SPIRITUALITY AS MEDIATOR OF PROFESSIONAL IDENTITY AND PERSONAL RESILIENCE OF TEACHERS

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Abstract:

The primary aim of the study is to find out whether spirituality is a significant mediator of professional identity and personal resilience. Utilising a non-experimental, quantitative-descriptive correlation technique, data were obtained from 300 respondents who are public elementary and secondary teachers in JAS 1 and JAS 2, Province of Davao Occidental. The researcher utilized a stratified random sampling technique and the statistical tools mean, Pearson r, and Medgraph using the Sobel Z test. From the results of the study, it was found that the levels of professional identity, personal resilience, and spirituality are very high. Moreover, there are significant relationships between professional identity and personal resilience, professional identity and spirituality, and spirituality and personal resilience. Additionally, spirituality partially mediates the relationship between professional identity and personal resilience. This implies that spirituality has a significant role in both the professional identity and personal resilience of teachers.

SDG Indicator: #4 (Quality Education)

Keywords: education, professional identity, personal resilience, spirituality, correlation, teachers, Philippines

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1. Introduction

Low teacher personal resilience results in poor teaching performance and incompetent learners (Banal & Ortega-Dela Cruz, 2022). Also, teachers with low personal resilience face issues such as high workload, disruptive students' behavior, role conflict, ambiguity, and attrition (Xue, 2021). Moreover, poor personal resilience results in teachers with a fear of challenges, a lack of time management, and a lack of knowledge on how to control student behavior (Wang, 2021).

Teachers' personal resilience is important as resilient teachers can better cope with uncertainty and turn negative instances into experiences that they can learn from. Resilient teachers are also rooted in their school community, which helps them react to challenges appropriately (Barnova *et al.*, 2023). Further, teachers who possess personal resilience are more likely to persevere amidst challenging circumstances. Such resilient teachers experience high professional engagement, motivation, satisfaction, and well-being (Fox & Walter, 2022).

In a related study by Zhou *et al.* (2023), professional identity has a significant relationship with personal resilience. There is a need for schools to support teachers in their professional identity for greater well-being. Professional identity can influence spirituality, as the majority of research on religion or spirituality has focused on educators who identify with a Christian belief system. A previous study by Almayez (2022) found out that spirituality is worth examining as it can find its way into teachers' professional identity. Further, spirituality is an essential component for personal resilience and an element for the protection of workers' welfare. Another study by de Vera Garcia and Gambarte (2019) found out that the five dimensions of personal resilience include personal competence, self-demand, confidence, positive acceptance of change, control, and spirituality.

In another study by Brussino (2020), developing a strong professional identity intersects with the diverse expectations from stakeholder groups, along with conflicting demands related to the changing context in which teachers carry out their work. Moreover, Zubareva *et al.* (2019) determined that most people have high levels of resilience, but those with a professional identity want to be more intuitive in their decision-making, think more creatively, and create humorous situations in life. The capacity to make responsible decisions in choosing a profession, to find a personal meaning in work, and to independently create a professional life requires a high personal resilience. Further, in a similar study by Dewi and Hamzah (2019), spirituality acts as a protective factor leading to enhanced personal resilience. Spiritual strengths acted as protective factors, through moderating risks for developmental health outcomes, and were linked with enhanced personal resilience.

Furthermore, there are no similar studies which deal with professional identity, personal resilience, and spirituality in Davao Occidental or specifically in Jose Abad Santos. Existing studies are only on Teachers' Faith, Identity Processes and Resilience: A Qualitative Approach by Phillips (2021) and Enhancing Teachers' Resilience through Teacher Professional Development by Larasati and Kuswandono (2023). Moreover, the

findings of the study will also aid in becoming an asset to the world of literature. Thus, making this study a creation of new knowledge that can give a specific contribution to the field of education. In addition, results can be used to improve or augment practices of teachers in terms of their professional identity, personal resilience, and spirituality. Thus, there is a need to conduct this study.

