Organizational Facilitators of Workforce Agility and Its Relation to Workplace Spirituality among Nursing school's educators.

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Abstract:

Background: Increasing the productivity and meet unforeseen obstacles in organizations needs highly satisfied, innovative, and content professionals. Additionally, integrating spirituality into the workplace is a new way to enhance worker performance. **Aim**: The current study aimed to assess organizational facilitators of workforce agility and its relation to workplace spirituality among nursing school educators. **Design:** A descriptive correlative design was utilized to fulfill the study's aim. **Setting:** The study covered all Minia Governorate's nursing schools**. Subjects:** Convenience sample including all nursing school educators who were on duty working at the study setting during the period of data collection (n=188). **Tools:** Facilitators of Workforce Agility scale and Workplace Spirituality scale. **Results:** Around three-quarters of nursing schools' educators have high level of agility facilitators, and two thirds had a high level of workplace spirituality. Also, a statistically high significant strong positive relation exists between workforce agility and workplace spirituality and the high levels of agility facilitators as well as workplace spirituality mainly favored to Minia nursing school educators. **Conclusion:** Workforce agility and workplace spirituality are positively impacted by empowerment and constructive organizational practices. **Recommendations**: Nursing schools would need to encourage instructors' spiritual behaviour and adaptability with both organisational procedures and empowerment.

Keywords: **Educators - Nursing Schools - Organizational Facilitators -Workforce Agility -Workplace Spirituality**

Introduction

The contemporary world is characterized by technological disruptions, rapid transformations, and a state of constant flux. Elements such as big data, artificial intelligence, Internet of Things, virtual reality and machine learning have become dominant forces in both the realms of business and academia, shaping the evolving market landscape (**Ambrogio et al., 2022**). Navigating this dynamic and unpredictable commercial environment presents an ongoing challenge for organizations, compelling them to formulate competitive strategies for survival. In this context, the pivotal role of talent agility and the adoption of innovation cannot be overstated (**Das et al., 2023**).

Furthermore, the adaptability of organizations is intrinsically tied to the agility of their workforce. Workforce agility, contributing to elevated quality standards, enhanced customer service, accelerated learning curves, and economies of scale, is indispensable for achieving organizational agility. It is essential to emphasize that organizational efficiency is unattainable without workforce agility, as employees, distinct from machines, play a vital role in anticipating change and contributing to organizational success through their knowledge, ideas, judgment, and collaboration. This underscores the need to cultivate agility at the employee level (**Elanthi, M. B., & Dhanabhakyam, 2021**).

The characteristics of agility are multifaceted and include business process integration, information systems (IS) incorporation and operations, information and communication technology (ICT), mobile technology, empowerment and autonomy in decision-making, skill assessment and development, cooperation, virtual organization, and access to information and knowledge (**Cyfert et al., 2022**). In this approach, employees are critical because they shape attitudes towards innovation, make decisions, and take corrective steps for successful implementation. Encouraging staff members to use new technologies improves workflow and lowers the possibility of human error (**Prashar, 2023**).

An agile workforce is a valuable asset capable of handling unexpected challenges and adapting to dynamic changes in an uncertain organizational environment. Proactively analyzing problems and providing solutions, interactive engagement, and timely identification of opportunities in a creative, effective, and efficient manner are essential traits for such a workforce. Organizations recognize the need to cultivate highly competent personnel to drive innovation in their production systems and monitor digital activities (**Latukismo et al., 2023**). The composition of an agile workforce primarily includes individuals with a positive life attitude, a commitment to self-development, a continuous desire to learn, strong problem-solving skills, creativity, and a willingness to embrace new challenges (**Utomo & Latukismo, 2022**).

Researchers emphasize that cultivating workforce agility is closely linked to responsible leadership, a crucial factor in empowering employees, fostering an agile culture, and promoting collaboration and people-oriented orientations. While leaders across various organizational levels play essential roles in shaping relationships with stakeholders, the responsibility of the chief executive officer (CEO) — a key element of leadership—extends beyond merely delegating power to employees. Instead, it involves ensuring that employees genuinely feel empowered. Responsible leaders achieve this by delegating power and granting autonomy to individuals in the workplace (**Cyfert, et al., 2022).**

Organizations are acutely aware of the imperative to continually Adjust to changes to thrive in today's dynamic and competitive environments. Consequently, academics have emphasized the need to instill agility in the workplace as a reaction to swift alterations in the surroundings. Psychologically empowering employees becomes essential for them to acclimate to the swift, stressful, and dynamic corporate landscape. Employees are expected to exhibit proactive, resilient, and future-oriented behaviors (Paul et al., 2020; Zhu et al., 2021)**.**

In the realm of learning organizations, there is a pressing need for professionals who are eager to grow and develop rapidly while maintaining a positive demeanor. Workforce agility (WFA) is characterized by the swift and active adaptation to unexpected and unpredictable changes in organizational components. The most efficient and timely recognition and realization of opportunities in the shortest amount of time, as well as the most efficient and timely reaction to dynamics and hazards in the shortest amount of time, are the two main traits of WFA. This strategy is centered on getting the best results for the company and producing tangible, timely results. Under the agile framework, staff members priorities dynamic interactions and value their colleagues **(Saeed et al., 2022)**.

