ORGANIZATIONAL MINDFULNESS OF SCHOOL HEADS AND WORK ENGAGEMENT OF PUBLIC SCHOOL TEACHERS

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Abstract:
The purpose of this study is to determine which domain of organizational mindfulness of school heads significantly influences the work engagement of teachers. To do so, the study employed the non-experimental quantitative research design employing the descriptive-correlational technique, and N=134 randomly selected teachers from different elementary schools of Matanao II District in Davao del Sur, Philippines were the research participants. Weighted mean and standard deviation, Pearson r and multiple linear regression analysis are the statistical tools employed in analyzing and interpreting the data. Analysis reveals that both organizational mindfulness of school heads and work engagement of teachers were of a high level. The study was able to establish the significance of the relationship between organizational mindfulness of school heads and the work engagement of teachers. Lastly, despite both mindful behavior of school heads that best influence work engagement of teachers.

Keywords: education, organizational mindfulness, work engagement, teachers, descriptive-correlation research, Philippines

1. Introduction

Several issues of teachers consist of being stripped of their rights in practicing academic freedom and being reprimanded by their school heads for personal initiatives in teaching are already not uncommon in the daily affairs of every school. Teachers call it a “denigration of their right to participate in the determination of school goals and policies and in the exercise of professional judgment about what and how to teach” (Lee & Nie, 2014; Lee, Yin, Zhang & Jin, 2011). Teachers decry administrators for failing to provide experiences for all teachers to grow as leaders, not even open to numerous options for individual and school growth. These lead to a loss of teachers’ engagement in work and personal disposition (Pyle, Wade-Woolley & Hutchinson, 2011).

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With the problems met by a teacher at school, it is undeniable that his/her success in the job depends on a lot of crucial factors – one of such is how school heads run the institution. For decades, several educational researchers have probed on how leadership shapes the school’s direction – only to find out that leadership is not only by theory, but also by practice. It is said that how the school heads run the academia literally contributes on how teachers are engaged in their jobs and how they perform inside the classroom in the delivery of quality teaching and learning services (Peterson, 2015). This is called “being mindful”, wherein school heads go to a walkthrough on the day-to-day affairs of the teachers as well as the learners.

When school heads become mindful of the state and condition of their faculty members, teachers become effective in the dispensation of their services (Rodriguez, 2015). It was revealed that organizational mindfulness could possibly develop an increase in engagement and resilience among teachers (Kelly, 2012), reduction of personal stress, and higher chances of contributing to effective decision-making. Moreover, certain studies (Albrecht, Albrecht, & Cohen, 2012; Dane, 2011; Weick & Sutcliffe, 2015) maintained that strong organizational mindfulness increases the strong potential on the effectiveness of school organizations.

Even with these pronouncements, the research topic is still new for the researcher. While several studies and literature have been done and written pertaining to measuring leadership among school heads, quite a few dared to investigate their mindfulness and its effect on to work engagement of teachers, since there is a lack of local perspective on the thesis. Moreover, the researcher has never come across a study that dealt with the relationship between organizational mindfulness of school heads and the work engagement of teachers in the public elementary school setting. With the aim of adding to the scholarly works pertaining to this topic, this research was proposed to determine which domain of organizational mindfulness of school heads best and significantly influences the work engagement of teachers. Specifically, it dealt with the following objectives: (1) To assess the level of organizational mindfulness of school heads in terms of mindful behavior and collective efficacy; (2) To determine the level of work engagement of teachers in terms of vigor, dedication, and absorption, (3) To ascertain the significant relationships between organizational mindfulness of school heads and work engagement of teachers; and (4) To determine which domain of organizational mindfulness of school heads that best and significantly influence work engagement of teachers.

2. Literature Review

2.1 Organizational Mindfulness
The mindfulness concept was considered a famous issue in social psychology. In the past years, several researchers have introduced this concept in various organizational studies by exploring mindfulness within the organization. Mindfulness was defined as “the quality of bearing in mind or bringing to mind; it is the state of recollecting, the state of
remembering, the state of nonfading, the state of non-forgetting” (Ndubisi, 2014; Jordan & Johannessen, 2014; Rerup & Levinthal, 2014). Another definition describes how mindfulness focuses on the current situations while paying attention to its operational details and demonstrates willingness in considering alternative standpoints and interest in devoting to and understanding failures (Ndubisi, 2012). Mindfulness in industrial perception was conferred on individual and organizational levels. The individual-level emphasizes the capability “to focus one’s attention on the tangible characteristic of one’s behaviour, therefore, disregarding the abstract, premeditated, high-level self-thoughts that might restrict in ratifying complex and automatic behaviors” (Brown, Ryan & Creswell, 2007).

Additionally, mindfulness embraces sensitivity to its surroundings, openness to new ideas, awareness and consideration of various perceptions in problem-solving, attention to details, skills in perceptive classification (Bayraktar & Ndubisi, 2014), awareness of the involvement in the constant process of living (Gunaratana, 2002) or awareness of and receptive consideration of experiences, relevant events and realities (Brown, Ryan, & Creswell, 2007), self-control and awareness, contraceptive and self-regulatory capacity, openness to innovation (Brown et al., 2007), and capability in dealing with malleable respond to relative cues.

