure of 24 aspects of positive personality elements. While studies have used GACS-24 to assess the individual character strengths (Graziosi et al., 2020; McGrath et al., 2021), the author of the scale (VIA Institute, n.d.) has indicated the GACS-24 is an idiosyncratic scale (See Appendix D) and, as such, can be used as a total score. Umucu et al. (2021) utilized the GACS-24 total score in their research to determine total character strength. The Virtue in Action Institute (VIA Institute, n.d.)

took the work of Seligman et al. (2005), who developed the virtue in action classification of character strengths and virtues, a classification deemed as positive traits in human beings, and developed instruments to measure these 24-character traits. The GACS-24 is one of many scales as developed by the VIA Institute (n.d.) and is a single item measure for each of the 24-character strengths, developed from a longer version, the GACS-72. The 24 elements reported by the GACS-24 include: creativity, curiosity, judgment/critical thinking, love of learning, perspective/wisdom, bravery/courage, perseverance, honesty, zest, love, kindness, social intelligence, teamwork, fairness, leadership, forgiveness/mercy, humility/ modesty, prudence, self-regulation, appreciation of beauty and excellence, gratitude, hope, humor, and spirituality/sense of meaning.

The GACS-24 is a very recent modification of the GACS-72 and has not been applied to much research but has been utilized in the works of Graziosi et al., (2020) and Umucu et al., (2021). Reliability statistics for the GACS-24 (for all 24 items) were reported to be at or above .70 (McGrath, 2019). The correlation between the GACS-24 and the other VIA-IS-R.61 (McGrath, 2019; Umucu et al., 2021) confirms the validity of the GACS-24. Umucu et al., (2021) reported Cronbach's alphas ranging from .64 to .82 for virtues and .95 for total character strengths. To arrive at the character strength, all 24 items scores will be summed to give a total character strength score. Internal consistency reliability was computed at .78 and the correlation between GACS-24 to that of the VIA Inventory Strengths- Revised (VIA-IS-R) was .61 (McGrath, 2019; Umucu et al., 2021). Graziosi et al. (2020) determined the highest character trait of zest to be most associated with pain self-efficacy and leadership to be the character trait least associated with pain self-efficacy. Umucu et al. (2021) suggested that a relationship exists between COVID-19 related stress and well-being moderated by higher degrees of total character

strengths, and that individuals with higher levels of COVID-19 related stress, combined with lower levels of total character strengths had lower ratings of well-being. Alternatively, individuals with high total character strengths and low COVID-19 related stress had higher well-being, supporting a moderating impact of total character strengths.

The GACS-24 is reported to have average internal consistency reliability of .78, with a mean correlation with another scale VIA-IS-R of .61 and with a behavioral criterion of .43. All individual 24-character trait components have reported an alpha between .72 and .85. Examples of items in the GACS-24 include *it is natural and effortless for me to express my creativity strength, it is natural and effortless for me to express my love of learning strength*, and *it is natural and effortless for me to express my perseverance strength*. The GACS-24 is a 24 item self-reporting measure on character strengths, uses as 7-point Likert Scale ranging from Very Strongly Disagree to Very Strongly Agree. Responses were as follows: Very Strongly Disagree = 1, Strongly Disagree = 2, Disagree = 3, Neutral = 4, Agree = 5, Strongly Agree = 6, Very Strongly Agree = 7. The combined possible score on the GACS-24 ranges from 24 to 168 points, a score of 24 points representing the lowest possible points, meaning the participant scores low on positive character traits, and a score of 168 is the highest, implicating that the participant scores high on positive character traits . This instrument takes approximately 10 minutes to complete. Permission to use the GACS-24 had been obtained from the VIA Institute (n.d.), however, the scale and its scoring logic cannot be placed in any printed material, including this dissertation project. Together the SAWS, MOAQ-JSS, FS, and GACS-24 total 53 questions. The complete questionnaire is expected to take participants between 20-30 minutes to complete.

Procedures

An Institutional Review Board (IRB) application (See Appendix D) was submitted to Liberty University. Upon IRB approval from Liberty University (See Appendix C), a letter of introduction explaining the purpose of the study and requesting voluntary participants was forwarded to Christian college and university faculty from multiple selected institutions in the United States. The researcher used paid services, a Chrome extension Email Extractor, an email subscription from www.bluehost.com, and a bulk send account from www.sender.net. The researcher visited multiple Christian college and university websites, searched for the faculty directories, while visiting the specific college and university websites, the Email Extractor automatically stores all email addresses and prepares them for download via Excel. After retrieving the email addresses, the researcher downloaded the data and uploaded the list to www.sender.net. The researcher then uploaded the participant recruitment email and flyer to www.sender.net and sent to participants.

Email services, such as Gmail and Outlook, have limitations on how many emails can be sent out per day. The researcher purchased a subscription from www.bluehost.com, which allows for bulk emails that overcome those limitations. The website, www.sender.net, requires an email address without those limitations for the bulk emailing to be successful. Upon receiving the email, participants had the option to click on the link to the survey. The participants were given the consent form, for which all participants who chose to participate gave consent. The participants were then directed to the questionnaire. In addition, the researcher used an online Facebook group PhinisheD/FinishEdD (Drs/Future Drs) #WhoGotNext and posted the recruitment email and flyer. The administrator of the group subsequently approved the posting

and the post went live. The researcher also posted to a regular Facebook page, utilizing the same recruitment email and flyer.

The data from SurveyMonkey was downloaded into an excel format for cleaning. After downloading and cleaning the data, the results were analyzed using IBM Statistical Package for the Social Sciences (SPSS). The downloaded data is stored with the researcher on a password protected computer.

The researcher gained permission to use scales that were not from public domain. The author of the SAWS granted the researcher permission to use the instrument (See Appendix I). The copyright holder for the MOAQ-JSS, The University of Michigan (1975), indicated under the 4 category fair use criteria, the MOAQ-JSS may be used without a license (See Appendix G). Further, author Bowling (2016) indicated the MOAQ-JSS is a public domain scale and can be used in research (See Appendix G). The FS is free to use with proper credit to the author (Diener, 2009). Upon reading and agreeing to the research terms and conditions for the VIA Institute (See Appendix E for GACS-24 research guidelines for use), permission to use the GACS-24 was granted. Additionally, the GACS-24 was not available for download and was emailed to the researcher, along with the scoring logic (which may be used as an idiosyncratic scoring logic).

The researcher gained IRB approval in July 2022 and, as per the IRB application checklist, submitted the following: dissertation chair endorsement letter, recruitment materials, permission request letters, all consent and assent materials, the SAWS, MOAQ-JSS, FS, and GACS-24 instruments. All completed survey data stored on the SurveyMonkey site with a password protected account. Downloaded data is stored with the researcher on a password protected computer, accessible only by the researcher.

Data Analysis

The purpose of this study was to determine if the elements of positive psychology, subjective well-being, and positive character strength, moderate the relationship between workplace spirituality and job satisfaction of faculty at a Christian college and university. The study utilized descriptive statistics and moderation regression analysis. The following discusses the proposed quantitative data analysis plan for each research hypothesis. For both H_01 and H_02, the analysis included assumptions and testing to include: frequency distribution tables, bivariate scatter plots, bivariate regression, hierarchical linear regression analysis to include centering predictor variables, creating the interaction terms, and conducting a block hierarchical regression and simple slope analysis for interaction effects.

Initial data was screened visually for missing or inaccurate entries to help determine if the data accurately represented responses made by participants. Of the 85 participants, 8 failed to complete more than 50% of the survey, and, as a result were eliminated from the survey, thus leaving 77. Testing for the two moderation hypotheses in this study utilized the SPSS software version 24, the moderation analysis method described by Baron and Kenny (1986), hierarchical linear regression, and simple slope analysis. Moderation analysis seeks to determine whether a variable interacts with a causal variable or with an outcome variable (Warner, 2013). It further tests whether a variable affects the direction or strength of the relationship between the causal variable and the outcome variable. Each hypothesis analysis is preceded by assumptions testing. Then the hypotheses were tested using the 7-step process outlined by Baron and Kenny (1986) (Garson, 2017): centering of predictor variable means, multiplying centered predictor means into an interaction predictor variable, and entering both centered predictors and interaction predictors in a regression analysis using the block method of analysis (Garson, 2017; IBM, n.d.). Centering of means provides the benefit of diminishing multi-collinearity between interaction and the

constituent main effects, as well, it may make the *b* coefficients more easily interpretable (Van den Berg, 2021). The final step will be simple slope analysis to observe interaction effects. Effect size will be determined using the *R* Square change and the Sig. *F* change from the statistical regression model summary (Warner, 2013).

Null Hypothesis One

The positive psychology element of subjective well-being, as measured by the FS, does not moderate the relationship between workplace spirituality, as measured by SAWS and job satisfaction, as measured by MOAQ-JSS, for faculty of Christian colleges and universities in the eastern United States.

Figure 1

SWB moderating the relationship between WPS and JS
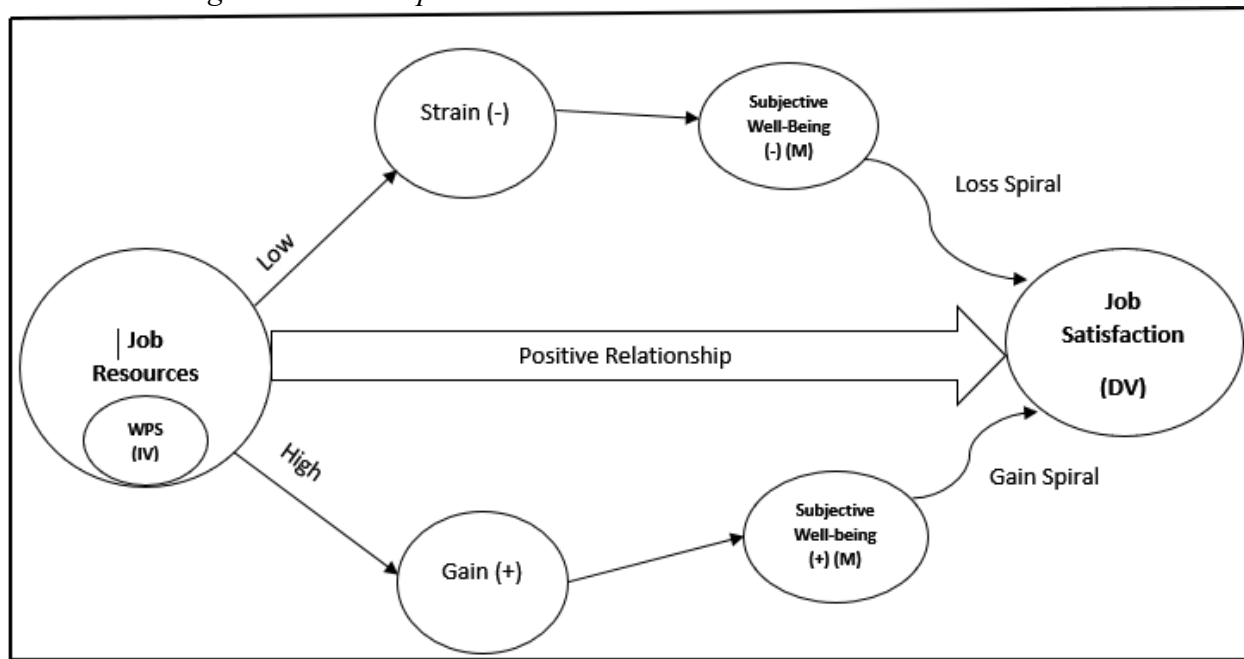
Assumptions and Testing

Moderation requires the following assumptions: a continuous dependent variable, no outliers or multicollinearity exist, independent linear observed associations, residuals are

distributed normally (Garson, 2017). Below describes the methods used to test the assumptions; continuous dependent variable will be tested using frequency distribution tables and histograms; outliers and liner relationships, is tested using scatter plots; multicollinearity is tested using correlation coefficients or variance inflation factors (*VIF*); residuals were tested for normality using P-P Plots and scatterplots.

Frequency Distribution Tables

According to Warner (2013, 2021), this method is used to test for possible violations of the requirement for the outcome variable (JS) to be quantitative. The data is plotted using a histogram to determine if variables are normally distributed.

Bivariate Scatter Plots

Bivariate scatter plots for all possible pairs of variables were used to assess the linear relationship. This was used to show how evaluations of WPS (X_1), SWB (X_2) and JS (Y) are related. In addition, scatter plots were used to determine if any outliers exist. In addition, it is necessary to determine if variance of outcome score (JS) is homogeneous across all levels of the predictor variables (WPS and SWB) (Warner, 2013, 2021).

Correlation Coefficients/ Variance Inflation Factor Values

The correlation coefficients were used to produce a correlation matrix. Coefficients that have magnitudes of .80 or higher typically signify multicollinearity. Alternatively, data was assessed for *VIF* values above 10.00 that would indicate multicollinearity.

Bivariate Regression

This was performed for each group to ensure no interaction between variables. According to Warner (2013), slopes should be similar across groups to satisfy this assumption.

P-P Plots/ Scatterplots

The P-P plots were assessed for normality using the SPSS output, that is if the data followed normality line from the output. Additionally, the regression for the standardized residual and standardized predicted values should produce a scatter plot, which should display points equally distributed above and below zero on the x-axis and to the left and right of the zero on the y-axis. The data should have no obvious pattern, which would indicate the residuals are equally distributed.

Hierarchical Linear Multiple Regression Analysis

Hierarchical linear multiple regression analysis (Cohen & Cohen, 1983) was used to maximize the prediction. According to Gall et al. (2007), this method is best used to assess the impact of two or more predictor variables on a criterion variable.

Center Predictor Variables

For Null Hypothesis One, the predictors of WPS and SWB were mean centered. This was accomplished by subtracting the variable mean from each observed individual score (Van den Berg, 2021). Alternatively, the SPSS software provides an EXPLORE function (Garson, 2017; Van den Berg, 2021), which automated this process.

Create the Interaction Term

This was accomplished by multiplying the two centered variables. The centered WPS were multiplied by centered SWB to create the interaction variable centered WPSxSWB. Additionally, the SPSS program has a TRANSFORM operation, which was used to compute the interaction variable (Garson, 2017). This process helps reduce multicollinearity between predictors and for any interaction terms among them, also facilitating simple slope testing.

Block Hierarchical Regression

In this method, and using SPSS, the dependent variable is JS, Block 1 included c_WPS, Block 2 included c_WPS and c_SWB, Block 3 included c_WPS, c_SWB, and the interaction term c_WPSxSWB. The resultant model summary from SPSS produced R, R^2, F, b-coefficient and β statistics that were used to analyze moderator interaction.

Bonferroni Correction

In studies that utilize multiple pair wise tests and where the number of tests is fairly small, it is recommended to use the Bonferroni Correction to minimize type I errors or to minimize the family size error (Warner, 2013). This was achieved by dividing the family size error rate (.05) by 2, results for the hypothesis being significant at .025. Should the results prove significant, the resultant regression equation can be used to predict job satisfaction.

Simple Slope Analysis -Interaction Effects

Should the interaction prove significant, a simple slope analysis can be performed to determine the nature of the interaction. These may be graphed to illustrate the moderating effect of subjective well-being on the relationship between workplace spirituality and job satisfaction. A similar analysis was employed by Sprung et al. (2012) in analyzing the moderating impact of spirituality on the relationship between physical aggression and stress at work. A similar method was employed by Mussel and Spengler (2015) while investigating the moderating effects of perceived situational properties (like job task level) on the relationship between intellect and job performance. To do the simple slope analysis, the use of critical values of cSWB (centered SWB moderator), such as +/-1 *SD*, could be used to observe interaction effect for WPS and JS. A Regression output provides the necessary information to produce the simple slope line: $Y = B_1X + B_2Z + B_3XZ + C$; $Y = B_1c\_WPS + B_2c\_SWB + B_3c\_WPSxSWB + C$. B_1, B_2, B_3, and C are

obtained from the regression output to arrive at the simple slope line. This equation will be used to plot the simple slope for high and low values (+/-1 SD) for WPS.

Simple slopes can be tested for high and low moderation using SPSS. Squared semi-partial r will then be observed for each simple slope. To test the simple slopes for high and low moderators, the following can be completed. 1. Create variables for each critical level of the moderator; Moderator$_{cv}$ = cmod – (SD) for high level; Moderator$_{cv}$ = cmod – (- SD) for low level. c_SWBhi = c_SWB – (SD) and c_SWBlo = c_SWB – (- SD). Next the crossproduct of the mod$_{cv}$ and predictor c_WPS will be calculated to produce the centered interactive terms for hi and low values; ci_WPSxSWBhi = c_WPS x c_SWBhi and ci_WPSxSWBlo = c_WPS x c_SWBlo. Then perform a regression for JS on WPS, SWB$_{cv}$, and WPSxSWB$_{cv}$ for the (high, low) critical values. Finally, the squared semi-partial r was reported for each test to establish significance of slopes.
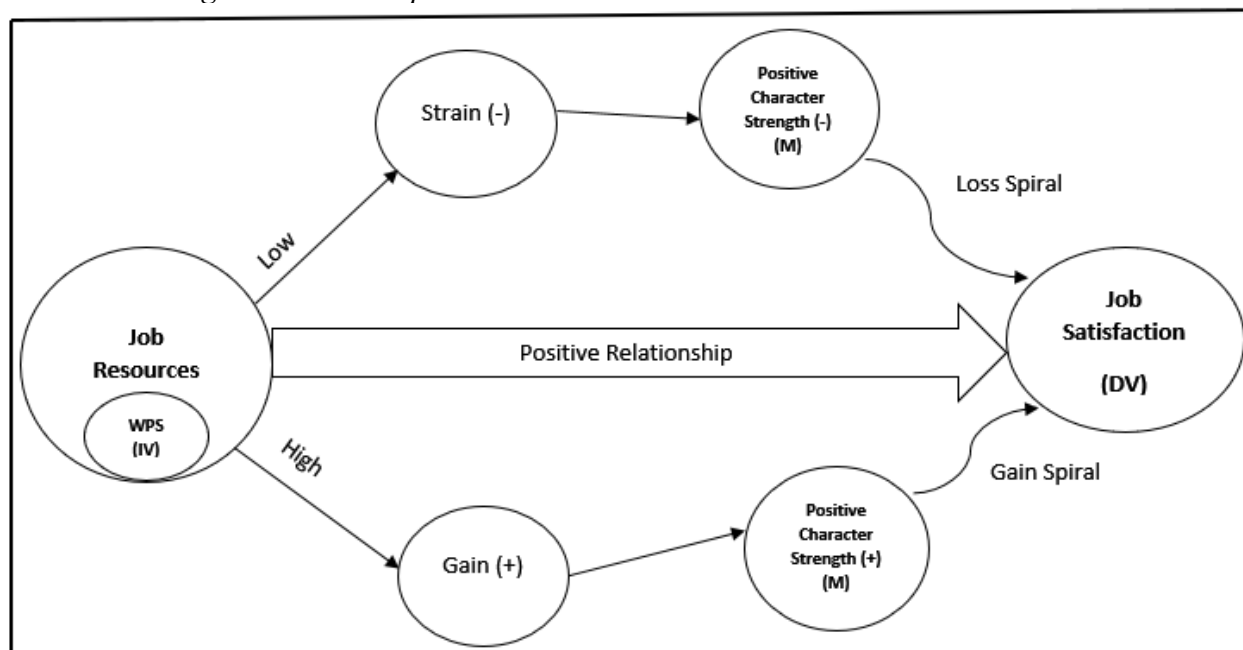
Effect Size

Effect size was determined using the R Square change and the Sig. F Change from the statistical regression model summary. Null hypothesis will be rejected should the model summary report Sig. F Change or Sig. p values greater than .025 for each block analysis in the hierarchical linear regression analysis.

Null Hypothesis Two

The positive psychology element of positive character strength (PCS), as measured by the GACS-24, does not moderate the relationship between workplace spirituality, as measured by SAWS, and job satisfaction, as measured by MOAQ-JSS, for faculty of Christian colleges and universities in the eastern United States.

Figure 2

PCS moderating the relationship between WPS and JS

Assumptions and Testing

Moderation requires the following assumptions: a continuous dependent variable, no outliers or multicollinearity exist, independent linear observed associations, residuals are distributed normally (Garson, 2017). Below describes the methods to test the assumptions; continuous dependent variable was tested using frequency distribution tables and histograms; outliers and liner relationships were tested using scatter plots; multicollinearity was tested using correlation coefficients or variance inflation factors (*VIF*); Residuals were tested for normality using P-P Plots and scatterplots.

Frequency Distribution Tables

According to Warner (2013, 2021), the frequency distribution tables method is used to test for possible violations of the requirement for the outcome variable (JS) to be quantitative. The data is then plotted using a histogram to determine if variables are normally distributed.