Workplace Spirituality, encompassing the dimensions of ensuring safety, health, and satisfaction among workers, plays a pivotal role in individual productivity and organizational outcomes **(Garg & Saini, 2023)**. Fostering spirituality among the workforce is imperative for enhancing performance and well-being, contributing to increased agility in complex situations. The acknowledgment of spirituality in the workplace represents a distinctive approach to improving employee performance, instigating a shift in workplace values towards encouraging collaboration rather than fostering fear **(Salem et al., 2023)**. A lack of workplace spirituality can result in demotivation, dissatisfaction, and feelings of inferiority and undervaluation. For a workplace to sustain and thrive, it is crucial for organizations to recognize the significance of incorporating spiritual elements into the organizational environment **(Samanta & Gochhayat, 2022)**.

Significance of the study:

The nursing education sector stands out as one of the most agile industries globally, characterized by frequent innovations in technology, shifts in teaching methodologies, and evolving pedagogical approaches **(Saeed et al., 2022)**. The dynamism in this sector relies heavily on the agility of the teaching staff, enabling them to adapt to new challenges with a positive attitude, particularly in nursing schools **(Hayes et al., 2022)**. Previous international studies conducted in Portugal and Italy, by **Federov et al. (2020)** and **Soliman et al. (2021)**, have identified a positive and significant association between workplace spirituality (WPS) and workforce agility (WFA). These studies also highlight the need for future research to explore the intervening mechanisms between WPS and WFA**.**

Interestingly, limited research has delved into teachers' work attitudes and professional well-being across diverse cultural contexts. Recent findings emphasize that work flexibility is more dependent on individuals than on technologies **(Parker & Grote, 2020)**. Consequently, the current study focuses on identifying organizational facilitators of WFA and its correlation with WPS among nursing school educators. The study's findings and recommendations are anticipated to be crucial for educational organizations striving to achieve competitiveness and foster agility and spirituality among their professionals for success.

Aim of the Study:

The current study aimed to assess organizational facilitators of workforce agility and its relation to workplace spirituality among nursing school educators.

Research Questions:

1. What are the organizational facilitators of workforce agility among educators at Minia nursing schools?
2. What is the level of workforce agility among educators at Minia nursing schools?
3. What is the level of workplace spirituality among educators at Minia nursing schools?
4. Is there a relationship between organizational facilitators of workforce agility and workplace spirituality at Minia nursing schools?

Research Design:

A descriptive correlative design was utilized to achieve the aim of the current study.

Setting

The study was conducted in the following nursing schools in Minia Governorate, Egypt:

Minia Nursing School.   Samalout Nursing School.

Mati Nursing School.   Beni Mazar Nursing School.

Maghagha Nursing School.   Elfekria Nursing School.

Malawy Nursing School

Study Subjects:

The convenience sample included all nursing educators who worked in the previously mentioned nursing schools through the time of data collection. The total number was 188 nursing educators distributed as shown in the following table:

Table (1): Study subject's distribution:

School name	Staff numbers	
	No.	%
Minia Nursing School	61	32.4
Samalout Nursing School	16	8.5
Mati Nursing School	20	10.6
Beni Mazar Nursing School	28	14.9
Maghagha Nursing School	21	11.2
Elfekria Nursing School	20	10.6
Malawy Nursing School	22	11.7
Total number	**188**	**100.0**

Data Collection Tools:

Data collection for the study was carried out employing two specific scales: the Facilitators of Workforce Agility scale and the Workplace Spirituality Scale (WPS).

Tool (I): Facilitators of Workforce Agility scale:
There were two parts to this scale.

Part I: Socio-Demographic Data:

It was employed for gathering demographic information concerning the examined nursing instructors, encompassing details like age, gender, educational qualification, school name, job position, and experience years.

Part II: Facilitators of Workforce Agility Scale:

The scale for assessing the facilitators of Workforce Agility, originally developed by **Muduli** in **(2017)**, underwent modification and translation into Arabic by the researcher. It comprised 40 items categorized into three dimensions: Organizational Practices (21 items), with each item evaluated on a three-point Likert scale ("Never" = 0, "Sometimes" = 1, and "Very Often" = 2). The second dimension, Job Empowerment, consisted of 12 items, and the third dimension, Workforce Agility, comprised 7 items. The items in these two dimensions were assessed using a 3-point Likert scale: "disagree" = 0, "neutral" = 1, and "agree" = 2. The total scale score ranged from 0 to 80. Scores between 0 and 26 were categorized as "low," scores between 27 and 53 were considered "moderate," and scores between 54 and 80 indicated a "high" level of Agility Facilitators.

Tool (II): Workplace Spirituality Scale (WPS):

The Workplace Spirituality Scale, crafted by **Milliman and colleagues** in **(2018)**, was designed to assess spirituality within the workplace. Comprising 19 items, the scale is organized into 3 dimensions: Inner life (5 items), meaningful work (7 items), and feeling of community (7 items). Each item was evaluated on a 5-point Likert scale, ranging from 1 (strongly agree) to 5 (strongly disagree). The overall scale score spans from 19 to 95, with scores falling between 19 and 44 characterized as "low," scores between 45 and 69 deemed "moderate," and scores between 70 and 95 considered a "high" level of Workplace Spirituality.

Validity of the scales:

To ensure face validity, the scales underwent evaluation by a panel of five experts in nursing administration. The expert panel, comprising one Professor and four assistant professors from the Faculty of Nursing at Minia University, assessed the instruments for content coverage, clarity, wording, length, format, and overall appearance. Each expert provided recommendations, and necessary modifications were implemented based on the collective feedback from the jury panel.

