Effect of workplace spirituality on employee affective commitment in public secondary schools in Gwale -Kano State

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Abstract
Workplace spirituality is an aspect that has attracted scholarly research within the field of organizational management. This study assessed the Effect of Workplace Spirituality on Employee Affective Commitment using a sample of 269 teachers in selected public secondary schools in Gwale Local Government Area, Kano State. With the aim of establishing the relationship between workplace spirituality's dimensions (meaningful work, sense of community, and alignment of values) and employee affective commitment; Relying on a quantitative survey design to obtain data via questionnaire and multiple regression as methods of analysis, the relevant hypotheses were tested, and it was found that meaningful works and alignment of values have a statistically significant positive relationship with employee affective commitment, while the sense of community dimension was found to have a weak negative and insignificant relationship with employee affective commitment. Social Exchange Theory was used in this research. The study concluded that while some dimensions of workplace spirituality are vital, others such as sense of community may need reevaluation to enhance their effectiveness. Therefore, it was recommended that the management of public secondary schools in Gwale LGA, Kano State, should further enhance meaningful work initiatives, and to ensure that the institution's values aligns with those of the employees via relevant workshops, seminars and policy implementation as this will contribute to employee well-being and deepen a sense of commitment to the organization.

Keywords: Workplace Spirituality, Meaningful work, Sense of commitment, Alignment of Values, Affective commitment.

1. Introduction

In an era where organizations public or private increasingly compete more on expertise, creativity, and adaptability, employee commitment has become central to organizational success. However, poor work ethics and employee disengagement continue to impair performance and service delivery in many public organizations, particularly in emerging economies (Tessema et al., 2015; Tabiu, 2019). Although employees are an organization's most important asset, their best performance depends on more than just technical proficiency or rewards; it also depends on a deeper level of psychological and spiritual fulfilment.

Recent discourse in organizational behavior identifies workplace spirituality (WPS) as a catalyst for enhancing employee commitment and well-being (Janes, 2018; Kwahar, 2021; Terri, 2021). Contemporary workplaces shaped by technological and cultural shifts now demand holistic management approaches. As Naidoo (2014) observes, organizations must engage the "whole person"—

psychologically, emotionally, and physically—to foster resilience and purpose at work. Ignoring this human dimension often results in disengagement, absenteeism, and turnover (Gupta et al., 2014).

WPS recognizes employees' inner lives and their search for meaning, connection, and value alignment with organizational goals (Garg, 2017; Milliman et al., 2017). It is distinct from religion, focusing instead on meaning, connectedness, and authenticity at work (Devendhiran & Wesley, 2017; Gocen & Ozgan, 2018). Yet, misconceptions equating spirituality with religiosity have constrained its acceptance, particularly in public institutions where bureaucratic norms suppress human-centered management (Bhatia & Arora, 2017; Gill, 2014). This study clearly distinguishes workplace spirituality from religiosity which merely focus on certain beliefs and practices. The constraint on its acceptance in public institutions arises from the misperception of workplace spirituality as religious expression, rather than from its actual content. In this study, workplace spirituality is treated as a secular and inclusive construct that emphasizes meaningful work, ethical alignment, and connectedness, which bureaucratic norms often overlook due to their focus on formal rules and value neutrality. According to Terri (2017), neglecting spirituality often leads to apathy and declining commitment. Although studies have linked WPS with employee commitment (Kaur & Mittal, 2020; Kumar & Singh, 2014; Mohamad et al., 2016; Oyekunle & Agu, 2017), findings remain inconclusive, and few have examined how specific WPS dimensions—meaningful work, sense of community, and value alignment—influence employee affective commitment (EAC), especially in Nigeria. Kwahar (2021) and Benefiel et al. (2014) highlight the need for more context-sensitive

research, particularly within public institutions.