Bivariate Scatter Plots

Bivariate scatter plots for all possible pairs of variables are used to assess the linear relationship. This was used to show how evaluations of WPS (X1), PCS (X2) and JS (Y) are related. In addition, scatter plots were used to determine if any outliers exist. In addition, it is necessary to determine if variance of outcome score (JS) is homogeneous across all levels of the predictor variables (WPS and PCS) (Warner, 2013, 2021).

Correlation Coefficients/ Variance Inflation Factor Values

The correlation coefficients can be used to produce a correlation matrix. Coefficients that have magnitudes of .80 or higher typically signify multicollinearity. Alternatively, *VIF* values above 10.00 would indicate multicollinearity.

Bivariate Regression

Bivariate regression was performed for each group to ensure no interaction between variables. According to Warner (2013), slopes should be similar across groups to satisfy this assumption.

P-P Plots/ Scatterplots

The P-P plots were normal if they follow the normality line from the SPSS output. Additionally, the regression for the standardized residual and standardized predicted values produced a scatter plot, which should display points equally distributed above and below zero on the x-axis and to the left and right of the zero on the y-axis. The data should have no obvious pattern, which would indicate the residuals are equally distributed.

Hierarchical Linear Multiple Regression Analysis.

Hierarchical linear multiple regression analysis was used to maximize the prediction. According to Gall et al. (2007), this method is best used to assess the impact of two or more predictor variables on a criterion variable.

Center Predictor Variables

For Null Hypothesis Two, the predictors of WPS and PCS were mean centered. This was accomplished by subtracting the variable mean from each observed individual score (Van den Berg, 2021). Alternatively, the SPSS software provides an EXPLORE function (Garson, 2017; Van den Berg, 2021), which can automate this process. This process helps reduce multicollinearity between predictors and for any interaction terms among them, also facilitating simple slope testing.

Create the Interaction Term

This is accomplished by multiplying the two centered variables. The centered WPS was multiplied by centered PCS to create the interaction variable centered WPSxPCS. Additionally, the SPSS program has a TRANSFORM operation which can be used to compute the interact variable (Garson, 2017).

Block Hierarchical Regression

In this method and using SPSS, the dependent variable is JS, Block 1 included c_WPS, Block 2 included c_WPS and c_PCS, Block 3 included c_WPS, c_PCS, and the interaction term centered WPSxPCS. The resultant model summary from SPSS provided R, R^2, F, b-coefficient and β statistics that were used to analyze moderator interaction.

Bonferroni Correction

In studies that utilize multiple pair wise tests and where the number of tests is fairly small, it is recommended to use the Bonferroni Correction to minimize type I errors or to

minimize the family size error (Warner, 2013). This was achieved by dividing the family size

error rate (.05) by 2, thus, the results for the hypothesis were significant at the .025. Should the

results prove significant, the resultant regression equation can be used to predict job satisfaction.

Simple Slope Analysis -Interaction effects

Should the interaction prove significant, a simple slope analysis can be performed to

determine the nature of the interaction. These were graphed to illustrate the moderating effect of

positive character strength on the relationship between workplace spirituality and job

satisfaction. A similar analysis was employed by Sprung et al. (2012) in analyzing the

moderating impact of spirituality on the relationship between physical aggression and stress at

work. A similar method was employed by Mussel and Spengler (2015) while investigating the

moderating effects of perceived situational properties (like job task level) on the relationship

between intellect and job performance. To do the simple slope analysis, the use of critical values

of cPCS (centered PCS moderator), such as +/-1 *SD*, were used to observe interaction effect for

WPS and JS. A Regression output will provide the necessary information to produce the simple

slope line: $Y = B_1X + B_2Z + B_3XZ + C$; $Y = B_1c\_WPS + B_2c\_PCS + B_3c\_WPSxPCS + C$. B_1, B_2,

B_3, and C were obtained from the regression output to arrive at the simple slope line. This

equation was used to plot the simple slope for high and low values (+/-1 SD) for WPS.

Simple slopes can be tested for high and low moderation using SPSS. Squared semi-

partial *r* will then be observed for each simple slope. To test the simple slopes for high and low

moderators, the following will need to be completed: 1. Create variables for each critical level of

the moderator; $Moderator_{cv} = cmod - (SD)$ for high level; $Moderator_{cv} = cmod - (- SD)$ for low

level. $c\_PCShi = c\_PCS - (SD)$ and $c\_PCSlo = c\_PCS - (- SD)$. Next the crossproduct of the

mod_{cv} and predictor c_WPS werecalculated to produce the centered interactive terms for hi and

low values; ci_WPSxPCShi = c_WPS x c_PCShi and ci_WPSxPCSlo = c_WPS x c_PCSlo. A regression for JS on WPS, PCS_{cv}, and $WPSxPCS_{cv}$ for the (high, low) critical values was performed. Finally, the squared semi-partial r were reported for each test to establish significance of slopes.

Effect Size

Effect size were determined using the R Square change and the Sig. F Change from the statistical regression model summary. Null hypothesis was rejected should the model summary report Sig. F Change or Sig. p values less than .05 for each block analysis in the hierarchical linear regression analysis.

CHAPTER FOUR: FINDINGS

Overview

The purpose of this quantitative non-experimental predictive correlational study was to understand the relationship between workplace spirituality (predictor variable) and faculty job satisfaction (criterion variable), as moderated by positive psychology elements of subjective well-being and positive character strength (moderator variables). Moderation analysis using hierarchical linear regression is used to examine the research questions. This chapter describes the data analysis used to examine whether the data supported the hypotheses. All analyses were processed using the IBM SPSS version 24 software.

Research Questions

The research questions for this study were as follows:

RQ1: Does the positive psychology element of subjective well-being moderate the relationship between workplace spirituality and job satisfaction for faculty of Christian colleges and universities in the United States?

RQ2: Does the positive psychology element of positive character strength moderate the relationship between workplace spirituality and job satisfaction for faculty in Christian colleges and universities in the United States?

Null Hypotheses

The null hypotheses for this study are:

H_{01}: The positive psychology element of subjective well-being, as measured by the FS, does not moderate the relationship between workplace spirituality, as measured by SAWS, and job satisfaction, as measured by MOAQ-JSS, for faculty of Christian colleges and universities in the United States.

$H_0 2$: The positive psychology element of positive character strength, as measured by the GACS-24, does not moderate the relationship between workplace spirituality, as measured by SAWS, and job satisfaction, as measured by MOAQ-JSS, for faculty of Christian colleges and universities in the United States.

Descriptive Statistics

Table 3 shows job satisfaction scores range from 4 to 21 with a mean score of 16.39 and a standard deviation of 3.95. Figure 4 shows workplace spirituality distribution with a normal distribution curve. Table 3 shows workplace spirituality scores range from 46 to 108 with a mean score of 83.88 and a standard deviation of 13.39. Figure 5 shows subjective well-being distribution with a normal distribution curve. Table 3 shows subjective well-being scores range from 28 to 56, with a mean score of 47.03 and a standard deviation of 5.82. Table 3 shows positive character strength scores range from 94 through 163, with mean score of 128.55 and standard deviation of 17.55.

Table 3

Descriptives for JS, WPS, SWB, and PCS

	N	Minimum	Maximum	Mean	SD
Job Satisfaction	77.00	4.00	21.00	16.39	3.95
Workplace Spirituality	77.00	46.00	108.00	83.88	13.39
Subjective Well-Being	77.00	28.00	56.00	47.03	5.82
Positive Character Strength	77.00	94.00	163.00	128.55	17.55
Valid N (listwise)	77.00				

Results

Eighty-five faculty completed the online survey conducted via SurveyMonkey. Out of the 85 surveys received, eight did not complete more than 50% of the survey questions, and were

removed from the analysis. The 77 remaining surveys had two participants who omitted one or

two questions but were kept in the sample for this study.

Null Hypothesis One

H_{01}: The positive psychology element of subjective well-being, as measured by the FS,

does not moderate the relationship between workplace spirituality, as measured by SAWS, and

job satisfaction, as measured by MOAQ-JSS, for faculty of Christian colleges and universities in

the United States.

Assumptions and Testing

Moderation requires the following assumptions: a continuous dependent variable, no

outliers or multicollinearity exist, independent linear observed associations, residuals are

distributed normally (Garson, 2017). Below describes the methods to test the assumptions;

continuous dependent variable was tested using frequency distribution tables and histograms;

outliers and liner relationships, were tested using scatter plots; multicollinearity was tested using

correlation coefficients or variance inflation factors (*VIF*); Residuals were tested for normality

using P-P Plots and scatterplots.

Frequency Distribution Tables

Figure 3 shows job satisfaction frequency distribution with a normal distribution curve.

Table 3 shows job satisfaction scores range from 4 to 21 with a mean score of 16.39 and a

standard deviation of 3.95. Figure 4 shows workplace spirituality distribution with a normal

distribution curve. Table 3 shows workplace spirituality scores range from 46 to 108 with a mean

score of 83.88 and a standard deviation of 13.39. Figure 5 shows subjective well-being

distribution with a normal distribution curve. Table 3 shows subjective well-being scores range

from 28 to 56, with a mean score of 47.03 and a standard deviation of 5.82. The criterion

variable JS was tested for normality using a Kolmogorov-Smirnov test because the sample size

was greater than 50 (Warner, 2013) and reports a $p < .001$; Table 5, which indicates the

assumption of normality is not met.

Figure 3
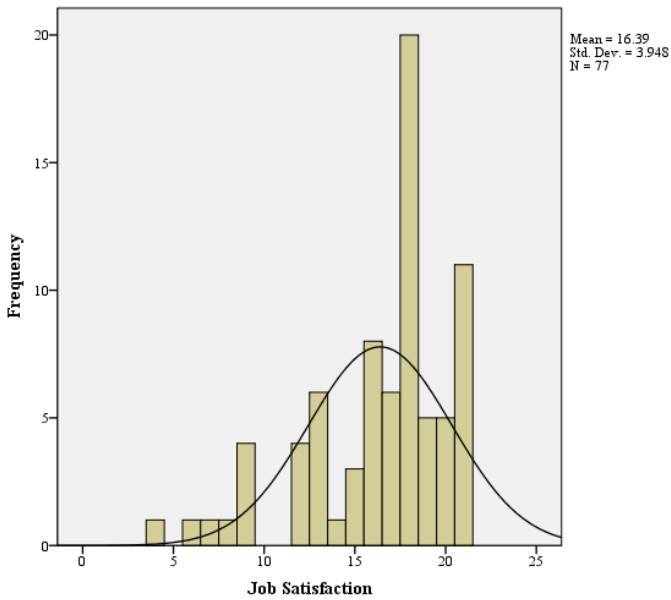
Job satisfaction with normal curve

Figure 4

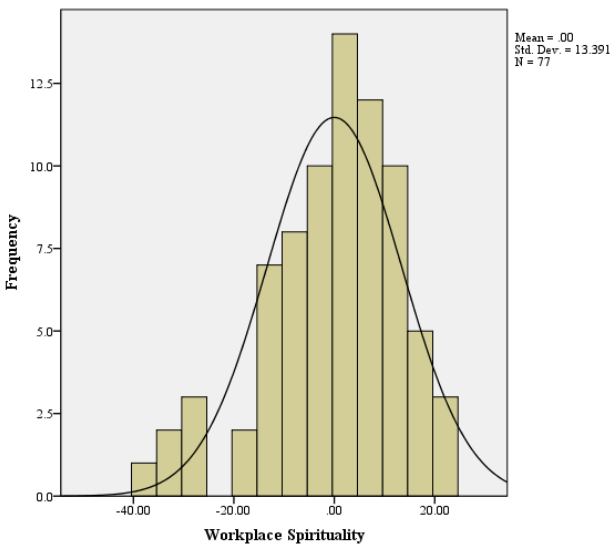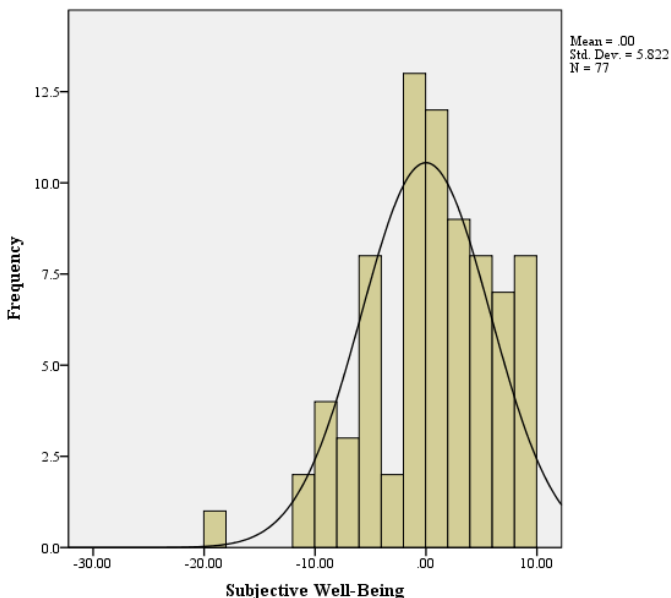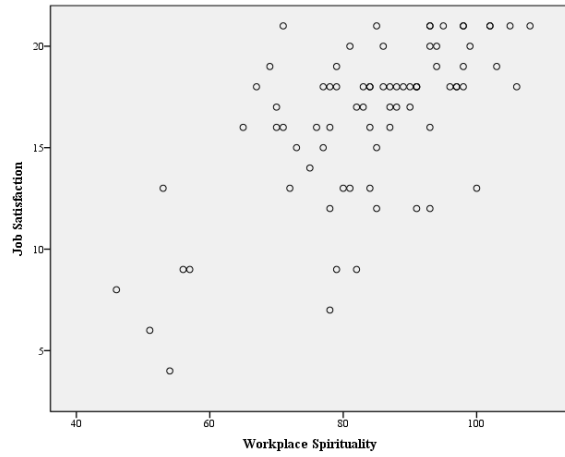*Workplace spirituality with normal curve*

Figure 5

Subjective well-being with normal curve

Bivariate Scatter Plots

Bivariate scatter plots for all possible pairs of variables are used to assess the linear relationship. This is used to show how evaluations of WPS (X_1), SWB (X_2) and JS (Y) are related. Data screening shows that SWB and JS (Figure 7; Table 4), WPS and SWB (Figure 8; Table 4), and WPS and JS (Figure 6; Table 4), all with positive correlations. WPS and JS has a stronger correlation with an $r = .64$. However, all pairwise cases show linear relationships, thus the assumption of linearity is met. In addition, in Figure 6, the data does not show any curvilinear relationship between WPS and JS. Scatter plots in Figures 6, 7, or 8 indicate there may be some outliers, as is evidenced by the data points to the left and closer to the y axis than the rest of the data points.

Figure 6

Scatter plot for WPS (x) & JS (y), with r= .64

Figure 7

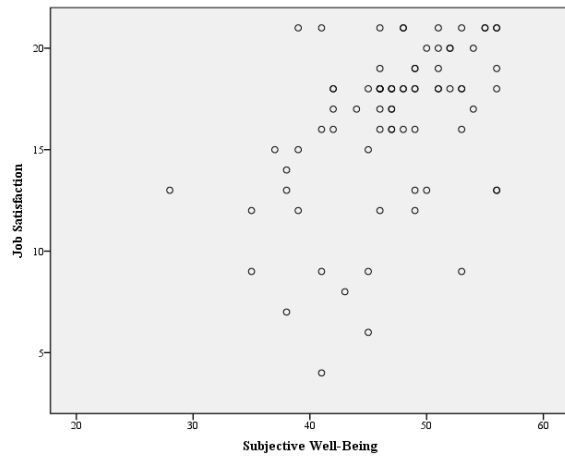*Scatter plot for SWB (x) & JS (y) with r= .44*

Figure 8

Scatter plot for WPS (x) & SWB (y) with r = .46

Workplace Spirituality
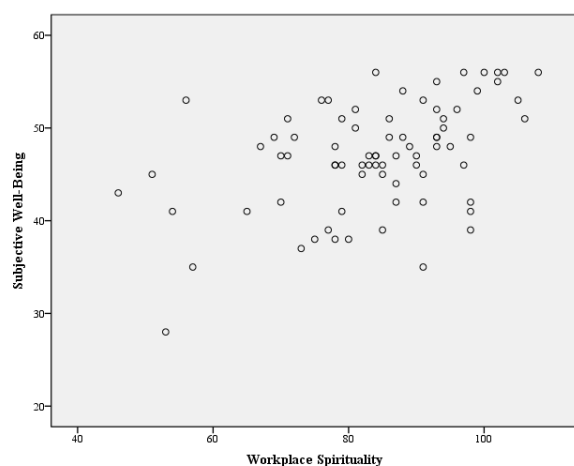
Table 4

Correlations

		Job Satisfaction	Workplace Spirituality	Subjective Well-Being
Job Satisfaction	Pearson Correlation	1.00	.64**	.44**
	Sig. (2-tailed)		.00	.00
	N	77.00	77.00	77.00
Workplace Spirituality	Pearson Correlation	.64**	1.00	.46**
	Sig. (2-tailed)	.00		.00
	N	77.00	77.00	77.00
Subjective Well-Being	Pearson Correlation	.44**	.46**	1.00
	Sig. (2-tailed)	.00	.00	
	N	77.00	77.00	77.00

**. Correlation is significant at the 0.01 level (2-tailed).

Table 5

Test of Normality- Job satisfaction

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Job Satisfaction	.19	77	.00	.89	77	.00

a. Lilliefors Significance Correction

In addition, it is necessary to determine if variance of outcome score (JS) is homogeneous across all levels of the predictor variables (WPS and SWB) (Warner, 2013). Figure 9 shows heteroscedasticity scatter plot, which shows the spots diffused with no apparent pattern. However, there are predicted values outside of the acceptable range of -3 and 3,which would indicate a problem, potentially the presence of outliers. Additionally, Table 6 shows the results for a Breusch-Pagan; p = .50 and Koenker; p = .60, both indicate that heteroskedasticity is not present, and the assumption of homogeneity is met.

Further analysis using box plots indicates job satisfaction with outliers in cases 1,2, 3, 4 (scores 4, 6, 7, 8 respectively), workplace spirituality with outliers in cases 1, 2, 4, 14 (scores 54, 51, 46, 53 respectively), and subjective well-being with an outlier in case 14 (score 28). All of these outliers represent the low scores for each variable. Further analysis using Mahanalobis Distance was calculated using SPSS. This was done by performing a regression with JS as DV, WPS and SWB as IV and using the save function to check off and calculate the Mahanalobis Distance. Then p-values were calculated for each Mahalanobis Distance; a variable was computed using the TRANSFORM:COMPUTE VARIBIALE function the variable Probability_MD. This was achieved using the function 1-CDF.CHISQ(MAH_1,2); 1- the probability Chi Squared value with df of 2. The p-values were compared to .001, any values below this would represent multivariate outliers. The dataset did not reveal any Probablity_MD scores below .01, thus no multivariate outliers exist which would indicate univariate outliers.