2. Literature Review

There is a review of related literature which are discussed in support of the study. On professional identity, another study by Lane and Roberts (2020) highlighted that the essential characteristic of a profession is the dedication of its members to the service they perform. There are seven pillars of a profession, namely: technical skill and craftsmanship, a sense of social responsibility, a knowledge of history, a knowledge of literature and the arts, personal integrity, faith in the meaning and value of life, and the grace of humility. Moreover, in the previous studies by various authors (Leeferink *et al.*, 2019; Yuan *et al.*, 2019), there are TPI factors that have a strong influence, namely: psycho-pedagogical training, the placement period during initial teacher training, and the interaction with colleagues. Teachers play a great role in the workplace learning process, and social interactions with their mentors and other teachers in different school settings.

Further, in previous studies by various authors (Keary *et al.*, 2020; Zhong, 2020), it was emphasized that teachers usually come from a professional background wherein they feel strongly identified with an understanding of their professions. In terms of TPI educational levels, a related study by Schaefer *et al.* (2019) found out that in higher educational levels, the principal causes teachers to face critical moments that have to do with economic issues, trends, instability and the perception of teaching as a job that is fitting for those who cannot get into other faculties of professions. The identity learning process is so complex at that stage that the rate of early career attrition is significant.

On personal resilience, another study by Zubareva *et al.* (2019) determined that most people have high levels of resilience, but those with professional identity want to be more intuitive in their decision-making, think more creatively, and create humorous situations in life. The capacity to make responsible decisions in choosing a profession, to find a personal meaning in work, and to independently create a professional life requires a high personal resilience. Furthermore, another study by Notebaert *et al.* (2022) found out that internal beliefs on whether outcomes occur as a direct result of their own actions or due to external factors such as chance contribute to personal resilience. Individuals with internal beliefs show high levels of personal resilience.

Moreover, previous studies by various authors (Moe, 2021; Sagar, 2021) ascertained that self-control facilitates the process of achieving goals. Self-control is considered the adaptation of one's own reactions to standards such as moral. The personal resilience of teachers who can control their impulses and behavior is high. Thus, resilience is related to self-control.

On spirituality, related studies by various authors (Pourjam, 2020; Rathee & Rajain, 2020) discovered that spirituality has a significant and positive impact on

important job attitudes. Most models take three workplace spirituality dimensions, namely: meaningful work, sense of community, and inner life. Even though some authors have talked about five workplace spirituality dimensions, such as opportunities for inner life, enjoyment at work, sense of contribution to society, alignment with organizational values, and the team's sense of community, the generally accepted models have considered the three dimensions only. These three dimensions interact individually as well as together as a whole to influence different job attitudes.

In addition, the study by Nair and Sivakumar (2020) ascertained that spirituality will give a healthy workplace for educators to overcome job stress and burnout. The happiness, honesty and optimism through spirituality will lead to a more balanced work-life. The application of spirituality leads to better workplaces that will attract, retain and develop the best talent by providing them meaningful work, meaningful life, and a healthy working environment. Relatedly, in a previous study by Petrie *et al.* (2019), spiritual participation is crucial to spirituality. 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.

This study was anchored on the Resilience Theory by Polidore (2004), which emphasizes that if the number of teachers who remain in education is to increase, there must be an emphasis placed on building teacher capacity and longevity. Retaining current teachers in the education profession cannot continue to center around only the current reasons for teacher attrition, such as low salaries. Building and fostering resilience could become the vehicle through which capacity is developed and the retention of teachers is increased.

Furthermore, this study was supported by the Identity Theory by Wenger (1998), which recognizes identity as a pivot between the social and the individual and proposes three sources of identification: engagement, imagination, and alignment. Through engagement, teachers are involved in the mutual processes of negotiation of meaning. The theory highlights that policies are rectification that require people's intense and specific participation to remain meaningful. Within changing education reform discourses, teacher identity provides a framework for teachers to construct their own ideas of how to be, how to act and how to understand their work and their place in society.

