A Structural Equation Model on Work Design in Relation to Authentic Leadership, Workplace Spirituality, and Practical Emotional Intelligence of Public Elementary Teachers

Omarisa Samal Sagad[1], Dr. Rinante L. Genuba[2]

[1]Dpartment of Education MBHTE – BARMM, School Division of Cotabato City,District VIII,Vilo Centarl Elementary School, Cotabato City, Philippines
[2]University of Mindanao Professional School, Matina Campus, Matina Davao City, Philippines

Abstract

The study determined the best fit model for the work design based on authentic leadership, workplace spirituality, and practical emotional intelligence of public elementary teachers. Using e-survey through Google Forms, data was collected from the teachers using a set of modified survey questionnaires that were tested for content validity and reliability. This study used a quantitative descriptive and causal method of research. The statistical tools employed in analyzing the data includes the mean, Pearson-r, and structural equation model (SEM). Results of the study revealed the following: the level of authentic leadership was very high; the level of workplace spirituality was high; the level of practical emotional intelligence was high; and, the level of work design for teachers was high. Moreover, a significant relationship was established between the exogenous and endogenous variables. In addition, authentic leadership, workplace spirituality, and practical emotional intelligence significantly influence work design for teachers. Of the five (5) generated models, Model 5 best fits work design among public elementary teachers with practical emotional intelligence bringing the biggest impact. The model successfully passed all the conventions of a reasonable fit; hence, it is deemed the most parsimonious model.

Keywords— education, authentic leadership, workplace spirituality, practical emotional intelligence, work design, structural equation model, Philippines

I. INTRODUCTION

There are large numbers of poor-quality jobs where attention must be given to influencing practice and policy to promote the effective implementation of enriched work designs. Work-based challenges are insufficient for designing work due to the poor learning environment and development, poor maintenance for maintaining and enhancing employees' physical and mental health, and for achieving control and flexibility simultaneously (Parker, 2019). Poor job characteristics, such as autonomy, workload, role problems, and feedback, have moved away from a sole focus on efficiency and productivity to more motivational job designs, including the social approach toward work (den Broeck & Parker, 2017). Furthermore, teachers' roles in education are considered the basic foundation of the learning process. Their performance and engagement in their job are essential in effective instructional delivery. However, due to the evolution occurring in society, the teaching-learning process is directly affected. Thus, the teachers' personality traits as factors towards coping in the said changes to work effectively in their duties and responsibility is a factor that should be explored. The study aims to discover the personal attributes of the teachers in work performance as basis for self-evaluation and performance improvement (Smith, 2018).

A good work design is crucial for a whole range of outcomes, including employee health and wellbeing, attitudes like job satisfaction and commitment, employee cognitions and learning, and behaviors like productivity,

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absenteeism, proactivity, and innovation. Employee personal characteristics play an important role in job design. It influences how employees themselves perceive and seek out particular job characteristics, helps in understanding how job design exerts its influence, and can potentially change the impact of job design (Center for Transformative Design, 2021).

The first exogenous variable is authentic leadership, a style consistent with a leader's personality and core values, which are honest, ethical, and practical (George, 2022). While the above definition is centered upon the leader or self, it is the leader's actions that are perceived by others that determine if they believe a leader is authentic or not. And their perception is accomplished through the social influence of the leader. One recent definition of leadership is that leadership is a process of social influence, which maximizes the efforts of others towards the achievement of a goal (Mensch, 2022).

Thus, a leader's authenticity emphasizes building their legitimacy through honest relationships and

ethical actions, that in turn, maximizes the efforts of others to achieve the goal. Karada and (2018) concluded that principals' authentic leadership behaviors had positive effects on teachers' perceptions of school culture towards quality service. It further explains that authentic leadership, which is based on self-consciousness and self-awareness, is a process and behavior pattern, which is built on positive psychological competencies and at the same time contributes to the development of these competencies; being formed on transparency, openness and trust basis; guiding meaningful goals and focusing on the development of the followers are strong motivators to influence and gain the trust of others that can gear higher support.

Moreover, Geoge (2022) noted the five dimensions of authentic leaders: (1) pursuing purpose with passion, or the display of purpose and direction, so people want to follow you; (2) practice solid values, or being defined by our values and characteristics; (3) lead with the heart, or engaging the hearts of those you serve and align their interests with the interests of those you lead; (4) establish enduring relationships or enduring relationships that are built on connectedness, and a shared purpose of working together towards a common goal; and, (5) demonstrate self-discipline or converting value into consistent action so that you produce results.

The first indicator is purpose-passion, which means that leaders understand their purpose, which is driven by their passion. Authentic leaders have a sense of purpose, knowing what they are about and where they are headed. Purpose manifests itself as passion. Passionate people are interested in what they are doing, are inspired and

intrinsically motivated, and care about their work. There is the passion for the job by figuring out the best way to accomplish the work and spending a lot of time running reports and brainstorming ways to help the units succeed (Northouse, 2017).

The second indicator is values-behavior, which means that leaders live their values, which is important as others determine a leader's value through their action or behavior (George, 2022). Furthermore, authentic leaders have values, know what they are, and do not compromise on those values. This quality manifests itself through the leader's behavior, authentic leaders acting in accordance with their values. Beth clearly values that work is done according to policy and in the best interest of our clients. She does not let people take shortcuts if they are against policy and will not compromise the rules. Authentic leaders are seen as better leaders than others (Northouse, 2017).

The third indicator is heart compassion, which means that leaders help others see their work's value and deeper purpose (George, 2022). In addition, authentic leaders have a heart, which shows in their compassion. They are sensitive to others' needs and are willing to help them. Beth has done this by noticing when people are stressed about the process, which causes the workloads to increase dramatically and deadlines to shorten immensely. Authentic leaders have a genuine concern for others' wellbeing and want to alleviate as much as they can (Northouse, 2016).

The fourth indicator is relationships-connectedness, or leaders creating enduring and genuine relationships through connections. Furthermore, authentic leaders build relationships with others and have connectedness with their followers. They are willing to share their experiences, listen to others' experiences, and communicate with their followers. Authentic leaders perform them often, talk to colleagues about work and personal life, and listen when employees talk about their lives. In addition, authentic leaders are open about what changes are occurring the thought process behind them and demonstrate respect for all their employees (Powlus, 2017).

The fifth indicator is self-discipline consistency, which means that leaders convert their values into consistent actions that others can rely on. The fourth dimension of authentic leadership is self-discipline, which gives leaders focus and determination: the ability to focus on a goal and move forward towards that goal even in setbacks. This is consistency. Self-disciplined leaders remain cool, calm, and consistent during stressful situations (Northouse, 2017). Beth has demonstrated this a lot in the past month. Implementing our new process has come with a lot of confusion, stress, and situations coming to light that need adjustments. Beth has consistently kept her cool and kept all

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of us on track. She stays focused, adjusts what needs to be changed, keeps us in the loop, and moves forward (Pennsylvania State University, 2017).

The second exogenous variable is workplace spirituality or spirituality at work, which is defined as having compassion towards others, experiencing a mindful inner consciousness in the pursuit of meaningful work, and enabling transcendence. In simple terms, it is about finding meaning, value, and motivation in one's work beyond paychecks and performance. It is about people are finding a sense of oneness and togetherness in an organization as a whole (Petchsawang & Duchon, 2019).

Transformation can begin in the workplace when organizations open themselves to cultivating their own employees' spirituality. This would mean addressing employees as whole human beings regarding their physical, mental, emotional, and spiritual needs (Dehler & Welsh, 2022). Lifting up the whole person in the workplace should not be seen entirely as altruistic. Research has demonstrated that by addressing the spiritual side of human experience, organizations help reduce stress, enhance creativity, and improve problem-solving (Tischler et al., 2022).

