Exploring the Impact of Spiritual Leadership on Educator Outcomes: Job Satisfaction, Engagement, Performance, Deviant Behavior, and Turnover Intentions in Academic Institutions

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Abstract
Purpose *– Reliable academic institutions depend on dedicated and great performers in education to provide her high-quality education. However, the problems of employee disengagement, dissatisfaction, deviance, poor performance, and turnover intentions are very serious. In this regard the present study will explore five major objectives. first, to investigate the effect of spiritual leadership on teachers' job satisfaction; second, to examine the influence on employee engagement; third, to determine the effect on workplace deviant behavior and fourth, to evaluate the effect on job performance and fifth, to test its predictive value on turnover intentions among faculty in higher education institutions.*

Design/methodology/approach *– A quantitative, correlational research design was used in the present study. Data were collected from full-time faculty members working in Indian academic institutions through a structured questionnaire. A total of 404 valid responses were analyzed using Structural Equation Modeling (SEM) to test the hypothesized relationships between spiritual leadership and the five outcome variables.*

Findings *– The results indicated a significant positive relationship between spiritual leadership and teachers' job satisfaction ($\beta = 0.718$, $p < 0.001$), employee engagement ($\beta = 0.504$, $p < 0.001$), and job performance ($\beta = 0.582$, $p < 0.001$). Moreover, spiritual leadership was found to have a significant negative impact on turnover intentions ($\beta = -0.227$, $p < 0.001$), suggesting it helps in employee retention. However, the negative relationship between spiritual leadership and workplace deviant behavior was not statistically significant ($\beta = -0.089$, $p = 0.359$), indicating that other factors may influence deviance. Four out of the five hypotheses were supported.*

Originality/value *– The work helps to advance the rapidly growing body of literature on spiritual leadership by empirically confirming its influence on improving some key workplace outcomes in the field of education. It brings to the fore the way that spiritual leadership by means of vision, altruistic love and hope/faith can enhance faculty motivation, satisfaction, and engagement. The present paper provides practical recommendations for academic leaders and administrators willing to develop a positive work culture and enhance teacher performance. Limitations and directions for future research (cross-sectional design and institutional specificity) are discussed as well.*

Keywords *Spiritual leadership, Job satisfaction, Employee engagement, Workplace deviance, Job performance, Turnover intentions, Academic institutions*

Introduction

Employee well-being and performance are important in academic institutions, where leaders struggle to maintain teachers who are happy, involved, and dedicated. High levels of teacher job dissatisfaction or disengagement may cause diminished teaching quality, increased deviant behavior, and increased turnover, all of which threaten the success of an institution. In response, researchers and practitioners have turned to **spiritual leadership** as a leadership style that addresses employees' deeper motivational needs Spiritual leadership accentuates a sense of purpose and calling at work and cultivates a compassionate, values-based organizational culture. This leadership approach incorporates *vision*, *hope/faith*, and *altruistic love* to intrinsically motivate both leaders and followers,

giving them a sense of "spiritual survival" (meaning and membership in their work) In Fry's seminal theory of spiritual leadership, the leader creates a shared vision that imbues work with meaning, demonstrates faith/hope in pursuing that vision, and embodies altruistic love (genuine care, concern, and appreciation for others) By meeting those, spiritual leaders meet followers' very basic needs for calling and membership – the sense that one's work means something and the sense of belonging to a community. Prior studies across various sectors have documented numerous benefits of spiritual leadership for both individuals and organizations. Fry et al. (2005) found that spiritual leadership enhanced employees' **life satisfaction**, organizational commitment, and productivity. Similarly, Chen and Li (2013) noted that spiritual leadership, through its focus on vision and altruistic values, can inspire employees to go beyond their formal roles for the common good. Wang et al. (2019) observed that spiritual leadership addresses the psychological needs of workers and drives intrinsic motivation; consequently, higher performance Arguably, spiritual leadership has also been associated with increased organizational citizenship behaviors and a decrease in negative or counterproductive behaviors. For example, a study in a Confucian cultural context found that spiritual leadership helps protect company resources and **decrease subordinates' wrongdoing** some researchers report that spiritual leadership can mitigate harmful outcomes such as employee burnout, **counterproductive work behaviors**, and turnover intentions; spirituality in the workplace more broadly (a concept related to spiritual leadership) has been associated with higher job satisfaction and engagement and lower employee turnover, suggesting that spiritual leadership could be a powerful approach for academic institutions to improve teachers attitudes and behaviors.

