Research Article

The Influence of Workplace Spirituality in Engagement, Resilience and Efficacy of Secondary Teachers in Iba District, Schools Division of Zambales

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ABSTRACT

This study examined the relationship between workplace spirituality and engagement, resilience, and self-efficacy among secondary school teachers in Iba District, Schools Division of Zambales, during the 2018-2019 school year. A descriptive research design was used, employing a questionnaire to gather data from 138 randomly selected teachers. The study explored workplace spirituality through compassion, meaningful work, mindfulness, and transcendence, alongside teacher attributes such as engagement, resilience, and self-efficacy. It also considered respondents' age, sex, religion, civil status, educational attainment, and years of service. Findings revealed that most respondents were 33 years old, female, Catholic, married, held a BS degree with MA units, and had seven years of teaching experience. Workplace spirituality, particularly compassion, mindfulness, and transcendence, was perceived as occurring "often," while meaningful work was rated as "always." Teachers consistently rated their engagement, resilience, and self-efficacy as "always" present. Significant differences were found in workplace spirituality and teacher attributes when grouped by demographic variables. A very high correlation existed between workplace spirituality and teacher attributes. The study recommends home visits to support students, encouraging teachers to develop empathy and apply moral values. Schools should provide training on compassion, mindfulness, and transcendence. Further research is suggested to validate these findings.

Keywords: *Workplace Spirituality, Teacher Engagement, Teacher Resilience, Self-Efficacy, Secondary School Teachers, Moral and Ethical Values in Teaching*

Background

People work not only with their hands, but also their hearts (spirit). It is when people work with their hearts or spirit that they find meaning and purpose, a kind of fulfilment that means the workplace can be a place where people can

express their whole or entire selves and be fulfilled. Enabling the expression of human experience at its deepest, most spiritual level may not only reduce stress, conflict, and absenteeism, but also enhance work performance (Bibi et al., 2021).

Britton (2017) describe spirituality at work as "a search for meaning, deeper self-knowledge or transcendence to a higher level." Additionally, the sense of meaning and purpose serves as an inner source of energy that is then expressed outwardly as behavior. Canda et al. (2019) defines spirituality as "the extent to which an individual is motivated to find sacred meaning and purpose to his or her existence," but notes, similar to an argument made by Canda et al. (2019), that spirituality is not associated with religion, God or higher powers. Charoenarpornwattana (2015) address spirituality in the workplace both from the experience of individuals and the organization's work environment. They define a spiritual workplace as one that enables the individual's expression of an inner life by performing meaningful work in the context of a community.

Darling-Hammond (2019) have proposed that spirituality involves a sense of giving and service, a sense of connection (community), compassion and forgiveness, meaning, and morality. Ferguson (2022) argues that "the most common quality in descriptions of spirituality was transcendence, followed by meaning, mystery, animating or life-giving, connecting or unifying." Finally, Guillén et al. (2015) define workplace spirituality as "expressing a desire to find meaning and purpose in life," "a transcendent personal state," "living by inner truth to produce positive attitudes and relationships," and a belief of being connected to each other and desire to go beyond one's self-interest to contribute to society as a whole. Although the definitions of spirituality at work vary, five themes seem often to surface: connection, compassion, mindfulness, meaningful work and transcendence. Therefore, the definition of workplace spirituality used in this research is as follows: workplace spirituality is about feeling connected with and having compassion toward others, experiencing a mindful inner consciousness in the pursuit of meaningful work and that enables transcendence.

The focus of the study is to determine the relationship between the perception of workplace spirituality as to compassion, mindfulness, meaningful work, and transcendence; and perception of the attributes of teachers as to engagement, resilience, and self-efficacy among secondary school teachers. The study would prove that a teacher having workplace spirituality in work engagement, resilience, and self-efficacy are thriving.

Statement of the Problem
This study aimed to determine the relationship between workplace spirituality and engagement, resilience, and self-efficacy among secondary school teachers in Iba District, Schools Division of Zambales during school year 2018-2019.

Specifically, the study sought to provide answers to the following questions:
1. How is the profile variables of the respondents be described as to:
   1.1. Age;
   1.2. Sex;
   1.3. Religion;
   1.4. Civil Status;
   1.5. Highest Educational Attainment; and
   1.6. Years in the Service?
2. How is the perception of workplace spirituality of the respondents be described as to:
   2.1. Compassion;
   2.2. Mindfulness;
   2.3. Meaningful work; and
   2.4. Transcendence?
3. How is the perception of the respondents toward attributes of teachers be described as to:
   3.1. Engagement;
   3.2. Resilience; and
   3.3. Self-efficacy?
4. Is there a significant difference on the perception of workplace spirituality?
5. Is there a significant difference on the attributes of teachers when grouped according to profile variables?
6. Is there a significant relationship between the perception of workplace spirituality and the attributes of teachers?

