



Teaching with Compassion and Mindfulness: Correlating Workplace Spirituality and Professional Competence among Edukasyon sa Pagpapakatao (EsP) Teachers

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Author's contribution

The sole author designed, analysed, interpreted and prepared the manuscript.

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ABSTRACT

This study investigated the relationship between workplace spirituality and the professional competence of Edukasyon sa Pagpapakatao (EsP) teachers in the Division of Panabo City. To gather data, researchers utilized the Workplace Spirituality Scale along with three years of Individual Performance Commitment and Review Form (IPCRF) ratings from 2019 to 2022, involving 306 teachers across four districts. The approach taken was quantitative, non-experimental, and descriptive-correlational. The results revealed that teachers exhibited a high level of workplace spirituality, particularly in compassion, meaningful work, transcendence, and mindfulness. Correlation analysis confirmed significant relationships between certain aspects of

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spirituality and teaching effectiveness. However, regression analysis indicated that workplace spirituality alone didn't significantly predict professional competence, suggesting that other elements like leadership, ethical conduct, and ongoing professional development could play a more crucial role. Professional competence consistently registered at the Outstanding level. Correlation analysis confirmed significant relationship between select domains of workplace spirituality – especially compassion and mindfulness – and professional competence. However, regression analysis indicated that workplace spirituality alone did not significantly predict competence, suggesting that other determinants such as ethical behavior, leadership, and ongoing professional development may exert stringer influence. The findings underscore the importance of cultivating not only a values-driven work but also sustained professional growth to enhance teaching effectiveness. This study offers actionable insights for education leaders and policymakers. By aligning values formation with competence-building, the the findings support more response, human-centered policies that elevate the quality of EsP instruction and reinforce the broader goals of values education in the Philippine context.

Keywords: *Workplace spirituality; professional competence; teachers; DepEd Panabo city division, Philippines.*

1. INTRODUCTION

1.1 An Overview of Scope and Relevance of the Research

Teachers have a big influence on how students do in school. Usually, how well a teacher performs is thought of as how productive they are in the classroom. To make teachers more effective, it's important to understand their personality, attitude, skills, and knowledge. These traits are key to achieving the goals and tasks that are set. So, the success of teaching depends a lot on the qualities of the teacher. In schools, spirituality means that teachers should find a balance between the body, mind, and spirit. Some people say that teachers play an important role in passing on spiritual values through their teaching style and how they interact with students. They have a duty to care for students' inner lives and to connect their teaching methods and classroom management with this purpose (Miñon, 2017).

Workplace spirituality is a part of an organization's culture that helps employees bring their spiritual life into their work. It means that people can be themselves at work (Mitroff and Denton, 2019). When spirituality is encouraged at work, it helps individuals behave more ethically and also improves the overall ethical environment of the organization (McGhee and Grant, 2018). Workplace spirituality is important in how people interact and perform their jobs. It helps people live morally, which can lead to better job performance.

Performance refers to actions or behaviors that help an organization reach its goals. Teacher

performance is one of the key factors that determine how well teaching is done and how effective teachers are (Milanowski, Heneman III, and Kimball, 2019). Teachers who are happy with their jobs tend to perform better (Usop, Askandar, Kadtong, and Usop, 2013).

Educators who show spirituality are in line with Lindholm and Astin (2018) study, which says that teachers' teaching methods often reflect their personal beliefs and values.

However, a study by Carvajal (2014) found that the spiritual intelligence of some Philippine government workers had a positive effect on their work. Though these workers valued connecting with something greater, this wasn't always a daily focus for them.

Workplace spirituality can help improve teacher performance by emphasizing purpose, compassion, mindfulness, and community. But research shows there are some areas that need more attention. Many studies still confuse spirituality with religion or treat it as one single idea when it actually has several parts like meaningful work, transcendence, compassion, mindfulness, value alignment, and community. Research in the Philippines shows that meaning and value alignment are more directly linked to performance through stress management and self-control, while other parts may not have as strong of an effect (Patriarca, 2023). Without clear definitions and specific measures for teachers, it's easy to create programs that feel good but don't really support everyday teaching.

