Spiritual Leadership of School Heads and Teachers in Public Secondary Schools

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Abstract

Aim: This study investigated the prevalence and variation of spiritual leadership among school heads and teachers in public secondary schools in the Philippines' fifth congressional district of Camarines Sur Province.

Methodology: A descriptive-evaluative quantitative research design was adopted to assess the manifestation of dimensions of vision, faith/hope, altruistic love, meaning/calling, membership, inner life, organizational commitment, productivity, and satisfaction with the life in educational settings. The research utilized a multistage sampling method, informed by the Cochran formula, to select a representative sample of 313 respondents. Data were collected using the Spiritual Leadership Questionnaire developed by Fry and Matherly (2006) and analyzed using mean and two-way ANOVA using GLM Procedures with Bootstrapping techniques.

Results: Teachers scored 2.71 to 4.73, while school heads scored 2.90 to 4.86. These scores indicate a "High" to "Very High" level of spiritual leadership, with the dimension of Meaning/Calling being the highest rated. Furthermore, significant variations were identified among the groups in the manifestations of Spiritual Leadership (F(1, 8 = 250) = 19.107, p = .000, η² = .007).

Conclusion: Findings indicate that teachers and school heads perceive their professional roles as meaningful and congruent with their personal values and beliefs, which influences their expression of spiritual leadership attributes. The study reveals distinct patterns in the perceptions and behaviors associated with spiritual leadership, highlighting the role of spiritual values in educational leadership and management.

Keywords: descriptive-evaluative, Educational Leadership and Management, Spiritual Leadership

INTRODUCTION

In a fast-changing global environment, education goes beyond just academic teaching and promotes whole development, which involves fostering spiritual values. As educational institutions aim to create environments that promote holistic development, the importance of spiritual leadership among school administrators and instructors becomes a crucial subject of study. In scholarly discourse, spiritual leadership has become an important topic, providing new perspectives on leadership dynamics and organizational behavior in educational environments.

As defined by Chang and Arisanti (2022), spiritual leadership is a leadership style that focuses on internal motivation and the accumulation of knowledge to bring about organizational change. Its goal is to create shared visions and align values inside institutions, leading to greater devotion and efficiency (Carvajal & Sanchez, 2023; Carvajal, et al., 2024; Dizon & Sanchez, 2020). This leadership style, characterized by idealized influence and inspired motivation, has shown favorable effects on organizational results, such as decreased turnover intention and enhanced quality of work life (Amihan, Sanchez & Carvajal, 2023; Muńoz & Sanchez, 2023; Salendab & Sanchez, 2023; Sanchez, 2022).

Furthermore, most research in this field has concentrated chiefly on private school educational systems and other organizational settings. Therefore, it is crucial to conduct a thorough examination that considers the unique cultural and socio-economic circumstances in the Philippines. Thanks to its rich cultural legacy and varied educational environment, the Philippines offers a favorable setting for studying the relationship between spiritual leadership and school heads and teachers. Public secondary schools in the Philippines encounter various obstacles, such as limited resources and demanding curriculum (Amihan & Sanchez, 2023; Salendab, Ocariza-Salendab & Sanchez, 2023; Sanchez, 2020; Sanchez, 2023a). This highlights the need for competent leadership and innovative teaching approaches to guarantee high-quality and equitable education.

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The Philippine Department of Education has introduced many solutions, including Alternative Work Arrangements, to tackle these problems and assist school leaders in managing hybrid work environments. Furthermore, research has shown that the combination of spiritual leadership and organizational mindfulness significantly impacts teachers' conduct, emphasizing the need to foster a mindful corporate culture under the guidance of spiritually oriented school administrators (Barro & Cuevas, 2022).

Moreover, considering the exceptional socio-cultural circumstances of Camarines Sur, a province well-known for its different dynamics, it is crucial to comprehend the intricacies of spiritual leadership in this particular environment. This study aimed to clarify the contextual elements that influence the leadership strategies, collaborative attempts, and educational innovations of school heads and teachers in Camarines Sur. It was done by analyzing their experiences, viewpoints, and actions.

