Workplace Spirituality and Knowledge Management in Higher Educational Institutions: An Empirical Study

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Abstract— A confident and effective education system focuses not only on economic, social and cultural growth of learning groups but also on spiritual growth. Reinforcing the spiritual component of faculty helps the learner to process knowledge in complexities and also to formulate a good philosophy towards life. The paper takes an analytical approach to understand and measure the impact of workplace spirituality (WS) on the process of knowledge management (KM) in higher educational institutions (HEIs). Workplace spirituality is contextually considered as mindset and system with which employees perceive meaningfulness at work through understanding dynamics of their inner life. Knowledge management at workplace, not much understandable concept by academic institutions, is studied deeply and hence highlighted its importance of its effective implementation in the paper. The core execution of KM depends on how employees perceive Knowledge Incubation, Deposition, Assessment, Application, Dissemination at workplace and knowledge sharing intention (KSI). A total of 610 faculty/lecturers, from selected HEIs participated in the survey. The study is among very few, to empirically investigate KM in academic institutions and the impact of WS on KM and KSI. The results confirmed significant positive association of spirituality dimensions with core and effective practices of KM. WS found to be strong predictor of KSI. The findings highlight the necessity of suitable management intervention for integrating spiritual culture in HEIs and for fostering suitable strategies to accelerate KSI of faculty.

Keywords— Workplace Spirituality, Knowledge Management, Knowledge Sharing Intention, Reinforcement.

1. INTRODUCTION

The demand for efficient usage of existing knowledge and creation of new knowledge is ever growing. Current society is in need of more sustainable organizations and educational institutions. We are in need of more learning organizations and knowledge workers who can grasp the volatility and ambiguity of situations and create new knowledge accordingly. Precisely knowledge management is more essential now, of all times (**Friehs,**

2013). Now the rising question in the research world is; who need knowledge management more? The association of organization with knowledge management is always viewed in terms of gaining competitive advantage. The insight into the topic clears that 'knowledge is the most unique aspect of organization' and cannot be copied by others because of its tacit form. The tacit form of knowledge, in other words 'human capital' is the significant asset of organization. This is the reason why organizations are always looking forward for human resource quality and its development (**Adawiyah et al., 2011**). So human resources with effective tacit knowledge management capability can bring sustainability to the firms. Academic institution is the place where every person learns mostly about the knowledge management capabilities. They are like power houses of knowledge where it flows from teacher to student. The knowledge and literature improperly managed in academic environment turns into grey literature and has adverse effects (**Dhamdhere, 2015**). Academic institutions are the responsible places for creation of new knowledge and dissemination of good knowledge into the society. Organizations have to achieve firm control over creation, utilization, distribution, and storage of knowledge and later on converting it into asset that sustains benefits for longer period (**Nonaka & Takeuchi, 2019; Wang & Noe, 2010).** Hence an academic institution needs knowledge management more than any other organization.

In this context, organizations must encourage employees to pursue meaningful tasks that foster the integrity, trust and loyalty towards work and process. Employers must formulate humanized strategies and operations at workplace to make employee feel as an individual valuable resource of knowledge as a whole (**Jurkiewicz & Giacalone, 2004**). The theoretical insights of spirituality make it clear that employees who perceive spirituality at workplace prioritize meaning, belongingness and contentment over job descriptions. Workplace spirituality fabricates the organization with high order values and creates a holistic perspective by recognizing spiritual needs of employees (**Kolodinsky et al., 2008**). Spirituality garnered lot of attention from researchers as it is the biggest revelation in human

behaviour at work place. There is research available linking spirituality to creativity, honesty, trust and happiness of employees (**Krishnakumar & Neck, 2002**). Due to this attributes spirituality at workplace has positive influence on organizational effectiveness. Workplace spirituality has significant positive impact on employee commitment (**Jena & Pradhan, 2018**), employee engagement (**Saks, 2011**), job satisfaction (**Mukherjee & Singha, 2019**) etc. the research studies connecting workplace spirituality with knowledge management is very less. The current study is aimed to cover that aspect.

In fact it is not new to discuss that, spirituality holds valuable positive significance at academic institutions. Few institutions included spirituality lessons in their curriculum. There are people who discussed spirituality of students and their academic success (**Skender & Karci, 2013**). But the studies on the spirituality of academicians and its impact on institutional effectiveness are very less. The spirituality of academicians yields dual impact on the effectiveness in teaching and performance of educational organization. Due to these attributes, we may observe that workplace spirituality of academicians holds a positive impact on institutional knowledge management. To discuss this study, we conducted systematic literature review on both variables and compiled methodology to collect secondary data. The next section in this article presents the understandings from literature on workplace spirituality (**WS**) and knowledge management (**KM**) and WS & KM in HEIs.