Literature Review and Hypothesis Development

H1. Spiritual leadership significantly predicted teachers' job satisfaction, employee engagement, workplace deviance behavior, job performance, and employee turnover.

Spiritual leadership, conceptualized by Fry in 2003, is a value-based model that addresses the spiritual needs of employees through vision, altruistic love, and hope/faith. It creates an intrinsic motivation and sense of purpose, which are needed to influence diverse individual and organizational outcomes. This style of leadership has been increasingly recognized as an all-encompassing approach to developing good psychological states and better attitudes and behaviors related to work in various institutional settings, including academia. The most common outcome of spiritual leadership writing was job satisfaction. This refers to how an individual or an employee feels and thinks about their job experiences. Fry et al. (2005) suggest that spiritual leaders improve job satisfaction by making work meaningful to employees, thus making them feel valued and respected through the creation of a strong vision and enactment of altruistic love. Spiritual leaders serve to bring personal values in line with institutional objectives to enhance educators' satisfaction (Chen & Yang, 2012). Pio and Lengkong (2020) confirmed this claim, arguing that spiritual leadership highly promotes job satisfaction in the educational context by providing virtues of emotional and ethical support. Employee engagement, which is closely related, includes vigor, dedication, and immersion in one's work. The more teachers feel that the work they do is significant and that they belong to a proper supportive community, the higher their engagement is. Spiritual leadership meets a higher order of need and generates intrinsic motivation, which is important for maintaining engagement (Reave, 2005). Afsar and Rehman (2015) found that spiritual leadership is positively associated with employee engagement because of its emphasis on calling and community. Hunsaker (2022) highlighted its role in cultivating innovative and intensely engaged employees with value-based leadership. Workplace deviance, defined as voluntary behavior that violates organizational norms and harms an institution or its members (Bennett & Robinson, 2000), can be mitigated through an ethical and value-driven environment cultivated by spiritual leadership. Spiritual leaders reinforce ethical standards, foster a sense of accountability, and reduce feelings of alienation, thereby discouraging deviant behavior (Wang et al., 2017). Hutahayan (2020) found that spiritual leadership is inversely related to counterproductive work behavior, suggesting that such leadership styles discourage negative conduct by addressing deeper psychological needs. Thus, job performance includes teaching effectiveness, research output, and institutional service gains through spiritual leadership. Spiritual leaders clarify to teachers through vision and encourage them through hope/faith to set out high yet achievable goals. Fry et al. (2011) report that spiritual leadership boosts performance by enhancing intrinsic motivation and workplace commitment. Riana (2021) also observed that the presence of spiritual leadership in academic institutions improves employee performance by building a sense of purpose and emotional investment in work. Finally, employee turnover, particularly voluntary turnover, remains a pressing issue in academia because of its implications for stability and student learning continuity. Spiritual leadership has been found to significantly reduce turnover intention by increasing job satisfaction, organizational commitment, and sense of belonging (Daniel, 2019). Zakkariya and Aboobaker (2020) pointed out that spiritual leadership minimizes the propensity to abandon an organization, address inner needs, and create emotional connections to the institution. Altogether, there is powerful literature from different organizational and academic contexts that supports the hypothesis that spiritual leadership is a strong predictor of job satisfaction, employee engagement, productivity in a job, and turnover reduction. Regardless of the sometimes intermittent results for workplace deviance has some studies shown, the overall consensus is that spiritual leadership can impact a broad range of attitudes and behaviors on

the part of employees. Thus, this study hypothesizes that spiritual leadership has significant effects on all key outcome variables under consideration.

Spiritual Leadership and Job Satisfaction (H1a)

Job satisfaction is a measure of an employee's satisfaction with work and their environment. It has been posited that spiritual leadership increases job satisfaction because it addresses the higher-order needs of employees and creates a supportive value climate. Inspirational leaders who show a significant vision and express concern provide a purpose to teachers, reducing their satisfaction to a minimum. Previous studies found a positive relationship between spiritual leadership and job satisfaction. Hutahayan (2019) and Pio and Lengkong (2020) discovered that spiritual leadership positively influences employees' job satisfaction. In an educational setting, evidence was laid by Kawiana and Riana (2016) found that spiritual leadership increases the job satisfaction of staff. This is because spiritual leaders are likely to recognize the teacher's efforts, treat them with altruistic love, and make work with a transcendent purpose, which makes work more rewarding. Fry's causal model of spiritual leadership involves employee well-being and life satisfaction as major outcomes, implying that, if leaders satisfy spiritual needs, employees become more satisfied with their working and living lives. Based on this theoretical and empirical support, we assume that spiritual leadership will considerably increase teachers' job satisfaction (H1a).

