



THE MEDIATING EFFECT OF AFFECTIVE COMMITMENT ON THE RELATIONSHIP BETWEEN FACULTY SPIRITUALITY AND SCHOOL CLIMATE

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Abstract:

The purpose of this study was to determine the mediating effect of affective commitment on the relationship between faculty spirituality and school climate. Utilizing quantitative, non-experimental design via correlational technique, data were obtained from 300 elementary public-school teachers who belong to the 3 districts, Magsaysay, Bansalan and Matan-ao under the Division of Davao Del Sur in the province of Davao Del Sur. The researcher utilized a stratified random sampling technique and an online survey mode of data collection. The researcher also utilized the statistical tools mean, Pearson r and Path Analysis. From the results of the study, it was found that there is a very high level of mean scores for all variables of affective commitment, faculty spirituality and school climate. Also, results revealed that there are significant relationships between faculty spirituality and school climate, between faculty spirituality and affective commitment and between affective commitment and school climate. Further, it was revealed that there was a full mediation effect of affective commitment on the relationship between faculty spirituality and school climate. This implies that faculty spirituality conveys the affective commitment of teachers.

Keywords: education, faculty spirituality, school climate, affective commitment, mediating effect, teachers, Philippines

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1. Introduction

A positive school climate is critically related to school success. A positive school climate has beneficial effects on a wide range of adjustment variables in youth, including academic achievement, mental health, school attendance and graduation, and school-based behaviour. School climate has many aspects. Defining a framework for understanding school climate can help educators identify key areas to focus on to create safe and supportive climates in their schools. Hence, the benefits of a positive school climate are broad and impact both students and teachers (Darling-Hammond & Cook-Harvey, 2018; Kearney, Sanmartín, & González, 2020). Further, Cornell, Shukla, & Konold (2016) stipulated that in contemporary times, a positive school climate built through caring and supportive relationships is perhaps more critical than ever. Schools must establish a school climate as they move forwards towards models of learning centred on creativity and critical thinking. School climate is necessary for improving students' passion and open-mindedness in learning.

Negative school climate can harm students and raise liability issues for schools and districts. A negative school climate is linked to lower student achievement and graduation rates, and it creates opportunities for violence, bullying, and even suicide. A negative school climate is tied to multiple negative outcomes for students and has been shown to exacerbate harmful behaviour and diminish achievement. Neglecting to purposefully address issues related to school climate may result in missed opportunities for student success and improved well-being (Fisher, Viano, Curran, Pearman, & Gardella, 2020; Kosciw, Palmer, Kull, & Greytak, 2013; Rudasill, Snyder, Levinson, & Adelson, 2018; Williams, Schneider, Wornell, & Langhinrichsen-Rohling, 2018). Moreover, the school climate is challenging for a number of reasons. Teachers confront widespread barriers to teaching and learning, face threats to their emotional and physical safety, lack influence over school policy and what and how they teach in their classrooms, and suffer from dissatisfaction and low motivation (Garcia & Weiss, 2019).

Given the importance of school climate, the researcher made some readings and analysis on a few literature studies which revealed the factors which influence the school climate. The spiritual dimension promotes a positive school climate. Spirituality dimensions such as inner life, vision, teachers' sense of calling, sense of membership, altruistic love, hope, and faith have direct contributions to a positive school climate. In fact, it was emphasized that professional development opportunities for administration and faculty which focused on spiritual leadership development are necessary. It is also imperative to develop and nurture spiritual values and norms in the organization through collaboration and monitoring and monitor and promote spiritual wellbeing of leaders and faculty (Holden, 2017). On the other hand, affective commitment is highly correlated with five components of organizational climates such as structure, responsibility, warmth and support, conflict and expect approval (El-Kassar, Chams, & Karkoulian, 2011). In an organization, affective commitment influences personal characteristics, structural characteristics, and work experiences (Kumari, & Afroz, 2013).