Figure 9

Scatter Plot- residuals
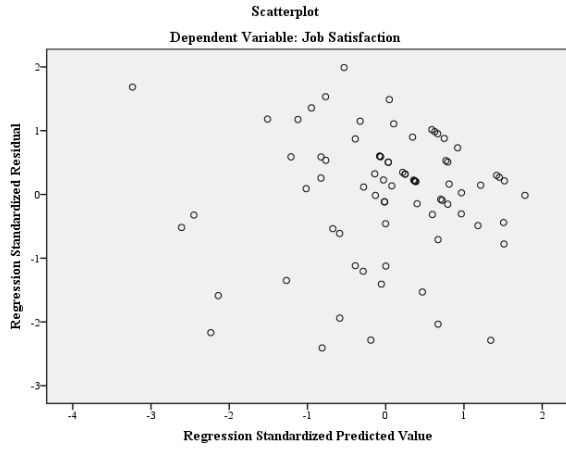

Scatterplot
Dependent Variable: Job Satisfaction

Figure 10
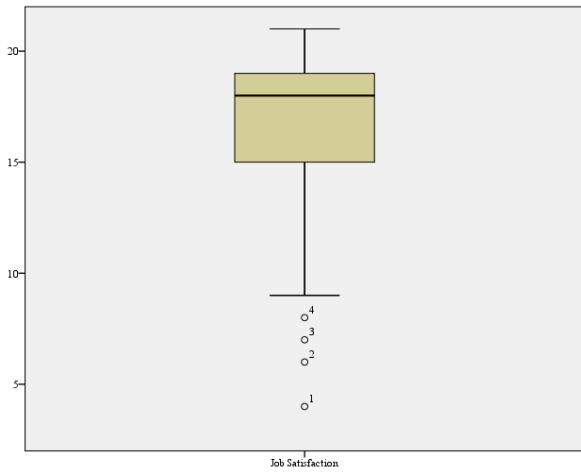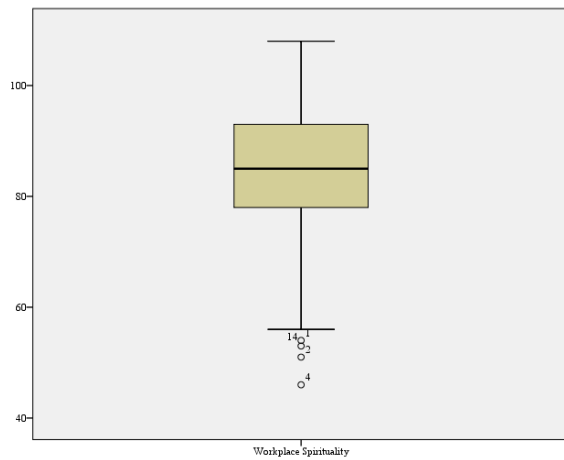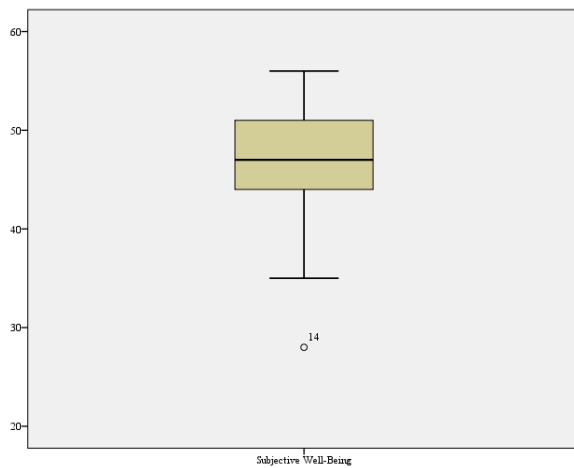
Box plot for job satisfaction

Figure 11

Box plot for workplace spirituality

Figure 12

Box plot for subjective well-being

Table 6

Breusch-Pagan and Koenker test for heteroscedasticity

	Lagrange Multiplier	Sig.
Breusch-Pagan	6.01	.05
Koenker	5.54	.06

With the outliers referenced in Figure 10, Figure 11, and Figure 12, Warner (2013) recommends a couple of methods to deal with the outliers. One is to Winsorize the data. This method helps in reducing the impact of outliers. Winsorizing is achieved by taking the extreme scores (outliers) at each end of the distribution and record it as the same value as the next higher score. Thus, for JS, cases 1,2,3,4 with values 4, 6, 7, 8, will all become 9, for WPS, cases 1, 2, 4, 14, with values 54, 51, 46, 53, will all become 56, and for SWB, with case 14, with value 28, will become 35. The data was re-run with the Winsorized data. The below analysis represents the analysis with the Winsorized data.

Table 7 shows descriptive data. Job satisfaction ranges from 9 through 21, mean of 16.53, and standard deviation of 3.59. Workplace spirituality with range of 56 through 108, mean 84.14 and standard deviation of 12.76. Subjective well-being with range of 35 through 56 with mean of 47.12 and standard deviation of 5.57. Figure 13 shows JS with normal curve, Figure 14 shows WPS with normal curve, Figure 15 shows SWB with normal curve. A Kolmogorov-Smirnov test was run to determine normality, but results indicate the data did not meet the test for normality. This test is sensitive, and the data should be assessed primarily alongside the histograms and normal p-p plots. Figure 16 shows the *p-p plot* with data fairly equally distributed and following the normality line. Additionally, the scatterplot in Figure 17 shows the data spread with no obvious pattern and within the range of -3 and 3.

Test for heteroskedasticity in Table 10 using Breusch-Pagan and Konker tests show *p* .41 and .43 respectively which indicate that heteroskedasticity is not present. Box plots for JS; Figure 18, WPS; Figure 19, and SWB; Figure 20 show the Winsorized data with no outliers present. Thus, with the new data set, the assumptions of a continuous dependent variable, no outliers, linearity, and normal distribution are met.

Table 7

Descriptive statistics for Winsorized job satisfaction, workplace spirituality, and subjective Well-being

	N	Minimum	Maximum	Mean	SD
Workplace Spirituality	77.00	56.00	108.00	84.14	12.76
Job Satisfaction	77.00	9.00	21.00	16.53	3.59
Subjective Well-being	77.00	35.00	56.00	47.12	5.57
Valid N (listwise)	77.00				

Figure 13

Job Satisfaction with normal distribution curve
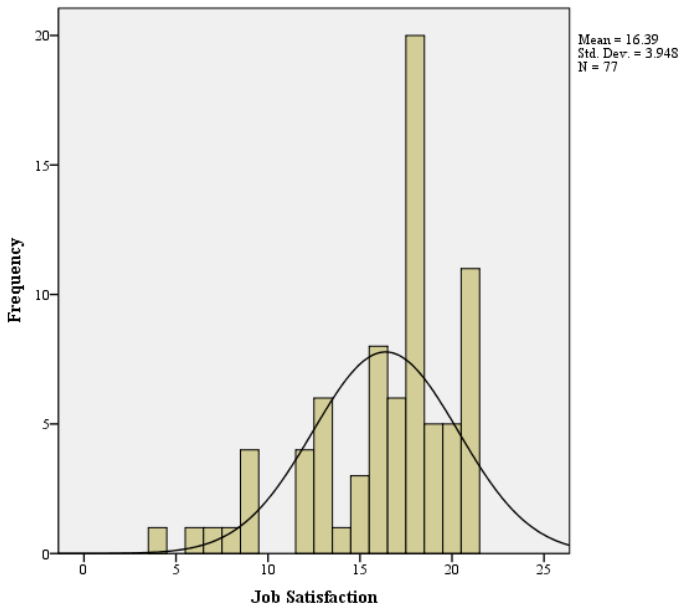
Figure 14

Workplace Spirituality with normal distribution curve
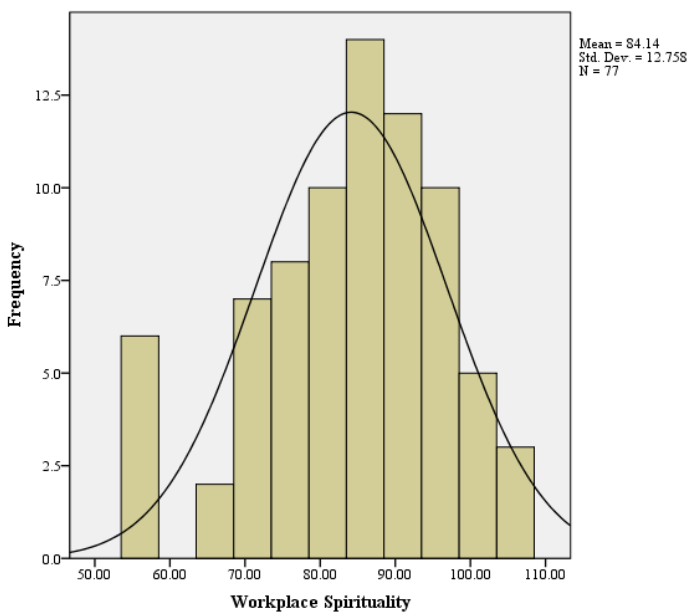
Figure 15

Subjective Well-being with normal distribution curve
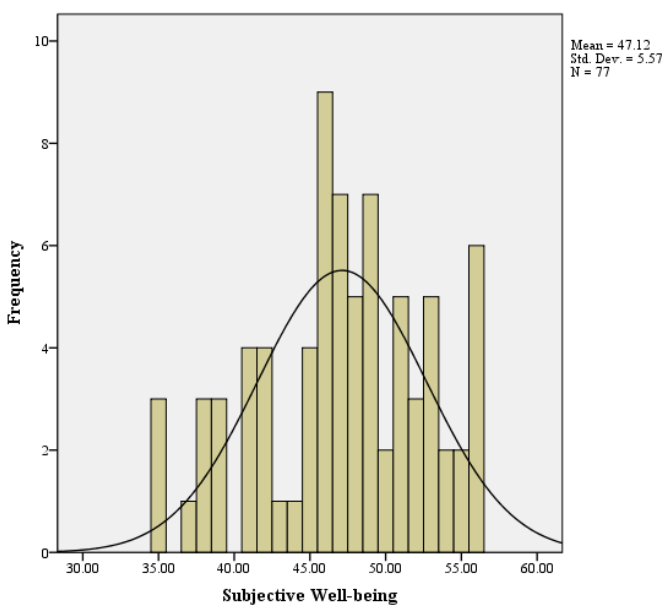
Table 8

Correlations

		Workplace Spirituality	Job Satisfaction	Subjective Well-being
Workplace Spirituality	Pearson Correlation	1.00	.61**	.44**
	Sig. (2-tailed)		.00	.00
	N	77.00	77.00	77.00
Job Satisfaction	Pearson Correlation	.61**	1.00	.46**
	Sig. (2-tailed)	.00		.00
	N	77.00	77.00	77.00
Subjective Well-being	Pearson Correlation	.44**	.46**	1.00
	Sig. (2-tailed)	.00	.00	
	N	77.00	77.00	77.00

**. Correlation is significant at the 0.01 level (2-tailed).

Table 9

Test of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	*df*	Sig.	Statistic	*df*	Sig.
Job Satisfaction	.19	77.00	.00	.89	77.00	.00
Workplace Spirituality	.07	77.00	.20*	.96	77.00	.02
Subjective Well-being	.11	77.00	.02	.96	77.00	.03

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Figure 16

Normal P-P Plot of Regression Standardized Residual- Dependent Variable JS
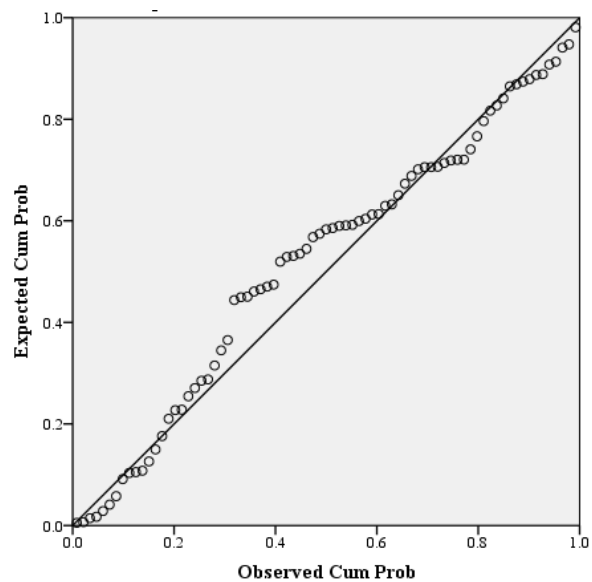
Figure 17

Scatterplot: dependent variable- job satisfaction
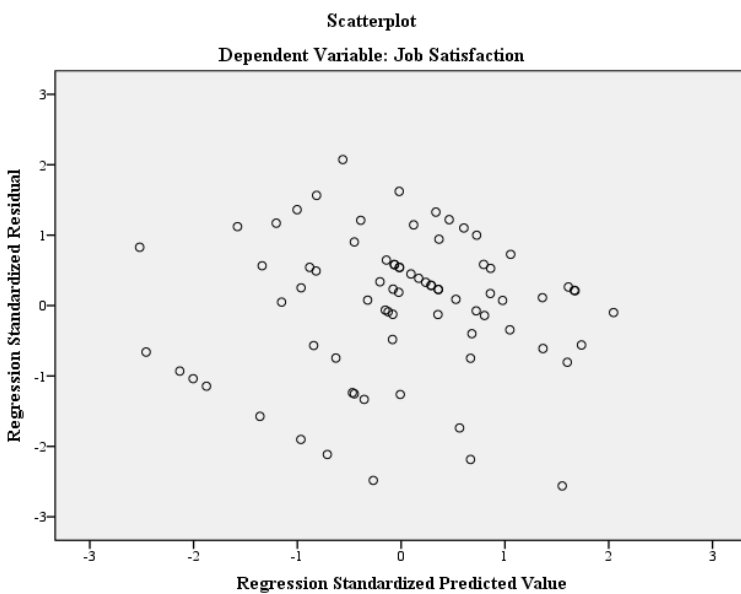
Table 10

Test for Heteroskedasticity

	Lagrange Multiplier	Sig.
Breusch-Pagan	1.80	.41
Koenker	1.71	.43

Figure 18

Boxplot with Winsorized data- job satisfaction
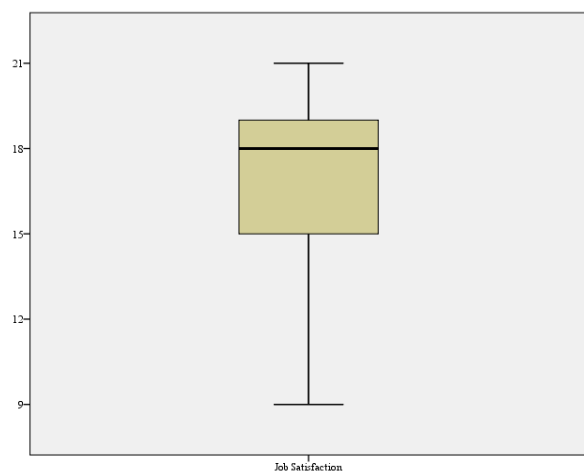
Figure 19

Boxplot with Winsorized data- workplace spirituality
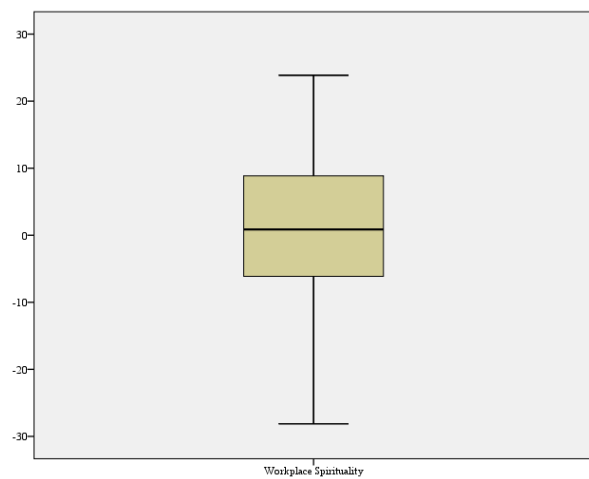
Figure 20

Boxplot with Winsorized data- subjective well-being
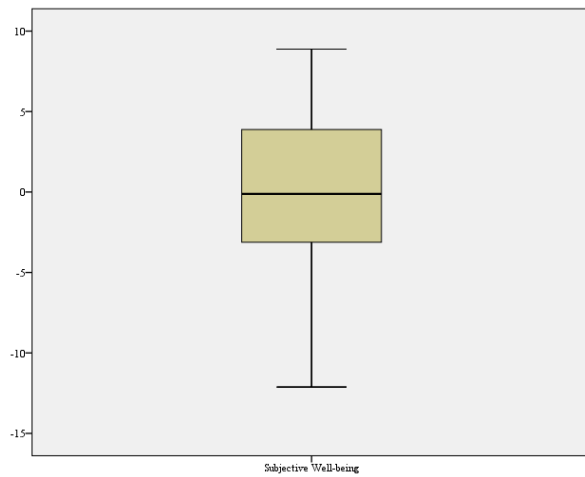
Subjective Well-being

Correlation Coefficients/ Variance Inflation factor values

The correlation coefficients can be used to produce a correlation matrix. Coefficients that have magnitudes of .80 or higher typically signify multicollinearity. Table 4 shows no correlation values of *r* greater than .80. Alternatively, *VIF* values above 10.00 would indicate multicollinearity. Table 11 shows *VIF* values less than 10, indicating no multicollinearity exists and the assumption is met. Thus, with all the assumptions met, the hierarchical regression can be performed.

Table 11

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	SE	β	t	Sig.	Tolerance	VIF
1	(Constant)	16.53	.33		50.64	.00		
	Workplace Spirituality	.17	.03	.61	6.68	.00	1.00	1.00
2	(Constant)	16.53	.32		52.13	.00		
	Workplace Spirituality	.14	.03	.51	5.14	.00	.81	1.24
	Subjective Well-being	.15	.06	.23	2.33	.02	.81	1.24
3	(Constant)	16.66	.34		49.12	.00		
	Workplace Spirituality	.14	.03	.50	5.06	.00	.80	1.25
	Subjective Well-being	.15	.06	.23	2.33	.02	.80	1.24
	Interaction	.00	.00	-.09	-1.03	.31	.99	1.01

a. Dependent Variable: Job Satisfaction

Hierarchical Linear Multiple Regression Analysis

Hierarchical linear multiple regression analysis was used to maximize the prediction. According to Gall et al. (2007), this method is best used to assess the impact of two or more predictor variables on a criterion variable.

Center Predictor Variables

For Null Hypothesis One, the variables being used are the Winsorized versions of w_JS, w_WPS, and w_SWB. w_WPS and w_SWB are centered to c_w_WPS and c_w_SWB respectively. This was computed using the SPSS AGGREGATE module to form a mean_WPS and mean_SWB, which was used in the COMPUTE module to form c_w_WPS and c_w_SWB.

Create the Interaction Term

This was accomplished by multiplying the two centered variables. c_w_WPS is multiplied by c_w_SWB to produce the interaction term c_w_WPS*c_w_SWB. This was accomplished using the SPSS module TRANSFORM and COMPUTE to create the c_Interaction term.

Block Hierarchical Regression

The hierarchical linear regression analysis was conducted to evaluate the prediction of JS from WPS and SWB. For the first block analysis, the predictor variable WPS was analyzed. The results of the first block hierarchical linear regression revealed a model to be statistically $=$ significant $F(1, 75) = 44.58$, $p < .001$. Additionally, the $R^2 = .37$ associated with this regression model suggests that WPS accounts for 37% of the variation in JS, which means that 63% of the variation in JS cannot be explained by WPS.

The second block analysis revealed a model to be statistically significant $F(2,74)=26.34$, $p < .001$. Additionally, the $R^2 = .42$ suggest that WPS and SWB combined account for 42% of the variation in JS, which means that 58% of the variability in JS cannot be explained by WPS and SWB alone. The R^2 *change* $= .04$ suggests that the addition of SWB to the first block model accounts for 4% of the variation in JS.

The third block analysis, which included the interaction, also revealed a model to be statistically significant $F(3, 73) = 17.93$, $p < .001$. Additionally, the $R^2 = .42$ suggested that WPS and SWB and the interaction combined account for 42% of the variation in JS, which means that 58% of the variability in JS cannot be explained by WPS, SWB, and the interaction. Additionally, the *R Square Change* of .01 suggested that the addition of the interaction term only accounts for 1% variability in JS.

Table 12

Model Summary[d]

Model	R	R²	Adjusted R²	SE	Change Statistics				
					R^2 Change	F Change	df1	df2	Sig. F Change
1	.61[a]	.37	.36	2.86	.37	44.58	1	75	.00
2	.64[b]	.42	.40	2.78	.04	5.45	1	74	.02
3	.65[c]	.42	.40	2.78	.01	1.06	1	73	.31

a. Predictors: (Constant), Workplace Spirituality

b. Predictors: (Constant), Workplace Spirituality, Subjective Well-being

c. Predictors: (Constant), Workplace Spirituality, Subjective Well-being, c_Interaction_1

d. Dependent Variable: Job Satisfaction

Table 13

Hierarchical regression for WPS, SWB, predicting JS

Model		SS	df	MS	F	Sig.
1	Regression	365.80	1.00	365.80	44.58	.00[b]
	Residual	615.37	75.00	8.20		
	Total	981.17	76.00			
2	Regression	408.03	2.00	204.01	26.34	.00[c]
	Residual	573.14	74.00	7.75		
	Total	981.17	76.00			
3	Regression	416.24	3.00	138.75	17.93	.00[d]
	Residual	564.93	73.00	7.74		
	Total	981.17	76.00			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Workplace Spirituality

c. Predictors: (Constant), Workplace Spirituality, Subjective Well-being

d. Predictors: (Constant), Workplace Spirituality, Subjective Well-being, Interaction

Bonferroni Correction

In studies that utilize multiple pair wise tests and where the number of tests are fairly

small, it is recommended to use the Bonferroni Correction to minimize type I errors or to

minimize the family size error (Warner, 2013). This is achieved by dividing the family size error rate (.05) by 2, thus, the results for the hypothesis were significant at .025. According to Table 13, the hierarchical regression revealed all models to be statistically significant. Model 1, 2, and 3 all have $p < .001$, which are all less than the Bonferroni Correction at .025, thus all results were significant. Since the resultant regression equations in models were significant, the resulting equation can be used to help predict job satisfaction. That is WPS and SWB predict JS in these models. Since Model 3 proves significant, this model will be used to predict JS. The resultant equation is in the form, $Y = B_0 + B_1X_1 + B_2X_2$, that is JS = 16.66 + .14*WPS + .15*SWB.

