

Workplace Spirituality And Proactive Behavior Among Elementary School Teachers Of Ministry Of Basic, Higher And Technical Education – Sulu

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Abstract

This is a descriptive-correlational study that determined the extent of workplace spirituality and proactive behavior among elementary school teachers of MBHTE-Sulu. Adopting weighted mean, standard deviation, t-Test for independent samples, One-way ANOVA, and Pearson's r test of correlation, this study reveals the following findings: 1) On demographic profile, out of 200 teacher-respondents, majority are female, within 26-30 and 31-40 years old of age brackets, mostly are married teachers, have only bachelor's degree, and have been in teaching profession for about 5 years & below. 2) Generally, elementary school teachers at MBHTE-Sulu manifest high workplace spirituality. 3) Generally, elementary school teachers at MBHTE-Sulu are indulged with high proactive behavior towards their teaching jobs. 4) Variables gender, age, civil status, length of service, and educational attainment do not intervene in ways how teachers' perceive the extent of workplace spirituality. 5) Variables gender, age, civil status, length of service, and educational attainment do not intervene in ways how teachers' perceive the extent of proactive behavior. 6) Workplace spirituality and proactive behavior of elementary school teachers at MBHTE-Sulu are highly correlated. 7) This study tends to support the Workplace Spirituality Model developed by Petchsawang and Duchon (2009 in Petchsawang and Mclean, 2017) and Proactive Behavior Model developed by Crant and Kraimer (1999 in Delle and Amadu, 2016).

Keywords – Workplace Spirituality, Proactive Behavior, Elementary School Teachers, and Ministry Of Basic, Higher, And Technical Education.

INTRODUCTION

In today's millennial work experiences, highly competitive workplaces are in the limelight. Workplace spirituality and employees proactive work behaviors are trending demands in organizational competitiveness.

Yet, in the past decade there has been increasing interest in workplace spirituality (Gupta et al., 2014; Saks,

2011 in Afsar and Badir, 2017) and employee proactive work behavior (Chen, S. et al., 2019). While organizations are searching for ways to foster employee proactive behavior, there has been increasing numbers of individuals searching for meaning and the desire to experience workplace spirituality (Afsar and Rehman, 2015).

Notwithstanding the fact, the reality of the modern workplaces is that many have been beleaguered by innumerable social, economic and environmental problems due to which the human race has been forced to renew their search for peace and harmony, albeit a spiritual life-work-journey (Khatri and Gupta, 2017). As leaders play a major role in shaping employees' attitudes and behaviors, it has become increasingly important for leaders to nurture a thriving and energized workplace that is ready to cope with various issues and tasks (Yang et al., 2017).

Petchswang and Duchon (2012 in Khatri and Gupta, 2017) assert that there has been a continual flourishing interest among the researchers to investigate the role of workplace spirituality on bringing about myriad of benefits in the organization. Interest in spirituality at work places is a trending issue since it addresses a host of human activities related to personal development, compassion, meaning and purpose at work, joyfulness, honesty, commitment and general wellbeing of the employees (Khatri and Gupta, 2017). Nonetheless, despite the growing acceptance of significance of workplace spirituality, there is still a dearth of studies as to application and effect of spirituality on the employees at workplace.

There are considerable diverse notions of spirituality at workplace in research literature. Workplace spirituality is considered as an extremely subjective and philosophical theory, whereby most of the academic explanations regard it as comprises of a sense of entity, deep connections at workplace and work values. Spirituality is viewed as a transformational process which integrates the different facets of life viz., physical, emotional, occupational, intellectual and rational constructs (Gibbons, 2005; Straud, 2005 in Khatri and Gupta, 2017).

Operationally, workplace spirituality is also regarded as an attempt to explore one's ultimate goal in life, to acknowledge the importance of developing strong ties with co-workers and also have an alignment with the values of the organization. Similarly, workplace spirituality is acknowledged whereby workforces have an inner life that promotes and is sustained by meaningful work done in the context of community (Mitroff and Denton, 1999; Ashmos and Duchon, 2000 in Khatri and Gupta, 2017).