There are also some conditions that need to be considered. If workplace spirituality is not properly managed, it might lead to overwork and burnout. Studies from the Philippines and other regions show that performance links are strongest when spirituality helps with stress, self-management, and ethical clarity. This is best supported when there are things like protected planning time, fair workloads, and safe, supportive teamwork (Patriarca, 2023; Anwar et al., 2024). Without these supports, even well-meaning programs might hide workload problems instead of solving them.

The purpose of this study was to investigate how workplace spirituality and its indicators: compassion, meaningful work, transcendence and mindfulness relate to professional competence among teachers in Panabo City Division. It also aimed to predict the key predictors that greatly influenced teacher professional competence and developed a model that was tailored to the current educational policy. This is significant as it provides valuable inputs for designing effective professional development trainings in the DepEd's Human Resource Development Plan

2. REVIEW OF RELATED LITERATURE

2.1 Workplace Spirituality

Workplace Spirituality can be an important support for how well teachers perform. Understanding and using spiritual values in education can help teachers be more effective in teaching and guiding students. This is because spiritual values can help motivate, inspire, and strengthen teachers in doing their jobs. The spiritual environment of a school can influence how well teachers perform in various ways, because spirituality in education includes values, beliefs, and culture that can affect how teachers think, feel, and act. Because of this, schools should create a spiritual environment to improve teacher performance and the quality of education (Amini et al., 2025).

Workplace spirituality is not connected to religious beliefs. Instead, it is based on humanistic principles (Jnaneswar and Sulphey, 2021), which help create a balance between the workplace and spiritual life by showing the importance of both personal and group spiritual awareness. Past studies show that workplace spirituality can bring many benefits, such as less

deviant behavior, more job satisfaction, more employee involvement, improved innovative behaviors, and better work performance (Jnaneswar and Sulphey, 2021). Moreover, Fry's (2003) theory of spiritual leadership affords a compelling framework for appreciating workplace spirituality—not merely as a set of beliefs, but as a leadership paradigm rooted in vision, hope, and altruistic love. These factors foster a sense of calling and membership, which are critical for sustaining intrinsic motivation and organizational commitment in instructional settings. In parallel, Tschannen-Moran and Hoy (2001) advanced the construct of teacher efficacy, emphasizing its predictive strength over teacher persistence, academic quality, and scholar outcomes. Their work underscores professional competence now not simply as a skillset, but as a dynamic trust device that influences how instructors have interaction with their roles. Together, these perspectives illuminate how spiritually enriched environments can nurture professionally competent educators—particularly in values-based topics like *Edukasyon sa Pagpapakatao* (EsP) also known as Values Education subject, where ethical grounding and personal meaning are central to professional practice.

2.2 Compassion

Compassion—shown as noticing someone's suffering, being moved by it, and taking wise actions to help—is a key part of workplace spirituality, and it has real effects on how teachers show their professional skills. In schools, compassion is seen in everyday actions like re-teaching a student after a failed attempt, offering flexible options for a student in crisis, or giving respectful feedback that keeps a struggling student engaged. Research shows that compassion acts as a social resource that helps build trust, strengthen commitment, and enable long-term, good quality performance by freeing up teachers' mental and emotional energy for tough tasks (Lilius et al., 2008; Worline & Dutton, 2017). For teachers, this "freed energy" translates into better planning, more accurate evaluations, and calmer classroom management—everyday signs of competence.

Recent studies that expand this view show that workplace spirituality, including compassion, strongly predicts teachers' professional well-being, with positive psychological capital (hope, efficacy, resilience, optimism) acting as a bridge.

2.3 Meaningful Work

This is when a job feels important, purposeful, and connected to a bigger goal—is a key part of workplace spirituality that supports teachers' professional skills. For teachers, this meaning is felt in the daily work of shaping children's lives, helping them grow, and contributing to the community. This sense of purpose helps teachers stay motivated during tough times, pay attention to details in planning and testing, and keep trying with students who struggle. These behaviors are what make a teacher's competence visible in the classroom. Recent studies show that meaningful work has three main parts that matter in DepEd schools: personal and organizational values match; the work is part of something bigger than oneself; and the job gives teachers a chance to use and grow their strengths to help students (Lysova et al., 2019; Rosso et al., 2010). When these parts are present, teachers are more likely to use all their knowledge and skills—like content knowledge, teaching methods, and classroom management—in the classroom every day.