Simple Slope Analysis -Interaction effects

Since the interaction proved significant, a simple slope analysis is performed to determine the nature of the interaction. For SWB at -1, JS = 16.51 + 0.14WPS for low levels of SWB, and when SWB is 1, JS = 16.81 + 0.14WPS for high levels of SWB. The data was split into two points for high and low SWB by splitting the data into two parts. The data was sorted by SWB from lowest to highest points and two groups created for low and high SWB. Group 1 used data set 1-39 for low SWB, and dataset 40-77 for high SWB. Simple slope analysis in Figure 21 indicated that the relationship between WPS and JS is influenced more when SWB is high, indicating the moderator of SWB impacting the relationship between WPS and SWB.

Table 14 shows the semi-partial $r = .29$ significant at $p < .001$ when WPS is added, .21 significant at $p = .02$ when HighSWB is added and -.12 but not significant when the interaction term is added. Corresponding squared semi-partial r values are .08 and .04 for the significant results respectively. Table 15 shows semi-partial r of .42 significant at $p < .001$ when WPS is added, .21 significant at $p = .02$, when LowSWB is added, and -.09 not significant when the interaction term was added. Corresponding squared semi-partial r values are .18, and .04. Thus,

for HighSWB, WPS accounts for 8% of unique variance in JS and when HighSWB is added it accounts for 4% of the variance. For LowSWB, WPS accounts for 18% of unique variance in JS and when LowSWB is added it accounts for 4%. Together the unique effect for HighSWB is 12%, and for LowSWB is 22%. Thus, when SWB is low, WPS has a greater influence on JS of faculty.

Figure 21

Simple slope analysis for SWB moderating relationship of WPS and JS
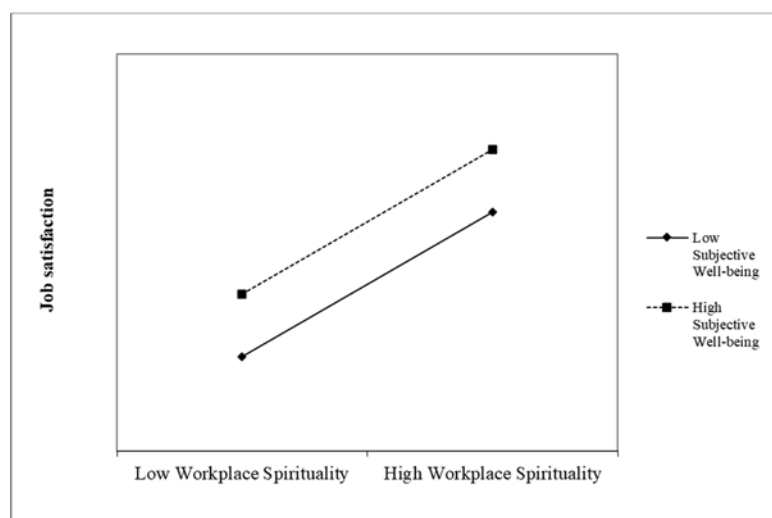
Table 14

Simple slope regression coefficients- High SWB

		Unstandardized Coefficients		Standardized Coefficients			Correlations			Collinearity Statistics	
Model		B	SE	β	t	Sig.	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	17.48	.49		35.61	.00					
	Workplace Spirituality	.12	.04	.42	3.27	.00	.61	.36	.29	.47	2.12
	High SWB	.15	.06	.23	2.33	.02	.46	.26	.21	.80	1.24
	ci_High_SWB	.00	.00	-.13	-1.03	.31	-.49	-.12	-.09	.53	1.88

a. Dependent Variable: Job Satisfaction

Table 15

Simple slope regression coefficients- Low SWB

		Unstandardized Coefficients		Standardized Coefficients				Correlations			Collinearity Statistics	
Model		B	SE	β	t	Sig.	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	15.83	.49		32.18	.00					
	Workplace Spirituality	.16	.03	.58	4.78	.00	.61	.49	.42	.53	1.88
	Low SWB	.15	.06	.23	2.33	.02	.46	.26	.21	.80	1.24
	ci_Low_SWB	.00	.00	-.12	-1.03	.31	.31	-.12	-.09	.61	1.63

a. Dependent Variable: Job Satisfaction

Effect Size

Effect size as seen from the model summary, in Table 12, indicated that in model one WPS accounts for 37% of the variation in JS with an *R^2 Change* of .37, model two when WPS and SWB are added *R^2 change* is very small at .04 and the *Sig. F Change* significant at $p = .02$. In model three when WPS, SWB, and interaction are added, *R^2 change* is even smaller at .01 and the Sig. *F Change* showing no significance at .31. Based on the significant values reported in Table 13 with all $p < .025$, the null hypothesis is rejected for null hypothesis one.

Null Hypothesis Two

$H_0 2$: The positive psychology element of positive character strength, as measured by the GACS-24, does not moderate the relationship between workplace spirituality, as measured by SAWS, and job satisfaction, as measured by MOAQ-JSS, for faculty of Christian colleges and universities in the United States.

Assumptions and Testing

Moderation requires the following assumptions: a continuous dependent variable; no outliers or multicollinearity exist; independent linear observed associations; residuals are distributed normally (Garson, 2017). Below describes the methods to test the assumptions; continuous dependent variable was tested using frequency distribution tables and histograms; outliers and liner relationships were tested using scatter plots; multicollinearity was tested using correlation coefficients or variance inflation factors (*VIF*); Residuals were tested for normality using P-P Plots and scatterplots.

Frequency Distribution Tables

Figure 3 shows job satisfaction frequency distribution with a normal distribution curve. Table 3 shows job satisfaction scores range from 4 to 21 with a mean score of 16.39 and a standard deviation of 3.95. Figure 4 shows workplace spirituality distribution, with a normal distribution curve. Table 3 shows workplace spirituality scores range from 46 to 108, with a mean score of 83.88 and a standard deviation of 13.39. Figure 22 shows positive character strength, with a normal distribution curve. Table 3 shows positive character strength scores range from 94 to 163, with a mean score of 128.55 and a standard deviation of 17.55. Additionally, Winsorized data from H1 has already shown the criterion variable JS to meet the assumption of normality. Figure 12a shows boxplot for PCS with showing no outliers. The requirements for data to be quantitative, continuous, and distributed normally are met.

Figure 22

Positive character strength with normal curve
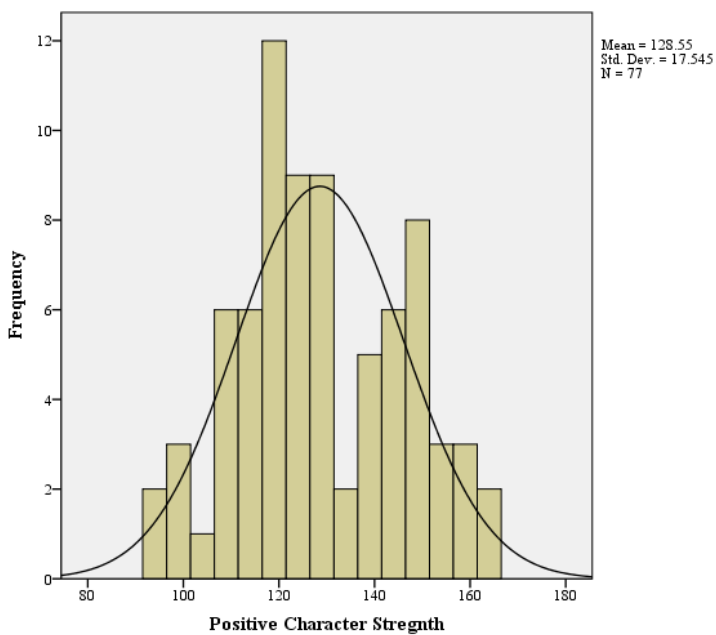
Figure 23

Boxplot- PCS
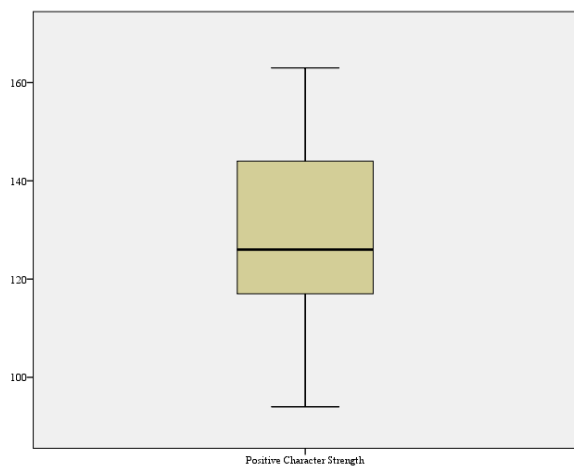
Bivariate Scatter Plots

Bivariate scatter plots for all possible pairs of variables are used to assess the linear

relationship. The Winsorized data from H1 for JS and WPS are utilized for the analysis in H2.

This is used to show how evaluations of WPS (X_1), PCS (X_2) and JS (Y) are related. Data screening shows that PCS and JS (Figure 24; Table 16) have no significant correlation, WPS and PCS (Figure 25; Table 16) with a low significant correlation, and WPS and JS (Figure 6; Table 4) with a significant correlation. In addition, the data does not show any curvilinear relationships. The Winsorized data in H1 already removed the outliers for JS and WPS, additionally, PCS in Figure 23 does not show the presence of any outliers.

Figure 24

Scatter plot for PCS (x) & JS (y), with r= .18
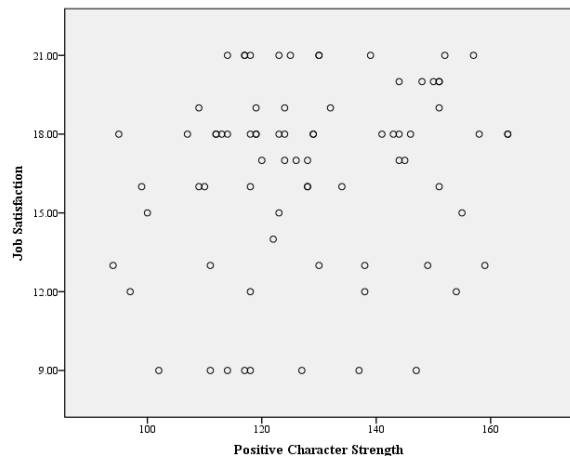
Figure 25

Scatter plot for PCS (x) & WPS(y) with r= .27
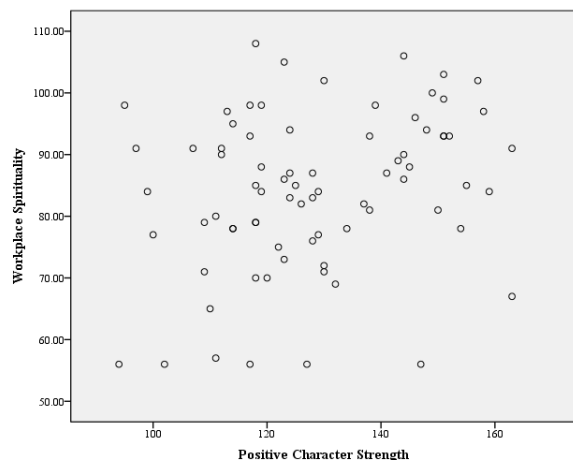
Table 16

Correlations

		Job Satisfaction	Workplace Spirituality	Positive Character Strength
Job Satisfaction	Pearson Correlation	1.00	.61**	.18
	Sig. (2-tailed)		.00	.12
	N	77.00	77.00	77.00
Workplace Spirituality	Pearson Correlation	.61**	1.00	.27*
	Sig. (2-tailed)	.00		.02
	N	77.00	77.00	77.00
Positive Character Strength	Pearson Correlation	.18	.27*	1.00
	Sig. (2-tailed)	.12	.02	
	N	77.00	77.00	77.00

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

In addition, it is necessary to determine if variance of outcome score (JS) is homogeneous across all levels of the predictor variables (WPS and PCS) (Warner, 2013). Figure 26 shows heteroscedasticity scatter plot, which shows the spots diffused and no apparent pattern, and the predicted values are within the acceptable range of -3 and 3, which would indicate that the model does not have a heteroscedasticity problem. Additionally, Table 17 shows the results for a Breusch-Pagan; $p = .27$ and Koenker; $p = .31$, which both indicate heteroskedasticity is not present, and the homogeneity of variance assumption is met.

Figure 26

Scatter Plot- residuals for JS, WPS, and PCS
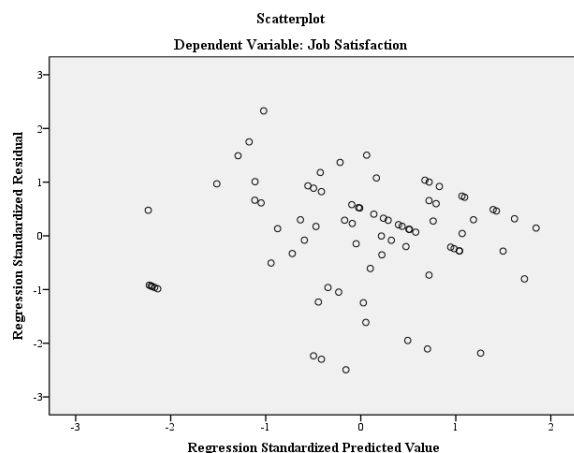
Table 17

Breusch-Pagan and Koenker test for heteroscedasticity

	Lagrange Multiplier	Sig.
Breusch-Pagan	2.60	.27
Koenker	2.31	.32

Correlation Coefficients/ Variance Inflation factor values

The correlation coefficients can be used to produce a correlation matrix. Coefficients that have magnitudes of .80 or higher typically signify multicollinearity. Table 16 shows no correlation values of *r* greater than .80. Alternatively, *VIF* values above 10.00 would indicate multicollinearity. Table 18 shows *VIF* less than 10, indicating no multicollinearity exists and the assumption is met.

Table 18

Coefficients

		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
Model		B	SE	β	t	Sig.	Tolerance	VIF
1	(Constant)	16.53	.33		50.65	.00		
	Workplace Spirituality	.17	.03	.61	6.68	.00	1.00	1.00
2	(Constant)	16.53	.33		50.31	.00		
	Workplace Spirituality	.17	.03	.61	6.35	.00	.93	1.08
	Positive Character Strength	.00	.02	.01	.14	.89	.928	1.08
3	(Constant)	16.59	.34		48.72	.00		
	Workplace Spirituality	.167	.03	.60	6.12	.00	.90	1.11
	Positive Character Strength	.00	.02	.02	.18	.86	.92	1.08
	Interaction H2	-.00	.00	-.06	-.67	.51	.97	1.03

a. Dependent Variable: Job Satisfaction

P-P Plots/ Scatterplots

The P-P plots in Figure 27 follows the normality line. The points are equally distributed. Additionally, the regression for the standardized residual and standardized predicted values produced a scatter plot, Figure 28, which display with no obvious pattern, indicating the residuals are equally distributed.

Figure 27

Normal P-P Plot of Regression Standardized Residuals- DV: JS

Normal P-P Plot of Regression Standardized Residual
Dependent Variable: Job Satisfaction
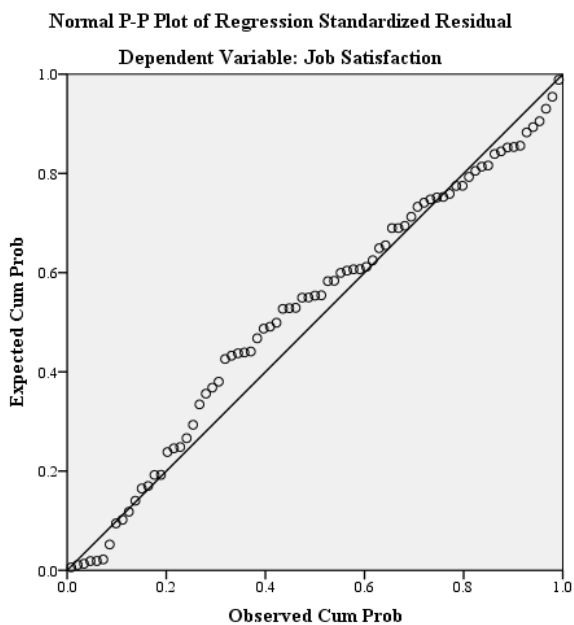
Figure 28

Scatterplot- DV: JS
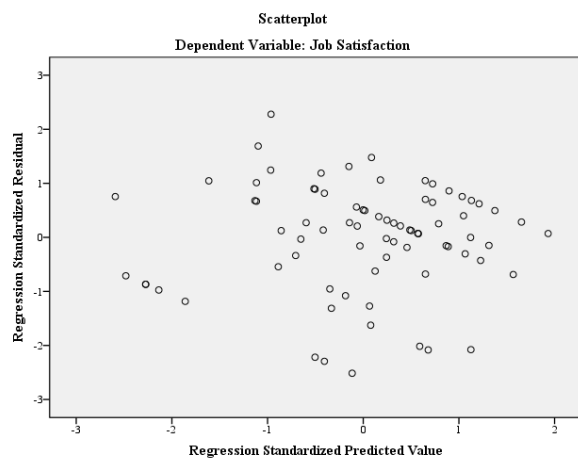
Scatterplot
Dependent Variable: Job Satisfaction

Hierarchical Linear Multiple Regression Analysis

Hierarchical linear multiple regression analysis was used to maximize the prediction. According to Gall et al. (2007), this method is best used to assess the impact of two or more predictor variables on a criterion variable.

Center Predictor Variables

For Null Hypothesis Two, the Winsorized variables WPS and JS were used. The predictors of WPS and PCS were centered to c_WPS and c_PCS respectively. This was computed using the SPSS AGGREGATE module to form a mean_WPS and mean_PCS, which was used in the COMPUTE module to form c_WPS and c_PCS.

Create the Interaction Term

This is accomplished by multiplying the two centered variables, with c_WPS being multiplied by c_PCS to produce the interaction term c_WPS*c_PCS. This was accomplished using the SPSS module TRANSFORM.

Block Hierarchical Regression

The hierarchical linear regression analysis was conducted to evaluate the prediction of JS from WPS and PCS. For the first block analysis, the predictor variable WPS was analyzed. The results of the first block hierarchical linear regression revealed a model to be statistically significant $F(1, 75) = 44.58$, $p < .001$. Additionally, the R^2 value of .37 associated with this regression model suggested that WPS accounts for 37% of the variation in JS, which means that 63% of the variation in JS cannot be explained by WPS.

The second block analysis revealed a model to be statistically significant $F(2,74)=22.01$, $p < .001$. Additionally, the R^2 value of .37 suggested that WPS and PCS combined account 37% of the variation in JS, which means that 63% of the variability in JS

cannot be explained by WPS and PCS alone. The R^2 *change* value of .00 suggested that the addition of PCS to the first block model accounts for 0% of the variation in JS.

The third block analysis, which included the interaction, also revealed a model to be statistically significant $F(3, 73) = 14.71$, $p < .001$. Additionally, the R^2 value of .38 suggested that WPS and PCS, and the interaction combined, account for 38% of the variation in JS, which means that 62% of the variability in JS cannot be explained by WPS, PCS, and the interaction. The R^2 *Change* value of .00 suggested that the addition of PCS and the interaction term have 0% effect. Thus, blocks two and three do not show any significant difference and only model one remains significant. As with H1, this result confirms that WPS is significantly correlated with JS, but PCS is not.

Table 19

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	SE	β	t	Sig.	Tolerance	VIF
1	(Constant)	16.53	.33		50.64	.00		
	Workplace Spirituality	.17	.03	.61	6.68	.00	1.00	1.00
2	(Constant)	16.53	.33		50.31	.00		
	Workplace Spirituality	.17	.03	.61	6.35	.00	.93	1.08
	Positive Character Strength	.00	.02	.01	.14	.89	.93	1.08
3	(Constant)	16.59	.34		48.72	.00		
	Workplace Spirituality	.17	.03	.60	6.12	.00	.90	1.11
	Positive Character Strength	.00	.02	.02	.18	.86	.92	1.08
	Interaction_H2	.00	.00	-.06	-.67	.50	.97	1.03

a. Dependent Variable: Job Satisfaction

Table 20

Model Summary[d]

Model	R	R^2	Adjusted R^2	SE	Change Statistics				
					R^2Change	F Change	df1	df2	Sig. F Change
1	.61[a]	.37	.36	2.86	.37	44.58	1.00	75.00	.00
2	.61[b]	.37	.36	2.88	.00	.02	1.00	74.00	.89
3	.61[c]	.38	.35	2.89	.00	.45	1.00	73.00	.50

a. Predictors: (Constant), Workplace Spirituality

b. Predictors: (Constant), Workplace Spirituality, Positive Character Strength

c. Predictors: (Constant), Workplace Spirituality, Positive Character Strength, Interaction_H2

d. Dependent Variable: Job Satisfaction

Table 21

Hierarchical regression for WPS & PCS, predicting JS

Model		SS	df	MS	F	Sig.
1	Regression	365.80	1.00	365.80	44.58	.00[b]
	Residual	615.37	75.00	8.20		
	Total	981.17	76.00			
2	Regression	365.97	2.00	182.98	22.01	.00[c]
	Residual	615.20	74.00	8.31		
	Total	981.17	76.00			
3	Regression	369.73	3.00	123.24	14.71	.00[d]
	Residual	611.44	73.00	8.38		
	Total	981.17	76.00			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Workplace Spirituality

c. Predictors: (Constant), Workplace Spirituality, Positive Character Strength

d. Predictors: (Constant), Workplace Spirituality, Positive Character Strength, Interaction_H2

Bonferroni Correction

In studies that utilize multiple pair wise tests and where the number of tests is fairly small, it is recommended to use the Bonferroni Correction to minimize type I errors or to minimize the family size error (Warner, 2013). This is achieved by dividing the family size error rate (.05) by 2, thus, the results for the hypothesis were significant at .025. According to Table 21, the hierarchical regression did reveal significant models, but model three, although significant, did not show PCS or the interaction to have a significant effect. Therefore, for this analysis only model one can be used to predict job satisfaction. The resultant equation JS = 16.53 + .17*WPS can be used to predict JS without the PCS variable.

