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A Holistic Perspective: Investigating the Links between Workplace Spirituality, Organizational Commitment, and Well-Being among Higher Education Professionals

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Abstract: This comprehensive review paper investigates the intricate relationships among workplace spirituality, organizational commitment, and well-being in the distinctive context of higher education institutions. With the overarching goal of cultivating a supportive and spiritually nurturing workplace environment, this study rigorously explores the presence and impact of spiritual support practices in higher education. Employing a systematic research methodology, 25 pertinent articles were meticulously selected from an initial pool of 130 publications, sourced from platforms such as "Google Scholar," "Scopus," "Web of Science," and "Research Gate." The discussion section critically examines the interplay between workplace spirituality and organizational commitment, underscoring the crucial distinction between organizational and personal spirituality. It further delves into the implications of workplace spirituality on the well-being of higher education professionals, particularly in light of the evolving challenges and opportunities within academia. Notably, the COVID-19 pandemic is acknowledged as a transformative force that has highlighted the pivotal role of academic staff in distinguishing educational institutions. In conclusion, this review paper accentuates the transformative potential of workplace spirituality within the competitive academic landscape. It posits that workplace spirituality engenders positive outcomes for individuals, groups, and organizations, playing a pivotal role in enhancing overall effectiveness. The paper underscores the imperative for higher education institutions to nurture agile and motivated teaching staff, prioritizing their well-being and professional growth. By integrating spirituality into the academic milieu, institutions can foster healthier workspaces, attract and retain top-tier talent, and contribute significantly to the holistic development of their faculty members. In summary, this review paper offers a holistic perspective on optimizing the academic work environment by exploring the complex dynamics of workplace spirituality, organizational commitment, and well-being within higher education institutions.

Keywords: workplace spirituality; organizational commitment; well-being; higher education; supportive practices; spirituality integration; academic workplace; organizational effectiveness.

1. Introduction

Workplace spirituality means trying to figure out your life's meaning, build strong relationships with coworkers and other people you work with, and make sure that your personal beliefs and the values of your company are in line with each other (Mitroff and Denton, 1999).

It's the bond or link that workers have with their company, which is called organizational commitment. This comes from industrial-organizational psychology (I/O psychology) and talks about how the person feels about working for the company (Jay, 2021).

All sectors of organizations are thought to benefit greatly from the development and advancement of their human resources. Organizations that manage their human resources are thought to deliver accurate, effective, and enhanced performance. The rivalry for enhancing performance is something that educational institutions face, just like corporations in other sectors. In particular, universities place a strong emphasis on giving their students a high-quality education. As a result, in addition to taking into account the technical aspects

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of teaching and learning, a college or university's performance may also be evaluated based on the credentials and experience of its faculty (Fanggida, et al., 2016). Since The faculty members are the university's greatest human resource, the expertise levels of the faculty are used to analyze the degree and caliber of instruction offered from any university's platform (Amen and Raziq 2019).

There's a general sense of hopelessness in all aspects of life, including our work lives. In the past, one's job was only meant to provide for their financial needs—not to nurture their inner selves. Nowadays, finding spirituality to provide a meaningful purpose for one's profession demands careful thought in this environment. Companies are beginning to understand that fostering employees' "professional well-being" at work can be achieved through "workplace spirituality" (WS). Workplace attitudes, the degree of passion we exhibit while working, the friendly relationships we foster with coworkers, and the positive psychological resources we foster are the main factors that contribute to professional well-being. Without fostering the ability and professional competence of educators, who are essential to society, a nation cannot fully flourish. The aim of the initiative is on the professional well-being of academicians in higher education teachers' professional well-being (TPW) construct. Academic organizations that are successful in fostering a teaching-learning environment that benefits the teaching staff also tend to have a positive outlook that includes an agile mindset, resilience, and an internal drive to achieve the objectives of the educational institution (Paul & Jena 2022).