Reliability of the scales:

The Cronbach alpha test was used to assess the scales' reliability; the results showed that the scales had good internal reliability (0. 916 for the Agility Facilitators Scale and 0.963 for the Workplace Spirituality Scale).

Pilot Study:

Prior to starting the primary data collection, 19 randomly chosen nurse educators from the examined schools participated in a pilot study that involved 10% of the study sample. This pilot study's objectives included evaluating the data collection tools' wording, order, and need for additions or deletions, as well as examining the study tools' accessibility, comprehensiveness, clarity, and usefulness. The pilot study also sought to determine how long it would take to finish each tool. The pilot study was also essential in determining any potential roadblocks and issues that would affect the gathering of data. The pilot study's findings showed that there was no need to modify the study instruments because they were appropriate.

Data Collection Procedure:

- The study commenced with the acquisition of an official letter from the Dean and the Ethical Committee of the Nursing Faculty at Minia University, granting permission to carry out the research.
- The scales, initially adopted and translated into Arabic, received approval from a jury, allowing their utilization for data collection.
- Written approvals were subsequently obtained from the directors of the nursing schools, after providing a detailed explanation of the study's purpose.
- Following the necessary permissions, the researcher introduced herself to the nursing school managers and staff, elucidating the nature and objectives of the study, along with instructions on completing the scales.
- To ensure the clarity and applicability of the scales, a pilot study was conducted, followed by an assessment of the scales' reliability.
- Subsequently, data collection commenced with participants, who were briefed about the study at their workplace.
- Participants were requested to fill out the questionnaires, estimating a time frame of 20 to 30 minutes based on the pilot study.
- The distribution of the scales was personally undertaken by the researcher, with the assistance of each school's manager during working days.
- Participants were given individual scales and allocated 20 to 30 minutes for completion.
- The researcher addressed any queries from the nursing educators during this process.
- The actual fieldwork extended over a period of 6 months, from March 2023 to August 2023, with scheduled visits to each school according to their work calendar.

Ethical Consideration:

- Authorization was obtained by Minia University's Faculty of Nursing Research Ethics Committee.
- After thoroughly explaining the purpose and nature of the study to every participant, verbal agreement was obtained prior to both the pilot and actual studies.
- Participants were made fully aware of their ability to revoke consent at any time and to leave the study without giving a reason.
- Participants received guarantees about the highest level of confidentiality for their data, and each nursing educator was given a unique numerical identifier rather than their name to protect their privacy.

<u>**Statistical Design:**</u>

Once the data collection process was completed, the collected information was scored, tabulated, and analyzed using computerized data entry and the "Statistical Package for Social Science" (SPSS) (IBM 28). To show the data, descriptive statistics were used, such as percentages, frequency means, and standard deviations. The study variables were analyzed using inferential statistical tests of significance,

including chi-square, ANOVA, and Spearman's Correlation tests, to determine group differences and correlations. A p-value > 0.05 denotes an insignificant result, a p-valueˆ 0.05 is regarded to be noteworthy, and a p-value ≤ 0.01 is considered very significant, according to the convention used in the interpretation of the data.

Results

Table (1): Distribution of the study sample according to their socio-demographic data (n= 188).

Socio-demographic data		No.	%
Age	22-30 yrs.	44	23.4
	31-40 yrs.	113	**60.1**
	41-60 yrs.	31	16.5
Gender	Females	182	**96.8**
	Males	6	3.2
Job position	Teachers	176	**93.6**
	Clinical supervisors	12	6.4
Educational Qualification	Diploma degree in nursing	8	4.3
	Technical institution of nursing	4	2.1
	Baccalaureate degree in nursing	162	**86.2**
	Master/Doctorate	14	7.4
Years of Experience	< 5 yrs.	25	13.3
	5-10 yrs.	89	**47.3**
	>10 yrs.	74	39.4

Table (1) illustrates that (60.1%) of the nursing educators are in the age group (31-40 years) and (86.2%) of them have baccalaureate degrees in nursing, while (47.3%) have 5-10 years of experience. As to gender, (96.80%) of nursing school educators are females and (3.2%) are males. While for job position (93.60%) of nursing school educators are teachers and (6.40%) are clinical supervisors.
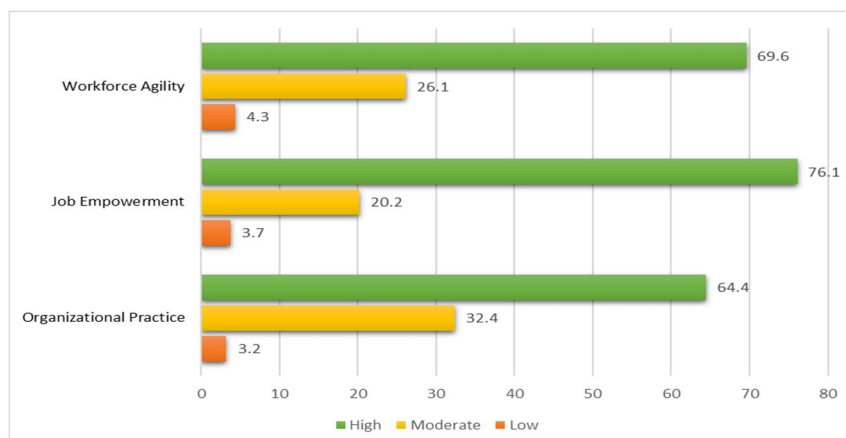

Figure (1): Distribution of Agility Facilitators Dimensions among the studied nursing schools' educators (n=188).

