

## Workplace Spirituality and Organizational Citizenship Behavior: A Mediating Role of Teachers' Commitment

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### Abstract

**Background:** Workplace spirituality is an emerging concept in Nepali academic institutions to promote a sense of meaningful work and interrelationship among teachers. It is considered a crucial factor in fostering employee positive workplace behavior.

**Objectives:** This study aims to examine the mediating role of Teachers' Commitment (TC) to Workplace Spirituality (WPS) and Organizational Citizenship Behavior (OCB) among Teachers of Management Colleges in the Kathmandu Valley.

**Methods:** The study used a cross-sectional survey research approach to collect information from 250 teachers of Management College in the Kathmandu Valley. The respondents were contacted using the purposive sampling technique. Partial Least Squares Structural Equation (PLS-SEM) method was used to test the proposed hypotheses.

**Results:** The findings reveal that Workplace Spirituality significantly affects Organizational Citizenship Behavior and Teachers' Commitment. However, TC does not affect OCB. Furthermore, TC partially mediates the relationship between WPS and OCB. It suggests that WPS is a significant factor influencing OCB and TC among Kathmandu Valley management college teachers.

**Conclusion:** This paper aids policymakers and college principals in improving WPS to create and support an OCB culture, ensure commitment, and increase effectiveness. Organizations can use the findings to develop a better workplace environment to enhance employees' performance.

**Keywords:** Organizational citizenship behavior, teachers' commitment, workplace spirituality

**JEL Classification:** D23, J24, M12, M54

## Introduction

Workplace spirituality (WPS) has emerged as a highly significant focused factor within organizational contexts. Research spanning various disciplines underscores the growing interest in WPS in contemporary workplaces (Al-Mahdy et al., 2021; Pfeffer, 2010; Sarfraz et al., 2023). Employees in organizations with a strong WPS culture tend to exhibit cooperative behavior and higher levels of dedication compared to those in organizations lacking spiritual dimensions (Milliman et al., 2003). An employee with higher spirituality feelings tends to perform better compared to those with less or no spirituality (Sulastini et al., 2023). Furthermore, WPS has been associated with fostering employee commitment (Jeon & Choi, 2021; Neubert et al., 2015) and promoting organizational citizenship behavior (OCB) (Sarfraz et al., 2023). Despite its undeniable importance, WPS has received limited attention in the organization.

Giacalone and Jurkiewicz (2010) defined WPS as the presence of a set of organizational principles deeply embedded in the culture, offering employees a profound sense of connection to their workplace and colleagues. This, in turn, results in positive emotions, fulfilment, and joy. WPS has also been a crucial subject of investigation in academic institutions due to its significance in employees' behavior. In the context of academic institutions, management expects college teachers to go beyond the prescribed job responsibilities in pursuit of a competitive advantage. To motivate teachers to achieve academic goals, it is imperative to comprehend the faculty member's OCB (Cheung & Lun, 2015).

OCB is a set of voluntary work actions performed beyond the employee's designated job roles and responsibilities that surpass the expected duties (Tuan, 2017). In the context of higher education, it is characterized as supportive activities or extracurricular efforts directed toward colleagues, college administration, and students (Oplatka, 2006). These activities may encompass planning educational initiatives for both high-achieving and low-achieving students, raising awareness of the institution's strategic intent to speak positively about the institution to the wider community (Nasra & Heilbrunn, 2016). Moreover, Teachers' Commitment (TC) plays a pivotal role in influencing OCB among individuals employed within an organization (Al-Mahdy et al., 2021). It is an individual's emotional connection with an organization's goals, values, and activities (Meyer & Allen, 2004). It refers to the teachers' dedication toward school leadership, their persistence in enhancing student learning outcomes, their investment in professional development, and their support for the overall effectiveness of the school (Park, 2005).

Despite the plethora of literature in the WPS, OCB, and TC domains, the following research gaps are noticed. First, the mediating role of TC about WPS and OCB has not been investigated among teachers of Nepali management colleges (Shrestha & Jena, 2021). Although Al-Mahdy et al. (2021) investigated the mediating role of TC with WPS and OCB, the paper ignored the role of theory to explain the rationale for establishing relationships among variables. Second, it's worth noting that prior studies, such as those conducted by Shrestha and Jena (2021), Sarfraz et al. (2023), and Al-Mahdy et al. (2021) have not explored WPS as a higher-order construct. However, according to Hair et al. (2019), utilizing a higher-order construct can be an appropriate strategy to streamline complex models, as is the case with WPS. By validating WPS as a higher-order reflective construct, this paper has made a valuable contribution to the human resource management literature, enhancing our comprehension of WPS as a higher-order construct encompassing alignment of organizational values, meaningful work, and a sense of community.