2. WORKPLACE SPIRITUALITY
Spirituality is individualistic attribute and it differs from religious views. So many people think that being spiritual means being religious as both the terms are proximate in our daily language. Being spiritual means having faith in high order universal values like altruism, social justice, hope, morality, forgiveness, personal growth and belief in optimism (**White J, 2001 ;Skender & Karci, 2013**). Each individual's spiritual path and the way of practice are different. Griffin (188) stated that," *Spirituality in this broad sense is not an optional quality, which we might elect not to have. Every one embodies spirituality, even it is materialistic. It is also, of course, customary to use spirituality in a stricter sense for a way of life oriented around an ultimate meaning and around values other than power, pleasure and possession".* This understanding of spirituality makes one more human. Actually every attempt of individuals towards understanding the truth, understanding universality, wisdom and integrity, takes them near to being spiritual. Work place is no exception for the positive effect of spirituality. Human are basically spiritual beings. They carry their spiritual side along with their attaches into workplaces. All that is required by management and employee is to recognize the fact and nurture it. One of the finest definitions in the literature that explains WS as a whole is given by International Centre for Spirit at Work (**ICSW, 2005**), "*Workplace Spirituality is all about individuals and organizations seeing work as a spiritual path, as an opportunity to grow and to contribute to society in a meaningful way. It is about care, compassion and support for others; about integrity and people being true to them and others. It means individuals and organizations attempting to live their values more fully in the work they do*". The following are the few definitions of WS that are operational at workplace. These definitions give us an understanding about how one can experience spirituality at workplace and what are the components required for it.

Table 1: Multiple Definitions & Dimensions of WS (Source: Review of Literature)

Name of the author	Definition of WS	Implied Dimensions of Spirituality
Ashmos & Duchon (2000)	"WS is defined as acknowledging that employees have an inner life that nourishes them with meaningful work occurring in the context of society.	• Inner Life • Meaningful work • Sense of Community
Neal J.A (17)	"WS can indicate an individual's attempts to living better in the workplace. it is also may indicate the ways in which organizational structure are organized to support the spiritual growth of employees."	• Spiritual Growth
Giacalone & Jurkiewicz (2003)	"WS as a framework of organizational values evidenced in the culture that promotes employee's experience of transcendence through the work process, facilitating their sense of being connected to others in a way that provides feeling of completeness and joy."	• Transcendence through work process • Sense of community

Asher & Lane Maher	"WS as an innate and universal search for transcendent meaning in one's life involves a desire to do purposeful work that serves others and to be part of a principled community and a yearning for connectedness and wholeness that can only be manifested when one is allowed to integrate his/her inner life with one's professional role in the service of greater good."	• Transcend Meaning • Purposeful work • Sense of Community • Connectedness and Wholeness
Kinjerski, V & Skrypnek (2006)	" A state of situation being characterized as an engaging in work perceived as a higher goal and in line with the personal values of an individual , through a spiritual connection to something greater than themselves, through the sense of community and inner-connectedness and by unifying the experience of transcendental divinity."	• Spiritual Connection • Meaning and purpose in work • Sense of Community • Mystical experience
Milliman et al.,2003	"WS is state of greater experience for meaningful work, sense of community and alignment of one's values with organization."	• Meaningful Work • Sense of Community • Coherent of Organizational values
Petchsawanga & Duchon., 2009	"WS is about feeling connects with and having compassion toward others, experiencing a mindful inner consciousness in the pursuit of meaningful work and that enables transcendence."	• Compassion • Mindfulness • Meaningful work • Transcendence

From the above table it is observed that WS is multi dimensional and all the variables are interconnected with one another. So while selecting variables one must be clear about not leaving a variable alone.

Because of multiple perspectives it is essential for scholars to understand the essence and formulate their own operational definition of WS especially in empirical investigations.

2.1 Workplace Spirituality in HEIs

The success of education sector depends on the greater potentials of teachers. The contentment and devotion of teachers decides the progress of the organizations. Precisely teachers with high Workplace Spirituality can be able to perceive contentment and devotion in profession (**Namita Rajput et al., 2020**).

The best way to incorporate WS at workplace is impart social control and profound values. Identify the best values that are suitable and manageable for organization and try to align that with individuals is the best way (**Pawar, 2008**). The values and beliefs of teachers reflect in their teaching process.

Hence nourishment of their spiritual beliefs and values helps them to handle stress and ultimately improves the prosperity, efficiency, reliability, duty, satisfaction and high morale. Imagine the outcome of their teaching effectiveness, if teachers exhibit their spiritual components in their work process (**Jurkiewicz and Giacalone, 2004**). Nurturing WS of teachers is nothing but nurturing high morale students.

For so many teachers teaching is a profession by "call". Hence the environment in which they work and the vibe of the energy they invest is essential. Several factors like dynamic independence, reward framework, learning opportunity influence the teacher a lot to contribute to academic achievements (**Eklund, 2009**). Educational institutions in India need WS no as we travelled far from our traditional practice of "**Guru Sishya Parampara**" which is the ethereal representation of meaningful experiences between teacher and student (**Ananthanarayanan, 2011**).

The main aspect our traditional teaching method is the emotional, intellectual and spiritual bonding of teacher and student.

We replaced that with the concept of dynamism which lacks the spiritual bonding concept. It's time to rethink and relearn about our traditional teaching methods and its requisites.

3. KNOWLEDGE MANAGEMENT

Problem solving, decision making and dealing with change have been the constant KPAs and critical points for any organization.

