Leadership Practices, Empowerment, and Educational Adequacy: A Causal Model on Workplace Spirituality of Public Elementary School Teachers

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Abstract— This study aimed to look into the leadership practices, empowerment, and educational adequacy of public elementary school teachers in Region XI regarding workplace spirituality. Likewise, it also probed the relationship among the involved variables. Moreover, it investigated the variable that best predicts workplace spirituality and the best fitting structural model on workplace spirituality. The quantitative study utilizes a descriptive-correlational technique through structural equation modeling, mean, Pearson r, and regression analysis. An adapted and validated questionnaire was designed and distributed face-to-face and via Google Form to 400 random respondents using the stratified sampling technique. Findings revealed that, overall, the level of exogenous variables were described as very high and indicated a significant relationship with workplace spirituality. Moreover, the most sparing model (Best fit Model), conveyed a new idea that the endogenous variable, workplace spirituality was significantly best anchored leadership practices which was grounded in terms of encouraging the heart, model the way, enable other to act, and inspired a shared vision, and was highly reinforced by workplace spirituality of public secondary school teachers defined by its indicators: compassion, mindfulness, meaningful work, and transcendence and further significantly strengthened by third exogenous variable, educational adequacy, which was outlined by its domains: academic learning space, specialized learning space, support space, and community/parent. In conclusion, the final model depicted the direct causal relationships of leadership practices, empowerment, and educational adequacy and was discovered to be the most effective model for the workplace spirituality of public elementary school teachers.

Keywords— education, educational adequacy, empowerment, leadership practices, Philippines, structural equation model, workplace spirituality.

I. INTRODUCTION

Workplace Spirituality comes out due to the decreasing traditional context of community, which makes the employees come to the workplace with less spiritual needs and a limited sense of togetherness and the essence of life fulfillment. Workplace spirituality (WPS) aims at meaningful work, a sense of community, and the organization's value. Because there is no spirituality in the office, employees are more likely to be dissatisfied. The organizational environment becomes challenging, which would create hurdles and issues. Workplace spirituality is declining due to problems encountered; teachers struggle to balance professional obligations with private and family matters (Benninga, 2017). This dilemma has not only happened in our country; it also exists in the areas of America or Europe. Since the turn of the millennium, the issue of workplace spirituality has exploded in academia and organizational practice (Lazar, 2017).

Workplace spirituality is a vital implication in every institution, particularly in a school climate that needs school heads and teachers to work together to have a smooth relationship to provide quality education for learners. Many business people and schools have displayed significant interest in Spirituality at work (Abdullah et al., 2018). The construct of Workplace Spirituality (WPS) has been gaining traction in recent times. One factor could be today's increased concern for work-life balance. Another explanation was that workplaces had become impersonal and unsafe due to organizational and societal changes. Because of the instability in the workplace, Spirituality has become even more critical (Hayden, Barbuto, & Goertzen, 2020).

It is well acknowledged that several factors affect workplace spirituality, such as leadership practices, empowerment, and educational Adequacy. Workplace spirituality is inextricably linked to leadership practices (Esebor, 2018). Meanwhile, People will be empowered if Spirituality is integrated into the workplace. Teachers can uncover their potential and limitations and acquire competence in their professional development when given more power. Hence, teacher empowerment is vital in increasing teacher motivation, improving problem-solving skills, and teaching efficiencies of teachers (Conor O'Sullivan, 2017). For educational Adequacy, meaningful work, meaningful life, interpersonal relationship, and working environment were extracted as the main dimensions of workplace spirituality in schools (Kumar,2019).

Even though spiritual leadership has a substantial impact on promoting organizational development and transformation, our understanding of the consequences of spiritual leadership at the individual level is limited. Based on the preceding context, the researcher is interested in studying workplace spirituality and its significant impact on the four variables influencing teachers in public primary schools in Southern Mindanao. One identified gap in the research is teachers' perceptions of workplace spirituality at public schools. Urgently, due to the rapid decrease in individual's work spirituality, low self-esteem, and self-fulfillment of work, this study came across the dilemma. Thus, the goal of this research was to find the best causal model that fit the data on the workplace spirituality of teachers in elementary school in a public setting. This shows that the current study shall enhance DepEd policy and regulation to improve its performance and stimulate the teachers' workplace spirituality.

RESEARCH OBJECTIVES

The study aimed to investigate the structural model of Workplace spirituality of teachers in public elementary schools in Southern Mindanao. Specifically, it sought to address the following objectives:

1. To anew the level of Leadership Practices of the School as perceived by Elementary School teachers in terms of:

  1.1 Challenge the process;

  1.2 Inspired a shared vision;

  1.3 Enable others to act

  1.4 Model the Way; and

  1.5 Encourage the HeartHeart.

2. To ascertain the level of Empowerment in Elementary School. Teachers in terms of:

  2.1 Decision Making;

2.2 Professional Growth;

2.3 Status;

2.4 Self-efficacy;

2.5 Autonomy; and

2.6 Impact

3. To identify the level of Educational Adequacy of Public Elementary School Environment as perceived by Elementary School Teachers in terms of:

3.1 Academic Learning Space;

3.2 Specialized Learning Space;

3.3 Support Space; and

3.4 Community/ Parent

4. To describe the level of Workplace Spirituality of Public-School Teachers in terms of:

4.1 Compassion;

4.2 Mindfulness;

4.3 Meaningful Work; and

4.4 Transcendence

5. To determine the significant relationship between:

5.1 Leadership Practices and workplace spirituality of public Elementary school teachers;

5.2 Teacher Empowerment and Workplace Spirituality of public Elementary school teachers;

5.3 Educational Adequacy of a public elementary school environment and workplace spirituality of public elementary school teachers.