Figure (1): denotes that (69.6 %) of nursing school educators have a high level of "workforce agility", and (76.1%) of them have a high level of "job empowerment ", while (64.4 %) have a high level of "organizational practice".
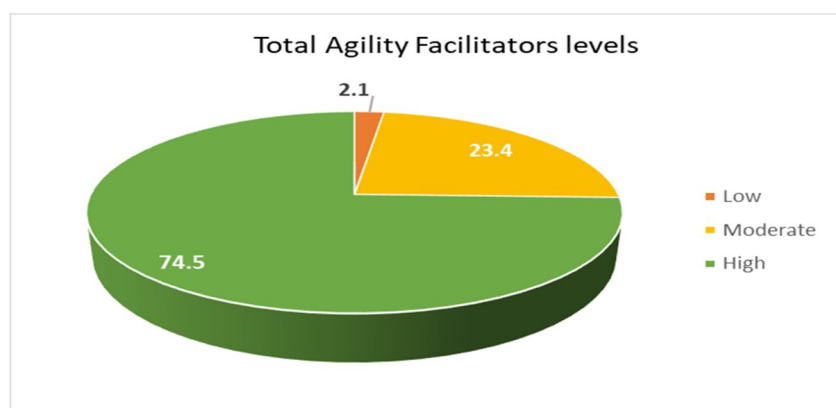

Figure (2): Distribution of Total Agility Facilitators Level among the studied nursing schools' educators (n=188).

Figure (2): show that (74.5%) of nursing school educators have "high" level agility facilitators, also (23.4%) have "moderate level"، finally (2.1%) of them have "low" level of agility facilitators.
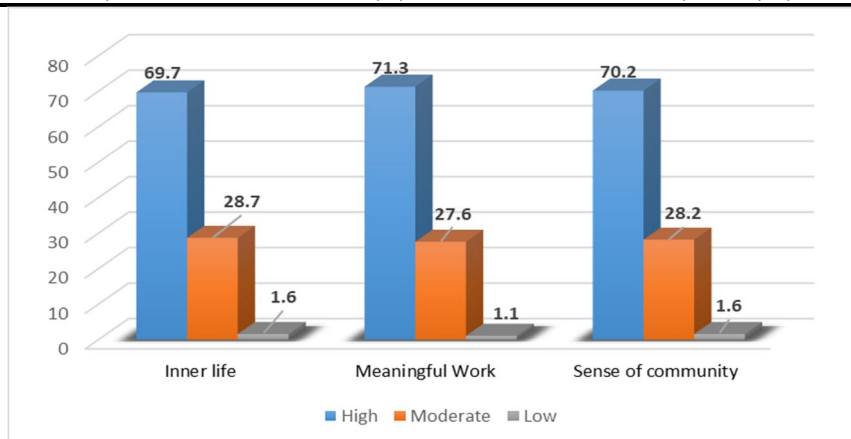
Figure (3): Distribution of Workplace Spirituality Dimensions among the studied nursing schools' educators (n=188).

Figure (3): illustrates that (71.3 %) of nursing school educators have a high level of "meaningful work", and (70.2%) of them have a high level of "sense of community ", while (69,7 %) of them have a high level of "inner life".
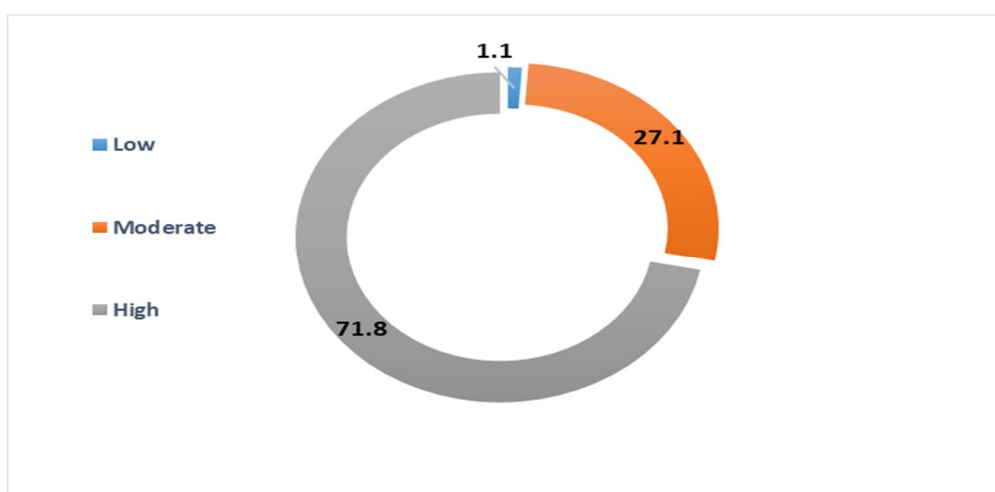

Figure (4): Distribution of Total Workplace Spirituality Level among the studied nursing schools' educators (n=188).

Figure (4): demonstrates that (71.8%) among the studied nursing schools' educators have high level of the Total Workplace Spirituality, (27.1%) of them have moderate level and (1.1%) of them have low level.

Table (2): Correlations among the Total Agility Facilitators level and its Dimensions as well as the Total Workplace Spirituality level and its Dimensions among the studied nursing schools' educators (n=188).