The success of any organization lies in the availability of knowledge at right time for right decisions. Now a day it depends on the availability and effect utilization of intangible assets and primary knowledge.

It has been pointed out that, knowledge is the only economic resource and only thing survives during change and crisis (**Drucker, 1994**). the intangible assets

are more prominent for business along with land, labor and money. Therefore, the management of intangible assets is inevitable, Knowledge Management (KM). It has become quite popular among organizations during 1990s. There are multiple perspectives, definitions, process to implement, benefits and approaches defined in the literature.

Macintosh (1996) defined KM as "identification and analysis of available and required knowledge, and the subsequent planning and control of actions to develop knowledge assets so as to fulfill organization objectives." According to **Jordan & Jones (1997)** knowledge management spread across five categories namely: i) Knowledge Acquisition- sourcing and creation of knowledge; ii) Knowledge Application – Problem solving; iii) Knowledge Dissemination-sharing of knowledge with all levels of people; iv) Knowledge Property- Value creation through optimal innovation; v) Knowledge deposition –Memory. **Rastogi (2000)** tried to define the real essence of KM at workplace.

He defined KM as "A systematic and integrative process of coordinating organization wide activities of acquiring, creating, storing, sharing, diffusing, developing and deploying knowledge by individuals and groups in pursuit of the large organizational goals". The major part of KM is contributed by **Knowledge sharing Intention (KSI)** of both organization and employees. The principles of KM proposed by Wheatley (2001) focused on the element of KSI.

These six principles state the importance of human element and KSI in the effective implementation of KM. i) Human beings create knowledge ii) People genuinely like to create and share knowledge iii) Everybody is a knowledge worker iv) people choose to share knowledge v) organizational support can enhance KSI of people vi) KM is not about technology it's about Human.

There are profound number of studies in literature that identified the strong correlation between KSI of employees and amplified productivity **(Khari & Sinha, 2018).** Knowledge centered culture in organization improves KSI of employees add achieve inter departmental coordination.

The culture and structure of organization is tending to influence the tacit knowledge transfer between people and multiple departments. Literature suggested that there may be few possibilities of misconceptions in terms of understanding the benefits of effective knowledge management by organizations.

3.1 Knowledge Management in HEIs
The studies on KM in Higher education in India are very minimal. Education sector is a knowledge based system. In my perspective HEIs need KM more. **Rowley (2000)** conducted the study on same subject; Does HE need KM or not and stated KM is essential for universities and higher education colleges.

The study asserted the need of change in the value system, reward system and cultural system of education sector. Many researchers conducted studies on Knowledge sharing attitude of teachers and its effect on teaching process and students. There are studies addressed about collaboration between peers, intervention of technology, adaptation of technology in KM, KM process for student development etc. but the part where KM caters for the need of organizational effectiveness is a bit ignored. So it is the high time for the scholars to think about the purpose of studying KM in HEIs like: are we ready for KM implementation? are teachers ready to embrace KM process, if so, what is the organizational support? can we prepare a unique model for KM for HEIs? What are the key challenges in implementing the KM process in institutions? what is the role of human element in KM? What psychological component reinforces KM implementation? Etc. This study is an attempt to focus on some of the former questions.

## 4. OBJECTIVES OF THE CURRENT STUDY
- To find out whether any significant relationship exists between Workplace spirituality and Knowledge Management process.
- To study the impact of Workplace Spirituality on Knowledge Sharing Intention.

5. RESEARCH HYPOTHESIS
- **H01:** There exists no relationship between perception of WS and KM.
- **H1:** There exists a significant positive relationship between perception of WS and KM.
- **H02:** Workplace Spirituality has no influence on Knowledge Sharing intention of academicians.
- **H2:** Workplace Spirituality positively influences Knowledge sharing intention of academicians.

6. CONCEPTUAL FRAMEWORK:
The study proposes the initial framework formulated based on theoretical implications and personal observation, to be tested empirically that examine the relationship between WS and KM &KSI.