By focusing on the spiritual qualities of meaningfulness and joy at work, organizations have found increased job satisfaction (Harung et al., 2016), enhanced job involvement, organizational identification, and work rewards satisfaction (Kolodinsky et al., 2018), greater honesty, trust, and commitment (Krishnakumar & Neck, 2022), and even improved work performance (Duchon & Plowman, 2015). Spirituality at work is not a fringe idea. In fact, spirituality at work addresses human activities such as personal development, learning, compassion, and searching for meaning or a higher purpose. Successful organizations have created programs to bring spirituality to the workplace. The pursuit of self-knowledge and an ability to "listen" rather than control are central features in many spiritual quests. Hewlett-Packard builds spirituality in the workplace through a company philosophy that emphasizes the values of trust and mutual respect, which in tum are believed to contribute to cooperation and sharing a sense of purpose (Burack, 2019).

The first indicator is compassion. Compassion literally means "to suffer together." Among emotion researchers, it is defined as the feeling that arises when you are confronted with another's suffering and feel motivated to relieve that suffering. Compassion is not the same as empathy or altruism, though the concepts are related. Compassion is not the same as empathy or altruism, though the concepts are related. While empathy refers more generally to our ability to take the perspective of and feel another person's emotions, compassion is when those feelings and thoughts include the desire to help. Altruism, in turn, is the kind, selfless behavior often prompted by feelings of compassion, though one can feel compassion without acting on it, and altruism isn't always motivated by compassion. While cynics may dismiss compassion as touchy-feely or irrational, scientists have started to map the biological basis of compassion, suggesting its deep evolutionary purpose. This research has shown that when we feel compassion, our heart rate slows down, we secrete the "bonding hormone" oxytocin, and regions of the brain linked to empathy, caregiving, and feelings of pleasure light up, which often results in our wanting to approach and care for other people (Greater Good Magazine, 2021).

The second indicator is mindfulness. Mindfulness is the essential human ability to be fully present, aware of where we are and what we're doing, and not overly reactive or overwhelmed by what is happening around us. Mindfulness is a quality that every human being already possesses, and it is not something a person has to conjure up. Only the person has to learn how to access it (Mindful Communications, 2021). Mindfulness can help reduce stress, anxiety, conflict and increase resilience and emotional intelligence while improving communication in the workplace.

In the current economic climate, employees are being asked to do more with less, working long hours with increasingly heavy workloads. Working in a culture where stress is a badge of honor is counterproductive. People can think more efficiently. The neurological benefits of mindfulness have been linked to increased emotional intelligence, specifically empathy and self-regulation. The development of these areas contributes to managing conflict and communicating more effectively. Mindfulness also enables a person to take a step back and consider alternative perspectives rather than simply reacting to events and using the least intelligent area of our brains to make decisions. Mindfulness helps people to flick the switch back to the smart parts of our brain to put us back in control of our emotions, enabling us to choose a more appropriate response (Crossland-Thackray, 2022).

The third indicator is meaningful work. This means work is perceived to be worthwhile, important, or valuable. Energizing work becomes meaningful and comes with distinct qualities of complexity, autonomy, and a clear relationship between effort and reward. Research shows that only 13 percent of employees worldwide are engaged at work, meaning only about one in eight workers is psychologically committed to their job and trying to make positive contributions. It follows that any worker doing rote tasks under the thumb of a controlling manager, where the effort of going above and beyond the base requirements goes unacknowledged, is likely to hate what they are doing and feel it is discouraged from dedicating itself to the job.

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That results in billions of dollars of lost productivity a year and a largely unfulfilled workforce (Damien, 2019).

The fourth indicator is transcendence. This is the act of rising above something to a superior state. When a person achieves transcendence, he goes beyond ordinary limitations (Vocabulary, 2021). Transcendence at the workplace comprises three correlated yet distinct dimensions: work as service, self-connectedness, and sense of wellness. It allows to interconnect past experiences and develop trust among employees to lead the organization into a better and more productive environment.

The third exogenous variable is practical emotional intelligence, an awareness of one's actions and feelings – and how they affect those around them. It also means valuing others, listening to their wants and needs, and empathizing or identifying with them on many different levels. These are those who are masters at managing their emotions. They do not get angry in stressful situations. Instead, they have the ability to look at a problem and calmly find a solution. They are excellent decision-makers, and they know when to trust their intuition. However, regardless of their strengths, they are usually willing to look at themselves honestly. They take criticism well and know when to use it to improve their performance (Mind Tools, 2021).

Moreover, practical emotional intelligence is the ability to recognize your emotions, understand what they are telling you, and realize how your emotions affect people around you. It also involves your perception of others: when you understand how they feel, this allows you to manage relationships more effectively. People with high emotional intelligence is usually successful in most things they do. When people with high emotional intelligence send an email, it gets answered. When they need help, they get it. Because they make others feel good, they go through life much more easily than people who are easily angered or upset. People like this have a high degree of emotional intelligence. They know themselves very well, and they can also sense the emotional needs of others (Coaching Leaders, Ltd., 2022).

Emotional intelligence and its specific dimensions have contributed to the teaching role (Campbell & Habbergas, 2022). Therefore, emotional coping strategies should be part of the development of teachers since this can affect their ability to perform their duty. Teachers with the ability to appraise others' emotions are more attentive to others' needs and more likely to provide emotional support to gain cooperation to achieve a common task.

The first indicator is self-awareness, or the ability to recognize what you are feeling, understand your habitual emotional responses to events, and recognize how your emotions affect your behavior and performance. When you are self-aware, you see yourself as others see you and have a good sense of your own abilities and current limitations (Coaching Leaders, Ltd., 2022). People with high emotional intelligence are usually very self-aware. They understand their emotions, and because of this, they do not let their feelings rule them. They are confident – because they trust their intuition and do not let their emotions get out of control. They are also willing to take an honest look at themselves. They know their strengths and weaknesses, and they work on these areas so they can perform better. Many people believe that this self-awareness is the most important part of emotional intelligence (Mind Tools, 2021).

The second indicator is self-management, or staying focused and thinking clearly even when experiencing powerful emotions. Managing your own emotional state is essential for taking responsibility for your actions and can save you from hasty decisions that you later regret (Coaching Leaders, Ltd., 2022). Furthermore, this is the ability to control emotions and impulses. People who self-regulate typically do not allow themselves to become too angry or jealous, and they do not make impulsive careless decisions. They think before they act. Characteristics of self-regulation are thoughtfulness, comfort with change, integrity, and the ability to say no (Mind Tools, 2021).

The third indicator is motivation, or the ability to use your deepest emotions to move and guide you towards your goals. This ability enables you to take the initiative and to persevere in the face of obstacles and setbacks (Coaching Leaders, Ltd., 2022). People with a high degree of emotional intelligence are usually motivated. They are willing to defer immediate results for long-term success. They are highly productive, love a challenge, and are very effective in whatever they do (Mind Tools, 2021).

The fourth indicator is empathy, or the ability to sense, understand and respond to other people's feelings. Self-awareness is an essential underpinning of empathy. If you are not aware of your own emotions, you will not be able to read the emotions of others (Coaching Leaders, Ltd., 2022). In addition, it is perhaps the second-most important element of emotional intelligence. Empathy is the ability to identify with and understand the wants, needs, and viewpoints of those around you. People with empathy are good at recognizing the feelings of others, even when those feelings may not be obvious. As a result, empathetic people are usually excellent at managing relationships, listening, and relating to others. They avoid stereotyping and judging too quickly, and they live their lives in a very open, honest way (Mind Tools, 2021).

