THE MEDIATING EFFECT OF FACULTY SPIRITUALITY ON THE RELATIONSHIP BETWEEN SCHOOL ORGANIZATIONAL CLIMATE AND WORK ATTITUDE OF PUBLIC ELEMENTARY SCHOOL TEACHERS

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Publisher's note:

The name of the second author, Lorna T. General (EdD) was removed as a consequence of the author's attitude. She submitted more articles (three) and after receiving their acceptance and review reports, she published the articles elsewhere. A point of view from University of Mindanao will be published here.

Abstract:

This study aimed to examine the mediating role of faculty spirituality in the relationship between school organizational climate and the work attitude of public elementary school teachers. Using a quantitative, non-experimental design with a correlational approach, data were collected from 300 teachers in public elementary schools across Baganga North and South, Davao Oriental. The study employed a stratified random sampling method and gathered responses through face-to-face surveys. Statistical analyses included mean, Pearson's r, and Medgraph with the Sobel z-test. Findings indicated that school organizational climate, work attitude, and faculty spirituality among teachers were at a very high level. Additionally, significant relationships were observed between school

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organizational climate and work attitude, school organizational climate and faculty spirituality, and faculty spirituality and work attitude. Furthermore, results showed that faculty spirituality partially mediates the relationship between school organizational climate and work attitude among public elementary school teachers.

Keywords: education, faculty spirituality, school organizational climate, work attitude, teachers, mediating effect, Philippines

1. Introduction

Teachers dissatisfied with their jobs have negative work attitudes toward their jobs. Teachers' work attitude in school is not always stable; thus, a teacher with the right work attitude today may exhibit a negative work attitude going forward (Ebube *et al.*, 2022; Nwogbo & Ugwuoke, 2021). Also, teachers with a negative work attitude will hinder the development of the organization. A negative work attitude can also lead to serious negative consequences, such as job insecurity, negative organizational health, and a negative behavioral relationship in the organization, among others (Arifin, 2019; Codilla & Quinal, 2019). Further, a teacher who has a negative work attitude cannot stimulate teaching and learning and cannot reciprocate knowledge and information, thus impacting teaching performance negatively (Asthana, 2020).

A teacher' work attitude forms a mental set that affects how they view something else, wherein it has an impact on how they judge their surroundings at work. The work attitudes of teachers are important to achieve the institutional objectives through their performance (Cabrera & Estacio, 2022). Work attitude affects the job involvement of teachers and productivity, and thus, there is a significant relationship between work and work performance and productivity of teachers. Individual work performance has something to do with the teacher's work attitude (Damianus, Ubasa, Magallanes, Encarnacion & Ranay, 2021). Also, the attitudes and experiences of teachers affect the performance of the students as well as their own teaching performance. Teachers' work attitudes shape their individual styles and lead to successful careers (Hermogeno & Dulos, 2022).

Additionally, a prior study explored the impact of faculty spirituality on school organizational climate. The findings indicated a significant relationship between faculty spirituality and organizational climate. Likewise, faculty spirituality plays a crucial role in various aspects of the school's organizational climate, encompassing the overall environment. This integration fosters rewarding work experiences and strengthens trust between teachers and school leaders. Moreover, faculty spirituality enhances teachers' awareness of their interconnectedness with others (Do, 2018; Riley, 2021).

Employees are expected to demonstrate a high level of commitment to their organizations and show a positive work attitude. This emphasizes that not only intelligence but also faculty spirituality may be fruitfully accommodated in the workplace (Kwahar, 2021). Also, there is a relationship between faculty spirituality and

work attitude. Faculty spirituality has a direct effect on three work attitudes, namely: organizational commitment, job involvement, and job satisfaction. Thus, faculty spirituality is linked with the work attitude of teachers (Rathee & Rajain, 2020).

A positive school organizational climate fosters higher levels of work attitudes among teachers. It strongly influences their sense of belonging, interpersonal relationships, and overall work performance. Conversely, a negative school organizational climate is associated with unfavorable work attitudes, while a positive climate is linked to more constructive and motivated work attitudes. Ultimately, a positive school organizational climate has a significant correlation with teachers' work attitudes (Berberoglu, 2018; Shaheen *et al.*, 2022).

Moreover, no prior studies have examined the mediating effect of faculty spirituality on the relationship between school organizational climate and work attitude among public elementary school teachers in Region XI, specifically in Davao Oriental. Existing research primarily focuses on topics such as "Workplace Spirituality and Employee Attitudes: Moderating Role of Organizational Politics" by Shrestha (2017) and "Workplace Spirituality: A Comparative Study of Various Models" by Rathee and Rajain (2020). This study, therefore, contributes to the body of literature by generating new knowledge that holds significant value in the field of educational management. Additionally, its findings can serve as a basis for enhancing or refining teachers' practices related to faculty spirituality, school organizational climate, and work attitude. Hence, the necessity of conducting this research.