This gap is evident in Nigeria's public education sector, where diminishing teacher commitment erodes quality and effectiveness. Reports indicate that many public-school teachers frequently arrive late, close early, or skip duty despite regular salaries (Femi, 2019; Kwahar, 2021). Poor work ethics, weak accountability, and low morale persist, with many teachers describing their work as devoid of meaning or belonging (Mousa & Alas, 2016). In Kano State, teachers' low satisfaction is further linked to poor welfare and working conditions (Muhammad, 2017). Yet, interventions focus largely on financial incentives, overlooking psychosocial and spiritual needs. As Terri (2021) notes, sustainable commitment stems not merely from pay but from alignment of values, meaningful engagement, and communal belonging—elements many administrators fail to harness.

Against this backdrop, this study investigates how workplace spirituality dimensions (meaningful work, sense of community, and alignment of values) affect employee affective commitment among teachers in selected public secondary schools in Gwale Local Government Area, Kano State. The study contributes to understanding WPS as a strategic pathway to strengthen commitment and improve performance within Nigeria's public education system.

2.0 Literature Review
Under this heading the researcher, presents relevant literature to clarify the key concepts in the study.
2.1 Employee Commitment
The psychological attachment and sense of belonging that a person has to their organization is known as employee commitment, which is frequently used interchangeably with organizational

commitment. Mowday (quoted in Ali et al., 2020) asserts that it shows how much a worker identifies with the organization's principles, aims, and objectives and how eager they are to help it succeed. This conceptualization emphasizes how a dedicated worker not only sticks with the company but also synchronizes personal values with its goals.

The literature on employee commitment presents diverse conceptualizations; however, there is a general consensus that commitment represents a stabilizing psychological force that directs an individual's behavior toward sustained organizational membership and goal attainment. Lee, Allen, Meyer, and Rhee (2001, as cited in Femi, 2019) observed that despite variations in emphasis—whether on antecedents, dimensions, or consequences—the common thread among definitions is that commitment functions as a motivational state that shapes employees' persistence and engagement within their organizations. Organizational commitment has also been described as the extent to which employees identify with and desire to remain part of their organization (Mohammed & Shouvik, 2021). When this emotional bond is strong, it enhances loyalty, performance, and organizational citizenship behavior; however, when it is weak, employees often display absenteeism, low morale, and reduced productivity, thereby compromising organizational efficiency.

In today's highly competitive and dynamic environment, sustaining employee commitment has become a critical determinant of organizational effectiveness. Andavar et al. (2020) noted that many organizations struggle to maintain a dedicated workforce, while Hassan et al. (2021) emphasized that no organization can achieve optimal performance without employees who are psychologically and emotionally aligned with its objectives. To explain this phenomenon more precisely, Meyer and Allen (1991) proposed a three-component model of organizational commitment consisting of affective, continuance, and normative commitment, which respectively describe commitment based on emotional attachment, perceived cost of leaving, and moral obligation.

2.3 Employee Affective Commitment

Among the aforementioned dimensions, affective commitment has received the greatest scholarly attention because it reflects a genuine emotional attachment, identification, and involvement with the organization's goals and values. This is referred to as the employee's *mental connection* to the organization, according to Abdullah (2018), and is viewed as the worker's *positive emotional attachment* to the organization. When an employee exhibits affective commitment, they strongly identify with the organization's goals and decide to stay on board out of personal desire and emotional fulfilment rather than out of duty or necessity (Anwar & Abdullah, 2021).

Qing et al. (2019) further explained that affective commitment typically reflects a stronger and more enduring bond between employees and their organization than either normative or continuance commitment, which are primarily concerned with duty-driven behavior and financial necessity. Thus, affective commitment captures the intrinsic and voluntary aspects of employee loyalty, making it the most desirable and sustainable form of commitment in contemporary organizations.

Accordingly, this study adopts and focuses on affective commitment as its core construct. Affective commitment best captures the emotional and psychological connection teachers develop with their schools—a connection that influences their enthusiasm for teaching, willingness to go beyond formal duties, and desire to contribute to educational improvement.