Research Design

Descriptive survey is an approach appropriate wherever the object of any class varies among themselves and one is interested in knowing the extent to which different conditions obtain among these objects (Good & Scates, 1955).

Sanchez (1992) explained that descriptive method includes significance to present facts concerning the nature of anything – a group of persons, a number of objects, a set of conditions, a class of events, a system of thought or other kind of phenomena one may wish to study. The main aim in using this method is to describe the nature of situation, as it exists in the time of the study and to explore the causes of particular phenomena (Sevilla, 1992). This type of research also gives pictures and describes the different aspects of the present facts concerning situation to obtain knowledge of the nature, status and development of a situation (Creswell, 2013).

Data Collection

Initially, the researcher asked for permission to float the two questionnaires from the Office of the Schools Division Superintendent, DepEd Division of Zambales. The questionnaires then were personally administered to the two groups of selected participants in Zambales National High School, Amungan National High School, Jesus F. Magsaysay High School, and San Agustin Integrated Schools in June 2023. This is to ensure a high degree of retrieval of the survey instruments.

In accordance with the universal ethical standards of conducting research, the voluntary informed consent of the research participants was observed. The purpose, benefits, and possible risks, of the study, especially the need for participants' inclusion, were adequately explained prior to the administration of the instruments. In addition, participants were informed of their rights to withdraw from the study at any point and were honored throughout the duration. The researcher recognized that the participants were entitled to privacy and thus would hold participants' data in anonymity and confidentiality unless they specifically and willingly waive this right in writing.

In order to minimize discomfort of participants in the study, the researcher personally administered the instruments in their stations. Care was taken to ensure that their participation in the study would not, in any way, interfere with their regular functions. Their teaching schedules were gathered beforehand to minimize disruption of their routines in schools.

Full compliance with the highest standards of research was observed in the study. The researcher did not resort to falsifying research findings, sensationalizing findings in a manner that sacrifices intellectual capital for maximum public exposure, nor to distorting findings by selectively publishing some aspects and not others.

Result and Discussion

This chapter presents in tabular form the gathered data, processed and analyzed, and its interpretation in order to give clear and better understanding on the problems asked in Chapter 1.

Profile of the Respondents
Age

Table 1 shows the frequency and percentage distribution on the respondents according to age.

Table 1 Frequency and Percentage Distribution on the Respondents' Age Profile N=138

Age	Frequency (f)	Percentage (%)
21-25	15	10.90
26-30	39	28.30
31-35	30	21.70
36-40	23	16.70
41-45	15	10.90
46-50	16	11.60
Total	**138**	**100.00**
Mean of Age=32.53 years old		

Out of one hundred thirty eight (138) respondents, 15 or 10.90% were from age group of 21-25 years old; 39 or 28.30%, from 26-30 years old; 30 or 21.70%, from 31-35 years old; 23 or 16.70%, from 36-40 years old; 15 or 10.90%, from 41-45 years old and 16 or equivalent to 11.60%, from age group of 46-50 years old. The computed mean age of the teacher-respondents was 32.58 years old.

The data further reveals that the respondents were on their early adulthood which ranges from 18 to 40 years of age. This finding was similar to the study of Ingvarson & Rowley (2017) on Organizational Climate where the teacher-respondents were on the same age level.

Sex

Table 2 shows the frequency and percentage distribution on the respondents according to sex.

Table 2 Frequency and Percentage Distribution on the Respondents' Sex Profile N=138

Sex	Frequency (f)	Percentage (%)
Male	46	33.30
Female	92	66.70
Total	**138**	**100.00**

Out of one hundred thirty eight (138) respondents, 46 or 33.30% were males and 92 or 66.70% were females.

The data implies on the leading numbers of the female teachers to engage in teaching profession. Gone were the days where teaching was dominated by males. The shifting of male sector to engage in skilled labor to work abroad resulted to the decrease of male individual to engage in teaching profession. Women were noted to be dedicated, committed, resilient, and ready to exercise the role of being a second parent of the child while in the school. Female teachers were observed to be most patient in classroom management, most energetic, and most dedicated as simulation with her duties in the home as wife and mother to take care the needs of her children. This finding was similar to the study of Jena (2022) where female teachers dominate in the study of School Organizational Climate.

Religion

Table 3 shows the frequency and percentage distribution on the respondents according to religion.

Table 3 Frequency and Percentage Distribution on the Respondents' Religion Profile N=138

Religion	Frequency (f)	Percentage (%)
Roman Catholic	100	72.50
Mormons	4	2.90
Methodist	3	2.20
Born Again	5	3.60
Aglipay	1	.70
INC	14	10.10
7th Day Adventist	3	2.20
Baptist	8	5.80
Total	**138**	**100.00**

Out of one hundred thirty eight (138) respondents, 100 or equivalent to 72.50% were from Roman Catholic; 4 or 2.90%, were from the Church of Jesus Christ of Latter Day Saints or popularly known as the "Mormons"; 3 or 2.20% were Methodists and 7th Day Adventist respectively; 5 or 3.60%, Born Again; 14 or 10.10% were members of the Iglesia ni Cristo; 8 or 5.80%, were Baptist and only 1 or equivalent to 0.70% was a member of Aglipay Church.

