

# Exploring The Intersection of Vocational Student Resilience in The Workplace and Religious Beliefs: A Literature Review

**Fitri Nurjanah<sup>1\*</sup>, Muhamad Rifqi Prihantono<sup>1</sup>, Idang Ramadhan<sup>2</sup>, Moch. Arifudin<sup>3</sup>**

<sup>1</sup>Vocational and Technology Education Department, Graduate School

<sup>2</sup>Pancasila and Civic Education Department, Faculty of Social, Law, and Political Sciences,

<sup>3</sup>Guidance and Counseling Department, Faculty of Education and Psychology, Universitas Negeri Yogyakarta, Colombo No.1, Karang Malang, Caturtunggal, Depok, Sleman, Daerah Istimewa Yogyakarta, 55281, Tel. (0274) 586168.

**Corresponding author\***

fitrinurjanah.2023@student.uny.ac.id

**Abstract:** Vocational graduates have significant unemployment rates, with just 45% of them working in sectors linked to their degrees, demonstrating a mismatch between education and job market demands. The VUCA age, defined by volatility, uncertainty, complexity, and ambiguity, has necessitated the development of resilience skills among vocational students in the face of disruptions in the workplace. Resilience is the ability to recover or cope with adverse situations. Spiritual and religious beliefs may be associated with important "resilience resources". This area of study offers valuable insights, and how they might help educators and policymakers in developing more effective support systems that use religious beliefs as resilience resources to improve the performance of students. The paper adopts a literature review method to answer the question "how the intersection between vocational student resilience in the workplace and religious beliefs?". Exploring the link between religious beliefs and resilience of vocational students in the workplace is a multifaceted issue that cover factors such as work attitudes, work readiness, stress management, and job satisfaction. According to this study, religious beliefs have an indirect impact on how vocational learners may be resilient in working environments. Religious beliefs have been noted to have an impact on job readiness, job satisfaction, work attitudes, and stress management of students while doing internships in the workplace, all of which contribute to an increase in the students resilience in overcoming challenges, ability to adapt to adversity, and achieving success.

**Keywords:** Religious Beliefs, Student Resilience, Vocational Education, VUCA, Workplace.

---

## Introduction

As of February 2024, the unemployment rate for vocational high school (SMK) graduates reached 8.62%. The National Labor Force Survey conducted by BPS indicates that for at least the past 4 years (2021-2024), vocational high school graduates have held the highest unemployment rate (Nola, 2024), with only 45% of alumni working in fields related to their chosen majors, highlighting a mismatch between education and market demands (Ariyani et al., 2021). Efforts to reduce the number of unemployed vocational high school graduates need to continue, as they are expected to directly enter the workforce, unlike general senior high

school education which focuses more on continuing to higher education (Nola, 2024). Entrepreneurs report that vocational graduates often lack the necessary workplace readiness skills, such as critical thinking, problem-solving, and communication, which are crucial for resilience in the workplace (Cameron et al., 2017; Mutohhari et al., 2021).

Previous studies have predicted increased changes in organizational work methods in the 21st century and that employees are becoming more attuned to their jobs (Rezapour et al., 2017). The VUCA era, characterized by volatility, uncertainty, complexity, and ambiguity, has led to the need for vocational students to enhance their adaptability

and resilience in facing disruptions in the working place (Ariansyah et al., 2024; Astarina et al., 2020). Resilience is the ability to recover from or overcome adverse situations. It is crucial for the career development of vocational students (Keijzer et al., 2021). Resilience may provide a buffer against difficult circumstances, allowing individuals to function in adversity. Overcoming repeated exposure to difficulties can even strengthen resilience (Di Maggio et al., 2016; Keijzer et al., 2021). Constant workplace changes and stress require workers and prospective employees to possess resilience (Holdsworth et al., 2018). Resilience can protect against workplace stress, benefit psychological well-being, and promote effective clinical practices in mental health professionals (Nelson et al., 2023).