The urgency to conduct this study arises from the researcher's firsthand experience as an educator in Baganga South, Davao Oriental, and their interest in assessing the levels of faculty spirituality, school organizational climate, and work attitude. Specifically, the study seeks to understand how teachers have managed to cope with and adapt to the challenges posed by a series of typhoons, floods, and other recent natural calamities that have significantly impacted many areas in Davao Oriental. These events have disrupted teaching and learning activities for both teachers and students, leading to notable changes in the school's organizational climate and teachers' work attitudes.

2. Literature Review

There are reviews of related literature, which are discussed in support of the study. On school organizational climate as the independent variable, institutional vulnerability refers to the underlying causes of vulnerability, encompassing various dimensions that highlight how inefficiencies in management and leadership can increase exposure to risks. Social and institutional vulnerabilities illustrate that risk is not merely a random occurrence but rather a consequence of human activities and systemic weaknesses. To address these vulnerabilities, effective governance, well-structured institutional arrangements, and robust communication systems are essential in ensuring that the needs of all groups within vulnerable school communities are met (Alves *et al.*, 2022; López-Martínez *et al.*, 2019).

Additionally, professional teacher behavior extends beyond the classroom and is shaped by both personal and professional development. Effective professional behavior involves a teacher's ability to enhance student engagement by implementing strategies that increase the likelihood of active participation during instruction. The extent to which students engage with the content serves as a strong predictor of academic achievement. Moreover, teachers fulfill multiple roles, including subject matter expert, pedagogical expert, and didactical expert, all of which contribute to their overall professional behavior in the classroom. As subject experts, teachers possess deep knowledge in their respective fields, ensuring they effectively deliver quality education and foster student learning (Cooper, 2019; Okken *et al.*, 2019).

On work attitude as the dependent variable, teacher sense of community is essential as it reflects a feeling of belonging, where members recognize their importance to one another and trust that their needs will be met through mutual commitment. A strong sense of community enhances learning experiences by fostering meaningful interactions, collaboration, and knowledge sharing. It also helps create a trusting and supportive environment, improving teacher and student engagement as well as overall well-being. Additionally, a high sense of community is associated with lower teacher burnout, benefiting not only teachers but also students, parents, and the school as a whole. Ultimately, a strong sense of community contributes to better teacher performance and a more effective educational environment (Murphy, 2020; Pei *et al.*, 2023).

In addition, teachers' sense of professional interest includes values and attitudes that are related to achievements, attitude and professional interest towards courses, and motivation. Developing teachers' sense of professional interest and enhancing their values can reduce the concerns that teachers experience. Relatedly, the feeling of contentment increases teacher confidence in teaching and improves their sense of professional interest. Teachers feel that they are making progress and know more about their future careers. Such a feeling helps teachers stay confident and interested in teaching (Aktan *et al.*, 2020; Chen *et al.*, 2022).

On faculty spirituality as the mediating variable, within the school setting, teachers derive life meaning through emotional stability, motivation, job satisfaction, and workplace coordination. The integration of faculty spirituality at both the individual and organizational levels fosters high performance, well-being, job satisfaction, engagement, and commitment among educators. Spirituality in the workplace creates a supportive environment that helps teachers manage job stress and burnout effectively. Furthermore, faculty spirituality promotes happiness, honesty, and optimism, leading to a more balanced work-life experience. In the Indian education system, the application of spirituality has been shown to enhance workplaces by attracting, retaining, and developing top talent, providing educators with meaningful work, fulfilling lives, and a healthy working environment (Kumar, 2018; Nair & Sivakumar, 2020).

Furthermore, faculty spirituality has a positive impact on job attitudes, shaping how teachers engage with their work and workplace. It is commonly defined by three key dimensions: meaningful work, a sense of community, and inner life. While some

sources expand this concept to include five dimensions—opportunities for inner life, enjoyment at work, sense of contribution to society, alignment with organizational values, and the team's sense of community—the widely accepted framework primarily recognizes the three core dimensions. These dimensions function both individually and collectively to influence various aspects of job attitudes, contributing to greater job satisfaction, engagement, and overall workplace well-being (Pourjam, 2020; Rathee & Rajain, 2020).

This study is anchored in Ajzen's (1991) Theory of Planned Behavior, which posits that general attitudes shape specific attitudes, ultimately leading to intentions that drive behavior. According to this theory, commitment translates attitudes toward the organization, supervisors, and colleagues into specific commitments to goals, thereby fostering motivation to engage in purposeful actions. In the context of this study, teachers' affective responses toward their job and organization influence their behaviors in ways that support the institution. Their emotions serve as cues about the environment's state, guiding them toward appropriate responses and actions.