6. To determine the best fit model for workplace spirituality of public elementary teachers.

Hypothesis

To answer the problem of this study objectively, the following hypotheses were tested:

1. There is no significant relationship between

1.1 leadership practices and workplace spirituality;

1.2 teacher empowerment and workplace spirituality; and

1.3 educational adequacy and workplace spirituality.

2. Leadership Practices, teacher empowerment and educational adequacy have no significant relationship with workplace spirituality of teachers.

3. There is no model that best fits workplace spirituality.

LITERATURE REVIEW

Leadership Practices

Leadership Practices Leadership is the interaction between individuals who want to be in the lead and those who wish to follow in their footsteps. Leaders rarely achieve spectacular results on their own. Leaders inspire others to fight for common goals, which means that leadership is fundamentally a partnership (Kouzes & Posner, 2017). It is found that characteristics that define successful school leadership include building strong staff relationships, empowering teachers, and setting examples for all involved stakeholders (Reardon, R. M. (2017).

Challenge the process is the first indicator of a teacher's leadership practices. When a leader seizes chances and looks outside for new ways to develop, they fulfill the first commitment of the Challenge the Process approach (Kouzes & Posner, 2017). You'll get run over if you sit there, even if you're on the right track. Exemplary leaders are continuously proactive in their approach, yielding better results than when inactive or reactive.

Inspiring a shared vision is the second indicator. To encourage a unified vision, leaders must imagine exciting and ennobling possibilities for the future (Posner, 2017). Rivai (2015) described this as the image of the future that provides a focus for all activities. Pioneering leaders rely on a compass and a dream. Visions are the leader's magnetic north; they give direction and purpose to the organization (Djafri, 2021). The road to a clear vision begins with reflecting on past practice as it serves as a prologue for the future. From there, a leader must take note of all that is occurring in the present and then look forward in anticipation of new developments. An exemplary leader must visualize a positive future and develop an ideal shared vision for all.

Enable others to act as the third indicator. Leaders must collaborate by developing trust and relationships to enable people to perform (Kouzes & Posner, 2017). Collaboration is the master ability that permits organizations of all types and sizes to work effectively. Extraordinary things cannot be performed separately. When a working climate of trust and positive long-term relationships are created, collaboration can be sustained, and faith produces an atmosphere in which teachers are willing to try to improve without fear of criticism or failure (Bahri, 2014).

The fourth indicator is to model the way. It implies that leaders must discover their voice and affirm shared values to clarify their values. Leaders must be clear about their personal beliefs or guiding principles to undertake this technique effectively. People in organizations trust their leaders to deliver messages based on values that carry meaning; however, a leader must have a clear set of values to be effective.

Before leaders walk the talk, as outlined by Kouzes and Posner, they must first talk to walk that is clearly articulated and based on a deep set of personal principles. Model the way is about setting an example through matching activities with shared ideals.

Encourage the HeartHeart is the fifth and final leadership technique. It implies that leaders should recognize contributions by expressing gratitude for individual accomplishments. Exemplary leaders find creative and personal ways to celebrate achievements and recognize people's contributions.

They take pride in their team's successes and make a point of telling others of their accomplishments. Along with personal recognition, expecting the best from people will help them find the courage to accomplish things they have never done.

Synthesis

Leadership practices identify the capacity of leaders to make the organization steadfast, positive, and productive. Anybody in the school can exercise these practices. Leadership practices exhibit indicators: Challenge the process, inspire a shared vision, enable others to act, Model the way and encourage the Heart. All of these are essential in establishing teamwork and can make an organization prosper.

Empowerment

Empowerment is a type of decentralization in which decision-making and accountability are delegated to the lowest levels; thus, teachers are involved in decisions about instruction and curriculum because they are the ones in the classroom, closest to the students (Alosaimi, 2017).Teacher empowerment is thought to improve student learning by fostering teaching quality. Nonetheless, the nature of teaching, the characteristics of education as a profession, teacher background knowledge, school organizational features, and the environment impact teacher empowerment (Aliakbari, 2016). Empowering teacher is a prerequisite for improving pupils' academic success (Onday, 2016).

The first indicator of teacher empowerment is decision-making. Teachers' participation in crucial decisions directly affecting their job is a component of empowerment's decision-making dimension. According to research, teachers must be involved in decision-making (Barth, 2001; Blasé & Blasé, 2001; Ocampo, 2019). Giving teachers a meaningful, authentic role in school decision-making is a critical empowerment component. When their ideas influence the outcome of the decision-making process, teachers gain more control over their work environment. Teachers are less eager to participate in decision-making if they believe their input is ignored by the administrator when a final choice is reached (Uswatunet et al., 2019).

Professional growth is the second indicator. Professional growth relates to teachers' perceptions that the school where they work offers them the opportunity to grow and develop professionally, learn consistently, and broaden their talents throughout the school's work life (Lazar, 2017).

Status is the third indicator. Empowerment is a status quality that relates to the respect, admiration, and esteem that students, parents, community members, peers, and superiors have for the profession of teaching. The many aspects of the school environment and student responses to the teacher's directions can all recognize the teacher's rank. In contrast, as perceived by teachers, a combination of high public expectations and poor working conditions creates tension that reduces the status that teachers may feel (Perso, 2012; Grenier & Gouvea eds., 2017).