Third, the issue of endogeneity has gained prominence in social science research, yet it has largely gone unaddressed in the existing literature, including works by Shrestha and Jena (2021), Al-Mahdy et al. (2021), and Sarfraz et al. (2023). This paper has made a significant contribution by examining the issue of endogeneity in the context of WPS and OCB, considering the presence of TC as a mediating variable. This effort has added depth to the existing literature, enhancing our understanding of the dynamics between WPS and TC variables. Finally, OCB has been argued differently in males and females; however, previous studies have not noticed the issues of multi-group analysis (Al-Mahdy et al.,

2021; Sarfraz et al., 2023). The findings of the study would provide deeper insight into understanding differences between male and female teachers in Nepali management colleges. Therefore, drawing from the Affective Event Theory (AET), Commitment Theory (CT), and Social Identity Theory (SIT), this paper intends to examine the mediating role of TC concerning WPS and OCB among teachers in Nepali business schools.

As a result of numerous policies and initiatives targeted at enhancing educational outcomes for its population, Nepal's educational system has experienced substantial changes throughout the years (Panthi et al., 2018). In the past, educational policies in Nepal have been seen as a way to encourage students' loyalty to the government, the nation, and the ruling class (Shah & Brett, 2021). These regulations include the National Curriculum Framework from 2007, the National Education System Plan from 1971, and Nepal National Education Planning Commission from 1956. After 2000 AD, Nepal's economy began to expand, and management education began to increase steadily. Future professionals and leaders in a variety of industries in Nepal are significantly shaped by management education. It provides individuals with the abilities they need to succeed in their chosen industries and aid in the overall growth of the country (Shah & Brett, 2021). In Nepal, several public and private academic institutions provide management education programs. These courses cover a wide range of topics, including entrepreneurship, business administration, marketing, finance, and human resource management. To further improve the quality and relevance of these programs, there are still several issues that need to be resolved despite the presence of management education programs (Butakor et al., 2023). Accessibility, management, and quality of education are some of the major problems today.

Teachers in Nepal come from a variety of social and cultural backgrounds. They possess various ethical and spiritual perspectives, which have an impact on their moral and spiritual actions. Since they are tasked with transferring knowledge, molding minds, and assisting students in developing critical skills for their academic and personal progress, teachers play a crucial role in the education sector (Shah et al., 2019). Teachers serve as mentors, role models, and guides for their pupils in addition to being information facilitators. They establish a supportive and encouraging learning environment in the classroom where pupils are free to express their opinions, ask questions, and participate in fruitful conversations (Yao et al., 2021). Academic institutions actively include faculty members, and their enhanced spirituality fosters a strong bond between lecturers and colleagues (Barkathunnisha et al., 2019). Additionally, when people's spiritual needs are met within the business, it offers a compelling argument for continuing to work toward the organization's vision and objectives (Pradhan et al., 2012). Studies have also shown that human resources develop meaningful relationships and integrate positive connections with their co-workers when the organizational climate is characterized by workplace spirituality (Pfeffer, 2010). Therefore, the purpose of this research is to determine whether Nepali teachers' dedication acts as a bridge between corporate civic behavior and workplace spirituality.

## **Review of Literature**

### **Organizational Citizenship Behavior (OCB)**

The concept of OCB has gained substantial attention in management literature over the past three decades. Azizollah et al. (2014) describe OCB as actions taken to support co-workers, human resource managers, or organizations. It seeks to increase organizational performance without affecting an individual's productivity objectives (Hermanto et al., 2024). Within an educational context, Al-Mahdy et al. (2021) contextualize OCB as encompassing additional supportive behaviors or activities aimed at benefitting students, faculty, and staff. These actions may encompass activities such as aligning with the school's vision, mission, and intended objectives or aiding fellow educators in crafting educational activities suitable for both high-achieving and low-achieving students (Nasra & Heilbrunn, 2016). In the scope of this study, OCB is defined as an individual's voluntary commitment within a college/business

school to assist other teachers in developing activities that contribute to the betterment of students and the community. These actions extend beyond the individual's contractual responsibilities.

### **Workplace Spirituality (WPS)**

Spirituality is a multifaceted phenomenon that encompasses the person's experiences and thoughts to transcend material bounds and search for inner values, meaning, and relationships (Wang et al., 2024). In the last two decades, management scholars have conceptualized WPS from different perspectives. Ashmos and Duchon (2000) define WPS as the recognition that employees have an inner life that is nourished by meaningful work that takes place in the context of community. The meaningful work of employees with understanding and nourishing the work would fulfil their work-life. Petchsawang and Duchon (2009) conceptualized WPS as an individual experience, organizational facilitation, and a combination of the two. According to Rathee and Rajain (2020), "spirituality at the workplace" refers to a sense of connection between oneself and one's place of work. Despite the differentiation in the conceptualization of WPS, this paper applied the multi-dimensional construct of WPS. It pertains to an employee's feeling of finding purpose in their work, establishing connections with colleagues, and being in harmony with the values upheld by the organization (Ashmos & Duchon, 2000).