Clearly manifested in Table 3 on the leading numbers of the respondents were followers of the Roman Catholic Church. The dominance of Roman Catholic Church was accounted on the existence of the religion for more than four (400) hundred years in the country. The religion was deeply rooted on the culture among Filipinos. The noted membership to some religion was a resulting effort of

evangelism, prayer meeting, proselyting and indoctrination of pastors and religious ministers.

Civil Status

Table 4 shows the frequency and percentage distribution on the respondents according to civil status.

Table 4 Frequency and Percentage Distribution on the Respondents' Civil Status Profile N=138

Civil Status	Frequency (f)	Percentage (%)
Single	50	36.20
Married	88	63.80
Total	**138**	**100.00**

Out of one hundred thirty eight (138) respondents, 50 or 36.20% were still single and 88 or equivalent to 63.80% were married.

Evidently gleaned from Table 4 that majority of the respondents had already accepted the marital responsibilities and had their own family. They demonstrated of being psychological, physically, emotional and financially ready to handle family responsibilities in providing

food, clothing, shelter, medicine and education for the children.

Highest Educational Attainment

From the data collected among the participants on the experiences in solving problems using criminology-based word problem strategy, five main themes emerged which are the following as shown in figure 1.

Table 5. Frequency and Percentage Distribution on the Respondents' Highest Educational Attainment Profile N=138

Highest Educational Attainment	Frequency (f)	Percentage (%)
BS Degree	48	34.80
BS with MA units	70	50.70
MA Degree	16	11.60
MA with Doctorate units	4	2.90
Total	**138**	**100.00**

Out of one hundred thirty eight (138) respondents, there were 48 or 34.8% who are BS degree holders; 70 or equivalent to 50.70% have attained BS degree with MA units; 16 or 11.60% were MA degree holders; and 4 or 2.90% have attained MA degree with doctorate units in graduate education program. Teacher academic preparation, certification type, and years of teaching experience, among others, are often taken as indicators of teacher quality (Othman & Kasuma, 2017). Those teachers with sufficient academic preparation were seen to be competent in subject matter content and pedagogical skills enabling them to be effective

in classrooms and produce larger student achievement gains (Othman & Kasuma, 2017). Licensed teachers were also considered to be effective (Hawk, Coble & Swanson 1985), because licensing typically requires prospective teachers hold a college degree in pedagogy and in the subject, they wish to teach (Van der Walt, 2018). To sustain teachers' competence, they must continue to develop themselves through relevant learning and development interventions as provided in the Continuing Professional Development (CPD) Act of 2016.

Years in the Service

Table 6 shows the frequency and percentage distribution on the respondents according to years in the service.

Table 6 Frequency and Percentage Distribution on the Respondents' Years in the Service Profile N=138

Length of Years in the Service	Frequency (f)	Percentage (%)
1-5	81	58.70
6-10	25	18.10
11-15	16	11.60
16-20	4	2.90
21-25	8	5.80
26 above	4	2.90
Total	**138**	**100.00**
Mean Years in the service=7.44 years		

Out of one hundred thirty eight (138) respondents, there were 81 or 58.70% have served in the teaching profession for 1-5 years; 25 or 18.10% have served for 6-10 years; 16 or 11.60% have served for 11-15 years; 4 or 2.90% have served for 16-20 and 26 and above respectively; while there were 8 or 5.80% have served for 21-25 years. The computed mean length of service was 7.44 years.

The number of years accumulated in the teaching service signifies on their commitment and dedication. According to the respondents, many have disclosed on having no intention to leave the country for a greener pasture. They felt satisfaction teaching the learners and be a part of the learners' realization of their dreams. The 7 years was more than a half of a decade where the teachers have demonstrated mastery of the subject matter and developed the competence in teaching. According to the respondents, they intended to stay in the teaching profession up to the time of their retirement in the service.

Perception towards Workplace Spirituality
Compassion

Table 7 shows the perception of the respondents towards workplace spirituality as to compassion.

Table 7 Perception of the Respondents towards Workplace Spirituality as to Compassion N=138

	Compassion	WM	QI	Rank
1	I am aware of and sympathize with others.	**4.31**	Always	1
2	I try to help my co-workers relieve their suffering.	**3.80**	Often	3
3	I am aware of my co-workers' needs.	**3.88**	Often	2
	Overall Weighted Mean	**4.00**	Often	

The indicator 1, "I am aware of and sympathize with others," was perceived "always," manifested in its mean value of 4.31 and ranked 1st; indicator 3, "I am aware of my co-workers' needs," was perceived "often," manifested in its mean value of 3.88 and ranked 2nd; while indicator 2, "I try to help my co-worker's relieve their suffering," was perceived "often," manifested in its mean value of 3.80 and ranked 3rd.