This study gap provides a chance for future studies to investigate how spiritual leadership affects the management practices of school heads and teachers in public secondary schools. The focus on values, purpose, and community in spiritual leadership may provide a structure for promoting innovative work behavior among teachers. Therefore, further investigation is necessary to examine the unique effects of spiritual leadership on school heads and teachers, particularly in the Philippines.

This research filled this need by examining the spiritual leadership of school heads and teachers in Camarines Sur. The presence of teachers and students from different cultural and religious origins in this area impacted the perception and implementation of spiritual leadership within the educational system. More precisely, schools within the fifth Congressional District of Camarines Sur display different degrees of resources and support systems, which influenced how teachers reacted to the spiritual leadership provided by their school heads.

Objectives

This study investigated the prevalence and variation of spiritual leadership among school heads and teachers in public secondary schools within the fifth congressional district of Camarines Sur Province in the Philippines

This specifically answered the following questions:
1. What is the extent of manifestations of school heads and teachers on spiritual leadership along the following dimensions:
   a. vision
   b. faith/hope
   c. altruistic love
   d. meaning/calling
   e. membership
   f. inner life
   g. organizational commitment
   h. productivity
   i. satisfaction with life
2. Are there significant differences among aspects of manifestations of spiritual leadership between groups of respondents?

Hypothesis

Given the stated research problem, the following hypothesis was tested on 0.05 level of significance:
Hypothesis: There are significant differences observed among aspects of manifestations of spiritual leadership and innovative work behavior between groups.

Methods

Research Design

This study used a descriptive-evaluative quantitative research design. Descriptive design determined the level of manifestations of spiritual leadership among school heads and teachers in the areas of vision, faith/hope, altruistic love, meaning/calling, membership, inner life, organizational commitment, productivity, satisfaction with the life of school heads, and teachers in public secondary schools. Additionally, the evaluative design identified the significant differences between groups of respondents in terms of manifestations of spiritual leadership.

Population and Sampling

The study targeted public secondary schools in the fifth congressional district of the Province of Camarines Sur. These schools were categorized into clusters based on school districts, including Baao, Balatan, Bato, Bula, Buhi, Nabua East, and Nabua West. In total, there were 42 schools. Using a multistage sampling strategy, school heads and teachers were selected using a random sampling method—the selection criteria required at least three years of professional experience and various employment roles.

Instrument

Spiritual Leadership Questionnaire developed by Fry and Matherly (2006) was used to gather the necessary data in this study.

Data Collection

The data were collected, examined, and analyzed by the study's objectives and in strict conformity with all research guidelines.

Treatment of Data

Statistical analysis was used, such as Mean, to analyze the extent of manifestations of school heads and teachers on spiritual leadership dimensions, and two-way ANOVA was used using GLM Procedures with Bootstrapping techniques to identify significant differences among aspects of manifestations of spiritual leadership between groups of respondents.

Ethical Considerations

The researcher guaranteed strict adherence to all ethical research protocols to safeguard the well-being of all individuals and schools engaged in the study.

RESULTS and DISCUSSION

The Extent of Manifestations of School Heads and Teachers on Spiritual Leadership

Table 1 presents the result of the rating on vision, where teachers and school heads consistently had very high scores in all vision-related parameters, with teachers scoring from 4.48–4.63 and school heads having 4.56–4.81 in the "Very High" interpretation category. This rating level reflects a high agreement among respondents that their schools had a strong correlation with the vision, beliefs, attitudes, and behaviors of school heads and teachers. There is also a consensus among school heads and teachers that the organization possesses a clear and compelling purpose, which drives its efforts to turn its vision into tangible outcomes. This also revealed a high level of agreement among respondents that their schools are deeply inspired to achieve the best performance by agreement among school heads and teachers' vision.