Items		Total Agility Facilitators	Inner life	Meaningful Work	Sense of community	Total Workplace Spirituality
Organizational practice	r	.704**	.435**	.406**	.471**	.476**
	P - value	0.000	0.000	0.000	0.000	0.000
Job Empowerment	r	.689**	.520**	.502**	.505**	.560**
	P - value	0.000	0.000	0.000	0.000	0.000
Workforce Agility	r	.564**	.409**	.412**	.461**	.484**
	P - value	0.000	0.000	0.000	0.000	0.000
Total Agility Facilitators	r	1.000	.598**	.600**	.633**	.659**
	P - value	----	0.000	0.000	0.000	0.000

Table (2): show that there are strong positive correlations between organizational practice and total agility facilitators "p value" is 0.000 and between organizational practice and (inner life, meaningful work, sense of community, Total Workplace Spirituality) at p value are (0.000) for all of them. Also, there are high statistically significant strong correlation between Job Empowerment and (Total Agility Facilitators, Inner life, Meaningful Work, Sense of community, Total Workplace Spirituality) "p value" is (0.000).

The same table additionally show that, there are high statistically significant strong correlation between Workforce Agility and (Total Agility Facilitators, Inner life, Meaningful Work, Sense of community, Total Workplace Spirituality) "p value" is (0.000). Finally, there are high statistically significant strong correlation between total agility facilitators and (Inner life, Meaningful Work, Sense of community, Total Workplace Spirituality "p value" is (0.000).

Table (3): Comparison of the Total level of Agility Facilitators among the study sample at the different nursing schools (n= 188).

School name	Total Agility Facilitators								Test of significance	
	Low		Moderate		High		Total			
	No.	%	No.	%	No.	%	No.	%	X^2	P - value
Minia Nursing School	0	0.00	2	1.10	59	**31.40**	61	32.40	51.201**	.000
Samalout Nursing School	0	0.00	9	4.80	7	3.70	16	8.50		
Mati Nursing School	2	1.10	5	2.70	13	6.90	20	10.60		
Beni Mazar Nursing School	0	0.00	2	1.10	26	13.80	28	14.90		
Maghagha Nursing School	1	0.50	8	4.30	12	6.40	21	11.20		
Elfekria Nursing School	0	0.00	10	5.30	10	5.30	20	10.60		
Malawy Nursing School	1	0.50	8	4.30	13	6.90	22	11.70		
Total	4	2.10	44	23.40	140	74.50	188	100.00		

Table (3): show that there are high statistically significant differences between nursing schools in total agility facilitators level "p value" (.000), total level of agility facilitators that highest percentage in Minia Nursing School (31.40%).

Table (4): Comparison of the Total Workplace Spirituality Level among the study sample at the different nursing schools (n= 188).

School name	Total Workplace Spirituality								Test of significance	
	Low		Moderate		High		Total			
	No	%	No	%	No	%	No	%	X^2	P - value
Minia Nursing School	0	0.00	4	2.10	57	**30.30**	61	32.40	50.939**	.000
Samalout Nursing School	0	0.00	8	4.30	8	4.30	16	8.50		
Mati Nursing School	0	0.00	12	6.40	8	4.30	20	10.60		
Beni Mazar Nursing School	0	0.00	2	1.10	26	13.80	28	14.90		
Maghagha Nursing School	1	0.50	7	3.70	13	6.90	21	11.20		
Elfekria Nursing School	1	0.50	11	5.90	8	4.30	20	10.60		
Malawy Nursing School	0	0.00	8	4.30	14	7.40	22	11.70		
Total	2	1.10	52	27.70	134	71.30	188	100.00		

Table (4): shows that there are high statistically significant differences between nursing schools in total workplace spirituality level "p value" (.000) and total level of workplace spirituality that highest percentage in Minia Nursing School (30.3%)

Discussion

Every educational institution must possess the ability to foresee changes in the dynamic academic landscape in order to not only survive but also to stay competitive (**Tannady et al., 2023**). An agile workforce stands out as a crucial factor contributing to the progress and prosperity of an organization, serving as a means to effectively motivate and inspire employees (**Merzlak & Jagodič, 2023**). A framework of organizational ideals known as "workplace spirituality" is described as one in which people can transcend their work environment through the work process acting as a catalyst. This, in turn, strengthens their sense of connection to colleagues, providing a feeling of completeness and joy (**Setiabudhi et al., 2022**). Given the acknowledged significance of workforce agility and workplace spirituality, the current study endeavors to evaluate the organizational facilitators of workforce agility and explore its relationship with workplace spirituality among educators in nursing schools.

Regarding the socio-demographic characteristics of the studied nursing schools' educators, near to two-thirds of them were aged between thirty and forty years old concerning educational qualifications, many nursing educators hold a baccalaureate degree in nursing. Concerning years of experience of the nursing schools' educators, near to one-half of them fall into the category spent 5 to less than 10 years, it is worth mentioning that the majority of the study's participants were females, and they worked as teachers.

Concerning agility facilitators dimensions among the studied nursing schools' educators, this study revealed that more than three-quarters of the nursing schools' educators had a high level of job empowerment, about two-thirds of them had a high level of workforce agility, and less than two-thirds of nursing schools' educators had a high level of organizational practice. The observed higher level of workforce agility among nursing school educators may be attributed to the school's adeptness in responding to changes, a strength bolstered by well-coordinated strategic planning processes. This aligns with findings from **Muduli (2017, 2018)** and **Cyfert et al. (2022)**, who similarly reported elevated levels of organizational practices, workforce agility, and job empowerment among their study participants.