This study was also supported by the Spiritual Leadership Theory by Fry (2003), which describes the leadership traits regarding spiritual practices. If the teacher's life satisfaction increases, then their performance will also increase. An increase in performance will benefit students as well as the school. The theory highlights how teachers feel that they are working like machines. Working in such an environment needs to have a climate where teachers can have a meaning in their work and workplace, so that they can feel a sense of community and satisfy their inner self. Teachers need a spiritual workplace.

3. Material and Methods

A total of 300 public elementary and secondary school teachers were respondents of the study out of the total population of 636 teachers in JAS 1 and JAS 2, Province of Davao Occidental. With a desire to give everyone a chance to be included in the study, the stratified random sampling technique was used.

As to the inclusion criteria, included in this study as the respondents were the regular public elementary and secondary school teachers of the two identified districts in Jose Abad Santos, who are currently employed for the Academic Year 2024-2025, in the teaching position for at least two years and whose plantilla numbers are in the Department of Education, as they are the ones who were in the position to provide useful information upon testing the hypothesis of the study.

As to the exclusion criteria, those teachers who are not teaching under the elementary and secondary high school departments in the areas of JAS 1 and JAS 2 were excluded from the study, for they were in a different work environment and supervision. Also, teachers who are working in the private schools, whether in the same identified areas, including those teachers who also hold managerial or supervisory positions, were excluded from the study.

As to the withdrawal criteria, the respondents were chosen so as to answer the questionnaire with confidentiality. The target respondents were free to decline to participate in the survey. They were not forced to answer the research questionnaire and were encouraged to return it to the researcher for its automatic disposal. Moreover, they can withdraw anytime from their participation in the research process if they feel uncomfortable about the study, since they were given the free will to participate without any form of consequence or penalty.

This study was conducted in 2 districts of Jose Abad Santos, Province of Davao Occidental. Jose Abad Santos is a first-class municipality in the province of Davao Occidental. It has a population of 76,332 people as of the 2015 census. It is located in the southernmost municipality on the mainland of Mindanao Island. The coastal town is the second largest municipality in Davao Occidental after Malita. Jose Abad Santos has vast natural resources, such as the wide stretch of mangroves of the municipality. The long stretch of beaches with brown, black and white sands, together with abundant marine life offshore, are the primary natural attractions of Jose Abad Santos.

There are three sets of questionnaires which were adapted from different authors. The questionnaire for the independent variable of this study on professional identity, which was measured in terms of TPI understanding, TPI educational levels, TPI profession, and TPI factors, was taken from "Teachers' professional identity: Validation of an assessment instrument for preservice teachers" (Gracia *et al.*, 2021). On the other hand, the dependent variable is personal resilience, which was measured in terms of relationships, internal beliefs, initiative, and self-control, and was taken from "Devereux Adult Resilience Survey (DARS). Devereux Center for Resilient Children "(Mackrain, 2013). The mediating variable, spirituality, was taken from "The faculty spirituality questionnaire and its relationship to teaching style" (Cecero & Prout, 2013).

The adapted standardized questionnaires were valid in contents because they were already tested and proven by the authors, as they have undergone modification to classify the questions. The first draft of the research instrument was submitted to the research adviser for comments, suggestions and recommendations to improve its presentation, and the corrections were included and integrated. The final copy was submitted to a panel of experts for validation and refinement. The consolidated results from the experts revealed an average weighted mean of 4.78 with a verbal description of excellent. Further, before the administration of the research instrument, a pilot test was done on selected teachers who were not the respondents of the study. The computed reliability of the instrument revealed 0.956 for spirituality, 0.920 for professional identity and 0.903 for personal resilience.

In interpreting the responses of the study participants on spirituality, professional identity and personal resilience of teachers, the following range of means with its descriptions will be used: 4.20 – 5.00 or Very High which means the measures of the latent constructs are always manifested; 3.40 – 4.19 or High which means measures of the latent constructs are often manifested; 2.60 – 3.39 or Moderate which means measures of the latent constructs are sometimes manifested; 1.80 – 2.59 or Low which means measures of the latent constructs are seldom manifested; and 1.00 – 1.79 or Very Low which means measures of the latent constructs are not manifested.