The fifth indicator is relationship management, or the ability to manage, influence, and inspire emotions in others. Being

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able to handle emotions in relationships and being able to influence and inspire others are essential foundation skills for successful teamwork and leadership (Coaching Leaders, Ltd., 2022). It is usually easy to talk to and like people with good social skills, another sign of high emotional intelligence. Those with strong social skills are typically team players. Rather than focus on their own success first, they help others develop and shine. They can manage disputes, are excellent communicators, and are masters at building and maintaining relationships (Mind Tools, 2021).

The endogenous variable is work design, which refers to the content and organization of one's work tasks, activities, relationships, and responsibilities. Work design applies to the physical, biomechanical, cognitive, and psychosocial characteristics of the job (Parker, 2019). The way our work is designed affects how we feel about our job and can influence whether we feel motivated, engaged, bored, or stressed at work (Parker et al., 2017). Work design can also impact an organization's outcomes, with well-designed work contributing to increased productivity, financial growth, and lower rates of accidents and incidents (Andrei & Parker, 2018).

Drown (2022) examines which and how trait-relevant work design characteristics moderate the relationship between proactive personality and engagement. Results suggest that proactive personality may be a personal resource when work design characteristics are lacking. However, when decision-making autonomy or feedback from others is high, there is a negative relationship between proactive personality and engagement.

The first indicator is task characteristics or the certain feature attributed to every particular item of work, which can be alternatively called a work package; in short, it is simply a task. Task characteristic makes a task measurable and controllable, so one can clearly anticipate the resources and methods you will need to complete it. When a person describes a task, they need some characteristics to express its profile and its features – these task characteristics make it possible to evaluate and estimate a task (The Task Management Guide, 2021).

The second indicator is knowledge characteristics, or a perception of the specific attributes associated with the given knowledge in terms of expertise demanded of an employee (IGI Global, 2021). Today's knowledge workers must perform in highly dynamic environments where knowledge generation is the key to organizational performance. In this environment, knowledge characteristics are an essential aspect of work and work design because they reflect the inclusion of a major change in the nature of work, referred to as proactive perspectives. Proactive perspectives capture the growing importance of

employees taking the initiative to anticipate and create changes in how work is performed, based on increases in uncertainty and dynamism (Grant & Parker, 2019).

Knowledge characteristics reflect the type of knowledge, skills, and abilities an individual has to have in order to do the job. These characteristics include job complexity, information processing, problem-solving, skill variety, and specialization. Evidence associating each of these knowledge characteristics with job performance is strong. A job with high knowledge characteristics does not necessarily guarantee higher levels of job satisfaction or performance because doing a job one is not prepared for or interested in leads to low satisfaction, low performance, and eventually turnover. Thus, the worker's importance to each knowledge characteristic is also relevant because it offers information about the extent to which she wants to avoid, attain, or retain certain knowledge characteristics. For example, a worker can be placed in a job with high information-processing demands. Still, if they are not happy with these high demands, this lack of fit will lead to low satisfaction and, eventually, low performance and turnover. A familiar concept in this situation is personal salience, which is defined as the strength with which a person wants to avoid, attain or retain that feature; it does denote the extremity of a personal evaluation in terms of undesirability or desirability (Bayona et al., 2020).

The third indicator is social characteristics, or how a job provides social information processing opportunities. Interestingly, the increased emphasis on the social and relational aspects of work is routed with the trend towards team-oriented organizational structures Open in a new window, emphasizing the importance of interpersonal interactions in one's job. O'Reilly and Caldwell (1979) also showed that social cues were important for effective outcomes in the workplace. The authors suggest that task perceptions and attitudes are influenced by social information. Workers actively compare their jobs and situations to those of others; social information appears to be strongest for attitudes, whereas objective task characteristics impact both attitudes and behavior (Ifioque, 2021). With these findings in mind, Morgeson and Humphrey (2019) identify four social attributes of a job: social support, interdependence, interaction outside the organization, and feedback from others, reflecting different ways social interactions are integrated into a career.

The fourth indicator is work context or the concepts that can describe the specific context of different jobs that belong to the same occupation. For example, work context can describe a workplace, types of company, environmental conditions, products, technologies, or business activities (ESCO, 2021). Furthermore, work context factors are a final category of job dimensions. They relate to the work context,

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primarily the forms determining the job's physical boundaries (Morgeson & Humphrey, 2019).

Towsen et al. (2020) cited a positive relationship between authentic leadership and work design. Higher levels of authentic leadership lead to greater levels of work design. The results mean that being aware as a leader and the impact on others, together with being transparent and including others' opinions, creates confident employees who feel they are self-determined and can make a difference in their work while deriving meaning from it. Moreover, Belwalkar et al. (2021) cited that the promotion of workplace spirituality promotes managerial effectiveness, change management, leadership and holistic performance, and growth of organizations and, eventually, work design. Furthermore, Ackerman (2021) cited that practical, emotional intelligence in the workplace improves both individual employees and the organization. Employees with high emotional intelligence found greater happiness and satisfaction, contributing to better job performance and work design. Teachers with higher emotional intelligence also generally perform better with their jobs as they are able to recognize and manage their emotions and others.

The study is anchored on Social Cognitive Theory by Albert Bandura (1977, 1978), Two-Factor Theory of Motivation by Herzberg (2001) and Job Enlargement Theory by Hulin and Blood (1968). Social cognitive theory is based on the underlying assumption that humans' ability to play a role in their own development, or human agency, is a fundamental aspect of being human (Bandura 2001; 2019). Bandura has identified four core characteristics of 20 human agencies: Intentionality, forethought, self-reactiveness, and self-reflectiveness. Intentionality refers to the ability to act and intentionally make choices. Forethought refers to one's ability to set goals, prepare for, and plan expected outcomes. Self-reactiveness refers to one's capacity to shape suitable actions and to self-motivate and self-regulate these actions. Self-reflectiveness refers to one's ability to reflect on one's actions and adjust one's actions as needed. The social cognitive theory proposes a model of triadic reciprocal causation consisting of personal, behavioral, and environmental factors.

Meanwhile, Frederick Herzberg theorized that employee satisfaction has two dimensions: "hygiene" and motivation. Hygiene issues, such as salary and supervision, decrease employees' dissatisfaction with the work environment. Motivators, such as recognition and achievement, make workers more productive, creative and committed. The researcher believes that if you want people to do a good job, give them a good job to do. Herzberg believed that "employee satisfaction can be enhanced through work design–the addition of different tasks associated with a job

that provides greater involvement and interaction with that job.

On the other hand, job enlargement seeks to address this issue by expanding the number of tasks one person is responsible for. For example, instead of performing one task in a series, a worker would be responsible for a series of tasks. Job enlargement needs to be coupled with training to develop competency in performing the additional tasks. If effectively designed, job enlargement can increase satisfaction. Quality may remain high or increase, since there's a greater understanding of dependencies. However, if job enlargement is perceived to be simply an addition of more rote tasks with no emotional return, satisfaction, productivity, and work design will not increase and may in fact decrease further.

This study had four alternative models. Shown in Figure 1 is the conceptual framework of the study, showing the relationships of authentic leadership, workplace spirituality, practical emotional intelligence, and work design. This is illustrated by the single headed arrow pointing from three exogenous variables towards the endogenous work design.