Furthermore, the researcher had not come across a study that dealt with the mediating effect of affective commitment on the relationship between faculty spirituality and school climate in the local setting. It was in the above context that the researcher decided to conduct the study with the intention of determining whether affective commitment has a mediating effect on the relationship between faculty spirituality and school climate in the local setting. Although there was already existing literature on the association between and among affective commitment, spirituality and school climate, those studies dealt only with bivariate relationships and did not cover the interrelationships between and among the three variables in a single study. Only a few of these researches were conducted in educational settings, especially on teachers. This study dealt with the three variables with one variable as the mediating construct, making this study a contribution to new knowledge. Further, this study can raise concern for the intended beneficiaries of this study and possibly develop action plans to augment the affective commitment, spirituality and school climate, thus, the need to conduct this study.

2. Literature Review

2.1 Faculty Spirituality

Spirituality at work is a renowned topic nowadays and is gaining gratitude and value among academicians and industrial people. Workplace spirituality aims at meaningful work, a sense of community, and the value of the organization. Workplace spirituality is more focused on the theme of tolerance, patience, the feel of interconnectivity, purpose and acceptability of the mind to the norms of the organization, integrated together to shape personal values, whereas religion is marked by a specific belief system, a particular system of faith and set of beliefs (Afsar & Badir, 2017; Mathew, Prashar, & Ramanathan, 2018).

The first indicator of faculty spirituality is *cura personalis*. *Cura personalis* refers to the care for the whole person. These aspects of personal care, concern, and availability for interaction with students are the most salient components of faculty spirituality (Cecero & Prout, 2014; James, Masters, & Uelmen, 2010). In the study of Peters (2022), *cura personalis* implies that the institution is dedicated to not only your academic success but also to your physical and emotional well-being, spiritual development, and growth as a global citizen. *Cura personalis* is one type of personalized strategy that can be used in learning (Kurnaiwan, Supriatna, & Permana, 2021).

The second indicator is transcendence. A more explicit focus and reference to God in the classroom is captured by the second factor, transcendence, which includes the characteristic of teachers who join the students in their suffering and demonstrate that they have suffered as well. In addition, it is possible that a faculty member's ability to share in the suffering of others and to acknowledge the pain of being human represents a profound capacity to transcend the limitations of mortality and connect with others in a meaningful and transformative way (Cecero & Prout, 2014). The exchanges between

faculty and students reveal a profound and shared understanding of the humanity of the other person, and their relationships are based on respect and compassion. The chance for instructors, staff, and students to interact in a variety of ways fosters relationships between children and adults that are based on each being regarded as a whole person, which refers to understanding and appreciating a person as a synthesis of their intellect, body, and spirit. Through this, transcendence becomes a part of the foundation for classroom design (Chapman, Foley, Halliday, & Miller, 2021). The learner's experience of spiritual transcendence has a huge impact on how resilient they become while learning (Hayes, 2017). This contributes to addressing common queries on the psychological benefits of spiritual activity. It also contributes to filling in research gaps regarding the underlying dynamic resilience factors.

The third indicator is temperance. In this domain, this describes the teachers as easily annoyed and impatient with the students. Teachers may seem to be tense, anxious or pressured. Another essential element of living a fulfilled, healthy, and prosperous life is temperance (Worthington, 2020a). This quality guard against excess or deficiency since it displays an innate ability to restrain or manage one's ideas, feelings, routines, and wants (Mayerson, 2020; Fehr and Gelfand, 2012). Temperance can refer to a variety of linked actions that can control aggressive, resentful, selfish, indulgent, and rigid emotions. These actions include prudence, conscientiousness, caution, and self-restraint (Shahab and Adil, 2020).

The last indicator is humility. Although humility, regarded as another strength of character, has been considered equal to worthlessness and low self-respect for a long time, it is actually a sign of richness. Humility is a multidimensional structure, characterized by truly evaluating self-characteristics, accepting the limits of one ability and forgetting own self. When a person is humble, he/she understands his/her own limits and becomes aware of ends. Humble people have an open attitude that includes the feeling of being true in self-evaluation. Humility represents an attitude against pride and arrogance (Exline & Geyer, 2004; Sezgin, & Erdogan, 2018). According to Worthington and Allison (2018), humility has a direct impact on both mental health and wellbeing as well, and it frequently has a multiplicative effect through interpersonal interactions. High levels of relational functioning, psychological welfare, and mental health are more common in humble people (Owens, Johnson, Mitchell, 2013; Watkins, Hook, Ramaeker, and Ramos, 2016; Worthington and Allison, 2018).