### **Teacher Commitment (TC)**

When employees engage wholeheartedly with an organization's objectives, principles, and undertakings, they are characterized as committed employees who may exhibit various forms of commitment, including affective, normative, and continuance commitment (Meyer & Allen, 2004). A committed employee displays high loyalty to the organization resulting in making every possible effort to accomplish organizational objectives (Hermanto et al., 2024). Park (2005) describes TC as a commitment exhibited by teachers toward school management, an unwavering commitment to enhancing student learning outcomes, a commitment to professional growth, and a dedication to contributing to the school's overall effectiveness. In this study, TC is defined as an agreement or dedication made by teachers to express their determination to improve students' learning outcomes and potential, contribute to their career development, and enhance the overall strength and performance of the business schools they are associated with. This commitment goes beyond their contractual obligations.

### **Workplace Spirituality and Teachers' Commitment**

The Social Identity Theory (SIT) has been used to illustrate the relationship between WPS and TC (Tajfel et al., 1986). It states that interpersonal interaction and affiliation with specific reference groups influence the individual's identity. Employees are more likely to be committed to the organization when their identity is associated with it. A plethora of studies reported that WPS has a significant influence on TC (Jeon & Choi, 2021; Neubert et al., 2015; Wati et al., 2023). Teachers or employees with higher levels of WS lead a commitment to educational institutions or organizations. This paper assumes that teachers who are engaged in college activities are likely to be committed to their work. Drawing from the presented argument, this paper formulated the following hypothesis:

**Hypothesis 1 (H1): WPS positively influences TC.**

### **Workplace Spirituality and Organizational Citizenship Behavior**

Based on the theoretical framework provided by the Affective Event Theory (AET) developed by Weiss and Cropanzano (1996), this paper establishes the foundation for understanding the relationship between variables. According to AET, individuals who possess a strong sense of WPS are inclined to emotionally engage in academic activities and OCB. This emotional engagement, in turn, influences their behavior. Prior studies have applied the AET framework to investigate the connection between WPS and OCB, consistently revealing a positive correlation (Rao et al., 2024).



When educators perceive their educational institutions as places where they can find fulfilling work, foster a feeling of community, and align with organizational principles, they are more likely to develop a voluntary commitment to their schools or business schools. This paper posits that teachers experience a positive and fulfilling work environment when they can demonstrate care and compassion towards their colleagues and students. Building upon this theoretical foundation and the empirical evidence presented, the paper formulates the following hypothesis:

**Hypothesis 2 (H2): WPS positively influences OCB.**

### **Teachers' Commitment and Organizational Citizenship Behavior**

Meyer and Allen (1991) established the Commitment Theory (CT) that serves as the theoretical foundation for understanding the relationship between TC and OCB. According to the CT, individuals become more strongly attached to an organization when they consistently exhibit behaviors aligned with that commitment (Chang & Stansbie, 2018). When employees demonstrate commitment to their organizations, they tend to exceed their job descriptions through engagement in OCB. This behavior goes beyond the minimum requirements of the role. A multitude of studies has provided evidence supporting a favorable connection between TC and OCB (Al-Mahdy et al., 2021; Mahipalan et al., 2018). Universities that adopt OCB tend to observe an increment in faculty's commitment to extracurricular and pro-social activities signifying a favorable workplace environment for faculties (Sulastini et al., 2023). When teachers are committed to expressing their determination to enhance students' performance, they are more inclined to go beyond their job responsibilities and excel in their roles. This study posits that educator's devotion develops the feeling of citizenship, which improves business schools' overall academic achievements. Building upon this theoretical framework and empirical support, the paper formulated the following hypothesis:

**Hypothesis 3 (H3): TC positively influences OCB.**

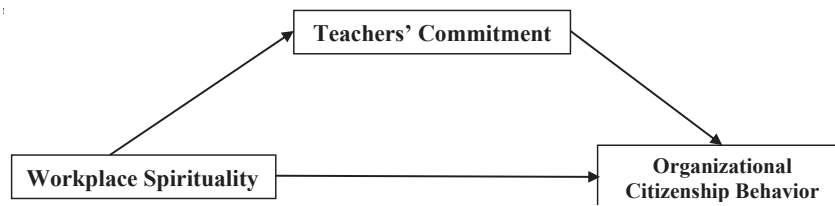
### **Mediating Role of Teachers' Commitment in Relation to Workplace Spirituality and Organizational Citizenship Behavior**