Another exogenous variable is practical emotional intelligence as alluded by Coaching Leaders, Ltd. (2022), defined as an awareness of one's actions and feelings – and how they affect those around them. It also means valuing others, listening to their wants and needs, and being able to empathize or identify with them on many different levels. It is measured in the following: self-awareness, or the ability to recognize what you are feeling, understanding your habitual emotional responses to events and recognizing how your emotions affect your behavior and performance; self-management, or the ability to stay focused and think clearly even when experiencing powerful emotions; motivation, or the ability to use your deepest emotions to move and guide you towards your goals; empathy, or the ability to sense, understand and respond to what other people feel; and relationship management, or the ability to manage, influence, and inspire emotions in others.

Another exogenous variable is workplace spirituality as alluded by Petchsawanga and Duchon (2022), defined as the compassion towards others, experiencing a mindful inner consciousness in the pursuit of meaningful work, which enables transcendence. It is measured in the following: compassion, or the feeling that arises when you are confronted with another's suffering and feel motivated to relieve that suffering; mindfulness, or the basic human ability to be fully present, aware of where we are and what we're doing, and not overly reactive or overwhelmed by what is going on around us; meaningful work, or the work being perceived to be worthwhile, important, or valuable; and, transcendence, or the act of rising above something to

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a superior state. When a person achieves transcendence, he goes beyond ordinary limitations.

The endogenous variable of the study is work design as alluded by Morgeson and Humphry (2019), defined as the content and organization of one's work tasks, activities, relationships, and responsibilities. It is measured in the following: task characteristics, or the certain feature that is attributed to every particular item of work, which can be alternatively called a work package; knowledge characteristics, or the perception of the specific attributes associated with the given knowledge in terms of expertise demanded on an employee; social characteristics, or the degree to which a job provides social information processing opportunities; and, work context, or the concepts that can be used to describe the specific context of different jobs that belongs to the same occupation.

The findings from this study may suggest that classroom management and instructional delivery would benefit from examining a complete array of work design characteristics as moderators. In this way, the researcher may determine which work characteristics and personal attributes are productive or detrimental for proactive employees' performance improvement (The Wing Institute, 2021). The successes of any school lie in its workforce. As such, human factors such as emotional intelligence has become a popular issue on school performance outcome because its operation requires interpersonal interactions to accomplish its goals, and most jobs require the ability to manage emotions which may hamper the effectiveness of teachers in their work performance (Natural HR, 2017).

In general, the vitality of the role of a teacher in today's world has become more complex and diverse.

The balance of giving attention and focus in different dimensions of teachers' professional development, including authentic leadership, workplace spirituality, and practical, emotional intelligence, has been observed as a rapidly growing interest among society and school administrators for this are connected to the work design formulated enhance performances of teachers. However, there has been a regrettable lack of attention on these aspects since much of the focus is geared towards students' development (The Ontario Public Service, 2021).

Therefore, the researcher found it very interesting to conduct this study to identify the teacher factor as an important learning intervention tool for effective teaching-learning. There was a need to complete a survey of work design and determine how authentic leadership, workplace spirituality, and practical, emotional intelligence interplay with it. An action plan was created based on the study's findings, which is to improve the work design of the public elementary teacher, a dissemination plan through a seminar

or the presentation of the study's results in a reputable national or international journal will be initiated, and hence, this study.

The study aimed to investigate a causal model on work design as influenced by authentic leadership, workplace spirituality, and practical, emotional intelligence among public elementary school teachers in Cotabato City during the first quarter of 2022. Specifically, the study aimed to assess the level of authentic leadership in terms of purpose-passion, values-behavior, heart-compassion, relationships-connectedness, and self-discipline-consistency. Second was to ascertain the level of workplace spirituality in terms of compassion, mindfulness, meaningful work, and transcendence. Third was to evaluate the level of practical emotional intelligence in terms of self-awareness, motivation, empathy, and relationship management. Fourth was to measure the level of work design in terms of task characteristics, knowledge characteristics, social characteristics, and work context. Fifth was to determine if there is a significant relationship between authentic leadership and work design, workplace spirituality and work design, and practical emotional intelligence and work design. Sixth was to determine which exogenous variables influence work design among public elementary teachers. Lastly, it aims to identify the best fit model for work design.

The public elementary teachers were able to improve their work design – their tasks, activities, relationships, and responsibilities – as well as their workplace spirituality, authentic leadership, and emotional intelligence. On the other hand, using the study's output, the principals were able to create organizational changes in the school, particularly on the factors that deal with the improvement of workplace spirituality, authentic leadership, and emotional intelligence through seminars and workshops initiated by the school leaders.

Moreover, the Ministry of Basic Higher and Technical Education – Department of Education was able to create more policies for improving the leadership and administrative skills of the teachers in addressing issues related to the study. On the other hand, the researcher was able to improve her overall wellbeing by assessing her leadership skills, spirituality, and emotional intelligence. Lastly, future researchers would be able to find to use the study and its findings as reference material and literature in conducting related studies.

II.   METHODS

1.   RESEARCH RESPONDENT

The study involved 400 respondents who are public school teachers who were chosen through stratified sampling

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technique from a population of 23,569 teachers in the division of cotabato city (ministry of basic higher and technical education – department of education region xii soccsksargen, 2021). The sample size was identified through the online raosoft calculator with 95% confidence interval, 5% margin of error, and 50% response distribution. A stratified sample includes subjects from every subgroup, ensuring that it reflects the diversity of the population. In stratified sampling, researchers divide subjects into subgroups called strata based on characteristics that they share such as race, gender, and educational attainment (thomas, 2023). A typical sample size in studies where sem is used should be at least 300 cases (kline, 2011).to be included in the study, a teacher must be teaching in a public school at the elementary level in cotabato city with at least one year of teaching experience. Teachers with administrative positions, on leave, with less than a year of teaching experience in the public school, and did not signify their intention to join the study were not included in the study. On the other hand, teachers who withdraw during the course of the study, with or without reasons for withdrawal, were removed from the list of respondents. However, teachers who have withdrawn were afforded with the same benefits.

The study was conducted in cotabato city, philippines. Cotabato city is a third-class independent component city in the bangsamoro autonomous region in muslim mindanao, philippines. According to the 2020 census, it has a population of 325,079, making it the most populated city under the independent component city status. Cotabato city was formerly a part and the regional center of region xii. Still, due to the ratification of the bangsamoro organic law, it is now part of bangsamoro and serves as the regional center. Being an independent component city, it is not subject to regulation from the provincial government of maguindanao, where it is geographically located (philippine statistics authority, 2021). The reason for choosing the division of cotabato city only is due to the ongoing conflict between the extremist group and with the philippine army on the other parts of the barmm. Furthermore, teachers were observed to have poor work design particularly those teaching in the elementary level.

1,2. Materials and instrument

In this study, four (4) instruments were used, each of which was adapted to ensure achievement of student objectives. In collecting the primary data, the survey questionnaire was divided into four sections: authentic leadership, workplace spirituality, practical emotional intelligence, and work design. The instrument was modified to make it more objective and appropriate to current and local contexts. The instrument was validated by five professional experts to make it more applicable and credible, and obtained an acceptable rating of 4.43, which is described as excellent. Pilot testing was carried out after validation. Cronbach alpha was used to test the surveys' validity. The closer Cronbach's alpha coefficient is to 1.0, the stronger the internal consistency of the scale's items, according to Gliem (2003). Overall, the Cronbach's alpha reliability rating of the four instruments was .982, indicating consistency of the measures.