2.2 School Climate

Schools are the prime element in our education system. For personnel working in a school, adapting to schools' purpose, accepting the values, beliefs, and norms and behaving appropriately is within the scope of organizational climate.

The first indicator of organizational climate is institutional vulnerability. It is the extent to which the school is susceptible to a few vocal parents and citizen groups. High vulnerability suggests that both teachers and principals are unprotected and put on the defensive (Hoy, Smith, & Sweetland, 2002). In order to be vulnerable with students, we

must lower our guard and reveal our flaws and challenges, which force us to keep improving and learning. If we don't, we'll project an ideal image onto them that suggests they must be flawless in order to succeed (Huddy, 2015). According to research, when students reflect on their learning, it makes that learning more significant and durable. This also applies to working teachers (Darling-Hammond, Hyster, Gardner, and Espinoza, 2017). Teaching failures as a barrier to achievement is a crucial component of effective education. By being open to being vulnerable and flawed, we give our students the confidence to be flawed as well and take the chances necessary to develop in our classrooms (Dweck, 2016; Lowrie, 2019).

The second indicator is collegial leadership. This refers to principal behavior directed toward meeting both the social needs of the faculty and achieving the goals of the school. The principal treats teachers as colleagues who are open, egalitarian, and friendly, but at the same time sets clear teacher expectations and standards of performance (Hoy, Smith, & Sweetland, 2002). Employee autonomy, in which workers are allowed to express their thoughts and exercise leadership, is fostered and used through collegial leadership. In a faculty, group, or unit, power is shared with other employees according to the collegial leadership concept. A collaborative leader involves personnel in decision-making and accords them with equal influence. According to Freire and Fernandes (2016), collegiality requires team members to have equal access to power. Additionally, it entails decision-making by consensus. The opinions of all group members must be taken into account when making a decision in a certain situation since they have equal weight (Zulkifly, Ismail, and Asimiran, 2020).

The third indicator is professional teacher behavior. It is marked by respect for colleague competence, commitment to students, autonomous judgment, and mutual cooperation and support of colleagues. (Hoy, Smith, & Sweetland, 2002). Professionalism's primary elements are establishing and keeping respectful and constructive relationships with important stakeholders. Relationships with your students' parents, other teachers, administrators, and support staff are also a part of this. Your relationships should be built on honesty and integrity, just like everything else. Making superficial connections can lead to a disconnect that may affect the school's overall effectiveness (Meador, 2019). The need for trust among coworkers is growing as schools align themselves more closely with reform initiatives on professionalism and accountability. The importance of trust in high-functioning schools is being recognized more and more due to its benefits for enhancing both professional collaboration and student learning (Fullan and Hargreaves, 2016; Tschannen-Moran and Gareis, 2017).

The last indicator is the achievement press. It describes a school that sets high but achievable academic standards and goals. Students persist, strive to achieve, and are respected by both students and teachers for their academic success. Parents, teachers, and the principal all exert pressure for high standards and school improvement. (Hoy, Smith, & Sweetland, 2002). Rowe, Mazzotti, Ingram, and Lee (2017) came to the conclusion that when students are given the opportunity to set personal goals, they exhibit higher academic achievement and classroom engagement. Academic achievement may increase

when kids set a goal and work hard to accomplish it. *“Goal-setting teaching is helpful in increasing the academic performance of children,”* according to Rowe et al. (2017). Students have the chance to raise their academic achievement at any grade level in school if they consistently set objectives based on their academic performance (McMillan, 2019). The ability of the students to focus on academic goals and perform well in class appeared to be greatly enhanced by personalized goal setting and study preparation (Yusuff, 2018). Goal-setting opportunities can boost motivation, promote skill progress, and encourage involvement in learning. Rowe et al. (2017) aimed to ascertain how goal-setting affected active academic involvement.

2.3 Affective Commitment

The school organizational commitment of teachers is very important for achieving school effectiveness which in turn influences students' learning outcomes. Additionally, teachers' organizational commitment plays an essential role in establishing a unified effort within a school organization. Thus, it is necessary for every individual in the school organization to build up efforts in supporting the augmentation of teachers' commitment towards the school organization. Herewith, this will allow the school organization to come across impending organizational challenges and concurrently maintain the organizational commitment of teachers (Bernaldez, 2016). In conjunction, to achieve success in organizational commitment, every organization needs effective leadership. Studies found out that teachers trust school leaders if they possess effective leadership, consistency, reliability, openness, respect and integrity which constitutes ethical leadership. These practices are likely to encourage teachers to be more committed to their careers (Handford & Leithwood, 2013).