This result is interestingly at odds with the findings of **El-Sayed et al.'s** research **(2022)**, which showed that slightly more than half of staff nurses exhibited a moderate level of workforce agility. Over one-third of staff nurses in the research demonstrated a high degree of workforce agility. This disparity demonstrates the complexity of organizational dynamics in nursing environments and the variation in workforce agility levels across various healthcare settings.

Regarding total Agility Facilitators Level, this study reported that nearly three-quarters of nursing schools' educators have high-level agility facilitators, followed by nearly one-quarter of them have a moderate level of agility facilitators, while a small percentage of them have a low level of agility facilitators. The elevated level of workforce agility observed among nursing school educators might be attributed

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to the clear delineation of responsibilities, vision, and goals within these academic institutions. These nursing schools foster a teaching-learning environment conducive to the faculty, promoting a positive stance characterized by resilience, effective communication, and an agile mindset to achieve educational objectives.

This finding aligns with **Govuzela (2018)**, who reported high mean ratings for agility facilitators in a similar context. Conversely, it contrasts with the results of **Kavosi et al. (2021)**, whose investigation into organizational agility at Shiraz University of Medical Sciences Hospitals in Iran indicated a low mean score. Additionally, the outcome differs from **Bushey's (2019)** study in the United States, which revealed a moderate level of agility in the studied organizations. **Mahmoudi and Talarposhti (2018)** also reported low agility facilitators in more than ninety percent of their subjects. Similarly, **Ghasemie et al. (2016)** found a moderate level of agility in a study conducted in Iran. These discrepancies highlight the variability in agility levels across different organizational and cultural contexts, emphasizing the need for a nuanced understanding of agility within diverse settings.

Regarding the distribution of workplace spirituality dimensions among the studied nursing schools' educators, the current study results cleared that the highest percentage of nursing school educators was shown in "meaningful work", followed by "a sense of community|, and inner life. The observed result can be attributed to the prevailing belief among most nurses that meaningful work and a sense of community significantly influence their job satisfaction during the teaching process. The positive relationships identified between work, social conditions, and community conditions further support this connection. It is likely that nursing school educators' express satisfaction with their work environment due to a combination of factors, including meaningful work, positive communication among all staff members, and reduced discord between managers and educators.

Moreover, the study findings indicate that psychological well-being reaches a satisfactory level when spirituality is present. This suggests a potential correlation between spiritual fulfillment and positive mental health outcomes among nursing school educators. The intertwining of work satisfaction, positive relationships, and psychological well-being underscores the multifaceted nature of the factors influencing educators within the nursing school environment.

The current study's findings present a divergence from the results reported by **Mohamed et al. (2021)**, who noted the highest percentage in workplace spirituality dimensions as being in the inner life, followed by a sense of community, and then the meaningful work dimension. Similarly, it contrasts with **Hassan et al. (2021)**, where the identified relationship among the three dimensions of workplace spirituality showed the highest mean score for the inner life, followed by meaningful work, and finally, a sense of community. Additionally, this finding disagrees with **Bella (2018)**, whose study revealed that workplace spirituality comprises three of dimensions: first, spiritual identity inner life; second, meaningful work or a sense of purpose; and third, a sense of community.

Regarding total workplace spirituality level among the studied nursing schools' educators, this study presented that two-thirds of the studied nursing schools' educators had a high level of workplace spirituality; more than

one-quarter had a moderate level, and the minority had a low workplace spirituality level. The obtained results suggest that the organization demonstrates kindness and care towards its employees, actively listens to their input, considers their suggestions, and involves them in decision-making processes. This approach contributes to an increased sense of workplace spirituality and a concurrent reduction in feelings of irritation, tension, and anger among the employees.

Supporting this study, **Mohamed et al. (2021)** reported that majority of nurses exhibited high levels of workplace spirituality in their work. However, this finding contradicts the results of **El-Sayed et al. (2022)**, who discovered that slightly more than two-thirds of studied staff nurses had moderate levels of workplace spirituality. Additionally, it diverges from the findings of **Abdel-Hady et al. (2021)**, who identified that most study participants had a moderate level of workplace spirituality. These inconsistencies highlight the variability in workplace spirituality levels across different studies and emphasize the importance of considering various contextual factors in understanding the spiritual dynamics within organizational settings.

As regards to relation between organizational practices and total agility facilitators, this study found a strong favorable relationship and high statistical significance between organizational practices and overall agility facilitators. The present findings are consistent with those of **Muduli (2017)**, who found a strong correlation between workforce empowerment and agility and organizational practices, emphasizing the function of organizational practices as enablers of agile skills and behaviors.

This alignment is further supported by the study conducted by **Cyfert et al. (2022)** in Energy Sector Firms, confirming a positive correlation between organizational practices, including responsible leadership, and psychological empowerment and workforce agility. Moreover, **Kt and Sivasubramanian (2022)** and **Putrii and Mangundjaya (2020)** also reported a significant relationship between workforce agility and organizational practices, affirming that organizational practices can enhance the agile qualities and actions of the workforce.

The consistency of these findings is reinforced by studies conducted by **Stanley and Aggarwal (2023)**, **Munteanu et al. (2020),** and **Onyait (2019)**, all of which demonstrated a strong positive relationship between organizational practices like reward systems, organizational learning and training, employee involvement, information systems, teamwork, and workforce agility. This collective evidence underscores the crucial role of organizational practices in fostering agility within the workforce across various sectors and industries.