Self- Efficacy is the fourth indicator. Teachers' self-efficacy refers to their belief that they have the skills and abilities to assist students in learning, that they are competent in developing effective student programs, and that they can affect improvements in student learning. Individuals develop self-efficacy when they gain self-awareness and the notion that they are individually competent and have acquired the abilities required to effect desired

results (Sarina et al., 2019). Roseholtz (1985), cited in Uswatun (2019), claims that teachers' self-efficacy and professional assurance influence their decisions to stay in the classroom. Teacher certainty about professional abilities and skills is highly correlated to student achievement.

Autonomy is the fifth indicator. Teachers' ideas that they can control specific areas of their work life, such as scheduling, curriculum, textbooks, and instructional planning, are autonomous in this facet of teacher empowerment. The foundations for autonomy are the freedom to make specific judgments and the confidence to express viewpoints while learning from and participating with others. Teachers' autonomy is cultivated when school environments encourage them to take risks and experiment (Ocampo, 2019). Autonomous individuals will generally have an attitude of collegiality, risk-taking, and ongoing learning (Sarina et al., 2019).

The impact is the sixth indicator. The impact attribute refers to teachers' assessments of their impact and influence on school life. When teachers believe they are doing something meaningful and are recognized for their efforts, their self-esteem and confidence rise (McCrobie, 2016). Teachers in good schools advanced in their teaching profession by obtaining respect from parents and community people, according to Lightfoot (1986), as referenced by McCrobie (2016). One of the hallmarks of transformational teacher-leaders is their ability to impact students.

Synthesis

By providing opportunities, teachers are accepting leadership roles. Furthermore, participating teachers learn new skills to increase student learning. As teachers improve together as a staff, individual and school morale can increase. When teachers have more time to collaborate, empowerment boosts productivity. Decision Making, Professional Growth, Status, Self-efficacy, Autonomy, and Impact are the six measures of teacher empowerment. All of these are essential in ensuring that the organization has capacitated members.

Educational Adequacy

School buildings should be flexible enough to adapt to changing educational programs. School facilities should provide a safe, secure, comfortable, accessible, well-ventilated, well-lit, aesthetically beautiful environment that is an integrated part of the learning conditions. As the United States public education system entered the twenty-first century, educational leaders and policymakers were confronted with rising costs for educational facility maintenance and renovation. Estimates of the costs of maintaining and modernizing school facilities have increased dramatically as a result of two factors: a significant backlog of deferred maintenance expenditures and needs and the need to ensure that classrooms have adequate facilities to accommodate the growing use of technology (Kraft & Papay, 2016).

Academic Learning Space is the first indicator. Academic learning areas are sized to meet desired standards; classroom space allows for small group activity and privacy time for individual students. Academic learning areas are located near related 55 educational activities and away from disruptive noises. Personal space in the classroom is away from group instruction and allows privacy time for individual students. Storage for student materials is adequate, and storage for student materials is sufficient.

Specialized Learning is the second indicator. Specialized Learning considerations include: the size of specialized learning area(s) meet(s) standards, design of specialized learning area(s) is(are) compatible with instructional need(s), library/resource/media center provides appropriate and attractive space, gymnasium (or covered physical education area) adequately serves physical education instruction, pre-kindergarten and kindergarten space is suitable for the age of students and nature instruction, the music program is provided adequate sound-treated space, space for art is appropriate for teaching, supplies, and equipment, space for technology education permits use of state-of-the-art equipment, room for small groups and remedial instruction is provided adjacent to classrooms (Terhart, 2013; as cited in Schechter, & Shaked, 2017).

Support Space is the third indicator. Support space considerations include: Teachers' lounge and work areas support teachers as professionals, the proximity of school for available resources and surrounding community and partners, the clinic is near administrative offices and is equipped to meet requirements, counselor's office is accessible private and secure, storage space is available adjacent to the teacher prep area. In teachers' work areas, one of the chief causes of poor teacher morale is the lack of space for teacher planning and relaxation. Providing an easily accessible teachers' lounge creates good personnel relations and increases productivity.

Community and Parent Space is the fourth indicator. Community is the primary social living unit and the living base for most social members, with multiple functions including politics, economy, culture, and social management. Communities play essential roles in supporting learning and teaching outside schools and community cultural education activities, significantly influencing teenagers, adults, and elders.

In a democratic society, a sustainable, positive school should be adequate in encouraging young development and learning required for a productive, contributing, and satisfying life. Norms, beliefs, and expectations that assist persons in feeling social, emotionally, and physically safe are included in this Adequacy. The indicators of educational Adequacy are as follows Academic Learning Space, Specialized Learning Space, Support Space, and Community/ Parent.

Workplace Spirituality

Workplace Spirituality can be approached from various perspectives. It's a phrase that has multiple meanings for different people and cultures in different eras. Spirituality is defined as a state of being that arises from within. Being spiritual is about being fully human and integrating all the energy that is a part of us. For some, it has a religious meaning, while others do not. Creativity, communication, respect, vision, teamwork, energy, adaptability, enjoyment, and self-discovery are all aspects of Spirituality (Ashfaq & Irum, 2020).

Workplace spirituality is a feature of an organization's culture that encourages employees to combine their personal and professional lives. It entailed deep feelings of happiness and the conviction that one's effort makes a difference. It is proposed that a company with a spiritual culture not only provides jobs but also creates cultures in which employees can grow, learn, and live meaningful lives (Robbins & Coulter, 2021).