Research shows that workplace spirituality, including meaningful work, a sense of community, and value alignment, greatly affects job satisfaction, mainly because of the feeling of togetherness among teachers. This study highlights that improving workplace spirituality and professional competence can create a more satisfying and supportive school environment. The research adds to educational psychology and organizational behavior theories and gives practical advice for school leaders and decision-makers focused on improving teacher well-being and performance (Amini et al., 2025).

2.4 Transcendence

In the field of workplace spirituality, transcendence means connecting one's job to something bigger than just personal goals—like helping others, contributing to a greater cause, or following a calling (Ashmos & Duchon, 2000). For teachers, transcendence is real and happens every day. They believe their work influences the future of students in many ways, including their character, knowledge, and social skills. This belief in a larger purpose helps them stay motivated, handle challenges, and make ethical choices—things that are important for being a good teacher. Recent research in the Philippines shows how this idea works. Fulgencio (2025) studied secondary teachers in Zambales and

found that they often felt transcendence in their work. Teachers reported being very engaged, able to handle stress, and confident in their skills. These qualities are important for doing good teaching and planning lessons, adapting instruction, and understanding assessments. The study found a strong link between workplace spirituality and these teacher traits, showing that transcendence helps teachers keep working hard and improve their teaching over time.

2.5 Mindfulness

Mindfulness helps people stay focused in the present. It keeps the mind from drifting and helps avoid distractions at work, which can improve productivity (Huang et al., 2002). A study found that mindfulness has a strong positive effect on work performance, which is similar to previous studies (Huang et al., 2002). However, the way mindfulness affects performance is complicated and still needs more research. Moreover, He et al. (2023) found that being mindful in web editors improves workplace spirituality, digital skills, and job performance. Also, workplace spirituality acts as a link between mindfulness and performance. Being mindful means being aware without judging (Lui et al., 2022). Studies in education and organizations show how mindfulness leads to more reliable performance.

2.6 Professional Competence

Teachers who feel their work is meaningful, have a strong sense of community, and find personal values matching their school's mission are less likely to experience stress between work and home. They are also more likely to stay in their jobs. These feelings help teachers stay focused and give their best effort (Aboobaker et al., 2019). However, these effects aren't the same across all areas. Meaningful work and a sense of community help by reducing work and home conflict, while value alignment has a stronger, more direct impact (Aboobaker et al., 2019). In practice, this means that school leaders can improve teaching effectiveness not just by teaching skills, but also by creating a sense of purpose, trust, and alignment with school values. Studies from the Philippines add more detail on how these factors affect teachers' competence and performance. In a study of public-school teachers, Patriarca (2023) found that stress management and self-improvement were most closely linked to better work performance. Spirituality had different effects in different areas. Meaningful work was strongly connected to work-

life balance, while a sense of community had few clear links. Value alignment, though, had a broad effect across all areas. Interpreted through Clark's theory, this shows that parts of spirituality that help in managing work-life boundaries—like stress control and clear role expectations—are the most helpful in keeping teachers focused and ready to plan, teach, assess, and reflect. These are all key parts of being a competent teacher.

These insights affirm that fostering professional competence requires more than pedagogical training; it demands cultivating environment where teachers experience clarity of roles, emotional stability, and ethical alignment. Within the Philippine educational landscape, this holistic approach is reflected in *Edukasyon sa Pagpapakatao* (EsP), a core subject dedicated to character formation. By integrating values education into broader framework of teacher development, EsP reinforces the imperative to humanize teaching – where competence is not just measured by outcomes, but by the integrity and intentionality behind them.