Previous studies have stated that WPS and OCB (Al-Mahdy et al., 2021; Mahipalan, 2022) WPS and TC (Jeon & Choi, 2021; Neubert et al., 2015) and TC and OCB (Al-Mahdy et al., 2021, Mahipalan et al., 2018) have significant influence. As teachers cultivate their WPS, they tend to foster commitment to their educational institutions and exhibit OCB. This association finds additional support from theories like AET, CT, and SIT. The degree of WPS connects a strong bond with nature, power, and humanity which influences teachers' commitment to the change-oriented OCB (Sulastini et al., 2023). When educators nurture their WPS, it's likely that they will also strengthen their commitment to the organization and engage in citizenship behaviors aligned with the academic institution. While Al-Mahdy et al. (2022) have explored the mediation effect of TC in the context of WPS and OCB, this specific research gap remains unaddressed within the Nepali business school context. Building upon this rationale, this paper formulates the following hypothesis:

**Hypothesis 4 (H4): TC mediates the relationship between WPS and OCB.**

**Figure 1**

*Conceptual Framework*



Source: Al-Mahdy et al., 2021.

**Materials and Methods**

This paper adopts a cross-sectional survey research design with structural equation modeling to investigate and analyze the data from college teachers. The study’s population comprises of the faculties involved in various business schools in the Kathmandu Valley. Majority of the business schools are established in this region, that justifies the rationale for selecting the respondents from the Kathmandu Valley. The sample were selected from colleges affiliated to Pokhara University, Tribhuvan University, and Purbanchal University.

A purposive sampling technique was applied to collect responses from 9 different representative colleges (Central Department of Management (Tribhuvan University), SAIM College, Apollo International College, Central College, Citizen College, Apex College, Quest International College, DAV College, and Himalayan White House International College). To increase the representativeness of the population, the researchers opted to include various colleges located in the Kathmandu Valley. In accordance with the sampling guidelines outlined by Hair et al. (2021), this study adhered to their recommended criteria for determining the sample size. As recommended, the respondents were more than five times the number of items utilized in the research. Given that our study involved the use of 37 items to assess three distinct variables, the appropriate sample size for our investigation was determined to fall within the range of 185 to 370 respondents. Consequently, data were gathered from a total of 250 faculty members who were affiliated with Management Colleges situated in the Kathmandu Valley.

Data were collected using the self-reported structured questionnaire distributed in digital and printed form. Data were collected from 2022 December to 2023 January. The voluntary participation and right to withdraw from providing the information were ensured. The teachers were briefed by the respective colleges regarding the study’s nature and the assurance of confidentiality. A total number of 270 responses (77.14% response rate) were received, out of which only 250 were further utilized for statistical analysis.

In this research, Likert Scale was employed to measure the variable using a 5-point rating system spanning from 1 to 5. In the study, 1 denotes “Strongly Disagree” and 5 denotes “Strongly Agree” for each item. To evaluate OCB, an eight-item scale created by Lee and Allen (2002) was employed. This scale was specifically designed to evaluate OCB directed towards particular individuals (OCB-I). An example item from this scale is: “I assist those who have been absent.” For the evaluation of WPS, a set of twenty-one items originally formulated by Ashmos and Duchon (2000) was employed. This measurement encompassed three distinct sub-dimensions: alignment with organizational ideals (comprising eight items), a sense of community (comprising seven items), and the perception of meaningful work (comprising six items). An illustrative question from this measurement is: “I derive joy from my teaching duties.” Lastly, to assess TC, an eight-item scale focusing on affective commitment, as developed by Meyer and Allen (1991), was employed. One of the items from this scale reads: “I feel a strong personal connection to this organization, and its challenges resonate with me.”

The study used SPSS 25 and PLS Smart 4.087 to test the stated hypotheses. Three main criteria, including reliability analysis, convergent validity, and discriminant validity, were applied to determine the reliability and validity of scales (Ringle et al., 2015). Hypotheses were tested using a higher-order Partial Least Squares (PLS) model. The inner model was employed to estimate the path coefficients and the outer model was employed to evaluate the constructs' reliability and validity using the loading and variance inflation factor (VIF). Bootstrapping was conducted to obtain standard errors and Gaussian Copula was performed to assess the endogeneity test.

## **Results and Discussion**

### **Sample Description**

Out of 250 respondents, the majority of participants were aged between 31 and 40 (n=140 or 56 %). In terms of gender, the study had a predominantly male respondent population, with 172 participants, comprising 68.8% of the total sample. 164 (65.6%) respondents were masters' graduates. A significant majority, i.e. 188 (75.2%) respondents reported having more than 3 years of work experience.

### **Common Method Biases (CMB)**

It was estimated using Harman's single-factor test. According to Podsakoff et al. (2003), the initial common dimension explained only 23.665% of the total variance, a value significantly lower than 50%. Thus, it is assumed that CMB problems do not exist in this research.