Figure 1: Conceptual Framework of Current Study
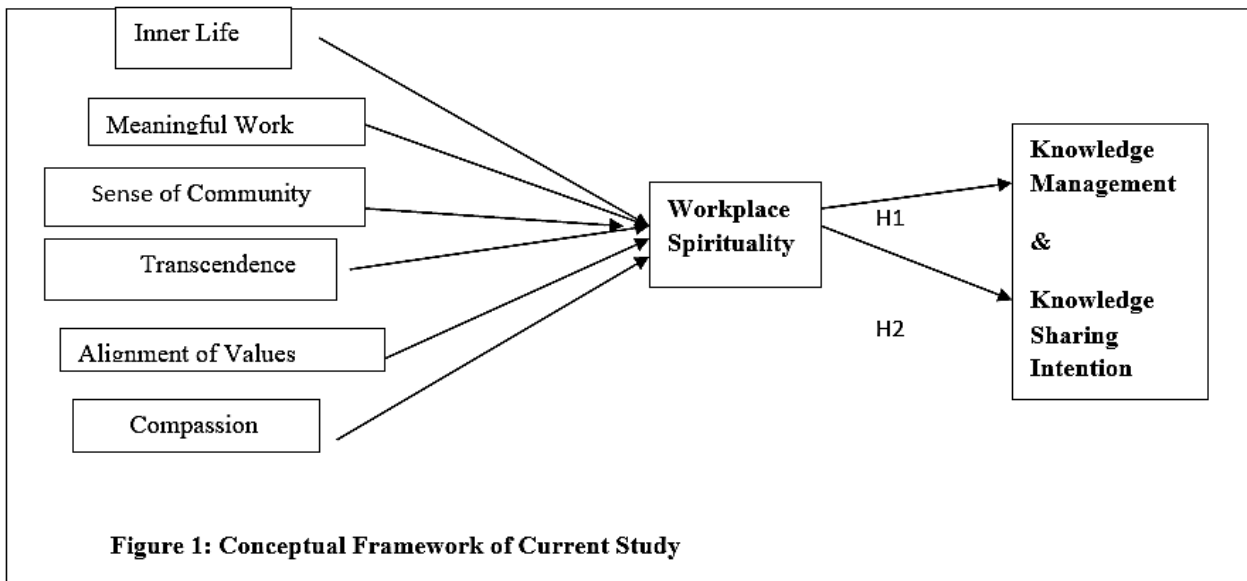
7. METHODOLOGY OF THE STUDY

The current explored the connection between WS and KM in selected higher educational institutions located in Coastal Andhra Pradesh, a state in India. The study is descriptive in nature and based on survey.

- ✓ **Target Institutions**: The study has been confined to the private engineering and management colleges in north coastal Andhra Pradesh.
- ✓ **Nature of Sample:** Faculty of engineering and Management working in selected colleges.
- ✓ **Sampling Method:** Total Population:
  - ▪ **Criteria for selection:** faculty working in engineering and management streams and enrolled in research work.
- ✓ **Sample Size:** the calculation of sample size is based on the formulae mentioned below

$$n = N \ X/ \ [(N-1) \ E2 + X]$$
$$X = Z \ (c \ / \ 100)2 \ r \ (100\text{-}r)$$
$$E = Sqrt \ [(N\text{-}n) \ X \ / \ n \ (N\text{-}1)]$$

- ✓ **Note: n-** sample size**, N-**Population Size**, r-** Fraction of Responses**, Z(c/100)**- Critical Value, **c**- Confidence Level**.(Saadatain, 2012)**

  Therefore the sample size calculated according to the formula is 280, as per the formula. Total of 610 faculty participated in the study. Hence sample size is justified.

7.1 Data Collection

Data for the current study has been collected from both primary and secondary sources. Primary Data was collected from the sample selected based on random sampling technique through a structured questionnaire. It also contains a cover document having a request letter and the purpose of their participation in the survey. Secondary Data was collected from various documented sources such as books, journals, reports and research databases and other published sources. The questionnaires were distributed to the respondents through email and by hand to approachable. The universe of the study is 12000, out of which 650 questionnaires were distributed and managed to get the response from 610 participants after a long wait. The survey was conducted during the period of February to December 2020. This is during the pandemic that prevailed all over the world. Due to which there was a bit delay in getting the rightful response from the participants.

7.2 Data Analysis

7.2.1 Measuring Instruments

The measuring instruments for WS, KM and KSI were carefully compiled and adapted from the literature based on the operational definitions of the current study. Response description for each item in all instruments was given on a 5-point likert scale ranging from 5 – strongly Agree to 1 –Strongly Disagree.

Workplace Spirituality (WS)

To measure WS, the scale has been compiled from the literature. The dimensions selected for WS based on the review of literature are Inner Life, Compassion, Sense of Community, Alignment of Values and Transcendence. For measuring Inner Life, Sense of Community, Meaningful Work the questionnaire compiled by **Ashmos and Duchon (2000)** was adapted. For measuring Alignment of Values, the questionnaire compiled in the instrument of **Milliman et al,. (2003)** was adapted. For measuring Transcendence, **Petchsawang and Duchon (2009)** instrument was

adapted. For measuring Compassion, **Jena and Pradhan (2018)** instrument was adapted. in the total 35 items questionnaire, items like 'I see a connection between work and social good'; 'I look forward coming to work' measure Meaningful work (**WSMW**). Items like 'I always feel a part of community'; 'I think employees are linked with common purpose' measures Sense of Community (**WSSC**). Items like 'My organization is concerned about poor'; 'My organization has a conscience' measures Alignment of Values (**WSAV**). Items like 'I feel hopeful about life'; 'I consider myself as a spiritual person' measures Inner Life (**WSIL**). Items like 'At times I experience happiness at work'; 'I have moments at work which I have no sense of time or space' measures Transcendence (**WSTD**). Items like 'Iam aware of my coworkers' needs'; 'I can easily put myself in other people's shoes' measures Compassion (**WSC**).

Knowledge Management (KM)

The KM scale in this study used to measure knowledge management practices in higher educational institutions was adapted from the instrument developed by **Filius et al (2000).** The dimensions of the scale consist of Knowledge Incubation, Knowledge Deposition, Knowledge Dissemination, Knowledge assessment and Knowledge Application. Very minimal changes to the scale were performed to make it suitable for selected scope of the study.