3. METHODS

This study investigated the relationship workplace spirituality and professional competence of *Edukasyon sa Pagpapakatao* (EsP) teachers in public schools in Panabo City utilizing the quantitative non-experimental, descriptive-correlational technique and predictive analysis. To gather data, set to validated questionnaire were employed, focusing on workplace spirituality and teacher professional competence in three (3) years performance appraisal ratings through IPCRF. The 5-point Likert scale questionnaires showed strong reliability, validated by Cronbach's Alpha coefficient analysis, yielding reliability coefficients of 0.845 for the first variable questionnaires. It involved 306 teachers teaching the EsP Subject for at least 3 years from Panabo City's public schools, who were from four district schools

within the Panabo City Division. The data analysis in this investigated work incorporated the utilizations of mean, Pearson Product Moment Correlation, and Multiple Regression techniques.

4. RESULTS AND DISCUSSION

This study focused on examining aspects of workplace spirituality and professional competence of EsP teacher's performance specifically among public school teachers in the Panabo City Division. It sought to determine the significant relationship between these variables. Furthermore, this study aims to determine which of the indicators of workplace spirituality have the most impact on teachers' professional competence and ultimately develop a model for predicting the professional competence of these educators.

Table 1. As presented in the table, the overall mean is 3.95 or high in descriptive equivalent. It means that the respondents have perceived the workplace spirituality – compassion domain towards their sympathy tom others is frequently manifested. The overall means determines that they were compassionate in the workplace and the people around them naturally since they were part of the organization and most of the time, they see each other. It also further explains that the respondents of this study have the regularly feel themselves towards others and like to help their colleagues in all their hardships in life. This implies that the respondent perceived commonly in the workplace has most likely and possibility of comforting and lessen their co-workers suffering. Moreover, compassion helps teachers be more competent in their jobs by helping them manage their emotions and understand their students better. Research shows that teachers who are emotionally healthy create a better classroom environment, teach more effectively, and respond better to different kinds of students (Jennings & Greenberg, 2009).

Table 1. Level of Workplace Spirituality in terms of Compassion among Edukasyon sa Pagpapakatao (EsP) Teachers of Public-School Teachers of Panabo City Division (N=306)

Compassion	Mean	SD	Descriptive Equivalent
I can easily put myself in other people's shoes.	3.94	.69	High
I am aware of and sympathize with others.	4.09	.62	High
I try to help my co-teachers relieve their sufferings.	4.00	.61	High
I am aware of my co-teachers' needs.	3.90	.66	High
I help others to alleviate distress.	3.85	.63	High
Over-all Mean	3.95	0.52	High

Table 2. Level of Workplace Spirituality in terms of Meaningful Work among Edukasyon sa Pagpapakatao (EsP) Teachers of Public-School Teachers of Panabo City Division (N=306)

Meaningful Work	Mean	SD	Descriptive Equivalent
I can easily put myself in other people's shoes.	3.94	.69	High
I experience joy in my work.	4.22	.58	Very High
I believe other experience joy as a result of my work.	4.02	.60	High
I see a connection between my work and the larger social good of my community.	3.99	.59	High
I understand what gives my work personal meaning.	4.10	.55	High
I am connected to what I think is important in life.	4.16	.57	High
Over-all Mean	4.10	0.55	High

Table 2 reveals the level of meaning work of the respondents was understood to be high in descriptive equivalent with an overall mean of 4.10. It means that this determinant is perceived frequently by the students. This implies that the respondents feel joy and considered it as a result of their work in general context. They saw linked and have deep acknowledgement between their daily tasks and the greater welfare of the community through their work. They found to have a better realization the meaning of their life through their job. In consequence, this indicator entails that the teachers are having a sense of connection to what is the important of life and greater purpose of existence. This affirmed certain study in India, meaningful work as part of workplace spirituality was connected to teachers' well-being, with positive psychological traits like hope, confidence, resilience, and optimism helping this connection (Paul & Jena, 2022). These qualities are important for good teaching: confident teachers plan and adapt their lessons, resilient teachers keep going after setbacks, and hopeful teachers keep giving helpful feedback.

Table 3 reveals that transcendence as perceived of the respondents towards workplace spirituality heads is high in descriptive equivalent and with an overall mean of 3.80. It presents all statements from 1 to 5 have a mean greater than 3.49, which have a deceptive equivalent of high.