### **Structural Equation Model (SEM)**

The hypotheses were examined using PLS-SEM model. When reflecting constructs are incorporated into a model, PLS-SEM would be the preferable choice (Hair et al., 2021). In this paper, we utilized WPS as a higher-order construct. The model formulation varies slightly between two distinct two-stage approaches: the embedded two-stage approach, as proposed by Ringle et al. (2012), and the disjoint two-stage approach, which has been advocated by Agarwal and Karahanna (2000). Nevertheless, it's important to note that both versions of the two-stage method yield comparable results, as evidenced by Sarstedt et al. (2019), and neither approach stands out as clearly superior. Consequently, this study opted to utilize the disjoint two-stage approach.

### **Measurement Model of Lower Order Construct (LOC)**

To assess the reliability and validity of the measurements, three critical criteria from the measurement model were employed, as outlined by Ringle et al. (2015). Specifically, these criteria encompassed reliability, convergent validity, and discriminant validity. A total of six items from OCB scale, six from the TC scale, four from the meaningful work scale, five from the sense of community scale, and six from the organizational values scale were excluded due to their low factor loadings, as detailed in Table 1. For measuring reliability, two commonly used techniques, namely Cronbach Alpha (CA) and Composite Reliability (CR), were applied. Both CA and CR values exceeded 0.625 and 0.631, respectively ensuring the model's reliability. Additionally, in Table 1, both the Average Variance Extracted (AVE) values and factor loadings surpassed 0.727 and 0.833, respectively. These results offer compelling support for adequate convergent validity.

**Table 1**

*Reliability and validity of LOC*

Constructs	Indicators	Loadings	CA	CR (rho_a)	AVE
1. AV	AV6	0.907			
	AV8	0.902	0.778	0.778	0.818
2. MW	MW2	0.833			
	MW4	0.872	0.710	0.715	0.775
3. OCB	OCB2	0.849			
	OCB5	0.881	0.625	0.631	0.727
4. SC	SC1	0.893			
	SC4	0.867	0.664	0.669	0.748
5. TC	TC1	0.843			
	TC3	0.890	0.671	0.684	0.751

Source: Based on Authors' Calculation; AV: Alignment of Organizational Values; AVE: Average Variance Explained; CA: Cronbach Alpha; CR: Composite Reliability; MW: Meaningful Work; OCB: Organizational Citizenship Behavior; SC: Sense of Community; TC= Teachers' Commitment.

**Discriminant Validity**

To assess discriminant validity, this paper employed two established criteria: Fornell and Larcker (1981) and the Heterotrait-Monotrait Ratio (HTMT). In our analysis, the square roots of AVEs were indeed greater than the correlations with other constructs, as elaborated in Table 2. This outcome provides evidence that the study's measurements indeed exhibit discriminant validity. However, according to Teo et al. (2008), HTMT thresholds were 0.947 greater compared to the 0.90 thresholds. The results suggested that discriminant validity was an issue.

**Table 2**

*Fornell-Larcker Criterion and HTMT Ratio*

Latent Constructs	1	2	3	4	5
1. Alignment of Organizational Values	0.904	0.735	0.498	0.595	0.947
2. Meaningful Work	0.513	0.852	0.680	0.860	0.760
3. Organizational Citizenship Behavior	0.354	0.441	0.865	0.700	0.490
4. Sense of Community	0.444	0.577	0.479	0.880	0.521
5. Teachers' Commitment	0.689	0.500	0.327	0.366	0.867

Source: Based on Authors' Calculation.

**Measurement Model of Higher Order Construct (HOC)**

In the past, WPS has been used as an HOC and this data set failed to achieve discriminant validity, this paper used the WPS as a HOC. The reliability of the measurement model is affirmed by assessing both Cronbach's alpha and composite reliability values, both of which exceed the 0.664 thresholds. Additionally, the factor loadings are higher than 0.672, and the AVE values for the constructs surpass 0.791, as illustrated in Table 3. These results substantiate the measurement model's convergent validity, aligning with the guidelines established by Hair et al. (2021).



**Table 3**

*Reliability and validity of HOC*

Constructs	Loadings	CA	CR (rho_a)	AVE
1. Workplace Spirituality				
LAV	0.825			
LMW	0.843	0.664	0.664	0.748
LSC	0.791			
2. Organizational Citizenship Behavior				
OCB2	0.860			
OCB5	0.870	0.671	0.684	0.751
3. Teacher Commitment				
TC1	0.843	0.758	0.768	0.672
TC3	0.890			

Source: Based on Authors' Calculation; AVE: Average Variance Explained; CA: Cronbach Alpha; CR: Composite Reliability

**Discriminant Validity**

Table 4 demonstrates that the square roots of the AVE values for the constructs surpass their correlations with other constructs. Moreover, the results of the HTMT ratios indicate that the ratio remains below the recommended threshold of 0.90, as depicted in Table 4. Consequently, these results confirm the discriminant validity of the higher-order construct (HOC) concerning WPS.