Table 1
Extent of Manifestations of Spiritual Leadership among School Heads and Teachers along Vision

Parameters	Teachers		School Heads		Mean	Interpretation
	Mean	Interpretation	Mean	Interpretation		
Vision comprehension and commitment.	4.63	Very High	4.81	Very High	4.72	Very High
Inspirational vision statement	4.48	Very High	4.63	Very High	4.55	Very High
Vision drives peak performance	4.48	Very High	4.69	Very High	4.58	Very High
Clear, compelling vision.	4.50	Very High	4.56	Very High	4.53	Very High
Mean	**4.52**	**Very High**	**4.67**	**Very High**	**4.60**	**Very High**

Legend: 1.00-1.80 (Very Low), 1.81-2.60 (Low), 2.61-3.40 (Moderate), 3.41-4.20-(High), 4.21-5.00- Very High

The above results of the four parameters of vision indicate very high ratings. This indicates a significant alignment between the organization's vision and the beliefs, attitudes, and behaviors of the respondents, who were school heads and teachers in an educational setting. The organization's vision is rich in numerous spiritual elements that lead members to a path that contributes to attaining the vision.

The results of this study conform with existing literature regarding the significance of spiritual leadership in educational settings. According to Oh and Wang (2020), public schools need dynamic leaders who are unafraid to create a vision of hope, optimism, and courage that is supported by their courageous actions to fulfill this vision.

Table 2 shows consistently high scores for all selected faith and hope-related measures for teachers and school heads. The mean scores ranged from 4.40 to 4.52 for teachers and 4.57 to 4.75 for school heads, all falling within the Very High interpretation category.

The findings are consistent for teachers and school heads, reflecting high scores for all faith and hope-related parameters. Mean scores ranged from 4.40 to 4.52 for teachers and 4.57 to 4.75 for school heads, falling within the "Very High" interpretation category.

Table 2
Extent of Manifestations of Spiritual Leadership among School Heads and Teachers along Faith/Hope

Parameters	Teachers		School Heads		Mean	Interpretation
	Mean	Interpretation	Mean	Interpretation		
Unwavering commitment to organizational mission.	4.47	Very High	4.69	Very High	4.58	Very High
Actions demonstrate faith in organization's mission.	4.52	Very High	4.63	Very High	4.57	Very High
Persistent effort driven by organizational faith.	4.51	Very High	4.75	Very High	4.63	Very High
Ambitious goals driven by organizational faith	4.40	Very High	4.75	Very High	4.58	Very High
Mean	**4.48**	**Very High**	**4.70**	**Very High**	**4.59**	**Very High**

Legend: 1.00-1.80 (Very Low), 1.81-2.60 (Low), 2.61-3.40 (Moderate), 3.41-4.20-(High), 4.21-5.00- Very High

The findings of this study have significant implications for educational leadership and organizational management. The high scores demonstrate the strong support of both teachers and school heads for the organization's goals and ideals. This strong faith in the organization begets a strong sense of dedication and commitment, which leads individuals to work harder and to set lofty goals for the organization.

The findings of this study are congruent with the established literature on the role of faith and hope in organizational leadership and effectiveness. Fry (2003) contends that "[w]hen leaders have faith in their organizations and articulate vision based on their ideals and the naming of these ideal, followers respond with their trust, commitment, and dedication."

The findings in Table 3 reveal high to very high mean scores across all parameters related to altruistic love among teachers (M = 4.00 to M = 4.16) and school heads (M = 4.22 to M = 4.56). Their perceptions of leadership behavior in the organization show that their leaders value integrity, courage, trustworthiness, and accuracy. They believe their leaders practice what they preach; they stand for what they believe in for people and practice supportive organizational care.

As reflected in the findings of this study, the following implications were gathered for educational leadership and organizational management. First, the high mean scores indicate a high degree of altruistic leadership behaviors for the teachers and school heads. This implies a prevailing positive organizational climate characterized by integrity, concern, and empathetic understanding, which are necessary to generate loyalty and employee well-being.