The first questionnaire measures the authentic leadership adapted from Fidler (2016) entitled, "Authentic Leadership Self-Assessment Questionnaire" measured in the following: purpose and passion, values and behavior, heart and compassion, relationships and connectedness, and self-discipline and consistency. The second questionnaire measures workplace spirituality based on the study of Petchsawanga and Duchon (2022) entitled, "Workplace Spirituality, Meditation, and Work Performance" measured in the following areas: compassion, mindfulness, meaningful work, and transcendence. The third questionnaire measures the practical emotional intelligence based on the study of Coaching Leaders, Ltd. (2022) entitled, "The Practical EQ Emotional Intelligence Self-Assessment" measured in the following areas: self-awareness, motivation, empathy, and relationship management. The fourth questionnaire measures the work design based on the "The Work Design Questionnaire (WDQ)" by Morgeson and Humphry (2019) measured in the following areas: task characteristics, knowledge characteristics, social characteristics, and work context.

The scales used to interpret the responses of the study participants on authentic leadership, workplace spirituality, practical emotional intelligence, and work design are as follows: 4.20 – 5.00 is described as very high, and interpreted as always manifested; 3.40 – 4.19, which is high, and interpreted as oftentimes manifested; 2.60 – 3.39, which is described as moderate, and interpreted as sometimes manifested; 1.80 – 2.59, which is described as low, and interpreted as seldomly manifested; and, 1.00 – 1.79, which is described very low, and interpreted as never manifested.

1.3 Design and Procedure

The researcher utilized the quantitative design using the descriptive-correlational and predictive approach. Quantitative research design aims to discover how many people think, act, or feel in a specific way. Quantitative projects involve large sample sizes, concentrating on the number of responses instead of gaining the more focused or emotional insight that is the aim of qualitative research. Furthermore, descriptive research is a type of research that is used to describe the characteristics of a population. It collects data to answer a wide range of what, when, and how questions about a particular people or group (DJS Research,

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2021). The study described the level of authentic leadership, workplace spirituality, practical, emotional intelligence, and work design among public elementary teachers.

Moreover, the correlational design investigates relationships between two variables or more without the researcher controlling or manipulating any of them (Bhandari, 2021). In the study, it measured the relationship of work design and the following: authentic leadership, workplace spirituality, and practical emotional intelligence. Finally, the researcher also employed predictive design. Predictive research is chiefly concerned with forecasting or predicting outcomes, consequences, costs, or effects. This type of research tries to extrapolate from the analysis of existing phenomena, policies, or other entities in order to predict something that has not been tried, tested or proposed before (Wollman, 2019). Under predictive design, the researcher utilized structural equation modeling to define a theoretical causal model consisting of a set of predicted covariances between variables and then test whether it is plausible when compared to the observed data (International Encyclopedia of the Social & Behavioral Sciences, 2001). The study ultimately determined the best fit model for work design.

The best fit model was determined using structural equation modeling (SEM). It postulated relationships, starting with a theoretically based model and then transforming it into a path diagram. Structural equation modeling is a statistical technique that is also used in the social sciences. Despite the fact that structural equation modeling is comparable to linear regression analysis, it has a number of advantages. It reveals relationships among hidden structures that are not directly measured, possible errors in the measurements of the observed variables are taken into account, and it is a very useful method to analyze highly complex multiple variable models and to reveal direct and indirect relationships between variables (Civelek, 2018).

The initial step in data gathering was asking permission from the Dean of the Graduate School of the University of Mindanao, Division Superintendent, and the different principals from participating schools to allow the researcher to conduct the study. The researcher submitted via e-mail to present the purpose and objectives of the study and will assure the data collected will be treated with the utmost confidentiality.

The questionnaire was administered online through the Google Form platform to apply minimum health standards due to the pandemic. The link to the Google Form was sent to different groups via Facebook Messenger. The questionnaire remained online for at least a month to ensure that 400 responses were met. The data was gathered, analyzed, and interpreted. Finally, the results of the study were documented.

The data was examined and interpreted with mean and standard deviation to characterize authentic leadership, workplace spirituality, practical emotional intelligence, and work design among public elementary teachers in Cotabato City. On the other hand, Pearson-r was used to determine the Correlation between work design and the exogenous following: authentic leadership, workplace spirituality, and practical emotional intelligence. In addition, linear regression determined the predictors of the endogenous variable. The study evaluated whether authentic leadership, workplace spirituality, or practical emotional intelligence significantly influence work design. Finally, structural equation modeling was usedto test and evaluate multivariate causal relationships. In the study, it determined best fit model for work design among public elementary teachers in Cotabato City. Shown below is the Goodness of Fit Criteria in identifying the best fit model.

III. RESULT AND DISCUSSION

In this section, the data collected on authentic leadership, workplace spirituality, practical emotional intelligence, and work design is presented, analyzed, and interpreted in light of the research objectives. The following is the sequence of presentation and discussion: level of authentic leadership; level of workplace spirituality; level of practical emotional intelligence; level of work design; relationship between authentic leadership and work design, workplace spirituality and work design, and practical emotional intelligence and work design; the exogenous variables that best influence work design; and the model that best fits work design for public elementary teachers.

1. Authentic Leadership

Presented in Table 1 is the level of authentic leadership among teachers measured by purpose-passion, values-behavior, heart-compassion, relationships-connectedness, and self-discipline-consistency. It recorded an overall mean rating of 4.33, which is described as very high. This indicates that authentic leadership is always manifested. Individually, values-behavior registered with the highest mean rating of 4.38 followed by heart-

The very high level of authentic leadership was due to the ratings given by the teachers on purpose-passion, values-behavior, heart-compassion, relationships-connectedness, and self-discipline-consistency. These were manifested by teachers by knowing their true passion and the direction they must take to achieve them, consulting with the team when facing decisions, and having a team entrusting their

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hopes and dreams to them because they know they are reliable vessel.

The very high authentic leadership as viewed by the teachers is congruent to the ideas of George (2022), Mensch (2022), and Karada & Bayir (2018) that teachers have a style consistent with a leader's personality and core values, which are honest, ethical, and practical. It is the leader's actions that are perceived by others that determine if they believe a leader is authentic or not. And their perception is accomplished through the social influence of the leader. One recent definition of leadership is that leadership is a process of social influence, which maximizes the efforts of others towards the achievement of a goal. Additionally, a leader's authenticity emphasizes building their legitimacy through honest relationships and ethical actions, that in turn, maximizes the efforts of others to achieve the goal. It concluded that authentic leadership behaviors had positive effects on teachers' perceptions of school culture towards quality service. It further explains that authentic leadership, which is based on self-consciousness and self-awareness, is a process and behavior pattern, which is built on positive psychological competencies and at the same time contributes to the development of these competencies; being formed on transparency, openness and trust basis; guiding meaningful goals and focusing on the development of the followers are strong motivators to influence and gain the trust of others that can gear higher support.

2. Workplace Spirituality

Shown in Table 2 is the level of workplace spirituality of the teachers measured by compassion, mindfulness, meaningful work, and transcendence. It recorded an overall mean rating of 4.11, which is described as high. This indicates that workplace spirituality is frequently manifested. Individually, meaningful work registered the highest mean of 4.32 followed by compassion with a mean of 4.28. Both indicators were labeled as very

high. The lowest indicator is mindfulness with a mean of 3.67 followed by transcendence with a mean of 4.17. Both indicators were labeled as high. The high level of workplace spirituality is attributed on the teachers' compassion, mindfulness, meaningful work, and transcendence. This is evident when teachers are aware of and sympathize with others, doing jobs automatically, believing that others experience joy as a result of their work, and experiencing happiness at work.