Organizational mindfulness embraces the combined concept of constant analysis of prevailing expectations, capacity and willingness to conceive new expectations that go over with unprecedented events, incessant enhancement and organization of expectations, a more distinct appreciation of perspective and approaches to work with, and recognition of innovative scope and perspective that enhances functioning and foresight (Dane, 2011; Dane & Brummel, 2014; Weick & Sutcliffe, 2006). It was also referred to as the association and involvement of every individual’s mindfulness in generating new knowledge and implication that will benefit them and their organization in achieving congruity between their goals and objectives (Malhotra, Lee & Uslay, 2012). Organizational mindfulness has been an emerging perspective of being the reason why an organization change, learn and adapt (Rerup & Levinthal, 2014) and mindful organizing (Vogus & Sutcliffe, 2012). However, organizational mindfulness was given limited complement to empirical studies (Dane, 2015; Dane, 2011; Smith & Scarbrough, 2011). Mindfulness was also defined as a quality concentration that allows an individual to minimize the errors and address immediately the unexpected circumstances (Rerup & Levinthal, 2014). Moreover, mindfulness served to be a skill comprising of anticipation which pertains to the prevention of unexpected problems and resilience which means managing unexpected problems in a flexible way (Weick & Sutcliffee, 2007). Studies (e.g., Flook, Goldberg, Pinger, Bonus & Davidson, 2013; Ruedy & Schweitzer 2010; Weick & Putnam, 2006) revealed that organizational mindfulness significantly lessens work stress, and burnout, increasing teaching efficacy, the aspect of impermanence and it does significantly contribute to organizational decision-making.

Over the past few decades, the demands placed on teachers have changed dramatically (McCown, Reibel & Micozzi, 2010). Federal accountability, state-mandated assessments, and increasingly diverse student populations are only a few of the
challenges that many educators encounter. These changes and challenges have profound effects on the professional behaviors of teachers and the expectations they have for their students (Albrecht, Albrecht & Cohen, 2012; Crane, Kuyken, Hastings, Rothwell & Williams, 2010; Jennings, 2015).

Teachers respond in several approaches to these organizational pressures, and the way they elucidate and overcome challenges sometimes relies on their social capabilities apparent in the organization (Hyland, Lee & Mills, 2015; Roeser, Schonert-Reichl, Jha Cullen, Wallace, Wilensky, & Harrison, 2013; Williams & Kabat-Zinn, 2013). An emerging body of literature proposes that social factors might persuade one’s performance. Hence, the faculty’s collective efficacy and the school’s mindfulness characteristics are considered mechanisms that encourage further exploration (Kearney, Kelsey & Herrington, 2013).

Past research in collective efficacy has focused on the outcomes of the organization (Bandura, 1993; Goddard, Tschannen-Moran & Hoy, 2001; Hoy, Smith, & Sweetland, 2002). However, school leaders who wish to create an organizational culture that supports teachers and promotes academic achievement may find it beneficial to investigate those factors that influence collective efficacy in the school setting (Viafora, Mathiesen & Unsworth, 2015). School culture is shaped by a variety of forces including teacher and student perceptions, community participation, and historical academic achievement. Schools with a tradition of poor academic achievement are generally populated by teachers who believe that it is impossible for classroom instruction to overcome environmental factors such as lack of family involvement, behavioral problems, and low supplemental educational services.

Conversely, there are schools where teachers perceive shortcomings as opportunities for growth and professional learning. They reflect on the unique attributes of each group of students, seek out additional sources of information, and modify and adjust their practices as needed. Their behaviors demonstrate mindful approaches to teaching (Gröschner, Seidel, Pehmer & Kiemer, 2014; Rechtschaffen, 2014; Viafora, Mathiesen, & Unsworth, 2015). Indeed, these teachers are willing to make changes because they believe they can impact the success of their students. In essence, these teachers are efficacious; they believe they can do the job. Thus, many teachers, to affect greater student success, unknowingly exhibit the qualities of both mindfulness and efficacy (Vogus & Sutcliffe, 2012).

Also, several studies described organizational mindfulness as the degree to which a specific organization can evaluate threats that might surface and capture every aspect in order for them to respond promptly and effectively to avoid system failures and unwanted events (Crane et al., 2010; Flook et al., 2013, Weick & Sutcliffe, 2015). Collective mindfulness is manifest in organizations by the ability of the workforce to be sensitive to changes in the work environment, continuously updating the way in which they think and perceive things, and by appreciating the importance of context (Weick & Sutcliffe, 2006).
Mindful behavior of school heads was put to emphasis by previous studies which were found to give a positive effect on teachers’ mindfulness too, thereby, as an effect, decreasing students’ study-related anxiety (Bakosh, Snow, Tobias, Houlihan & Barbosa-Leiker, 2016; Singh, Lancioni, Winton, Karazsia & Singh, 2013; Johnson & Golombek, 2016). Mindfulness is an act of awareness of what the present experience is (Killingsworth & Golbert, 2010) or restraining undesired experiences (Kang, Gruber & Gray, 2013).

The characteristics of mindful behavior emerged in early studies of social interaction involving the issues of dependency, helplessness, and control (Davenport & Pagnini, 2016; Maynard, Solis & Miller, 2015; Kearney, Kelsey & Herrington, 2013). These studies revealed that perceived purposeful behaviors may be mindless responses to stimuli based solely on prior exposure to information or premature cognitive commitment. Mindfulness is the antithesis of this automatic response behavior. It implies empirical awareness during which the observer is actively engaged in processing information. In addition, multiple perspectives are considered, context is evaluated, and a variety of responses are possible. Bodner (2000) expanded the definition of individual mindfulness to include four categories: engagement, novelty-seeking, flexibility and novelty producing. Information is reassessed and meaning is reconstructed because of contextual variations. It is this ability to identify discrepancies based on environmental factors that allow the individual to reassess previously created constructs and maintain an open and flexible approach to information processing.