Second, the findings underscore the importance of leaders as role models whose behavior reflects genuineness (Carvajal & Sanchez, 2024; Sanchez, 2023b; Sanchez, et al., 2024a; Sanchez & Sarmiento, 2020; Sanchez, Sanchez &

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Sanchez, 2023). Honest, humble, and courageous leaders, to a fault, generate impunity at the follower level (Sanchez, et al., 2024b). As a result, they generate a culture of transparency and accountability within the organization.

Table 3
Extent of Manifestations of Spiritual Leadership among School Heads and Teachers along Altruistic Love

Parameters	Teachers		School Heads		Mean	Interpretation
	Mean	Interpretation	Mean	Interpretation		
Leaders exemplify actions and words	4.06	High	4.38	Very High	4.22	Very High
Honest, humble leaders	4.00	High	4.44	Very High	4.22	Very High
Trustworthy, loyal organization	4.03	High	4.50	Very High	4.27	Very High
Courageous leaders advocate for their team	4.05	High	4.56	Very High	4.31	Very High
Compassionate organization supports its workers	4.16	Very High	4.38	Very High	4.27	Very High
Mean	**4.06**	**High**	**4.45**	**Very High**	**4.26**	**Very High**

Legend: 1.00-1.80 (Very Low), 1.81-2.60 (Low), 2.61-3.40 (Moderate), 3.41-4.20-(High), 4.21-5.00- Very High

Third, the results bespeak the importance of kindness and concern in attending to employee well-being and organizational effectiveness. Leaders who genuinely care for the well-being of their employees generate a work climate of support where individuals are valued, respected, and motivated to be at their best.

This study's findings align with literature that underscores the chance of altruistic in organizations. Hsieh et al. (2022) highlight the importance of positive leadership behaviors that include honesty, humility, and kindness in generating employee engagement and well-being. According to their study, spiritual school leaders possess charismatic personalities that inspire their followers. They show empathy for others' problems and engender loyalty and trust. They also possess the quality of foresight. Being transparent and exhibiting integrity assists in founding trust among school constituents (Carvajal, Sanchez & Amihan, 2023; Sanchez, et al., 2024c; Sanchez, et al., 2022).

Table 4 reveals a series of findings, with consistently high mean scores evident across all meaning and calling parameters for teachers and school heads. Specifically, teachers' scores ranged from 4.68 to 4.78, with school head scores ranging from4.81 to 4.88. This resulted in "Very High" interpretation categories for all parameters.

Table 4
Extent of Manifestations of Spiritual Leadership among School Heads and Teachers along Meaning/Calling

Parameters	Teachers		School Heads		Mean	Interpretation
	Mean	Interpretation	Mean	Interpretation		
Meaningful impact through their work	4.68	Very High	4.81	Very High	4.74	Very High
Work holds meaningful impact	4.75	Very High	4.88	Very High	4.81	Very High
Work holds crucial significance	4.78	Very High	4.88	Very High	4.83	Very High
Job activities hold personal meaning	4.71	Very High	4.88	Very High	4.79	Very High
Mean	**4.73**	**Very High**	**4.86**	**Very High**	**4.80**	**Very High**

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Legend: 1.00-1.80 (Very Low), 1.81-2.60 (Low), 2.61-3.40 (Moderate), 3.41-4.20-(High), 4.21-5.00- Very High

The findings from this research study carry several implications for educational leadership and organizational management. First, the high scores on the CCS Calling and Career (ranging from 4.68 to 4.88) The data indicate a strong and positive organizational climate for teachers and school heads. This climate is characterized by a collective understanding of values and the organizational mission, which promotes and encourages active participation, motivation, and dedication among all organization members. Second, the findings in this study promote meaningful work for employee well-being and job satisfaction. Employees who find their work meaningful and purposeful report higher job satisfaction, engagement, and retention, promoting heightened organizational performance and effectiveness.

