

Spirituality in Higher Education: A Conceptual Framework

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Abstract

Spirituality is defined as a vague concept. However, interest in spirituality's role in higher education has given rise to many different points of view of its impact to stakeholders and educational outcomes. This study reviewed at least 70 studies published within the last decade that explored different facets of spirituality as applied in higher educational institutions and their stakeholders, including students, administrators, and faculty. Noting descriptions, findings, and recommendations from the different studies, the paper did simple textual analysis using Nvivo software and found eight prevalent dimensions to spirituality: church, developmental contexts, faculty spirituality, faith, God, institutional mission and vision, social contexts, and leadership. Although not exhaustive, these aspects indicate a clearer description of what researches can refine when working with spirituality as a variable or object of study. One of this study's recommendations is for administrators to focus on student services and academic engagement as areas of concern when dealing with spirituality in the higher education institution.

Keywords: *spirituality, faith, higher education*