Quite a few studies (Goldberg, Wielgosz, Dahl, Schuyler, MacCoon, Rosenkranz & Davidson, 2016; Quickel, Johnson & David, 2014; Weick & Sutcliffe, 2001) examined the construct of mindfulness, albeit as the concept applies to high-reliability organizations (HRO). They identified five processes promoted by mindful organizations: preoccupation with failure, reluctance to simplify, sensitivity to operations, commitment to resilience, and deference to expertise. In the same manner, Hoy (2003) applied this organizational framework to education. He identified two dimensions that characterize school mindfulness: faculty mindfulness and principal mindfulness. The behaviors of both dimensions are further filtered and conceptualized via the five processes developed by Weick and Sutcliffe (2001). Hoy’s work also draws connections between the constructs of mindfulness and teacher efficacy. Both are characterized by resilience in the face of failure, and a flexible approach to problem-solving.

The research on school mindfulness was extended by examining specific factors that enable schools to function as effective organizations (Keller, Ruthruff, Keller, Hoy, Gaspelin & Bertolini, 2017; Tracy, Miller & Tarter, 2014). To that end, they sought to operationalize school mindfulness by creating the School Mindfulness Scale (M-Scale) based on the theoretical premises of Langer (1992) and Weick and Sutcliffe (2001). Thus, the Mindfulness Scale (M-Scale) measures five properties of school mindfulness- a focus on mistakes, reluctance to simplify, sensitivity to teaching and learning, commitment to resilience, and deference to expertise in problem-solving. Additional research has identified school mindfulness as a critical component in effective school organizations. It has been linked to trust, enabling school structures, and collective efficacy as one of the
major factors contributing to the creation of successful schools (Hoy, Gage & Tarter, 2006; Gage, 2003).

On another note, collective efficacy was considered in most school reform and improvements as a factor of educational transformation. Collective efficacy was defined as a teacher’s perception of school about the positive effect of teachers’ effort on students learning (Goddard, Goddard, Sook Kim, & Miller, 2015; Hampson & Jowett, 2014; Salanova, Rodriguez-Sanchez, Schaufeli, & Cifre, 2014). Collective efficacy was found to promote leadership school capacity (Angelle, Nixon, Norton & Niles, 2011). Goddard and Goddard (2001) highlighted that collective efficacy deals with the belief in teachers that the faculty can execute and organize the required action to contribute to positive influence on students, thus, collective efficacy was associated with the students’ academic achievement.

Collective efficacy stems from social cognition research conducted by Bandura (1997). Human agency, or action, is motivated by several factors including personal experiences, vicarious experiences, reflection, and social persuasion. Accordingly, personal efficacy is the belief that a specific goal is achievable. Individuals perform in accordance with their beliefs as to the possible outcomes resulting from such actions. Therefore, individuals who believe that certain goals can be realized are naturally more motivated to perform the necessary actions to achieve these outcomes (Moolenaar, Sleegers & Daly, 2012; Klassen, Usher & Bong, 2010; Klassen, 2010). On the other hand, should an individual doubt that such a goal is attainable; they will be less motivated to overcome obstacles and engage in activities that will promote goal attainment (Viel-Ruma, Houchins, Jolivette & Benson, 2010).

Presently, individuals rarely function in isolation. Therefore, the study of personal efficacy has evolved to include the concept at the organizational level. Collective efficacy refers to the perception that the group can act to fulfill the goals of the organization (Calik, Sezgin, Kavgaci & Cagatay Kilinc, 2012; Klassen & Chiu, 2010; Lee, Zhang & Yin, 2011). Put simply, the stronger the belief in collective efficacy, the more an organization is able to achieve (Bandura, 2000).

Several researchers adapted the construct of collective efficacy to educational organizations (Goddard, Hoy & Woolfolk-Hoy, 2000). They defined teacher collective efficacy as the perceptions of academic personnel that their hard work and that of other faculty personnel and staff will positively influence their students. The results of several studies reveal a positive connection between collective efficacy and student achievement (Goddard, 2002; Goddard, Hoy & Woolfolk Hoy, 2000; Goddard, Sweetland, & Hoy, 2000; Hoy, Smith, & Sweetland, 2002).

The positive consequences of collective efficacy were identified which include student’s performance improvement, decreasing negative effects on the teacher or parent relationship enrichment and commitment to the work environment, and socioeconomic status (Calik, Sezgin, Kavgac, & Cagatay Kilinc, 2012; Lee, Zhang, & Yin, 2011; Viel-Ruma, Houchins, Jolivette, & Benson, 2010). Moreover, teachers with higher collective efficacy tend to join in more academic dialogues (Lim & Eo, 2014). A study revealed that
a 1-point increase in the collective efficacy of schools corresponds to an 8.5 increase of the academic achievement of students’ scores (Goddard et al., 2000).

Moreover, individual teachers deploy their skills and mastery confidently if they were influenced by the essence of stronger collective efficacy (Brinson & Steiner, 2007). On the other hand, if principals attempt to implement a new program in the instruction which is already a failure in the past possess a poor disposition of collective efficacy. Also, if teachers are involved in the school’s decision making on policies, the more the teacher is empowered and the more the school showed collective efficacy (Gibbs & Powell, 2012; Kurt, Duyar, & Çalik, 2011; Stephanou, Gkavras & Doulkeridou, 2013).