The manifestations are aligned with the views of Petchsawang and Duchon (2019), Dehler and Welsh (2022), and Tiscler et al. (2022) that teachers have compassion towards others, experiencing a mindful inner consciousness in the pursuit of meaningful work, and enabling transcendence. In addition, teachers find meaning, value,

and motivation in one's work beyond paychecks and performance as well as finding a sense of oneness and togetherness in an organization as a whole. Moreover, teachers transform in the workplace when organizations open themselves to cultivating their own employees' spirituality. This allowed teachers to transform as whole human beings regarding their physical, mental, emotional, and spiritual needs. In addition, teachers addressed the spiritual side of human experience, allowing them to reduce stress, enhanced creativity, and improved problem-solving.

3. Practical Emotional Intelligence

Presented in Table 3 is the level of practical emotional intelligence measured by self-awareness, self-management, motivation, empathy, and relationship management. It registered an overall mean of 3.86, which is described as high. This indicates that practical emotional intelligence is frequently manifested. Individually, self-awareness registered with a highest mean of 4.23 followed by motivation and self-management with mean score of 4.20 and 3.42, respectively. Both indicators were labeled as very high. Empathy registered the lowest mean of 3.67 followed by relationship management with a mean of 3.77. Both indicators were labeled as high.

The high level of practical emotional intelligence among the teachers was manifested through their self-awareness, self-management, motivation, empathy, and relationship management. This was demonstrated by the teachers who find it hard to maintain their enthusiasm when they encounter setbacks, getting well with each other in the organization, and finding it easy to read other people's emotions.

The findings jive with the claims of Mind Tools (2021), Coaching Leaders (2022), and Campbell and Habbergas (2022) that the teachers are aware of one's actions and feelings and how they affect those around them. Teachers also value others, listen to their wants and needs, and empathize or identify with them on many different levels. Furthermore, teachers master at managing their emotions. They do not get angry in stressful situations. Instead, they have the ability to look at a problem and calmly find a solution. They are excellent decision-makers, and they know when to trust their intuition. Lastly, teachers have the ability to recognize one's emotions, understand what they are telling you, and realize how your emotions affect people around you. Teachers go through life much more easily than people who are easily angered or upset. People like this have a high degree of emotional intelligence. They know themselves very well, and they can also sense the emotional needs of others.

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4. Work Design

Presented in Table 4 is the level of work design measured by task characteristics, knowledge characteristics, social characteristics, and work context. It registered an overall mean of 4.08, which is described as high. This indicates that work design is frequently manifested. Individually, task characteristics registered the highest mean of 4.27, which is described as very high. This is followed by social characteristics, 4.14; work context, 4.08; and, knowledge characteristics, 3.84. All three indicators were labeled as high. The high level of work design among the teachers was evident through task characteristics, knowledge characteristics, social characteristics, and work context. This further implies that teachers perceive that their job provides them with significant autonomy in making decisions, having a job requiring them to analyze a lot of information, and requiring them to be creative.

The claims are congruent with the findings of Parker et al. (2017), Andrei and Parker (2018), and Grant and Parker (2019) that teachers perceive that their work is designed on how they feel about their job and how they can influence whether they feel motivated, engaged, bored, or stressed at work. Moreover, perceived them to impact an organization's outcomes, with well-designed work contributing to increased productivity, financial growth, and lower rates of accidents and incidents. Lastly, teachers perform in highly dynamic environments where knowledge generation is the key to organizational performance. Proactive perspectives capture the growing importance of teachers taking the initiative to anticipate and create changes in how work is performed, based on increases in uncertainty and dynamism.

5. Correlation between Authentic Leadership and Work Design

Shown in Table 5.1 is the correlation between authentic leadership and work design of the teachers. It can be gleaned on the table that there is a significant relationship

between authentic leadership and work design with an overall correlation coefficient of .545, which is significant at a 0.05 level of significance. It could be stated that there is a significant relationship between authentic leadership and work design.

Specifically, when the indicators of authentic leadership are correlated with work design, all the indicators were found to be significant at a 0.05 level of significance, with purpose-passion having a correlation coefficient of .445, values-behavior with .400, heart-

compassion with .450, relationships-connectedness with .491, and self-discipline-consistency with .462.

There is a significant relationship between authentic leadership and work design as reflected by the p-value of .000 and a correlation coefficient of .545. The result is in consonance with the findings of Towsen et al. (2020) that higher levels of authentic leadership lead to greater levels of work design. The results mean that being aware as a leader and the impact on others, together with being transparent and including others' opinions, creates confident employees who feel they are self-determined and can make a difference in their work while deriving meaning from it.

6. Correlation between Workplace Spirituality and Work Design

Shown in Table 5.2 is the correlation between workplace spirituality and work design of the teachers. It can be gleaned on the table that there is a significant relationship between workplace spirituality and work design with an overall correlation coefficient of .488, which is significant at a 0.05 level of significance. It could be stated that there is a significant relationship between workplace spirituality and work design.

Specifically, when the indicators of workplace spirituality are correlated with work design, all the indicators were found to be significant at a 0.05 level of significance, with compassion having a correlation coefficient of .516, meaningful work with .546, and transcendence with .487.

The finding jives with the study of Belwalkar et al. (2021) that that the promotion of workplace spirituality promotes managerial effectiveness, change management, leadership and holistic performance, and growth of organizations and, eventually, work design. Improving the workplace spirituality in the organization improves the work design.

7. Correlation between Practical Emotional Intelligence and Work Design

Presented in Table 5.3 is the correlation between practical emotional intelligence and work design of the teachers. It can be gleaned on the table that there is a significant relationship between practical emotional intelligence and work design with an overall correlation coefficient of .469, which is significant at a 0.05 level of significance. It could be stated that there is a significant relationship between practical emotional intelligence and work design.

Specifically, when the indicators of practical emotional intelligence are correlated with work design, most of the indicators were found to be significant at a 0.05 level of significance, with self-awareness having a correlation coefficient of .526, self-management with .166, and motivation with .517, empathy with .260, relationship management with .309, and relationship management with .469.

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The finding is congruent with the study of Ackerman (2021) that practical emotional intelligence in the workplace improves both individual employees and the organization. Employees with high emotional intelligence found greater happiness and satisfaction, contributing to better job performance and work design. Teachers with higher emotional intelligence also generally perform better with their jobs as they are able to recognize and manage their emotions and others.

8. Influence of Authentic Leadership, Workplace Spirituality, and Practical Emotional Intelligence on Work Design

Presented in Table 6 is the significance of the influence of authentic leadership, workplace spirituality, and practical emotional intelligence on the work design of the teachers. The analysis shows that the standard coefficient of authentic leadership has the highest beta of .376. It indicates that authentic leadership has the greatest influence on teachers' work design compared to workplace spirituality with .146 and practical emotional intelligence with 204, respectively. Moreover, as indicated by the F-value of 77.753 with a corresponding p-value of 0.000, the regression model is therefore significant. Hence, it leads to the rejection of the null hypothesis. It could be stated that there is a variable that can predict the work design of the teachers.

In addition, an R of .608 signifies that 60.8 percent of the variation in work design is explained by the predictor variables authentic leadership, workplace spirituality, and practical emotional intelligence. This means that 39.2 percent of the variation could be attributed to other factors aside from these three variables. In the singular capacities of the independent variables, authentic leadership, workplace spirituality, and practical emotional intelligence influence the work design of the teachers. The three independent variables need each other to significantly influence the dependent variable.

