



Shri Dharmasthala Manjunatheshwara Institute for Management Development, Mysuru, India

## 9th International Conference on

Economic Growth and Sustainable Development- Emerging Trends– November 21-22, 2024

# "The Impact of Workplace Spirituality on Extra Mile Efforts of Educators in Higher Education Institutions: A Case Study from Karnataka, India"

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## Abstract

This study explores the impact of workplace spirituality on extra mile efforts among educators in higher education institutions in Karnataka, India. Workplace spirituality, defined as finding meaning in work, fostering a sense of community, and aligning personal and professional values, is examined as a potential catalyst for promoting voluntary, above-and-beyond behaviors, known as extra mile efforts. Using a mixed- methods approach, the research includes quantitative data from a survey of 300 educators and qualitative insights from 30 in-depth interviews. The findings indicate a significant positive relationship between workplace spirituality and extra mile efforts, highlighting the benefits of meaningful work, compassion, and mindfulness in enhancing educators' engagement and effectiveness. The study also addresses the challenges of fostering a supportive work environment in a culturally diverse region like Karnataka and emphasizes the secular nature of workplace spirituality as a means of improving overall well-being and job satisfaction. The implications are relevant for policymakers, administrators, and educators seeking to enhance workplace dynamics and educational outcomes.

**Key Words:** *Workplace Spirituality, Extra Mile Efforts, Higher Education, Educators, Karnataka, Mixed-Methods Approach, Meaningful Work, Community, Mindfulness, Job Satisfaction.*

## The Importance of Workplace Spirituality and Extra Mile Efforts

Nowadays, people tend to be more disconnected, focusing solely on their own tasks and paying little attention to others' work. In workplaces, colleagues often treat each other merely as co-workers rather than as fellow human beings, resulting in a noticeable lack of helpfulness (Inc, n.d.). Human nature is such that helping others brings a sense of contentment and motivation. Consequently, going the extra mile can make workers happier and more productive ("Going the Extra Mile," 2019). However, organizations face challenges in fostering this behavior among employees. Despite investing significantly in training, coordination, and communication, they often struggle to succeed because employees lack internal motivation.



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### Workplace Spirituality: A Solution

Workplace spirituality is one concept that promotes a helping nature, community connection, and the drive to go the extra mile (Handbook of Workplace Spirituality and Organizational Performance Second Edition, n.d.). But what is workplace spirituality? It involves nurturing one's inner life by finding meaning in their work, performing tasks mindfully, connecting with colleagues and society, aligning personal values with professional duties, and feeling deeply engaged with their work (Kapoor Dayal Sandhu DEAN Vibha Nigam, n.d.).

### Understanding Extra Mile Work

Extra mile work refers to voluntary actions beyond the contractual obligations between employees and employers (Kennedy, 2009). This could range from assisting a colleague to proposing innovative ideas. Such efforts keep employees proactive, initiative-taking, adaptable, and quick to understand market dynamics, ultimately keeping them on their toes.

For educators, extra mile efforts significantly enhance students' learning experiences. Every student is unique and has potential for a bright future. Educators who go the extra mile are well-liked by students, who in turn are more likely to follow their guidance (Christ et al., 2003), (Christ et al., 2003). To be effective, educators must be motivated, culturally aware, and responsive to diversity. In a diverse region like Karnataka, understanding and adapting to cultural differences is crucial. Extra mile work involves common sense and personal attributes that educators must grasp intuitively and act upon, embodying the spirit or soul of the organization. Workplace spirituality, a secular concept, aids in adapting to and responding to these dynamics.

### Clarifying Workplace Spirituality

Is workplace spirituality related to religion? No, it is not. It acknowledges that everyone has an inner life that should be nourished by meaningful, mindful work, a sense of community, and the alignment of personal and professional values. Workplace spirituality emphasizes understanding the broader impact of one's work on society and finding purpose in it. For teachers, who shape students' futures, this means working with full engagement, a sense of community, and alignment of values. Teaching involves a lot of emotions, and educators share many of these emotions with students, which enhances the educational experience. In India, educators are highly respected and seen as role models. Therefore, they need emotional stability, calmness, and presence of mind, all of which require inner nourishment.