2.2 Work Engagement

Work engagement embraces fulfilling, constructive and affective-motivational disposition of work-related contentment that is in contrast with the concept of job burnout implies. Engaged employees exhibit enthusiasm and are dynamically engaging with their responsibilities (Bakker, Schaufeli, Leiter & Taris, 2008). Several researchers have agreed that engagement includes the energy dimension and its identification (Karatepe, 2013; Leroy, Anseel, Dimitrova & Sels, 2013; Tims, Bakker, Derks, & Van Rhenen, 2013). Therefore, engagement was branded through the depiction of vigor and strong apperception of one’s responsibility.

Work engagement depicts a motivational impression. Engaged employees might feel obliged in striving toward challenging objectives because of their will to succeed. This concept goes beyond reacting to immediate situations. One might accept personal commitment in order to achieve these goals (Shimazu, Schaufeli, Kamiyama, & Kawakami, 2015; Lu, Wang, Lu, Du, & Bakker, 2014; Strom, Sears, & Kelly, 2014). Furthermore, work engagement resonates with employees’ personal energy. While they do not just demonstrate enthusiasm, engaged employees actively apply the same energy in their workplace without holding back. Their energy is not just reserved for something significant, but they embrace that today’s work warrants their personal energy (Ghadi, Fernando & Caputi, 2013).

Additionally, work engagement reflects concentrated engagement in the workplace. Engaged employees always keep an eye on something relevant and are keen on details while instigating the essence of stimulating circumstances (Kovjanic, Schuh & Jonas, 2013; Bakker & Sanz-Vergel, 2013; Yeh, 2013). Also, engaged employees felt absorbed with the work that they lose track of their time and their reaction to distractions are diminishing (Yalabik, Popaitoon, Chowne, & Rayton, 2013).

Management might make a difference. Employees’ responses to norms structures, practices and organizational policies influence their probability to experience engagement. An established work environment inspires employees to maintain a consistent range of work engagement (Agarwal, 2014; Gagne, 2014; Rayton & Yalabik, 2014). With these demonstrations, work engagement can survive in an environment that exhibits a stable connection between individual and corporate standards (Kim, Kolb, & Kim, 2013).
Meanwhile, companies incorporate their principles with employees, inspiring their allegiance. On the other hand, companies are responsive to the values employees bring to their work (Trepanier, Fernet, Austin, Forest & Vallierand, 2014; De Bruin & Henn, 2013; Brough, Timms, Siu, Kalliath, O’Driscoll, Sit & Lu, 2013). They maintain sufficient flexibility to accommodate a variety of approaches to their complex challenges. They manage human resources in a more approachable and responsive approach that appreciates individuals’ diverse contributions to the enterprise (Alessandri, Borgoni, Schaufeli, Caprara, & Consiglio, 2015).

Work engagement significantly influences employees’ performance. The vigor and attention integral to work engagement permit every employee to demonstrate their full potential (Demerouti, Bakker & Gevers, 2015; Steger, Littman-Ovadia, Miller, Menger, & Rothmann, 2013; Quiñones, Van den Broeck & De Witte, 2013). This energetic focus improves the characteristic of their primary work accountabilities. Employees possess the capability and motivation to focus wholly on the workload (Biggs, Brough & Barbour, 2014).

In general, work engagement apparently describes burnout contrariwise. In contrast with employees that experienced burnout, engaged employees are spirited and are affectively connected with their responsibilities and they view themselves as capable of dealing with demands (Choi, Tran & Park, 2015; Barkhuizen, Rothmann & Vijver, 2014; Caesens & Stinglhamber, 2014). Conclusively, engagement is an optimistic, rewarding, work-related state of mind that is characterized by vigour, dedication, and absorption (Timms, Brough, O’Driscoll, Kalliath, Siu, Sit & Lo, 2015).

One acceptable way to measure engagement is vigor. Vigor was defined as the positive sense of physical strength, affective energy, and cognitive enthusiasm that emerges to respond to a person’s assessment of the work done (Dane & Brummel, 2014). A recent study suggests that employee vigor was an important predictor of organizational citizenship behavior (Gonçalves, Nene, Sousa, Santos, & Sousa, 2016; Carmeli, McKay & Kaufman, 2014; De Simone, 2014).

Good organizational individuals go beyond what has been dictated in their job descriptions to assist other employees and enhance their role and function within the organization (Mackey, Perrewe & McAllister, 2017; Schullery, 2013; Burns & Machin, 2013). It is also seen as a vital element to stimulate creative and proactive engaging behaviors relevant to the organization (Banihani, Lewis & Syed, 2013).

Moreover, vigor was perceived as the opposite of emotional exhaustion amongst the dimension labeled energy. Low levels of energy tend to indicate a high exhaustion level, whereas high levels of energy indicate a high amount of vigor. Further, research has largely theorized work engagement as a relatively firm variable because of the sustained presence of particular work and organizational features (Michishita, Jiang, Ariyoshi, Yoshida, Moriyama & Yamato, 2017; Schaufeli & Salanova, 2014; Wefald, Mills, Smith & Downey, 2013). Nevertheless, individuals may experience different levels of energy at the end of the day. Sometimes an individual can leave their workplace at the end of the day and still be full of energy. Other days, one may not have any energy left.
and does not know how to deal with the responsibilities associated with family life (Oerlemans & Bakker, 2013).

Also, one of the three attributes or hallmarks of work engagement is dedication. On fire, purpose-driven, dedicated employees are often the first to show up and the last to leave work (Noe, Clarke & Klein, 2014; Sackett & Walmsley, 2014; Montero-Marín, Prado-Abril, Carrasco, Asensio-Martinez, Gascon, & García-Campayo, 2013). Sometimes, they have to be reminded to quit working and go home. It is hard for them to break away, they love what they do so much (Bakker, Oerlemans & Brummelhuis, 2013).