Assessing this dimension among teachers in public secondary schools provides critical insight into how workplace spirituality and its dimensions—meaningful work, sense of community, and alignment of values—shape their emotional bond with the institution. This focus is particularly important within Nigeria's public education system, where the level of affective commitment among teachers appears to be waning, with implications for performance, retention, and the overall quality of education.

2.4 Concept of Work Place Spirituality

Humans have an inbuilt need to be appreciated, connect with something bigger than themselves, and find purpose in their lives and careers. Accordingly, spiritual life embodies transcendence beyond the ego, inner identity, purpose, and connection (Tackney et al., 2017).

Usman et al. (2021) describe spirit as a living, unseen energy distinct from the body, encompassing an internal feeling toward one's work and colleagues.

Workplace spirituality has been viewed as a multi-dimensional construct, encompassing meaningful work, sense of community, inner life or transcendence experiences, and alignment with organizational values, which collectively shape employees' experience of purpose, connectedness, and fulfillment at work (Kwahar,2021; Mohammed & Shuavik,2021; Oderinde,2022; Purba et al., 2022; Tkaczynski & Arli, 2018; Utami et al.,2021; Walt, & Nyetanyane, 2024). A recent bibliometric review identifies meaningful work and community as central themes in contemporary workplace spirituality research, reflecting employees' pursuit of purpose and belonging in organizational settings (Lawande, 2025). Empirical studies further confirm that meaningful work enhances engagement and psychological well-being, while inner life captures employees' experience of purpose, authenticity, and personal growth

(Wu, 2025; Tigedi, Van der Walt, & Nyetanyane, 2024). The sense of community dimension emphasizes relational support and connectedness among colleagues, which positively influences workplace flourishing and social well-being (Tigedi et al., 2024). Alignment between personal and organizational values is also a critical dimension, significantly predicting organizational outcomes by reinforcing coherence between individual meaning and organizational mission. Specifically, Mitroff and Denton (1999, in Terri, 2021) defined workplace spirituality as an interconnectedness motivating employees to bring their whole selves to work. It emphasizes creating a work environment where individuals experience meaningful work, a sense of community, connectedness, and alignment between personal and organizational values, while fostering authenticity and ethical behavior (Garg, 2017; Milliman et al., 2017; Tigedi, Van der Walt, & Nyetanyane, 2024). Drawing from the scholarly submissions above, workplace spirituality refers to the recognition and integration of employees' inner lives, values, and search for meaning within the organizational context.

Bhatti and Sadia (2018) credited Fry (2003) for integrating the concepts of workplace and spirituality in organizational leadership. Despite growing attention, workplace spirituality remains conceptually diverse with multiple definitions (Gupta et al., 2014).

2.5 Dimensions of Workplace Spirituality

Several dimensions of workplace spirituality exist in the literature; however, this study focuses on meaningful work, sense of community, and alignment of values, as these are vital to organizational success. Ke et al. (2017) emphasized that spirituality influences individuals, the work environment, and organizational outcomes, making it essential in the

workplace. These dimensions remain the most widely applied constructs of workplace spirituality and are frequently measured in empirical studies, particularly in Western contexts (Houghton et al., 2016; Kwahar, 2021; Oderinde, 2022).

Meaningful Work

Khan and Qazi (2017) stated that the recognition and allowance of spirituality in the workplace demand admitting that workers desire to be involved in work that gives them a good sense of meaning in life. According to Oderinde (2022), meaningful work is the feeling a worker has about his or her work, that it is important and meaningful to his or her life. He further stated that the dimension of meaningful work revealed the rationale behind one's involvement in the workplace by accepting that his or her work aids him or her to express their inner values. A significant aspect of spirituality at work includes a deep sense of meaning and purpose in a person's work, which in most cases determines how a worker interacts on a daily basis at work, at the individual level (Kwahar, 2021).