The educational system is regarded as the backbone of every country, with instructors holding key positions. Its success is largely reliant on the prospective aptitude and stature of the educators, who are essential to the advancement of society. Particularly during COVID-19, learning organizations need teachers who are eager to pick up new skills quickly and still keep a positive environment. Instructors have challenges when participating in remote learning, including elevated rates of student absenteeism, focus problems, internet connectivity problems, and limited classroom space during pandemics (Storme, et al., 2020). Happy and motivated employees are essential to an organization's ability to endure, manage, perform, and deal with unanticipated circumstances (Jena & Pradhan 2018). Teachers need to cultivate their spirituality in order to work better and feel better, which will increase their adaptability in challenging circumstances. Moreover, research in the field of education discovered that instructors, administrators, and students in higher education are important contributors to workplace spirituality (Shephard 2008). The personal convictions and professional conduct of the teaching staff are important elements that impact the growth of students' human potential. Within the context of Covid-19, academic spirituality must therefore cultivate a teaching community and administrative professionals who exhibit assertiveness, perseverance, and nimble thinking in order to meet organizational goals. One of the most flexible industries in the world is education, where pedagogical approaches, innovative teaching strategies, and technological innovation all shift frequently (Wu, & Chen,2021). When the educators in the field of education is agile, all these changes can occur. Teaching staff members' perspectives are impacted by this "revolution in the measurement of collective human behavior," which requires them to gradually develop greater agility (Saeed, et al., 2022).

2. Literature Review

2.1 Workplace Spirituality

Mittal A., et al., (2023) explored the growing recognition of spirituality's significance in the workplace for researchers, business individuals, and academic managers. They emphasized the importance of spirituality in modern workplaces, particularly in the current unstable and high-risk environment. The research aimed to comprehensively investigate the impact of workplace spirituality on job outcomes, focusing on workplace stress as a moderator in the relationship between job happiness and spirituality. However, it highlighted a gap in the literature regarding the specific processes through which spirituality influences employees' job results. **Paul, M., & Jena, L. (2022)** examined the relationship between teachers' professional well-being (TPW) and workplace spirituality (WS), investigating how positive psychological capital (PPC) mediates this connection. Utilizing data from 345 teaching experts in Indian higher education, the study employed structural equation modeling and mediation analysis, verified using Preacher and Haye's (2008) method. The research revealed a significant and positive association between WS and TPW, partially mediated by PPC. The findings suggest leveraging inner spiritual resources to manage work-related stress and enhance professional well-being, emphasizing the importance of a clear and open mindset for effective teaching. Notably, this study addressed a gap in research