Spiritual beliefs and religion can be associated with important "resilience resources" (Schwalm et al., 2022). It is argued that religious beliefs and the practice of religious values in daily life have a profound influence on positive attitudes and how a person conducts their daily activities. In work, previous research has stated that religious values can be a guideline in work, which guides a person to behave at work (Sari et al., 2023). The relationship between religious beliefs and resilience, especially among vocational students, is a field that is increasingly in demand. Resilience refers to the ability to recover from or overcome adverse situations, and religious beliefs can serve as a significant resource in this context. This research examines "how the intersection between vocational student resilience in the workplace and religious beliefs?" This paper highlights specific issues regarding vocational student resilience and how it relates to beliefs. Investigating vocational student resilience and their relationship with religious beliefs is crucial for understanding how these factors interact to support students in overcoming challenges and achieving success. This field of study can provide valuable insights into the psychological and emotional resources utilized by students, which can inform educational practices and support systems.

## **Materials and Methods**

This paper adopts a literature review method, examining articles, books, and other relevant sources related to the research topic. This process helps provide a comprehensive understanding of current knowledge, identify gaps, and lay the foundation for new research. This method is used to address the research question at the intersection of vocational student resilience in the workplace and religious beliefs. Keywords related to the subject were selected based on the terms "religious beliefs", "vocational students", and "workplace resilience". Data was collected through searching and combining various literature sources, including books, journals, and previous studies. After conducting the literature search, the researcher independently began analyzing, reading the titles or abstracts of each literature source. The selected articles were then read in full.

## **Results and Discussion**

Religious beliefs are defined as thinking, feeling, and acting in accordance with a religion's ideas and teachings. In other words, religious beliefs reflect the significance of religion in people's individual and social lives, as well as adherence to values and beliefs in everyday life, religious practices and rituals, and participation in religious organisatio activities. Religious beliefs are a set of dos and don'ts, and values are considered one of the most significant psychological supports that can create meaning in all aspects of life and save a person from meaninglessness by providing explanatory assistance in certain situations (Tran Ngoc Huy et al., 2022). Understanding how religious attitudes affect vocational students ability to adapt and thrive in a professional environment can provide valuable insights for educational institutions and employers. Students with strong religious beliefs demonstrate greater academic resilience, which can be extrapolated to resilience in the workplace (Sajodin et al., 2023). The relationship between religious conviction and vocational students workplace resilience is a multifaceted topic that encompasses aspects such as work attitudes, work

readiness, stress management, and job satisfaction. These four aspects indirectly influence the formation of vocational students resilience in the workplace.

### **Impact on Work Attitudes**

The freedom to express religious identity in the workplace is associated with better work attitudes and behaviors (Kutcher et al., 2010). Religious orientation can shape work ethos through dimensions such as responsibility and equality. Self-control and community religiosity have significant influence, with self-control mediating the relationship between extrinsic religious orientation and work ethos dimensions (Uçanok, 2010). In the context of Islamic work ethics, religiosity and perceived social support positively impact career commitment, which in turn enhances career success. Workplace spirituality in Islam also moderates this relationship, highlighting the role of religious ethics in professional growth (Ghaleb & Alshiha, 2023). Religious views can have a substantial impact on employee behavior in the workplace. Employees frequently bring their religious beliefs and practices into the workplace, which can have various effects depending on other organizational aspects (Weaver & Stansbury, 2014). For example, religious views might affect how employees engage with colleagues, approach their tasks, and adhere to ethical standards (Steffy, 2013). Religious beliefs play an important impact in ethical decision making. For example, in Islamic banking, practitioners use religious principles to guide their judgments, albeit the impact of these principles varies based on individual and situational aspects (Shamsudheen & Rosly, 2022). Religious beliefs in the workplace can have an impact on corporate social responsibility (CSR) actions. Organizations that include religious beliefs into their operations may build CSR programs that mirror these values, thus boosting ethical conduct and decision-making. (Koleva et al., 2023).

Studies show a positive correlation between religious work ethics and employees career commitment. Work is considered a valuable asset, driving them to demonstrate unwavering dedication to their tasks and viewing it as a virtue. They derive satisfaction and fulfillment from their

work, with overall happiness tied to their adherence to religious principles. Religion acts as a catalyst in strengthening the relationship between career commitment and achieving success within it. This phenomenon can be attributed to the wisdom provided by religious beliefs, assisting employees in adapting to various work conditions. Their actions are driven by the belief that their deeds are subject to divine judgment and will be rewarded in the afterlife, thus prioritizing assistance to fellow colleagues and contributing to workplace prosperity and beyond (Ghaleb & Alshiha, 2023). Additionally, the religious convictions of these individuals instill a strong work ethic, motivating them to diligently pursue their tasks sincerely and seek spiritual fulfillment in their efforts (Murtaza et al., 2021).