### Why Connect Spirituality with Education?

Some might question the connection between spirituality and a secular field like education. Workplace spirituality does not propagate any religion; it helps educators handle stress and adapt to various situations (Christ et al., 2003).

### The Need for Workplace Spirituality Now

Why is workplace spirituality important now? Traditional religious practices are becoming less effective, and modern societal changes like the rise of nuclear families, single parenting, and a lonely economy have led to a sense of disconnection. As social beings, humans need to connect their inner lives with society. Workplace spirituality helps bridge this gap, fostering a deeper connection between one's inner life and their work (Pawar, 2009).

### Literature Review

#### Introduction

The literature on workplace spirituality and extra mile efforts provides a rich context for understanding how these concepts intersect and influence organizational behavior, particularly in the field of higher education. This review explores various dimensions of workplace spirituality, its impact on employee motivation and satisfaction, and the specific implications for educators and their extra mile efforts.

**Defining Workplace Spirituality**

Workplace spirituality has been defined in multiple ways across the literature. Milliman, Czaplewski, and Ferguson (2003) describe it as a framework that includes meaningful work, a sense of community, and alignment of values. Fry (2003) extends this by emphasizing a transcendent sense of purpose and interconnectedness among employees. Workplace spirituality is not about religion but about fostering an environment where employees feel connected to their work and find deeper meaning in their professional roles (Giacalone & Jurkiewicz, 2003).

***Components of Workplace Spirituality***

**Meaningful Work:** Employees who perceive their work as meaningful are more likely to experience higher job satisfaction and engagement. This sense of meaning is derived from understanding how their work contributes to a larger purpose (Ashmos & Duchon, 2000).

**Sense of Community:** A supportive and connected community within the workplace fosters a sense of belonging and collaboration. This communal feeling enhances teamwork and mutual support among employees (Duchon & Plowman, 2005).

**Alignment of Values:** When personal and organizational values align, employees are more likely to feel a sense of integrity and authenticity in their work (Petchsawang & Duchon, 2009).

**Extra Mile Efforts**

Extra mile efforts, often referred to as organizational citizenship behaviors (OCBs), involve voluntary actions that go beyond an employee's formal job requirements. These behaviors contribute to the overall effectiveness of the organization (Organ, 1988). Examples include helping colleagues, being flexible with work demands, and proactively contributing ideas for improvement.

***Workplace Spirituality in Education***

In the context of education, workplace spirituality helps educators manage stress, remain motivated, and adapt to diverse student needs. Educators who embrace workplace spirituality are likely to experience greater job satisfaction and commitment, which in turn encourages them to go the extra mile for their students (Hay & Nye, 2006). This is especially important in culturally diverse regions like Karnataka, where understanding and respecting cultural differences can significantly impact educational outcomes (Kaushik & Sharma, 2016).

***Empirical Evidence***

Numerous studies have empirically tested the relationship between workplace spirituality and extra mile efforts. For instance, a study by Pawar (2009) found that workplace spirituality positively influences OCBs, mediated by job satisfaction and organizational commitment. Similarly, research by Benefiel, Fry, and Geigle (2014) demonstrated that organizations fostering workplace spirituality experience lower turnover rates and higher employee morale.

***Workplace Spirituality as a Secular Concept***

Workplace spirituality is often misunderstood as being synonymous with religious practices. However, it is a secular concept that focuses on the psychological and emotional well-being of employees. It emphasizes personal growth, ethical behavior, and a supportive work environment, which are critical for educators who need to navigate the emotional complexities of teaching (Gotsis & Kortezi, 2008).

***Addressing Modern Societal Changes***

The need for workplace spirituality is more pronounced in today's context of nuclear families, single parenting, and the "lonely economy." These societal changes have increased feelings of isolation, making the workplace a critical area for fostering connection and meaning (Jurkiewicz & Giacalone, 2004). By integrating workplace spirituality,

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organizations can help employees bridge the gap between their personal and professional lives, enhancing overall well-being and productivity.