The 26 item scale measures the extent to which faculty experience KM in day to day process of their work. Items like ' If needed ,our institution hires new staff members who possess missing knowledge' measures Knowledge Incubation (**KI**); 'Failures and success are evaluated and lessons learnt are set down' for Knowledge Deposition (**KD**); 'Regular meetings are organized, at which professional matters are discussed' for Knowledge Dissemination (**KD**); 'New ideas and insights lead, if necessary, to redesigning work processes and design' for Knowledge Assessment (**KA**); 'One of our strong qualities is combining our specializations in multi-disciplinary teams' for Knowledge Application (**KAP**).

Knowledge Sharing Intention (KSI)

The instrument to measure Knowledge Sharing Intention or Behaviour among faculty was adapted from **Van den Hoff and De Ridder (2004)**. The 14 items scale measure KSI conceptualized in two sub-dimensions like knowledge donation and knowledge collection among themselves. Some of the items are 'Knowledge sharing with my co-workers within my department is considered a s normal thing'; 'When I have learned something new, I tell my co-workers about it'.

Demographic Profile: The control variables for the study includes: Age, Gender, Qualification, Designation, Total years of teaching Experience, Total period of research experience, No. of Publications, Awareness about WS and KM.

7.2.2 Reliability and Validity

The reliability of three scales used in the current study was measured through Cronbach Alpha test. The test has been run in SPSS 20 and the results were listed below in *Table 2*.

Table 2: Reliability scores of WS, KM and KSI

Variables	Cronbach's Alpha	No of Items
Workplace Spirituality(WS)	0.865	35
Knowledge Management Practices (KM)	0.921	26
Knowledge Sharing Intention (KSI)	0.805	14

Source: Survey, **N=610**.

The alpha coefficients of all scales are above 0.5, which represents relatively high internal consistency scores. Hence the instruments adapted are considered as consistent and reliable to measure the appropriate constructs of the study.

8. RELATIONSHIP BETWEEN WS AND KM

Simple linear regression has been used to understand the relationship between dependent (KM) and independent variables (WS).

8.1 Knowledge Incubation/ Creation (Ki)

Table 3: Regression model of Knowledge Incubation and Employee Workplace Spirituality among employees of Higher Educational Institutions

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.731[a]	.534	.529	.86718

a. Predictors: (Constant), WSC, WSMW, WSIL, WSAV, WSTD, WSSC

From the above table it is observed that the correlation coefficient R= .731 it indicates the relation between Workplace Spirituality and Knowledge Incubation Parameter of Knowledge Management is constructive and both alter in the identical path. The coefficient of variance R^2 shows that 53.4% of the deviation in the dependant factor (Knowledge Incubation) is explained by the independent factor (Workplace Spirituality). The adjusted R^2 mentioned in the above table shows the generalizability of the model. It enables generalizing the result obtained from the select Higher Educational Institutions employees to the universe. It is observed that the value of adjusted R^2= .529 is close to the value of R^2 = .534. If the adjusted R^2 is expelled from the R^2 the value will be (.534-.529= .005). This sum of decrease means that if the sample universe participates in the research and the model has been fitted then, there will be 0.5% less difference in the outcome.

ANOVAᵃ						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	519.788	6	86.631	115.200	.000ᵇ
	Residual	453.461	603	.752		
	Total	973.249	609			
a. Dependent Variable: KI						
b. Predictors: (Constant), WSC, WSMW, WSIL, WSAV, WSTD, WSSC						

The Analysis of Variance (ANOVA) allows researchers to test the null hypothesis statistically. The above table shows the result of ANOVA test, where the F ratio = 115.200 and the P- value <0.05, this outcome indicates that there is less than 5% change that an F ratio of this value would be occur only coincidentally. Since the P-value is lesser than the significant level (0.05), the null hypothesis is rejected and alternative hypothesis is accepted signifying that Workplace Spirituality affects Higher Educational Institutions Employees Knowledge Incubation.

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.708	.137		5.158	.000
	WSMW	-.150	.052	-.149	-2.875	.004
	WSSC	.193	.096	.184	2.018	.044
	WSAV	.265	.085	.254	3.108	.002
	WSIL	.372	.060	.368	6.182	.000
	WSTD	-.108	.060	-.115	-1.802	.072
	WSC	.256	.039	.283	6.656	.000
a. Dependent Variable: KI						

The result in the above coefficient table revealed that the Workplace Spirituality affects Higher Educational Institutions Employees Knowledge Incubation.

8.2 Knowledge Deposition (Kd)

Table 4: Regression model of Knowledge Deposition and Employee Workplace Spirituality among employees of Higher Educational Institutions

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.717ᵃ	.515	.510	.88274
a. Predictors: (Constant), WSC, WSMW, WSIL, WSAV, WSTD, WSSC				

From the above table it is observed that the correlation coefficient R= .717 it indicates the relation between Workplace Spirituality and Knowledge Deposition Parameter of Knowledge Management is constructive and both alter in the identical path. The coefficient of variance R^2 shows that 51.5% of the deviation in the

dependant factor (Knowledge Deposition) is explained by the independent factor (Workplace Spirituality). The adjusted R^2 mentioned in the above table shows the generalizability of the model. It enables generalizing the result obtained from the select Higher Educational Institutions employees to the universe. It is observed that

the value of adjusted $R^2 = .510$ is close to the value of $R^2 = .515$. If the adjusted R^2 is expelled from the R^2 the value will be (.515-.510= .005). This sum of decrease means that if the sample universe participates in the research and the model has been fitted then, there will be 0.5% less difference in the outcome.