### **Impact on Work Readiness**

Beliefs in religion that are highly regarded and manifested in the workplace can result in meaning and motivation for work, leading to positive attitudes towards work and higher levels of contextual performance. Religious beliefs demonstrate the role of religion in individual and social life, adherence to values and beliefs in daily life, as well as engaging in religious practices and rituals, providing meaning and explanatory support in specific situations (Tran Ngoc Huy et al., 2022). Religious beliefs are positively related to both extrinsic and intrinsic work values, indicating that most religions view work in a positive light (Parboteeah et al., 2009). A religious attitude significantly enhances vocational readiness among vocational high school students. This influence accounts for 64.51% of the variance in work readiness, demonstrating that students with strong religious convictions are more prepared for employment (Sari et al., 2023). In the context of work, individuals with a religious disposition use religious values as a guide, considering religion to be a principle that governs their behavior in the workplace (Taghavi & Segalla, 2023).

Encouraging workplaces to be more accommodating to individual (including religious) personal beliefs and values may result in employees who are better suited to the company and its working environment, as well as more

proactive in taking on extra responsibilities and assisting coworkers. Far from being an unwanted element, as may be assumed in today's predominantly secular firms, religiousness may lead to a more self-aware employees who have a more coherent perspective on their job in the company and their contribution in the workplace. Another practical implication is the possibility of modifying the human resource policies to accommodate potential requests to integrate religion into the workplace (e.g., adherence to fasting periods, flexible schedule hours to accommodate the need to meditate, pray, attend religious services, etc.). On the other side, organizations may need to be watchful to ensure that the manifestation of faith at work does not have bad consequences (e.g., employees preaching to coworkers about their religious beliefs, judging others who have a different faith, etc.) (David & Iliescu, 2022).

### **Impact on Stress Management**

Almost all businesses must navigate an uncertain and complicated world that presents several risks and competitive challenges in the continually changing market environment and globalization. As a result of this condition, employees experience increased anxiety and tension, which can contribute to a negative work attitude and behavior (Baskar & Indradevi, 2023). Various reasons for introducing spirituality in the workplace contribute to a pleasant environment in which people might feel calm, highly engaged at work, and happier (K.P. et al., 2019). Stress and burnout can have a negative impact on the workplace, thus researchers and practitioners are interested in lowering stress and improving well-being. Some of the most prevalent advice for stress reduction include maintaining a strong social support network, focusing on the purpose of one's life and job, and engaging in activities that keep people balanced. For many people, religion gives these kind of remedies. Many people believe that their beliefs and practices provide them with social and spiritual support, hope, belief expression, a feeling of significance, and guidance in their behavior (Kutcher et al., 2010).

Belief in religion can mitigate the negative effects of job insecurity on mental health, which in turn can help employees maintain their performance and resilience in the workplace. This indicates that vocational students with strong religious beliefs may be better able to cope with work-related stress and sustain their resilience (Haq et al., 2022). Studies on academic resilience and religious coping suggest that students with good religious coping skills and high resilience will be able to face and solve problems, and adapt to current learning conditions, demonstrating that religious coping can serve as a psychological mechanism to enhance resilience (Sajodin et al., 2023). Religious education can be a factor in supporting the development of resilience in students, providing insights into accommodating religious beliefs within the educational environment (Schweitzer, 2021). Ritual practices and religious behaviors, such as prayer and attending Mass, have been proven to enhance resilience. This is particularly evident in how these practices help individuals manage stress and maintain well-being in the workplace (Annalakshmi & Abeer, 2011; Wnuk, 2024). Strong religious beliefs can enhance students' resilience, contribute to better life management skills, emotional control, and social competence. This indicates that religious faith can be a powerful tool in improving flexibility and effectiveness in both academic and non-academic settings. Beliefs and religious practices offer comfort, hope, and meaning, which can serve as powerful tools for managing stress. For example, religious reframing, where individuals apply their religious beliefs to assess stressful situations, can mitigate the negative impact of stressors on mental well-being (Krause, 2019; Rainville, 2018). Religious engagement can reduce the link between stress exposure and unfavorable mental health outcomes, such as depression and anxiety (Schieman et al., 2013).