Spiritual Leadership and Employee Engagement (H1b)

Employee engagement refers to a positive, fulfilling state of mind such as vigor, dedication, and absorption in one's work. Enhanced teachers are passionate, dedicated, and essential for student achievement and the performance of an institution. The role of leadership in terms of engagement cannot be overlooked. Specifically, spiritual leadership has found attention through which employee engagement can be nourished. By cultivating a call and the meaningfulness of their work, spiritual leaders awaken the intrinsic motivation of teachers, who invest more of themselves toward their jobs. They also develop a compassionate and supportive culture that makes teachers feel connected and appreciated, which increases their emotional commitment to work. Spiritual leadership is empirically positively connected to engagement. Recent research in the South African university system has revealed a clear linear positive relationship between spiritual leadership and employee engagement, showing that spiritual leadership principles strongly affect employee engagement. Correspondingly, Pradhan et al. (2022) and Van der Walt (2018) recorded a positive relationship between spiritual leadership and engagement in various fields. Therefore, we expect an increased commitment of faculty to academic institutions led by spiritual leaders. H1b predicts that spiritual leadership positively influences teachers' involvement in work.

Spiritual Leadership and Workplace Deviance (H1c)

Workplace deviant behavior (WDB), as used in this research, consists of voluntary behaviors that contravene organizational norms negatively affecting the organization or its members. However, in a school or university setting, teachers' deviant conduct can take the form of absenteeism, coming late to work, lack of effort, or other destructive work behavioral practices that work against institutional goals. Theory predicts that spiritual leadership can be an intervention to decrease deviant behaviors due to the creation of an ethical value-driven environment and tackling the needs of workers, so that they feel less inclined to behave negatively. Spiritual leaders foster integrity, honesty, and altruism, discouraging staff members from engaging in norm-violating behavior. Wang et al. (2017) believe that spiritual leadership offers a special way of raising resources and reducing subordinates' misconduct. As has been the pattern, a study by Hutahayan (2020) established that spiritual leadership was linked to reduced counterproductive work behaviors meaning that when workers get meaning and assistance from work, they will not be attracted to engage in deviance. In addition, the focus of spiritual leadership on community and membership may instill some accountability and a sense of belonging that may deter bad behavior. Despite this logic, we posit a strong negative relationship between spiritual leadership and workplace deviance among teachers (H1c). That is, teachers will demonstrate less deviant behavior under spiritual leadership in leaders as compared to those not spiritual-oriented in leadership.

Spiritual Leadership and Job Performance (H1d)

Job performance refers to teachers' effectiveness in job responsibilities such as quality of teaching, research output (for higher institutions), and service roles. Spiritual leadership is conceptualized to meet employee performance because it motivates employees internally and constructs an environment for them to soar. Several mechanisms underlie these beneficial effects. First, by providing work with a higher purpose and drawing a connection with personal values, spiritual leaders stimulate higher intuition, which is connected to improved performance and creativity. Second, spiritual leaders state clear and difficult goals in terms of a powerful vision. A clear and common vision was found to advance personal performance by focusing on meaningful goals. Spiritual leadership leaders who are high lead to hope/faith that these daunting targets can be achieved, and teachers are empowered to stay and excel. Third, through their manifestation, spiritual leaders develop leader–follower relations that are based on trust and respect through manifestation of care and altruistic love. It is within this supportive climate that teachers are empowered to take initiative and do extra work without fear, thereby enhancing performance. Based on empirical evidence, spiritual leadership offers performance benefits. For instance, Riana (2021) reported that emanating from an organizational setting concluded that spiritual leadership had a positive impact on employee performance and was often

underlain by the mediating influence of greater commitment. Similarly, Wang et al. (2019) found that spiritual leadership was positively linked to employees' task performance with the adjustment of other leadership styles. The results of spiritual leadership interventions also include the organizational performance outcomes indicated by Fry et al. (productivity, sales growth, etc.) in their research. Thus, we hypothesized that spiritual leadership will have a positive impact on teachers' job performance (H1d).