**Table 4**

*Fornell-Larcker Criterion and HTMT Ratio*

Latent Constructs	1	2	3
1. Organizational Citizenship Behavior	0.865	0.493	0.728
2. Teachers' Commitment	0.330	0.867	0.880
3. Workplace Spirituality	0.510	0.649	0.820

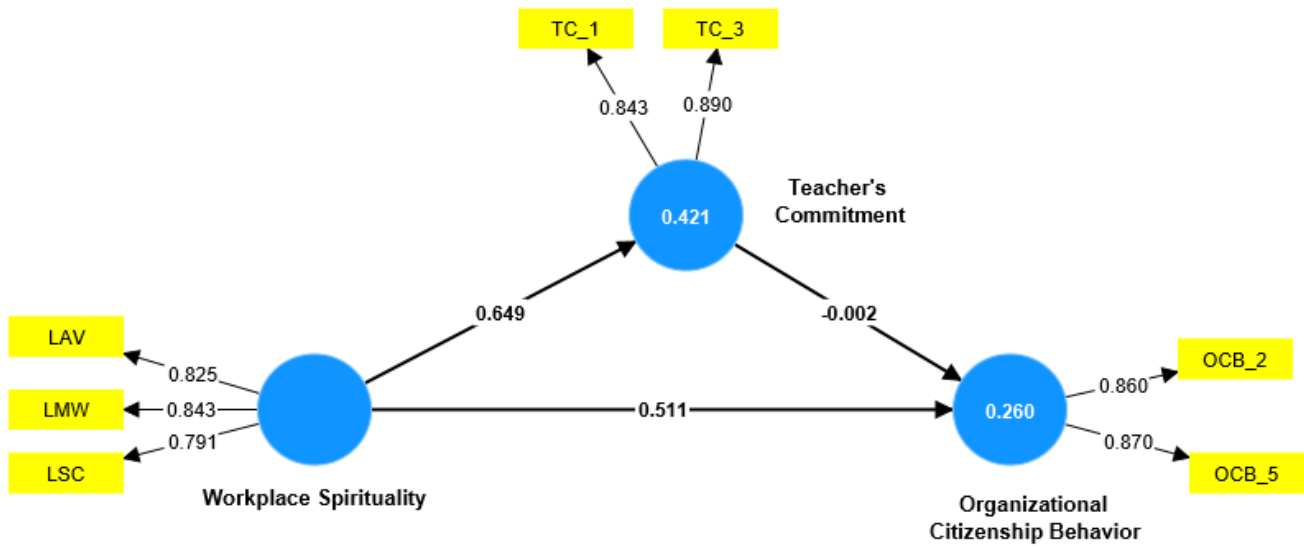
Source: Based on Authors' Calculation.

**Structural Model**

Following the confirmation that all VIF values were less than a threshold of 5, the research proceeded to estimate a structural model, ensuring the absence of multicollinearity concerns. The structural model was assessed using Smart-PLS 4.087. However, due to subpar factor loadings observed for TC and OCB, the paper retained only those items in the structural model that exhibited factor loadings exceeding 0.70, as illustrated in Figure 2.

**Figure 2**

Structural Model



Hypothesis 1 (H1) investigated the impact of WPS on TC. The findings show that WPS has a significant and positive direct effect on TC ( $\beta=0.649$ ,  $t=16.414$ , and  $p<0.05$ ). Consequently, H1 is supported. Hypothesis 2 (H2) examined the influence of WPS on OCB. The results indicate that WPS has a significant and positive influence on OCB ( $\beta=0.511$ ,  $t=7.484$ , and  $p<0.05$ ). Hence, H2 is supported. Hypothesis 3 (H3) assessed whether TC significantly affects OCB. However, the results suggest that TC does not have a significant influence on OCB, as indicated ( $\beta=-0.002$ ,  $t=0.019$ , and  $p>0.05$ ). Consequently, H3 is not supported. Please refer to Table 5 for path coefficients.

**Table 5**

Results of Path Coefficient

Hypotheses	Standardized Beta ( $\beta$ )	T statistics	P values	Decisions
1. WPS -> TC	0.649	16.414	0.000	Supported
2. WPS -> OCB	0.511	7.484	0.000	Supported
3. TC -> OCB	-0.002	0.019	0.985	Not Supported

Source: Based on Authors' Calculation; OCB: Organizational Citizenship Behavior; TC= Teachers' Commitment; WPS: Workplace Spirituality

**Mediation Hypothesis**

The mediation hypothesis was tested which included bias-corrected confidence estimates, applying the bootstrapping approach (Preacher & Hayes, 2008).