This study is also supported by the Organizational Climate Theory by Hoy and Miskel (2008), which emphasizes that a school's organizational climate is shaped by its policies, practices, and norms, influencing how members perceive and assess both formal and informal structures. The school's organizational climate significantly impacts the actions, thoughts, and emotions of its members, particularly teachers. Additionally, specific aspects of the school's organizational climate are linked to critical student outcomes, including academic achievement and attendance.

This study is further supported by Maslow's Hierarchy of Needs Theory (1969), which identifies self-actualization as the highest human need. The theory underscores the significance of workplace spirituality and the sense of community within an organization, particularly for teachers who thrive when connected with others who share similar goals. Meaningful work enables employees to acquire new skills, embrace challenges, and take responsibility for their decisions and actions. Engaging in meaningful work fosters motivation, leading employees to work harder, perform better, and earn the respect and approval of both their peers and supervisors.

3. Material and Methods

The respondents of this study consisted of 300 public elementary school teachers from the Baganga North and South Districts, Davao Oriental, selected from a total population of 485 teachers (278 from Baganga North and 207 from Baganga South). To ensure adequate representation, a 30% sample ratio was applied, as recommended for populations fewer than 1,000 (St. Olaf College, 2024). The study employed stratified random sampling, ensuring that all public elementary school teachers within the two districts had an equal opportunity to be included in the final sample. The stratification was based on shared attributes such as educational attainment and years of teaching

experience, allowing for a more representative and balanced selection of participants (Hayes, 2024).

The study carefully considered inclusion, exclusion, and withdrawal criteria in the selection of respondents to ensure the validity and relevance of the findings. The respondents included in this study were public elementary school teachers from Baganga North and South Districts, Davao Oriental, who met the following conditions: They hold plantilla positions under the Department of Education (DepEd). They have been actively teaching for at least two years during the Academic Years 2022-2023 and 2023-2024. They are in a position to provide valuable insights for testing the study's hypothesis. The following individuals were excluded from the study: Teachers not working in public elementary schools within Baganga North and South Districts, as they operate in different work environments and under different supervision. Teachers assigned to junior and senior high schools, as well as those in private schools, even if they were located in the study's identified schools. Teachers in managerial or supervisory positions, as their roles and responsibilities differ from those of classroom teachers. By applying these criteria, the study ensured that the selected respondents were most relevant to the research objectives and capable of providing accurate and meaningful data.

Respondents were selected under strict confidentiality guidelines and had the freedom to decline participation in the survey at any time. The following conditions allowed for withdrawal from the study: respondents could withdraw their participation at any point if they felt uncomfortable with the study, without facing any consequences or penalties. Respondents with health concerns or special needs that could interfere with their participation were allowed to withdraw. Participants were not forced to complete the questionnaire and were encouraged to return unanswered surveys for automatic disposal to uphold ethical research practices. By implementing these withdrawal criteria, the study ensured ethical compliance, voluntary participation, and respect for respondent autonomy.

This study was conducted in public elementary schools within the Baganga North and South Districts, Davao Oriental, which is part of Region XI, Philippines. Region XI is situated in the southeastern portion of Mindanao and consists of five provinces: Compostela Valley, Davao del Norte, Davao del Sur, Davao Oriental, and Davao Occidental. The region surrounds the Davao Gulf, with Davao City serving as its regional center. The researcher selected this study locale for the following reasons: It provides a sufficient number of respondents, ensuring reliable and concrete findings. There is no prior study in this local setting that specifically examines faculty spirituality, school organizational climate, and work attitude among public elementary school teachers. By conducting the study in this area, the researcher aimed to contribute new insights into these variables within the local educational context.

This study utilized three sets of questionnaires corresponding to the independent (school organizational climate), dependent (work attitude), and mediating (faculty spirituality) variables, which were adapted from established sources. These standardized questionnaires were content-valid, as they had already been tested and proven by their

original authors. The instruments underwent modification to better classify the questions according to the study's focus. To ensure validity, the survey instrument was content-validated by four internal and one external expert, with the validation results yielding an average mean of 4.31, interpreted as "very good". Additionally, pilot testing was conducted to establish the reliability of the scales using Cronbach's alpha coefficient, with the following results: faculty spirituality with 0.971, school organizational climate with 0.949, and work attitude with 0.950. These results confirm the internal consistency and reliability of the questionnaire items. The study was conducted over the period of March to October 2024.