Concerning the correlation between organizational practices and total workplace spirituality and its dimensions, the current study highlighted that there was a high statistically significant positive relation between organizational practice and workplace spirituality and its dimensions. The observed relationship between organizational practices, workforce agility, and workplace spirituality suggests that effective organizational structures and practices play a crucial role in fostering psychological empowerment, thereby contributing to higher levels of workplace spirituality.

These findings in a similar spirit with the conclusions drawn by **Sapta et al. (2021)**, **Jeon and Choi (2021)**, and **Muduli (2017)**, who reported a statistically significant

positive correlation between organizational practices and workplace spirituality, including its dimensions like meaningful work, inner life, and a sense of community. Similarly, **Rathee and Rajain (2020)** noted a noteworthy relationship between the three dimensions of spirituality and varying degrees of organizational practices, policies, encompassing work practices and processes that shape organizational culture.

Further support for this association is found in the studies of **Saeed et al. (2022)** and **Sudiro (2021)**, where workplace spirituality and organizational practices, particularly involvement, were significantly linked. However, these findings contradict the results of **Daniel (2015)**, who found no relationship between the three dimensions of workplace spirituality and a sense of community, suggesting a lack of community among employees in the workplace. These disparities highlight the complex and multifaceted nature of the association between organizational practices and workplace spirituality, which can be influenced by various contextual factors

As regards the correlation between job empowerment and total agility facilitators, this study reported that job empowerment was positively related to total agility facilitators, the proactive efforts and practices implemented by nursing schools to cultivate an environment that encourages the participation and empowerment of employees. By providing opportunities for decision-making and taking responsibility for their work, nursing school educators are likely to become more agile. This alignment suggests that organizational strategies focused on fostering employee participation and empowerment contribute to creating a workforce that is more adaptable and responsive to changes.

The finding that psychological empowerment contributes to workforce agility is consistent with the work of **Muduli (2017)**, who identified psychological empowerment, specifically in the form of self-efficacy and intrinsic motivation as a facilitator of agility. This form of empowerment can lead to adaptive, proactive, and resilient behavior among workers, thereby encouraging workforce agility.

This result is further supported by **Putrii and Mangundjaya (2020)**, who reported that high levels of job empowerment mediate the impact of organizational practices on workforce agility. Their study suggests that organizational practices act as facilitators of agile abilities and behaviors, emphasizing the importance of job empowerment in this relationship.

These results are consistent with those of **Srivastava and Gupta (2022)**, who discovered that companies dedicated to employee engagement and autonomy—two important factors influencing workforce agility—also contribute to employee training and learning. Organizational practices have an impact on empowering workers, giving them a sense of value, and encouraging them to bring their complete selves to work. Furthermore, organizational practices—like organizational learning—have a substantial impact on work empowerment, according to **Blaique et al. (2023)**.

These results align with the study of **Mohammed and Elashram (2022)**, revealing that organizational practices enhance job empowerment, serving as a mechanism mediating the association between workforce agility and organizational practices. Furthermore, they are consistent with the findings of **Menon and Suresh (2021)**, who highlighted that

organizational structures emphasizing high employee involvement earn empowerment opportunities and give employees a voice in decision-making. Rewards and recognition also serve as motivational factors, encouraging employees to perform more fully in anticipation of appreciation, whether in monetary or non-monetary forms.

As regards the correlation between job empowerment and total workplace spirituality, this finding also reported that there was a strong positive significant relation between job empowerment and total workplace spirituality and its three dimensions, The finding that there is a positive relationship between workplace spirituality and job empowerment is reinforced by the work of **Al-Hadrawi and Al-Zurfi (2021)**, who established a statistically significant correlation between these two variables. Notably, the inner life item demonstrated the most potent relation value, emphasizing the importance of this dimension in the relationship.

This result aligns with the findings of **Paul et al. (2020)**, who reported a positive relationship between different dimensions of workplace spirituality and psychological empowerment in the teaching context. The study supports the idea that aspects of workplace spirituality contribute to empowering individuals psychologically in their professional roles.

Moreover, the current finding is consistent with the research conducted by **Gautam and Jhajharia (2016)**, who studied the effect of workplace spirituality on employee empowerment. They reported that spirituality in the workplace leads to the self-evolution of employees, fostering happiness, passion, and a love for their work. It also enhances employees' understanding of which tasks are best suited for them, contributing to a sense of empowerment. Together, these studies reinforce the idea that workplace spirituality is closely connected to job empowerment and psychological well-being in various professional contexts.

Concerning the correlation between workforce agility and total agility facilitators, this study reported that there was a positive significant association between workforce agility and total agility facilitators; The finding that agility facilitators have a significant positive effect on the attributes and behavior of the workforce is consistent with the study by **Muduli (2017)**, where agility facilitators were identified as having a positive impact on the agile attributes and behavior of the workforce.

Similarly, **Pourjavid et al. (2018)** reported findings in line with the current result, indicating that agility facilitators such as a flexible structure, continuous improvement in thinking and action, a culture of change, use of information technology, and the establishment of relationships, interactions, and effective cooperation showed a strong positive correlation with the agility of the workforce.

Additionally, **Menon and Suresh (2021)** and **Hernawaty and Syahrani (2022)** further support the present result by reporting that organizational practices such as reward systems, organizational learning, cross-training, organizational culture, employee engagement, and psychological empowerment influence the agility of employees in public institutions. These studies collectively emphasize the importance of organizational practices and facilitators in fostering a more agile and adaptable workforce.