### **Impact on Job Satisfaction**

Religious beliefs become a part of an individual's personality, and values inspire positive influences on one's performance, including job satisfaction. Research has shown that people can use religion as a coping mechanism to address educational or

work-related challenges and find meaning in their work, leading to greater job satisfaction (Rezapour et al., 2017). Religious beliefs and workplace beliefs significantly impact job satisfaction among professionals. This implies that vocational students who integrate their religious beliefs into their work life may experience higher job satisfaction, contributing to their overall resilience in the workplace (Rezapour et al., 2017). Studies show that religious beliefs and workplace beliefs can significantly impact job satisfaction, providing insight into the psychological mechanisms through which religious beliefs affect vocational resilience in the workplace. The ability to express religious identity at work is related to increased well-being and positive work outcomes (Héliot et al., 2020). Religious beliefs and practices may foster acceptance of one's own qualities and flaws, as well as acceptance of long-term life situations such as one's employment condition. It is also possible that religious people's self-awareness and acceptance lead to more appropriate career choices than non-religious people. Furthermore, religious beliefs and practices are frequently regarded as encouraging a person's feeling of responsibility for themselves and others. It's possible that devotion to a religion and adherence to a system of principles or beliefs give practice or a mindset that translates into organizational membership (Kutcher et al., 2010).

### Conclusions

The relationship between religious beliefs and the practice of religious values is connected to vocational students' resilience in the workplace. The intersection between the two is an indirect relationship that can be observed through aspects such as work attitudes, work readiness, stress management, and job satisfaction. In terms of work attitudes, religiosity and perceived support positively influence career commitment, which in turn enhances career success. Religion acts as a catalyst in strengthening the connection between an individual's career commitment and achieving success within it. The religious convictions of these individuals instill a strong work ethic, motivating them to diligently pursue their tasks. Furthermore,

in terms of work readiness, religious attitudes significantly enhance the preparedness of vocational high school students for employment. Workers who possess religious attitudes will consider religious values as their guide in their work; for them, religion serves as a principle that directs every behavior in the workplace.

Additionally, in the aspect of stress management, religious beliefs can mitigate the negative effects of job insecurity on mental health, ultimately assisting employees in maintaining their performance and resilience in the workplace. Students with good religious coping skills and high resilience will be able to face and solve problems, as well as adapt to current learning conditions, demonstrating that religious coping can function as a psychological mechanism to enhance resilience. Strong religious beliefs can improve students' endurance, contribute to better life management skills, emotional control, and social competence. Lastly, in terms of job satisfaction, vocational students who integrate their religious beliefs into their work life may experience higher job satisfaction, which can contribute to their overall resilience in the workplace.

**Conflict of Interest:** The authors declare that there are no conflicts of interest concerning the publication of this article.

### References

- Annalakshmi, N., & Abeer, M. (2011). Islamic worldview, religious personality and resilience among Muslim adolescent students in India. *Europe's Journal of Psychology*, 7(4). <https://doi.org/10.5964/ejop.v7i4.161>
- Ariansyah, K., Wismayanti, Y. F., Savitri, R., Listanto, V., Aswin, A., Ahad, M. P. Y., & Cahyarini, B. R. (2024). Comparing labor market performance of vocational and general school graduates in Indonesia: insights from stable and crisis conditions. *Empirical Research in Vocational Education and Training*, 16(1), 5. <https://doi.org/10.1186/s40461-024-00160-6>
- Ariyani, L. F., Pamungkas, A. H., Agung Pratama, C. B., Mintarti Widjaja, S. U., Wahyono, H., & Haryono, A. (2021). Conformity Between The Choices Of Entering Majors With Employment After Graduation At Non-Technology And Industrial Vocational Schools In