The findings in this study reflect organizational literature on the importance of meaning and calling in work. As Azazz and Elshaer (2021)have argued, among many other things, successful schools in the 21st century must become "learning organizations," according to researchers. Spiritual leaders must be skilled learners: They must constantly seek learning and professional growth opportunities.

Table 5 exhibits the results where both teachers and School Heads obtained high overall mean scores from the items reflective of their sense of membership in their organization. The mean scores of teachers ranged from 4.10 to 4.26. This falls within the "High" to "Very High" interpretation category. Similarly, the mean scores of School Heads ranged from 4.31 to 4.50. This translates from the "Very High" to the "Very High" (VH") interpretation category.

Table 5
Extent of Manifestations of Spiritual Leadership among School Heads and Teachers along Membership

Parameters	Teachers		School Heads		Mean	Interpretation
	Mean	Interpretation	Mean	Interpretation		
Feeling valued by the organization	4.16	High	4.50	Very High	4.33	Very High
Organization shows respect for them	4.23	Very High	4.50	Very High	4.36	Very High
Feeling valued personally at work	4.26	Very High	4.50	Very High	4.38	Very High
Leadership's high regard felt.	4.10	High	4.31	Very High	4.21	Very High
Mean	**4.19**	**Very High**	**4.45**	**Very High**	**4.32**	**Very High**

Legend: 1.00-1.80 (Very Low), 1.81-2.60 (Low), 2.61-3.40 (Moderate), 3.41-4.20-(High), 4.21-5.00- Very High

The respondents felt appreciated, respected, and valued and viewed themselves as highly regarded by the organization and its leaders. Such a deluge of sentiments denotes a positive organizational climate that bespeaks a strong sense of membership, mutual recognition, and support among stakeholders.

The findings of the study have implications for educational leadership and organizational management. The high rating indicates mutual appreciation, respect, and recognition among employees, and the organization speaks of a positive organizational culture. The results underscore the importance of leadership behaviors that foster a sense of membership among employees. Leaders play a crucial role in creating an atmosphere and environment that support the sense of membership (Sanchez, et al., 2024d). In such a culture, individuals are seen as unique, appreciated, respected, and appreciated for their efforts and contributions.

The study's findings confirmed past literature on the significance of the sense of membership in the organization. In the study of Lahmar et al. (2023), they emphasized that incorporating spiritual values in leadership helps motivate and inspire the employees to sync their vision and culture with that of the organization and helps enhance organizational commitment. Therefore, in a working environment with a positive spiritual climate, employees frequently feel that they own the company.

Table 6 presents the scores indicating moderate levels of all Inner Life-related parameters of teachers and school heads. The mean scores fell between 2.29 and 3.21 for teachers and 2.44 and 3.38 for school heads, falling under the "Moderate" reading of the scores. Respondents reported varying levels of awareness and attention to their

inner experiences, with some slippage into automaticity and distraction. They indicated "Moderate mindfulness and self-awareness," suggesting they could improve their presence and attention in their day-to-day activities.

Table 6
Extent of Manifestations of Spiritual Leadership among School Heads and Teachers along Inner Life

Parameters	Teachers		School Heads		Mean	Interpretation
	Mean	Interpretation	Mean	Interpretation		
Unaware of tension until prominent	2.29	Low	2.44	Low	2.37	Low
Automated task execution	2.55	Low	2.81	Moderate	2.68	Moderate
Simultaneous listening and multitasking	2.35	Low	2.44	Low	2.39	Low
Struggles with present focus	2.82	Low	2.88	Moderate	2.85	Moderate
Delayed awareness of emotions	2.88	Moderate	3.00	Moderate	2.94	Moderate
Inattentive behavior	3.21	Moderate	3.38	Moderate	3.29	Moderate
Immediate name forgetting	2.88	Moderate	3.38	Moderate	3.13	Moderate
Mean	**2.71**	**Moderate**	**3.38**	**Moderate**	**2.81**	**Moderate**

Legend: 1.00-1.80 (Very Low), 1.81-2.60 (Low), 2.61-3.40 (Moderate), 3.41-4.20-(High), 4.21-5.00- Very High

The findings of this study hold this implication for Educational Leadership and personal development. The Moderate scores indicate the need for a greater emphasis on "cultivating Inner Life skills such as mindfulness and self-awareness of school heads and teachers. Enhancing these skills will augment the development of Emotional Intelligence, Stress Management, and overall well-being, leading to excellent job performance and satisfaction.