Sense of Community

This second dimension of workplace spirituality is pivotal because organizations strive for interdependence and connections between different units and individuals to achieve their goals.

A sense of community refers to "the feeling that members have of belonging, a belief that the members matter to one another and to the group, and a shared belief that their desires will be met through their commitment to be together," (Mohammed and Shuavik, 2021).

Four criteria were identified to define a sense of community: shared emotional connection, which is the belief that members of the community share a sense of common places, history, time spent together, and other similar experiences; membership; influence; reinforcement (integration and fulfillment of members'

needs); and other similar experiences (Mohammed &Shouvik, 2021).

As per their assertion, a group's sense of community becomes apparent when its members share comparable experiences, wants, and emotions. They further stated that for members of a community to bond, there must be a feeling of community. Oderinde (2022) further affirms that this sense of community includes a sense of greater relationship with people or colleagues, which could involve support, freedom of expression, and sincere care; this will energize them to demonstrate deep commitment to the organization.

Alignment of Values

Baber, Barber, and Agarwal (2021) assert that a workplace facilitating the integration of individual inner values or beliefs with harmony will attain spirituality and foster employee devotion. Employees want to work in an organization whose aim is to not only be a good corporate member but also one that has a high sense of ethics or honesty and a greater contribution to the welfare of employees, customers, and society than the typical organization.

In essence, the administrators in such organizations have the right values, a strong heart, and are concerned about the wellbeing of their employees (Ashmos & Duchon, 2000 in Kwarkar, 2021). According to the forgoing argument, if organizations create an environment in which employees feel that their welfare and that of the community are respected; their contribution to the organization will increase (Kwarkar, 2021). It's up to the organization to initiate and instill theses ideals in their workers and the workplace and consistently uphold them in all circumstances; as well as ensure that strategic and operational choices viz-a-viz employee conduct, are guided by the well written values (Mohammed &Shouvik, 2021). Below is a review of key empirical evidence on the subject matter.

Furthermore, research links these dimensions(meaningful work, sense of community and alignment of value) to positive outcomes such as engagement, organizational commitment, and performance, underscoring the practical relevance of workplace spirituality for contemporary human resource management (Ahmadi & Singla, 2025). Collectively, this recent scholarship positions meaningful work, inner life/transcendence, sense of community, and value alignment as empirically supported dimensions of workplace spirituality, highlighting its significance for both individual fulfillment and organizational effectiveness (Lawande, 2025; Wu, 2025; Tigedi et al., 2024). Sandra (2021) noted that meaningful work within a social context nurtures people's inner lives. Garcia-Zamor, cited in Tasha (2021), linked its emergence to a reaction against corporate greed, advocating a culture that enhances intrinsic motivation, creativity, and morale for organizational growth. Scholarly interest in WPS gained prominence in the 1990s (Pirkola et al., 2016). Below is a further empirical review section, that established the empirical link between the aforementioned workplace spirituality dimensions and employee affective commitment.

2.5 Empirical Review

Several empirical studies have examined the nexus between workplace spirituality and employee commitment, emphasizing that spirituality at work enhances a sense of connection, meaning, and belonging among employees, thereby fostering higher performance and organizational productivity (Baskar & Indradevi, 2020; Ke et al., 2017). While the literature generally supports this positive association, the methodological depth and contextual focus of these studies vary, creating a space for further scholarly interrogation.

Oderinde (2022), for instance, investigated the relationship between workplace spirituality and employee job commitment among 192 respondents in Lagos Island Local Government. The study found a statistically strong and significant relationship between the three core dimensions of workplace spirituality—meaningful work, sense of community, and alignment of values—and employee commitment, particularly highlighting meaningful work as a strong predictor of affective commitment. This study is commendable for its empirical rigor and contextual relevance within the Nigerian public sector; however, its cross-sectional design limits causal inference, and its scope, being geographically narrow, constrains the generalizability of the findings. Moreover, the study focused primarily on job commitment without a detailed disaggregation of its affective, normative, and continuance components, which limits a deeper understanding of the psychological mechanisms involved.