Spiritual Leadership and Turnover Intentions (H1e)

Employee turnover, particularly voluntary turnover, is an urgent issue for academic institutions that spend heavily on the scouting and grooming of quality teachers. There can be significant results of a high turnover of teachers, which could affect student learning and entail a lot of expenditure in the process of replacement. We look at turnover by turnover intention or to what extent teachers intend to leave their institutions. Spiritual leadership is expected to decrease turnover intention by enhancing employees' work satisfaction, commitment, and sense of belonging. If teachers find their work purposeful (calling) and worth effort (membership) on their part, they are more likely to come to love the institution and are less prone to leave. Previous work has complied with this reasoning. For example, Zakkariya and Aboobaker (2020) reported that a spiritual leadership style positively influences employees' intention to remain with the organization. In addition, studying frontline service employees revealed that the use of spirituality in leadership and work settings was related to reduced turnover intentions. In comprehensive workplace spirituality research, Daniel (2019) found that a high spirit work environment was associated with less turnover, more engagement, and satisfaction by employees. By satisfying teachers' inner wants (thus building loyalty), spiritual leaders probably stop employees from seeking satisfaction elsewhere. Therefore, we posit that spiritual leadership positively and negatively predicts the turnover intentions of academic staff (H1e); that is, under spiritual leadership, teachers will not leave the institution but will stay.

Research Gap: While spiritual leadership has been studied in business, healthcare, and government settings, its impact in educational contexts has been less explored. Academic institutions differ in structure and purpose, and teachers' roles carry unique stressors (such as emotional labor, high workloads, and societal expectations) that might be alleviated by value-based meaningful leadership. There is a need for empirical research to verify whether the benefits of spiritual leadership hold true for teacher outcomes such as job satisfaction, engagement in teaching, deviant behaviors (e.g., absenteeism or withdrawal), job performance, and decisions to stay or leave the institution. To address this gap, the present study investigates **whether spiritual leadership by academic leaders can significantly influence teachers' job satisfaction, engagement, deviance, performance, and turnover intentions**. This study contributes to the literature by providing evidence from the academic sector and testing a comprehensive model of multiple outcomes in one framework.

Methodology

1. **Conceptual Model of the Present Study**
   The conceptual model presented in the current study was constructed to test the hypothesized relationships between spiritual leadership and significant teacher outcomes such as job satisfaction, employee engagement, workplace deviance behavior, job performance, and turnover intention. As the central independent construct, spiritual leadership proposed by Fry (2003) predicted five outcome variables. The model was designed to investigate the direct impact of spiritual leadership on these variables in both academic institutions in Chhattisgarh.

2. **Sampling Region**
   This research took place in the Indian state of Chhattisgarh, which has seen rapid educational and economic growth since its creation in 2000. Chhattisgarh has a wide variety of academic institutions, including public and private schools, colleges, and universities. The state's attention to the development of educational infrastructure and its emerging network of institutions indicated that it is an adequate area for studying the consequences of the elementary practices of leadership in the academic context.

3. **Sampling and Data Collection**
   A **stratified random sampling** technique was employed to ensure a representative sample across multiple strata, namely, **type of institution (school, college, university)** and **ownership (public or private)**. Within each stratum, teaching staff were randomly selected to participate in the survey. A total of **410 questionnaires** were distributed via **email** and **physical copies** through institutional contacts. Of these, **401 complete and valid responses** were received, resulting in a **97.8% effective response rate**. The sample included teaching professionals from a wide demographic spectrum. **58% of the respondents were male** and **42% were female**. This heterogeneity in participants, gained from different institutional types, educational backgrounds, and organizational backgrounds, makes the findings of the study more generalizable across academia in Chhattisgarh.