Moreover, Sandra (2022) has elucidated that the four elements of inner life and spiritual leadership coherence can usefully be applied in a consistent way to make sense of the emergence of spiritual well-being through entrainment, that developing personal spiritual leadership impacts the level of spiritual leadership of the group to which an individual belongs. Furthermore, better-performing teams pay more attention to inner life practices while caring for their team members.

Table 7 presents the findings, indicating high scores across all organizational commitment-related parameters for teachers and school heads. The mean scores ranged from 3.74 to 4.18 for teachers and from 3.81 to 4.44 for school heads, all falling within the "High" to "Very High" interpretation categories.

Table 7
Extent of Manifestations of Spiritual Leadership among School Heads and Teachers along Organizational Commitment

Parameters	Teachers		School Heads		Mean	Interpretation
	Mean	Interpretation	Mean	Interpretation		
Sense of family in organization	4.18	High	4.44	Very High	4.31	Very High
Organization's problems feel personal	3.74	High	3.81	High	3.77	High
"Commitment to lifelong career here	3.80	high	4.00	High	3.90	High
Promoting organization as ideal workplace	3.91	High	4.06	High	3.99	High
Deep sense of belonging	4.07	High	4.13	High	4.10	High

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Mean	3.94	High	4.09	High	4.01	High

Legend: 1.00-1.80 (Very Low), 1.81-2.60 (Low), 2.61-3.40 (Moderate), 3.41-4.20-(High), 4.21-5.00- Very High

Respondents reported strong commitment and loyalty to the organization, expressing feelings of belonging, ownership, and dedication. These findings suggest a positive organizational culture characterized by a supportive and inclusive work environment where individuals feel valued, respected, and motivated to contribute to organizational success.

The results of this study imply implications for leadership and organizational management. The high scores indicate a positive organizational climate characterized by a solid organizational commitment among employees. This suggests that school heads and teachers feel deeply connected to the organization and are willing to invest their time, effort, and energy into its success.

The findings of this study align with existing literature as Sapta et al. (2021) further verify the importance of a spiritual workplace to the organization. A spiritual workplace can increase employee loyalty, commitment, engagement, satisfaction, and performance.

The data in Table 8 indicate that respondents strongly emphasized productivity and work quality in their departments or work groups. Specifically, everyone has clearly defined and apparent goals and gives their best efforts; work quality is highly emphasized, and productivity and efficiencies are maintained in utilizing available resources. In sum, these findings suggest a positive work culture where everyone is committed to high-quality high-quality work and making good and effective use of resources.

Table 8
Extent of Manifestations of Spiritual Leadership among School Heads and Teachers along Productivity

Parameters	Teachers		School Heads		Mean	Interpretation
	Mean	Interpretation	Mean	Interpretation		
High performance in department	4.19	High	4.25	Very High	4.22	Very High
Emphasis on quality in department	4.17	High	4.56	Very High	4.37	Very High
Productive work group	4.25	Very High	4.31	Very High	4.28	Very High
Efficient resource utilization in work group	4.14	High	4.31	Very High	4.23	Very High
Mean	**4.19**	**High**	**4.36**	**Very High**	**4.27**	**Very High**

Legend: 1.00-1.80 (Very Low), 1.81-2.60 (Low), 2.61-3.40 (Moderate), 3.41-4.20-(High), 4.21-5.00- Very High
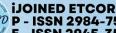
An implication can be gathered from the findings of this study related to educational leadership and organizational management. The high scores suggest that a productivity and performance excellence culture characterize the most positive work environments. This implies that school heads and teachers are serious about producing work of the highest standards and doing so as efficiently as possible within the confines of their departments or work groups.