Simple Slope Analysis -Interaction effects

Simple slope analysis was not performed for null hypothesis two because the results for PCS and the interaction did not show a significant effect.

Effect Size

Effect size, as seen from the model summary on Table 20, indicated that, in model two, when PCS is added, R^2 *change* showed no effect at .00 and the *Sig. F Change* showing no significance at .89. In model three when WPS, PCS, and interaction are added, R^2 *change* is small at .00 and the *Sig. F Change* showing no significance at .50. Although, in Table 21 all *p* <0.25, only Model one maintains a significant effect, and PCS does not have a significant effect, the null hypothesis is retained for null hypothesis two.

CHAPTER FIVE: CONCLUSIONS

Overview

The purpose of this quantitative non-experimental predictive correlational study was to understand the relationship between workplace spirituality (predictor variable) and faculty job satisfaction (criterion variable) as moderated by positive psychology elements of subjective well-being and positive character strength (moderator variables) for faculty in Christian colleges and universities in the United States. To accomplish the purpose of this study, Moderation analysis using hierarchical linear regression, is used to examine the research questions. This chapter discusses the findings, the conclusions, limitations, implications, and recommendations for future research.

Discussion

This quantitative non-experimental predictive correlational study sought to understand the relationship between workplace spirituality and job satisfaction, as moderated by positive psychology for Christian college and university faculty in the United States. Below discusses each hypothesis and the results.

Null Hypothesis One

H_01: The positive psychology element of subjective well-being, as measured by the FS, does not moderate the relationship between workplace spirituality, as measured by SAW,S and job satisfaction, as measured by MOAQ-JSS, for faculty of Christian colleges and universities in the United States.

The result for this hypothesis indicated that workplace spirituality was significantly related to job satisfaction of college/university faculty, additionally, subjective well-being was demonstrated to have a moderating influence on the relationship between workplace spirituality

and job satisfaction. Thus, H_01 was rejected. This supports the results from works, like Robert et al. (2018), who determined that spiritual well-being at work was positively related to job satisfaction, and Altaf and Awan (2011), who determined that workplace spirituality was significantly correlated to job satisfaction, and that workplace spirituality moderated job overload with job satisfaction. These results also contradict results from other works, like Sucipto and Saleh (2019), finding that the individual need of achievement was related to subjective well-being.

This current study utilized the content theory of motivation (Jalagat. & Aquino, 2021; Mefi & Asoba, 2021; Roman et al., 2021;) and job demands-resources models (JD-R) (Demerouti et al., 2001). The content theory speaks to the need or drive to satisfy an order of needs, which is an antecedent to job related attitudes like job satisfaction. Workplace spirituality as a job resource (Ke et al., 2020) through its components of inner life, meaningful work, and community (Ashmos & Duchon, 2000), represents a need to the individual in the workplace. It offers the opportunity to satisfy employee higher order needs of meaning, connectedness, growth, the expression of one's true self (actualization), effective functioning (Robertson, 2018), the whole person (Jena & Pradhan, 2018), and well-being, and has been shown to be positively correlated with positive job attitudes, like job satisfaction.

However, the content theory presumes a pre-potency in a hierarchy of needs (Maslow, 1943). This pre-potency means that, in the hierarchy of needs from lower needs (physiological, safety) through higher needs (belonging, esteem, and self-actualization), the individual must satisfy lower order needs in order to move to satisfying higher order needs. Therefore, in order to satisfy the higher order needs afforded by workplace spirituality, lower order needs must be fulfilled. As it relates to the finding of this study, which did indicate a relationship between

workplace spirituality and job satisfaction, workplace spirituality represents higher order needs, which would only be achievable after satisfying lower order needs to an acceptable level.

The current study did not test whether lower order needs were satisfied while measuring workplace spirituality and job satisfaction, therefore the researcher cannot confirm that lower order needs, such as survival needs (physiological) and financial security, health and wellness, and safety against injury (safety needs), were satisfied enough during this assessment, which proved to show that workplace spirituality being related to job satisfaction. As an example, it is unknown whether obtaining health insurance and health care at work or contributing to a health savings account or being in a safe neighborhood were all satisfied during this assessment to confirm that lower order needs were met before the higher order need of workplace spirituality was measured. Current research has observed a trend to less tenured (Victorino et al., 2018) and more part-time adjunct faculty, which can make it difficult to access health insurance and health care at work under those conditions. Therefore, while this research proved workplace spirituality to be positively correlated to job satisfaction, it would be strategically useful for HEI administrators to know whether the pre-satisfaction of (health insurance & health care) safety needs as a lower order need is necessary to allow faculty to observe a greater impact on workplace spirituality and job satisfaction.

While Maslow (1943) purported the pre-potency of lower order needs, other researchers in the content theory proposed different ideas, although still based on need satisfaction in the workplace. McClelland (1961) explained that the individual at work is motivated to satisfy either achievement, affiliation, or power (McClelland, 1987). Contradictory to Maslow's (1943) pre-potency of needs, McClelland informed the need for achievement is associated with the need for progress, reaching new heights, feedback, and achieving goals that are neither too difficult or

easy; the need for power associated with the need for agreement, compliance, and control of others; the need for affiliation associated with approval, endorsement from others, avoidance of conflict, group work, conformity, and better interpersonal relationships. In regard to the results of this study, it is unknown, similar to the pre-potency of lower order needs of Maslow (1943), whether workplace spirituality was more effective given the satisfaction for the need for achievement, power, or affiliation. In other words, it is unknown whether the individual need for achievement, power, or affiliation moderated or mediated the relationship between workplace spirituality and job satisfaction, individually, or in any set of combination.

Similarly, Alderfer (1969) offered the viewpoint that individuals may be motivated by a need for existence, relatedness, and growth (ERG). This ERG theory does present a pre-potency ideology, like Maslow (1943), who stated the inability to satisfy existence needs would preclude one from achieving relatedness needs and further growth needs. An alternative view by Alderfer (1969) was that the satisfaction of more concrete needs, like existence needs, allows the individual more time and energy to satisfy less concrete and more subjective needs, like growth needs. With regards to the results of this study, which showed that workplace spirituality (which represents less concrete and more subjective needs) was positively correlated to job satisfaction, it is unknown, but would be of great value to assess, whether existence, relatedness, or growth needs are more impactful on the relationship between workplace spiritualty and job satisfaction.

Subjective well-being fluctuates (Miller et al., 2008) and, while research has indicated subjective well-being to be correlated with job satisfaction, Schimmack et al., (2002), Pavot and Diener (1993), and Schimmack et al. (2002) have demonstrated that subjective well-being over time and in longitudinal studies, has been shown to be highly correlated and able to provide a good marker to establish satisfaction of individuals. While this study was not a longitudinal

study in design, it did find that subjective well-being had an influence on the relationship between workplace spirituality and job satisfaction, providing support for subjective well-being as a good marker for job satisfaction.

Subjective well-being also represents a form of personal resources to the individual (Adil & Kamal, 2020). Resources represent the physical, psychological, social, and other organizational aspects of the job that are useful in achieving work goals and reducing job demands through a reduction in the expenditure of these physical, psychological, social resources, or by the stimulation of personal growth and development (Bakker et al., 2007; Demerouti et al., 2001). When resources are high in comparison to job demands, situations considered advantageous or at least balanced (Björk et al., 2019), the job demands resources model depicts this leads to a motivation process where a positive impact on job performance acts as a gain spiral, which then has a positive impact on job attitudes, like job satisfaction (Demerouti et al., 2001). When resources are low in comparison to resources, the individual is threatened and pressed (Björk et al., 2019), which negatively affects job performance and has negative consequences on job attitudes, like satisfaction.

As it pertains to the results of this study, subjective well-being did have a meaningful effect on the relationship between workplace spiritualty and job satisfaction, this study did not assess whether resources were considered advantageous, balanced, threatened, or pressed, and, as such, is unable to determine how this influenced the results or what role the specific balance of resources might play in impacting this relationship. Specifically, since research has shown that faculty of higher education institutions are faced with increasing demands (Ismayilova & Klassen, 2019), it would be very insightful to assess whether current work environments with these increasing demands have advantageous, balanced, threatened, or pressed resources and to

what extent those specific categories of resources effect job satisfaction in an environment with workplace spirituality. In addition, research also showed that faculty of higher education institutions are trending to less tenured (Victorino et al., 2018) and more part-time adjunct faculty (Eagan et al., 2015; Nelson et al., 2020), which tends to add to the overall pressure (demands) from higher education institutions to improve performance (Ismayilova & Klassen, 2019). This study did not assess whether faculty were tenured, or part-time, however it would be strategically important to assess whether part-time or full-time faculty had any specific grouping of resources (advantages, balanced, threatened, or pressed) and how those grouped resources, alongside tenured or work classification, impacts job satisfaction through workplace spirituality.

A final but important finding for this hypothesis is that subjective well-being was found to moderate the relationship between workplace spirituality and job satisfaction, but that effect was observed to be greater when subjective well-being is low; 18% of variance in job satisfaction was explained by workplace spirituality when subjective well-being is low, compared to 4% when subjective well-being is high. This can be best be explained through the content theory. Subjective well-being represents a personal resource and a need for the individual and, according to Maslow (1943), as an individual moves from one level of the hierarchy of needs to a higher level, there is a depreciating level of need satisfaction. That is, as one goes higher (moves from one satisfied need to the next more potent need), the next potent need must be satisfied to a lesser degree; lower order needs requiring greater levels of satisfaction compared to higher order needs.

Needs of immediacy take more attention and energy. Workplace spirituality affords an individual the opportunity to satisfy higher order needs, but when subjective well-being is low, the individual develops an immediate need, which will occupy more attention and need to be

satisfied more; when subjective well-being is low, it creates a lower order need opportunity, which by its nature, will need to be satisfied more. As Maslow (1943) explained, an individual who is hungry will be mostly consumed with finding food; similarly, when subjective well-being is low, the individual will also be consumed with improving well-being, thus subjective well-being begins to take on the characteristics of lower order needs, gaining the attribute of pre-potency, creating the greater opportunity to be satisfied. However, as subjective well-being improves, there will be a decreasing need for satisfaction of subjective well-being, as this need becomes more satisfied, it takes on less of the pre-potency order in the hierarchy of needs. Which, therefore, means when subjective well-being is higher, the impact on job satisfaction is observed to be less.

Low subjective well-being, therefore, presents itself as a lower order need (need of immediacy), whereas high subjective well-being presents itself as a (need of fulfilment) higher order need, and the two presenting a dichotomy, with the attributes of lower order and higher order needs respectively. Maslow (1943) spoke of needs in a state of duality, resting on a continuum, and perhaps more fluid. Needs can be in states of satisfaction and dissatisfaction, as simultaneously motivated or motivating, or expressed or satisfied. Meaning, a need such as subjective well-being could also rest in states of immediacy or fulfilment, explaining why low subjective well-being acts as a lower order need, and high subjective well-being acts as a higher order need (thus seeing lower influence on job satisfaction).

Null Hypothesis Two

$H_0 2$: The positive psychology element of positive character strength, as measured by the GACS-24, does not moderate the relationship between workplace spirituality, as measured by

SAWS, and job satisfaction, as measured by MOAQ-JSS, for faculty of Christian colleges and universities in the United States.

The results for this hypothesis indicated that positive character strength had no influence on the relationship between workplace spirituality and job satisfaction. While there is a dearth of research on the impact of positive character strength specifically regarding faculty, Littman-Ovadia et al. (2017) stated that individuals may use character strength in different ways. Character strength may be separated into lower strengths, least ranked strengths, signature strength, the higher ranked strengths, and happiness strengths, hope, love, gratitude, curiosity, and zest. Littman-Ovadia et al. (2017) also found that signature strengths were more associated with aspects of job functioning (performance, organizational citizenship behavior, and counterproductive work behavior), whereas the use of lower strengths is somewhat related to motivational aspects of pro-social behavior. Most important, however, is that the use of happiness strengths (hope, love, gratitude, curiosity, and zest) had a more robust association with emotional-psychological aspects of work, such as meaningfulness, engagement, and job satisfaction (because of strong associations with positive affect). This study utilized total character strength as a combination of the 24 VIA character strengths, which is inclusive of happiness, signature, and lower strengths. Consequently, the current study is unable to determine if any specific set of character strengths, happiness or signature, had any meaningful influence. These results therefore indicated that total character strength, as used in this study, may not provide the best analysis as the separated analysis between signature and happiness strengths as indicated by Littman-Ovadia et al. (2017).

Positive character strengths also represent personal resources to the individual, which in the job demands resources model, when advantageous or balanced, positively impact job

performance and thus satisfaction, and when not present, negatively impacts performance and satisfaction (Bakker et al., 2007; Björk et al., 2019). When job demands are higher than personal character strength resources, the job demands represent a health and job impairment that correlate to exhaustion and tends to predict burnout and depression. Individuals who suffer greater costs from job demands, rely on adjustment strategies, which, when prolonged, causes energy draining which cause breakdown and exhaustion that further lead to burnout and depression (Bakker et al., 2007), all of which negatively impact satisfaction. This study found personal character strength to have no influence, but this study also did not assess whether resources were higher than demands and whether burnout or depression were present, which could negatively impact satisfaction.

A participant (without solicitation) provided feedback indicating that while character strengths were present, burnout and depression (which were also present) made it impossible to express those character strengths readily, supporting Demerouti et al.'s (2001) notion that burnout and depression act as an impairment and negatively affect satisfaction. It is therefore feasible that even in the presence of personal character strengths, the impact on satisfaction is negated because burnout, depression, and other environmental factors may be present as health and job impairments. Concurrently, this study did not assess how higher order needs, such as belonging needs (Maslow, 1943), which can go a long way to negate loneliness and depression. It would be useful to assess how impactful social needs were in reducing or not negating the presence of anxiety or depression and how that could further have negated the impact of positive character strength on workplace spirituality and job satisfaction. That is to say it would be helpful to know whether social needs are able to reduce or buffer the impact of anxiety, loneliness, or depression, and how such social needs might affect an individual's character

strength (zest, joy, happiness, forgiveness as examples) and how social needs may then indirectly or directly impact workplace spirituality and job satisfaction.

Implications

Faculty satisfaction is critical to the long-term success of higher education institutions (HEIs) (Kuwaiti et al., 2019), including Christian Colleges and universities. Job satisfaction aids in reducing costs, turnover, and absenteeism while improving efficiencies, productivity, performance, satisfaction, improving institution reputation, and improving the quality of education (Baqai, 2018). Research on HEIs reported increasing demands for faculty (Ismayilova & Klassen, 2019). Increasing demands with limited job and personal resources that cause an imbalance in favor of demands, represent a threat and pressed resources situation (Björk et al., 2019) that negatively impact satisfaction.

A primary implication from the results of this study is to answer the call by Charzyńska et al. (2021) to conduct research with workplace spirituality using the job demands resources model, and to answer the call by Mefi and Asoba (2021) to revisit job satisfaction using elements of positive psychology. Thus, this study contributes to the body of literature in making an assertion, that job satisfaction is the combination of an individual's personal resources of subjective well-being and workplace spirituality. This study adds to the body of literature on faculty job satisfaction by confirming that subjective well-being moderates the relationship between workplace spirituality and job satisfaction and can be used to help predict job satisfaction. The study results indicated that when subjective well-being is high, job satisfaction is higher, but the study also confirmed that when subjective well-being is low, workplace spirituality has a greater influence on job satisfaction, which indicates that individuals who think poorly of themselves and their circumstances are better enabled in work environments the enable

people to find meaning, connectedness, and feelings of transcendence of self, to find job satisfaction. The study also demonstrated that, while workplace spirituality offers many benefits including improving satisfaction through higher order needs, this may be negated because faculty lower order needs (physiological and safety) are not met. Faculty would need lower order needs met (to a satisfactory level) to be able to receive the benefits from workplace spirituality through the satisfaction of higher order needs, like belonging, esteem, and self-actualization. The study also indicated that increasing demands for faculty create health and job impairments that negatively impact satisfaction. Administrators of HEIs should provide opportunities for faculty to have at least balanced (resources = demands) job and personal resources or opportunities to acquire them. Personal character strengths are important because they act as personal resources and, when advantageous (resources greater than demands), allows faculty to perform better and enter a gain spiral, which positively affects the ability to acquire more resources and ultimately positively impact satisfaction. With increasing demands for faculty, burnout and depression will become more relevant and can negate the ability of faculty to apply resources needed to buffer the health and job impairments of job demands. HEI administrators should provide faculty with means to cope better with burnout and depression, as well as means to develop personal resources, which can be used to buffer the negative impact of burnout and depression on job satisfaction.

As workplace spirituality is shown to have a stronger influence when subjective well-being is lower, it is of practical importance for school administrators to provide an environment with workplace spirituality that affords faculty the opportunity to find meaning, connectedness with others, a sense of community at work, and a sense of transcendence, but to also assess faculty subjective well-being. Faculty who have low subjective well-being could benefit greatly

from a work environment with workplace spiritualty to see greater improvements in their job satisfaction.

Limitations

One of the limitations of this study is the sample population; participants were faculty from Christian colleges and universities in the United States. While the results pertained to this population, generalization to the larger body of faculty from Christian colleges and universities would not be possible. An unknown factor relates to the location of the faculty within the United States. While the research contacted faculty from random states in the United States, it is unknown which group might have been more inclined to participate, thus participant responses may be regionally inclined. Participants were also recruited via a PhD group on Facebook, and it is unknown if that group had many participants, but it would also limit the sample to the members of that group.

Although Creswell and Guetterman (2019) recommend at least 70 participants for correlational studies, and Gall et al. (2007) recommend with a coefficient alpha of 0.5, with medium effect size and statistical power of 0.7, to use a minimal sample of 66, and this survey having 77 participants, this still represents a small sample. Although 85 participants completed the initial survey, there were 8 who failed to complete more than 50% of the survey. This may allude to the length of the survey being 54 questions, which may have played a role the lack of responses in that regard. The longest instrument was the GACS-24, which potentially doubled the survey length and could have played a role in participant's desire to stop mid-way. Timing of the study may have also played a role in responses. Since approval was gained from the IRB in July, this is usually summertime and most faculty might be off on vacation, which might have played a role in the lack of responses or the quality of responses.

This dataset presented a number of variables with outliers, the researcher chose to Winsorize the dataset for the extreme outlier values. The benefit to Winsorizing is that it minimized the impact of the outliers (Warner, 2013). Unlike trimming or dropping methods, in the process of Winsorizing, the outlier values were retained but capped so they fall at the edge of the distribution. Further, because datasets are highly asymmetric, it is also reasonable and recommended to clip the data only on the extreme ends (Protobi, 2021). Although recommended as a process to minimize the impact of the outliers in the dataset, Wicklin (2017), argued that the process of Winsorizing should be a symmetric process. That is, it should be done on both ends of the data, which is contrary to the process conducted in this research, which involved as Protobi (2021) suggested, clipping the data only on the extreme outlier end due to lack of symmetry, that is most data lack symmetry to begin with and attempting to Winsorize with symmetry is impractical, thus clipping on the extreme is considered reasonable. However, Wicklin (2017) did acknowledge that in using the Winsorization process, the extreme values did still have some influence on the estimates but not as large as they would without the Winsor modification. This should be taken into consideration while interpreting the data and its implications.