Additionally, dedication depicts care as something at the maximum level. If employees show dedication, they will provide everything they could – all their energy – to a task, assignment, or cause. This is a significant characteristic to embody in the workplace (Heggen & Terum, 2013). Whenever a setback occurs, not fully dedicated individuals might stay down, feel disappointed and quit their job, instead of moving up and dealing with the challenges. Dedication to their jobs advances employees to achieve promotion, objectives and the capability to adapt to the difficult characteristic of other employees. These life skills are significant for employed individuals especially in dealing with their job and reaching their highest potential. This is also important for a firm to generate a more positive work environment and ensure business success (Vich, 2015; Bourdage, Wiltshire & Lee, 2015; Ganta, 2014).

However, dedication might affect negatively as superiors may constantly disperse employee responsibilities that are tough and challenging centered on employees’ history with the completion of duties, problem-solving characteristics and positive attitude (Petchsawang & McLean, 2017; Einarsen, Skogstad, Rorvik, Lande & Nielsen, 2016; Littman-Ovadia, Oren & Lavy, 2013). Employers value a certain employee though because of its dedication, which is articulated in its timeliness, handling tasks when co-employees are on leave, dealing with tough responsibilities and facing unhappy clients and investors (Moran, 2015). But still, too much dedication is a serious health offense. Failure to prioritize a healthy balance is not just bad for the employees; it is bad for employers too. It was pointed out that overworking will exhaust an employee and would frequently commit costly mistakes (Shaw, Besen, Pransky, Boot, Nicholas, McLellan & Tveito, 2014).

Moreover, another dimension of work engagement is absorption. Absorption indicates a feeling of detachment from the environment, a high extent of attention given to a job and an absence of conscious awareness regarding the time spent on a particular job (Rayton & Yalabik, 2014; Bakker, 2014; Karatepe, 2013). Similarly, it was stated that absorption is the attentiveness and being occupied with an individual’s work, hence passing time is imperceptible and it will be hard for an individual to be detached from their job. Likewise, having job experience is pleasurable for some individuals. It is gratifying that several individuals do not take it as an issue to wage high expenditures to acquire job experience (Airila, Hakanen, Schaufeli, Luukkonen, Punakallio & Lusa, 2014). Other people consider that absorption is compulsory in the workplace, especially in the business world, however, the reality is that this kind of explicit interpretation can upset
contracts instead of solving them. Once an employee is anxious about an issue, they take the risk of instigating negative insinuations not just for themselves, but also for their strategy, customers, co-workers, and colleagues (Yalabik, Popaitoon, Chowne & Rayton, 2013; Leroy, Anseel, Dimitrova & Sels, 2013; Tims, Bakker, Derks & Van Rhenen, 2013). As an outcome, employees are encouraged to avoid getting too excited about a particular project and spend spare time investigating it thoroughly (Costa, Passos & Bakker, 2014). It was also stated that eagerness inspires an employee to perceive themselves as a person who considers making an intuition regarding their boss’ disposition. Too much enthusiasm is not recommended, especially when an employee must deal with customers (Shimazu, Schaufeli, Kamiyama & Kawakami, 2015; Strom, Sears & Kelly, 2014; Lu, Wang, Lu, Du & Bakker, 2014). However, this does not mean that employees should not be passionate, but they must also be more cautious in not crossing the path between eagerness and enthusiasm. Once an employee is demonstrating calmness and positivity, other employees will be pleased with their interest (Ghadi, Fernando & Caputi, 2013).

The abovementioned literature indeed confirmed the importance of organizational mindfulness of school heads in the performance of teachers in their roles at school. Several theoretical precepts were gleaned as to a school head’s being mindful will positively create an impact in the school setting, with teachers as the primary point of reference. The literature also revealed that organizational mindfulness is positively related to several variables. The link to teacher empowerment will be explained in the subsequent section of the review.

2.3 Correlation of the Two Variables
Research has demonstrated that organizational mindfulness is crucial to the practices, actions and skills that have an impact on work engagement. For this reason, a greater understanding of how organizational management relates to the work engagement of teachers is essential because it can lead to professional development in teaching practice (Ganad, 2014) that has a significant influence on the learning progress of their students (Steger, Littman-Ovadia, Miller, Menger & Rothmann, 2013).

Similarly, various research agreed upon the idea between the relationships of the two variables in which they mentioned that the teaching profession is always evident to those satisfied with their works. With this proposition, teachers who are satisfied with their profession are displaying positive work engagement which helps develop students holistically (Montero-Marín et al., 2013). Additionally, studies (Timms, Brough, O’Driscoll, Kalliath, Siu, Sit & Lo, 2015; Trepanier, Fernet, Austin, Forest & Valera, 2014) agreed that organizational mindfulness has been associated with work engagement including the effectiveness, further stressing that great management consistently employs their organizations to accomplish outstanding performance. Management establishes an atmosphere where their staff take responsibility for their commitment and creates work environments that motivate profitability and productivity.

Research suggests that the most significant factor to persuade work engagement and retention of employees is the mindfulness of an organization. Good management is
important in determining the success of retaining engaged employees; bad management on the other hand is often referred to as the cause why employees quit their job (Mackey, Perrewé & McAllister, 2017; Schullery, 2013; Burns & Machin, 2013). Furthermore, good management manifests proficiency in advising employees of the required and expected outcome, setting priorities, and empower a suitable level of responsibility, and providing appropriate assessments based on employees’ performance. Good managers are identified as approachable, good listeners, fair, and preserve established relationships with colleagues (De Bruin & Henn, 2013; Brough, Timms, Siu, Kalliath, O’Driscoll, Sit & Lu, 2013).