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

Moreover, the mediation analysis was used to determine whether the relationship between professional identity as the independent variable and personal resilience as the dependent variable was significantly reduced after inclusion of the mediator variable, spirituality of teachers. 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 study covered the period from August 2024 to March 2025.

This study followed a systematic procedure. First, the researcher prepared a letter-request to be approved by the Dean, Professional Schools, which, once approved, was forwarded to the School Division Superintendent of the Department of Education Division of Davao Occidental, asking permission for the conduct of the study. Then, the researcher furnished a copy of the approved letter to the different School Heads of the respondents for the conduct of a full-blown data gathering. Before the actual data

collection, the researcher secured the Certificate of Approval from UMERC (UMERC # 2024-456) to ensure compliance with some ethical considerations in research and in the administration of the survey questionnaire to the respondents of the two districts in Jose Abad Santos, Province of Davao Occidental.

For a more comprehensive interpretation and analysis of the data, the following statistical tools were utilized to test the hypotheses at a 0.05 level of significance: Mean was used to determine the level of spirituality, professional identity and personal resilience of teachers. Pearson Product-Moment Correlation (Pearson r) was used to determine the significance of the relationship between and among spirituality, professional identity and personal resilience of teachers. Medgraph, using the Sobel Z test, was used to determine the significance of the mediation of spirituality on the relationship between professional identity and personal resilience of teachers.

In this study, the researcher has observed ethical issues and considerations to ensure that the rights of the respondents were protected. The researcher secured a Certificate of Compliance from the UM Ethics and Review Committee. There were 300 respondents in the study whose participation was completely voluntary and anonymous to protect their privacy. The researcher ensured that the data gathered was kept confidential, and each target respondent was given an informed consent form prior to the gathering of data. The study did not involve high-risk situations, and some mitigating measures were also considered, to include the psychological, financial and physical preparations. There was no conflict of interest (COI), no deceit, as everything that is written and reflected is true and underwent validation and thorough checking from different experts in the field of research. For purposes of the publication, the adviser becomes a co-author of the study.

4. Results and Discussion

Table 1: Level of Professional Identity

Items	SD	Mean	D.E.
TPI Understanding	0.21	4.24	Very High
TPI Educational Levels	0.30	4.33	Very High
TPI Profession	0.35	4.38	Very High
TPI Factors	0.35	4.26	Very High
Overall	**0.21**	**4.30**	**Very High**

Table 1 presents the level of professional identity, resulted in an overall standard deviation of 0.21 and a total mean rating of 4.30, described as Very High. The TPI profession gained the highest mean score of 4.38, categorized as Very High. It is followed by TPI educational levels with a mean score of 4.33 described as Very High. TPI factors obtained a mean score of 4.26, also rated as Very High. TPI understanding had the lowest mean score of 4.24, but was still described as Very High. This means that all measures of professional identity are always manifested.

The very high level of professional identity suggests that for the teachers, teaching places a different importance on interpersonal relationships in the workplace. The

teachers also mentioned that psycho-pedagogical training is required for the teaching profession. The results are consistent with authors Lane and Roberts (2020), Leeferink *et al.* (2019), and Yuan *et al.* (2019), who highlighted that the essential characteristic of a profession is the dedication of its members to the service they perform. Teachers play a great role in the workplace learning process, and social interactions with their mentors and other teachers in different school settings.

Moreover, the very high level of TPI understanding suggests that the teachers believe that the teaching methodological strategies and resources vary according to circumstances. Also, the teachers believe that academic training to become a teacher is different at each stage. The findings are aligned with the statements of Keary *et al.* (2020), Schaefer *et al.* (2019), and Zhong (2020), who emphasized that teachers usually come from a professional background wherein they feel strongly identified with an understanding of their professions. The identity learning process is so complex at various stages that the rate of early career attrition is significant.