- Indonesia. *Journal of Physics: Conference Series*, 1807(1), 012027. <https://doi.org/10.1088/1742-6596/1807/1/012027>
- Astarina, S., Barliana, M. S., & Permana, D. C. (2020). Implementation of project-based learning method to increase transferable skills of vocational high school students. *IOP Conference Series: Materials Science and Engineering*, 830(2), 022065. <https://doi.org/10.1088/1757-899X/830/2/022065>
- Baskar, B., & Indradevi, R. (2023). Workplace Spirituality and Employee Job Attitude: Direct Test Effect: An Empirical Check Among Nursing Community. *Vision: The Journal of Business Perspective*, 27(5), 628–638. <https://doi.org/10.1177/09722629211031333>
- Cameron, R., Dhakal, S., & Burgess, J. (2017). *Transitions from Education to Work* (R. Cameron, S. Dhakal, & J. Burgess, Eds.). Routledge. <https://doi.org/10.4324/9781315533971>
- David, I., & Iliescu, D. (2022). The influence of religiosity and meaning making on work outcomes: A path analysis. *Current Psychology*, 41(9), 6196–6209. <https://doi.org/10.1007/s12144-020-01119-y>
- Di Maggio, I., Ginevra, M. C., Nota, L., & Soresi, S. (2016). Development and validation of an instrument to assess future orientation and resilience in adolescence. *Journal of Adolescence*, 51(1), 114–122. <https://doi.org/10.1016/j.adolescence.2016.06.005>
- Ghaleb, M. M. S., & Alshiha, F. A. (2023). EFFECTS OF RELIGIOSITY AND PERCEIVED SOCIAL SUPPORT ON CAREER SUCCESS: EXAMINING MODERATING ROLE OF ISLAMIC WORKPLACE SPIRITUALITY. *European Journal for Philosophy of Religion*, 14(4), 280–303.
- Haq, I. U., De Clercq, D., & Azeem, M. U. (2022). Job insecurity, work-induced mental health deprivation, and timely completion of work tasks. *Asia Pacific Journal of Human Resources*, 60(2), 405–428. <https://doi.org/10.1111/1744-7941.12291>
- Héliot, Y., Gleibs, I. H., Coyle, A., Rousseau, D. M., & Rojon, C. (2020). Religious identity in the workplace: A systematic review, research agenda, and practical implications. *Human Resource Management*, 59(2), 153–173. <https://doi.org/10.1002/hrm.21983>
- Holdsworth, S., Turner, M., & Scott-Young, C. M. (2018). ... Not drowning, waving. Resilience and university: a student perspective. *Studies in Higher Education*, 43(11), 1837–1853. <https://doi.org/10.1080/03075079.2017.1284193>
- Keijzer, R., van der Rijst, R., van Schooten, E., & Admiraal, W. (2021). Individual differences among at-risk students changing the relationship between resilience and vocational identity. *International Journal of Educational Research*, 110, 101893. <https://doi.org/10.1016/j.ijer.2021.101893>
- Koleva, P., Meadows, M., & Elmasry, A. (2023). The influence of Islam in shaping organisational socially responsible behaviour. *Business Ethics, the Environment & Responsibility*, 32(3), 1001–1019. <https://doi.org/10.1111/beer.12529>
- K.P., N. P., Rodrigus L.R., L., K.P.V., R. K., & Pai, Y. P. (2019). Role of team transformational leadership and workplace spirituality in facilitating team viability: an optimal distinctiveness of identities' theory-based perspective. *Industrial and Commercial Training*, 51(2), 64–84. <https://doi.org/10.1108/ICT-07-2018-0062>
- Krause, N. (2019). Assessing the relationships among stress, god-mediated control, and psychological distress/well-being: Does the level of education matter? *The Journal of Social Psychology*, 159(1), 2–14. <https://doi.org/10.1080/00224545.2018.1431604>
- Kutcher, E. J., Bragger, J. D., Rodriguez-Srednicki, O., & Masco, J. L. (2010). The Role of Religiosity in Stress, Job Attitudes, and Organizational Citizenship Behavior. *Journal of Business Ethics*, 95(2), 319–337. <https://doi.org/10.1007/s10551-009-0362-z>
- Murtaza, G., Roques, O., Talpur, Q., & Khan, R. (2021). Religious beliefs as a moderator of the relationships between workplace incivility and counterproductive work behaviours. *Human Systems Management*, 40(6), 813–823. <https://doi.org/10.3233/HSM-200993>
- Mutohari, F., Sutiman, S., Nurtanto, M., Kholifah, N., & Samsudin, A. (2021). Difficulties in implementing 21st century skills competence in vocational education learning. *International Journal of Evaluation and Research in Education (IJERE)*, 10(4), 1229. <https://doi.org/10.11591/ijere.v10i4.22028>
- Nelson, R., Baker, F., Burrell, J., & Hardy, G. (2023). Building resilience in early career mental health professionals. *The Journal of Mental Health Training, Education and Practice*, 18(5), 349–365. <https://doi.org/10.1108/JMHTPE-06-2022-0048>
- Nola, L. F. (2024). *Upaya Mengatasi Tingginya Pengangguran Lulusan SMK*. <https://pusaka.dpr.go.id/>
- Parboteeah, K. P., Paik, Y., & Cullen, J. B. (2009). Religious Groups and Work Values. *International Journal of Cross Cultural Management*, 9(1), 51–67. <https://doi.org/10.1177/1470595808096674>
- Rainville, G. (2018). Public religious activities, stress, and mental well-being in the United States: the role of religious reframing in coping. *Mental Health, Religion & Culture*, 21(3), 288–303. <https://doi.org/10.1080/13674676.2018.1475471>
- Rezapour, Y., Rezai, H., Hosseini, S. A., & Mohseni Takalu, M. T. (2017). The Role of Faith in Work, Religious Beliefs, and Spirituality in the Prediction of Job Satisfaction Among Rehabilitation Experts. *Iranian Rehabilitation Journal*, 14(4), 217–222. <https://doi.org/10.18869/nrip.irj.14.4.217>
- Sajodin, Wilandika, A., & Atikah, A. (2023). The Relationship Between Religious Coping and Academic