The computed overall weighted mean on the perception of the respondents towards workplace spirituality as to compassion was 4.00 perceived as "often."

The religious beliefs intensify the awareness to practice "Good Samaritan" and be compassionate to every people. In some real cases, they do not only sympathize but rather

demonstrate empathic value by showing in-depth concern and compassion to every people.

Mindfulness

Table 8 shows the perception of the respondents towards workplace spirituality as to mindfulness.

Table 8 Perception of the Respondents towards Workplace Spirituality as to Mindfulness N=138

	Mindfulness	WM	QI	Rank
1	I don't do jobs or tasks automatically, without being aware of what I'm doing.	4.11	Often	5
2	I don't find myself working without paying attention.	4.14	Often	4
3	At work, I don't break or spill things because of carelessness, not paying attention, or thinking of something else.	4.17	Often	3
4	I don't rush through work activities without being really attentive to them.	4.10	Often	6
5	I don't go to the places on 'automatic pilot' and then wonder why I went there.	4.30	Always	1
6	I don't work automatically without much awareness of what I'm doing.	4.25	Always	2
	Overall Weighted Mean	4.18	Often	

The indicator 5, "I don't go to the places on 'automatic pilot' and then wonder why I went there," was perceived "always," manifested in its mean value of 4.30 and ranked 1st; indicator 6, "I don't work automatically without much awareness of what I'm doing," was perceived "always," manifested in its mean value of 4.25 and ranked 2nd while indicator 4, "I don't rush through work activities without being really attentive to them," was perceived "always," manifested in its mean value of 4.10 and ranked 6th. The computed overall weighted mean on the perception of the respondents towards workplace spirituality as to mindfulness was 4.18 perceived as "often."

To come for a better result and teaching satisfaction, the instructional objectives must be clearly stated. It provides the mechanism and strategies in order to accomplish the desired target or goals. The teachers were aware on the set objectives in order not be lost and fail to realize the targets. They knew the availability of instructional materials to be used in order to be more resourceful. They should know and master the learning content, and the different motivational techniques so as to arouse the interest and unlock difficulty of learning.

Meaningful Work

Table 9 shows the perception of the respondents towards workplace spirituality as to meaningful work.

The indicator 7, "The work I do was connected to what I think is important in life," was perceived "always," manifested in its mean value of 4.39 and ranked 1st; indicator 1, "I experience joy in my work," was perceived "always," manifested in its mean value of 4.36 and ranked 2nd; while indicator 3, "I believe others experience joy as a result of my work," was perceived "often," manifested in its mean value of 4.09 and ranked 7th. The computed overall weighted mean on the perception of the respondents towards workplace spirituality as to meaningful work was 4.26 perceived as "always."

Table 9 Perception of the Respondents towards Workplace Spirituality as to Meaningful Work N=138

	Meaningful Work	WM	QI	Rank
1	I experience joy in my work.	4.36	Always	2
2	I look forward to coming to work most days.	4.32	Always	4
3	I believe others experience joy as a result of my work.	4.09	Often	7

4	My spirit is energized by my work.	4.12	Often	6
5	I see a connection between my work and the larger social good of my community.	4.20	Always	5
6	I understand what gives my work personal meaning.	4.33	Always	3
7	The work I do is connected to what I think is important in life.	4.39	Always	1
	Overall Weighted Mean	**4.26**	**Always**	

In undertaking the teaching duties, they were bound to certain limitations, rights and privileges. The work that the teacher does must be in accordance with norms and standards. Realizing the very essence, importance on the existence as child mentor, the work becomes more meaningful. As you value the life of the student, you become part of his /her life.

Transcendence

Table 10 shows the perception of the respondents towards workplace spirituality as to transcendence.

The indicator 3, "At times, I experience happiness at work," was perceived "often," manifested in its mean value of 4.12 and ranked 1st; indicator 5, "At moments, I experience complete joy and ecstasy at work," was perceived "often," manifested in its mean value of 4.01 and ranked 2nd; while indicator 1, "At times, I experience an energy or vitality at work that was difficult to describe," was perceived "often" manifested in its mean value of 3.91 and ranked 5th. The computed overall weighted mean on the perception of the respondents towards workplace spirituality as to transcendence was 3.99 perceived as "often."