   Figure 1: Conceptual model of the hypothesized relationships between spiritual leadership (SL) and teacher outcomes. Spiritual leadership is expected to positively influence job satisfaction, employee engagement, and job performance, workplace deviance and turnover intentions (H1a–H1e).
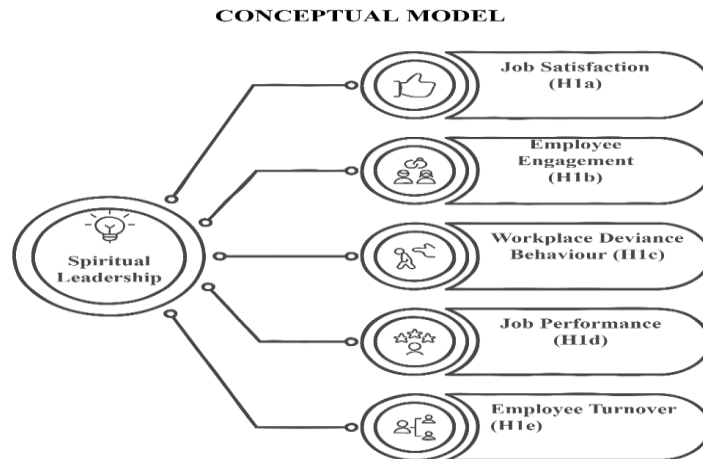
CONCEPTUAL MODEL

Figure 1 Conceptual Framework

4. Research Instrument

The correct adoption of an instrument is important for guaranteeing accuracy in data collection. Similar to other rigorous and scientific studies, the present study applied a series of procedures to select measurement scales and adapt or validate them. First, existing studies were critically analyzed, and validated multi-item scales were found for each construct. The scales were adapted with contextual modifications appropriate for academic institutions and teacher perceptions. The authors used an expanded version of Fry's (2003) Spiritual Leadership Construct. spiritual leadership scale covering six dimensions: **vision, hope/faith, altruistic love, membership, and meaning/calling**. Each dimension included four to six items capturing value-driven leadership practices. **Job Satisfaction** was measured using a 10-item scale, adapted from Arvey and Bouchard (1989). **Employee Engagement** was measured using the **Utrecht Work Engagement Scale (UWES)** developed by Schaufeli and Bakker (2003), covering **vigor, dedication, and absorption**. **Workplace Deviance Behaviour** was assessed using a short version of the **Counterproductive Work Behavior Checklist** by Bennett and Robinson (2000), adapted to suit educational contexts. **Job Performance** was evaluated using a 13-item scale from Ramos-Villagrasa et al. (2019) and **Turnover Intention** was measured using a 3-item scale developed by Anwar and Shukur (2015). All items were measured on a **5-point Likert scale** (1 = Strongly Disagree to 5 = Strongly Agree). Higher scores were associated with increased presence of the respective construct, and higher scores in deviance and turnover denoted more negative tendencies. The final instrument was validated by an expert review. The content validity of the scale was assessed by four subject experts in organizational behavior and education who proposed revisions that apparently did not significantly affect the scale. A **pilot test** was conducted with **30 respondents** to confirm the clarity and reliability of the items. Based on the feedback, the necessary adjustments were incorporated, and the final questionnaire was used to collect primary data, totaling **401 valid responses**.

5. Reliability and Validity Measures

A Confirmatory Factor Analysis (CFA) was performed to analyze the reliability and validity of the collected data. As shown in **Table 1**, **Cronbach's alpha** and **Rho A** values for all the constructs in the present study were found to be greater than **0.70** (Nunnally, 1978; Sternberg, 2004), confirming the reliability of the measurement model. Additionally, the **composite reliability (CR)** values for each construct exceeded the acceptable threshold of 0.70, indicating strong internal consistency. Similarly, **convergent validity** was assessed through **Average Variance Extracted (AVE)**, where values were found to be above **0.50** for all constructs (Henseler et al., 2009), and in most cases, AVE exceeded **0.70**, confirming acceptable convergent validity (Hair et al., 2010; Bagozzi and Yi, 1988). For instance, constructs such as *Hope/Faith*, *Altruistic Love*, and *Meaning/Calling* reported AVE values of **0.777**, **0.793**, and **0.800**, respectively, as shown in **Table 2**. Discriminant validity was assessed to ensure that each construct in the model was conceptually distinct and statistically independent from the others. The square root of the AVE for each construct was greater than its correlations with the other constructs, indicating adequate discriminant validity. All constructs explained values greater than **0.50** Thus, it can be concluded that the present study has a satisfactory measurement model.