Table 2: Level of Personal Resilience

Items	SD	Mean	D.E.
Relationships	0.30	4.28	Very High
Internal Beliefs	0.28	4.32	Very High
Initiative	0.27	4.31	Very High
Self-control	0.34	4.25	Very High
Overall	**0.20**	**4.29**	**Very High**

Table 2 presents the level of personal resilience, which recorded an overall standard deviation of 0.20 and an overall mean score of 4.29 labeled as Very High. Internal beliefs achieved the highest mean score of 4.32, described as Very High. Initiative followed closely with a mean score of 4.31, also labeled as Very High. Relationships gained a mean score of 4.28, also rated as Very High. Self-control had the lowest mean score of 4.25, but was still described as Very High. This means that all measures of personal resilience are always manifested.

The very high level of internal beliefs implies that the teachers consider their roles important. The teachers are also hopeful about the future. This finding aligns with authors Notebaert *et al.* (2022) and Zubareva *et al.* (2019), who highlighted that internal beliefs on whether outcomes occur as a direct result of their own actions or due to external factors such as chance contribute to personal resilience. Individuals with internal beliefs show high levels of personal resilience. The capacity to make responsible decisions in choosing a profession, to find a personal meaning in work, and to independently create a professional life requires a high personal resilience.

In addition, the very high level of self-control implies that the teachers set limits for themselves. Also, the teachers greatly express their emotions. The results are coherent with the claims of Moe (2021) and Sagar (2021), who stated that self-control facilitates the process of achieving goals. The personal resilience of teachers who can control their impulses and behavior is high. Thus, resilience is related to self-control.

Table 3: Level of Spirituality

Items	SD	Mean	Descriptive Level
Showing passion for teaching.	0.46	4.31	Very High
Being dynamic, enthusiastic person.	0.37	4.16	High
Being honest with my students.	0.44	4.24	Very High
Being attentive to my students' concerns.	0.58	4.33	Very High
Being available to students outside of class.	0.57	4.11	High
Recognizing my students as individuals.	0.50	4.43	Very High
Being responsive to diverse points of view.	0.49	4.41	Very High
Searching and work to comprehend what my students are trying to get across.	0.48	4.34	Very High
Being highly dedicated to the profession of teaching.	0.41	4.22	Very High
Demonstrating self-knowledge about my teaching practices.	0.46	4.30	Very High
Presenting a calm and peaceful attitude in teaching.	0.41	4.16	High
Being emotionally expressive and seem to transmit joy in teaching my students.	0.45	4.25	Very High
Can connect the subject matter to real experiences.	0.48	4.35	Very High
Encouraging a variety of opinions from my students that differ from my own.	0.45	4.29	Very High
Viewing life as meaningful and hopeful.	0.47	4.33	Very High
Having a sense of the larger scheme of things and a grasp of a larger view of reality.	0.50	4.24	Very High
Being open to new ideas and experiences.	0.48	4.34	Very High
Being not defensive when students disagree with me.	0.44	4.17	High
Accepting opposing views.	0.49	4.38	Very High
Inquiring about students' welfare.	0.48	4.31	Very High
Being patient in dealing with any disruptions or disturbances in class (i.e. technical failures, student misconduct).	0.44	4.12	High
Speaking positively about God.	0.50	4.49	Very High
Speaking from a genuine belief about God or religion.	0.50	4.44	Very High
Presenting a belief as intellectually meaningful or worthwhile just like any subject matter.	0.51	4.46	Very High
Encouraging my students to explore different approaches to religious questions.	0.49	4.42	Very High
Believing in a higher power.	0.54	4.39	Very High
Welcoming questions about God or religion	0.49	4.38	Very High
Taking religious and spiritual ideas as an integral part of my subject.	0.45	4.26	Very High
Being at ease in responding to religious questions if they are asked and consider by many as different.	0.43	4.24	Very High
Joining my students in their suffering or struggles.	0.50	4.04	High
Interpreting reality solely on a scientific basis.	0.47	4.18	High
Being calm and confident.	0.52	4.19	High
Taking delight in teaching and research.	0.42	4.19	High
Being interested in conducting classroom activities.	0.47	4.31	Very High
Displaying concern about my students' understanding of my subject.	0.47	4.29	Very High
Linking theory to real life matters.	0.43	4.23	Very High
Displaying feelings of serenity and tranquillity in my classroom.	0.41	4.22	Very High
Being comfortable saying when something is outside of my area of expertise.	0.50	4.06	High
Don't reject non-rational explanation of reality.	0.48	4.22	Very High
Do not make excuses for inaccuracies or inadequacies.	0.46	4.13	High
Don't reward my students with similar viewpoints and penalizes students with opposing viewpoints of mine.	0.55	3.98	High
Being responsive to the stressors and situations that my students create.	0.45	4.13	High
Feeling what my students feel when they speak to me.	0.56	4.11	High
Overall	**0.24**	**4.26**	**Very High**