The job satisfaction scale, MOAQ-JSS, is a simple three item survey, a derivative of the longer version (The University of Michigan, 1975). It measures overall job satisfaction, however, not the range of areas of the original scale to include job task, individual attitude, perception, leader behavior, work group processes, pay, performance, intergroup-relations, and individual differences. Although Bowling and Hammond's (2008) meta-analytic analysis correlated the MOAQ-JSS to a multiplicity of factors, the MOAQ-JSS (while shorter and convenient for this study because of survey length) only represents the overall emotional component of job satisfaction, thus it may not completely capture participant job satisfaction.

Although in moderation analysis mean centering has been highly regarded as necessary and needed (Warner, 2013), there is a counter argument to this process that labels it as not necessary and a method that does not alleviate collinearity problems. Echambadi and Hess (2007) have empirically proven that the process of mean centering does not improve accuracy of statistical parameter computation has no effect on the sampling accuracy of main effects, simple effects, and or the interaction effects, and does not change measures of fit, such as the R^2. Contrary to popular belief, the impact of such a process is nil (does not hurt, but it also does not help). Echambadi and Hess recommended alternatives to address the issue in using factorial design or a sure method to reduce multi-collinearity is to increase the sample size. Alternatively, Tang et al. (2021) supported using a variable-coefficient model, which helps delineate types of analytic interactions that have a moderation interpretation from those that do not.

One of the participants, without solicitation, gave the researcher feedback of which is worth making note. This participant informed that while the study seemed valuable, it lacked the ability to account for mental illness, health, or other external events which, according to this participant, has personally made an impact in their personal life and, in so doing, their response to this survey. In their words, their "depression affects how easily" they "can express personality traits even if" they "have them and" it "has had a negative effect on" their "spiritual life". To this participant, answering the questions about the expression of personality traits and gifts "felt untrue". This participant also mentioned the survey to be limited in not providing options to express that some of the spiritual or personality traits were in some aspects of life and not all. As well, in some aspects of work and not in all.

Recommendations for Future Research

This study added to the body of knowledge on workplace spirituality and job satisfaction, as well as the body of knowledge on positive psychology, as it applies to faculty. Regarding this study, its implication and limitations, future research should include:

1. Replicate the study using specific elements of workplace spirituality.

    a. Inspiring leadership

    b. Strong organizational foundation

    c. Organizational integrity

    d. Opportunities for personal fulfilment, learning, and development.

    e. Appreciation and regard for employees and their contributions.

2. Use composite elements of character strengths, such as happiness strengths versus the total character strength model

3. Use of another job satisfaction scale that might capture more elements of individual job satisfaction rather than the simple model applies in this study.

4. Increase population size, which would help with any collinearity and with generalization.

5. WPS-like spirituality is a taboo element and a different approach using qualitative methods may capture more salient points of workplace spirituality and job satisfaction for faculty.

6. Further research could seek to consider factors that might negatively impact responses like mental/physical/emotional illnesses. A future study could perhaps seek to understand how such conditions of mental/physical/emotional illness in faculty impact their satisfaction at work.

7. Replicate the study and assess whether lower order needs are necessary to be satisfied for workplace spirituality to remain significantly correlated to job satisfaction.

References

Aboobaker, N., Edward, M., & Zakkariya, K. A. (2019). Workplace spirituality, employee wellbeing and intention to stay: A multi-group analysis of teachers' career choice. *International Journal of Educational Management*, *33*(1), 28–44. https://doi.org/10.1108/IJEM-02-2018-0049

Aboramadan, M., Dahleez, K., & Hamad, M. H. (2020). Servant leadership and academics outcomes in higher education: the role of job satisfaction. *International Journal of Organizational Analysis*, *29*(3), 562–584. https://doi.org/10.1108/IJOA-11-2019-1923

Adil, A., & Kamal, A. (2020). Authentic leadership and psychological capital in job demands-resources model among Pakistani university teachers. *International Journal of Leadership in Education*, *23*(6), 734–754. https://doi.org/10.1080/13603124.2019.1580772

Afsar, B., & Rehman, M. (2015). The relationship between workplace spirituality and innovative work behavior: The mediating role of perceived person-organization fit. *Journal of Management, Spirituality and Religion*, *12*(4), 329–353. https://doi.org/10.1080/14766086.2015.1060515

Agyepong, R. (2011). Spirituality and the empowerment of Black women in the academy. *Canadian Woman Studies*, *29*(1–2), 176–181.

Alderfer, C. P. (1969). An empirical test of a new theory of human needs. *Organizational Behavior and Human Performance*, *4*(2), 142–175. https://doi.org/10.1016/0030-5073(69)90004-X

Allen, R. C. (2017). *The industrial revolution: A very short introduction* (1st ed., Vol. 1). Oxford University Press. https://doi.org/10.1093/actrade/9780198706786.001.0001

Altaf, A., & Awan, M. A. (2011). Moderating affect of workplace spirituality on the relationship of job overload and job satisfaction. *Journal of Business Ethics*, *104*(1), 93–99. https://doi.org/10.1007/s10551-011-0891-0

Amen, U., & Raziq, A. (2019). Impact of workplace spirituality on organizational commitment with mediating effect of job satisfaction: A case study on higher education sector. *Global Management Journal for Academic & Corporate Studies*, *9*(1), 26–38. http://search.proquest.com/docview/2264570102/

Applebaum, H. A. (1992). *The concept of work : ancient, medieval, and modern*. State University of New York Press.

Ashmos, D. P., & Duchon, D. (2000). Spirituality at work: A conceptualization and measure. *Journal of Management Inquiry*, *9*(2), 134–145. https://doi.org/10.1177/105649260092008

Bakker, A. B., & Demerouti, E. (2016). *Job demands-resources theory : Taking stock and looking forward job demands – Resources theory : Taking stock and looking forward*. *22*(September 2018), 273–285.

Bakker, A. B., Hakanen, J. J., Demerouti, E., & Xanthopoulou, D. (2007). Job resources boost work engagement, particularly when job demands are high. *Journal of Educational Psychology*, *99*(2), 274–284. https://doi.org/10.1037/0022-0663.99.2.274

Bano, U., Ahmed, A., Aziz, S., Tassadaq, N., Ahsan, O., & Wasim, M. (2021). *Emotional intelligence and job satisfaction of medical teaching faculty*. *71*(2), 512–517.

Baqai, H. R. (2018). Perceived servant-leadership affects job satisfaction in higher education. *The International Journal of Servant-Leadership*, *14*(1), 187–216.

Barnett, D. (2019). Full-range leadership as a predictor of extra effort in online higher Education: The mediating effect of job satisfaction. *Journal of Leadership Education*, *18*(1), 86–101. https://doi.org/10.12806/v18/i1/r6

Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research. Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, *51*(6), 1173–1182. https://doi.org/10.1037/0022-3514.51.6.1173

Bell, R. S., Jones, L., Longstreth, M., & Neal, J. (2011). *Spirituality in higher education: A comparison of a faith-based and a secular spirituality in higher education: A comparison of a faith-based and a secular organization*.

Bender, K. A., & Heywood, J. S. (2006). Job satisfaction of the highly educated: The role of gender, academic tenure and comparison income. *Scottish Journal of Political Economy*, 53, 253-279. http://dx.doi.org/10.1111/j.1467-9485.2006.00379.x

Benefiel, M., Fry, L. W., & Geigle, D. (2014). Spirituality and religion in the workplace : History, theory , and research. *Psychology of Religion and Spirituality*, *6*(3), 175–187. https://doi.org/10.1037/a0036597

Berman, D. S., & Davis-Berman, J. (2005). Positive psychology and outdoor education. *Journal of Experiential Education*, *28*(1), 17–24. https://doi.org/10.1177/105382590502800104

Berry, J. W., & Worthington, E. L. (2001). Forgivingness, relationship quality, stress while imagining relationship events, and physical and mental health. *Journal of Counseling Psychology*, *48*(4), 447–455. https://doi.org/10.1037/0022-0167.48.4.447

Bickerton, G. R., & Miner, M. H. (2019). The interrelationships between spiritual resources and work engagement. *Psychology of Religion and Spirituality*, *13*(4), 448–463. https://doi.org/10.1037/rel0000253

Bickerton, G. R., Miner, M. H., Dowson, M., & Griffin, B. (2014). Spiritual resources and work engagement among religious workers: A three-wave longitudinal study. *Journal of Occupational and Organizational Psychology*, *87*(2), 370–391. https://doi.org/10.1111/joop.12052

Björk, L., Stengård, J., Söderberg, M., Andersson, E., & Wastensson, G. (2019). Beginning teachers' work satisfaction, self-efficacy and willingness to stay in the profession: A question of job demands-resources balance? *Teachers and Teaching: Theory and Practice*, *25*(8), 955–971. https://doi.org/10.1080/13540602.2019.1688288

Blatný, M., Květon, P., Jelínek, M., Šolcová, I., Zábrodská, K., Mudrák, J., & Machovcová, K. (2018). The influence of personality traits on life satisfaction through work engagement and job satisfaction among academic faculty members. *Studia Psychologica*, *60*(4), 274–286. https://doi.org/10.21909/sp.2018.04.767

Bowling, N. (2016). Re: Does anybody have a ready made scale to measure job satisfaction?. Retrieved from: https://www.researchgate.net/post/Does-anybody-have-a-ready-made-scale-to-measure-job-satisfaction/57ec0cc9b0366d03716bc918/citation/download.

Bowling, N. A., & Hammond, G. D. (2008). A meta-analytic examination of the construct validity of the Michigan organizational assessment questionnaire job satisfaction subscale. *Journal of Vocational Behavior*, *73*(1), 63–77. https://doi.org/10.1016/j.jvb.2008.01.004

Brown, D., & Sargeant, M. A. (2007). Job satisfaction, organizational commitment, and religious commitment of full-time university employees. *Journal of Research on Christian Education*, *16*(2), 211–241. https://doi.org/10.1080/10656210701647613

Brunelle, E., & Fortin, J. A. (2021). Distance makes the heart grow fonder: An examination of teleworkers' and office workers' job satisfaction through the lens of self-determination theory. *SAGE Open*, *11*(1). https://doi.org/10.1177/2158244020985516

Burack, E. H. (1999). Spirituality in the workplace. *Journal of Organizational Change*, *12*(4), 280–291.

Cammann, C., Fichman, M., Jenkins, D., & Klesh, J. (1979). *The michigan organizational assessment questionnaire*. University of Michigan.

Cammann, C., Fichman, M., Jenkins, G. D., & Klesh, J. R. (1983). Assessing the attitudes and perceptions of organizational members. In S. Seashore, E. Lawler III, P. Mirvis, & C. Cammann (Eds.), *Assessing organizational change: A guide to methods, measures, and practices* (pp. 71–138). Wiley-Interscience Publication.

Cerci, P. A., & Dumludag, D. (2019). Life satisfaction and job satisfaction among university faculty: The impact of working conditions, academic performance and relative income. *Social Indicators Research*, *144*(2), 785–806. https://doi.org/10.1007/s11205-018-02059-8

Charzyńska, E., Polewczyk, I., Góźdź, J., Kitlińska-Król, M., & Sitko-Dominik, M. (2021). The buffering effect of spirituality at work on the mediated relationship between job demands and turnover intention among teachers. *Religions*, *12*(9). https://doi.org/10.3390/rel12090781

Chin Chin Lee, M., & Lunn, J. (2019). Testing the relevance, proximal, and distal effects of psychosocial safety climate and social support on job resources: A context-based approach. *Cogent Psychology*, *6*(1), 1–18. https://doi.org/10.1080/23311908.2019.1685929

Choudhry, F. R., Al-Worafi, Y. M., Akram, B., Ahmed, M. A., Ul Haq, M. A., Khan, T. M., Rehman, I. U., Barki, N., Munawar, K., Kamal, A., Kassab, Y. W., Bakrin, F. S., & Golden, K. J. (2018). Factor structure of Urdu version of the flourishing scale. *Frontiers in Psychology*, *9*(SEP). https://doi.org/10.3389/fpsyg.2018.01513

Cohen, J., & Cohen, P. (1983). *Applied multiple regression/correlation analysis for the behavioral sciences*. https://web-b-ebscohost-com.ezproxy.liberty.edu/ehost/ebookviewer/ebook/bmxlYmtfXzE5MzIwX19BTg2?sid=ef288414-9d85-4cc6-addf-2ed32d7e9621@sessionmgr101&vid=0&format=EK&rid=1

Cook-Sather, A., Schlosser, J. A., Sweeney, A., Peterson, L. M., Cassidy, K. W., & Colón García, A. (2018). The pedagogical benefits of enacting positive psychology practices through a student–faculty partnership approach to academic development. *International Journal for Academic Development*, *23*(2), 123–134. https://doi.org/10.1080/1360144X.2017.1401539

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.

Creswell, J. W., & Guetterman, T. C. (2019). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). Pearson Education, Inc.

Dalati, S., Raudeliūnienė, J., & Davidavičienė, V. (2017). Sustainable leadership, organizational trust on job satisfaction: Empirical evidence from higher education institutions in Syria.

Business, Management and Education, *15*(1), 14–27.

https://doi.org/10.3846/bme.2017.360

Dal Corso, L., de Carlo, A., Carluccio, F., Colledani, D., & Falco, A. (2020). Employee burnout

and positive dimensions of well-being: A latent workplace spirituality profile analysis.

PLoS ONE, *15*(11 November), 1–18. https://doi.org/10.1371/journal.pone.0242267

Dave, N., & Raval, D. (2015). Review of literature on the study of job satisfaction of the teachers

of higher education institutions. *International Journal of Advance Research in Computer

Science and Management Studies*, *3*(5), 447–458.

De Lourdes Machado-Taylor, M., Meira Soares, V., Brites, R., Brites Ferreira, J., Farhangmehr,

M., Gouveia, O. M. R., & Peterson, M. (2016). Academic job satisfaction and

motivation: findings from a nationwide study in Portuguese higher education. *Studies in

Higher Education*, *41*(3), 541–559. https://doi.org/10.1080/03075079.2014.942265

Demerouti, E., & Bakker, A. B. (2011). The job demands? Resources model: Challenges for

future research. *SA Journal of Industrial Psychology*, *37*(2), 1–10.

https://doi.org/10.4102/sajip.v37i2.974

Demerouti, E., Nachreiner, F., Bakker, A. B., & Schaufeli, W. B. (2001). The job demands-

resources model of burnout. *Journal of Applied Psychology*, *86*(3), 499–512.

https://doi.org/10.1037/0021-9010.86.3.499

Dežmar Krainz, K., Mikulić, J., Koren, H., & Zavalić, A. (2019). Designing work for mental

health: The moderating role of job resources. *Drustvena Istrazivanja*, *28*(1), 47–67.

https://doi.org/10.5559/di.28.1.03

Dhiman, S., Roberts, G. E., & Crossman, J. (2018). *The Palgrave handbook of workplace spirituality and fulfillment*. Palgrave. https://link-springer-com.ezproxy.liberty.edu/referencework/10.1007%2F978-3-319-61929-3?page=1#toc

Didino, D., Taran, E. A., Barysheva, G. A., & Casati, F. (2019). Psychometric evaluation of the Russian version of the flourishing scale in a sample of older adults living in Siberia. *Health and Quality of Life Outcomes*, *17*(1), 1–13. https://doi.org/10.1186/s12955-019-1100-6

Diener, E. (2009). *Flourishing scale - Ed Diener, subjective well-being*. http://labs.psychology.illinois.edu/~ediener/FS.html

Diener, E., & Biswas-Diener, R. (2009). *Flourishing scale*. http://labs.psychology.illinois.edu/~ediener/Documents/FS.pdf

Diener, E., Oishi, S., & Lucas, R. E. (2012). Subjective well-being: The science of happiness and life satisfaction. *The Oxford Handbook of Positive Psychology, (2 Ed.)*, *July*, 1–16. https://doi.org/10.1093/oxfordhb/9780195187243.013.0017

Eagan, M. K., Jaeger, A. J., & Grantham, A. (2015). Supporting the academic majority: Policies and practices related to part-time faculty's job satisfaction. *Journal of Higher Education*, *86*(3), 448–483. https://doi.org/10.1353/jhe.2015.0012

Echambadi, R., & Hess, J. D. (2007). Mean-centering does not alleviate collinearity problems in moderated multiple regression models. *Marketing Science*, *26*(3), 438–445. https://doi.org/10.1287/mksc.1060.0263

Economist.com. (2022). *Do not bring your whole self to work | The Economist*. The Economist. https://www.economist.com/business/2022/06/02/do-not-bring-your-whole-self-to-work?utm_medium=cpc.adword.pd&utm_source=google&utm_campaign=a.22brand_p

max&utm_content=conversion.direct-

response.anonymous&gclid=EAIaIQobChMI3MKIn_mt-

QIVHjizAB132Q2wEAAYASAAEgJ9ZvD_BwE&gclsrc=aw.ds

Ek, E. (2014). *Psychological resources , their social antecedents , and association with well-being and health behaviour in early adulthood* (Issue May).

Elst, T. V., Sercu, M., Van den Broeck, A., Van Hoof, E., Baillien, E., & Godderis, L. (2019). Who is more susceptible to job stressors and resources? Sensory-processing sensitivity as a personal resource and vulnerability factor. *PLoS ONE*, *14*(11), 1–18. https://doi.org/10.1371/journal.pone.0225103

Evers, A. T., Yamkovenko, B., & Van Amersfoort, D. (2017). How to keep teachers healthy and growing: the influence of job demands and resources. *European Journal of Training and Development*, *41*(8), 670–686. https://doi.org/10.1108/EJTD-03-2017-0018

Fatima, T., Naz, A., Chughtai, S., & Fiaz, K. (2017). Workplace spirituality and job satisfaction: Moderating role of intrinsic and extrinsic values. *Paradigms*, *11*(1), 58–66. https://doi.org/10.24312/paradigms110110

Friedman, S. (2022). (Not) bringing your whole self to work: The gendered experience of upward mobility in the UK Civil Service. *Gender, Work and Organization*, *29*(2), 502–519. https://doi.org/10.1111/gwao.12776

Froese, F. J., Peltokorpi, V., Varma, A., & Hitotsuyanagi-Hansel, A. (2019). Merit-based rewards, job satisfaction and voluntary turnover: Moderating effects of employee demographic characteristics. *British Journal of Management*, *30*(3), 610–623. https://doi.org/10.1111/1467-8551.12283

Gall, M. D., Gall, J. P., & Borg, W. R. (2007). *Educational research: An introduction*. Allyn & Bacon.

Gamage, A. (2021). Content and process approach to the job demands-resources model of emotional labour: A conceptual model. *Public Money and Management*, *0*(0), 1–9. https://doi.org/10.1080/09540962.2021.1999596

Garg, N., & Punia, B. (2022). *Handbook of research on integrating spirituality in modern workplaces* (N. Garg & B. Punia (eds.)). IGI Global. https://doi.org/10.4018/978-1-6884-2533-6

Garson, G. D. (2017). *Mediation & moderation: Partial correlation and regression approaches* (Kindle Edi). Statistical Publishing Associates. www.statisticalassociates.com

Goddard, N. C. (1995). 'Spirituality as integrative energy': A philosophical analysis as requisite precursor to holistic nursing practice. *Journal of Advanced Nursing*, *22*(4), 808–815. https://doi.org/10.1046/j.1365-2648.1995.22040808.x

Graziosi, M., Yaden, D. B., Clifton, J. D. W., Mikanik, N., & Niemiec, R. M. (2020). A strengths-based approach to chronic pain. *Journal of Positive Psychology*, *00*(00), 1–9. https://doi.org/10.1080/17439760.2020.1858337

Gustke, C. (2018). *Apple employee health centers*. Healthline. https://www.healthline.com/health-news/will-apples-employee-healthcare-centers-succeed

Han, J., Yin, H., Wang, J., & Zhang, J. (2020). Job demands and resources as antecedents of university teachers' exhaustion, engagement and job satisfaction. *Educational Psychology*, *40*(3), 318–335. https://doi.org/10.1080/01443410.2019.1674249

Haslip, M. J., & Donaldson, L. (2021). What character strengths do early childhood educators use to address workplace challenges? Positive psychology in teacher professional development. *International Journal of Early Years Education*, *0*(0), 1–18. https://doi.org/10.1080/09669760.2021.1893666

Hassan, M., Bin Nadeem, A., & Akhter, A. (2016). Impact of workplace spirituality on job satisfaction: Mediating effect of trust. *Cogent Business and Management*, *3*(1), 1–16. https://doi.org/10.1080/23311975.2016.1189808

Hersey, R. (1929). Periodic emotional changes in male workers. *Personnel Journal*.

Hersey, R. (1932). Rate of production and emotional state. *Journal of Allergy and Clinical Immunology*, *130*(2), 556. http://dx.doi.org/10.1016/j.jaci.2012.05.050

Herzberg, F., Mausner, B., & Snyderman, B. B. (2017). *Motivation to work*. Routledge. | Original work published 1959.