The questionnaire used to measure school organizational climate was adapted from Hoy *et al.* (2003) in their study, "Development of the Organizational Climate Index for High Schools: Its Measure and Relationship to Faculty Trust." This instrument includes the following indicators: institutional vulnerability, collegial leadership, professional teaching behavior, and achievement press. For work attitude, the questionnaire was adapted from Jimenez (2020) in the article "Emotional Quotient, Work Attitude, and Teaching Performance of Secondary School Teachers." Meanwhile, the faculty spirituality questionnaire was adapted from Cecero & Prout (2014) in their study "The Faculty Spirituality Questionnaire and Its Relationship to Teaching Style." By utilizing these established instruments, the study ensured that the measurement tools were reliable and valid in assessing the targeted variables.

To evaluate faculty spirituality, school organizational climate, and work attitude among public elementary school teachers, a 5-point Likert scale was utilized. The scale included the following range of means and corresponding descriptions: 4.20 – 5.00 → Very High (Measures are always manifested), 3.40 – 4.19 → High (Measures are often manifested), 2.60 – 3.39 → Moderate (Measures are sometimes manifested), 1.80 – 2.59 → Low (Measures are seldom manifested), and 1.00 – 1.79 → Very Low (Measures are not manifested at all). This scoring system provided a structured way to interpret responses, ensuring a clear and quantifiable assessment of the study's key variables.

This study employed a quantitative, non-experimental research design utilizing the correlational technique. According to Creswell (2014) and De Vaus (2001), this research design allows for the analysis of summary data, including measures of central tendency such as mean and standard deviation, as well as correlations between variables. It also enables the examination of relationships between multiple variables using statistical tests like Pearson's r and regression analysis. In general, correlational studies involve independent and dependent variables, but the effect of the independent variable is observed on the dependent variable without manipulating the independent variable (Patidar, 2013). This research method was deemed appropriate as it aimed to determine the significant relationships between: school organizational climate (independent variable), work attitude (dependent variable), and faculty spirituality (mediating variable). By utilizing this approach, the study effectively analyzed the mediating role of faculty spirituality in the relationship between school organizational climate and work attitude among public elementary school teachers.

The mediation process was employed to assess whether the relationship between school organizational climate (independent variable) and work attitude (dependent variable) was significantly reduced upon the inclusion of faculty spirituality as the mediating variable. In mediation analysis, a third variable is introduced to determine whether it influences and governs the relationship between the independent and dependent variables (MacKinnon, 2008).

This research study followed a systematic procedure to ensure proper authorization, ethical compliance, and accuracy in data collection and analysis. A letter request for permission to conduct the study was submitted to the Dean of Professional Schools for approval. Once approved, the letter was forwarded to the Schools Division Superintendent of the Department of Education, Division of Davao Oriental, for further authorization. School Heads were also furnished with a copy of the approval letter before the actual data gathering. Before data collection, the researcher secured a Certificate of Compliance from UMERC (UMERC Protocol Number 2024-282) to ensure adherence to ethical research standards. The survey was conducted face-to-face, ensuring that teachers' classes were not disrupted or canceled during the process. The researcher ensured that all retrieved questionnaires were verified for completeness before encoding them into an Excel template for data management. After tallying and validating the responses, the data was analyzed and interpreted by a designated statistician, ensuring alignment with the study's objectives. Based on the findings, conclusions and recommendations were formulated to provide meaningful insights into the research problem. This structured approach ensured the study's validity, reliability, and ethical integrity while maintaining a seamless data collection and analysis process.

To ensure accurate data analysis, the study employed the following statistical tools based on the research objectives and hypotheses: The mean was used to determine the levels of the three key variables: faculty spirituality, school organizational climate, and work attitude. This addressed research objectives 1, 2, and 3 by summarizing the extent to which these variables were manifested among public elementary school teachers. Pearson's r was used to test the significance of relationships between the study variables at a 0.05 level of significance. This statistical test assessed the strength and direction of the relationships between: school organizational climate and work attitude, school organizational climate and faculty spirituality, and faculty spirituality and work attitude. This answered research objective 4 by determining whether these relationships were statistically significant. Medgraph with the Sobel z-test was used to evaluate whether faculty spirituality significantly mediated the relationship between school organizational climate and work attitude. This addressed research objective 5, providing insights into the extent to which faculty spirituality influenced the connection between the independent and dependent variables. By utilizing these statistical tools, the study ensured a comprehensive analysis of the data, effectively testing relationships and mediation effects while aligning with the study's research framework.

The researcher ensured that ethical standards were strictly observed to protect the rights and well-being of the respondents. The following ethical measures were

implemented: Respondents participated willingly, with no coercion or pressure. Their identities remained anonymous, ensuring that their responses could not be traced back to them. All collected data were kept confidential and used exclusively for research purposes. The study complied with the Data Privacy Act of 2012, which protects respondents from unauthorized processing of their personal or identifiable information. Prior to participation, informed consent was obtained from all respondents, ensuring they fully understood the nature, purpose, and scope of the study. Participants were carefully selected based on specific inclusion criteria, ensuring that only those relevant to the study were included. The study did not expose respondents to high-risk situations or discomfort. As a gesture of appreciation, respondents received simple tokens from the researcher. This ensured that teachers, as the primary beneficiaries of the study, felt valued for their participation.