Table 10 Perception of the Respondents towards Workplace Spirituality as to Transcendence N=138

	Transcendence	WM	QI	Rank
1	At times, I experience an energy or vitality at work that is difficult to describe.	3.91	Often	5
2	I experience moments at work where everything is blissful.	3.98	Often	3
3	At times, I experience happiness at work.	4.12	Often	1
4	I don't have moments at work in which I have no sense of time or space.	3.94	Often	4
5	At moments, I experience complete joy and ecstasy at work.	4.01	Often	2
	Overall Weighted Mean	**3.99**	**Often**	

The study of Britton (2017) describe spirituality at work as "a search for meaning, deeper self-knowledge or transcendence to a higher level." Additionally, the sense of meaning and purpose serves as an inner source of energy that was then expressed outwardly as behavior. Similarly, Britton (2017) averred that spirituality was "the extent to which an individual was motivated to find sacred meaning and purpose to his or her existence," but notes, similar to an argument made by Canda et al. (2019), that spirituality was not associated with religion, God or higher powers. Charoenarpornwattana (2015) address spirituality in the workplace both from the experience of individuals and the organization's work environment. They define a spiritual workplace as one that enables the individual's expression of an inner life by performing meaningful work in the context of a community.

Table 11 shows the summary of the perception of the respondents towards workplace spirituality.

Table 11 Summary of the Perception of the Respondents towards Workplace Spirituality

Perceptions of Workplace Spirituality	Overall Weighted Mean	Qualitative Interpretation	Rank
Compassion	4.00	Often	3
Mindfulness	4.18	Often	2

Meaningful Work	4.26	Always	1
Transcendence	3.99	Often	4
Overall Weighted Mean	**4.11**	**Often**	

The computed overall weighted mean value of meaningful work was 4.26 perceived as "always" and ranked 1st; mindfulness was 4.18 perceived as "often" and ranked 2nd; compassion was 4.00 perceived as "often" and ranked 3rd; while transcendence was 3.99 perceived as "often" and ranked 4th. The computed overall weighted mean on the summary of the perception of the respondents towards workplace spirituality was 4.11 perceived as "often."

Perception towards Attributes of Teachers
Engagement

Table 12 shows the perception of the respondents towards attributes of teachers as to engagement.

The indicator 1, "I love teaching," was perceived "always," manifested in its mean value of 4.64 and ranked 1st; followed by indicator 5, "At school, I value the relationships I build with my colleagues," was perceived "always" manifested in its mean value of 4.57 and ranked 2nd; while indicator 11, "While teaching, I work with intensity," was perceived "always" manifested in its mean value of 4.22 and ranked 16th. The computed overall weighted mean value on the perception of the respondents towards attributes of teachers as to engagement was 4.47 perceived as "always."

Table 12 Perception of the Respondents towards Attributes of Teachers as to Engagement N=138

	Engaged Teachers Survey (ETS)	**WM**	**QI**	**Rank**
1	I love teaching.	**4.64**	**Always**	**1**
2	I am excited about teaching.	**4.50**	**Always**	**7**
3	I feel happy while teaching.	**4.52**	**Always**	**5**
4	I find teaching fun.	**4.42**	**Always**	**12**
5	At school, I value the relationships I build with my colleagues.	**4.57**	**Always**	**2**
6	At school, I am committed to helping my colleagues.	**4.41**	**Always**	**13.5**
7	At school, I care about the problems of my colleagues.	**4.35**	**Always**	**15**
8	At school, I connect well with my colleagues.	**4.48**	**Always**	**10**
9	While teaching I pay a lot of attention to my work.	**4.54**	**Always**	**3.5**
10	While teaching, I really throw myself into my work.	**4.41**	**Always**	**13.5**
11	While teaching, I work with intensity.	**4.22**	**Always**	**16**
12	I try my hardest to perform well while teaching.	**4.54**	**Always**	**3.5**
13	In class, I care about the problems of my students.	**4.51**	**Always**	**6**
14	In class, I am empathetic towards my students.	**4.49**	**Always**	**8.5**
15	In class, I am aware of my students' feelings.	**4.47**	**Always**	**11**
16	In class, I show warmth to my students.	**4.49**	**Always**	**8.5**
	Overall Weighted Mean	**4.47**	**Always**	

Teachers' admission that they love teaching was duly supported by the years of stay in the department of education. The teachers had already developed the sense of engagement towards teaching. Teaching becomes part of their daily life, their "bread and butter."

Resilience

Table 13 shows the perception of the respondents towards attributes of teachers as to resilience.

Table 13 Perception of the Respondents towards Attributes of Teachers as to Resilience N=138