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concerning TPW, PPC, and WS within the context of postsecondary education. **Aboramadan, M., & Dahleez, K. (2021)** proposed a model showcasing how workplace spirituality influences job performance, mediated by work engagement, affective commitment, and organizational trust. Grounded in the social exchange theory, the study utilized quantitative research and structural equation modeling. The data, collected from 207 faculty members in the Palestinian higher education sector, revealed significant mediating effects of affective commitment, organizational trust, and work engagement on the relationship between workplace spirituality and academic staff members' job performance. The study highlighted the scarcity of research focusing on spirituality's impact on productivity and emphasized the unique contribution of analyzing this concept within a non-Western academic setting, enriching the understanding of spirituality in the workplace. **Hassan S., et al., (2021)** aimed to explore the relationships between employee well-being (EWB), workplace spirituality (WPS), and public service motivation (PSM) in public organizations, particularly focusing on academic staff in higher education organizations (HEIs). The findings confirmed that EWB played a mediating role in the positive associations between WPS and PSM. However, the study acknowledged limitations, such as potential demographic bias and reliance on self-reported measurements. Nonetheless, it was noted as a trailblazing effort in connecting WPS, EWB, and PSM in the context of HEIs and provided implications for creating a spiritual workplace culture and enhancing PSM in academic personnel. The study was considered valuable for filling a known gap in the literature. **Paul, M., et al., (2020)** underscored the pressing need for educators to swiftly mature while maintaining a positive demeanor in learning organizations. They defined an agile workforce characterized by positivity, adaptability, and continuous learning as vital for educational settings. The study aimed to establish a link between teaching professionals' workplace spirituality (WS) and workforce agility (WA), proposing a model that connected psychological empowerment, work-life balance, and work-study design. Through mediating effects, the study highlighted WS as a new paradigm to enhance teaching professionals' WA and offered future recommendations to boost their agility. **Mahipalan, M., et al., (2018)** explored the rising research interest in workplace spirituality, emphasizing its mutual benefits for organizations and employees. They examined the relationship between organizational citizenship behavior (OCB), self-efficacy, and workplace spirituality among secondary school teachers, aiming to predict civic engagement based on spirituality and effectiveness as educators. The study, involving 353 teachers in public schools in southern India, utilized structural equation modeling to reveal positive correlations between various OCBs, teacher efficacy, and aspects of workplace spirituality. The study contributed to the expanding empirical knowledge on workplace spirituality and shed light on the less-explored domain of teacher OCB. **Kumar, S. (2018)** highlighted the demanding nature of teaching, often pushing educators beyond their limits and affecting their well-being. The study explored how school teachers perceive spirituality at work, given the immense dedication and challenges they face. Data from 243 Indian school instructors revealed the core aspects of workplace spirituality in the educational context, encompassing meaningful job, meaningful life, interpersonal relationships, and the overall work environment. The study employed equation modeling to validate the factor structure. Kumar suggested that workplace spirituality could offer a potential solution to the issues faced by teachers and the education system, opening avenues for future research to delve deeper into its roots and empirical validation, particularly within classroom settings. **Mahipalan, M. (2018)** emphasized the scarcity of research exploring the practical applications and benefits of spirituality in the workplace. The study aimed to provide empirical evidence supporting the theoretical connection between job happiness and workplace spirituality. Focusing on high school instructors in government schools in southern India, the research investigated how employee involvement and workplace spirituality could predict teaching satisfaction. Structural equation modeling (SEM) was used to analyze the fundamental relationships between these variables. The findings underscored strong positive relationships between employee engagement, teacher satisfaction, and workplace spirituality, emphasizing their importance, especially within the educational sector. **Garcia-Zamor J. (2003)** conducted a thorough literature review on workplace spirituality, exploring its relationship with organizational dynamics and ethical considerations. The study delved into the historical aspects of spirituality at work, comparing them with established ethical theories, moral norms, and religious perspectives. Additionally, it examined businesses that prioritized spiritual values and their positive impact on worker productivity. The study discussed how some businesses had embraced spirituality, emphasizing its benefits, while public organizations were more hesitant due to concerns about the separation of church and state. Ultimately, the study provided strategies for managers

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and administrators to implement workplace spirituality to enhance performance and cultivate ethical organizations in both public and commercial sectors.