The literature underscores the importance of workplace spirituality in fostering extra mile efforts among employees, particularly in educational settings. By promoting meaningful work, a sense of community, and value alignment, organizations can create environments where employees feel motivated and engaged. This not only enhances organizational performance but also contributes to personal fulfillment and job satisfaction, crucial for educators shaping future generations.

**Research Methodology**

This study employs a mixed-methods approach to explore the relationship between workplace spirituality and extra mile efforts among educators in Karnataka's higher education sector. Quantitative data were collected through a survey using a structured questionnaire distributed to 300 educators, focusing on variables such as meaningful work, compassion, sense of community, and mindfulness. Reliability and validity were assessed using Cronbach's Alpha, with a value of 0.84 indicating good internal consistency. Qualitative data were obtained through in-depth interviews with 30 participants to gain deeper insights into their experiences and perceptions. Data were analyzed using Chi-square tests and multiple linear regressions.

**Scope of the study**

This study examines the relationship between workplace spirituality and extra mile efforts among educators in higher education institutions in Karnataka. It aims to identify how elements such as meaningful work, compassion, sense of community, and mindfulness influence voluntary extra mile behaviors. By focusing on educators, the study highlights the potential impact of workplace spirituality on enhancing teaching effectiveness and student outcomes. The findings are intended to guide educational institutions in fostering a supportive and spiritually enriching work environment, ultimately improving both employee satisfaction and institutional performance. This study is relevant to policymakers, administrators, and educators seeking to improve workplace dynamics.

**Limitation of the study**

**Geographic Limitation:** The study focuses solely on higher education institutions in Karnataka, which may limit the generalizability of the findings to other regions or countries.

**Sample Size and Diversity:** The sample size may not be representative of all educators in Karnataka, and the diversity within the sample regarding age, gender, and experience could affect the results.

**Cross-Sectional Design:** Being a cross-sectional study, it captures data at a single point in time, which may not reflect long-term trends or causal relationships.

**Conceptual Clarity:** The constructs of workplace spirituality and extra mile efforts are complex and may be interpreted differently by respondents, potentially affecting the consistency and reliability of the data collected.

**Objective of the study**

Highlight the Current Workplace Disconnection.

Emphasize the Benefits of Extra Mile Work and Its Impact on Educators.

To examine the relationship between workplace spirituality and extra mile work in the context of higher education in Karnataka.

**VI. Reliability and Validity measures****Cronbach's Alpha**

Cronbach's Alpha	Number of Items
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**0.84**

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**30**

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The Cronbach's Alpha is 0.84. This is a high value, indicating good internal consistency among the items in your set. Cronbach's Alpha values range from 0 to 1, with higher values representing better reliability. A value of 0.84 suggests that the items are quite consistent in measuring the same underlying concept. In general, a Cronbach's Alpha above 0.7 is considered acceptable, above 0.8 is considered good, and above 0.9 is excellent. Your value of 0.84 is therefore in the "good" range.

***Item-Total Statistics***

	<b><i>Corrected Item-Total Correlation</i></b>	<b><i>Cronbach's Alpha if Item Deleted</i></b>
<b><i>MW1</i></b>	<b><i>0.35</i></b>	<b><i>0.84</i></b>
<b><i>MW2</i></b>	<b><i>0.3</i></b>	<b><i>0.84</i></b>