	Resilience	WM	QI	Rank
1	I am able to adapt to change.	4.38	Always	12
2	I have close and secure relationships.	4.37	Always	13
3	Sometimes fate or God can help.	4.70	Always	1
4	I can deal with whatever comes.	4.41	Always	9
5	Past success gives me confidence for new challenges.	4.53	Always	3
6	I see the humorous side of things.	4.27	Always	20
7	I feel obligated to assist others in need.	4.02	Often	28
8	I tend to bounce back after illness or hardship.	4.18	Often	24
9	Things happen for a reason.	4.54	Always	2
10	I give my best effort no matter what.	4.51	Always	4
11	I can achieve my goals.	4.47	Always	6.5
12	When things look hopeless, I don't give up.	4.48	Always	5
13	I know where to turn for help.	4.41	Always	9
14	Under pressure, I focus and think clearly.	4.29	Always	18.5
15	I prefer to take the lead in problem solving.	4.16	Often	25
16	I am not easily discouraged by failure.	4.30	Always	17
17	I think of myself as a strong person.	4.40	Always	11
18	I can make unpopular or difficult decisions.	4.21	Always	22
19	I can handle unpleasant feelings.	4.25	Always	21
20	I have to act on a hunch.	4.13	Often	26
21	I have a strong sense of purpose.	4.34	Always	14
22	I don't have regrets in life.	4.05	Often	27
23	I like challenges.	4.19	Often	23
24	I work to attain my goals.	4.47	Always	6.5
25	I have pride in my achievements.	4.33	Always	15.5
26	My friends are willing to help me make decisions and listen to me.	4.33	Always	15.5
27	My family is willing to help me make decisions and listen to me.	4.41	Always	9
28	I find my job rewarding.	4.29	Always	18.5
	Overall Weighted Mean	**4.34**	**Always**	

The indicator 3, "Sometimes fate or God can help," was perceived "always" manifested in its mean value of 4.70 and ranked 1st; followed by indicator 9, "Things happen for a reason", was perceived "always" manifested in its mean value of 4.54 and ranked 2nd; while indicator 7, "I feel obligated to assist others in need," perceived as "often" manifested in its mean value of 4.02 and ranked 28th. The computed overall weighted mean on the perception of the respondents towards attributes of teachers as to resilience was 4.34 perceived as "always."

The data suggest that the respondents were God fearing people. They believed on the intervention of Gods' power in times of troubles and chaos.

1.1. Self-efficacy

Table 14 shows the perception of the respondents towards attributes of teachers as to self-efficacy.

The indicator 18, "Help your students value learning," was perceived "always" manifested in its mean value of 4.44 and ranked 1st; followed by indicator 17 and 10, "Make students to believe they can do well in schoolwork," and "Get children to follow classroom rules," was perceived "always" manifested in its mean value of 4.39 and ranked 2.5th respectively; while indicators 20 and 21, "Assist families in helping their children do well in school" and "Improve the understanding of a student who

is failing" was perceived "always" manifested in its mean value of 4.21 and ranked 23.5th respectively. The computed overall weighted mean on the perception of the respondents towards attributes of teachers as to self-efficacy was 4.30 perceived as "always."

The results showed that the respondents have high self-efficacy and they are inclined to teach, motivate and mold the students to become responsible.

Table 14 Perception of the Respondents towards Attributes of Teachers as to Self-efficacy N=138

	Self-efficacy	WM	QI	Rank
1	Use a variety of assessment strategies.	4.25	Always	20
2	Provide an alternative explanation or example when students are confused.	4.36	Always	7.5
3	Craft good questions for your students.	4.28	Always	13
4	Implement alternative strategies in your classroom.	4.23	Always	22
5	Respond to difficult questions from your students.	4.26	Always	17.5
6	Adjust your lessons to the proper level for individual students.	4.32	Always	9
7	Gauge student comprehension of what you have taught.	4.26	Always	17.5
8	Provide appropriate challenges for very capable students.	4.25	Always	20
9	Control disruptive behavior in the classroom.	4.37	Always	6
10	Get children to follow classroom rules.	4.39	Always	2.5
11	Calm a student who is disruptive or noisy.	4.38	Always	4.5
12	Establish a classroom management system with each group of students.	4.36	Always	7.5
13	Keep a few problem students from ruining an entire lesson.	4.28	Always	13
14	Respond to defiant students.	4.29	Always	11
15	Make your expectation clear about student behaviour.	4.27	Always	15.5
16	Establish routines to keep activities running smoothly.	4.30	Always	10
17	Make students to believe they can do well in schoolwork.	4.39	Always	2.5
18	Help your students value learning.	4.44	Always	1
19	Motivate students who show low interest in schoolwork.	4.38	Always	4.5
20	Assist families in helping their children do well in school.	4.21	Always	23.5
21	Improve the understanding of a student who is failing.	4.21	Always	23.5
22	Help your students think critically.	4.27	Always	15.5
23	Foster student creativity.	4.28	Always	13
24	Get through the most difficult students.	4.25	Always	20
	Overall Weighted Mean	**4.30**	**Always**	

Table 15 shows the summary on the perception of the respondents towards attributes of teachers.

Table 15 Summary on the Perception of the Respondents towards Attributes of Teachers

Attributes of Teachers	Overall Weighted Mean	Qualitative Interpretation	Rank
Engagement	4.47	Always	1
Resilience	4.34	Always	2
Teachers Sense of Efficacy	4.30	Always	3
Overall Weighted Mean	**4.37**	**Always**	

The computed mean value of engagement was 4.47 perceived as "always" and ranked 1st; resilience with mean value of 4.34 perceived as "always" and ranked 2nd; while self-efficacy with value of 4.30 perceived as "always" and ranked 3rd. The computed overall weighted mean on the perception of the respondents towards attributes of teachers was 4.37 perceived as "always."