Moreover, Mitroff and Denton (1999 in Khatri and Gupta, 2017) regard spirituality in the workplace as an alignment of one's core values and the values of his/her organization. The importance of the alignment between an

employee's beliefs, needs and values and the mission of the organization was strongly emphasized as a determinant of a spiritual organization. When employees perceive this alignment, they regard the organization as a spiritual one. Thus, workplace spirituality seeks to provide employees with experiences of transcendence, meaning in work, and a sense of community in organizations (Fry, 2005; Pawar, 2009a in Khatri and Gupta, 2017).

Although there has been widespread interest in workplace spirituality and its effect on employees' proactive behaviors, empirical studies in this area are still scarce. Employees often feel loss of sense of self-worth, meaning, interconnection, interdependence and collective purpose, all of which hinder innovativeness (Rego and Cunha, 2008; Afsar et al., 2016 in Afsar and Badir, 2017).

According to Marques et al. (2005), applying the spiritual mindset in a workplace encourages creativity and innovativeness within the workers and enhances their productivity, leading to a better overall performance of the organization. Promoting the feeling of organizational support and care is taken as an obligation by employees toward organizations which may encourage them to initiate and implement new ideas to enhance organizational performance (Afsar and Badir, 2017).

In building relationships between workplace spirituality and employees' proactive behaviors, this study determined the extent of workplace spirituality and teachers' proactive behaviors in Ministry of Basic, Higher, and Technical Education (MBHTE) in Sulu with high potential to help explain linkages and general match of teachers' individual values with basic education's overall values in the ministry.

STATEMENT OF THE PROBLEM

This study determined the extent of workplace spirituality and proactive behavior among elementary school teachers of MBHTE-Sulu. Specifically, this research work gathered data to answer the following questions:

1. What is the demographic profile of elementary school teachers of MBHTE-Sulu in terms of:
 - 1.1 Gender;
 - 1.2 Age;
 - 1.3 Civil status;
 - 1.4 Length of service; and
 - 1.5 Educational attainment?
2. What is the extent of workplace spirituality among elementary school teachers of MBHTE-Sulu in the context of:
 - 2.1 Compassion;
 - 2.2 Mindfulness;
 - 2.3 Meaningful work; and

2.4 Transcendence?

3. What is the extent of proactive behavior among elementary school teachers of MBHTE-Sulu in terms of:

3.1 Envisioning; and

3.2 Planning and Acting?

4. Is there a significant difference in the extent of workplace spirituality among elementary school teachers of MBHTE-Sulu in the context of Compassion, Mindfulness, Meaningful work and Transcendence when data are classified according to:

4.1 Gender;

4.2 Age;

4.3 Civil status;

4.4 Length of service; and

4.5 Educational attainment?

5. Is there a significant difference in the extent of proactive behavior among elementary school teachers of MBHTE-Sulu when data are classified according to:

5.1 Gender;

5.2 Age;

5.3 Civil status;

5.4 Length of service; and

5.5 Educational attainment?

6. Is there a significant correlation between the sub-categories subsumed under workplace spirituality and proactive behavior among elementary school teachers of MBHTE-Sulu?

OBJECTIVES OF THE STUDY

This endeavored to achieve the following objectives, hence it determined:

1. The demographic profile of elementary school teachers of MBHTE-Sulu in terms of gender, age, civil status, length of service, and educational attainment;

2. The extent of workplace spirituality among elementary school teachers of MBHTE-Sulu in the context of compassion, mindfulness, meaningful work, and transcendence;

3. The extent of proactive behavior among elementary school teachers of MBHTE-Sulu;

4. The significant difference in the extent of workplace spirituality among elementary school teachers of MBHTE-Sulu in the context of Compassion, Mindfulness, Meaningful work and Transcendence when data are classified according to gender, age, civil status, length of service, and educational attainment;

5. The significant difference in the extent of proactive behavior among elementary school teachers of MBHTE-Sulu when data are classified according to gender, age, civil status, length of service, and educational attainment; and

6. The significant correlation between the sub-categories subsumed under workplace spirituality and proactive

behavior among elementary school teachers of MBHTE-Sulu.

CONCEPTUAL FRAMEWORK

With due recognition to Petchsawang and Mclean (2017) and Delle and Amadu (2016), this study was conceptualized as follows: Workplace spirituality which involves Compassion, Mindfulness, Meaningful work, and Transcendence was treated as the Independent Variable. Meanwhile, proactive behavior was treated as the Dependent Variable. Teachers' demographic profile such as Gender, Age, Civil status, Length of service, and Educational attainment were dispensed as the Intervening Variable. The interplay of these variables is shown in Fig. 1.