To uphold the highest standards of research integrity and ethical compliance, the study followed established protocols to ensure originality, transparency, and accuracy in its execution. The following measures were implemented: The study underwent plagiarism detection using Grammarly, Turnitin, and/or Plagiarism Detector to ensure the authenticity and originality of the research. This process ensured that the study adhered to the standard research procedures established by the Professional Schools of the University of Mindanao. There was no intentional misrepresentation of data or findings to align with any pre-existing models or theoretical assumptions. The study was conducted with honesty and academic rigor, ensuring that all conclusions were derived solely from the data collected. The researcher had no personal or professional relationship with the respondents, ensuring that the study was free from bias or conflicts of interest. The researcher secured proper permissions from the targeted agencies where respondents were teaching or working. No individual was authorized to publish or present the research without the researcher's consent. For purposes of publication, the adviser was designated as the co-author of the study.

4. Results and Discussion

Table 1: Level of School Organizational Climate

Items	SD	Mean	D.E.
Institutional Vulnerability	0.54	4.53	Very High
Collegial Leadership	0.40	4.66	Very High
Professional Teacher Behavior	0.32	4.74	Very High
Achievement Press	0.40	4.63	Very High
Overall	**0.32**	**4.64**	**Very High**

The very high level of professional teacher behavior suggests that the school recognizes and values teachers who go the extra mile to support their students. Additionally, the findings indicate that the school appreciates teachers' enthusiasm and dedication in accomplishing their responsibilities. This result aligns with the claims of Cooper (2019) and Okken *et al.* (2019), who emphasize that effective professional teacher behavior

includes a teacher's ability to promote student engagement by implementing strategies that increase active participation during instruction. Furthermore, teachers fulfill multiple roles, including: subject matter expert, pedagogical expert, and didactical expert. Together, these roles contribute to high levels of professional teacher behavior, reinforcing their impact on student success and school climate.

The very high level of institutional vulnerability suggests that teachers recognize the influence of vocal parents in shaping school policies and understand that principals may respond to parental pressure. This awareness highlights the dynamic and sometimes fragile nature of institutional governance within the school environment. These findings are consistent with the assertions of Alves *et al.* (2022) and López-Martínez *et al.* (2019), who emphasize that social and institutional vulnerabilities are not random occurrences but rather consequences of human activities. In the context of schools, these vulnerabilities arise from external pressures, policy shifts, and administrative responses. To mitigate these challenges, the authors stress the importance of: effective governance, institutional arrangements, and communication systems.

Table 2: Level of Work Attitude

Items	SD	Mean	D.E.
Sense of Efficacy	0.28	4.77	Very High
Sense of Community	0.29	4.75	Very High
Sense of Professional Interest	0.25	4.79	Very High
Overall	**0.24**	**4.77**	**Very High**

The very high level of sense of professional interest suggests that teachers demonstrate behaviors aligned with the Code of Ethics for Professional Teachers, reflecting their commitment to professional standards and values. This finding aligns with the perspectives of Aktan *et al.* (2020) and Chen *et al.* (2022), who emphasize that fostering a strong sense of professional interest and reinforcing core teaching values can alleviate teachers' concerns and challenges. A heightened sense of professional interest contributes to teachers' contentment and confidence in their roles. Increased job satisfaction enhances teachers' motivation and dedication to their professional growth and career development. Teachers with a strong sense of professional interest feel a sense of progress and clarity regarding their future in the profession.

The very high level of sense of community suggests that teachers actively collaborate to address school-related challenges and value their role within their respective schools. This strong sense of belonging enhances teamwork, engagement, and overall workplace satisfaction. These findings align with the claims of Murphy (2020) and Pei *et al.* (2023), who emphasize that a strong sense of community enhances learning by fostering meaningful interactions among teachers, students, and administrators, collaboration and knowledge sharing, leading to a more supportive and cohesive work environment, and lower teacher burnout, as teachers feel emotionally supported and connected to their peers.