Also, in terms of the feeling of complete happiness when they are at work. Moreover, they have some time at the workplace in which they have forgotten the time because of the full attention and commitment just to finish the tasks with minding the time. There also some moments that the teachers are working delightfully and happily beyond anticipation at a certain day having been experienced an enthusiasm and gusto working every single job in a day without difficulty and perceived it lightly no matter what the given tasks.

This simply implied that their drive on transcendence with regards to the workplace spirituality as a teacher is frequently demonstrated; this may be because they have sense of contribution to the community and this aspect is the same to the ideas of shared accountability, and mutual commitment that associate an individual to the everyone. The dimension is characterized by having a common purpose and having a sense of being connected to their work and its great contribution the everyone as a whole part of the workforce, in general. Another study by Patriarca (2023) looked at public school teachers in Cebu and found that meaning in work and fitting with personal values were important for work-life balance and job performance. While transcendence wasn't the only factor, teachers

Table 3. Level of Workplace Spirituality in terms of Transcendence among Edukasyon sa Pagpapakatao (EsP) Teachers of Public-School Teachers of Panabo City Division (N=306)

Transcendence	Mean	SD	Descriptive Equivalent
I experience an energy or vitality at work that is difficult to describe.	3.68	.68	High
I experience moments at work where everything is blissful.	3.94	.65	High
I experience happiness at work.	4.10	.64	High
I have moments at work in which I have no sense of time or space.	3.50	.76	High
I experience complete joy and ecstasy at work.	3.78	.68	High
Over-all Mean	3.80	0.52	High

Table 4. Level of Workplace Spirituality in terms of Mindfulness among Edukasyon sa Pagpapakatao (EsP) Teachers of Public-School Teachers of Panabo City Division (N=306)

Mindfulness	Mean	SD	Descriptive Equivalent
I do jobs or tasks automatically and I am very aware of what I am doing.	4.08	.57	High
I find myself working so hard and pay attention.	4.02	.61	High
I work with care, paying attention and thinking of something that is good for my students.	4.27	.57	Very High
I am really attentive to my learners specially when they share something personal to me.	4.28	.58	Very High
I can work without making any hustle to everybody.	4.10	.60	High
Over-all Mean	4.15	0.47	High

who saw their work as a calling were better at managing stress and keeping high-quality teaching, even when things were tough. This supports the idea that having a bigger purpose makes teachers more resilient and focused on their skills.

In terms of mindfulness, Table 4 shows the level of workplace spirituality that are perceived by the Edukasyon sa Pagpapakatao (EsP) teachers. It shows that most of the items have the descriptive equivalent of high which simply means that the mindfulness perceived by the respondents is frequently manifested. The respondent's demeanor towards the workplace and their colleagues are observed by them as typical tasks and routinely and they are very much aware of the thing that they are doing at work and in the attainment of the organizational goals.

Several of those statement that have very high descriptive equivalent is "I do jobs or tasks automatically and I am very aware of what I am doing.", "I am really attentive to my learners specially when they share something personal to me." and "I can work without making any hustle to everybody." This implies that the respondents are diligent at work and pay so much attention to the details of their work without making some fuss to anyone in the workplace. However, the statement I find myself working so hard and pay

attention got only 4.27 mean and I work with care, paying attention and thinking of something that is good for my students obtained 4.28 mean average which has a descriptive value of very high. This suggests that the respondent are thorough at work at making sure that their students can get a good thing out from the lessons they have prepared for them and when in terms to their feelings and needs they make sure that the teachers are observant especially when the students share something personal matters to them. Clearly, recent studies add new insights. A qualitative study of new teachers shows that contemplative practices, including mindfulness, help teachers feel more stable and in control, which supports their professional identity and ethical teaching. This helps them prepare lessons, ask good questions, and follow up with students (McCaw, 2023). In higher education settings, workplace spirituality that includes mindful awareness is linked to positive mental health through hope, confidence, resilience, and optimism. This helps teachers perform well, even under challenging conditions (Paul & Jena, 2022). Philippine studies show that parts of workplace spirituality that help with stress and self-control—areas where mindfulness helps—are the strongest predictors of teacher performance (Patriarca, 2023). Together, these studies show that mindfulness doesn't replace teaching skills, but it helps make them work better every day.