Table 1 Measurement results

Variable	Item code	Item loading	Cronbach alpha	Rho A	Composite reliability (CR)	Average Variance extracted (AVE)
Vision	SPV1	0.747	0.903	0.910	0.928	0.722
	SPV2	0.868				
	SPV3	0.894				
	SPV4	0.871				
	SPV5	0.86				
Hope/Faith	SPHF1	0.873	0.928	0.931	0.946	0.777
	SPHF2	0.887				
	SPHF3	0.877				
	SPHF4	0.906				
	SPHF5	0.864				
Membership	SPM1	0.856	0.929	0.929	0.946	0.778
	SPM2	0.883				
	SPM3	0.895				
	SPM4	0.873				
	SPM5	0.902				
Altruistic Love	SPAL1	0.881	0.935	0.935	0.950	0.793
	SPAL2	0.895				
	SPAL3	0.879				
	SPAL4	0.909				
	SPAL5	0.887				
Meaning/Calling	SPMC1	0.893	0.917	0.920	0.941	0.800
	SPMC2	0.916				
	SPMC3	0.909				
	SPMC4	0.859				
Employee engagement	EE1	0.748	0.914	0.922	0.929	0.596
	EE2	0.811				
	EE3	0.822				
	EE4	0.847				
	EE5	0.802				
	EE6	0.834				
	EE7	0.768				
	EE8	0.684				
	EE9	0.597				
Workplace deviance behaviour	WDB1	0.618	0.957	0.992	0.962	0.698
	WDB2	0.839				
	WDB3	0.803				
	WDB4	0.776				
	WDB5	0.839				
	WDB6	0.833				
	WDB7	0.899				
	WDB8	0.892				
	WDB9	0.887				
	WDB10	0.879				
	WDB11	0.884				
	JP1	0.702				
	JP2	0.823				
	JP3	0.833				
	JP4	0.801				
	JP5	0.804				

Job Performance	JP6	0.748	**0.949**	**0.950**	**0.955**	**0.624**
	JP7	0.797				
	JP8	0.839				
	JP9	0.793				
	JP10	0.668				
	JP11	0.787				
	JP12	0.826				
	JP13	0.824				
Job satisfaction	JS1	0.796	**0.920**	**0.923**	**0.933**	**0.583**
	JS2	0.77				
	JS3	0.731				
	JS4	0.818				
	JS5	0.822				
	JS6	0.842				
	JS7	0.678				
	JS8	0.687				
	JS9	0.706				
	JS10	0.768				
Employee turnover	ET1	0.882	**0.900**	**1.009**	**0.935**	**0.827**
	ET2	0.9				
	ET3	0.945				

Table – 2 Discriminant validity (Fornell–Larcker criterion)

Variables	Alturism Love	Employee Engagement	Employee Turnover	Faith/Hope	Job Performance	Job Satisfaction	Meaning/Calling	Membership	Vision	Workplace Deviance Behaviour
Alturism Love	0.890									
Employee Engagement	0.415	0.772								
Employee Turnover	-0.246	-0.181	0.909							
Faith/Hope	0.701	0.470	-0.167	0.881						
Job Performance	0.429	0.393	-0.021	0.560	0.790					
Job Satisfaction	0.677	0.439	-0.224	0.631	0.614	0.764				
Meaning/Calling	0.491	0.478	-0.152	0.628	0.570	0.481	0.895			
Membership	0.799	0.410	-0.227	0.720	0.439	0.664	0.509	0.882		
Vision	0.711	0.393	-0.195	0.803	0.511	0.603	0.538	0.722	0.850	
Workplace Deviance Behav	-0.019	-0.190	0.288	-0.048	-0.114	-0.030	-0.157	-0.011	-0.030	0.835

Analysis and Interpretation

Structural equation modeling (SEM) was conducted to determine whether **spiritual leadership** as an independent variable affected the dependent variables, namely, **job satisfaction, employee engagement, workplace deviance behaviour, job performance**, and **employee turnover intention**. The following subsections provide details of measurement validation and hypothesis testing.