Supporting this view, Kwahar (2021) reported that meaningful work, sense of community, and alignment of values significantly affect employee affective commitment. The scholar's emphasis on the intrinsic meaning and purpose derived from work offers valuable insights into the spiritual dimension of motivation, aligning with earlier studies that associate workplace spirituality with enhanced employee well-being and engagement (Kaur & Mittal, 2020; Oyekunle & Agu, 2017). While Kwahar's study contributes conceptually by framing spirituality as a motivational force, it provides limited empirical detail on how these variables interact across different organizational cultures, particularly in public institutions where bureaucratic rigidity might hinder spiritual expression.

Similarly, Pio and Tampi (2018) found that workplace spirituality significantly improves both normative and affective

commitment, reinforcing the argument that spiritually enriched environments promote emotional attachment and moral obligation to the organization. In contrast, Garg (2020) emphasized that positive spiritual experiences at work are the key drivers of employee commitment, implying that nurturing employees' inner well-being enhances their dedication and loyalty. While these studies collectively demonstrate the psychological and behavioral benefits of spirituality in organizational settings, they often adopt self-reported measures that may inflate the strength of observed relationships due to social desirability bias.

Amri et al. (2021) further corroborated these findings, suggesting that when spirituality is integrated into the workplace, employees bring their "whole selves" to work, which translates to stronger emotional connection and sustained performance. However, while this holistic approach is theoretically appealing, empirical support remains limited, as most studies rely on correlational evidence rather than longitudinal or experimental designs capable of establishing directionality and long-term impact.

Finally, Utami et al. (2021) observed that employees in organizations with high workplace spirituality demonstrate greater supportive behaviors and stronger commitment compared to those in less spiritually oriented settings. Their findings add practical weight to the argument that cultivating spiritual values—such as compassion, interconnectedness, and meaning—enhances affective commitment. Nonetheless, their study, like many others, is conducted in non-African contexts, thereby leaving a contextual gap regarding how workplace spirituality operates within African public institutions, particularly within educational settings characterized by low morale and structural inefficiencies.

From the forgoing, it is important to infer that, while existing studies consistently affirm that workplace spirituality fosters employee affective commitment, most are limited by contextual, methodological, or conceptual gaps—such as reliance on Western or Asian samples, absence of longitudinal evidence, and inadequate examination of public sector realities. Consequently, this study advances the literature by empirically examining the effect of workplace spirituality dimensions (meaningful work, sense of community, and alignment of values) on teachers' affective commitment in public secondary schools within Gwale Local Government Area of Kano State, Nigeria—a context where empirical evidence remains scarce despite the growing concern about declining employee commitment. Hence, the following alternative hypotheses are developed to further examine the relationship between three core dimensions of workplace spirituality on employee affective commitment with a particular focus on public secondary school in Gwale Local Government Area of Kano:

Ha1: There is a significant positive relationship between Workplace Spirituality Meaningful work, and Employee Affective Commitment in Gwale LGA, Kano.

Ha2: There is a significant positive relationship between Sense of community and alignment of values and Employee Affective Commitment in Gwale LGA, Kano.

Ha3: There is a significant positive relationship between Alignment of values and Employee Affective Commitment in Gwale LGA, Kano.