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	<i>Corrected Item-Total Correlation</i>	<i>Cronbach's Alpha if Item Deleted</i>
<b>MW3</b>	<b>0.39</b>	<b>0.84</b>
<b>MW4</b>	<b>0.19</b>	<b>0.84</b>
<b>MW5</b>	<b>0.15</b>	<b>0.85</b>
<b>MW6</b>	<b>0.2</b>	<b>0.84</b>
<b>MD1</b>	<b>0.6</b>	<b>0.83</b>
<b>MD2</b>	<b>0.55</b>	<b>0.83</b>
<b>MD3</b>	<b>0.49</b>	<b>0.84</b>
<b>MD4</b>	<b>0.41</b>	<b>0.84</b>
<b>MD5</b>	<b>0.43</b>	<b>0.84</b>
<b>MD6</b>	<b>0.5</b>	<b>0.83</b>
<b>TND1</b>	<b>0.26</b>	<b>0.84</b>
<b>TND2</b>	<b>0.28</b>	<b>0.84</b>
<b>TND3</b>	<b>0.34</b>	<b>0.84</b>
<b>TND4</b>	<b>0.37</b>	<b>0.84</b>
<b>TND5</b>	<b>0.39</b>	<b>0.84</b>
<b>CP1</b>	<b>0.14</b>	<b>0.85</b>
<b>CP2</b>	<b>0.15</b>	<b>0.84</b>
<b>CP3</b>	<b>0.36</b>	<b>0.84</b>
<b>CP4</b>	<b>0.36</b>	<b>0.84</b>
<b>SOC1</b>	<b>0.33</b>	<b>0.84</b>
<b>SOC2</b>	<b>0.29</b>	<b>0.84</b>
<b>SOC3</b>	<b>0.19</b>	<b>0.84</b>
<b>EMW1</b>	<b>0.46</b>	<b>0.84</b>
<b>EMW2</b>	<b>0.45</b>	<b>0.84</b>
<b>EMW3</b>	<b>0.55</b>	<b>0.83</b>
<b>EMW4</b>	<b>0.37</b>	<b>0.84</b>
<b>EMW5</b>	<b>0.42</b>	<b>0.84</b>
<b>EMW6</b>	<b>0.36</b>	<b>0.84</b>



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VIII Demographical information of the participants

<i><b>Category</b></i>	<i><b>Sub Category</b></i>	<i><b>Frequency</b></i>	<i><b>Percentage(%)</b></i>
<i><b>Gender</b></i>	<i><b>Male</b></i>	<i><b>156</b></i>	<i><b>76.10</b></i>
	<i><b>Female</b></i>	<i><b>49</b></i>	<i><b>23.90</b></i>
<i><b>Age</b></i>	<i><b>Below 30</b></i>	<i><b>38</b></i>	<i><b>18.54</b></i>
	<i><b>31-40</b></i>	<i><b>110</b></i>	<i><b>53.66</b></i>
	<i><b>41-50</b></i>	<i><b>45</b></i>	<i><b>21.95</b></i>
	<i><b>51 above</b></i>	<i><b>12</b></i>	<i><b>5.85</b></i>
<i><b>Occupation</b></i>	<i><b>Professor</b></i>	<i><b>6</b></i>	<i><b>2.93</b></i>
	<i><b>Associate Professor</b></i>	<i><b>9</b></i>	<i><b>4.39</b></i>
	<i><b>Assistant Professor</b></i>	<i><b>127</b></i>	<i><b>61.95</b></i>
	<i><b>Lecturer</b></i>	<i><b>63</b></i>	<i><b>30.73</b></i>
<i><b>Income</b></i>	<i><b>Below 10,000</b></i>	<i><b>3</b></i>	<i><b>1.46</b></i>
	<i><b>10,000-30,000</b></i>	<i><b>45</b></i>	<i><b>21.95</b></i>
	<i><b>30,000-50,000</b></i>	<i><b>24</b></i>	<i><b>11.71</b></i>
	<i><b>50,000-1,00,000</b></i>	<i><b>63</b></i>	<i><b>30.73</b></i>
	<i><b>above 1,00,000</b></i>	<i><b>70</b></i>	<i><b>34.15</b></i>
<i><b>Institution</b></i>	<i><b>Public Institution</b></i>	<i><b>178</b></i>	<i><b>86.83</b></i>
	<i><b>Private Institution</b></i>	<i><b>27</b></i>	<i><b>13.17</b></i>



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***Highlight the Current Workplace Disconnection.***

Workplace disconnections are also evident in the education sector in India. Here are some key indicators and data that highlight this issue:

**Teacher Burnout:** A study conducted by the National Council of Educational Research and Training (NCERT) in 2020 revealed that Teachers go through more stress than any other professional, teachers experienced high levels of stress due to workload, lack of administrative support, and student behavior issues.