2.2 Organizational commitment

Gulhar, S., et al., (2023) explored the connections among female academics at higher education institutions, focusing on employee engagement, organizational dedication, and eco-spirituality. The study found that spirituality in nature influenced organizational dedication, and organizational commitment influenced employee engagement, highlighting the importance of these relationships. Additionally, the research revealed both direct and indirect links between eco-spirituality and worker involvement, shedding light on previously unexplored aspects. The study utilized regression analysis to examine the relationships between employee spirituality, organizational commitment, and employee engagement, ensuring reliability through an investigation of construct item reliability and accounting for correlations between the variables. **Yu, Q., et al., (2019)** investigated internal market orientation (IMO) as a vital tool for employee management, aiming to retain talent and enhance performance while mitigating the impact of high labor turnover on firm performance. Their study, based on data from 275 Chinese-based enterprises and considering historical influences, emphasized IMO's positive effect on company performance through organizational commitment and employee retention. The research identified potential moderating variables like ownership types, interdepartmental relationships, and communication, showcasing IMO's empirical influence on various markets and sectors, advancing the literature particularly within the context of an emerging market, with specific implications for managing Chinese personnel. **Windeler, J. B., & Riemenschneider, C. (2016)** emphasized the critical concern of staff recruitment, retention, and support in the face of projected IT personnel shortages and high replacement costs. They advocated for increased attention to historically underrepresented populations as a potential remedy. The study delved into aiding ethnic minority IT workers in career advancement, examining the impact of ethnic minority status on career success indicators and leader support, employing Emotional events theory and social exchange theory. The findings highlighted the influence of career mentoring and leader-member exchange (LMX) on organizational commitment, especially for ethnic minorities. Additionally, they underscored the importance of considering ethnicity in studying organizational commitment, merit pay, mentorship, and LMX, offering insights for managers to enhance organizational commitment among IT staff members through a focus on LMX and career mentoring. **Pooja, A. A., et al., (2016)** investigated the relationships between work overload and interpersonal conflict, workplace stressors, and organizational citizenship behavior (OCB). Their study revealed that the link between job overload and OCB was entirely mediated by organizational commitment, based on data from a Mexican organization. Empirical evidence supported a direct negative relationship between interpersonal conflict and OCB, with organizational commitment partially mediating this relationship. The study also showed that higher levels of social involvement moderated the negative effects of job stress and interpersonal conflict on OCB, underlining the importance of encouraging social connections among employees to foster OCB despite stressful working environments. **Badiane, K. (2016)** investigated the relationships between organizational commitment, organizational citizenship behavior, and career plateauing. The study utilized Milliman's subjective measurements for career plateauing, Meyer and Allen's metrics for organizational commitment assessment, and Organ's instruments for evaluating organizational citizenship behavior. The key findings were: a. Affective commitment, but not continuous commitment, showed a substantial inverse link with career plateauing and work content plateauing. b. No significant link was found between organizational citizenship behavior and career plateauing. c. Continuous commitment had a significant inverse relationship with sportsmanship, while courtesy and affective commitment was strongly and favorably associated, albeit with weak strength. **Joo, B. (2010)** delved into the relationship between perceived organizational learning culture, leader-member exchange (LMX) quality, employee turnover intention, and organizational commitment. The study found that employees with a belief in a higher learning culture and supportive supervision exhibited higher levels of organizational commitment. Organizational commitment acted as a complete mediator for employee turnover intention. Together, organizational learning culture and LMX quality explained 43% of the variation in organizational commitment. Additionally, organizational commitment played a role in explaining almost 40% of the variance in turnover intention. The research demonstrated that perceived organizational learning culture and LMX quality negatively influenced organizational commitment, ultimately impacting employees' intention to leave the organization.