Moreover, the stakes of engagement are enormous. It affects the bottom line, creativity and innovation, the quality of products and services, the image and reputation of the company, absenteeism, turnover, and talent attraction, as well as the well-being of the workforce. Some organizations, however, do succeed in creating a stimulating and positive environment where employees enjoy their work, are productive and achieve outstanding results (Doshi & McGregor, 2015; Maylett & Warner, 2014; Wagner, 2006).

3. Material and Methods

This study employed a non-experimental design utilizing the descriptive correlation technique of research. Descriptive-correlation research design will be used to explain the subject phenomenon and to articulate what variables, conditions and attributes were present (Johnson, 2001). Moreover, this kind of research is concerned with how what is or what exists is related to some preceding event that has influenced or affected a present condition or event (Kothari, 2004). Specifically, this study utilized a correlational research approach since the study established the relationship between the organizational mindfulness of school heads and the work engagement of teachers.

The study was conducted in all public elementary schools in the second School District of Matanao, a second-class municipality in the Province of Davao del Sur. The municipality is bounded by Digos City and Hagonoy in the east, Bansalan in the north, the municipality of Columbio in North Cotabato in the east and south by Kiblawan. It has 21 schools belonging to the Matanao II district. Representation of respondents was possible using simple random sampling. A simple random sampling is meant to be an unbiased representation of a group. It is the simplest and most common method of selecting a sample, in which the sample is selected unit by unit, with an equal probability of selection for each unit at each draw (Singh, 2003). Of the 203 teachers, the sample size has a 5% margin of error and a 95% confidence level is 134. Hence, the sample of N=134 teachers was randomly selected from the schools involved in the study. Additionally, participants were classified as any public-school teacher regardless of demographic characteristics and shall be working at least six (6) months to ensure a better assessment of organizational mindfulness and work engagement of teachers in their respective units. No private school teachers and those who did not meet the number of service lengths
were included. All those who qualified were given the option to withdraw in their participation.

The researcher adapted existing survey instruments in crafting the questionnaire. The first part is the scale adapted from the study of Hoy, Gage and Tarter (2006), which consists of two indicators: mindful behavior and collective efficacy. On the other hand, the second part is the Work Engagement Scale developed by Schaufeli, Bakker, and Salanova (2006) to measure the level of work engagement among teachers. The scale consists of three indicators: vigor, dedication, and absorption.

As to the interpretation and analysis of the data, mean and standard deviation were used to describe the levels and variability of organizational mindfulness of school heads and the work engagement of teachers. Meanwhile, Pearson $r$ was used to determine the significance of the relationship between organizational mindfulness of school heads and work engagement of teachers, and multiple linear regression was used to determine the coefficient of determination or the magnitude of the relationship of organizational mindfulness toward school heads and work engagement of teachers. All analyses were done in IBM-SPSS version 20.

4. Results and Discussion

Shown in Table 1 is the level of organizational mindfulness of school heads with an overall mean of 4.01 with a descriptive rating of high which means that the situation relative to organizational mindfulness of their school heads is most of the time manifested. As shown in Table 1, the mindful behavior of school heads obtained the highest mean of 4.13 among the two indicators which was verbally described as high. On the other hand, collective efficacy obtained an overall mean score of 3.91 which was described as high.

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<th>Indicators</th>
<th>Mean</th>
<th>SD</th>
<th>Descriptive Level</th>
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<tr>
<td>Mindful Behaviour</td>
<td>4.13</td>
<td>0.34</td>
<td>High</td>
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<tr>
<td>Collective Efficacy</td>
<td>3.91</td>
<td>0.29</td>
<td>High</td>
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<tr>
<td>Overall</td>
<td>4.01</td>
<td>0.26</td>
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</table>

The high level of organizational mindfulness of school heads as perceived by public school teachers can be attributed especially to the high level of assessment placed by the same in terms of mindful behavior. This can be best exemplified when school heads can communicate with a clear and positive vision for the future, developing goals that are easily understood, among other salient exemplifications. This is akin to the pronouncements of Viafora, Mathiesen, and Unsworth (2015), who reported that there are schools whose school teachers perceive shortcomings as opportunities for growth and professional learning. In addition, Groschner, Seidel, Peher and Kiemer (2014) provided an essential reflection on school heads possessing the desirable level of mindful behavior – that they reflect on the unique attributes of each group of students, seek out
additional sources of information, and modify and adjust their practices as needed. The high level of mindful behavior explicated in this study is reflective of the expectations of Vogus and Sutcliffe (2012), stating that teachers believe they can do the job especially when their heads exude trust and confidence in their abilities. They further verbalized that an attempt to affect greater student success should be a matter of possessing the qualities of both mindfulness and efficacy. More so, the study revealed a high level of collective efficacy, which is a bit lesser in terms of the higher level of importance assigned to mindful behavior. Such a high level of collective efficacy among school heads is parallel to the pronouncements of Goddard and Goddard (2001), whose study averred that collective efficacy deals with the belief of teachers that the faculty can execute and organize the required action to contribute positive influence on students. In this regard, the collective efficacy of school heads of public elementary schools can be associated with students’ academic achievement.