2.4 Correlation Between Measures

Studies revealed the factors which influence school climate such as spiritual dimensions promotes a positive school climate. Spirituality dimensions which include inner life, vision, teachers' sense of calling, sense of membership, altruistic love, hope, and faith have a direct contribution to a positive school climate. In fact, it was emphasized that professional development opportunities for administration and faculty which focused on spiritual leadership development are necessary. Other scholars have proposed a connection between school climate and religious participation, where good one-on-one relationships are seen as crucial to spiritual development. It is suggested that students will only embrace the teacher's efforts to link faith and learning when there is a solid student-teacher relationship. As a result, the growth of a student's faith should not be separated from other areas of their education (Horan, 2017; Hoekstra, 2012). Petrie et al., (2019).

On the other hand, affective commitment is highly correlated with five components of organizational climates such as structure, responsibility, warmth and support, conflict and expect approval (El-Kassar, Chams, & Karkoulian, 2011). In an organization, affective commitment influences personal characteristics, structural

characteristics, and work experiences (Kumari, & Afroz, 2013). Meanwhile, Wainaina, Mavo, and Waitilu (2014) contend that an employee's desire to remain in an organization is motivated by dedication and loyalty, which have been linked to being a by-product of the kind of support he receives from the organization and the spiritual synergy that exists between the employee and the employer. An employee who is affectively committed (wants to stay) will typically show signs of emotional commitment to the company.

This study is anchored on Spiritual Leadership Theory. The theory of spiritual leadership is developed by Fry (2005) and Fry (2008) and discusses the implementation process using an intrinsic motivation model that incorporates vision, hope, faith and altruistic love. The need for spiritual leadership is to promote higher levels of employee organizational involvement and efficiency and enable the team to develop strategically. The theory of spiritual leadership is the predictor of ethical, spiritual wellbeing and corporate social responsibility. Also, this study is based on Social Exchange Theory. The theory of social exchange is a psychological theory which attempts to explain the "social factors which affect the interaction of the person in a reciprocal relationship. When employees are treated favorably by the organization, then employees in response will feel obliged to respond in kind, through positive attitudes or behaviors, towards the source of treatment which may be in the form of increased commitment and citizenship behaviors (Blau, 1964). The social exchange theory connects attitudes and dedication to spirituality through organizational behavior.

3. Material and Methods

The study employed a quantitative non-experimental research design using the descriptive-correlation technique. It was used since the researcher was interested to determine the degree of connection between variables. Additionally, it tries to define and understand the state of the current study (Creswell, 2014). The correlational technique is a non-experimental approach in which it analyses the relationship between two or more variables without reserve. It also looks into the degree of association by relating it with other variables. Apparently, correlational studies have an independent and dependent variable with the effects of the independent variable observed on the dependent value (Patidar, 2013). This design was used to align the variables based on the discussion of the aforementioned related literature.

This technique is appropriate since the study aimed to determine whether there was a significant relationship between affective commitment, faculty spirituality and school climate in which the findings of the study may become good inputs in the formulation of relevant programs and activities for the betterment of both the teachers and the students, as well. Moreover, a mediation model was used in this study. The mediation model is one that seeks to identify and explicate the mechanism or process that underlies an observed relationship between an independent variable (faculty spirituality) and a dependent variable (school climate) via the inclusion of a third explanatory variable, known as a mediator variable (affective commitment). Thus, the mediator

variable serves to clarify the nature of the relationship between the independent and dependent variables. In other words, mediating relationships occur when a third variable plays an important role in governing the relationship between the other two variables (MacKinnon, 2008).

The respondents of the study included 300 public elementary school teachers in 3 School A, School B, and School C, all under the Division of Davao del Sur. A stratified random sampling method was used in determining the respondents of the study. Stratified random sampling is a method for sampling from a population whereby the population is divided into subgroups and units are randomly selected from the subgroups. Stratification of target populations is extremely common in survey sampling. Following stratification, a sample is selected from each stratum, often through simple random sampling (Frey, 2018). The respondents were chosen accordingly to answer the questionnaire with confidentiality. Moreover, the researcher considered the inclusion and exclusion criteria in the selection of the respondents of the study. The teacher respondents were the regular teachers of Schools A, B and C whose plantilla numbers are in the Department of Education. Also, teachers who hold Local School Board contracts may or may not participate in the study.