Table 3: Level of Faculty Spirituality

Items	SD	Mean	Descriptive Level
Showing passion for teaching.	0.32	4.89	Very High
Being dynamic, enthusiastic teachers.	0.41	4.79	Very High
Being honest with their students.	0.43	4.79	Very High
Being attentive to the students' concerns.	0.39	4.82	Very High
Being available to students outside of class.	0.47	4.73	Very High
Recognizing the students as individuals.	0.40	4.80	Very High
Being responsive to diverse points of view.	0.45	4.74	Very High
Searching and work to comprehend what the students are trying to get across.	0.43	4.77	Very High
Having highly dedicated to the profession of teaching.	0.46	4.77	Very High
Demonstrating self-knowledge in regards to their own teaching practices.	0.47	4.66	Very High
Presenting a calm and peaceful attitude in general.	0.49	4.71	Very High
Being emotionally expressive and seem to transmit a joy for learning to the students.	0.44	4.74	Very High
Making connections of subject matter to real experiences.	0.44	4.74	Very High
Encouraging a variety of opinions, even those that differ from their own.	0.46	4.74	Very High
Appearing to view life as meaningful and hopeful.	0.46	4.73	Very High
Having a sense of the larger scheme of things and a grasp of a larger view of reality.	0.44	4.76	Very High
Being opened to new ideas and experiences.	0.43	4.77	Very High
Being protective when students disagree with them.	0.49	4.75	Very High
Accepting opposing views.	0.47	4.74	Very High
Inquiring about the students' welfare.	0.44	4.78	Very High
Being patient in dealing with any disruptions or disturbances in class (i.e. technical failures, student misconduct).	0.42	4.79	Very High
Speaking positively about God.	0.39	4.82	Very High
Being seem to speak from a genuine belief about God or religion.	0.38	4.82	Very High
Presenting a belief in an Absolute or faith commitment as intellectually meaningful or worthwhile.	0.37	4.84	Very High
Encouraging students to explore different approaches to religious questions.	0.41	4.79	Very High
Believing in a higher power.	0.42	4.77	Very High
Welcoming questions about God or religion	0.43	4.79	Very High
Having religious and spiritual ideas that are an integral part of their subject.	0.44	4.77	Very High
Being at ease in responding to religious questions if they are asked and considers many different.	0.43	4.76	Very High
Joining the students in their suffering and demonstrating that they have suffered as well.	0.49	4.74	Very High
Interpreting reality solely on a scientific basis.	0.46	4.74	Very High
Being calm and confident.	0.42	4.78	Very High
Taking delight in teaching and research.	0.44	4.73	Very High
Appearing interested in the classroom.	0.40	4.81	Very High

Displaying more concern about the students' understanding of subject material.	0.44	4.77	Very High
Making an effort to know something about the students.	0.48	4.68	Very High
Linking theory to real life matters.	0.48	4.68	Very High
Displaying feelings of serenity and tranquillity in the classroom.	0.46	4.72	Very High
Being comfortable saying when something is outside his/her area of expertise.	0.48	4.71	Very High
Permitting non-rational explanation of reality.	0.46	4.72	Very High
Explaining for inaccuracies or inadequacies.	0.46	4.76	Very High
Rewarding students with similar viewpoints and accepting those with opposing viewpoints.	0.44	4.75	Very High
Being responsive to the stressors and situations that the students face speaks to them.	0.45	4.74	Very High
Feeling what the students feel when they speak to them.	0.41	4.81	Very High
Overall	**0.25**	**4.76**	**Very High**

The very high level of faculty spirituality suggests that teachers embrace a belief in an absolute or faith commitment, viewing it as intellectually meaningful and worthwhile in their professional and personal lives. This finding aligns with the assertions of Kumar (2018) and Nair & Sivakumar (2020), who emphasize that faculty spirituality, both at the individual and organizational levels, contributes to: high performance and job satisfaction, as spiritually engaged educators feel a greater sense of purpose in their work, enhanced well-being and commitment, leading to higher levels of engagement in teaching and school activities, a healthier workplace environment, which helps educators manage job stress and burnout more effectively, and a balanced work-life approach, where spirituality fosters happiness, honesty, and optimism, creating a more fulfilling and harmonious professional experience.

Additionally, the findings align with the statements of Pourjam (2020) and Rathee & Rajain (2020), who emphasize that faculty spirituality positively influences job attitudes. According to their research, faculty spirituality is composed of three key dimensions: meaningful work, sense of community, and inner life. These three dimensions function both individually and collectively, shaping various aspects of job attitudes, such as motivation, commitment, resilience, and overall job satisfaction. The results confirm that faculty spirituality contributes significantly to teachers' professional engagement, well-being, and performance in the workplace.

Table 4.1: Correlation Between School Organizational Climate and Faculty Spirituality

School Organizational Climate	Faculty Spirituality
Institutional Vulnerability	.300** .000
Collegial Leadership	.572** .000
Professional Teacher Behavior	.528** .000
Achievement Press	.560** .000

Overall	**.605**[**]** **.000**

The correlation analysis confirms a significant relationship between school organizational climate and faculty spirituality, indicating that a positive school organizational climate is associated with higher levels of faculty spirituality. This finding aligns with the work of Do (2018) and Riley (2021), who emphasized that faculty spirituality is interconInstituteth the school's organizational climate. According to their research: faculty spirituality influences and is influenced by the overall school environment, shaping teachers' experiences and engagement, a strong organizational climate fosters trust between teachers and school leaders, resulting in rewarding work experiences, and faculty spirituality enhances teachers' awareness of their connectedness with others, promoting collaboration, teamwork, and a supportive educational setting.