Table 5. Professional Competence of EsP Teachers in the past three rating period in terms of IPCRF rating

Rating Period	Mean	SD	Qualitative Description
2019-2020	4.44	2.44	Very Satisfactory
2020-2021	4.51	2.45	Outstanding
2021-2022	4.57	2.45	Outstanding
Overall Mean	4.51	2.45	Outstanding

Table 5 discloses on this study that Professional competence involves the performance ratings of the respondents in Individual Performance Commitment and Review Form (IPCRF) for the past three (3) years. It was collected, measured and interpreted using the standard rating scale based on the Civil Service Commission Memorandum Circular No. 06, series of 2012 that sets the guidelines on the establishment and implementation of the Strategic Performance Management System (SPMS) in all government agencies. As shown in then table 6, the respondents overall instructional competence is 4.51 with the standard deviation of 2.45. This simply implies that the respondents obtained an Outstanding rating as for qualitative description. This also suggests that the respondents at this level have established the high proficiency and competencies with knowledge and fundamental capability in instruction without close monitoring from their immediate supervisor and/or with some technical assistance from master teachers and school principals. It further emphasizes that they could expound these competences on their instructions through guided instructional implementation in various key results areas in Results-Based Performance Management System (RPMS) based on Civil Service Commission Memorandum Circular No. 06, s. 2012.

Moreover, the respondents' mean average in year 1 (2019-2020) of performance rating is 4.44

which means very satisfactory, in year 2 (2020-2021) of performance rating has a mean of 4.51 which obtained an outstanding qualitative description and also in year 3 (2021-2022) of performance rating that has a mean of 4.57 which obtained an outstanding qualitative description. This plainly entails that the Edukasyon sa Pagpapakatao (EsP) teachers in Panabo City Division have more than proficient capability with regards to the mandated competencies in the key result areas as well as in the Results-Based Performance Management System (RPMS). Indeed, a certain research Indonesian schools supports this finding that, in effect, both professional competence and a "spiritual attitude" were linked to better teacher performance. Spirituality here isn't a replacement for skills, but a support that helps teachers stay motivated and keep up their work, even when things get tough (Anwar et al., 2024). This supports Clark's theory—that when a school culture supports teachers' sense of purpose and connections, they are more likely to protect their planning time, avoid burnout, and bring all their teaching skills into the classroom.

Table 6 investigated the study through statistical analysis and it exemplifies that the overall r-value of the workplace spirituality versus professional competence is 0.127 with the probability value of 0.026 which is greater than 0.05 level of significance which simply means the two variables are significantly correlated. This result

Table 6. Significance of the Relationship Between Workplace Spirituality and Professional Competence of the Respondents

Independent Variable (Workplace Spirituality)	Dependent Variable (Professional Competence)			
	Performance Rating in SY 2019-2020	Performance Rating in SY 2020-2021	Performance Rating in SY 2021-2022	Overall
<i>Compassion:</i>	.125	.124	.129	.126
r-value	(.029)*	(.030)*	(.024)*	(.028)*
p-value				
<i>Meaningful work:</i>	.103	.105	.109	.106
r-value	(.072)	(.068)	(.058)	(.065)
p-value				
<i>Transcendence:</i>	.078	.079	.079	.079
r-value	(.174)	(.170)	(.167)	(.170)
p-value				
<i>Mindfulness:</i>	.117	.119	.122	.119
r-value	(.042)*	(.037)*	(.034)*	(.037)*
p-value				
Overall:	0.125	.126	.130	.127
r-value	(0.029)*	(.028)*	(.023)*	(.026)*
p-value				