The respondents were free to decline to participate in the survey without any form of consequence or penalty or loss of benefits. They were not forced to answer the research questionnaire and encourage to return the same to the researcher for its automatic disposal. Moreover, they can withdraw anytime their participation in the research process if they felt uncomfortable about the study since they were given the free-will to participate without any form of consequence or penalty.

In the collection of data, the researcher asked permission from the Schools Division Superintendent, then to the District Supervisors and School Heads concerned, to allow the researcher to conduct the study on the 300 public elementary school teachers. Once approved, the survey questionnaire was administered to the respondents of the 3 national high schools under the Division of Davao del Sur. As soon as the request was approved and strictly observing the safety protocols in this pandemic time as per mandate by the Inter-Agency Task Force for the Emerging Infectious Disease (Covid-19) such as physical/social distancing and wearing facemasks, the researcher immediately visited the concerned school heads of the 3 schools, as part of the courtesy call and discussed the plan on the conduct of online survey thru google forms to all concerned respondents. During the courtesy call, a list and contact numbers/email addresses of all respondents/students were requested from the offices of the concerned school heads/principals. The list served as the basis for the researcher for the data gathering. Also, before the actual data collection, the researcher secured a Certificate of Compliance from UMERG to ensure compliance with some ethical considerations in research.

All retrieved questionnaires were encoded in the excel template after verification and checking as to the completeness of the answers. After all the tallying and validating of results, the data will be analyzed and interpreted in line with the objectives of the

study. Based on the findings of the study, conclusions and recommendations were formulated.

The following statistical tools were used in the computation of data and testing of the hypotheses at a 0.05 level of significance:

- Mean. This was used to determine the level of faculty spirituality, school climate and affective commitment.
- Pearson Product Moment Correlation (Pearson r). This statistical tool was used to determine the significance of the relationship between and among faculty spirituality, school climate and affective commitment.
- Path Analysis. This was used to determine the significance of the mediation of affective commitment on the relationship between faculty spirituality and school climate.

4. Results and Discussion

Table 1: Level of Faculty Spirituality

Indicator	SD	Mean	Descriptive Level
Cura Personalis	0.390	4.34	Very High
Transcendence	0.528	4.39	Very High
Temperance	0.423	4.27	Very High
Humility	0.510	4.23	Very High
Overall	0.412	4.31	Very High

The level of faculty spirituality is very high, resulting from the very high levels of responses. The indicators transcendence, cura personalis, temperance, and humility have very high ratings. These indicators are arranged from the highest to the lowest level.

The very high-level rating of transcendence is suggestive of the very evident characteristic of teachers who join the students in their suffering and demonstrates that they have suffered as well. This is in line with various authors (Chapman et al., 2021; Hayes, 2017) stating that the learner's experience of spiritual transcendence has a huge impact on how resilient they become while learning. The chance for instructors, staff, and students to interact in a variety of ways fosters relationships between children and adults that are based on each being regarded as a whole person. Through this, transcendence becomes a part of the foundation for classroom design. Also, the very high-level rating of cura personalis is indicative of the very high extent of care for the whole person. This claim concurs with various authors (Kurnaiwan et al., 2021; Peters, 2022) who mentioned that the institution is dedicated not only to one's academic success but also to one's physical and emotional well-being, spiritual development, and growth as a global citizen. Teachers can benefit from the learning experiences of the students they oversee as well as those of their peers through cura personalis.

In addition, the very high level of temperance is suggestive of the very high extent of feelings of serenity and tranquility in the classroom. This claim is in line with various authors (Mayerson, 2020; Fehr & Gelfand, 2012; Shahab & Adil, 2020) wherein

temperance guards against excess or deficiency since it displays an innate ability to restrain or manage one's ideas, feelings, routines, and wants. It also includes actions such as prudence, conscientiousness, caution, and self-restraint. Lastly, the very high level of humility suggests the very high evaluation of self-characteristics, accepting the limits of abilities and forgetting own self. This is in line with various authors (Watkins et al., 2016; Worthington & Allison, 2018) who stated that high levels of relational functioning, psychological welfare, and mental health are more common in humble people. It also has a direct impact on both mental health and well-being, and it frequently has a multiplicative effect through interpersonal interactions.