Compassion, the first dimension of workplace spirituality, is the first indicator of workplace spirituality. It is characterized as a strong sense of empathy, compassion for others, and a desire to alleviate their pain. It leads to

a sense of duty for those who are less fortunate or are in pain. In addition, it is a desire to care for and assist one another. In this Way, a spiritual person fosters awareness of others' needs and a desire to help others (Afsar, Badir & Kiani, 2016). , 2016). This indicates that in order to feel compassion, you must first recognize that you are suffering.

Another sign of workplace spirituality is mindfulness. It is defined as an inner state of awareness in which one is aware of one's thoughts and behaviors at all times. Mindfulness refers to a person's mind remaining in the present moment rather than roaming with past, future, or other distractions. It's vital to remember that mindfulness is about acting with awareness instead of "automatic pilot," which is about working without thinking (Khan, Khan & Chaudhry, 2015). By being aware of their thoughts and actions in the present, people can better control their emotions and behaviors.

One of the characteristics of workplace spirituality is meaningful work. It is defined as one's experience that his/her work is a significant and influential part of his/her life. Indeed, one feels that work has meaning for them beyond the material rewards. Meaningful work also creates a sense of joy and energy at work. In other essence, meaningful work answers the question of why one is in the workplace by acknowledging that his/her work helps him/her to express his/her inner self. This is expected to be related to an individual's attitudes toward their organization. Exciting and demanding work has been linked to lower turnover and absenteeism (Hassan, Nadeem & Akhter, 2016).

Transcendence is the last dimension of workplace spirituality. It indicates a connection to a higher power. Because this study is about Spirituality, not religion, it does not involve a sense of being connected to God. It's a magical experience dimension, according to the description. It is a positive state of energy or vitality characterized by a sense of perfection, transcendence, and joyful and blissful experiences (Milliman, Gatling & Kim, 2018). Only by the practice of moral democracy can one attain transcendent knowledge, with "moral" defined as "the choice between right and wrong, good and evil, proper and improper," and "democracy" defined as "the right to choose."

Correlation between Measures

Every human being has an inner and an outward existence, and nurturing the inner life can lead to a more meaningful and productive outer life. Employees believe that the work they perform has some purpose in their lives, that they work in the community, and that they have a compassionate impact on people at work, and this can only be achieved by implementing spiritual practices at work (Dandona , 2017).

Leadership practices must be taken into account in the realm of workplace spirituality. Leadership is recognized as critical to an organization's development and long-term success (McKee et al. 2016). There's a theory that better spiritual development leads to more effective leadership (Zerach & Levin, 2018).

There is a strong link between teacher empowerment and workplace spirituality in the educational system, particularly in schools. Because of the critical role of teachers in reforming science in education, many experts believe there will be no change or improvement in school quality without a change or improvement in teacher quality. Therefore, to achieve the educational goals, we need a teacher who has good performance (Imron, 2016).

Educational Adequacy is also part of workplace spirituality. It is essential to acknowledge the importance of improving student education quality, with teachers and students serving as the primary clients in the workplace. Also, the amount required to provide pupils with an adequate education must be recognized. However, the head provides evidence in this report that the minimum amount of capital is necessary to meet any given educational standard.

The abovementioned literature and studies strongly confirm the relationship of the variables involved in this study. Each variable also shows various inputs. Research shows that workplace spirituality is directly linked to leadership behaviors, as shown in this section. Similarly, Spirituality in the workplace has a direct impact on teacher empowerment. Likewise, workplace spirituality has a significant association with educational Adequacy. In summary, the review of related literature focuses on the relationship between the four factors.

The presentations and discussions of related studies gave essential information on these connections, which will aid in the professional debate of the study's findings and the creation of reasonable suggestions. The literature on the themes provided has presented notions, anchoring theories, and linked studies. It discussed the link and influence between and among variables in great detail. Leadership strategies, teacher empowerment, and educational Adequacy are all tied to workplace spirituality.

Theoretical Framework

This study is anchored on the theory of Geary (2013), which states that Spirituality has to do with the communication of meaning through relationships with the self, others, the natural world, and beyond. The interactions that lead to spiritual awareness depend upon imagination and creativity to move beyond the rigid confines of many instrumental, formal learning modes. The focus of ethical theory on teaching, according to Sockett (1993), is the teacher's personal and interpersonal attributes. These teachers' personal and interpersonal characteristics in this study include leadership practices, empowerment and educational adequacy.

However, the independent variables: Leadership practices, Teacher Empowerment, and Educational Adequacy are also supported by the following: Leadership theory, the ontology of Spirituality in the workplace closely resembles the literature on leadership in that there are dynamic dimensions or contexts for describing and measuring the phenomenon (Ashmos & Duchon 2010).

Leadership has been defined in many ways, including the grand man, group, trait, behavior, contingency/situational theory, and excellence theory. Leadership is a connection of influence between leaders and followers that results in significant changes that reflect their expected goals (Rost, 1991).

Meanwhile, teacher empowerment is anchored in teacher self-efficacy theory which is a significant part of Bandura's Social Cognitive Theory. The purpose of this section is to offer a basic explanation of Social Cognitive Theory as it encompasses self-efficacy and its relationship to teacher self-efficacy and empowermen and also the theory of Kreisberg's (1992) perception of "power over" versus "power with."

Educational Adequacy, according to Akinsanmi (2008). It conveys the learning that occurs in the classroom to the theories of behaviorism, cognitivism, and constructivism. During the late nineteenth and early twentieth centuries,

behaviorism theory was developed. A baby was born with a clean slate - tabular rasa (Akinsanmi, 2008). The behaviorism theory puts the responsibility of the knowledge transfer on the teacher. The student was a passive participant. The learning environments were designed based on this school of thought, including teacher-focused, structured, lecture-based, and using a reward system and punishment to promote learning.