Table 3 presents the level of spirituality, which recorded an overall standard deviation of 0.24 and a total mean rating of 4.26, described as Very High. The statement "speaking positively about God" gained the highest mean score of 4.49, labeled as Very High. Meanwhile, the statement "don't reward my students with similar viewpoints and penalizes students with opposing viewpoints of mine" had the lowest mean score of 3.98, categorized as High. This means that most of the measures on spirituality are always manifested, while some of the measures are often manifested.

The very high level of spirituality implies that the teachers present a belief as intellectually meaningful or worthwhile, just like any subject matter. This finding aligns with the statements of Pourjam (2020) and Rathee and Rajain (2020), who discovered that spirituality has a significant and positive impact on important job attitudes. Spirituality consists of meaningful work, a sense of community, and inner life. Further, spirituality includes opportunities for inner life, enjoyment at work, a sense of contribution to society, alignment with organizational values, and the team's sense of community. Such dimensions interact individually as well as together as a whole to influence different job attitudes.

Additionally, the findings are aligned with authors Nair and Sivakumar (2020) and Petrie *et al.* (2019) who mentioned that the happiness, honesty and optimism through spirituality will lead to a more balanced work-life. The application of spirituality leads to better workplaces that will attract, retain and develop the best talent by providing them meaningful work, a meaningful life, and a healthy working environment. Similarly, spiritual participation is crucial to spirituality. 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: Overall Significance of the Relationship between
Professional Identity, Personal Resilience, and Spirituality

	Professional Identity	Personal Resilience	Spirituality
Professional Identity	1	. 803**	. 516**
Personal Resilience	.803**	1	. 558**
Spirituality	.516**	.558**	1

Presented in Table 4 is the correlation between the measures of professional identity, personal resilience, and spirituality. It can be gleaned from the table that when professional identity is correlated with the measures of personal resilience, the overall r-value results in 0.803, which suggests a significant relationship. Moreover, when professional identity is correlated with the measures of spirituality, the overall r-value results in 0.516, confirming that as professional identity improves, spirituality also increases. Further, when spirituality is correlated with the measures of personal resilience, the overall r-value results in 0.558, which implies that spirituality is positively associated with personal resilience.

The correlation analysis confirms a significant relationship between professional identity and personal resilience. This finding aligns with the studies of Zhou *et al.* (2023)

and Zubareva *et al.* (2019), who highlighted that professional identity has a significant relationship with personal resilience. There is a need for schools to support teachers in their professional identity for greater well-being. Most people have high levels of resilience, but those with a professional identity want to be more intuitive in their decision-making, think more creatively, and create humorous situations in life.

The correlation analysis also confirms a significant relationship between professional identity and spirituality. The results are consistent with authors Almayez (2022) and Brussino (2020), who stated that professional identity can influence spirituality, as the majority of research on spirituality has focused on educators who identify with a Christian belief system. Spirituality is worth examining as it can find its way into teacher professional identity. Developing a strong professional identity intersects with the diverse expectations from stakeholder groups, along with conflicting demands related to the changing context in which teachers work.