Table 2: Level of School Climate

Indicator	SD	Mean	Descriptive Level
Institutional Vulnerability	0.619	4.14	High
Collegial Leadership	0.461	4.21	Very High
Professional Teacher Behavior	0.443	4.29	Very High
Achievement Press	0.453	4.23	Very High
Overall	0.413	4.22	Very High

The other variable used in this study is school climate. The very high level resulted from the high and very high ratings of the respondents. The indicators of professional teacher behavior, achievement press, collegial leadership, and institutional vulnerability were arranged from highest to lowest.

The very high level of professional teacher behavior is indicative of the very high respect for colleague competence, commitment to students, autonomous judgment, and mutual cooperation and support of colleagues. This claim is in line with various authors (Fullan & Hargreaves, 2016; Tschannen-Moran & Gareis, 2017) stating that the need for trust among coworkers is growing as schools align themselves with reform initiatives on professionalism and accountability. The importance of trust in schools is being recognized more due to its benefits for enhancing both professional collaboration and student learning. Moreover, the very high level of achievement press is suggestive of the high but achievable academic standards and goals of the school. This concurs with various authors (Rowe et al., 2017; Yusuff, 2018) who mentioned that students who are given the opportunity to set personal goals exhibit higher academic achievement and classroom engagement. The ability of the students to focus on academic goals and perform well in class is greatly enhanced by personalized goal setting and study preparation.

Furthermore, the very high level of collegial leadership suggests the very high extent of principal behavior directed toward meeting both the social needs of the faculty and achieving the goals of the school. This claim is in line with various authors (Freire & Fernandes, 2016; Zulkifly et al., 2020) stating that collegiality requires team members to have equal access to power. It entails decision-making by consensus as the opinions of all group members must be taken into account when making a decision in a certain situation since they have equal weight. Lastly, the indicator of institutional vulnerability revealed

a high-level indicator of the high extent to which the school is susceptible to a few vocal parents and citizen groups. This claim concurs with various authors (Dweck, 2016; Lowrie, 2019) who stated that teaching failures as a barrier to achievement are a crucial component of effective education. By being open to being vulnerable and flawed, teachers give students the confidence to be flawed as well and take the chances necessary to develop in the classroom.

Table 3: Level of Affective Commitment

Indicator	SD	Mean	Descriptive Level
Feel a string sense of belonging to my school organization	0.678	4.34	Very High
Feel personally attached to my school work organization	0.628	4.29	Very High
Am proud to tell others I work at my school organization	0.610	4.32	Very High
Working at my school organization has a great deal of personal meaning to me	0.665	4.27	Very High
Would be happy to work at my school organization until I retire	0.647	4.34	Very High
Feel that problems faced by my school organization are also my problems	0.624	4.36	Very High
Overall	0.467	4.32	Very High

The third variable considered in this study is an affective commitment which was described as very high. The very high level of affective commitment reveals the very high degree to which workers recognizes an organization and its objectives to sustain organizational attachment. This claim is in line with various authors (Bernaldez, 2016) who stated that it is necessary for every individual in the school organization to build up efforts in supporting the augmentation of teachers' commitment towards the school organization. This will allow the school organization to come across impending organizational challenges and concurrently maintain the organizational commitment of teachers. Further, this is also aligned with various authors (Handford & Leithwood, 2013) wherein to achieve success in organizational commitment, every organization needs effective leadership. Teachers trust school leaders if they possess effective leadership, consistency, reliability, openness, respect and integrity which constitutes ethical leadership. These practices encourage teachers to be more committed to their careers.