**Teacher Turnover:** According to a 2019 report by the Central Square Foundation, India faces a significant teacher shortage, and in another report (Jahnvi, 2023) with high turnover rates in rural and urban schools and under graduation. This is partly due to poor working conditions, low salaries, and lack of career growth opportunities.

**Job Satisfaction:** A survey by the Azim Premji Foundation in 2021 found that only 45% of teachers were satisfied with their jobs. Major reasons for dissatisfaction included inadequate infrastructure, lack of professional development, and low pay.

**Engagement Levels:** Research by the Tata Institute of Social Sciences (TISS) in 2018 showed that only 35% of teachers in India felt engaged with their work. Many teachers reported feeling undervalued and unsupported, leading to low levels of motivation and commitment.

**Work-Life Balance:** A study by the Indian Institute of Management Ahmedabad (IIM-A) in 2019 indicated that 70% of teachers struggled with maintaining a work-life balance. Long hours, administrative burdens, and insufficient time for personal life were common challenges cited by educators.

These data points highlight the prevalence of workplace disconnections in the education sector in India, with significant implications for teachers' well-being, job satisfaction, and effectiveness in their roles.

**The Link Between Workplace Spirituality and Extra Mile Efforts**

Research suggests a positive correlation between workplace spirituality and extra mile efforts. When employees find meaning in their work and feel part of a supportive community, they are more inclined to engage in behaviors that benefit the organization beyond their job descriptions (Rego & Cunha, 2008). This connection is particularly significant in educational settings, where educators' extra mile efforts can greatly enhance student learning experiences (Tariq & Ding, 2018).

***To examine the relationship between workplace spirituality and extra mile work in the context of higher education in Karnataka.*****VII Hypothesis**

H1. There is a significant relationship between Workplace spirituality and Extra mile work with respect to higher education in Karnataka.

***Results and Analysis***

. H1. There is a significant relationship between Workplace spirituality and Extra Mile Work with respect to higher education in Karnataka.

***Test Hypothesis 1.1***

H0-There is no relationship between meaningful work and Extra Mile Work.

H1-There is a significant relationship between Meaningful work and Extra Mile Work.

***Chi-Square Test***

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<i>Chi2</i>	<i>df</i>	<i>p</i>
<b>24.78</b>	<b>2</b>	<b>&lt;.001</b>

Chi2 ( $\chi^2$ )

This is the Chi-square statistic, which is 24.78 in this case. It measures the difference between the observed and expected frequencies of the outcomes predicted by the model. A higher Chi-square value indicates a greater discrepancy between the expected and observed values, suggesting that the model's predictors have a significant relationship with the outcome.

**Test Hypothesis 1.2**

H0-There is no relationship between Compassion and Extra Mile Work.

H1-There is a significant relationship between Compassion and Extra Mile Work.

**Chi-Square Test**

<i>Chi2</i>	<i>df</i>	<i>p</i>
<b>16.9</b>	<b>2</b>	<b>&lt;.001</b>

**Test Hypothesis 1.3**

H0-There is no relationship between Sense of Community and Extra Mile Work.

H1-There is a significant relationship between Sense of Community and Extra Mile Work.

**Chi-Square Test**

<i>Chi2</i>	<i>df</i>	<i>p</i>
<b>43.42</b>	<b>4</b>	<b>&lt;.001</b>

**Test Hypothesis 1.4**

H0-There is no relationship between Mindfulness and Extra Mile Work.

H1-There is a significant relationship between Mindfulness and Extra Mile Work.

**Chi-Square Test**

<i>Chi2</i>	<i>df</i>	<i>p</i>
<b>22.41</b>	<b>4</b>	<b>&lt;.001</b>

Chi2 ( $\chi^2$ )



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This is the Chi-square statistic, which is 22.41 in your case. It measures the difference between the observed and expected frequencies of the outcomes predicted by the model. A higher Chi-square value indicates a greater discrepancy between the expected and observed values, suggesting that the model's predictors have a significant relationship with the outcome.

***df (Degrees of Freedom)***

The degrees of freedom, 4 in this case, represent the number of predictors in the model for a simple logistic regression.