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2.3 Well-being

Si, J. (2023) explored the relationship between managerialism and teachers' professional well-being, focusing on how instructors perceive their well-being amidst demanding work situations. The study employed a well-being theory and utilized document analysis, open-ended surveys, and semi-structured interviews with instructors at Chinese higher education institutions (HEIs). The results revealed a landscape of tensions and challenges where teachers' professional well-being was often contested and disregarded, shaped by a corporate culture prioritizing performance and competence. Teachers' engagement, self-actualization knowledge, and educational perspectives were influenced and managed within this culture. The findings provided a basis for a critical analysis of managerialism in higher education, a deeper understanding of teachers' professional well-being, and strategies to promote sustainable growth in teachers' well-being. **McCallum, F. (2022)** explored the potential enhancement of teacher welfare through effective leadership at educational campuses and within larger macro systems involving political agendas, policy reforms, legislative actions, and curriculum changes. The study highlighted the dynamic elements affecting teacher well-being, echoing the definition by McCallum and Price (2016). They emphasized the varying well-being of teachers over their careers due to changing conditions and stressed the dual responsibility, individual and collective, in promoting well-being. Recognizing the significant impact of teachers on learner outcomes and academic success, the study emphasized the role of leadership at both local and national levels in prioritizing teacher wellness, advocating for deliberate measures and specialized support. The research used three studies to exemplify how effective leadership could positively influence teacher effectiveness and well-being. **Pradhan, R. K. et al., (2022)** aimed to understand how workplace spirituality influenced the engagement levels of professors in higher education institutions using the positive activity model. They also investigated if emotional intelligence mediated the relationship between employee engagement and workplace spirituality. The study stressed the importance of nurturing emotional intelligence among higher education teachers and establishing a spiritually supportive work environment to enhance job outcomes. It provided valuable insights into the mechanism linking employee engagement, well-being, and spirituality at work, particularly in the higher education industry. **Song, H., et al., (2020)** explored teachers' subjective well-being, examining its nature and the dynamic interplay of significant elements such as altruism, self-worth, work satisfaction, and income fulfillment. The study utilized surveyed data from a three-year mixed-methods study in China. The results highlighted that teachers' assessments of their work-life quality were influenced by their altruistic values and their ability to uphold them but were adversely impacted by their level of financial satisfaction. This study contributed valuable insights to the ongoing discussion about retaining qualified instructors. **Mercer, S., et al., (2016)** emphasized the need to understand teacher psychology and factors supporting teachers' professional well-being, an area that received limited attention in language learner psychology (LLP) focused mainly on learners. The study stressed the critical role of teacher psychology, not just for the teachers but also for their students. It highlighted gaps in SLA-specific findings and advocated for expanded and nuanced research in teacher psychology. The essay presented strategies rooted in positive psychology to enhance the esteem, support, and well-being of language instructors who often face an enthusiastic yet stressful job. Ultimately, the study called for a more teacher-centered approach in LLP research and underlined the potential of positive psychology in fostering language teachers' professional well-being across diverse contexts. **Runquist, J. J., & Reed, P. G. (2007)** conducted a study examining the physical and spiritual factors linked to well-being among homeless individuals. The research, involving 61 sheltered homeless people, revealed strong positive correlations between spiritual perspective, self-transcendence, health, and well-being. The study supported Reed's theory of self-transcendence, suggesting homeless individuals possess spiritual, emotional, and physical capabilities that could be harnessed by healthcare providers to enhance well-being in this vulnerable group. **Thompson, C. A., & Prottas, D. J. (2006)** utilized data from the 2002 National Study of the Changing Workforce (N = 3,504) to analyze the relationships between perceived control, employee attitudes, job autonomy, and informal organizational support (like work-family culture, managerial encouragement, and coworker support). Through hierarchical regression, the authors demonstrated that family benefits availability was unrelated to outcomes, but significantly linked to anxiety, life satisfaction, and intentions to leave. Job autonomy and informal organizational support showed positive correlations with most outcomes, including positive spillover, with perceptions of control serving as a primary mediator in many interactions.

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3.   Objective

➢ Aim to create a supportive and spiritually nurturing workplace environment in higher education institutions.

➢ Investigate the presence and impact of spiritual supportive practices within higher education institutions.

➢ To examine how workplace spirituality, organizational commitment, and well-being are interconnected within the higher education context.