Conceptual Framework

Exogenous and endogenous factors are represented in Hypothesized Model 1 in Figure 1. The initial stage in a formal, statistically valid method with SEM is to link observable (or indicator) variables with latent (or unseen) variables.

The single-headed arrow shows the causal or direct relationship between latent endogenous variables, latent exogenous variables, and measured variables. As demonstrated, leadership behaviors, empowerment, and educational Adequacy are the exogenous variables in this study. The endogenous variable, on the other hand, is workplace spirituality.

Because latent variables are not observed directly, they cannot be measured directly. Each latent construct is associated with multiple measures or observed variables. Thus, the extent of the regression paths from the latent variable to the observed variables was one of the primary interests of this study.

The latent endogenous variable is workplace spirituality, an indicator anchored to Petchsawang & Duchon, 2016. Connection, compassion, mindfulness, meaningful work, and transcendence are five characteristics of workplace spirituality that can be quantified. Compassion in this subject refers to empathy and concern for others' pains or misfortunes. Mindfulness is a therapeutic method that focuses on the present moment while calmly observing and accepting one's feelings, thoughts, and bodily sensations. Meaningful work refers to excelling and creating a meaningful workplace where every employee becomes part of creating success, cohesiveness, and culture at work.

The first exogenous variable is leadership practices, as adapted from Kouzes & Posner's work (2017). When a leader searches for possibilities by grabbing the initiative and looking outside for innovative methods to improve, the leader is carrying out the first commitment. For the practice of Challenge the Process, according to this research. For leaders to envisage the future by conceiving thrilling and ennobling possibilities, they must be inspired by a shared vision.

Also, it described this as the image of the future that provides a focus for all activities. Leaders must create collaboration by developing trust and enabling relationships to enable others to act. Leaders must define values by finding their voice and expressing common values, which is referred to as modeling the WayWay. Leaders must be clear about their personal beliefs or guiding principles to undertake this technique effectively. Modeling the WayWay entails leading by example and aligning behaviors with shared values. Finally, Encourage the Heart suggests leaders acknowledge contributions by expressing gratitude for individual accomplishments.

The second exogenous variable is teacher's empowerment, measured by five indicators from Short and Rhinehart (1992), and Short and Greer (1997) identified six charge dimensions. Decision-making, teacher impact, teacher prestige, autonomy, the opportunity for professional development, and teacher self-efficacy are all elements of

teacher empowerment. The six attributes provide a theoretical foundation for examining teacher leadership. Teachers' engagement in crucial decisions that directly influence their job is part of the decision-making dimension of empowerment. Teachers' opinions that they have an impact and influence on school life are referred to as an impact. The sense of esteem, respect, and admiration is attributed to the teaching profession by students, parents, community members, peers, and superiors which is referred to as status. Autonomy is the dimension of teacher empowerment that relates to teachers' beliefs that they can control certain aspects of their work life, such as scheduling, curriculum, textbooks, and instructional planning.

Teachers' self-efficacy refers to their belief that they have the skills and abilities to assist students in learning, that they are competent in developing effective student programs, and that they can affect improvements in student learning. Individuals gain self-efficacy when they gain self-awareness and the notion that they are individually competent and have acquired the abilities required to affect desired results.

Finally, the third exogenous variable is educational Adequacy. Which has four indicators: Academic Area concerns include: the size of academic learning spaces matches desired criteria; classroom space allows for small group work and individual student privacy time. Specialized Learning considerations include: the size of specialized learning area(s) meet(s) standards, design of specialized learning area(s) is (are) compatible with instructional need(s), library/resource/media center provides appropriate and attractive space, and alike (Hackenwerth, Randles &Tucker, 2009).

Support Space is the third indicator. Support space considerations include: Teachers' lounge and work areas support teachers as professionals, the proximity of school for available resources and surrounding community and partners, the clinic is near administrative offices and is equipped to meet requirements, counselor's office is accessible private and secure, storage space is available adjacent to the teacher prep area. Community is the primary social living unit and the living base for most social members, with multiple functions including politics, economy, culture, and social management.
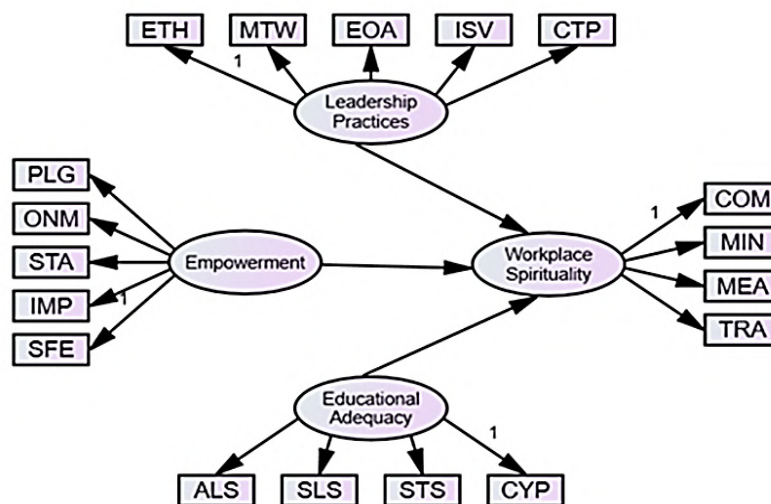

Figure 1: Hypothesized Model 1

The Hypothesized Model 1 illustrated in Figure 1 reflects the direct causal relationship of exogenous variables with the endogenous variable.