2.6 Conceptual Model
The model illustrates hypothesized relationship showing how meaningful work, sense of community, and alignment of values affect Employee affective Commitment. It therefore, depict how WPS dimensions strengthen teachers'

affective commitment by fostering emotional attachment, shared purpose, and loyalty to the school.
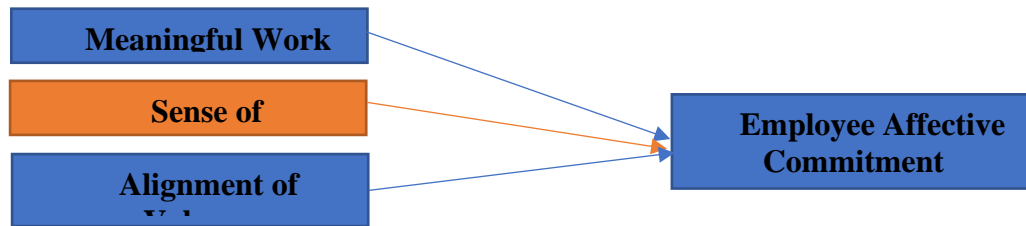

Figure 1: Conceptual model showing the relationship between Workplace Spirituality dimensions (Meaningful Work, Sense of Community, and Alignment of Values) and Affective Commitment among Teachers in Public Secondary Schools.

3. Methodology

This research adopted a quantitative research design. Precisely, a correlational survey was conducted to examine the relationship between workplace spirituality and employee affective commitment in the selected public secondary school in Gwale Local Government Area, Kano State. The population of the study was 820 and a total sample of 269 was used, the researcher employed a stratified sampling method to adopt senior secondary school teaching staff, after which a simple random sampling was relied upon to select representation from each school in the selected fourteen (14) public secondary schools in Gwale Local Government Area, Kano State. The sample size was arrived at using the Taro Yamane formula. The researcher administered a well-structured questionnaire adopted from previous studies (Milliman et al., 2003; Martina et al., 2022) for WPS, and Employee affective commitment (Abdullah,2011; Mugizi & Jude, 2016) on the selected sample from the sampled public schools. The data collected coded were analyzed using multiple regression with aid of SPSS version 23.

4.2 Result of the Hypothesis Test

In this section, the hypothesis for the study will be tested and inferences will be drawn from the findings. One key hypothesis was drafted for and tested using multiple regression.

Table 1. *Summary of Multiple Regression on the workplace spirituality(meaningful works, sense of community and alignment of values) on Affective Commitment*
(R=.390[a]; Adjusted R2=.142; df= 3; F= 14.866; Sig.=.000[b]). Note: AF= Affective Commitment

Variables	B	Std. Error	Beta	T	Sig	Decision
(Constant)	1.184	.314		3.766	.000	.000
Meaningful Work ➔ AC	.228	.086	.198	2.643	.009	Accepted
Sense of Community ➔ AC	-.019	.077	-.017	-.251	.802	Rejected
Alignment of Values ➔ AC	.280	.082	.252	3.437	.001	Accepted

Table 1. shows the result of multiple regression analysis which examined the effect of workplace spirituality dimensions—meaningful work, sense of community, and alignment of values—on teachers' affective commitment in selected public secondary schools in Gwale Local Government Area, Kano State. The results revealed that meaningful work (B = 0.228, t = 2.643, p = 0.009) and alignment of values (B = 0.280, t = 3.437, p = 0.001) both exerted a positive and statistically significant influence on affective commitment. This implies that teachers

who perceive their work as meaningful and experience alignment between their personal and organizational values are more emotionally attached to their schools. Conversely, sense of community (B = -0.019, t = -0.251, p = 0.802) showed no significant relationship with affective commitment, indicating that social connectedness within the school environment does not necessarily translate to emotional commitment among teachers. The overall model yielded a moderate correlation (R = 0.390) and an adjusted R² of 0.142, signifying that 14.2% of the variance in affective commitment is explained by the three dimensions of workplace spirituality, while other unexamined factors may account for the remaining variance.