**Table 6**

*Result of Mediated Hypotheses*

Constructs	Standardized Beta ( $\beta$ )	T statistics	P values	Decisions
Direct Effects				
WPS -> OCB	0.511	7.484	0.000	Supported
Specific Indirect Effects				
WPS -> TC -> OCB	-0.001	0.019	0.985	Not Supported
Total Effects				
WPS -> OCB	0.510	8.822	0.000	Supported

Source: Based on Authors' Calculation; OCB: Organizational Citizenship Behavior; TC= Teachers' Commitment; WPS: Workplace Spirituality

Hypothesis H4 sought to investigate whether TC serves as a mediator between WPS and OCB. As presented in Table 6, the direct effect of WPS on OCB was statistically significant ( $\beta=0.511$ ,  $t=7.484$ ,  $p<0.05$ ). However, when considering the mediator TC, the specific indirect effects of WPS on OCB were not ascertained to be statistically significant ( $\beta=-0.001$ ,  $t=0.019$ ,  $p>0.05$ ). Nevertheless, the total effect of WPS on OCB remained significant ( $\beta=0.510$ ,  $t=8.822$ ,  $p<0.05$ ). These results indicate that TC partially mediated the relationship between WPS and OCB. Consequently, Hypothesis H4 received partial support.

**Multi-Group Analysis (MGA)**

The MGA was employed to evaluate group differences and draw inferences of population parameters. Since p-values are more than 0.05, implying that no significant differences between male and female teachers (see Table 7).

Latent Constructs	1	2	3
1. Organizational Citizenship Behavior	0.865	0.493	0.728
2. Teachers' Commitment	0.330	0.867	0.880
3. Workplace Spirituality	0.510	0.649	0.820

**Table 7**

*Multi-group Analysis*

H5a: WPS -> TC	Path coefficient difference (Male-Female)	P values (Male vs Female)
H5b: WPS -> OCB	0.029	0.722
H5c: TC -> OCB	0.125	0.462
Total Indirect Effect	-0.13	0.461
WPS -> OCB		
Specific Indirect Effect	-0.084	0.456
WPS- > TC -> OCB		
Total Effect	-0.084	0.456
TC -> OCB		
WPS -> OCB	-0.13	0.461
WPS- > TC	0.041	0.718
	0.029	0.722

Source: Based on Authors' Calculation; OCB: Organizational Citizenship Behavior; TC= Teachers' Commitment; WPS: Workplace Spirituality

**Endogeneity**

In the context of PLS-SEM, to address the issue of endogeneity, the Gaussian Copula (GC) technique recommends a p-value cut-off threshold of greater than 0.05. Table 8 provides evidence that there is no endogeneity issues present in the analysis, as the p-values meet the prescribed criterion.

**Table 8**

*Assessment of endogeneity test using the Gaussian copula approach.*

Tests	Path	Coefficient	P values
<b>One Gaussian Coupla</b>			
Gaussian Coupla of Model 1 (Endogenous variable: TC)	TC -> OCB	-0.417	0.094
	WPS -> OCB	0.517	0.000
	WPS -> TC	0.649	0.000
	GC (TC) -> OCB	0.395	0.154
Gaussian Coupla of Model 2 (Endogenous variable: WPS)	TC -> OCB	-0.002	0.985
	WPS -> OCB	0.511	0.000
	WPS -> TC	0.428	0.294
	GC (WPS) -> TC	0.222	0.580
Gaussian coupla of model 3 (Endogenous variables: WPS)	TC -> OCB	0.002	0.981
	WPS -> OCB	0.89	0.058
	WPS -> TC	0.649	0.000
	GC (WPS) -> OCB	-0.383	0.423
<b>Two Gaussian Coupla</b>			
Gaussian coupla of model 4 (Endogenous variables: TC, WPS)	TC -> OCB	-0.395	0.115
	WPS -> OCB	0.837	0.065
	WPS -> TC	0.649	0.000
	GC (TC) -> OCB	0.377	0.177
	GC (WPS) -> OCB	-0.324	0.486
Gaussian coupla of model 5 (Endogenous variables: WPS, WPS )	TC -> OCB	0.002	0.981
	WPS -> OCB	0.89	0.058
	WPS -> TC	0.428	0.294
	GC (WPS) -> OCB	-0.383	0.423
	GC (WPS) -> TC	0.222	0.580
Gaussian coupla of model 6 (Endogenous variables: TC, WPS)	TC -> OCB	-0.417	0.094
	WPS -> OCB	0.517	0.000
	WPS -> TC	0.428	0.294

	GC (TC) -> OCB	0.395	0.154
	GC (WPS) -> TC	0.222	0.580
Three Gaussian Coupla			
Gaussian coupla of model 7 (Endogenous variables: TC, WPS, WPS)	TC -> OCB	-0.395	0.115
	WPS -> OCB	0.837	0.065
	WPS -> TC	0.428	0.294
	GC (TC) -> OCB	0.377	0.177
	GC (WPS) -> OCB	-0.324	0.486
	GC (WPS) -> TC	0.222	0.580

Source: Based on Authors' Calculation; OCB: Organizational Citizenship Behavior; TC= Teachers' Commitment; WPS: Workplace Spirituality