Analysis of Variance to Test Difference on Workplace Spirituality as to Compassion, Mindfulness, Meaningful Work, and Transcendence

Table 16 shows the Analysis of Variance to test difference on workplace spirituality as to compassion, mindfulness, meaningful work and transcendence.

There was a significant difference on workplace spirituality manifested on the computed F-value which was higher than (>) F critical value of 3.159908 using 0.05 Alpha Level of Significance, therefore the Null Hypothesis was rejected.

The highest computed average for workplace spirituality (4.258571) was for meaningful work. The respondents had better understanding on the nature of their work. They are bound to teach the minds of the young people who are the future leaders, assets of the family and government and future good citizens of the country.

Table 16 Analysis of Variance to Test Difference on the Perception of Workplace Spirituality as to Compassion, Mindfulness, Meaningful Work, and Transcendence

Anova: Single Factor

Groups	Count	Sum	Average	Variance
Compassion	3	11.99	3.996667	0.075233
Mindfulness	6	25.07	4.178333	0.006457
Meaningful Work	7	29.81	4.258571	0.014581
Transcendence	6	23.95	3.991667	0.005257

Source of Variation	SS	Df	MS	F	P-value	F critical value
Between Groups	0.297808	3	0.099269	6.026086	0.005006	3.159908
Within Groups	0.296519	18	0.016473			
Total	**0.594327**	**21**				

Analysis of Variance to Test of Difference on the Attributes of Teachers when Grouped According to Profile Variables
Engagement

Table 17 shows the Analysis of Variance to test difference on the attributes of teachers as to engagement when grouped according to profile variables.

The computed P-value of 0.000 was lower than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis was rejected. Hence there was significant difference on the perception towards attributes of teachers as to engagement when grouped according to profile variables.

Evident from the data that the respondents regardless of profile variables have dissimilarities of their opinion towards engagement. Some were decisive for the role of being a teacher while some do consider teaching as the "noblest profession" of all.

Table 17 Analysis of Variance to Test Difference on the Attributes of Teachers as to Engagement when Grouped According to Profile Variables

Sources of Variations		SS	Df	MS	F	Sig.	Decision
Age	Between Groups	45.792	5	9.158	332.969	0.000	**Reject Ho**
	Within Groups	3.631	132	0.028			**Significant**
	Total	49.423	137				
Sex	Between Groups	19.275	1	19.275	86.951	0.000	**Reject Ho**

		SS	Df	MS	F	Sig.	Decision
	Within Groups	30.148	136	0.222			**Significant**
	Total	49.423	137				
Religion	Between Groups	32.980	7	4.711	37.251	0.000	**Reject Ho**
	Within Groups	16.442	130	0.126			**Significant**
	Total	49.423	137				
Civil Status	Between Groups	21.594	1	21.594	105.527	0.000	**Reject Ho**
	Within Groups	27.829	136	0.205			**Significant**
	Total	49.423	137				
Highest Educational Attainment	Between Groups	34.101	3	11.367	99.416	0.000	**Reject Ho**
	Within Groups	15.321	134	0.114			**Significant**
	Total	49.423	137				
Length of Years in Service	Between Groups	46.924	5	9.385	495.815	0.000	**Reject Ho**
	Within Groups	2.499	132	0.019			**Significant**
	Total	49.423	137				

Resilience

Table 18 shows the Analysis of Variance to test difference on the attributes of teachers as to resilience when grouped according to profile variables.

Table 18 Analysis of Variance to Test Difference on the Attributes of Teachers as to Resilience when Grouped According to Profile Variables

Sources of Variations		SS	Df	MS	F	Sig.	Decision
Age	Between Groups	51.966	5	10.393	557.119	0.000	**Reject Ho**
	Within Groups	2.462	132	0.019			**Significant**
	Total	54.428	137				
Sex	Between Groups	30.382	1	30.382	171.830	0.000	**Reject Ho**
	Within Groups	24.046	136	0.177			**Significant**
	Total	54.428	137				
Religion	Between Groups	34.169	7	4.881	31.322	0.000	**Reject Ho**
	Within Groups	20.259	130	0.156			**Significant**
	Total	54.428	137				
Civil Status	Between Groups	33.859	1	33.859	223.869	0.000	**Reject Ho**
	Within Groups	20.569	136	0.151			**Significant**
	Total	54.428	137				
Highest Educational Attainment	Between Groups	44.918	3	14.973	210.979	0.000	**Reject Ho**
	Within Groups	9.510	134	0.071			**Significant**
	Total	54.428	137				
Length of Years in Service	Between Groups	46.386	5	9.277	152.266	0.000	**Reject Ho**
	Within Groups	8.042	132	0.061			**Significant**
	Total	54.428	137				

The computed P-value of 0.000 was lower than (<) 0.05 the Alpha Level of Significance; therefore, the Null Hypotheses was rejected. Hence there was significant difference on the perception towards attributes of teachers as to resilience when grouped according to profile variables.