Table 4.2: Correlation Between Faculty Spirituality and Work Attitude

	Work Attitude			
Faculty Spirituality	**Sense of Efficacy**	**Sense of Community**	**Sense of Professional Interest**	**Overall**
	.594** .000	.762** .000	.681** .000	**.791**[**]** **.000**

The correlation analysis confirms a significant relationship between faculty spirituality and work attitude, indicating that higher levels of faculty spirituality are associated with more positive work attitudes among teachers. This finding aligns with the studies of Kwahar (2021) and Rathee & Rajain (2020), who emphasize that faculty spirituality directly influences key aspects of work attitude, including: organizational commitment, job involvement, and job satisfaction. These results affirm that faculty spirituality is deeply interconnected with teachers' work attitudes, reinforcing that spiritual values can be effectively integrated into the workplace to enhance teacher motivation, well-being, and overall job performance.

Table 4.3: Correlation Between School Organizational Climate and Work Attitude

School Organizational Climate	Work Attitude			
	Sense of Efficacy	**Sense of Community**	**Sense of Professional Interest**	**Overall**
Institutional Vulnerability	.285** .000	.262** .000	.236** .000	**.304**[**]** **.000**
Collegial Leadership	.413** .000	.507** .000	.415** .000	**.519**[**]** **.000**
Professional Teacher Behavior	.406** .000	.577** .000	.478** .000	**.569**[**]** **.000**
Achievement Press	.476** .000	.494** .000	.442** .000	**.548**[**]** **.000**
Overall	**.493**[**]** **.000**	**.560**[**]** **.000**	**.480**[**]** **.000**	**.596**[**]** **.000**

The correlation analysis confirms a significant relationship between school organizational climate and work attitude, indicating that a positive school climate is associated with improved teacher work attitudes. This finding aligns with the studies of Berberoglu (2018) and Shaheen *et al.* (2022), who emphasize that a well-structured and supportive school organizational climate enhances teacher motivation, job satisfaction, and overall work engagement. According to their research, a positive school climate fosters a strong sense of belonging, improving teachers' relationships with colleagues and administrators. Work attitudes are shaped by the school environment, influencing personal relationships, collaboration, and overall job performance. Teachers in schools with an open and supportive organizational climate tend to exhibit more positive work attitudes, leading to higher levels of productivity and commitment.

Table 5: Regression analysis showing the influence of school organizational climate on work attitude as mediated by faculty spirituality

Step	Path	B	S.E.	β
1	c	.437	.034	.596***
2	a	.474	.036	.605***
3	b	.635	.041	.679***
4	c′	.136	.032	.186***

This study aimed to contribute to the existing literature by examining a possible mediating variable in the relationship between school organizational climate and work attitude. Specifically, faculty spirituality was investigated as a potential mediator to explain how school organizational climate influences work attitude. The study confirmed partial mediation, demonstrating that while school organizational climate directly affects work attitude, faculty spirituality significantly influences and strengthens this relationship. Important direct effects were identified, offering insights that may enhance future research on school organizational climate and work attitude. The findings are consistent with the studies of Rathee and Rajain (2020) and Riley (2021), which highlight that faculty spirituality and school organizational climate have a significant relationship, as spirituality influences various aspects of the school environment. Faculty spirituality and work attitude are strongly correlated, with spirituality directly impacting three major work attitudes: organizational commitment (loyalty and dedication to the institution), job involvement (engagement in work-related tasks), and job satisfaction (overall contentment with one's professional role).

5. Recommendations

Based on the very high level of school organizational climate observed in the study, the researcher proposes the following recommendations. Schools should continue implementing best practices that foster motivation and inspiration among teachers. Schools should provide teachers with opportunities for career growth, professional development, and access to resources that facilitate effective teaching. Schools should

support teachers by allowing them to express and showcase their abilities and expertise in their teaching career. Providing mentorship programs, research opportunities, and leadership roles can further empower teachers and contribute to their long-term professional success.

To further strengthen the positive school organizational climate and faculty spirituality, the following recommendations are proposed. Conduct orientation or reorientation programs twice a year, either in a classroom setting or school-wide, to reinforce school values, expectations, and best practices. Ensure that the school's vision, mission, and goals are emphasized and even memorized by both students and teachers to align daily actions and decisions with these guiding principles. Encourage open communication and mutual respect in daily school encounters to create a harmonious and supportive learning environment. Organize an annual school-wide get-together to allow teachers and staff to relax, enjoy, celebrate, and express gratitude for their commitment, hard work, and dedication. Use feedback from evaluations to identify areas for professional development, provide targeted support, and recognize teachers' achievements.