1. 4.1 Reliability and Validity Measures

A Confirmatory Factor Analysis (CFA) was performed to assess the reliability and validity of the data collected. As shown in **Table 1**, **Cronbach's alpha** and **Rho A** values for all constructs were greater than **0.70** (Nunnally, 1978; Sternberg, 2004), confirming strong internal consistency. For example, Cronbach's alpha values for Hope/Faith, Membership, and Job Performance were **0.928**, **0.929**, and **0.949**

respectively, indicating excellent reliability. Similarly, **Composite Reliability (CR)** values exceeded the threshold of **0.70** for all constructs, demonstrating high construct reliability. **Convergent validity** was assessed using **Average Variance Extracted (AVE)**. All constructs had AVE values above **0.50**, as recommended by Henseler et al. (2009), and most exceeded **0.70**, affirming acceptable convergent validity (Hair et al., 2010; Bagozzi and Yi, 1988). For instance, Meaning/Calling and Altruistic Love had AVE values of **0.800** and **0.793**, respectively. The Fornell–Larcker criterion was used to confirm the discriminant validity (see Table 2) that all constructs were conceptually different from each other. The square root of the AVE for each considered construct was higher than the correlations with the other constructs. As all constructs had values larger than 0.50, the

measurement model was assessed to have adequate discriminant validity.

Structural Model and Hypothesis Testing

Path analysis was conducted to test hypotheses (H1a–H1e), path analysis was conducted. Table 3 presents the results of the structural model. The effect of Spiritual Leadership on Job Satisfaction (H1a)

The analysis revealed a significant positive effect of spiritual leadership on job satisfaction (β = 0.718, R^2 = 0.515, p < 0.001). This indicates that spiritual leadership is a strong predictor of job satisfaction among academic staff.

2. Effect of Spiritual Leadership on Employee Engagement (H1b)
3. Spiritual leadership was found to have a significant influence on employee engagement (β = 0.504, R^2 = 0.381, p < 0.001). This confirms that teachers who perceive their leaders as spiritual are more likely to engage in their work.

Effect of Spiritual Leadership on Workplace Deviance Behaviour (H1c)

The path coefficient between spiritual leadership and workplace deviance behavior was negative, but not statistically significant (β = –0.089, R^2 = 0.084, p = 0.359). Hence, H1c is not supported, suggesting that spiritual leadership does not significantly reduce deviant behavior in this context.

4. Effect of Spiritual Leadership on Job Performance (H1d)

Spiritual leadership on job performance has a positive and significant (β = 0.582, R^2 = 0.452, p < 0.001). This supports H1d, which indicates that spiritual leadership enhances teachers' job performance.

5. Effect of Spiritual Leadership on Employee Turnover Intention (H1e)

A significant negative relationship was found between spiritual leadership and turnover intention (β = –0.227, R^2 = 0.263, p < 0.001), confirming that spiritual leadership reduces the likelihood of teachers intending to leave their institutions.

Table 3: SEM Results – Hypothesis Testing

Variables	Path Coefficient (β)	Direct Effect (R^2)	Critical Ratio (t-value)	p-value
Spiritual Leadership → Job Satisfaction	0.718	0.515	14.655	***
Spiritual Leadership → Employee Engagement	0.504	0.381	8.684	***
Spiritual Leadership → Job Performance	0.582	0.452	9.003	***
Spiritual Leadership → Employee Turnover	–0.227	0.263	3.928	***
Spiritual Leadership → Workplace Deviance Behaviour	–0.089	0.084	0.918	ns

Note(s): [SL = Spiritual Leadership; *** indicates p < 0.001; ns = not significant.]

Table 4: Structural Equation Model – Direct Path Results

Predicted Relationship	Standardised Path Loading (β)	t-value	p-value	Indirect Effect	Total Effect
SL → Job Satisfaction	0.718	14.655	***	–	0.718
SL → Employee Engagement	0.504	8.684	***	–	0.504
SL → Job Performance	0.582	9.003	***	–	0.582
SL → Employee Turnover	-0.227	3.928	***	–	-0.227
SL → Workplace Deviance Behaviour	-0.089	0.918	ns	–	-0.089

Note(s): SL = Spiritual Leadership; *** = p < 0.001; ns = not significant.

Discussion and Implications

The first hypothesis testing showed spiritual leadership as a strong and significant predictor of job satisfaction among teachers in the academic institutions of Chhattisgarh, and the hypothesis is accepted. Similarly, earlier studies have supported my findings (Fry, 2003; Pio & Lengkong 2020; Chen & Yang 2012), which confirms that whenever leadership drives job holders to embrace a meaningful vision, hope, and altruistic values, teachers are happy. Therefore, it can be deduced that spiritual leader development in institutions enhances teachers' job satisfaction in relation to working with deeper values and recognition.