Legend:

- ETH- Encourage the heart
- ALS-Academic Learning Space
- MTW- Model the Way
- SLS-Specialized Learning Space
- EOA- Enable Other to Act
- STS-Support Space
- ISV- Inspired a Shared Vision

- CYP- Community/ Parent
- PLG- Professional Growth
- COM- Compassion
- IMP-Impact
- MEA- Meaningful Work
- SFE- Self-efficacy

RESEARCH METHOD

This quantitative study employs descriptive-correlational and structural equation modeling techniques (SEM). Quantitative research involves collecting and examining structured, numerically-representable data (Goertzen, M. J., 2017). This study appears to be an example of quantitative research because the unit of analysis that it employs is numerical data. Quantitative and statistical methods are also utilized in this investigation.

Specifically, the study also uses the descriptive-correlational method. This describes the statistical association between two or more variables (Creswell, 2017). Sometimes, two variables are connected because a third variable is related to or causes them.

It is descriptive because it specifies the level of leadership, teacher empowerment, educational adequacy, and teacher spirituality in the workplace. In the meantime, it is correlational because it examined the degree of association between the aforementioned independent variables and the dependent variable, teacher workplace spirituality.

Structural Equation Modeling (SEM) will be utilized to create the best fit model. Modeling latent variables, correcting for measurement error, specifying errors and their covariance structures, and estimating whole theories are all structural equation modeling (SEM) capabilities. It enables researchers to simulate and predict hypothesized relationships between construct variables (Henseler, 2016).

It was also to investigate the hypothesized relationships in this study, which began with a theoretically based model and was translated into a path diagram. The study's goal was to find the optimal model of work ethics for public secondary school teachers.

Statistical Tools

Mean. This is used to assess the level of leadership practices, teacher empowerment, educational adequacy, and Spirituality in the workplace.

Pearson Product moment correlation (Pearson r). Regression Analysis is used to determine how leadership practices, teacher empowerment, educational adequacy, and workplace spirituality are linked. This is used to determine the strength of the relationship between variables.

Structural Equation Modeling maximum likelihood (ML). This is used to determine the best fit model of work ethics and to analyze the interrelationships among the hypothesized models.

The following indices will be computed to assess the model's goodness of fit and must meet the following criteria: CMIN/DF should be 02 with a p-value >0.05, Tucker-Lewis Index (TLI) should be >0.9, Comparative Fit Index (CFI) should be >0.9, Goodness of Fit Index (GFI) should be >0.9, Normed Fit Index (NFI) should be >0.9, Root Mean Square Error of Approximation (RMSEA) should be $<$ 0.05 and P of close Fit (CLOSE) of >0.05

RESULTS AND DISCUSSION

Level of Leadership Practices of Public School Teachers in Region XI

The level of Leadership Practices among public elementary school teachers in Region XI is shown in Table 1, with an overall mean score of 4.39 and a standard deviation of 0.41, which is considered very high. This means that the leadership practices are always observed.

Challenge the process received a mean rating of 4.37, which is very high; inspired a shared vision received a mean rating of 4.32, which is very high. While enabling others to act received a mean rating of 4.29, which is very high; model the way received a mean rating of 4.50, which is very high; and encouraging the heart received a mean rating of 4.47, which is very high.

Table 1: Level of Leadership Practices of Public School Teachers in Region XI

Indicator	SD	Mean	Descriptive Level
Challenge the Process	0.48	4.37	Very High
Inspired a Shared Vision	0.49	4.32	Very High
Enable Other to Act	0.54	4.29	Very High
Model the way	0.48	4.50	Very High
Encourage the Heart	0.48	4.47	Very High
Overall	0.41	4.39	Very High

The overall very high response of the respondents means that the domain of leadership practices is always manifested.

Level of Empowerment of Public School Teachers in Region XI

The level of empowerment of public elementary school teachers in Region XI is summarized in Table 2. The mean score is 4.42, with a standard deviation of 0.41, which is considered very high, indicating that respondents are always aware of their empowerment. The mean ratings of the empowerment indicators are as follows:

professional growth received a mean rating of 4.55 or very high; status and self-efficacy received a mean rating of 4.44 or very high; decision making received a mean rating of 4.25 or very high, and impact received a mean rating of 4.41 or very high.

Table 2: Level of Empowerment of Public School Teachers in Region XI

Indicator	SD	Mean	Descriptive Level
Professional Growth	0.48	4.55	Very High
Decision Making	0.52	4.25	Very High
Status	0.44	4.44	Very High
Impact	0.50	4.41	Very High
Self-efficacy	0.46	4.44	Very High
Overall	0.41	4.42	Very High

The overall very high response of the respondents means that the domain of empowerment is always manifested.

Level of Workplace Spirituality of Public School Teachers in Region XI

The level of educational adequacy of the public elementary school environment in Region XI is presented in Table 3. The overall mean rating is 4.14, with a standard deviation of 0.52, which is considered high, indicating that respondents often evident in educational adequacy.

The mean scores of the indicators of educational adequacy are as follows: academic learning space obtained a mean of 4.21, which is very high; specialized learning space obtained a standard of 4.04 and support space obtained a mean of 4.11, which is high and community/parent obtained a mean of 4.20, which is very high.

Table 3: Level of Educational Adequacy of Public School Teachers in Region XI

Item	SD	Mean	Descriptive Level
Academic Learning Space	0.51	4.21	Very High
Specialized Learning Space	0.62	4.04	High
Support Space	0.58	4.11	High
Community/Parent	0.56	4.20	Very High
Overall	0.52	4.14	High

Level of Workplace Spirituality of Public School Teachers in Region XI

The level of workplace spirituality of public elementary school teachers in Region XI is shown in Table 4. The overall mean score is 4.15, with a standard deviation of 0.50, which is considered high.