Relatedly, the correlation analysis confirms a significant relationship between spirituality and personal resilience. This finding aligns with the studies of Dewi and Hamzah (2019) and Dorais and Gutierrez (2021), who emphasized that spirituality acts as a protective factor leading to enhanced personal resilience. Spiritual strengths act as protective factors and are linked with enhanced personal resilience. Further, the experience of spirituality has a huge impact on how resilient teachers become. Personal resilience can be learned through focused meditation, and it can be increased with practice thanks to the effect of spirituality.

Table 5: Regression analysis showing the influence of professional
identity on personal resilience as mediated by faculty spirituality

Step	Path	B	S.E.	β
1	c	1.021	.044	.803***
2	a	.542	.052	.516***
3	b	.236	.047	.195***
4	c′	.893	.049	.703***

Presented in Table 5 are the steps that were categorized as Steps 1 to 4. As shown, Step 1 presents the significant direct effect of professional identity on personal resilience. In Step 2, professional identity exhibits a significant direct effect towards spirituality, the mediator (M). Meanwhile, Step 3 presents the result of the analysis, which suggests that spirituality predicts personal resilience. Further mediation analysis using medgraph is necessary to determine the significance of the mediation effect because paths a, b, and c are found to be correlated. This analysis will involve the Sobel z test. Full mediation will be attained if the effect of the independent variable on the dependent variable fails to be statistically significant at the conclusion of the analysis. It implies that the mediator variable is the mediating variable for all effects.

Additionally, when the regression coefficient is significantly reduced on the last step and stays significant, and only partial mediation is attained, which suggests that a portion of professional identity is mediated by spirituality, while other components are either directly influenced or indirectly affected by factors not involved in the paradigm.

Furthermore, as observed in step 4 (denoted as c'), the influence of professional identity on personal resilience was even seen to reduce after mediated by spirituality. With this, partial mediation occurred due to the fact that the effect was found to be significant at $p<0.05$.

Table 6: Results of statistical analysis on the presence (or absence) of mediating effect

Combination of Variables	Sobel z	p-value	Mediation
Professional identity → Faculty spirituality → Personal resilience	4.533116	$p<0.05$	Partial mediation

The Sobel test in Table 6 yielded a z-value of 4.53, p<0.05. This means that the mediating effect is partial, such that the original direct effect of professional identity on personal resilience was reduced upon the addition of spirituality. The positive value of the Sobel z indicates that the addition of spirituality reduces the effect of professional identity on personal resilience.

Additionally, the computed effect size for the mediation test seen between the three variables is shown in the figure. The effect size determines the extent to which the effect of professional identity on personal resilience can be associated with the indirect path. The total effect value of 1.021 is attributed to the beta of professional identity towards personal resilience. The direct effect value of 0.893 is the beta of professional identity towards personal resilience, with spirituality included in the regression. The indirect effect value of 0.542 is the value obtained from the original beta between professional identity and personal resilience that now passes through spirituality to personal resilience (a*b, where "a" denotes the path PI to SP and "b" pertains to the path between SP to PR). The indirect effect is divided by the overall effect to obtain the ratio index; in this case, 0.542 by 1.021 equals 0.530. It seems that about 53% of the total effect of professional identity on personal resilience goes through spirituality.

This study aimed to contribute to the existing literature by examining a possible mediating variable in the relationship between professional identity and personal resilience. Specifically, spirituality was investigated as a potential mediator to explain how professional identity influences personal resilience. The study confirmed partial mediation, demonstrating that while professional identity directly affects personal resilience, spirituality significantly influences and strengthens this relationship. Important direct effects were identified, offering insights that may enhance future research on professional identity and personal resilience.

The findings are consistent with the studies of Almayez (2022), de Vera Garcia and Gambarte (2019), and Dewi and Hamzah (2019), who mentioned that spirituality is worth examining as it can find its way into teachers' professional identity. Also, spirituality is an essential component for personal resilience and an element for the protection of workers' welfare. The five dimensions of personal resilience include personal competence, self-demand, confidence, positive acceptance of change, control, and spirituality. Further, spirituality acts as a protective factor leading to enhanced personal

resilience. Spiritual strengths act as protective factors and are linked with enhanced personal resilience.