The result supports the findings of Gavin (2019) that authentic leadership serves as the strongest predictor of work design and can have positive impact on work-related attitudes, happiness, work tasks, activities, relationships, and responsibilities in the organization. On one hand, Malik (2022) cited that workplace spirituality is the chief indicator of work design. When teachers involve the effort to find one's ultimate purpose in life, develop a strong connection to co-workers and other people associated with work, and have the consistency or alignment between one's core beliefs and the values of their organization, there is an improvement on the relationships and on the productivity of the work tasks in the organization. On the other hand, Carrillo et al. (2020) argued that emotional intelligence has the ability to improve employee self-awareness, and

emotional regulation as well as understanding emotions of others, thereby improving job satisfaction, job performance and eventually, the relationships, responsibilities, and work tasks in the organization.

Presented on Table 7 is the summary of goodness of fit measures of the five generated models. Of the five generated models, Model 5 passed the criteria in assessing the best fit model, showing a p-value of 0.968, with CMIN/DF = 1.317, RMSEA = 0.028, TLI = 0.993, NFI = 0.982, CFI = 0.996, and GFI = 0.979.

9. Best Fit Model on Work Design

Shown on Figure 6 is the Best Fit Model, showing the direct causal relationship of the latent exogenous variables, namely authentic leadership, workplace spirituality, and

practical emotional intelligence towards the latent endogenous variable, work design of the public elementary teachers.

As presented in Table 19, Best Fit Model studied using the standard criterion of the following goodness of fit indices: with Chi-square/Degrees of Freedom (CMIN/DF), Root Mean Square of Error Approximation (RMSEA), Normed Fit Index (NFI), Tucker Lewis Index (TLI), Comparative Fit Index (CFI) and Goodness of Fit Index (GFI). As reflected in the table, Best Fit Model passed the accepted values having a CMIN/DF = 1.317 with its p-value = 0.000, RMSEA = 0.028, NFI = 0.982, TLI = 0.993, CFI = 0.996, and GFI = 0.979, which signifies model fit. This means that this is the best model to explain work design of the teachers.

Shown on Table 8 is the direct and indirect effects of the latent endogenous variables to the latent exogenous variable. Among the three latent exogenous variables, practical emotional intelligence has the highest beta equal to 1.097, which means it brings the biggest impact towards work design among teachers. However, authentic leadership and workplace spirituality showed no impacts on the work design, showing a negligible effect on the work design of the teachers.

Shown in Table 9 is the regression weights exhibited by the influence between latent variables and between measured and latent variables. Among the paths presented in this model, the paths between practical emotional intelligence and workplace spirituality as well as the paths between authentic leadership and workplace spirituality obtained p-values less than 0.01. The path between practical emotional intelligence and workplace spirituality indicates the highest beta value of 1.635, which significantly explained the work behavior of the teachers.

Figure 6 showed the hypothesized model which satisfied the criteria for the best fit model. The model apparently showed the interconnectedness between practical

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emotional intelligence on work design; hence, practical emotional intelligence has a direct relationship with work design. These results can be further explained by the idea of the Goleman (2022) that becoming aware on how you feel about your colleagues at work or the work itself, having to adjust emotions to the people around you, and not letting negative emotions affect the way you interact with your colleagues or how you perform at work, then teachers find better work tasks, activities, relationships, and responsibilities in the organization. The above findings affirmed the theory on Social Cognitive Theory by Bandura (1977) that teachers have the ability to play a role in their own development, or human agency as a fundamental aspect of being human. Teachers have ability to set goals, prepare for, and plan expected outcomes as well as the capacity to shape suitable actions and to self-motivate and self-regulate these actions. When teachers

reflect on their emotions, it improves the environmental factors around them.
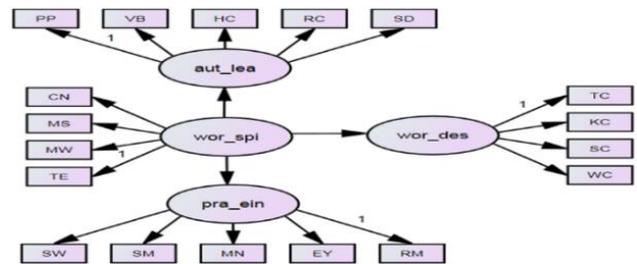
IV. FIGURES AND TABLES

Fig.1: Hypothesized Model 1 on the Direct Causal Relationship of Authentic Leadership, Workplace Spirituality, and Practical Emotional Intelligence on Work Design

Table 1 Level of Authentic Leadership among Public elementary School Teachers

Indicators	SD	Mean	Descriptive Level
Purpose-passion	0.47	4.33	Very High
Values-behavior	0.49	4.38	Very High
Heart-compassion	0.45	4.35	Very High
Relationships-connectedness	0.47	4.31	Very High
Self-discipline-consistency	0.50	4.26	Very High
Overall	0.39	4.33	Very High

compassion, 4.35; purpose-passion, 4.33; *relationships-connectedness*, 4.31; and, *self-discipline-consistency*, 4.26. All indicators were labeled as *very high*.

Table 2: Level of Workplace Spirituality among Public elementary School Teachers

Indicators	SD	Mean	Descriptive Level
Compassion	0.52	4.28	Very High
Mindfulness	1.03	3.67	High
Meaningful work	0.48	4.32	Very High
Transcendence	0.47	4.17	High
Overall	0.42	4.11	High

high. The lowest indicator is mindfulness with a mean of 3.67 followed by transcendence with a mean of 4.17. Both indicators were labeled as *high*.

Table 3 Level of Practical Emotional Intelligence among Public elementary School Teachers

Indicators	SD	Mean	Descriptive Level
Self-awareness	0.49	4.23	Very High
Self-management	0.73	3.42	Very High
Motivation	0.47	4.20	Very High
Empathy	0.65	3.67	High
Relationship Management	0.59	3.77	High
Overall	0.41	3.86	High

The high level of practical emotional intelligence among the teachers was manifested through their self-awareness, self-management, motivation, empathy, and relationship management

Table 4 Level of Work Design for Public Elementary School Teachers

Indicators	SD	Mean	Descriptive Level
Task Characteristics	0.49	4.27	Very High
Knowledge Characteristics	0.37	3.84	High
Social Characteristics	0.44	4.14	High
Work Context	0.39	4.08	High
Overall	0.38	4.08	High

further implies that teachers perceive that their job provides them with significant autonomy in making decisions, having a job requiring them to analyze a lot of information, and requiring them to be creative.