4.   Methodology

A research methodology is an approach to researching problems analytically. One way of looking at it is by studying how scientists conduct their experiments. Methods and justifications for the various research processes were analyzed. The researcher should be well-versed in various research methods and techniques. The study relied on secondary data collected from various publicly available sources. The current study has utilized the systematic literature review for the exploration. These publications were located using several online resources, including "Google Scholar," "Scopus," "Web of Science," and "Research Gate." 130 publications, in all, were found after the initial investigation. The second screening resulted in the selection of 54 pertinent articles. The final screening resulted in the selection of 25 items for analysis.
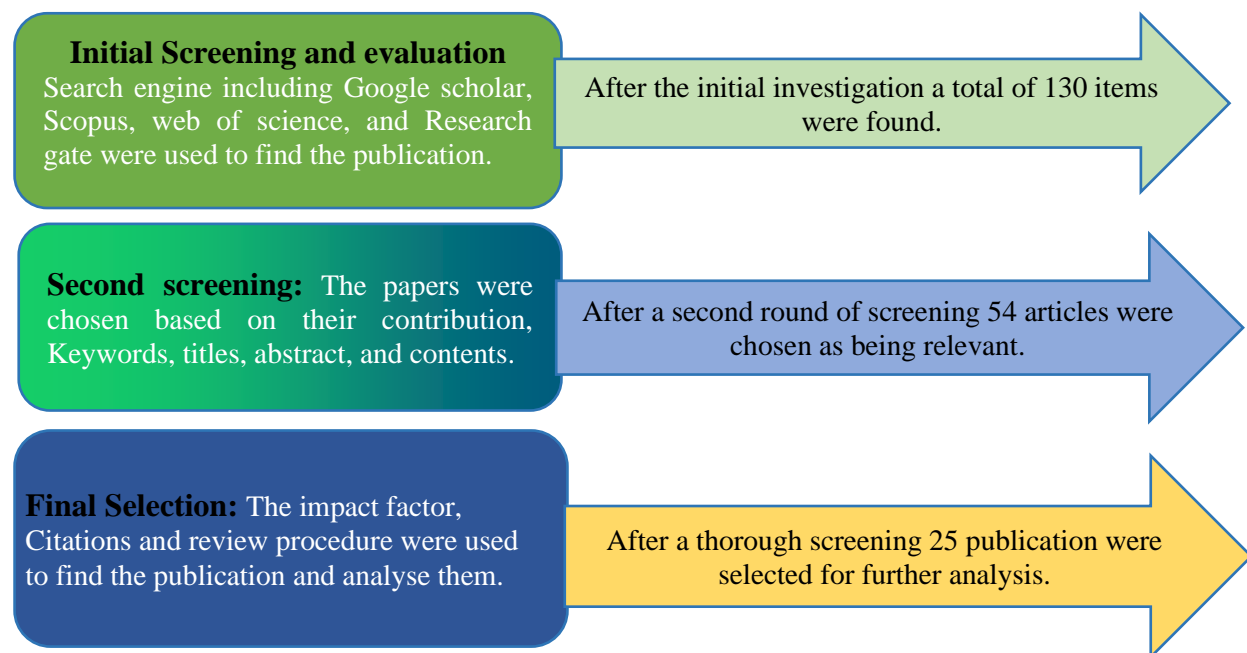
Initial Screening and evaluation Search engine including Google scholar, Scopus, web of science, and Research gate were used to find the publication.	After the initial investigation a total of 130 items were found.
Second screening: The papers were chosen based on their contribution, Keywords, titles, abstract, and contents.	After a second round of screening 54 articles were chosen as being relevant.
Final Selection: The impact factor, Citations and review procedure were used to find the publication and analyse them.	After a thorough screening 25 publication were selected for further analysis.

Fig 1: Screening Process

4.1 SLR Technique

A "systematic literature review" (SLR), an independent academic approach, seeks to find and evaluate all important literature on a subject in order to make judgements on the issue at hand. To make the present state of the literature and the inferences that should be drawn from it obvious, systematic reviews are carried out (Feak and Swales 2009). An SLR can show the current status of research on a subject and highlight areas that need more study in relation to a specific research issue. To decrease distortions brought on by an extremely small selection of the available literature and to improve the validity of the material chosen, a rigorous methodological approach is adopted (Tranfield, et al., 2003). A search's distinctive characteristic in this regard is the fact that the criteria for what should be included and excluded are specified before the search is conducted. The search is primarily carried out in electronic literature databases to gain a thorough understanding of a research topic, but it also includes manual searches and the identification of unpublished literature.