The results of the second hypothesis testing showed that spiritual leadership significantly predicted employee engagement among educators, and this hypothesis was also accepted. This supports previous literature (Reave, 2005; (Afsar & Rehman, 2015; Hunsaker, 2022) which stresses that engagement increases when employees find purpose and community in leadership. Consequently, institutions that integrate spiritual leadership practices will most likely record increased levels of enthusiasm, dedication, and commitment from teachers.

The third hypothesis found that spiritual leadership positively and significantly predicted job performance, and the hypothesis was accepted. These results correspond to those of previous studies (Fry et al., 2011; (Riana, 2021), indicating that spiritually led educators are motivated, self-driven, and goal-oriented towards institutional goals, leading to good teaching quality and task delivery.

The fourth hypothesis test indicated a significant empirical negative relationship between spiritual leadership and employee turnover intention, and the hypothesis was accepted. This finding concurs with previous studies (Daniel 2019; Zakkariya & Aboobaker, 2020), which indicate that spiritual leadership enhances emotional attachment while lowering the number of those who want to leave the institution. Therefore, academic contexts built on spiritual values can assist educators in retaining their psychological and professional demands.

The fifth hypothesis, tested for the relationship between spiritual leadership and workplace deviance behavior, indicated a negative but not significant result, and the hypothesis was not accepted. Although the relationship between the two (depending on the direction) does not differ from previous studies (Hutahayan, 2020; Wang et al., 2017; (Hutahayan, 2020), the absence of significance indicates that other organizational or contextual factors also affect deviant behavior in academic institutions. Further investigation must be conducted in this area.

In conclusion, this study verifies that spiritual leadership plays a strong positive role in most essential teacher outcomes. Institutions interested in improving the morale, output, and retention of their faculty need to embrace leadership models that focus on vision, hope, meaning, and compassion. These findings enhance the understanding of value-based leadership at the theoretical level and provide policymakers and academic leaders with actions to increase institutional effectiveness.

Table: 5 Summary of Hypothesis Testing

Hypothesis	Statements	Results
H1a	Spiritual leadership significantly predicts teachers' job satisfaction in academic institutions.	Confirmed
H1b	Spiritual leadership significantly predicts employee engagement in academic institutions.	Confirmed
H1c	Spiritual leadership significantly predicts workplace deviance behaviour in academic institutions.	Not Confirmed
H1d	Spiritual leadership significantly predicts job performance in academic institutions.	Confirmed
H1e	Spiritual leadership significantly predicts employee turnover in academic institutions.	Confirmed

Conclusion

The existing education environment requires the provision of leadership that not only focuses on the efficiency of operations but also takes care of educators' emotional and psychological welfare. In this setting, spiritual leadership has evolved as a value-oriented model whereby institutional agendas match the purpose of individuals. This study examined the direct effects of spiritual leadership on five essential outcomes were studied in the current research. job satisfaction, employee engagement, workplace deviance behaviour, job performance, and employee turnover intention among teachers in academic institutions across Chhattisgarh.It was found that spiritual leadership positively, significantly, influences job satisfaction, employee engagement and job performance while it also significantly controls employee turnover intentions. The relationship with workplace deviance was negative but non-significant. These results confirm that spiritually based leadership can influence a positive institutional climate, minimize attrition, and enhance teaching effectiveness. In general, this study shows that spiritual leadership plays a vital role in informing teacher behavior and intuitional outcomes. This theoretically substantiates Fry's (2003) spiritual leadership model in the Indian education industry and provides practical tips for academic administrators aspiring to introduce meaningful and ethical leadership practices.

Limitation

The current study was constrained to 401 teachers in academic establishments in Chhattisgarh. Although significant, these results cannot be appropriately generalized to the national level or to other professional areas. The scope was limited to selected districts and institutions in Chhattisgarh, and data for this purpose were collected through a cross-sectional survey. Moreover, the study was self-financed, which have compromised its scale and scope.

Future Research Avenues

Future scholars may be interested in building on the model by including other outcome variables, such as employee commitment, organizational performance, innovation, and well-being. A longitudinal or comparative study may reveal further details concerning the changing role of spiritual leadership over time. In addition, analyzing sectoral variations (i.e., public versus private, rural versus urban institutions) may improve comprehension of the situational effectiveness of spiritual leadership in education.

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