4.3 Discussion

The findings revealed that meaningful work and alignment of values significantly enhance teachers' affective commitment in the selected public secondary schools in Gwale LGA. This aligns with previous studies (Kaur & Mittal, 2020; Kwahar, 2021; Mousa & Alas, 2016; Evalyna & Wibawa, 2020; Naidoo, 2014; Oyekunle & Agu, 2017; Tackney et al., 2017; Vasconcelos, 2020), which affirm that when employees find meaning in their work and share organizational values, they develop stronger emotional attachment and motivation. Accordingly, school leaders should implement strategies that promote teachers' sense of meaningful work—such as participatory decision-making, creativity in lesson design, and linking teaching to broader societal impact. Similarly, aligning teachers' values with institutional goals through value-clarification workshops and shared vision-building can reinforce affective commitment.

Conversely, the sense of community showed a negative and insignificant relationship with affective commitment, contradicting earlier findings (Garg, 2017;

Kwahar, 2021; Mousa & Alas, 2016; Oyekunle & Agu, 2017). This suggests that, within this context, sense of community may not be a primary determinant of teachers' commitment, other factors like transformational leadership and praise may contribute significantly to improved employee commitment. Nevertheless, fostering supportive environments through team-building, mentoring, and social interactions remains important, as other studies have found these factors enhance overall workplace satisfaction and commitment (Garg, 2017; Kwahar, 2021; Mousa & Alas, 2016; Oyekunle & Agu, 2017; Vasconcelos, 2020).

Furthermore, the results reinforce the propositions of Social Exchange Theory (SET), which explains employee commitment as a reciprocal relationship built on perceived organizational support and value alignment (Oderinde, 2022). The theory posits that individuals assess the costs and rewards of their workplace relationships, maintaining commitment when benefits outweigh risks (Blau, 1964 in Oderinde, 2022). Thus, when teachers experience workplace spirituality—through meaningful work, value congruence, and supportive relationships—they feel more emotionally attached and responsible toward the organization. Conversely, the absence of these experiences may lead to disengagement or withdrawal. The observed negative association between sense of community and affective commitment in this study underscores the contextual variability of these dynamics in public schools within Gwale LGA, Kano State.

5. Conclusion/Recommendations

In conclusion, the study highlights the significant of workplace spirituality in influencing the affective commitment of selected public secondary schools'

teachers in Gwale LGA, Kano State. Specifically, the findings indicate that meaningful work and alignment of values are crucial factors that positively affect teachers' emotional attachment to their roles. Conversely, the sense of community does not appear to significantly impact affective commitment in this context. The implication is that while some dimensions of workplace spirituality are vital, others such as sense of community may need reevaluation or redefinition to enhance their effectiveness.

Therefore, the study makes the following recommendations:

i.   The institution's authorities should enhance meaningful work initiatives: the relevance authorities should ensure to develop people centered programmes that emphasis the significance of teachers' roles, ensuring they see their contributions as valuable. Programmes such as project-based learning opportunities, community engagement initiatives, and professional development that aligns with teachers' personal values.

ii.   The school management should work at aligning the institutional values with those of staff: Schools must foster an environment where the values of teachers align with those of the institution. Regular workshops and discussions can help clarify shared values and create a stronger cohesive school culture.

iii.   The school's administrators in Gwale LGA should reevaluate sense of commitment initiatives: although sense of community did not show a significant relationship in this study, it may still play an indirect role. Therefore, the relevant authorizes should consider fostering stronger interpersonal relationship through team-building activities and mentorship programs etc.

5.2 Suggestion for Further Study

1.   Despite the significant of this present study, its findings and contribution to the body of empirical knowledge in the field of organizational management and human resources management, there emerge a scope gap issue that limit the generalizability of this study findings, to gain a deeper understanding of the impact of workplace spirituality on employee commitment, specially affective commitment, this study recommends that future studies should investigate additional factors such as personal growth, recognition, and other dimensions of workplace spirituality that may influence teachers' commitment within a wider scope that may include across regional or inter-institutional study. A moderator or mediator like leadership style, organizational culture may be introduced to ascertain the moderating and mediating effect in the relationship WPS dimensions and affective commitment.

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