fail to accept the null hypothesis that there is no significant relationship between the two variables among the respondents' perceptions at 0.05 level of significance. The finding negates the notion that the workplace spirituality of the respondents was positively but not significantly related to job performance; in regression, it did not significantly predict performance. Moral convictions and work ethics did, suggesting competence/performance may hinge more on ethical behavior than spirituality per se. Hence A direct, significant link between spirituality and instructional performance is not supported; focus on ethics/behavioral competencies when modeling instructional competence (Miñon, 2017). Moreover, according to Patriarca (2023), when examining relationships among WLB, workplace spirituality, and performance, only select facets (e.g., self-management and development; managing stress) showed significant links to performance, while "the rest did not." Within spirituality, the "sense of community" dimension showed no significant relationship with some WLB constructs, indicating non-uniform effects rather than a blanket positive association with performance. Thus, evidence does not support a consistently significant association between workplace spirituality and teacher performance; any effects appear dimension-specific and context-bound. Moreover, international studies reinforce these findings. For instance, Anwar et al (2024) in their study of high school teachers in Indonesia, found that professional competence when paired with a spirituality supportive attitude rooted in compassion – significantly enhanced teacher performance. The authors note that compassion reinforces ethical commitment and inner motivation, which then help in maintaining the disciplined preparation and reflective practice that competence requires.

Seamlessly, the overall workplace spirituality under compassion against instructional competence of the respondents was perceived significantly correlated. It was computed with the r-value of .126 and the probability value of .028 which is lesser than the level of significance at 0.05. This implies that there is a significant correlation between compassion and the teachers' instructional competence on the three (3) consecutive years covered in this study. This simply means that when the teachers have a remarkable level of compassion in their workplace and towards colleagues; his/her competences in work will most likely be reciprocated.

Conversely, the data analysis illustrates that the computed r-value for workplace spirituality in terms of mindfulness and instructional competence in three years rating period is .119 with the p-value of .037 which is lesser than the level of significance at 0.05, this means that there is a significant correlation between workplace spirituality - mindfulness and the teachers' instructional competence consistent in three years. This simply means that when the teachers have a remarkable level of mindfulness in their work; his/her performance will most likely be in compromised.

Additionally, observing closely the connection between and among the domains of the workplace spirituality in terms of meaningful work against instructional competence of the respondents; there is no correlation the instructional competence of the teachers for three (3) consecutive years because the r-value is .106 with the probability value of .065 which is lesser than the 0.05 level of significance. With this statistical computation, it plainly suggests that if the respondent's sense of meaningful work towards the work situation and their colleagues; the respondents performance rating will certainly not be affected.

Moreover, the statistical data results shows that the computed r-value for transcendence and instructional competence is .079 with the p-value of .170 which is higher than the level of significance at 0.05, this suggests that there is no significant correlation between transcendence and the teachers' instructional competence for again three (3) rating period. This plainly recommends that when the teachers has a substantial level of transcendence at work; his/her professional competence will likely be the same and unaffected.

However, it complementary showed that the overall correlation coefficient r-value was .1127 with corresponding probability value of .026 which significantly correlated. In fact, the p-value is greater than the level of significance of 0.05, this yield to the failure of acceptance of the null hypothesis stating "there is no significant relationship between workplace spirituality and professional competence of Edukasyon sa Pagpapakatao (EsP) teachers". Moreover, the rating in the Individual Performance Commitment and Review Form (IPCRF) and the Workplace Spirituality- compassion among the respondents found to be correlated with p value of .028 and critical data of .126. Moreover, on the matrix, it

Table 7. Regression Analysis on the Influence of Workplace Spirituality towards Professional Competence of Public-School Teachers of Panabo City Division

Variables	Unstandardized Coefficients		Standardized Coefficients	t-value	p-value
	B	Std. Error	Beta		
Constant	1.332	1.383		0.963	0.336
Compassion	0.418	0.365	0.088	1.143	0.254
Meaningful work	0.153	0.476	0.030	0.322	0.748
Transcendence	-0.164	0.402	-0.035	-.409	0.683
Mindfulness	0.369	0.412	0.071	0.894	0.372
<i>R</i> = 0.141					
<i>R</i> ² = 0.020					
<i>F</i> -value = 1.529					
<i>P</i> -value = 0.194					

illustrated the significant association of the teacher's professional competence and mindfulness with the overall p-value of .037 and critical value of .119.