The data of this study are assertive with the literature on productivity and its role in organizational effectiveness and performance. Johari et al. (2021) concluded that if teachers learn effective procedures for innovative behavior in the classroom, individuals should equip them with the tools to do so through training in techniques for teamwork, the use of humor, and the support of principals in ways that enhance their educational endeavors.

Table 9 presents the findings. Both groups of participants obtained high scores in the satisfaction-related parameters of their lives. Teachers' mean scores ranged from 3.59 to 4.16 (High to Very High), whereas those for the school heads ranged from 3.75 to 4.38 (High to Very High). These results indicated that both school heads and teachers were highly satisfied with the various aspects of their lives, including the "overall conditions of their lives" (Condition in life), "Overall life satisfaction" (Overall), and "Degree to which important goals are being attained" (Important).

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The present study's findings are for educational leadership and personal well-being. The high scores indicate positive psychological satisfaction and contentment with life. This indicates that school heads and teachers are fulfilled personally and professionally, leading to well-being, enjoyment, and job satisfaction.

The work of Qudus et al. (2022) is critical in articulating that the organization should consider the problems of teachers seriously, and then the teachers will be the best source for the organization. A good establishment will enable teachers to work in a better place so that they will feel meaning in their work and workplace.

Table 10 summarizes the findings, and it can be observed that teachers and school heads generally scored high to very high on the identified factors. Teachers had mean scores of 2.71 to 4.73; the mean interpretation was "High." The school heads' mean scores ranged between 2.90 and 4.86; the mean interpretation was "Very High." Meaning/Calling was rated the highest of all the factors, indicating that teachers and school heads find their jobs and roles meaningful and in line with many of their values and beliefs.

Beyond this, Vision, Faith/Hope, Productivity, and Membership scored highly, demonstrating alignment with organizational vision, confidence and commitment, positive relationships, and a sense of belonging/camaraderie. The two groups moderately scored Inner Life, underscoring the need to investigate self-awareness, self-reflection, and other topics within school leadership.

Additionally, it is essential to emphasize the spiritual aspect of leadership in schools. Thus, organizations can develop a balanced approach to leadership growth that cherishes personal and organizational growth. This also calls for continual professional development to enhance self-awareness, emotional intelligence, and other attributes that enhance their performance and well-being.

Table 10
Summary Table of Spiritual Leadership

Parameters	Teachers		School Heads		Mean	Interpretation
	Mean	Interpretation	Mean	Interpretation		
Vision	4.52	Very High	4.67	Very High	4.60	Very High
Faith/Hope	4.48	Very High	4.70	Very High	4.59	Very High
Altruistic Love	4.06	High	4.45	Very High	4.26	Very High
Meaning/ Calling	4.73	Very High	4.86	Very High	4.80	Very High
Membership	4.19	High	4.45	Very High	4.32	Very High
Inner Life	2.71	Moderate	2.90	Moderate	2.81	Moderate
Organizational Commitment	3.94	High	4.09	High	4.01	High
Productivity	4.19	High	4.36	Very High	4.27	Very High
Satisfaction with Life	3.89	High	4.05	High	3.97	High
Mean	**4.07**	**High**	**4.28**	**Very High**	**4.18**	**High**

Legend: 1.00-1.80 (Very Low), 1.81-2.60 (Low), 2.61-3.40 (Moderate), 3.41-4.20-(High), 4.21-5.00- Very High

The study conducted by Daud (2021) was parallel to the literature on spiritual leadership and organizational effectiveness. He argued that spiritual leaders are more effective leaders, specifying fundamental tenets such as altruistic love, faith, and hope, which are central factors in the development of a model for public service delivery. Spiritual leadership is the ultimate solution to building healthy and inclusive organizations following criticism that spirituality in leadership overemphasizes the nothingness of team/group effectiveness.