5. Recommendations

The researcher came up with recommendations based on the results of the study. The very high level of professional identity, the researcher recommends activities in classes and in the school, which may allow every teacher to become productive in the area of responsibilities, and may be sustained. These activities may include the conduct of regular meetings (monthly) either by department or by work assignment. Being able to work with a professional identity allows its members to stay in touch with all the changes that the school may have, and being able to also address any concern or existing problem that the teachers may experience. There should always be room for teachers to be exposed to activities like planning, problem solving and decision-making, or even trust-building so that the teachers will be motivated to stay and continue their services as teachers.

In addition, teachers may be given the opportunity to exercise their academic freedom in their field of expertise, so that they can 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. Teachers may come up with shared recommendations or make a decision together through sustainable efforts by the school management to continue the best practices in class or in school, as a whole. The teachers may continue to work for continuous quality improvement (CQI) in areas where they belong. An evaluation process may be conducted by the school management in order to check which areas among the teachers need improvement or changes.

On the very high level of personal resilience, it is recommended 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 always be 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

Moreover, the researcher recommends that teachers continue to develop and nurture positivity, emotional intelligence, balance, spirituality and reflection activities between and among co-teachers, staff and students. To attain this, the schools may continue to create and conduct essential, effective and functional activities such as seminars and workshops on team building, stress management, mental health awareness, and communication proficiency as part of the activities that need to be implemented on a regular basis. Also, a recommendation to encourage the teachers to join or participate in available professional organizations that would expand their relationships with other teachers and be able to gain more insights on how to enhance their teaching capabilities/strategies.

On the very high level of faculty spirituality, the researcher recommends that the school 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 conducting regular dialogue with students to ensure that students with some concerns and problems will be attended to immediately. The conduct of focus-group discussions may also be a better avenue for teachers to talk casually 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 such as 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.

On the partial mediating effect of faculty spirituality on the relationship between personal resilience and professional identity, the researcher recommends revisiting the school's vision, mission, goals and objectives and conducting an orientation or reorientation to all employees/teachers. This will enable the school to ask for a renewal of commitments from all the teachers, given the VMG as the inspiration to all. The commitment of teachers in their jobs will translate to the delivery of their services to the students and ultimately will flow up to the parents and to the community as a whole. 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.

As to future researchers, another quantitative study may be conducted to replicate this study at other schools or regions using a larger population using Structural Equation Modeling (SEM), and qualitative research may be conducted to showcase the best practices of schools, teachers and selected students.

6. Conclusion

Based on the findings of this study, the following conclusions are drawn: professional identity, personal resilience, and spirituality were all found to be at very high levels. There are also significant relationships between professional identity and personal resilience, professional identity and spirituality, and spirituality and personal resilience. Additionally, the study confirmed that spirituality partially mediates the relationship between professional identity and personal resilience.

The findings of this study suggest implications for schools and teachers. The results indicate that teaching places a different importance on interpersonal relationships in the workplace. Teachers also consider their roles important and are hopeful about the future. Moreover, the teachers present a belief as intellectually meaningful or worthwhile, just like any subject matter. A high professional identity results in a high personal resilience. Similarly, teachers who practice professional identity exhibit greater

spirituality. Spirituality leads to improved personal resilience of teachers. Further, spirituality plays an important role in both the professional identity and personal resilience of teachers.

The conclusions of this study clearly confirm the mediating effect of spirituality on the relationship between professional identity and personal resilience. The findings are strongly supported by the following theories. The Resilience Theory by Polidore (2004) emphasizes that if the number of teachers who remain in education is to increase, there must be an emphasis placed on building teacher capacity and longevity. This study is also substantiated by the Identity Theory by Wenger (1998) and the Spiritual Leadership Theory by Fry (2003).

Conflict of Interest Statement

The authors declare no conflicts of interest.

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