Regarding the correlation between workforce agility and total workplace spirituality and its dimensions (inner life, meaningful work, sense of community), The

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reported high statistically significant correlation between workforce agility and total workplace spirituality, along with its dimensions, is in agreement with the findings of Saeed et al. (2022), who demonstrated a constructive positive impact of workplace spirituality on the agility of the workforce.

Similarly, the current result aligns with the study conducted by **Paul et al. (2020)**, where a statistically high significant strong correlation was found between total agility facilitators and workplace spirituality. This study emphasized the contribution of spiritual components in the workplace to managing changes effectively. It highlighted that when professionals derive inner satisfaction, create positive relationships, discover a sense of direction, and possess the freedom to decide for themselves, their performance rises, and they become more emotionally fulfilled.

Consistent with these findings, **Hassan et al. (2021)** reported a significant positive relationship between inner life and workplace spirituality, indicating that a deeper sense of inner life was associated with higher workplace spirituality amongst employees in the public sector. This aligns with the outcomes of **Indradevi (2020)**, which emphasized that the dimension of inner life has the strongest relationship with workplace spirituality.

However, it is noted that these findings are in contrast with **Saxena and Prasad (2022)**, who reported that "inner life" was comparatively lesser than "meaning of life" and "sense of community" and did not hold as intense a place as the other dimensions of workplace spirituality. This discrepancy highlights the diverse perspectives and emphasis on different dimensions within the concept of workplace spirituality across studies.

As to the relation between the total agility facilitator and workplace spirituality, the finding that total agility facilitators were significantly linked to workforce spirituality and its dimensions, with the highest mean score associated with total workplace spirituality, This study is reinforced up by the study of **Saeed et al. (2022)**, which suggested a fruitful partnership between workplace spirituality and agility facilitators, organizational practices, job empowerment, and workforce agility, concluded that workers with a spiritual orientation are generally more agile than their non-spiritual counterparts in the workplace. The congruence between these findings emphasizes the interconnectedness of workplace spirituality and agility facilitators, underscoring the potential benefits of fostering a spiritually supportive work environment for promoting agility among employees.

Concerning comparing the total level of agility facilitators among different nursing schools, the finding from the current study, indicating that nearly three-quarters of educators in the studied nursing schools exhibited high levels of total agility facilitators, aligns with the results reported by **Cyfert et al. (2022)**, **Paul et al. (2020)**, and **Muduli (2017)**. These studies similarly found high levels of total agility facilitators, encompassing workforce agility, organizational practices, and empowerment, among their respective participants. The consistency across these studies suggests that educators in various settings may commonly possess high levels of agility facilitators, highlighting the potential for agility-promoting factors within educational institutions. Additionally, the observed statistically significant difference between schools, with Minia Nursing School showing a higher level of total agility facilitators, emphasizes the variations in agility facilitators across different educational institutions.

Regarding the comparison of total workplace spirituality levels among the studied nursing educators at the different schools, the finding from the current study, demonstrating a strong statistically significant relation between total workplace spirituality and the names of schools, with higher levels of workplace spirituality favored at Minia nursing schools, suggests that there are notable differences in the perceived workplace spirituality across the studied schools. The potential reasons for this variation could indeed be attributed to the managerial practices and organizational culture within each school. Your hypothesis that effective communication, strong support, a positive work environment, and development opportunities provided by school managers contribute to higher levels of workplace spirituality is plausible.

The alignment of the current study's finding, indicating a high level of workplace spirituality, with the study of **Aprilia and Katiara (2020)**, supports the notion that a considerable proportion of educators experience a heightened sense of workplace spirituality. Aprilia and Katiara's study, reporting that teachers in spiritual workplaces are characterized by a sense of meaning, deep work-related goals, and a positive and fulfilling experience of work, reinforces the idea that workplace spirituality is associated with a profound sense of purpose and fulfillment among educators.

However, the discrepancy with the findings of **Khalaaf et al. (2022)**, who mentioned a moderate level of workplace spirituality among majority of their sample, suggests that perceptions of workplace spirituality can vary across different studies and contexts. Factors such as organizational culture, leadership practices, and individual interpretations of spirituality may contribute to these variations in reported levels of workplace spirituality. It highlights the importance of considering diverse perspectives and contextual factors when studying and interpreting workplace spirituality.

Conclusion:

Nearly three-quarters of nursing schools' educators have high-level agility facilitators, nearly one-quarter of them have a moderate level of agility facilitators, while a small percentage have a low level of agility facilitators, and job empowerment had the highest level among agility facilitators dimensions. Additionally, two-thirds of the studied nursing schools' educators had a high level of workplace spirituality; more than one-quarter had a moderate level, and the minority had a low level of workplace spirituality. The total agility facilitators were highly significantly related to total workplace spirituality. High levels of workforce agility facilitators and workplace spirituality were in favor of Minia Nursing school.

Recommendations:

- Nursing institutions are encouraged to bolster the adaptability of their educators, fostering receptiveness to novel concepts and the ability to adapt to changes promptly and responsibly, thereby promoting competitiveness.
- Continuous emphasis on job empowerment and the incorporation of organizational learning practices are recommended for augmenting both workforce agility and workplace spirituality.
- To enhance internal coherence, strategies should be synchronized to facilitate effective communication

of crucial decisions at all organizational levels.

- Nursing schools are urged to exhibit greater boldness in embracing innovative ideas from educators, fostering a highly agile approach. This can be achieved by offering both monetary and non-monetary incentives to educators who contribute such creative proposals.

- Recognizing the spiritual requirements of students is essential for nursing schools to establish a conducive academic environment that supports the spiritual development of both students and the workforce

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