The mean ratings of the workplace spirituality indicators are as follows: compassion received a mean rating of 4.37, which is very high; mindfulness received a mean rating of 3.56, which is high; meaningfulness received a mean rating of 4.38, which is very high; and transcendence received a mean rating of 4.30, which is very high.

Table 4: Level of Workplace Spirituality of Public-School Teachers in Region XI

Indicator	SD	Mean	Descriptive Level
Compassion	0.53	4.37	Very High
Mindfulness	1.12	3.56	High
Meaningfulness	0.50	4.38	Very High
Transcendence	0.47	4.30	Very High
Overall	0.50	4.15	High

*Significant at the 0.05 significant level.

The level of workplace spirituality among public elementary school teachers in Region XI posted an overall descriptive level of high. This implies that the respondents are often observed in their level of workplace spirituality.

Correlation Between Measures

Table 5 shows the findings of the connections between public school teachers' leadership practices ,empowerment and educational adequacy to workplace spirituality. In Leadership practices and workplace spirituality the overall r-value is 0.615, with a p-value less than 0.05, indicating that they are significant, rejecting the null hypothesis of no meaningful association. Furthermore, when the overall r-value of 0.638 with p value .000 was correlated to empowerment and workplace spirituality, It was revealed that the decision are essential. The overall r-value was 0.695 with a significance level of 0.000, indicating that the correlation of educational adequacy and workplace spirituality is significant. Finally, the variables of leadership practices and workplace spirituality, empowerment and workplace spirituality and education adequacy and workplace spirituality indicating that it is significant.

Table 5: Test of Correlation between Measures

Variables	r-value	p-value	Decision
Leadership Practices and Workplace Spirituality	.615**	.000	Significant
Empowerment and Workplace Spirituality	.638**	.000	Significant
Educational Adequacy and Workplace Spirituality	.695**	.000	Significant

Best Fit Model of Leadership Practices

The proposed model outlined in Figure 1 requires some modification to fit the data. There were five generated models presented in the study. Table 6 summarizes the results of the goodness of fit measurements for the five models created.

Table 6: Summary of Goodness of Fit Measures of the Five Generated Models

Model	P-value (>0.05)	CMIN / DF (0<value<2)	GFI (>0.95)	CFI (>0.95)	NFI (>0.95)	TLI (>0.95)	RMSEA (<0.05)	P-close (>0.05)
1	.000	10.477	.742	.791	.774	.757	.154	.000

2	.000	6.921	.800	.871	.853	.848	.122	.000
3	.000	5.386	.818	.905	.886	.888	.105	.000
4	.000	5.596	.811	.900	.881	.882	.107	.000
5	.349	1.068	.981	.999	.988	.999	.013	.999

Legend: CMIN/DF- Chi Square/Degrees of Freedom   NFI- Normed Fit Index

GFI- Goodness of Fit Index   RMSEA– Root Mean Square of Error Approximation

TLI- Tucker-Lewis Index   CFI-Comparative Fit Index

In identifying the best fit model, all indices included must consistently fall within the acceptable ranges. Chi-square/ degrees of freedom value should be less than two but greater than 0, with its corresponding p-value greater than 0.05. The P-close value for the root means square error approximation must be more significant than 0.05, and the value for the source mean square error approximation must be less than 0.05. The normed fit index, Tucker-Lewis index, comparative fit index, and goodness of fit index must all be more significant than 0.95.

The first generated structural model displays the interrelationships of the exogenous variables: leadership practices, empowerment, and educational adequacy and its causal relationship to the endogenous variable, workplace spirituality. All indices did not reach the acceptable ranges; hence, a poor

The second generated structural model showed the interrelationships of the exogenous variables: leadership practices, empowerment, and educational adequacy and their causal relationship to the endogenous variable, workplace spirituality. The model was also found to be a poor fit since all its indices did not reach the acceptable ranges.

Third generated structural model showed the interrelationships of the exogenous variables: leadership practices, empowerment, and educational adequacy and their causal relationship to the endogenous variable, workplace spirituality, where some indicators with low values were removed. The model was still not fitting even if NFI, CFI, TLI, GFI, and p-close passed the criterion because the other three measures failed to reach the desired value. Thus, model 3 was a poor fit. For the model to be declared the best fit, it must pass all the other criteria.

The fourth generated structural model showed the interrelationships of the exogenous variables: leadership practices, empowerment, and educational adequacy and its causal relationship to the endogenous variable, workplace spirituality. The model was also found to be a poor fit since all its indices did not reach the acceptable ranges.

Lastly, the fifth generated structural model (Model 5) showed the Interrelationships of the exogenous variables: leadership practices, empowerment, educational adequacy, and its causal relationship on the endogenous variable workplace spirituality were a modified version of Model 1, wherein some indicators with low values were removed. Because all of the indices supplied fell inside each requirement, Model 5 was found to have indices that consistently indicate a very excellent match to the data. It was unnecessary to test another model because it had

already been determined to be the best-fitting model among those assessed. The null hypothesis of no best fit model was therefore rejected. It is possible to conclude that the best fit model exists for predicting workplace spirituality among public elementary school teachers in Southern Mindanao.