Table 5.1

Authentic Leadership	Task Characteristics	Knowledge Characteristics	Social Characteristics	Work Context	Overall
Purpose-Passion	.412**	.347**	.436**	.418**	.445**
	.000	.000	.000	.000	.000
Values-Behavior	.375**	.290**	.414**	.365**	.400**
	.000	.000	.000	.000	.000
Heart-Compassion	.428**	.341**	.419**	.442**	.450**
	.000	.000	.000	.000	.000
Relationships-Connectedness	.455**	.372**	.473**	.481**	.491**
	.000	.000	.000	.000	.000
Self-Discipline-Consistency	.469**	.325**	.443**	.428**	.462**
	.000	.000	.000	.000	.000
Overall	.519**	.406**	.530**	.517**	.545**
	.000	.000	.000	.000	.000

Table 5.2: Correlation between Workplace Spirituality and Work Design

Workplace Spirituality	Work Design				
	Task Characteristics	Knowledge Characteristics	Social Characteristics	Work Context	Overall
Compassion	.499**	.367**	.516**	.482**	.516**
	.000	.000	.000	.000	.000
Mindfulness	.085	-.001	.082	.036	.059
	.091	.980	.102	.477	.236
Meaningful Work	.538**	.410**	.510**	.517**	.546**
	.000	.000	.000	.000	.000
Transcendence	.475**	.338**	.476**	.469**	.487**
	.000	.000	.000	.000	.000
Overall	.493**	.324**	.489**	.450**	.488**
	.000	.000	.000	.000	.000

Table 5.3 Correlation between Practical Emotional Intelligence and Work Design among Public elementary School Teachers

Practical Emotional Intelligence	Work Design				
	Task Characteristics	Knowledge Characteristics	Social Characteristics	Work Context	Overall
Self-awareness	.551**	.340**	.501**	.497**	.526**
	.000	.000	.000	.000	.000
Self-management	.086	.171**	.223**	.128*	.166**
	.084	.001	.000	.010	.001
Motivation	.440**	.438**	.517**	.489**	.517**
	.000	.000	.000	.000	.000
Empathy	.169**	.245**	.308**	.230**	.260**
	.001	.000	.000	.000	.000
Relationship Management	.193**	.312**	.352**	.278**	.309**
	.000	.000	.000	.000	.000
Overall	.368**	.405**	.510**	.425**	.469**
	.000	.000	.000	.000	.000

Table 6 Significance of the Influence of Authentic Leadership, Workplace Spirituality and Practical Emotional Intelligence on Work Design

Work Design				
Exogenous Variables	*B*	β	*t*	*Sig.*
Constant	1.215		6.449	.000
Authentic Leadership	.367	.373	7.738	.000
Workplace Spirituality	.134	.146	2.528	.012
Practical Emotional Intelligence	.189	.204	3.771	.000

R	.608
R^2	.370
ΔR	.365
F	77.753
ρ	.000

Table 7: Summary of Goodness of Fit Measures of the Five Generated Models

Model	P-value (>0.05)	CMIN / DF (0<value<2)	GFI (>0.95)	CFI (>0.95)	NFI (>0.95)	TLI (>0.95)	RMSEA (<0.05)	P-close (>0.05)
1	.000	12.066	.687	.703	.686	.655	.166	.000
2	.000	9.161	.753	.784	.765	.746	.143	.000
3	.000	8.251	.738	.805	.785	.774	.135	.000
4	.000	7.982	.748	.815	.795	.783	.132	.000
5	.094	1.317	.979	.996	.982	.993	.028	.968

Legend: CMIN/DF – *Chi Square/Degrees of Freedom*   NFI –*Normed Fit Index*

       GFI   – Goodness *of Fit Index*   TLI -*Tucker-Lewis Index*

       RMSEA – *Root Mean Square of Error Approximation*   CFI   – Comparative *Fit Index*

Table 8: Direct and Indirect Effects of the Independent Variables on Work Design among Public elementary School Teachers of Best Fit Model

Variables	Direct Effect	Indirect Effect	Total Effect
Authentic Leadership	-.255	-.760	-1.015
Workplace Spirituality	-	.884	.884
Practical Emotional Intelligence	1.097	-	1.097

Table 9:Estimates of Variable Regression Weights in Generated Best Fit Model

			Estimate	S.E.	Beta	C.R.	P-value
Authentic_Leadership	<--	Workplace_Spirituality	.870	.065	.930	13.302	***
Practical_Emotional_Int	<--	Workplace_Spirituality	1.611	.400	1.635	4.026	***
Practical_Emotional_Int	<--	Authentic_Leadership	-.692	.409	-.657	-1.695	.090
Work_Design	<--	Authentic_Leadership	-.255	.188	-.201	-1.356	.175
Work_Design	<--	Practical_Emotional_Intelligence	1.097	.185	.911	5.918	***
PUP	<--	Authentic_Leadership	1.000		.762		
VAB	<--	Authentic_Leadership	1.049	.062	.766	16.865	***
HEC	<--	Authentic_Leadership	1.017	.065	.803	15.604	***
REC	<--	Authentic_Leadership	1.113	.070	.840	15.849	***
COM	<--	Workplace_Spirituality	1.000		.736		
MEW	<--	Workplace_Spirituality	1.027	.063	.810	16.424	***

TRA	<--	Workplace_Spirituality	.765	.062	.616	12.251	***
SEA	<--	Practical_Emotional_Intelligence	1.000		.761		
MOT	<--	Practical_Emotional_Intelligence	.858	.063	.681	13.662	***
TAC	<--	Work_Design	1.000		.926		
WOC	<--	Work_Design	.783	.036	.902	21.761	***

V. CONCLUSION

As perceived by public elementary teachers, the level of authentic leadership is very high and is also evident on its indicators such as purpose-passion, values-behavior, heart-compassion, relationships-connectedness, and self-discipline-consistency. The level of workplace spirituality is high where its indicators like compassion, mindfulness, meaningful work, and transcendence obtained high rating. The level of practical emotional intelligence is high where self-awareness, self-management, motivation, empathy, and relationship management obtained high rating. The level of work design is high where task characteristics, knowledge characteristics, social characteristics, and work context obtained high rating. The researcher proposes the recommendations for the teachers in the public sector to continue to strengthen the level of authentic leadership, workplace spirituality, practical emotional intelligence, and work design by revisiting policies centered on these variables. This may result to better a school, teacher, and students' outcomes.

The test of correlation showed that there is significant relationship between authentic leadership, workplace spirituality, practical emotional intelligence, and work design of public elementary teachers. Furthermore, authentic leadership, workplace spirituality, and practical emotional intelligence are significant predictors of work design.

In identifying the best fit model, the use of structural equation model strengthened the reliability and thoroughness of this research because the analysis goes through the steps of model specification, model estimation and model evaluation. With the five (5) generated models, Model 5 best fits work design of teachers. It is the most parsimonious model as it successfully passed all the convention of a reasonable fit. The success of teachers' work behavior can be related to a variety of factors. Other studies may have proposed these as signs of work behavior in the field of education. It is possible that other factors which manifest more extensively in the respondents were not among those included in the study. According to Chaudhary and Singh (2017), the model fit in the study is in consonance with the capacity to make a positive and vivacious effect on others by passing on thoughts and data plainly and powerfully. It entails arranging and organizing

readily available approaches while employing relational skills to aid in the formation of appealing working relationships with others. Thus, the knowledge of work design that are dominant in a specific culture and environment would support organizers, administrators and professionals to create techniques in prosperity in a well-being management of a multi-cultural workforce.

It is also recommended to create and design professional development open opportunities for teachers to enhance the authentic leadership, workplace spirituality, and practical emotional intelligence. Empowering teachers in enhancing the said variables will give them a chance to show and express their creativity. Further, development activities may center on the development of 21st century skills for them to easily adapt to the present time.

Additionally, teachers may be sent to several trainings and seminars for them to connect to emergent technologies to deliver better learning pedagogies designed for the future. They may be exposed to strategies or approaches in meeting or implementing the 21st century skills as required in various integrations.

he administrations must also look into programs on maintaining teachers' authentic leadership, workplace spirituality, and practical emotional intelligence to develop and to strengthen teachers' commitment to the organization and ultimately, to better work design in the organization.

Further, intense monitoring and evaluation may be regularly conducted on teachers' work design particularly on their weaknesses in order to address their challenges in the classroom and the organization itself.

Lastly, for future researchers, to conduct more research with other teacher populations, specifically public schools to corroborate the results of this study. They may also employ other variables or factors that may influence teachers' personal effectiveness apart from the variables being used in this study.

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