ANOVAᵃ						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	497.946	6	82.991	106.503	.000ᵇ
	Residual	469.877	603	.779		
	Total	967.823	609			
a. Dependent Variable: KD						
b. Predictors: (Constant), WSC, WSMW, WSIL, WSAV, WSTD, WSSC						

The Analysis of Variance (ANOVA) allows researchers to test the null hypothesis statistically. The above table shows the result of ANOVA test, where the F ratio = 106.503 and the P- value <0.05, this outcome indicates that there is less than 5% change that an F ratio of this value would be occur only coincidentally. Since the P-

value is lesser than the significant level (0.05), the null hypothesis is rejected and alternative hypothesis is accepted signifying that Workplace Spirituality affects Higher Educational Institutions Employees Knowledge Deposition.

Coefficientsᵃ						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.744	.140		5.324	.000
	WSMW	-.098	.053	-.098	-1.844	.066
	WSSC	.137	.097	.131	1.405	.160
	WSAV	.281	.087	.271	3.246	.001
	WSIL	.394	.061	.390	6.424	.000
	WSTD	-.064	.061	-.069	-1.048	.295
	WSC	.167	.039	.185	4.261	.000
a. Dependent Variable: KD						

The result in the above coefficient table revealed that the Workplace Spirituality affects Higher Educational Institutions Employees Knowledge Deposition.

8.3 Knowledge Dissemination (KDM)

Table 4: Regression model of Knowledge Dissemination and Employee Workplace Spirituality among employees of Higher Educational Institutions

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.716ᵃ	.512	.507	.88296
a. Predictors: (Constant), WSC, WSMW, WSIL, WSAV, WSTD, WSSC				

From the above table it is observed that the correlation coefficient R= .716 it indicates the relation between Workplace Spirituality and Knowledge Dissemination Parameter of Knowledge Management is constructive and both alter in the identical path. The coefficient of variance R^2 shows that 51.2% of the deviation in the dependant factor (Knowledge Dissemination) is

explained by the independent factor (Workplace Spirituality). The adjusted R^2 mentioned in the above table shows the generalizability of the model. It enables generalizing the result obtained from the select Higher Educational Institutions employees to the universe. It is observed that the value of adjusted $R^2 = .507$ is close to the value of $R^2 = .512$. If the adjusted R^2 is expelled from

the R^2 the value will be (.512-.507= .005). This sum of decrease means that if the sample universe participates in the research and the model has been fitted then, there will be 0.5% less difference in the outcome.

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	493.785	6	82.297	105.561	.000[b]
	Residual	470.109	603	.780		
	Total	963.894	609			
a. Dependent Variable: KDM						
b. Predictors: (Constant), WSC, WSMW, WSIL, WSAV, WSTD, WSSC						

The Analysis of Variance (ANOVA) allows researchers to test the null hypothesis statistically. The above table shows the result of ANOVA test, where the F ratio = 105.561 and the P- value <0.05, this outcome indicates that there is less than 5% change that an F ratio of this value would be occur only coincidentally. Since the P- value is lesser than the significant level (0.05), the null hypothesis is rejected and alternative hypothesis is accepted signifying that Workplace Spirituality affects Higher Educational Institutions Employees Knowledge Dissemination.

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.902	.140		6.452	.000
	WSMW	-.152	.053	-.152	-2.854	.004
	WSSC	.149	.097	.143	1.530	.127
	WSAV	.337	.087	.325	3.887	.000
	WSIL	.367	.061	.365	5.990	.000
	WSTD	-.023	.061	-.025	-.385	.701
	WSC	.121	.039	.134	3.090	.002
a. Dependent Variable: KDM						

The result in the above coefficient table revealed that the Workplace Spirituality affects Higher Educational Institutions Employees Knowledge Dissemination.

8.4 Knowledge Assessment (KA)

Table 5: Regression model of Knowledge Assessment and Employee Workplace Spirituality among employees of Higher Educational Institutions

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.487[a]	.237	.230	1.21737
a. Predictors: (Constant), WSC, WSMW, WSIL, WSAV, WSTD, WSSC				

From the above table it is observed that the correlation coefficient R= .487 it indicates the relation between Workplace Spirituality and Knowledge Assessment Parameter of Knowledge Management is constructive and both alter in the identical path. The coefficient of variance R^2 shows that 23.7% of the deviation in the dependant factor (Knowledge Assessment) is explained by the independent factor (Workplace Spirituality). It is observed that the value of adjusted R^2 = .230 is close to the value of R^2 = .237. If the adjusted R^2 is expelled from the R^2 the value will be (.237-.230= .007). This sum of decrease means that if the sample universe participates in the research and the model has been fitted then, there will be 0.7% less difference in the outcome.