Table 4.1: Significance on the Relationship between Faculty Spirituality and School Climate

	IV	CL	PTB	AP	Overall
CP	0.327	0.644	0.733	0.668	0.682
	<.001	<.001	<.001	<.001	<.001
Trans	0.621	0.678	0.613	0.716	0.783
	<.001	<.001	<.001	<.001	<.001
Temp	0.413	0.699	0.773	0.714	0.753
	<.001	<.001	<.001	<.001	<.001
Hum	0.666	0.745	0.667	0.780	0.851
	<.001	<.001	<.001	<.001	<.001
Overall	0.589	0.780	0.775	0.813	0.869

	<.001	<.001	<.001	<.001	<.001
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The correlation between measures of faculty spirituality and school climate revealed a significant relationship. This implies that faculty spirituality is significantly correlated with school climate. The findings of this study are in line with various authors (Horan, 2017; Hoekstra, 2012; Petrie et al., 2019) stating that there is a connection between school climate and religious participation wherein good one-on-one relationships are seen as crucial to spiritual development. It is suggested that students will only embrace the teacher's efforts to link faith and learning when there is a solid student-teacher relationship. As a result, the growth of a student's faith should not be separated from other areas of their education.

**Table 4.2: Significance on the Relationship
 between Faculty Spirituality and Affective Commitment**

	Affective Commitment
Cura Personalis	0.772
	<.001
Transcendence	0.662
	<.001
Temperance	0.727
	<.001
Humility	0.603
	<.001
Overall	0.769
	<.001

The correlation between measures revealed that there is a significant relationship between faculty spirituality and affective commitment. This implies that faculty spirituality is positively correlated with affective commitment. The result of the study confirms with various authors (Wainaina et al., 2014) wherein an employee's desire to remain in an organization is motivated by dedication and loyalty, which have been linked to be a by-product of the kind of support he receives from the organization and the spiritual synergy that exists between the employee and the employer. One method of stress relief for people who have endured stress due to poor emotional resilience is engaging in spiritual activities. It was suggested that spirituality and emotional toughness are correlated.

Table 4.3: Significance on the Relationship between Affective Commitment and School Climate

	IV	CL	PTB	AP	Overall
Affective Commitment	0.315	0.660	0.747	0.614	0.671
	<.001	<.001	<.001	<.001	<.001

The correlation between the measures of affective commitment and school climate revealed a significant relationship. This implies that affective commitment is positively

associated with school climate. This claim is in line with various authors (El-Kassar et al., 2011; Kumari & Afroz, 2013) who mentioned that affective commitment is highly correlated with five components of organizational climates such as structure, responsibility, warmth and support, conflict and expect approval. In an organization, affective commitment influences personal characteristics, structural characteristics, and work experiences.

Table 5: Regression results of the variables in the criteria of the presence of mediating effect

95% Confidence Interval								
Effect	Label	Estimate	SE	Lower	Upper	Z	p	% Mediation
Indirect	a × b	0.00596	0.0342	-0.0611	0.0730	0.174	0.862	0.684
Direct	c	0.86487	0.0445	0.7776	0.9521	19.428	<.001	99.316
Total	c + a × b	0.87083	0.0285	0.8150	0.9266	30.579	<.001	100.000

The aim of this study is to contribute to the literature regarding the possible indirect, mediating variable for the relationship between faculty spirituality and school climate. Specifically, an affective commitment was investigated as a possible mediating variable that could explain the effect of faculty spirituality on school climate. Full mediation is found in the study, and important and significant direct effects were presented that may help in the enhancement of the existing research on faculty spirituality and school climate. Significantly, the present study on the relationship between faculty spirituality and school climate has found relevance to the study of Fry (2005) wherein the need for spiritual leadership is to promote higher levels of employee organizational involvement and efficiency and enable the team to develop strategically. Specifically, the current study has found that affective commitment is a positive and significant full mediator of faculty spirituality and school climate.

The mediation analysis involved the path between faculty spirituality and school climate, and the path between affective commitment and school climate. The findings confirmed the significant relationship between faculty spirituality and school climate leading to support for one of the authors of this study Holden (2017) who declared that the factors which influence school climate such as spiritual dimensions promote a positive school climate. Spirituality dimensions which include inner life, vision, teachers' sense of calling, sense of membership, altruistic love, hope, and faith have direct contributions to a positive school climate. Thus, faculty spirituality conveys a good school climate and affective commitment.