Shown in Table 2 is the level of work engagement of teachers with an overall mean of 4.03 which has a verbal description of high, which means that the teacher can do the task most of the time. Among the enumerated indicators, dedication obtained the highest mean score of 4.25, with a verbal description of high. This is characterized by being strongly involved in one's work, and experiencing a sense of significance, enthusiasm, inspiration, pride, and challenge of being proud of the work that they do, their job is challenging, their job inspires, enthusiastic, they find work full of meaning and purpose. Following the stated indicator above, vigor got a mean score of 4.05 with a verbal description of high, which is characterized by high energy levels and mental resilience, with the willingness to invest effort in one's work, and persistence even in the face of difficulties. This is manifested further by teachers who expressed that they feel like going to work, feeling very resilient in their job mentally, always persevering at work even when things do not go well, feeling bursting with energy at work, feeling strong and vigorous at work, and being capable of continuing work for very long periods at a time. Lastly, the least-rated indicator but having a high mean rating of 3.83 was absorption. This means that teachers are engaged in their work fully concentrated and happily engrossed in their labor, whereby time passes quickly, and one has difficulties with detaching oneself from work.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Mean</th>
<th>SD</th>
<th>Descriptive Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vigor</td>
<td>4.05</td>
<td>0.38</td>
<td>High</td>
</tr>
<tr>
<td>Dedication</td>
<td>4.25</td>
<td>0.39</td>
<td>Very High</td>
</tr>
<tr>
<td>Absorption</td>
<td>3.83</td>
<td>0.37</td>
<td>High</td>
</tr>
<tr>
<td>Overall</td>
<td>4.03</td>
<td>0.23</td>
<td>High</td>
</tr>
</tbody>
</table>

The high level of work engagement among public elementary school teachers can be supported primarily by the very high assessment of dedication, and secondarily, in terms of vigor and absorption, they show at work. This very high level of dedication can be manifested in the likes of teachers feeling pride, enthusiasm, and a sense of being
challenged in the workplace, and being inspired to do things better at work, among others. This is akin to the statements of Macey and Schneider (2008) and May, Gilson, and Harter (2004), who reported that engaged employees have high levels of energy, are enthusiastic about their work, and are often fully immersed in their job so that time flies. Moreover, the very high assessment of teachers on dedication corroborates with the postulations of Schaufeli et al. (2002), who averred that a dedicated employee is strongly involved in his or her work and experiences a sense of significance, enthusiasm, inspiration, pride, and challenge. In fact, the very high level of importance of dedication at work is indicative that public elementary school teachers seemed to feel involved at work and enjoy working in their stationed elementary schools.

Moreover, Table 3 displays the results of the test of significance on the relationship between the variables involved in the study. The overall correlation had a computed $r=0.397$, $p<0.01$, hence significant. This rejects the first null hypothesis, stating no significant relationship between organizational mindfulness of school heads and work engagement of teachers. Doing a pairwise correlation among the measures of both variables, it can be gleaned that the indicators of organizational mindfulness of school heads and work engagement of teachers revealed the computed $r$ values ranging from 0.170 to 0.350, $p<0.01$. As specifically evident in the table, mindful behavior is significantly related to overall work engagement with computed $r=0.340$, $p<0.01$. Collective efficacy was also correlated with overall work engagement with $r=0.317$, $p<0.01$. In addition, mindful behavior is significantly related to vigor ($r=0.346$, $p<0.01$) but did not significantly correlate to dedication and absorption, having $p$-values greater than 0.05. Collective efficacy, on the other hand, is significantly related with vigor ($r=0.229$, $p<0.01$), dedication ($r=0.170$, $p<0.05$) and absorption ($r=0.175$, $p<0.05$).

**Table 3:** Pearson correlation analysis of organizational mindfulness of schools heads and work engagement of public school teachers

<table>
<thead>
<tr>
<th>Organizational Mindfulness</th>
<th>Work Engagement</th>
<th>Overall WE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Vigor</td>
<td>Dedication</td>
</tr>
<tr>
<td>Mindful Behaviour</td>
<td>.346*</td>
<td>.117</td>
</tr>
<tr>
<td></td>
<td>(.000)</td>
<td>(.177)</td>
</tr>
<tr>
<td>Collective Efficacy</td>
<td>.229*</td>
<td>.170*</td>
</tr>
<tr>
<td></td>
<td>(.008)</td>
<td>(.050)</td>
</tr>
<tr>
<td>Overall OM</td>
<td>.350*</td>
<td>.172*</td>
</tr>
<tr>
<td></td>
<td>(.000)</td>
<td>(.047)</td>
</tr>
</tbody>
</table>

**p<0.01 * p<0.05**

Table 4 exhibits the regression analysis showing the predictive ability of organizational mindfulness of school heads on the work engagement of teachers. The analysis shows that when the indicators of organizational mindfulness of school heads were regressed on overall work engagement, it generated an F-value of 12.279, $p<0.01$. The $R^2$ value of 0.158 indicates that 15.8% of the variance of work engagement of teachers can be attributed to the two regressors, holding other variables constant. This means that 84.2% of the variation can be attributed to other variables not covered in this study.
Additionally, the unstandardized beta coefficient of mindful behavior has a higher value of 0.184, *p < 0.01*. It can be inferred that an increase in mindful behavior by one point will increase work engagement by 0.184. On the other hand, an increase in collective efficacy also by one point tends to increase the work engagement of teachers by 0.178. The overall analysis, therefore, rejects the second null hypothesis, stating none of the indicators of organizational mindfulness of school heads significantly influence the work engagement of teachers.