Hoppock, R., & Spiegler, S. (1938). Job satisfaction: Researches of 1935-1937. *Occupations*, *16*, 636–643.

Hossen, M. M., Chan, T. J., & Hasan, N. A. M. (2020). Mediating role of job satisfaction on internal corporate social responsibility practices and employee engagement in higher education sector. *Contemporary Management Research*, *16*(3), 207–227. https://doi.org/10.7903/CMR.20334

Howell, A., & Buro, K. (2015). Measuring and predicting student well-being: Further evidence in support of the flourishing scale and the scale of positive and negative experiences. *Springer Science + Business Media Dordrecht*, *121*, 903–915. https://doi.org/10.1007/sl 1205-014-0663-1

Hu, B., McCune Stein, A., Mao, Y., & Yan, A. (2022). The influence of human resource management systems on employee job crafting: An integrated content and process approach. *Human Resource Management Journal*, *32*(1), 117–132. https://doi.org/10.1111/1748-8583.12392

IBM. (n.d.). *Learn about hierarchical linear regression in SPSS with data from prison inmates*. How-to Guide for IBM SPSS Statistisc Software. Retrieved December 12, 2021, from https://methods.sagepub.com/dataset/howtoguide/hierarchical-linear-regression-prison-inmates

Ismayilova, K., & Klassen, R. M. (2019). Research and teaching self-efficacy of university faculty: Relations with job satisfaction. *International Journal of Educational Research*, *98*(September), 55–66. https://doi.org/10.1016/j.ijer.2019.08.012

Jalagat, R. C., & Aquino, P. G. (2021). Common perceived predictors of job satisfaction among Filipino workers in Vietnam. *Management Research and Practice*, *13*(3), 58–68.

Jansen in de Wal, J., van den Beemt, A., Martens, R. L., & den Brok, P. J. (2020). The relationship between job demands, job resources and teachers' professional learning: Is it explained by self-determination theory? *Studies in Continuing Education*, *42*(1), 17–39. https://doi.org/10.1080/0158037X.2018.1520697

Jena, L. K., & Pradhan, S. (2018). The mediating role of organizational citizenship behavior: A study of workplace spirituality and employee retention in Indian industries. *Performance Improvement*, *57*(9), 17–35. https://doi.org/10.1002/pfi.21805

Jex, S. M., & Gudanowski, D. M. (1992). Efficacy beliefs and work stress: An exploratory study. *Journal of Organizational Behavior*, *13*(5), 509–517. https://doi.org/10.1002/job.4030130506

Kaizen Solutions. (n.d.). Retrieved May 28, 2022, from https://kaizensolutions.org/index.html

Kakada, P., & Deshpande, Y. M. (2021). Working conditions and effective supervision: Does it matter for engineering faculty job satisfaction. *International Journal of Electrical Engineering and Education*, *58*(2), 101–112. https://doi.org/10.1177/0020720918815998

Kasalak, G., & Dağyar, M. (2020). The relationship between teacher self-efficacy and teacher job satisfaction: A meta-analysis of the teaching and learning international survey (talis). *Educational Sciences: Theory and Practice*, *20*(3), 16–33. https://doi.org/10.12738/jestp.2020.3.002

Ke, J., Zhang, J., & You, J. (2020). Effect of workplace spirituality on creative teaching behavior: Intrinsic job satisfaction as a mediator. *Social Behavior and Personality*, *48*(6). https://doi.org/10.2224/sbp.9158

Kinjerski, V. (2013). The Spirit at work scale: Developing and validating a measure of individual spirituality at work. 10.1007/978-1-4614-5233-1_23.

Kinjerski, V., & Skrypnek, B. (2006). Measuring the intangible: Development of the Spirit as work scale. *Academy of Management Best Conference Paper*. https://doi.org/10.12968/bjcn.2014.19.Sup6.S5

Kinjerski, V., & Skrypnek, B. J. (2006a). Creating organizational conditions that foster employee spirit at work. *Leadership and Organization Development Journal*, *27*(4), 280–295. https://doi.org/10.1108/01437730610666037

Kinjerski, V. M., & Skrypnek, B. J. (2004). Defining spirit at work: Finding common ground. *Journal of Organizational Change Management*, *17*(1), 26–42. https://doi.org/10.1108/09534810410511288

Kökalan, Ö. (2019). The effect of organizational cynicism on job satisfaction: Testing the mediational role of perceived organizational spirituality. *Management Research Review*, *42*(5), 625–640. https://doi.org/10.1108/MRR-02-2018-0090

Krueger, A. B., & Stone, A. A. (2014). *Progress in measuring subjective well-being. 346*(6205), 42–44. https://doi.org/10.2307/24917731

Kumar, S. (2018). A study of perceived workplace spirituality of school teachers. *Psychological Thought*, *11*(2), 212–223. https://doi.org/10.5964/psyct.v11i2.298

Kuwaiti, A. A., Bicak, H. A., & Wahass, S. (2019). Factors predicting job satisfaction among faculty members of a Saudi higher education institution. *Journal of Applied Research in Higher Education*, *12*(2), 296–310. https://doi.org/10.1108/JARHE-07-2018-0128

Lan, T. S., Chang, I. H., Ma, T. C., Zhang, L. P., & Chuang, K. C. (2019). Influences of transformational leadership, transactional leadership, and patriarchal leadership on job satisfaction of cram school faculty members. *Sustainability (Switzerland)*, *11*(12). https://doi.org/10.3390/su10023465

Lazar, A., Davidovitch, N., & Coren, G. (2016). Gender differences in calling and work spirituality among Israeli academic faculty. *Journal of International Education Research (JIER)*, *12*(3), 87–98. https://doi.org/10.19030/jier.v12i3.9744

Levine, M. (2017). *Why Google, Nike, and Apple love mindfulness training, and how you can easily love it too | Inc.com*. Productivity| Inc.Com. https://www.inc.com/marissa-levin/why-google-nike-and-apple-love-mindfulness-training-and-how-you-can-easily-love-.html

Lewis, J. S., & Geroy, G. D. (2000). Employee spirituality in the workplace: A cross-cultural view for the management of spiritual employees. *Journal of Management Education*, *24*(5), 682–694.

Li, C., & Jiang, G. (2020). Positive psychology perspectives on foreign language learning and teaching. *International Journal of Bilingual Education and Bilingualism*, *23*(2), 244–246. https://doi.org/10.1080/13670050.2017.1350279

Linley, P. A., Harrington, S., & Garcea, N. (2009). Oxford handbook of positive psychology and work. In *Oxford Handbook of Positive Psychology and Work*. Oxford University Press. https://doi.org/10.1093/oxfordhb/9780195335446.001.0001

Littman-Ovadia, H., Lavy, S., & Boiman-Meshita, M. (2017). When theory and research collide: Examining correlates of signature strengths use at work. *Journal of Happiness Studies*, *18*(2), 527–548. https://doi.org/10.1007/s10902-016-9739-8

Locke, E. A. (1969). What is job satisfaction? *Organizational Behavior and Human Performance*, *336*, 309–336.

Lucey, C., & Van Nieuwerburgh, C. (2021). "More willing to carry on in the face of adversity": How beginner teachers facing challenging circumstances experience positive psychology coaching. An interpretative phenomenological analysis. *Coaching: An International Journal of Theory, Research and Practice*, *14*(1), 62–77. https://doi.org/https://doi-org.ezproxy.liberty.edu/10.1080/17521882.2020.1753791

Lunsford, L., Baker, V., & Pifer, M. (2018). Faculty mentoring faculty: Career stages, relationship quality, and job satisfaction. *International Journal of Mentoring and Coaching in Education*, *7*(2), 139–154. https://doi.org/10.1108/IJMCE-08-2017-0055

Lykken, D., & Tellegen, A. (1996). Happiness is a stochastic phenomenon. *Psychological Science*, *7*(3), 186–189. https://doi.org/10.1111/j.1467-9280.1996.tb00355.x

Maddux, J. E. (2017). Subjective well-being and life satisfaction. *Subjective Well-Being and Life Satisfaction*, 1–481. https://doi.org/10.4324/9781351231879/SUBJECTIVE-WELL-BEING-LIFE-SATISFACTION-ARIE-KRUGLANSKI-JOSEPH-FORGAS-JAMES-MADDUX

Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, *50*(13), 370–396.

McClelland, C. (1965). Motivation can be developed. *Harvard Business Review*, *Nov-Dec*, 7–24.

McClelland, D. C. (1961). *The achieving society*. D. Van Nostrand Comany, Inc.

McClelland, D. C. (1987). *Human motivation* (Kindle). Cambridge University Press.

McCullough, M. E. (2001). Forgiveness: Who does it and how do they do it? *Current Directions in Psychological Science*, *10*(6), 194–197. https://doi.org/10.1111/1467-8721.00147

McGovern, T. V., & Miller, S. L. (2008). Integrating teacher behaviors with character strengths and virtues for faculty development. *Teaching of Psychology*, *35*(4), 278–285. https://doi.org/10.1080/00986280802374609

McGrath, R. (2017). *Technical report: The VIA assessment suite for adults: Development and evaluation*. VIA Institute on Character. https://www.viacharacter.org/researchers/assessments/global-assessment-of-character-strengths-24

McGrath, R. E. (2019). *The VIA assessment suite for adults: Development and initial evaluation Revised Edition*.

McGrath, R. E., Brown, M., Westrich, B., & Han, H. (2021). Representative sampling of the Via assessment suite for adults. *Journal of Personality Assessment*. https://doi.org/10.1080/00223891.2021.1955692

McGregor, D. (1960). *The human side of enterprise*. McGraw Hill Book Company.

McMurray, A. J., & Simmers, C. A. (2020). The impact of generational diversity on spirituality and religion in the workplace. *Vision*, *24*(1), 70–80. https://doi.org/10.1177/0972262919884841

McNaughtan, J., Eicke, D., Thacker, R., & Freeman, S. (2022). Trust or self-determination: Understanding the role of tenured faculty empowerment and job satisfaction. *Journal of Higher Education*, *93*(1), 137–161. https://doi.org/10.1080/00221546.2021.1935601

Mefi, N., & Asoba, S. N. (2020). Leadership styles for job satisfaction in knowledge based institutions: The case of heads of departments at an institution of higher education in the Eastern Cape Province of South Africa. *Academy of Entrepreneurship Journal*, *26*(4), 1–12.

Mefi, N. P., & Asoba, S. N. (2021). Theories of job satisfaction in the higher education context. *Academy of Entrepreneurship Journal*, *27*(2), 1–16. https://www.abacademies.org/articles/Theories-of-job-satisfaction-in-the-higher-education-context-1528-2686-27-2-481.pdf

Mehboob, F., Bhutto, N. A., Azhar, S. M., & Butt, F. (2008). Factors affecting job satisfaction among staff nurses. *Business and Management Sciences*, *1*(12), 1–9. http://escholar.umt.edu.pk:8080/jspui/bitstream/123456789/645/1/Full View.pdf

Mérida-López, S., Extremera, N., & Sánchez-Álvarez, N. (2020). The interactive effects of personal resources on teachers' work engagement and withdrawal intentions: A structural

equation modeling approach. *International Journal of Environmental Research and Public Health*, *17*(7). https://doi.org/10.3390/ijerph17072170

Microsoft. (n.d.). *Empowering our employees | Microsoft CSR*. Microsoft. Retrieved November 13, 2021, from https://www.microsoft.com/en-us/corporate-responsibility/empowering-employees

Miller, D. N., Nickerson, A. B., & Osborne, K. M. (2008). Authentically happy school psychologists: applications of positive psychology for enhancing professional satisfaction and fulfillment. *Psychology in the Schools*, *45*(8), 679–692. https://doi.org/10.1002/pits

Mitroff, I., & Denton, E. A. (1999). *A spiritual audit of corporate America: A hard look at spirituality, religion, and values in the workplace*. Jossey-Bass.

Mohammed, D., Chan, E., Ahmad, R., Dusic, A., Boglarsky, C., Blessinger, P., & Zeine, R. (2019). Health implications of job-related stress, motivation and satisfaction in higher education faculty and administrators. *Journal of Applied Research in Higher Education*, *12*(4), 725–741. https://doi.org/10.1108/JARHE-04-2018-0056

Mussel, P., & Spengler, M. (2015). Investigating intellect from a trait activation perspective: Identification of situational moderators for the correlation with work-related criteria. *Journal of Research in Personality*, *55*, 51–60. https://doi.org/10.1016/j.jrp.2015.01.002

Neal, J. (2013). Handbook of faith and spirituality in the workplace: Emerging research and practice. *Handbook of Faith and Spirituality in the Workplace: Emerging Research and Practice*, 1–769. https://doi.org/10.1007/978-1-4614-5233-1

Nelson, G., Monson, M. J., & Adibifar, K. (2020). The gig economy comes to academia: Job satisfaction among adjunct faculty. *Cogent Education*, *7*(1), 1–19. https://doi.org/10.1080/2331186X.2020.1786338

Ngirande, H. (2021). Occupational stress, uncertainty and organisational commitment in higher education: Job satisfaction as a moderator. *SA Journal of Human Resource Management*, *19*, 1–11. https://doi.org/10.4102/sajhrm.v19i0.1376

Olufemi-Ayoola, F., & Ogunyemi, K. (2018). Genesis and growth of workplace spirituality. *The Palgrave Handbook of Workplace Spirituality and Fulfillment*, *2–2*, 901–922. https://doi.org/10.1007/978-3-319-62163-0_51

Onwuegbuzie, A. J., & Daley, C. E. (1999). Relation of hope to self-perception. *Perceptual and Motor Skills*, *88*(2), 535–540. https://doi.org/10.2466/pms.1999.88.2.535

Paposa, K. K., & Kumar, Y. M. (2019). Impact of training and development practices on job satisfaction: A study on faculty members of technical education institutes. *Management and Labour Studies*, *44*(3), 248–262. https://doi.org/10.1177/0258042X19851649

Park, J. (2018). Higher education employees' self-assessment of person–organization fit: The role of work conditions and job satisfaction. *International Review of Public Administration*, *23*(1), 55–77. https://doi.org/10.1080/12294659.2018.1447883

Park, N., & Peterson, C. (2009). Character strengths: Research and practice. *Journal of College and Character*, *10*(4). https://doi.org/10.2202/1940-1639.1042

Pavot, W., & Diener, E. (1993). Review of the satisfaction with life scale psychological assessment. *Psychological Assessment*, *5*(2), 164–172. http://link.springer.com/10.1007/978-90-481-2354-4

Peltokorpi, V., & Ramaswami, A. (2021). Abusive supervision and subordinates' physical and mental health: the effects of job satisfaction and power distance orientation. *International Journal of Human Resource Management*, *32*(4), 893–919. https://doi.org/10.1080/09585192.2018.1511617

Pennock, G. A. (1930). Industrial research at Hawthorne: an experimental investigation of rest

periods, working conditions and other conditions. *Personnel Journal*, *8*, 296–303.

https://search.proquest.com/docview/220297257?accountid=12834

Peterson, C., & Seligman, M. E. (2004). *Character strengths and virtues: A handbook and

classification*. Oxford University Press.

PhDessays.com. (2018). *Content and process theories of motivation - PHDessay.com*.

PhDessays.Com. https://phdessay.com/content-and-process-theories-of-motivation/

Proctor, C., Maltby, J., & Linley, P. A. (2011). Strengths use as a predictor of well-being and

health-related quality of life. *Journal of Happiness Studies*, *12*(1), 153–169.

https://doi.org/10.1007/s10902-009-9181-2

Protobi. (2021). *Extreme values: Winsorize, trim, or retain?*

https://help.protobi.com/design/extreme-values-winsorize-trim-or-

retain#:~:text=%22Winsorizing%22 retains the responses in your basis%2C but,at just

the high end may be reasonable.

Rajappan, S., Nair, R. S., Priyadarshini M, K., & Sivakumar, V. (2017). Exploring the effect of

workplace spirituality on job embeddedness among higher secondary school teachers in

Ernakulam district. *Cogent Business and Management*, *4*(1).

https://doi.org/10.1080/23311975.2017.1334419

Rashid, H. (2022). *Post | Feed | LinkedIn*.

https://www.linkedin.com/feed/update/urn:li:activity:6934942372187316224/

Reio, T. G. (2016). Nonexperimental research: strengths, weaknesses and issues of precision.

European Journal of Training and Development, *40*(8–9), 676–690.

https://doi.org/10.1108/EJTD-07-2015-0058

Robert, T. E., Young, J. S., & Virginia, A. K. (2018). Research and theory. Relationships

between adult workers' spiritual well-being and job satisfaction: A preliminary study.

American Counseling Association, *50*(April), 1–38.

https://doi.org/10.4324/9781315259994-1

Robertson, P. J. (2018). Positive psychology and career development. *British Journal of

Guidance and Counselling*, *46*(2), 241–254.

https://doi.org/10.1080/03069885.2017.1318433

Roman, M., Wasiak, M., Roman, M., Roman, K., Niedziółka, A., Krasnodębski, A., & Królak, S.

(2021). Essence of the compensation plan in the process of motivation in multi-level

marketing (Mlm). A case study. *Sustainability (Switzerland)*, *13*(16).

https://doi.org/10.3390/su13168738

Sahito, Z., & Vaisanen, P. (2020). A literature review on teachers' job satisfaction in developing

countries: Recommendations and solutions for the enhancement of the job. *Review of

Education*, *8*(1), 3–34. https://doi.org/10.1002/rev3.3159

Sarwar, F., Panatik, S. A., Sukor, M. S. M., & Rusbadrol, N. (2021). A job demand–resource

model of satisfaction with work–family balance among academic faculty: Mediating roles

of psychological capital, work-to-family conflict, and enrichment. *SAGE Open*, *11*(2).

https://doi.org/10.1177/21582440211006142

Schimmack, U., Diener, E., & Oishi, S. (2002). Life-satisfaction is a momentary judgment and a

stable personality characteristic: The use of chronically accessible and stable sources.

Journal of Personality, *70*(3), 345–384. https://doi.org/10.1111/1467-6494.05008

Seligman, M. E., & Csikszentmihalyi, M. (2000). Positive psychology. An introduction. *The

American Psychologist*, *55*(1), 5–14. https://doi.org/10.1037/0003-066X.55.1.5

Seligman, M. E. P. (2019). Positive psychology : A personal history. *Annual Review of Clinical Psychology*.

Seligman, M. E. P., Steen, T. A., Park, N., & Peterson, C. (2005). Positive psychology progress: Empirical validation of interventions. *American Psychologist*, *60*(5), 410–421. https://doi.org/10.1037/0003-066X.60.5.410

Shah, S., Shah, A. A., & Pathan, S. K. (2017). The relationship of perceived leadership styles of department heads to job satisfaction and job performance of faculty members. *Journal of Business Strategies*, *11*(2), 355–356. https://www.researchgate.net/publication/324656647

Sheep, M. L. (2004). Nailing down gossamer: A valid measure of the person-organization fit of workplace spirituality. *Management*, *1*, 1–7.

Shin, J. C., & Jung, J. (2014). Academics job satisfaction and job stress across countries in the changing academic environments. *Higher Education*, *67*(5), 603–620. https://doi.org/10.1007/s10734-013-9668-y

Simmons, C. A., Weiss, E. L., Schwartz, S. L., & McLane-Davison, D. (2021). Job satisfaction: A positive attribute of work-family integration for female social work faculty. *Social Work Education*, *40*(6), 803–819. https://doi.org/10.1080/02615479.2020.1724932

Singh, J., & Chopra, V. G. (2018). Workplace spirituality, grit and work engagement. *Asia-Pacific Journal of Management Research and Innovation*, *14*(1–2), 50–59. https://doi.org/10.1177/2319510x18811776

Smith, J. L., Handley, I. M., Rushing, S., Belou, R., Shanahan, E. A., Skewes, M. C., Kambich, L., Honea, J., & Intemann, K. (2018). Added benefits: How supporting women faculty in

STEM improves everyone's job satisfaction. *Journal of Diversity in Higher Education*, *11*(4), 502–517. https://doi.org/10.1037/dhe0000066

Spector, P. (n.d.). *Michigan organizational assessment questionnaire (MOAQ) - Paul Spector*. Retrieved July 24, 2021, from https://paulspector.com/assessments/assessment-archive/job-attitudes/michigan-organizational-assessment-questionnaire-moaq/

Spector, P. (1997). *Job satisfaction: Application, assessment, causes, and consequences*. SAGE Publications. https://ebookcentral-proquest-com.ezproxy.liberty.edu/lib/liberty/reader.action?docID=996824

Sprung, J. M., Sliter, M. T., & Jex, S. M. (2012). Spirituality as a moderator of the relationship between workplace aggression and employee outcomes. *Personality and Individual Differences*, *53*(7), 930–934. https://doi.org/10.1016/j.paid.2012.06.011

Stokowski, S., Li, B., Goss, B. D., Hutchens, S., & Turk, M. (2018). Work motivation and job satisfaction of sport management faculty members. *Sport Management Education Journal*, *12*(2), 80–89. https://doi.org/10.1123/smej.2017-0011

Sucipto, N., & Saleh, A. (2019). Individual needs and subjective well-being. *Journal of Psychology*, *7*(1), 283. https://doi.org/dx.doi.org/10.15408/tazkiya.v7i1.13503

Sünbül, Z. A., & Gördesli, M. A. (2021). Psychological capital and job satisfaction in public-school teachers : the mediating role of prosocial behaviours. *Journal of Education for Teaching*, *47*(2), 147–162. https://doi.org/10.1080/02607476.2021.1877086

Szromek, A. R., & Wolniak, R. (2020). Job satisfaction and problems among academic staff in higher education. *Sustainability (Switzerland)*, *12*(12). https://doi.org/10.3390/SU12124865

Tang, W., Yu, Q., Crits-Christoph, P., & Tu, X. M. (2021). A new analytic framework for moderation analysis — Moving beyond analytic interactions. *Journal of Data Science*, *7*(3), 313–329. https://doi.org/10.6339/jds.2009.07(3).462

Taylor, F. W. (1911). *The principles of scientific management*. Harper & Brothers Publishers.