Differences on Manifestations of Spiritual Leadership among Aspects and Within Groups

Table 11
Differences on Manifestations of Spiritual Leadership among Aspects and Within Groups

Source	Type III Sum of Squares	df	Mean Square	F	P	Interpretation
Groups	7.753	1	7.753	19.107	.000	Very Highly Significant

| Aspects | 172.684 | 8 | 21.585 | 53.199 | .000 | Very Highly Significant |
| Group*Aspects | .983 | 8 | .123 | .303 | .965 | Not Significant |

Legend: p ≤ 0.001 very highly significant, p ≤ 0.01 highly significant, p ≤ 0.05 significant, p > 0.05 not significant

The study found a statistically significant difference in manifestations of Spiritual Leadership across the groups ($F(1, 8 = 250) = 19.107$, $p = .000$, $\eta^2 = .007$). This suggests that school heads and teachers display different patterns in perceiving and demonstrating behaviors related to Spiritual Leadership. The variations could arise from the intrinsic duties, responsibilities, and power dynamics linked to each group in the organizational structure.

About the nine aspects of Spiritual Leadership, the analysis unveiled a substantial and statistically significant difference in how Spiritual Leadership manifests itself across various aspects ($F(8, N = 250) = 53.199$, $p = .000$, $\eta^2 = .132$). This discovery highlights spiritual leadership's complex and diverse characteristics, indicating that different aspects are interpreted and implemented uniquely among the individuals analyzed. These aspects may comprise various dimensions of leadership conduct, principles, and convictions that enhance the overall efficacy of spiritual leadership in academic institutions.

The implications of these findings for educational leadership theory and practice are substantial. The distinctions among aspects that have been identified underscore the theoretical significance of adopting a comprehensive approach to comprehending spiritual leadership. Further research is warranted to investigate the intricate interconnections among various aspects of spiritual leadership and their impact on organizational results. Additionally, it is crucial to examine how these aspects reciprocate and shape one another within the context of education.

The literature on leadership, spirituality, and education, as highlighted by Samul and Wangmo (2021), highlights that spiritual dimensions of leadership show how positive and significant relationships affect each other differently. The study indicated that these dimensions have differential strength of influence depending on the extent to which these dimensions managers perceive significantly influence specific dimensions in their cultural context.

Conclusions

The study results demonstrated a significant correlation between the school heads and teachers' beliefs and the organization's vision, indicating a solid dedication to shared objectives. In addition, school heads and teachers exhibit a pervasive sense of faith/hope and altruistic love, demonstrating a positive outlook and empathy among the educational community. Their deep sense of purpose, strong sense of belonging, and organizational commitment highlights their dedication to creating a helpful and productive learning environment. Although productivity is excellent, there is room for exploring inner life factors to improve personal well-being. Generally, school heads and teachers demonstrate significant levels of life satisfaction, emphasizing the crucial role of overall well-being in promoting professional fulfillment and performance in the educational environment.

Moreover, on the variation of spiritual leadership among groups of respondents, the results demonstrate diverse manifestations of spiritual leadership among school heads and teachers in educational environments, highlighting the need to acknowledge role-specific differences to foster leadership behaviors successfully.

Recommendations

The study recommends conducting additional research to examine the elements that contribute to the strong agreement in vision among teachers and school heads and explores the influence of faith/hope on resilience and coping mechanisms within the educational environment.

Furthermore, it is recommended that educational institutions implement tailored leadership development programs that address the unique needs and responsibilities of school heads and teachers. These programs could include training sessions, workshops, and mentorship opportunities to enhance specific leadership competencies relevant to each role and foster collaboration and synergy within the organizational hierarchy. Thus, fostering a culture of mutual respect and understanding between school heads and teachers can facilitate effective communication and collaboration, ultimately enhancing overall organizational effectiveness and student outcomes.
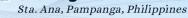
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