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	278.255	6	46.376	31.293	.000[b]
	Residual	893.639	603	1.482		

	Total	1171.894	609			
a. Dependent Variable: KA						
b. Predictors: (Constant), WSC, WSMW, WSIL, WSAV, WSTD, WSSC						

The Analysis of Variance (ANOVA) allows researchers to test the null hypothesis statistically. The above table shows the result of ANOVA test, where the F ratio = 31.293 and the P- value <0.05, this outcome indicates that there is less than 5% change that an F ratio of this value would be occur only coincidentally. Since the P- value is lesser than the significant level (0.05), the null hypothesis is rejected and alternative hypothesis is accepted signifying that Workplace Spirituality affects Higher Educational Institutions Employees Knowledge Assessment.

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.323	.193		6.866	.000
	WSMW	-.208	.073	-.188	-2.831	.005
	WSSC	.333	.134	.289	2.477	.014
	WSAV	.056	.119	.049	.467	.641
	WSIL	.471	.085	.425	5.578	.000
	WSTD	-.153	.084	-.149	-1.820	.069
	WSC	.059	.054	.059	1.085	.278
a. Dependent Variable: KA						

The result in the above coefficient table revealed that the Workplace Spirituality affects Higher Educational Institutions Employees Knowledge Assessment.

8.5 Knowledge Application (KAP)

Table 6: *Regression model of Knowledge Application and Employee Workplace Spirituality among employees of Higher Educational Institutions*

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.400^a	.160	.151	1.18835
a. Predictors: (Constant), WSC, WSMW, WSIL, WSAV, WSTD, WSSC				

From the above table it is observed that the correlation coefficient R= .400 it indicates the relation between Workplace Spirituality and Knowledge Application Parameter of Knowledge Management is constructive and both alter in the identical path. The coefficient of variance R^2 shows that 16.0% of the deviation in the dependant factor (Knowledge Application) is explained by the independent factor (Workplace Spirituality).. It is observed that the value of adjusted R^2 = .151 is close to the value of R^2 = .160. If the adjusted R^2 is expelled from the R^2 the value will be (.160-.151= .009). This sum of decrease means that if the sample universe participates in the research and the model has been fitted then, there will be 0.9% less difference in the outcome.

ANOVA^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	161.902	6	26.984	19.108	.000^b
	Residual	851.548	603	1.412		
	Total	1013.450	609			
a. Dependent Variable: KAP						
b. Predictors: (Constant), WSC, WSMW, WSIL, WSAV, WSTD, WSSC						

The Analysis of Variance (ANOVA) allows researchers to test the null hypothesis statistically. The above table shows the result of ANOVA test, where the F ratio = 19.108 and the P- value <0.05, this outcome indicates that there is less than 5% change that an F ratio of this value would be occur only coincidentally. Since the P-

value is lesser than the significant level (0.05), the null hypothesis is rejected and alternative hypothesis is accepted signifying that Workplace Spirituality affects

Higher Educational Institutions Employees Knowledge Application.

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.764	.188		9.378	.000
	WSMW	-.112	.072	-.109	-1.569	.117
	WSSC	.324	.131	.303	2.470	.014
	WSAV	-.035	.117	-.033	-.296	.767
	WSIL	.341	.082	.330	4.130	.000
	WSTD	-.142	.082	-.149	-1.733	.084
	WSC	.070	.053	.075	1.324	.186
a. Dependent Variable: KAP						

The result in the above coefficient table revealed that the Workplace Spirituality affects Higher Educational Institutions Employees Knowledge Application.

9. WORKPLACE SPIRITUALITY (WS) AND KNOWLEDGE SHARING INTENTION (KSI)

Table 7: *Regression model of Workplace Spirituality and Knowledge sharing Intention among employees of Higher Educational Institution*s

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.322[a]	.104	.095	1.21034
a. Predictors: (Constant), WSC, WSMW, WSIL, WSAV, WSTD, WSSC				

From the above table it is observed that the correlation coefficient R= .322 it indicates the relation between Workplace Spirituality and Knowledge Sharing Intention Parameter of Knowledge Management is constructive and both alter in the identical path. The coefficient of variance R^2 shows that 10.4% of the deviation in the dependant factor Knowledge Sharing Intention is explained by the independent factor

(Workplace Spirituality).. It is observed that the value of adjusted R^2 = .095 is close to the value of R^2 = .104. If the adjusted R^2 is expelled from the R^2 the value will be (.104-.095= .009). This sum of decrease means that if the sample universe participates in the research and the model has been fitted then, there will be 0.9% less difference in the outcome.

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	102.022	6	17.004	11.607	.000[b]
	Residual	883.355	603	1.465		
	Total	985.377	609			
a. Dependent Variable: KMAI						
b. Predictors: (Constant), WSC, WSMW, WSIL, WSAV, WSTD, WSSC						

The Analysis of Variance (ANOVA) allows researchers to test the null hypothesis statistically. The above table shows the result of ANOVA test, where the F ratio = 11.607 and the P- value <0.05, this outcome indicates that there is less than 5% change that an F ratio of this value would be occur only coincidentally. Since the P-

value is lesser than the significant level (0.05), the null hypothesis is rejected and alternative hypothesis is accepted signifying that Workplace Spirituality affects Higher Educational Institutions Employees Knowledge Sharing Intention.