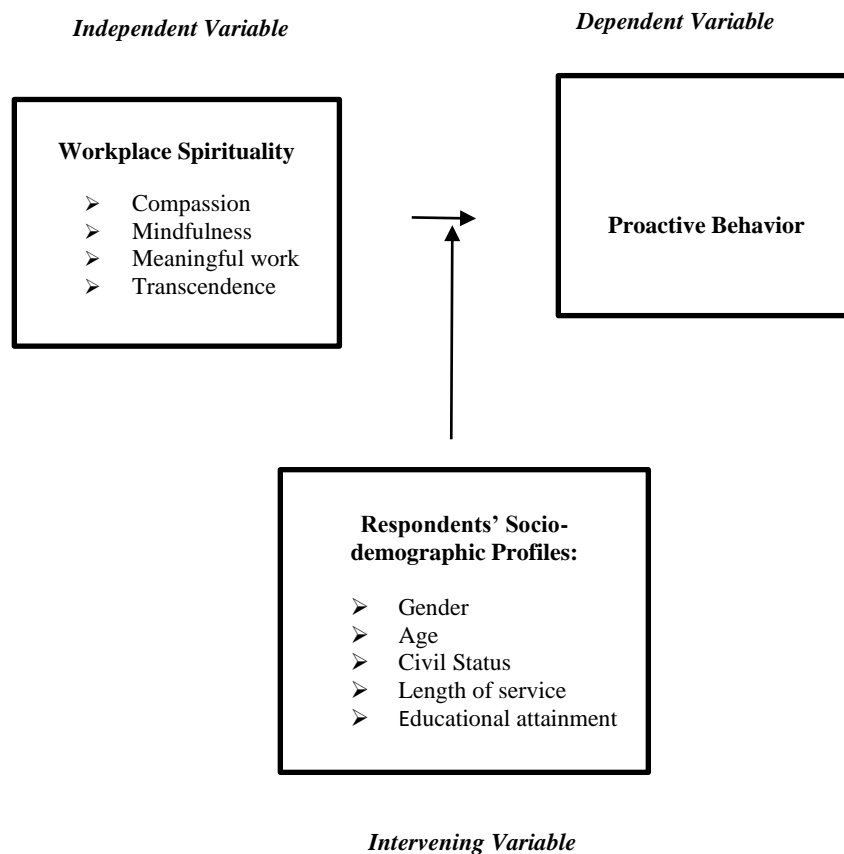


Figure 1 - The conceptual model of the study

SIGNIFICANCE OF THE STUDY

The results of the study is believed to be beneficial to each of the following groups of people:

Elementary School Administrators. The findings of this study will give significant inputs to the elementary school administrators of MBHTE-Sulu in their needs for more inputs and data needed in the enhancement of their school development programs geared toward teachers' improved performance to be carried out through utmost work place spirituality and proactive behavior.

Elementary School Teachers. Teachers can be provided with inputs so that they can adjust or meet the needs of learners' academic performance. The findings of this study will serve as bases for the teachers in coping with the school development programs and policies to be initiated by school administrators to ensure effective teaching and learning outcomes.

Student-researchers. This study will trigger researchers to venture on other avenues or research areas related to this field along the framework of determining some more aspects and factors affecting instructional delivery that directly or indirectly affect teachers' overall teaching performance and students' learning.

HYPOTHESES

The following hypotheses were posited in this study to serve as guidance in the course of its completion:

1. There is no significant difference in the extent of workplace spirituality among elementary school teachers of MBHTE-Sulu in the context of Compassion, Mindfulness, Meaningful work and Transcendence when data are classified according to gender, age, civil status, length of service, and educational attainment;
2. There is no significant difference in the extent of proactive behavior among elementary school teachers of MBHTE-Sulu when data are classified according to gender, age, civil status, length of service, and educational attainment; and
3. There is no significant correlation between the sub-categories subsumed under workplace spirituality and proactive behavior among elementary school teachers of MBHTE-Sulu.