- Resilience in Nursing Students. *The Medical Journal of Malaysia*, 78(4), 500–502.
- Sari, D. I., Suharno, S., & Pambudi, N. A. (2023). THE INFLUENCE OF RELIGIOUS ATTITUDES ON VOCATIONAL HIGH SCHOOL STUDENTS'S WORK READINESS. *NOZEL Jurnal Pendidikan Teknik Mesin*, 5(4), 207. <https://doi.org/10.20961/nozel.v5i4.78529>
- Schieman, S., Bierman, A., & Ellison, C. G. (2013). *Religion and Mental Health* (pp. 457–478). [https://doi.org/10.1007/978-94-007-4276-5\\_22](https://doi.org/10.1007/978-94-007-4276-5_22)
- Schwalm, F. D., Zandavalli, R. B., de Castro Filho, E. D., & Lucchetti, G. (2022). Is there a relationship between spirituality/religiosity and resilience? A systematic review and meta-analysis of observational studies. *Journal of Health Psychology*, 27(5), 1218–1232. <https://doi.org/10.1177/1359105320984537>
- Schweitzer, F. (2021). The Ethos of Teachers of Religious Education and its Meaning for the Development of Pupils' Resilience. In *The International Handbook of Teacher Ethos* (pp. 159–172). Springer International Publishing. [https://doi.org/10.1007/978-3-030-73644-6\\_11](https://doi.org/10.1007/978-3-030-73644-6_11)
- Shamsudheen, S. V., & Rosly, S. A. (2022). Portraying ethical reasoning in Islamic banking: Addressing the role of work experience. *Business Ethics, the Environment & Responsibility*, 31(2), 438–452. <https://doi.org/10.1111/beer.12384>
- Steffy, K. (2013). Religious Orthodoxy and the American Worker. *Sociology of Religion*, 74(1), 1–29. <https://doi.org/10.1093/socrel/srs074>
- Taghavi, S., & Segalla, M. (2023). Is Work an Act of Worship? The Impact of Implicit Religious Beliefs on Work Ethic in Secular vs. Religious Cultures. *Journal of Business Ethics*, 188(3), 509–531. <https://doi.org/10.1007/s10551-023-05325-z>
- Tran Ngoc Huy, D., Ramadan Khalil, N., Le, K., B. Mahdi, A., & Djuraeva, L. (2022). Religious beliefs and work conscience of Muslim nurses in Iraq during the COVID-19 pandemic. *HTS Teologiese Studies / Theological Studies*, 78(4). <https://doi.org/10.4102/hts.v78i4.7566>
- Uçanok, B. (2010). Understanding of Work Ethic in Turkey: Focus on the Effects of Locus of Control and Religious Orientation. *The International Journal of Interdisciplinary Social Sciences: Annual Review*, 5(4), 93–106. <https://doi.org/10.18848/1833-1882/CGP/v05i04/51688>
- Weaver, G. R., & Stansbury, J. M. (2014). *Religion in organizations: Cognition and behavior* (pp. 65–110). <https://doi.org/10.1108/S0733-558X20140000041011>
- Wnuk, M. (2024). Are Religious Practices Indirectly Related to Stress at Work Through the Tendency to Forgive? A Sample of Polish Employees. *Journal of Religion and Health*, 63(3), 2259–2275. <https://doi.org/10.1007/s10943-022-01710-6>

**THIS PAGE INTENTIONALLY LEFT BLANK**