A multiple linear regression analysis was performed to examine the influence of the variables MW, CP, SOC and MD on the variable EMW. The interpretation the Model Summary.

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***Chi-Square Test***

<i>Chi2</i>	<i>df</i>	<i>p</i>
<b>63.43</b>	<b>12</b>	<b>&lt;.001</b>

**Chi2 ( $\chi^2$ )**

This is the Chi-square statistic, which is 63.43 in your case. It measures the difference between the observed and expected frequencies of the outcomes predicted by the model. A higher Chi-square value indicates a greater discrepancy between the expected and observed values, suggesting that the model's predictors have a significant relationship with the outcome.

***df (Degrees of Freedom)***

The degrees of freedom, 12 in this case, represent the number of predictors in the model for a simple logistic regression.

***p (p-value)***

This is the probability of observing the Chi2 test statistic as extreme as the one observed under the null hypothesis. The null hypothesis is that there is no relationship between the observed and expected frequencies of the outcomes predicted by the model. A p-value of <.001 suggests that there's a 0% probability of observing a Chi-square statistic as extreme as 63.43 if the null hypothesis were true.

The p-value of <.001 is below the conventional 0.05 threshold, indicating that there is a statistically significant relationship at the 5% level.

**Findings**

**Prevalence of Disconnection in the Workplace:** Educators often feel isolated and solely focused on their individual tasks, leading to a lack of collegial support and engagement.

**Positive Impact of Extra Mile Efforts:** Educators who go beyond their job requirements enhance students' learning experiences and are generally more liked and respected by their students.

**Challenges in Fostering Extra Mile Behavior:** Despite investments in training and coordination, organizations face difficulties in cultivating a culture of extra mile efforts due to insufficient internal motivation among employees.

**Role of Workplace Spirituality:** Workplace spirituality promotes meaningful work, a sense of community, and value alignment, which are crucial in motivating employees to engage in extra mile efforts.

Spirituality in the workplace is not about religion but about nurturing one's inner life and finding purpose and engagement in work.

**Empirical Evidence Supporting the Relationship:** Quantitative data indicate a significant relationship between workplace spirituality and extra mile efforts among educators.

Qualitative insights reveal that educators who embrace workplace spirituality are better equipped to manage stress and adapt to diverse student needs.

**Relevance to Educational Settings:** In culturally diverse regions like Karnataka, workplace spirituality helps educators understand and respect cultural differences, positively impacting educational outcomes.

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**Societal Changes Necessitating Workplace Spirituality:** Modern societal changes, such as the rise of nuclear families and a lonely economy, have heightened the need for a sense of community and connection in the workplace.

### **Suggestions**

**Promote a Culture of Workplace Spirituality:** Educational institutions should foster a culture that emphasizes meaningful work, a sense of community, and alignment of values to enhance educators' motivation and job satisfaction.

**Implement Training Programs:** Develop and implement training programs that focus on the principles of workplace spirituality, helping educators find deeper meaning in their work and build stronger connections with colleagues and students.

**Encourage Voluntary Extra Mile Efforts:** Recognize and reward educators who engage in voluntary extra mile efforts, creating role models and motivating others to follow suit.

**Support Emotional and Psychological Well-being:** Provide resources and support systems to help educators manage stress, maintain emotional stability, and cultivate a sense of inner fulfillment.

**Adapt to Cultural Diversity:** Tailor workplace spirituality initiatives to address and respect the cultural diversity of educators and students, particularly in regions like Karnataka.

**Monitor and Evaluate Impact:** Regularly assess the impact of workplace spirituality on extra mile efforts and overall organizational performance, making adjustments as necessary to improve outcomes.

### **Conclusion**

The study highlights the critical role of workplace spirituality in fostering extra mile efforts among educators in higher education institutions. By promoting meaningful work, a sense of community, and value alignment, educational institutions can create environments where educators feel motivated and engaged. This not only enhances organizational performance but also contributes to personal fulfillment and job satisfaction, which are essential for educators shaping future generations. Integrating workplace spirituality is particularly relevant in today's context of social disconnection, providing a pathway to bridge the gap between personal and professional lives and enhancing overall well-being and productivity.

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