<table>
<thead>
<tr>
<th>Regressors</th>
<th>B</th>
<th>β</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mindful Behavior</td>
<td>0.184</td>
<td>0.258</td>
<td>2.984</td>
<td>0.003**</td>
</tr>
<tr>
<td>Collective Efficacy</td>
<td>0.178</td>
<td>0.222</td>
<td>2.573</td>
<td>0.011*</td>
</tr>
</tbody>
</table>

**Table 4: Significance of the influence of organizational mindfulness indicators on work engagement**

The significance of the relationship between organizational mindfulness of school heads and work engagement of public elementary school teachers indicates that at certain confidence, how school heads mind the school organization they are heading is related to the extent of teachers’ engagement in working at school. The extent of such a relationship is considered weak, which portends that organizational mindfulness and work engagement are aligned concepts that can be related to certain circumstances. These observations seemed to cohere with the pronouncements of Steger, Littman-Ovadia, Miller, Menger and Rothmann (2013), purporting that organizational mindfulness is a crucial factor to the organization, as it insinuates certain practices, actions and skills which have an impact on work engagement of people in the organization. They also claimed that a greater understanding of how organizational management relates to the work engagement of teachers is essential because it can lead to professional development in teaching practice that has a significant influence on the learning progress of their students.

In addition, the study confirms the link of organizational mindfulness as a measure of good leadership with the effectiveness of people working for the organization. In fact, the findings confirmed the pronouncements of Burns and Machin (2013), who averred that having good management enables informed employees. Having been informed, they effectively engage themselves at work, making themselves aware of what is required and expected from them. In addition, they claimed that leaders of an organization – a teaching organization in this context – are responsible for making employees become effective at work by providing feedback on their performance, providing opportunities for their development, delegating appropriate levels of responsibility, and setting priorities.
Moreover, the mindful behavior of school heads relates to work engagement, particularly the vigor of teachers at work. This aligns with the pronouncements of Michishita et al. (2017), who averred those high levels of energy at work indicate a high amount of vigor. They attribute this to the continued presence of favorable job and organizational environment brought about by organizational leaders who project mindful behavior to the welfare of each employee. In addition, Schaufeli and Salanova (2014) noted that while the established link may not be true in most organizations, highlighting that there might be other relevant sources of vigor aside from the mindfulness of school heads. They added that everyone may experience different levels of vigor at the end of the day, and to attribute this to leadership alone could be a faulty line of reasoning.

Finally, the link between collective efficacy and work engagement is analogous to the pronouncements of Goddard, Hoy, and Woolfolk-Hoy (2000), who mentioned that collective efficacy is the sum of efforts of the faculty as a whole that could provide a positive effect on teachers’ well-being and engagement in work. With teachers found to be highly engaged in performing their functions, student achievement can be attained. This is also parallel to the proposition of Montero-Marín et al. (2013), who verbalized that teachers who are satisfied with the leadership of their school heads through the latter’s ability to establish collective efficacy tend to display positive work engagement, which helps develop student holistically.

5. Recommendations

The overall level of organizational mindfulness of school heads which is derived primarily from school heads possessing mindful behavior means that public elementary school teachers see that their school heads possess certain practices or attitudes that are evidently shown most time. In fact, it is sufficient to say that school heads are very good in terms of being mindful of the affairs of their school. With this, the Department of Education – Division of Davao del Sur through its Schools Division Superintended could utilize the findings of the study during school heads’ meetings and summits, where the research shall be used as input towards the improvement of services as well as leadership practices. High-level items in each of the dimensions of organizational mindfulness shall likewise be reviewed for maintenance or further improvement to the same high – or better yet, very high – level. In addition, the high level of work engagement stemmed from a very high level of dedication. High levels of vigor and absorption, on the other hand, necessitate room for improvement of public elementary school teachers in terms of work engagement. Activities that bolster dedication among teachers, which include activities that make them happy and enjoy working in their posts shall be encouraged.

This study also revealed that the organizational mindfulness of school heads significantly relates to work engagement. With this, it is recommended that elementary school administrators and those in authority in the Department shall take into consideration the feedback of school teachers on the brand and kind of leadership their
school heads possess in administering the daily affairs at school. The involvement of teachers in terms of decision-making must be given due consideration by Department of Education officials in the performance review of every school. Moreo, the two indicators of organizational mindfulness are found to significantly influence the overall work engagement of public elementary school teachers, having mindful behavior best explains the variance of work engagement. To this effect, principals and district coordinators shall regularly espouse during faculty meetings an open channel of communication for teachers to subscribe. They shall likewise be open for feedback and allow teachers to elevate personal concerns that they deem to affect them in the workplace.

With organizational mindfulness significantly influencing work engagement in the combined influence of its two indicators, further studies are encouraged to determine the consistency of the results in another locale, in a bigger locale, or in another context.

6. Conclusion

This treatise revealed a high level of organizational mindfulness in both mindful behavior and collective efficacy. On the other hand, the overall level of work engagement of public elementary school teachers is high, as reflected in the domains of vigor and absorption, yet very high on dedication.

In their combined capacities, the two measures of organizational mindfulness of school heads (mindful behavior and collective efficacy) have a causal relationship with the overall work engagement of public elementary school teachers. In fact, the significant influence of the regressors indicates that an increase in mindful behavior and collective efficacy each by one unit causes a simultaneous increase in work engagement of public elementary school teachers, holding all other variables constant. However, there are other factors or variables that also explain it.

Moreover, there exists a significant link between the organizational mindfulness of school heads as perceived by teachers and their work engagement. This affirms the pronouncements of Macey and Schneider (2008) on work engagement, pointing out that work engagement is above and beyond simple satisfaction with the employment arrangement or basic loyalty to the organization. It is in this context that the study, found a significant link between school heads being mindful of the organization – to the faculty specifically – and the manner of behavior of teachers at work. In addition, the weak relationship posed by organizational mindfulness indicates that there exist other significant factors or variables that could better account for or explain teachers’ work engagement.

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

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