SCOPE AND DELIMITATION OF THE STUDY

This study was conducted among elementary schools at MBHTE-Sulu during the School Year 2022-2023 whereby elementary school teachers were the targeted respondents. Variables were contained to workplace spirituality and proactive behavior as assessed by elementary school teachers in the contexts of Compassion, Mindfulness, Meaningful Work, and Transcendence as well as the Proactive Behavior of teachers, respectively. Respondents' demographic profile includes Gender, Age, Civil status, Length of Service, and Educational Attainment.

RESEARCH METHODOLOGY

This chapter accounts for the research methodology adopted in the conduct of this study. It focuses on research design, research locale, respondents of the study, sampling procedure, data gathering procedure and tools, research instrument, validity and reliability, and statistical treatment of data.

RESEARCH DESIGN

A descriptive-correlational research design was adopted in this study. In 1995, Bless and Higson-Smith introduced the concept of a research design as “a program that guides a researcher in collecting, analyzing and interpreting observed facts.” (p.63). Similarly, Babbie and Mouton (2001:p.75) regard research design as the road map or blueprint by which one intends to conduct a research and achieve his or her research goals and objectives.” Hence, research design method that was employed in this study, was to describe, quantify, and infer as well as to discover relationships among variables and to allow the prediction of future events from present knowledge or phenomenon of college faculty members, namely: 1) The demographic profile of elementary school teachers of MBHTE-Sulu in terms of gender, age, civil status, length of service, and educational attainment; 2) The extent of workplace spirituality; 3) The extent of proactive behavior; and 4) The significant correlation and difference in the extent of workplace spirituality and proactive behavior when data are grouped according to age, gender, civil status, length of service, and educational attainment.

Elementary school teachers of MBHTE-Sulu were the main source of data which were quantified to answer the research questions in this study. Library and internet researches and publications were the sources of information that were used to enrich the theoretical and conceptual frameworks of this research. The data from the respondents were gathered through the use of survey-questionnaires.

RESEARCH LOCALE

This study was conducted among elementary schools in MBHTE-Sulu during the School Year 2022-2023 with elementary school teachers as respondents. These elementary schools are under the direct administration and supervision of the MBHTE-Sulu.

RESPONDENTS OF THE STUDY

The respondents of this study were elementary school teachers of MBHTE-Sulu who are currently employed and teaching at the different elementary schools regardless of their teaching positions or ranks and status of appointment during the School Year 2022-2023.

Figure 2. Distribution of the target samples among elementary school teachers of MBHTE-Sulu

Elementary Schools in MBHTE-Sulu	Elementary School Teachers
Mohammad Tulawie CES	20
Port Area ES	20
Bakud CES	20
Hji. Hassiman ES-Higad	20
Simbahan CES	20
Akuk Sangkula CES	20
Panglima Idlana Tingcun ES	20
Camp Andres CES	20
Sultan Jamalul Kiram CES	20
Datu Uddin Bahjin Central School	20
Total	200

SAMPLING DESIGN

A non-probability sampling design through purposive sampling method was employed in this study due to resources and time constraints. The use of purposive sampling technique was to ensure the representation of gender, age, civil status, length of service, and educational attainment variables among elementary school teachers of MBHTE-Sulu.

RESEARCH INSTRUMENT

A survey questionnaire was the main instrument employed to gather data on the extent of workplace spirituality and proactive behavior among elementary school teachers of MBHTE-Sulu. This instrument was adapted and patterned, in part from standardized questionnaire of Petchsawang and Mclean (2017) and Delle and Amadu (2016).

The research instrument used in this study consisted of three parts. Part I of the questionnaire focused on obtaining the demographic profile of the respondents which include gender, age, civil status, length of service, and educational attainment. Part II was used in obtaining data on the extent of workplace spirituality with the following dimensions such as Compassion, Mindfulness, Meaningful Work, and Transcendence. Part III of questionnaire was used to gather data on proactive behavior. The 5-point Likert-Scale was used to measure the variables subsumed under the workplace spirituality and proactive behavior.