In short, Workplace spirituality and professional competence show affirmative, positive, and statistically significant correlation ($r = 0.127$, $p = 0.026 < 0.05$). The null hypothesis of no relationship is rejected for the overall association. The effect size is modest, indicating a weak—but real - linear association. This finding supports Hicks' model of respectful pluralism offers a practical way to balance diversity and professionalism: it affirms that people come to work with strong beliefs (religious, cultural, spiritual), and that organizations have a duty to create a place where those beliefs can be shared within clear guidelines that protect others and the mission (Hicks, 2003).

Table 7 presents the regression model result that obtained computed *F*-value of 1.529 and correspondents to *p*-value $>.194$. This suggests that the model cannot significantly account for the variability in the responses of the workplace spirituality towards the variance of respondents' professional competence. Thus, this model can somehow be statistically expressed as Y (Professional Competence of the respondents) = $0.418x_1$ (compassion) + $0.153x_2$ (meaningful work) - $0.164x_3$ (transcendence) + $0.369x_4$ (mindfulness) + 1.332.

Additionally, there is no significant influence of workplace spirituality on professional competence of *Edukasyon sa Pagpapakatao* (EsP) teachers since the *P*-value (0.194) is greater than 0.05 level of significance. Moreover, there is no particular domain that significantly

influence to professional competence of the respondents. In the meantime, 20% of the variance of the professional competence could ascribed to the compassion, meaningful work, transcendence and mindfulness as supported by $R^2 = 0.022$. The difference of 85.9% is influenced by the other factors that are not covered in this investigation. Furthermore, the findings implies broadly that respondents employ high level of workplace spirituality then their professional competence will most likely to have a better chance of improving which could attributed significantly to their performance in general.

5. CONCLUSION AND RECOMMENDATIONS

In this study, the *Edukasyon sa Pagpapakatao* (EsP) school teachers in Panabo City exhibited show a high level of workplace spirituality across all four areas. In terms of compassion, the average score was 3.95, which means teachers often show empathy, care, and support towards their colleagues. For meaningful work, the average was 4.10, showing that teachers feel their job is important and connected to helping the community. Transcendence had an average of 3.80, which means teachers sometimes feel a sense of joy and timelessness in their work. Mindfulness scored the highest at 4.15, showing teachers are attentive, careful, and aware in their work.

As to the professional competence of the teachers was measured using their Individual Performance Commitment and Review Form (IPCRF) scores for three school years (2019–2020, 2020–2021, and 2021–2022). The overall average score was 4.51, which is considered

outstanding. In 2019–2020, teachers had a very satisfactory performance ($M=4.44$), which improved to outstanding in the following years ($M=4.51$ in 2020–2021 and $M=4.57$ in 2021–2022). These results show that teachers are skilled in teaching and follow the standards set by the Department of Education's Results-Based Performance Management System (RPMS).

The study found a significant relationship between workplace spirituality and professional competence, with an overall correlation coefficient of $r = 0.127$, $p = 0.026$. This suggests that higher levels of workplace spirituality are linked to better performance among teachers. Specifically, compassion ($r = 0.126$, $p = 0.028$) and mindfulness ($r = 0.119$, $p = 0.037$) showed strong connections with professional competence. This means that when teachers are empathetic, caring, and mindful in their work, they are more likely to perform well in their teaching roles. On the other hand, meaningful work and transcendence were not significantly connected to competence, meaning not all parts of spirituality affect teaching performance in the same way.

The regression analysis showed that workplace spirituality as a whole does not strongly predict professional competence ($F = 1.529$, $p = 0.194$). While compassion ($B = 0.418$) and mindfulness ($B = 0.369$) had positive effects on performance, meaningful work ($B = 0.153$) and transcendence ($B = -0.164$) had weaker or negative effects. However, the model was not statistically significant, meaning it wasn't strong enough to explain much of the variation in competence. The R^2 value of 0.020 shows that only about 2% of the teachers' professional competence can be explained by workplace spirituality. The remaining 98% is due to other factors such as ethics, training, leadership, and support from the school. The new knowledge generated from this study support targeted policy and professional development initiatives that strengthen the integration of school programs, activities and events into the existing curriculum

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc) and text-to-image generators have been used during writing or editing of this manuscript.

COMPETING INTERESTS

Author has declared that no competing interests exist.

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