The University of Michigan. (1975). *Michigan organizational assessment package: Progress report II*.

The VIA Institute. (n.d.). *VIA character strengths survey & character reports | VIA Institute*. Retrieved July 24, 2021, from https://www.viacharacter.org/

Tong, K. K., & Wang, Y. Y. (2017). Validation of the flourishing scale and scale of positive and negative experience in a Chinese community sample. *PLoS ONE*, *12*(8), 1–11. https://doi.org/10.1371/journal.pone.0181616

Tsigilis, N., Zachopoulou, E., & Grammatikopoulos, V. (2006). Job satisfaction and burnout among Greek early educators : A comparison between public and private sector employees. *Educational Research and Review*, *1*(8), 256–261. https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.517.7776&rep=rep1&type=pdf

Umucu, E., Tansey, T. N., Brooks, J., & Lee, B. (2021). The protective role of character strengths in COVID-19 stress and well-being in individuals with chronic conditions and disabilities: An exploratory study. *Rehabilitation Counseling Bulletin*, *64*(2), 67–74. https://doi.org/10.1177/0034355220967093

Van den Berg, R. (2021, December 6). *SPSS regression with moderation interaction example*. SPSS-Tutorials | Regression. https://www.spss-tutorials.com/spss-regression-with-moderation-interaction-effect/

Vaseer, A., & Shahzad, K. (2016). Internal marketing, job satisfaction and service quality: A study of higher education institutions of Pakistan. *The Dialogue*, *11*, 402–414. http://www.qurtuba.edu.pk/thedialogue/archive.html

Victorino, C., Nylund-Gibson, K., & Conley, S. (2018). Prosocial behavior in the professoriate: A multi-level analysis of pretenured faculty collegiality and job satisfaction. *International Journal of Educational Management*, *32*(5), 783–798. https://doi.org/10.1108/IJEM-09-2017-0258

Wadhera, T., & Bano, S. (2020). Role of perceived organisational support, work engagement and workplace spirituality in turnover intentions of IT professionals. *Indian Journal of Positive Psychology*, *11*(2), 128.

Wagner, L., & Ruch, W. (2015). Good character at school: Positive classroom behavior mediates the link between character strengths and school achievement. *Frontiers in Psychology*, *6*(MAY), 1–13. https://doi.org/10.3389/fpsyg.2015.00610

Warner, R. M. (2013). *Applied statistics from bivariate through multivariate techniques*.

Warner, R. M. (2021). *Applied statistics I: Basic bivariate techniques*. SAGE Publications.

Webber, K. L., & Rogers, S. M. (2018). Gender differences in faculty member job satisfaction: Equity forestalled? *Research in Higher Education*, *59*(8), 1105–1132. https://doi.org/10.1007/s11162-018-9494-2

Weber, M., Wagner, L., & Ruch, W. (2016). Positive feelings at school: On the relationships between students' character strengths, school-related affect, and school functioning. *Journal of Happiness Studies*, *17*(1), 341–355. https://doi.org/10.1007/s10902-014-9597-1

Wellbeing People. (2017). *Google's secret to workplace wellbeing | Wellbeing People.* Wellbeing People. https://www.wellbeingpeople.com/2017/08/28/googles-secret-workplace-wellbeing/

Wicklin, R. (2017). *Winsorization: The good, the bad, and the ugly.* SAS. https://blogs.sas.com/content/iml/2017/02/08/winsorization-good-bad-and-ugly.html

Wood, A. M., Linley, P. A., Maltby, J., Kashdan, T. B., & Hurling, R. (2011). Using personal and psychological strengths leads to increases in well-being over time: A longitudinal study and the development of the strengths use questionnaire. *Personality and Individual Differences*, *50*(1), 15–19. https://doi.org/10.1016/j.paid.2010.08.004

Worthy, K., Dawson, R. M., & Tavakoli, A. S. (2020). Relationships among nursing deans' leadership styles and faculty job satisfaction levels. *Journal of Nursing Education*, *59*(2), 68–75. https://doi.org/10.3928/01484834-20200122-03

Xu, X., & Payne, S. C. (2020). When do job resources buffer the effect of job demands? *International Journal of Stress Management*, *27*(3), 226–240. https://doi.org/10.1037/str0000146

Yoon, J., Park, S., & Kim, D. J. (2020). Assessing the effects of higher-education factors on the job satisfaction of engineering graduates in Korea. *Sustainability (Switzerland)*, *12*(8), 1–11. https://doi.org/10.3390/SU12083342

Yorulmaz, Y. I., Colak, I., & Altinkurt, Y. (2017). Öğretmenlerin iş doyumları ile tükenmişlikleri arasındaki ilişkilerin incelenmesi: Bir meta analiz çalışması. *Egitim Arastirmalari - Eurasian Journal of Educational Research*, *2017*(71), 175–192. https://doi.org/10.14689/ejer.2017.71.10

Appendix A

First Last

Head of School

School Name

Dear First Last

As a graduate student in the School of Education at Liberty University, I am conducting research as part of the requirements for a doctorate in educational leadership. The title of my research project is Workplace Spirituality and Job Satisfaction of College and University Faculty as Moderated by Positive Psychology, and the purpose of my research is to explore how positive psychology elements of subjective well-being and positive character strength, moderate the relationship between workplace spirituality and job satisfaction for college and university faculty.

I am writing to request permission to contact members of your staff to invite them to participate in my research study. Participants are asked to complete an anonymous, online survey. Participants are presented with informed consent information prior to participating in the survey. Taking part in this study is completely voluntary, and participants are welcome to withdraw their participation at any time.

Thank you for considering my request. If you choose to grant permission, please respond to njallim@liberty.edu.

Sincerely,

Naran Jallim

Liberty University Doctoral Candidate

Appendix B

Participant Email

Dear Recipient:

As a graduate student in the School of Education at Liberty University, I am conducting research as part of the requirements for a doctoral degree in educational leadership. The title of my research project is *Workplace Spirituality and Job Satisfaction of College and University Faculty as Moderated by Positive Psychology*, and the purpose of my research is to explore how positive psychology elements of subjective well-being and positive character strength moderate the relationship between workplace spirituality and job satisfaction for Christian college and university faculty. I am writing to invite eligible participants to join my study.

Participants must be faculty at Christian colleges or universities. Participants, if willing, were asked to take a brief online survey. It should take approximately 20 minutes to complete the survey. Participation were completely anonymous, and no personally identifying information were collected.

To participate, please go to https://www.surveymonkey.com/r/2CRJ5BH to complete the survey.

A consent document were provided as the first page prior to the survey. The consent document contains additional information about my research, and you will need to acknowledge and agree to participate in the survey to proceed. Upon agreeing to participate you were directed to the survey.

Sincerely,

Naran Jallim

njallim@liberty.edu

Liberty University Doctoral Candidate

Appendix C

IRB Approval

LIBERTY UNIVERSITY.
INSTITUTIONAL REVIEW BOARD

July 14, 2022

Naran Jallim
Hoiwah Benny Fong

Re: IRB Exemption - IRB-FY21-22-1172 WORKPLACE SPIRITUALITY AND JOB SATISFACTION OF CHRISTIAN COLLEGE AND UNIVERSITY FACULTY AS MODERATED BY POSITIVE PSYCHOLOGY

Dear Naran Jallim, Hoiwah Benny Fong,

The Liberty University Institutional Review Board (IRB) has reviewed your application in accordance with the Office for Human Research Protections (OHRP) and Food and Drug Administration (FDA) regulations and finds your study to be exempt from further IRB review. This means you may begin your research with the data safeguarding methods mentioned in your approved application, and no further IRB oversight is required.

Your study falls under the following exemption category, which identifies specific situations in which human participants research is exempt from the policy set forth in 45 CFR 46:104(d):

Category 2.(i). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording).
The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects.

Your stamped consent form(s) and final versions of your study documents can be found under the Attachments tab within the Submission Details section of your study on Cayuse IRB. Your stamped consent form(s) should be copied and used to gain the consent of your research participants. If you plan to provide your consent information electronically, the contents of the attached consent document(s) should be made available without alteration.

Please note that this exemption only applies to your current research application, and any modifications to your protocol must be reported to the Liberty University IRB for verification of continued exemption status. You may report these changes by completing a modification submission through your Cayuse IRB account.

If you have any questions about this exemption or need assistance in determining whether possible modifications to your protocol would change your exemption status, please email us at irb@liberty.edu.

Sincerely,
G. Michele Baker, MA, CIP
Administrative Chair of Institutional Research
Research Ethics Office

Appendix D

IRB Application

IRB #: IRB-FY21-22-1172
Title: WORKPLACE SPIRITUALITY AND JOB SATISFACTION OF CHRISTIAN COLLEGE AND UNIVERSITY FACULTY AS MODERATED BY POSITIVE PSYCHOLOGY
Creation Date: 6-4-2022
End Date:
Status: Approved
Principal Investigator: Naran Jallim
Review Board: Research Ethics Office
Sponsor:

Study History

Submission Type	Initial	Review Type	Exempt	Decision	Exempt

Key Study Contacts

Member		Role		Contact	
Member Hoiwah Benny Fong		**Role** Co-Principal Investigator		**Contact** ▮▮▮▮▮	
Member Naran Jallim		**Role** Principal Investigator		**Contact** njallim@liberty.edu	
Member Naran Jallim		**Role** Primary Contact		**Contact** njallim@liberty.edu	

Appendix F

Dear Faculty,

As a graduate student in the School of Education at Liberty University, I am conducting research as part of the requirements for a doctoral degree in Educational Leadership. Two weeks ago, on XXXX, an email was sent to you inviting you to participate in a research study. This is a follow-up email being sent to remind you to complete the survey if you would like to participate and have not done so already. The deadline for participation is XXXX.

If you choose to participate, you will be asked to take a brief survey consisting of 53 questions. It should take approximately 20 minutes to complete the survey. Participation is anonymous, and no personally identifying information will be collected.

To participate, please go to https://www.surveymonkey.com/r/2CRJ5BH to complete the survey.

A consent document is provided as the first page prior to the survey. The consent document contains additional information about the research, but you do not need to sign and return it. Please click on the survey link at the end of the consent information to indicate that you have read the consent information and would like to participate in the survey.

Sincerely,

Naran Jallim

njallim@liberty.edu

Liberty University Doctoral Candidate

Appendix G

Consent

Title of the Project: Workplace Spirituality and Job Satisfaction of Christian College and
University Faculty as Moderated by Positive Psychology
Principal Investigator: Naran Jallim, Liberty University, Doctoral Candidate

Invitation to be Part of a Research Study

You are invited to participate in a research study. To participate, you must be a faculty member
at a Christian college or university. Taking part in this research project is voluntary.

Please take time to read this entire form and ask questions before deciding whether to take part in
this research.

What is the study about and why is it being done?

The purpose of the study is to determine whether the positive psychology elements of subjective
well-being and positive character strength moderate the relationship between workplace
spirituality and job satisfaction. The study will help answer the need to investigate job
satisfaction using elements of positive psychology and to investigate the phenomena of
workplace spirituality as a job resource in the working environment

What will happen if you take part in this study?

If you agree to be in this study, I will ask you to do the following things:
1. Complete an online survey. The survey should take about 20minutes to complete.

How could you or others benefit from this study?

Participants should not expect to receive a direct benefit from taking part in this study.

Benefits to society include furthering the research on workplace spirituality and adding to the
body of knowledge regarding job satisfaction through the lens of positive psychology.

What risks might you experience from being in this study?

The risks involved in this study are minimal, which means they are equal to the risks you would
encounter in everyday life.

How will personal information be protected?

The records of this study were kept private. Research records were stored securely, and only the
researcher will have access to the records.
- Participant responses were anonymous.
- Data were stored on a password-locked computer and may be used in future
  presentations. After three years, all electronic records were deleted.

How will you be compensated for being part of the study?

Participants will not be compensated for participating in this study.

Is study participation voluntary?

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with Liberty University. If you decide to participate, you are free to not answer any question or withdraw at any time prior to submitting the survey without affecting those relationships.

What should you do if you decide to withdraw from the study?

If you choose to withdraw from the study, please exit the survey and close your internet browser. Your responses will not be recorded or included in the study.

Whom do you contact if you have questions or concerns about the study?

The researcher conducting this study is Naran Jallim. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact him at ███████████, or email at njallim@liberty.edu. You may also contact the researcher's faculty sponsor, Dr. Benny Fong, at ████████████

Whom do you contact if you have questions about your rights as a research participant?

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA 24515 or email at irb@liberty.edu.

Disclaimer: The Institutional Review Board (IRB) is tasked with ensuring that human subjects research will be conducted in an ethical manner as defined and required by federal regulations. The topics covered and viewpoints expressed or alluded to by student and faculty researchers are those of the researchers and do not necessarily reflect the official policies or positions of Liberty University.

Your Consent

Before agreeing to be part of the research, please be sure that you understand what the study is about. You can print a copy of the document for your records. If you have any questions about the study later, you can contact the researcher using the information provided above.

Appendix H

Name:	Naran Jallim
Institution:	Liberty University
Project:	Doctoral Dissertation-
Date:	08/02/2021
Prepared by:	Naran Jallim

Purpose

Favoring Fair Use

☐ Teaching (including multiple copies for classroom use)

☒ Research

☐ Scholarship

☐ Nonprofit educational institution

☐ Criticism

☐ Comment

☐ News reporting

☐ Transformative or productive use (changes the work for new utility)

☐ Restricted access (to students or other appropriate group)

☐ Parody

Opposing Fair Use

☐ Commercial activity

☐ Profiting from the use

☐ Entertainment

☐ Bad-faith behavior

☐ Denying credit to original author

Nature

Favoring Fair Use

- ☒ Published work
- ☐ Factual or nonfiction based
- ☐ Important to favored educational objectives

Opposing Fair Use

- ☐ Unpublished work
- ☐ Highly creative work (art, music, novels, films, plays)
- ☐ Fiction

Amount

Favoring Fair Use

- ☐ Small quantity
- ☐ Portion used is not central or significant to entire work
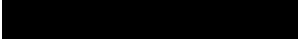- ☒ Amount is appropriate for favored educational purpose

Opposing Fair Use

- ☒ Large portion or whole work used
- ☐ Portion used is central to or "heart of the work"

Effect

Favoring Fair Use

- ☒ User owns lawfully purchased or acquired copy of original work
- ☐ One or few copies made
- ☒ No significant effect on the market or potential market for copyrighted work
- ☐ No similar product marketed by the copyright holder
- ☐ Lack of licensing mechanism

Opposing Fair Use

- ☐ Could replace sale of copyrighted work
- ☐ Significantly impairs market or potential market for copyrighted work or derivative
- ☐ Reasonably available licensing mechanism for use of the copyrighted work
- ☐ Affordable permission available for using work
- ☐ Numerous copies made
- ☐ You made it accessible on the Web or in other public forum
- ☐ Repeated or long-term use

Hailey Mooney ███████████████████

To: Jallim, Naran

Cc: copyright <copyright@umich.edu>

Tue 8/3/2021 11:52 AM

Hi Naran,

The copyright for the <mark>Michigan</mark> Organizational Assessment Questionnaire is not held by the U-M Library. I checked and the MOAQ is published in full in the Cammann et al (1983) book published by Wiley. The PsycTests database indicates that MOAQ is not a fee-based commercially available test instrument, although it does indicate to contact the publisher for permission. My opinion is that since it is fully available in the book and that you are not using it for commercial purposes it would likely be a fair use to use it in your doctoral study. Usually it is only when psychological tests are commercially published and access to them is directly managed by that publisher behind a fee/pay-wall that you would need to pay the publisher to secure access and permission to use.

I have copied my colleagues in the Copyright Office here to help substantiate my assessment of the situation. (Hello copyright colleagues! --- would you please take a look at this question and help to answer?)

Sincerely,
Hailey

Hailey Mooney
Psychology & Sociology Librarian
Lecturer in Sociology
University of <mark>Michigan</mark> Library
http://www.lib.umich.edu/users/haileym
Schedule a research consultation appointment

Nathan Bowling
Wright State University

28th Sep, 2016

The Michigan Organizational Assessment Questionnaire (MOAQ) is a brief (3-item), public domain scale designed to assess global job satisfaction. I published a meta-analysis a few years ago that documents validity evidence of the MOAQ. Here is the reference to that paper:

Bowling, N. A., & Hammond, G. D. (2008). A meta-analytic examination of the construct validity of the Michigan Organizational Assessment Questionnaire Job Satisfaction Subscale. Journal of Vocational Behavior, 73, 63-77. doi: 10.1016/j.jvb.2008.01.004

Appendix I

REQUEST TO USE SPIRIT AT WORK SCALE FOR RESEARCH ONLY

I request permission to copy the Spirit at Work Scale (*SAWS*) for use in my research entitled

> Workplace spirituality and job satisfaction of Christian college and university faculty, as moderated by positive psychology

In exchange for this permission,

I agree to include additional scale items as identified by Dr. Kinjerski.

I agree to submit to Dr. Kinjerski the following:

1. An abstract of my study purpose and findings (or a copy of article if published), which includes the correlations between the *SAWS* scale scores and subscale scores, and any other measures used in my study. (This will be used by Dr. Kinjerski to assess construct validity).
2. The reliability coefficient as computed on the total instrument and identified subscales from my sample (Cronbach's alpha).
3. Data (anonymous) of each subject's score on the instrument.
4. Any other information or findings that could be helpful in assessing the reliability or validity of the instrument (e.g. problems with items, comments from subjects, other findings).

This data will be used to establish a normative data base for clinical populations. No other use will be made of the data submitted. Credit will be given in reports of normative statistics that make use of the data submitted for pooled analyses.

Digitally signed by N
DN: cn=N, o, ou,
email=n_Jallim@live.com, c=US
Date: 2022.06.05 21:55:50 -04'00'

06/05/2022

_____   _____
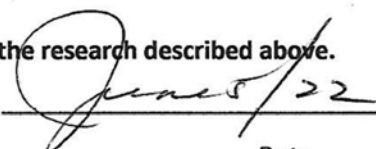   *Signature*   *Date*

Name, Position, Email and Full Address:

Student   *Advisor*

Naran Jallim   Dr. Benny Fong
_____   _____

33 Spring Hill Lane, Bethel, CT 06801, USA
_____   _____

njallim@liberty.edu/ njallim@gmail.com
_____   _____

_____   _____

Permission is hereby granted to copy the SAWS for use in the research described above.

_____   _June 5/22_____

            Val Kinjerski, PhD   Date

Kaizen Solutions
for human services

82 Lancaster Cr.| St. Albert, AB |T8N 2N8 | 780.459.2588

Appendix J

Recruitment Flyer (Facebook)

Research Participants Needed

Workplace Spirituality and Job Satisfaction of Christian College and University Faculty, as Moderated by Positive Psychology

- Do you work at a Christian college or university?
- Are you a faculty member?

If you answered **yes** to both questions, you are eligible to participate in this job satisfaction research study.

The purpose of this research is to understand the relationship between workplace spirituality and job satisfaction of Christian college and university faculty and to determine whether the positive psychology elements of subjective well-being and positive character strength moderate this relationship. Participants were asked to complete an anonymous online survey (20 minutes).

The study is being administered using Survey Monkey online.

https://www.surveymonkey.com/r/2CRJ5BH

Naran Jallim, a doctoral candidate in the School of Education at Liberty University, is conducting this study.
Please contact Naran Jallim at ▮▮▮▮▮▮▮▮ or njallim@liberty.edu for more information.

Liberty University IRB – 1971 University Blvd., Green Hall 2845, Lynchburg, VA 24515