5. Recommendations

The researcher came up with recommendations based on the results of the study. On the very high level of faculty spirituality, the researcher recommends that the school may maintain all the activities in school and specifically in the classes which are continually practiced by the teachers together with the students. These activities may include the conduct of regular dialogue with students to ensure that students with some concerns

and problems will be attended to immediately. Focus-group discussions may also be a better avenue for teachers to talk causally to students on matters affecting classroom management and teaching strategies. Also, it is a good practice to start the daily classes and open them with some devotional reflection for guidance and enlightenment and to ensure positivity for the duration of the class. Teachers may have some spiritual activities annually like the conduct of retreat or recollection which are ecumenical in nature for some reflection and refreshing minds as they continue to deliver their teaching tasks to the students. Since teachers are considered second parents in school, the teachers may continue to be approachable and open to the ideas of students in class and most especially guide the students on the proper way of living, reacting to different kinds of situations and addressing problems with positivity.

As to the assessment and maintenance of the smooth relationship of teachers and their supervisors or teachers and their co-teachers, it is recommended that there may always be open communication between and among themselves by the conduct of monthly faculty and management meetings to thresh check their present working conditions, a conduct of a small celebration to greet a birthday celebrant or somebody whose accomplishment is commendable or an annual get together as a year-end thanksgiving for a job well done. A happy environment will lead to a healthy working relationship in the workplace,

On the results of the very high level of school climate, the researcher recommends that the spirit of camaraderie and oneness should be the guiding force for teachers and school management in their daily encounters with the students. The school's vision, mission and goals may be always emphasized (or even memorized by students and teachers as well) so that every action in class or in school will always be guided by these principles. An orientation or reorientation may be conducted either in a classroom setting or school-wide as guidance to everyone. Proper installation of signage and bulletin boards in conspicuous places inside the school may be conducted to allow everybody to follow school rules and regulations. This will avoid the commission of some mistakes or transgressions for none compliance or observance. If the budget may warrant, the school may ensure that the school building is completely conducive to learning and that everybody feels safe and secure while they are in school. There will be enough comfortable rooms for all classes, a designated room for the laboratory, clean comfortable rooms and a room designated for prayer or meditation. This will increase everybody's feeling that the school is their second home.

In addition to the very high level of school climate, the researcher believes that part of the school climate is the working environment of the teachers while they are in school. It is recommended that to maintain a positive working environment, teachers may be given the opportunity to exercise their academic freedom in their field of expertise, that are allowed to express or show more of their abilities and capabilities in their teaching career and may be given enough support by the school so that they can perform well while teaching the students. In this connection, school management may conduct an

evaluation (using evaluation tools) to check on the progress or status of the teacher's performance.

The very high result of affective commitment is shown in the best practices that the school has shown to all the stakeholders: the teachers, students and parents. Activities like regular meetings or dialogue with teachers, students and parents allow meaningful relationships among the stakeholders. The teachers may continue to communicate with the parents on the status of their children in the class. This may include also giving information to parents on the achievements achieved by their children. In this case, the teachers may consider giving awards or recognition to all deserving students for a job well done in the class in the school as a whole. There is this feeling of ownership of the school where they are enrolled/studying as the teachers and the students show respect, trust and dedication in everything that they do in school. This feeling will transcend over to the family and to the community, thus creating a good image of the school.

The result of full mediation on the effect of affective commitment on the relationship between faculty spirituality and school climate is a manifestation of how the teachers are embracing the teaching job for the students and the school. The researcher recommends for continuous adoption of activities like open communication/dialogue, the introduction of some innovations in teaching strategies, reaching out to parents to participate in school activities like community outreach and providing the students with some opportunities to join competitions, of all sorts, outside the school. The realization of the school's vision, mission and goals will all depend on how school management is sensitive to the needs of the teachers and students, after all, they are the people behind the success of the school.

6. Conclusion

With consideration of the findings of the study, conclusions are drawn in this section. There is a very high level of faculty spirituality, school climate, and affective commitment. There is a significant relationship between faculty spirituality and school climate. There is also a significant relationship between faculty spirituality and affective commitment, and a significant relationship between affective commitment and school climate. There is a full mediation on the effect of affective commitment on the relationship between faculty spirituality and school climate. The findings of the study clearly confirm the notion about the mediating effect of affective commitment on the relationship between faculty spirituality and school climate. The findings are supported by the anchor theory, the Spiritual Leadership Theory by Fry (2003) which explains that if the company emphasizes spirituality in the workplace through the value centered on people, then employee engagement increases within an organization. The findings were interpreted as a general acceptance of the hypothesis.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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