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5. Discussion

Workplace Spirituality and Organizational Relationship Commitment: Motivated by the knowledge that the investigation goes beyond the materials found in the search, the prize will increase the members of the organization's commitment on an internal level. Employee involvement and psychological connection with the organization are reflected in organizational commitment, which is expressed in things like employees' acceptance of the goals of the organization as well as ideals. According to **Kolodinsky et al., (2004)** It is important for workplace spirituality to acknowledge the distinction between organizational spirituality and personal or individual spirituality. The claim is validated by **Dent et al. (2005)** many have proposed that there is a lack of construct clarity because the theory building of workplace spirituality is still in its early stages. **Malik & Singh, (2023)** indicates a strong and meaningful correlation between workplace spirituality and organizational commitment. **Evers et al., (2002)** since our nation gained independence, higher education in India has undergone significant change. The only goal of higher education is to contribute to the development of the nation by offering comprehensive, integrated, trans-cultural, and high-quality instruction. But **Csiernik and Adams, (2002)** claimed that when teachers have a high teaching efficacy (TE), they can manage stress well because they have a strong sense of self-worth and inherent ability. Research has shown that instructors who possess self-efficacy are less likely to feel burnout and perform better in the classroom. Recently, **Federov et al. (2020)** we out a study among school teachers within the Russian cultural environment to recognize variables that impact TPW (teachers' professional well-being), including professional development, professional self-acceptance, and positive interactions with colleagues. But **Lips-Wiersma and Morris, (2009)** has claimed that working in teams or organizations and incorporating spirituality into meaningful work increases it. Since teaching is a continuous and dynamic process, higher education institutions worldwide are forced to adopt innovative and dynamic approaches to hiring highly qualified faculty, establishing standards for admission, implementing innovative technological pedagogies, providing hands-on curriculum, first-rate infrastructure, and carrying out performance appraisal systems. Being a teacher is regarded as one of the most stressful jobs. **Gibbons, P. (2000)** considering that workplace spirituality is regarded as a very personal and philosophical concept, almost all scholarly definitions agree that spirituality entails a feeling of wholeness, a sense of connection at work, and more profound ideals.

6. Conclusion

Workplace spirituality is giving firms a genuine competitive edge in today's cutthroat market. The results of workplace spirituality are positive for individuals, groups, and organizations. Not only does workplace spirituality assist individuals in discovering their purpose in life, but it also expands the opportunities for organizational growth and development. Within the framework of a business, workplace spirituality enhances the performance of individual managers and cascades these advantages to the overall effectiveness of the organization. Higher education institutions have been left in disarray by the Covid-19 pandemic. Many of these institutions discovered that their once-strong and attractive assets—such as expansive campuses and magnificent buildings—proved to be useless for the online teaching and learning process, making their academic staff the institution's most valuable asset and a key differentiator from rivals. Higher education institutions are changing in order to offer faculty members a range of options for improving their professional and spiritual well-being while working in academia. Higher education institutions must now cultivate a dynamic and adaptable teaching staff that has an optimistic outlook on life, is receptive to spiritual guidance for both work and personal life growth, possesses the necessary educating aptitude to make rational decisions, welcomes new & original concepts, interacts positively and freely with students to comprehend their needs, adaptable enough to accept new scientific technologies and advance their teaching proficiencies, self-motivated enough to take on new challenges and responsibilities, resilient enough to overcome obstacles, and, at last, acclimated to the academic work environment. Without teachers who are truly motivated, academic institutions cannot become more agile. Effectiveness as a teacher increases when educators are happy in their roles, have positive working interactions with teachers and students serve a function in their job, and make rational decisions on their own that lead to personal growth. Teacher performance rises when there is an ethical workplace culture in learning companies, when mainstream methods are implemented, and when there are diverse student communities. In order to foster a culture of creativity and inventiveness among educators, university administrations might create regulations

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that benefit faculty members. Employers who practice spirituality will provide a healthy work environment that will help educators avoid burnout and job stress. Through the provision of meaningful employment, a fulfilling life, and a healthy working environment, the integration improves workplaces that will attract, retain, and develop employees when workplace spirituality is incorporated into the Indian educational system the greatest personnel.

7. Limitations and Future Scope

1. **This study will be limited to higher education professional:** Future research should expand beyond higher education professionals to include a more diverse range of participants. Examining the chosen variables (Workplace Spirituality, Organizational Commitment, and Well-Being) across different industries, job levels, and demographics can provide a more comprehensive understanding of their interplay.

2. **This study will be limited to secondary data:** While secondary data can be valuable for initial insights and background information, future studies should consider collecting primary data. This can involve surveys, interviews, or observations to gather firsthand information on the variables under investigation. Primary data allows for a more tailored approach and can capture nuances that secondary data might miss.

3. **This study will be limited to Workplace Spirituality, Organizational Commitment, and Well-Being:** Expanding the scope of research to include a wider array of variables can offer a richer perspective on the relationships between Workplace Spirituality, Organizational Commitment, and Well-Being. Variables such as job satisfaction, leadership styles, and work-life balance may interact with or influence these constructs and should be considered in future investigations.

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