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		

1	(Constant)	1.802	.192		9.407	.000
	WSMW	.054	.073	.054	.743	.458
	WSSC	.365	.134	.345	2.730	.007
	WSAV	-.323	.119	-.308	-2.718	.007
	WSIL	.294	.084	.289	3.502	.000
	WSTD	-.069	.084	-.073	-.824	.410
	WSC	.031	.054	.034	.584	.560
a. Dependent Variable: KMAI						

The result in the above coefficient table revealed that the Workplace Spirituality affects Higher Educational Institutions Employees Knowledge Sharing Intention. It is observed that the hypothesis formulated for the study is accepted. Overall there exist a significant association between the dimensions of WS and KM & KSI. Hence Workplace Spirituality is a construct to be developed within workplaces in order to influence and impart effective Knowledge management and knowledge sharing intention.

10. SUGGESTIONS AND MANAGERIAL IMPLICATIONS

Workplace spirituality and knowledge management are the more essential for organizations now. So it is highly recommended for academic institutions to encourage their faculty to nurture their spiritual components which in turn impact their day to day knowledge management practices and sharing intention. The following are the few suggestions for faculty and management to make this equation possible.

- The faculty must be encouraged to develop their own knowledge repositories within their departments, so as to motivate the young scholars in faculty. They should create a KM to do list for themselves involving some effective assignments like: Mobilizing their tacit knowledge through organizing small talks, sharing their research publications with one another, creating accessibility points for their work notes to juniors, creating multiple sources o learn, identifying and accepting the fact the KM is not an individual but collaborative activity.

- Management must improve their commitment towards the process of incorporating spiritual culture in workplace. it is suggested to encourage the faculty to conduct research on workplace spiritual, as it gives them a chance to understand the role of spirituality in work life. As experts said one cannot become spiritual by reading about it, but by practicing it. They should conduct seminars, symposiums and research conferences to make them aware about the topic. Conducting yoga sessions and wellness programmes are also among compact moves towards spirituality.

- The young generation faculty not only measures their job based on monetary rewards but also assess in terms of how happy and meaningful the environment is. So academic institutions must realize they have extra role behaviour to incorporate happiness and meaningful components.

- Regular interaction between faculty and management about the context of organizational values and its limitations are very essential. Discussions about '**Rights, Respect and Freedom of expression**' of employees within the limitations of workplace are very welcoming and imparts a sense of clarity and belongingness in faculty.

- Training programmes on for channelizing energy of faculty into specific areas like Listening Skills, Crating Meaningful experiences in classroom, Story Telling, Interpersonal Communication, dealing with moods inside the classroom, Tackling Critical Concepts with ease etc will help faculty to do work with more interest and to develop mutual trust on management.

- The most important aspect observed is the problem of ego and negativity among the faculty community which encourages them to hide their innate expertise from each other. To break this, management has to step forward and implement a mentor-mentee relationship right from the recruitment of young faculty. This practice might improve a sense of community and respect towards each other and also their knowledge sharing intention.

- It is very much evident from the study that the current knowledge management practices are not enough in the academic institutions. There is much scope of improvement. Academic institutions can also adapt the well developed KM models of IT industries. The cycle of Creation- Utilization- Application- Assessment- Storage – Sharing of knowledge must be continuous especially in academic institutions. Faculty must encourage more for research publications and discussion sessions about the research publications by faculty are must. This is one way to create accessibility point for tacit knowledge.

11. LIMITATIONS AND SCOPE FOR FUTURE RESEARCH

The current study has certain limitations. Time, fund and energy of the researcher are among the major limitations. Lot of energy draining happened due to the time period of the study. The whole world has been under pressure due to the pandemic. Ironically, the study on Spirituality helped me and the respondents a bit to deal with the stress. It made respondents realize the significance of WS in their work lives. The main limitation is the study may not be generalized under common ground due to small sample and the impact of demographic variables is not measured. This extends the future scope of the study. Any study that involves human component is boundless. The study can be further expanded to other fields. The moderators and mediators can be identified since there exists a significant association between KM and WS. The impact of demographic variables on this relationship can help organizations more for key decisions. Furthermore, the antecedents and consequences of WS in HEIs can be deeply investigated for better outcome.

12. CONCLUSION

The current generation employees are fortunately directed towards the terms like contentment, thinking beyond, flow experience, living in the moment, carpediem philosophies. They intend to carry the same to workplaces. Many surveys indicated that money is not the only motivator now. People are looking forward for actualization of self through work process. The amount stress and strain in working environment needs a handmade strategy. Workplace Spirituality is the answer for all of these questions. Embracing positivity at workplace is no new phenomena. But implementing it with hand in hand is the new phenomena. Coordination and coexistence are the buzz words now. Nurturing Spirituality in workplace can be the beginning step to harmony, sacrifices, interconnectedness, sense of purpose, effective knowledge creation, rationality, tacit knowledge management, consciousness…on the top of all physical and mental well being.

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