First, the results indicated a positive influence of WPS on OCB. This finding aligns with prior research, which further provides support to the result of the study (Garg, 2020; Hashemi et al., 2020; Rao et al., 2024). This outcome suggests that teachers who possess a higher WPS have more chances of exhibiting OCB. When teachers perceive their work as meaningful, experience a sense of community, and resonate with organizational values, they are inclined to engage in OCB. Specifically, teachers in Nepali business schools tend to apply their discretionary efforts and engage in prosocial actions that benefit their institutions, as highlighted by Al-Mahdy et al. (2022). This argument is consistent with the Affective Events Theory (AET) put forth by Weiss and Cropanzano (1996), which posits that events influence employees' emotions, subsequently shaping their behaviors. The more the workplace is spiritual, the higher the chances of an employee performing beyond their assigned job responsibilities in the organization. Thus, employees with a well-developed sense of WPS are more likely to be emotionally involved in institutional activities and exhibit citizenship behavior.

Second, the result showed that WPS directly influences TC. Numerous studies have supported the notion (Jeon & Choi, 2021; Neubert et al. 2015; Wati et al., 2023). The study's findings revealed that teachers who displayed a higher level of WPS tended to demonstrate more commitment to the business schools (Milliman et al., 2003). This finding aligns with the social identity theory (SIT) principles (Tajfel et al., 1986). When employees perceive workplace spirituality, they tend to stay loyal to the organization even during difficult times. Additionally, the development of a teacher's identity through a connection of oneself with workplace develops a high level of commitment.

Third, this paper examined whether TC influences OCB. This result revealed that TC has an insignificant relationship with OCB which is consistent with the previous research findings (Al-Mahdy et al., 2021; Mahipalan et al., 2018). Majority of the Nepali business schools prioritize profit rather than teacher development. This has created suspicion and mistrust among teachers that could lower OCB. Although teachers are committed to the institution, lack of better career, low pay, poor social security, and high job pressure may have reduced their commitment to stay with the organization. Thus, organizations need to focus on these factors to function effectively to achieve organizational objectives. The school's narrow view on the human factors have lowered OCB even among committed teachers.



Fourth, this paper showed that TC partially mediates WPS and OCB. This is consistent with the prior research findings (Al-Mahdy et al., 2022). The result implies that teachers with a higher level of WPS develop commitment towards business schools and finally showcase citizenship behaviors (Sulastini et al., 2023). Previous studies suggest that WPS allows workers to hold an advanced affective commitment level leading to OCB (Rego & Cunha, 2008). When employees have meaningful work and compassion with co-workers, they tend to stay committed to the organization resulting in performing work beyond the prescribed job description. This investigation argues that teachers with WPS can emotionally be highly involved in colleges' activities. Furthermore, when an individual creates self-identity with work, they tend to display citizenship behaviors.

## Conclusion and Suggestions

This paper has found that WPS positively affects OCB and TC. However, TC does not fully mediate, but partially mediates the relationship between WPS and OCB, which further extends the application of AET, CT, and SIT in the existing literature. It suggests that WPS should be encouraged among employees to show greater devotion to their work and induce a progressive change in employee workplace behaviors. The findings emphasize WPS, OCB, and TC that could help school stakeholders (teachers, principals, community, and policymakers) to enhance the working environment for educators and maximize their influence on student learning (Al-Mahdy et al., 2022). It suggests that organizations should make efforts to create a positive workplace environment to improve employee attachment toward the organization (Sulastini et al., 2023). This motivates employees to perform the work beyond organization's assigned responsibilities. Management colleges could develop orientation programs by introducing sessions on dimensions of WPS to improve the OCB. Furthermore, it can contribute to a positive organizational culture that promotes ethical behaviors, cooperation, and a sense of responsibility in the workplace, creating a clear set of values and principles. It further suggests that the human resource department should formulate and cultivate strategies to incorporate spirituality to promote commitment among teachers.

Despite the insightful findings, the paper has some notable limitations. First, this paper investigated WPS and OCB in the Nepali context with a limited sample size. The result may lack generalizability. Therefore, future studies with larger sample sizes across different countries could be conducted. Second, the study applied a cross-sectional survey research design. For future research, an experimental design can be carried out to establish causal relationships and draw more definitive inferences. Third, this paper used a quantitative approach only. Therefore, a qualitative approach can be used for triangulation that further validates the findings.

## Author contribution statement

**M.M.:** Developing research questions, data collection, and outlining the methodology. **S.K.P.:** Discussion, supervision, and editing. **L.P.:** Initial draft preparation, statistical methods, analyzing the data, interpreting the results, revising the manuscript, ensuring clarity, and alignment with the research goals. **B.G.:** Data collection, synthesizing literature, methodology and revising the manuscript. All authors participated in the revision process by refining ideas, discussing results, providing input, and finalized the manuscript.

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## Declaration statement

The authors declare no conflict of interest.

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