The model clearly shows how leadership behaviors, empowerment, and educational attainment are all essential determinants of workplace spirituality. However, the model revealed that just five of the six leadership strategies remained significant predictors of workplace spirituality, namely, encouraging the heart, modeling the way, enabling others to act, and inspiring vision. While in empowerment, only three out six indicators were found to be workplace spirituality: professional growth, impact, and self-efficacy.

On the other hand, educational adequacy out of four indicators remains as a predictor of the employment relationship: academic learning space, specialized learning space, support space, and community/parent. Only two of the four markers of workplace spirituality remained to be measured, namely compassion and meaningful labor. Thus, the findings suggest that workplace spirituality among public elementary school teachers in Southern Mindanao is best anchored on: leadership practices, which were measured in terms of encouraging the leadership techniques that were evaluated in terms of inspiring a shared vision, empowering others to act, modeling the way, and assess the heart; Education quality was evaluated based on academic learning space, specialized learning space, support space, community/parent, and self-efficacy. Empowerment was evaluated using professional growth, impact, and self-efficacy.
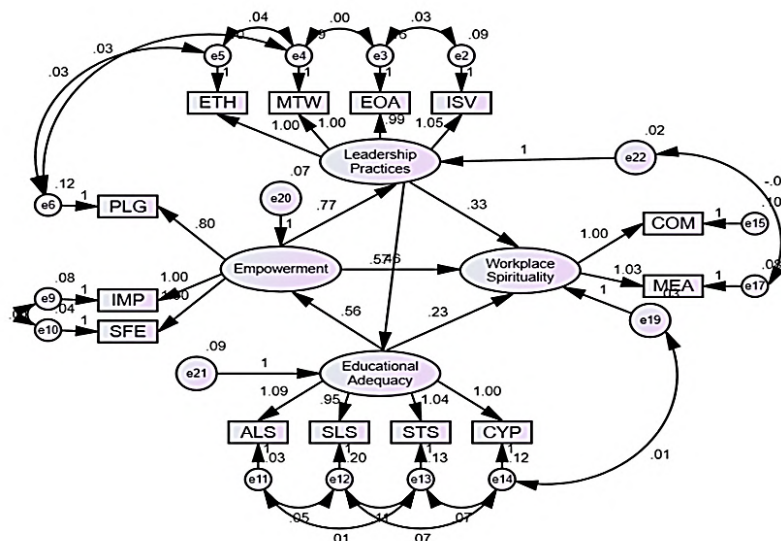

Figure 2: The Interrelationship among Leadership Practices, Empowerment, and Educational Adequacy and their Direct Causal Relationship towards Workplace Spirituality with their final remaining indicators

Legend:

- ETH- Encourage the heart
- ALS- Academic Learning Space

- MTW- Model the Way
- SLS- Specialized Learning Space

- EOA- Enable Other to Act
- STS- Support Space
- ISV- Inspired a Shared Vision
- CYP- Community/ Parent
- PLG- Professional Growth

- COM- Compassion
- IMP- Impact
- MEA- Meaningful Work
- SFE- Self-efficacy

Note: This is Model 5, but with new values of their interrelationships.

CONCLUSION AND RECOMMENDATION

Conclusion

The use of the structural equation model strengthened the reliability and thoroughness of this research. Results revealed that the level of leadership practices is very high; empowerment is very high; the educational adequacy is high; the level of workplace spirituality of public school teachers is high. There is a significant relationship between the leadership practices and the workplace spirituality of teachers.

Likewise, there is a significant relationship between empowerment and the workplace spirituality of teachers. Moreover, there is a significant relationship between educational adequacy and the workplace spirituality of teachers. Among four explored structural models, only Model 5 was found to have indices that consistently indicate a very good fit for the data. All the indices presented fall within each criterion.

Thus, it was found to be the best-fit model among all the tested models. This model indicates that workplace spirituality with indicators compassion and meaningful work is strongly influenced by leadership practices depicted by the indicators encourage the heart, model the way, enable other to act and inspired a shared vision; empowerment with indicators professional growth, impact and self-efficacy; and educational adequacy defined by indicators academic learning space, specialized learning space , support space and community or parent.

Several authors support the positive correlation of leadership practices, empowerment and educational adequacy towards workplace spirituality among public school teachers is supported by Dandona (2017) that every human being has both an inner and an outer life and that the nourishment of the inner life can lead to more meaningful and productive outer life. For the nourishment of inner life employees desire that the work which they are doing must have some meaning in their lives, they desire to work in the community and they desire the feeling of compassion impact towards others at workplace and it is possible only by applying spiritual practices at workplace.

The findings of the study are parallel to the concept of Mahoney and Graci's (1999) assertion that Spirituality entails a sense of giving and service, a sense of connection (community), compassion and forgiveness, meaning, and morality. In addition, Spirituality with in the workplace has to do with the communication of meaning through relationships with the self, others, the natural world, and beyond to have a strong relation with in the coworkers and other stakeholders.

Recommendation

With the aforementioned results and findings, it is advised that teachers' descriptions of their analysis of experiences this should shed some light on how collaboration is related to one another. Workplace mindset changes and interactions among colleagues then, by utilizing these revelations, one might comprehend the professional development opportunities that arise and how they can be used to your advantage to promote the importance of professional learning. For educational institutions may improve the methods and processes they employ to create elite human resources. Thus, the worth of human resources improved across Region XI, and any discovered contradictory values will be investigated. Since the majority of educational institutions are more concerned with producing high-quality, the department may increase the budget for school buildings, equipment's or laboratories of the school as well as the productivity of its current employees.

Finally, future researchers may conduct quantitative studies in conjunction with qualitative studies to better understand the dynamics and feelings of teacher's workplace spirituality

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