STATISTICAL TREATMENT OF DATA

Both descriptive and inferential statistical tools were appropriately employed in the treatment of data to be gathered for this study, namely:

- 1) For research question number 1, frequency counts and percentages were employed to determine the profile of respondents;

- 2) For research question number 2, mean and standard deviation were employed to determine the extent of workplace spirituality;
- 3) For research question number 3, mean and standard deviation were employed to determine the extent of proactive behavior;
- 4) For research question number 4, t-test for independent samples was employed to determine the significant differences in the extent of workplace spirituality when data are grouped according to gender; and One-way Analysis of Variance (ANOVA) when data are grouped according to age, civil, length of service, and educational attainment.
- 5) For research question number 5, t-test for independent samples was employed to determine the significant differences in the extent of proactive behavior when data are grouped according to gender; and One-way Analysis of Variance (ANOVA) when data are grouped according to age, civil status, length of service, and educational attainment.
- 6) For research question number 6, Pearson Product Moment Correlation Coefficient (Pearson's r) was employed to determine the significant correlation between workplace spirituality and proactive behavior.

SUMMARY OF RESULTS AND DISCUSSION

This chapter presents the summary of findings, conclusions and recommendations based on the data collected that were properly tabulated, computed and analyzed for this study.

SUMMARY OF FINDINGS

The following are findings of this study:

- 1) **On demographic profile of teacher-respondents;**
Out of 200 teacher-respondents, majority are female, within 26-30 and 31-40 years old of age brackets, mostly are married teachers, have only bachelor's degree, and have been in teaching profession for about 5 years & below.
- 2) **On the extent of teachers' workplace spirituality at MBHTE-Sulu;**
Sub-categories under workplace spirituality such as Compassion, Mindfulness, Meaningful Work, Transcendence are all rated as "Agree".
- 3) **On the extent of teachers' proactive behavior at MBHTE-Sulu**
Sub-categories under proactive behavior such as Envisioning and Planning & Enacting are both rated as "Agree".
- 4) **On differences in the extent of teachers' workplace spirituality at MBHTE-Sulu;**

Generally, no significant difference in teachers' perceptions toward workplace spirituality in the context of Compassion, Mindfulness, Meaningful Work, Transcendence when data are grouped according to gender, age, civil status, length of service, and educational attainment.

5) On differences in the extent of teachers' proactive behavior at MBHTE-Sulu;

Generally, no significant difference in teachers' perceptions toward proactive behavior both in the context of Envisioning and Planning & Enacting when data are grouped according to gender, age, civil status, length of service, and educational attainment.

6. On Correlation among the sub-categories subsumed under teachers' workplace spirituality and proactive behavior at MBHTE-Sulu;

Generally, there is a high positive correlation between teachers' assessment of work spirituality (Compassion, Mindfulness, Meaningful Work, and Transcendence) and teachers' assessment of proactive behavior (envisioning and planning & enacting) at MBHTE-Sulu.

CONCLUSIONS

This study concludes the following:

1) In this study, elementary school teachers at MBHTE-Sulu are adequately represented in terms of gender, age, civil status, length of service, and educational attainment

2) Generally, elementary school teachers at MBHTE-Sulu manifest high workplace spirituality.

3) Generally, elementary school teachers at MBHTE-Sulu are indulged with high proactive behavior towards their teaching jobs.

4) Variables gender, age, civil status, length of service, and educational attainment do not intervene in ways how teachers' perceive the extent of workplace spirituality.

5) Variables gender, age, civil status, length of service, and educational attainment do not intervene in ways how teachers' perceive the extent of proactive behavior.

6) Workplace spirituality and proactive behavior of elementary school teachers at MBHTE-Sulu are highly correlated.

7) This study tends to support the Workplace Spirituality Model developed by Petchsawang and Duchon (2009 in Petchsawang and Mclean, 2017) and Proactive Behavior Model developed by Crant and Kraimer (1999 in Delle and Amadu, 2016).

RECOMMENDATIONS

This study recommends the following:

1) Elementary school principals of MBHTE-Sulu should continue and sustain the provision of efficient workplace spirituality so that teachers will be kept spirited, motivated and boosted to perform their teaching jobs with excellence.

2) More teachers should be encouraged to pursue graduate studies since there are still considerable number of teachers who are pegged at having only the bachelor's degree.

3) Moreover, student-researchers in the field of Educational Administration and Supervision are encouraged to conduct study similar to this one but to include other variables such as teachers' teaching efficacy, teaching strategies, and learner's academic achievement across subject areas in some other settings.

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