The data clearly implies the different perspective towards resilience. Some teachers choose to be traditional while some were likely to accept changes and new development. The respondents were easily adjusted to face new challenges while others are not. Most of the respondents were flexible.

Self-efficacy

Table 19 shows the Analysis of Variance to test difference on the attributes of teachers as to self-efficacy when grouped according to profile variables.

Table 19 Analysis of Variance to Test Difference on the Attributes of Teachers as to Self-Efficacy when Grouped According to Profile Variables

Sources of Variations		SS	Df	MS	F	Sig.	Decision
Age	Between Groups	52.747	5	10.549	585.025	0.000	**Reject Ho**
	Within Groups	2.380	132	0.018			**Significant**
	Total	55.127	137				
Sex	Between Groups	33.536	1	33.536	211.248	0.000	**Reject Ho**
	Within Groups	21.590	136	0.159			**Significant**
	Total	55.127	137				
Religion	Between Groups	30.296	7	4.328	22.658	0.000	**Reject Ho**
	Within Groups	24.831	130	0.191			**Significant**
	Total	55.127	137				
Civil Status	Between Groups	37.837	1	37.837	297.614	0.000	**Reject Ho**
	Within Groups	17.290	136	0.127			**Significant**
	Total	55.127	137				
Highest Educational Attainment	Between Groups	47.143	3	15.714	263.758	0.000	**Reject Ho**
	Within Groups	7.984	134	0.060			**Significant**
	Total	55.127	137				
Length of Years in Service	Between Groups	41.331	5	8.266	79.092	0.000	**Reject Ho**
	Within Groups	13.796	132	0.105			**Significant**
	Total	55.127	137				

The computed P-value of 0.000 was lower than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis was rejected. Hence there was a significant difference on the perception towards attributes of teachers as to self-efficacy when grouped according to profile variables.

The result showed that the respondents understand that becoming proficient teachers was a progression of learning and doing.

Improving teachers' self-efficacy meets the needs of their students.

Summary of the Analysis of Variance to Test Difference on the Attributes of Teachers when Grouped According to Profile Variables

Table 20 shows the summary of the Analysis of Variance to test difference on the attributes of teachers when grouped according to profile variables.

Table 20 Summary of the Analysis of Variance to Test Difference on the Attributes of Teachers when Grouped According to Profile Variables

Profile Variables	Engagement		Resilience		Sense of Efficacy	
	Sig	Decision	Sig.	Decision	Sig	Decision
Age	0.000	**Reject Ho Significant**	0.000	**Reject Ho Significant**	0.000	**Reject Ho Significant**
Sex	0.000	**Reject Ho Significant**	0.000	**Reject Ho Significant**	0.000	**Reject Ho Significant**

Religion	0.000	Reject Ho Significant	0.000	Reject Ho Significant	0.000	Reject Ho Significant
Civil Status	0.000	Reject Ho Significant	0.000	Reject Ho Significant	0.000	Reject Ho Significant
Highest Educational Attainment	0.000	Reject Ho Significant	0.000	Reject Ho Significant	0.000	Reject Ho Significant
Length of Years in Service	0.000	Reject Ho Significant	0.000	Reject Ho Significant	0.000	Reject Ho Significant

The computed P-value of 0.000 was lower than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis was rejected. Hence there was a significant difference on the attributes of teachers as to engagement, resilience and self-efficacy when grouped according to profile variables.

The data clearly demonstrate that the respondents have dissimilarities of their opinion towards engagement, resilience and self-efficacy regardless of profile variables.

Pearson Product Moment Coefficient of Correlation to Test Relationship Between Workplace Spirituality and Attributes of Teachers

Table 21 shows the Pearson Product Moment Coefficient of Correlation to test relationship between workplace spirituality and attributes of teachers.

Table 21 Pearson Product Moment Coefficient of Correlation to Test Relationship Between Workplace Spirituality and Attributes of Teachers

Sources of Correlations		Workplace Spirituality	Teachers Attributes
Workplace Spirituality And Teachers' Attributes	Pearson Correlation	1	0.961**
	Sig. (2-tailed)		0.000
	N	138	138
**. Correlation is significant at the 0.01 level (2-tailed).			

There was a very high relationship between workplace spirituality and attributes of teachers manifested in its r-value of 0.961**. The computed P-value of 0.000 was lower than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis was rejected. Hence there was significant correlation between workplace spirituality and attributes of teachers.

The result showed that the respondents having workplace spirituality as to compassion, mindfulness, meaningful work, and transcendence also had attributes of teachers as to engagement, resilience and self-efficacy.

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