Given the very high level of work attitude observed in the study, the researcher proposes the following recommendations to maintain and further enhance teachers' teaching strategies, professional behavior, and engagement. Promote a culture of continuous learning, where teachers remain open to new pedagogical approaches and professional development opportunities. Begin each class with a brief prayer or reflection, fostering a positive and mindful learning environment. Implement a daily journal activity where students can write about their experiences, challenges, and emotions.

To further support and sustain the very high level of work attitude among teachers, the following recommendations are proposed. Maintain the practice of conducting regular dialogues and FGDs with students to provide a platform for concerns, suggestions, and feedback regarding academic or classroom-related challenges. Continue promoting active student involvement in academic, cultural, and extracurricular activities such as Debates and quiz bee contests, and Sports and cultural competitions. Ensure that teachers are given the opportunity to attend relevant training and seminars to enhance their work attitude and overall well-being, such as Work Values and Professionalism, Work Engagement Strategies, Stress Management and Anger Management, and Mental Health Awareness.

Given the very high level of faculty spirituality observed in the study, the researcher recommends the following actions to sustain and enhance spirituality among teachers and students. Encourage regular dialogues with students to address their concerns and problems immediately, promoting a culture of care and support within the school. Organize annual spiritual activities such as retreats or recollections that are ecumenical in nature, allowing teachers from diverse religious backgrounds to reflect, refresh their minds, and realign their purpose as educators. Mindfulness and meditation sessions to help teachers stay emotionally balanced and mentally refreshed. Encourage

teachers to instill positive values in students, guiding them in handling life's challenges with resilience and optimism, reacting to different situations with wisdom and emotional maturity, and developing strong moral and ethical decision-making skills.

Since faculty spirituality partially mediates the relationship between school organizational climate and work attitude, the researcher recommends the following actions to enhance faculty spirituality while improving the school climate and teacher engagement. School management should assess the effectiveness of its programs by identifying: strengths (advantages), and weaknesses (disadvantages). Ensuring teachers regularly attend seminars and workshops will help enhance their work attitude, professional skills, and faculty spirituality. The best practice of having an "open door policy" should be maintained or reinforced to: Foster open communication between teachers and management, strengthen the spirit of collaboration and oneness in the workplace, and build trust and transparency in decision-making. Conduct regular faculty meetings (organized by program or department) to provide updates on school policies, programs, and events, address issues and concerns within each department in a structured and collaborative manner; and ensure that teachers feel heard and valued in decision-making processes.

To expand the scope and deepen the understanding of the relationship between school organizational climate, faculty spirituality, and work attitude, the following recommendations are proposed for future researchers. Future studies may replicate this research in other regions to assess whether the findings are consistent across different educational settings. Conducting the study with a larger sample size will improve the generalizability of the results and provide a more comprehensive understanding of the variables involved. Future researchers may consider employing Structural Equation Modeling (SEM) to explore more complex relationships among school organizational climate, faculty spirituality, and work attitude. A qualitative study using the phenomenological method can be conducted to examine the impact of best practices among teachers and schools.

6. Conclusion

Based on the findings of this study, the following conclusions are drawn: School organizational climate, work attitude, and faculty spirituality were all found to be at very high levels, indicating strong positive perceptions among teachers regarding these factors in their work environment. There is a significant relationship between school organizational climate and faculty spirituality. There is also a significant relationship between faculty spirituality and work attitude. Additionally, a significant relationship was observed between school organizational climate and work attitude. The study confirmed that faculty spirituality partially mediates the relationship between school organizational climate and work attitude.

The findings of this study suggest several key implications for schools, teachers, and the overall educational environment. The results indicate that schools value and

appreciate teachers who go beyond their expected duties to support student learning and development. Teachers demonstrate professionalism and integrity as well as view their faith or spiritual commitment as intellectually meaningful and relevant to their profession. Teachers who integrate spirituality into their profession exhibit greater motivation, commitment, and job satisfaction. A positive and structured school setting leads to improved teacher engagement and performance. Faculty spirituality plays a crucial role in work attitude. Other factors also contribute to the relationship between school organizational climate and work attitude.

The conclusions of this study clearly validate the mediating effect of faculty spirituality on the relationship between school organizational climate and work attitude. These findings are strongly supported by the following theoretical frameworks. The Theory of Planned Behavior by Ajzen (1991) posits that general attitudes shape specific attitudes, which then influence intentions and behaviors. This study is also reinforced by the Organizational Climate Theory (Hoy & Miskel, 2008), and the Hierarchy of Needs Theory (Maslow, 1969).

Conflict of Interest Statement
The authors declare no conflicts of interest.

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