



TEACHERS' SPIRITUALITY AND CLASSROOM MANAGEMENT AMONG PAROCHIAL SCHOOLS IN THE ARCHDIOCESE OF JARO

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ABSTRACT

The study aimed to determine the level of teachers' spirituality and extent of classroom management of one hundred and fifty-nine (159) teachers of the Parochial Schools in the Archdiocese of Jaro. Foreign and local literatures related to teachers' spirituality and classroom management were reviewed in relation to their relevance and implications to the study. A validated and reliability tested researcher-made questionnaire was used to gather the needed data from randomly selected respondents. Statistical tools used to analyze and interpret were frequency counts, percentage, weighted mean, Mann-Whitney U-test and Spearman rank. The findings of the study revealed that the level of teachers' spirituality was "high" and the extent of classroom management was "very high". There was no significant difference in the level of teachers' spirituality among the respondents when they were grouped according to selected profile. There was no significant difference in the extent of classroom management among the respondents when they were grouped according to selected profile. The finding has highly significant positive correlation between the level of teachers' spirituality and the extent of classroom management among respondents. Results suggest that teachers' spirituality and classroom management among the Parochial Schools in the Archdiocese of Jaro has manifested in a remarkable manner and provides a functional view of what direction the administration especially the school directors, principals, and teachers to the continuous development of the spiritual growth of the teachers and the sustenance of the classroom management practices.

Keywords: Teachers' Spirituality, Classroom Management, Descriptive-Correlational Qualitative Study On Spirituality

1. Introduction

In today's world, there is a growing acknowledgment of the significance of spirituality as a research subject. There is a growing spirituality's significance in management particularly in education management, which concerns teachers' self and even less concerning a teacher's spiritual self. This research will examine how to combine spiritual principles with instruction by considering the classroom management experiences of Catholic teachers (Kenorchan et al., 2007). According to this viewpoint, spirituality entails self-imposed discipline. Therefore, spiritual teachers must have been personally impacted by any spirituality they may impart, as to do otherwise would be to attempt to teach someone something they are sincerely ignorant of. Teachers should be guided in their spiritual aspects and have some guidelines and procedures to follow. Another is that individuals must be free to choose the spirituality such finest enables people to communicate, fortify, and develop their relationship with God. Teaching about spirituality requires objective distance. It is necessary for the teacher to provide the greatest amount of impartial distance because spirituality is concerned with the deepest aspects of

the person, allowing the student the freedom for intellectual and affective engagement, should that be desired. Spirituality cannot be adequately taught from the inside out since one's teachings are always influenced by their own unique experiences, which may not correctly reflect what many or most people actually experience of this spirituality (Liebert et al., 2014).

In Switzerland, a follow-up interview was conducted to thoroughly analyze and interpret the subjective lived observations of six Swiss secondary school teachers on their religious spirituality and how it influences how they educate. The main conclusions of the study were that for highly spiritual teachers, spirituality was a powerful coping mechanism and a significant protective element. An essential component of a teacher's identity is their spirituality. However, because they view spirituality as a taboo subject—which is frequently not acceptable—they are unable to directly integrate it in the classroom (Warteinweiler, 2021).

In the Philippines, De La Salle University conducted a study on Understanding the Spirituality of teacher leaders in the educational constitution in Asia that spirituality in the academe played an important role. Furthermore, spirituality produces more purposeful and productive learning environment for teachers and students. It benefits human experiences and avenue for learning and meaning making (Tisdell, 2001). The most important aspect of spirituality is that it influences how individuals live. Having a strong spiritual life is important for assuming leadership jobs (Bolman & Deal, 1995; De Vera, 2018).

With this, teachers should become highly spiritual and religious and deepen their relationship with God. This will help them implement effective and meaningful teaching and learning engagement and be a critical factor in improving classroom management. Parochial schools and communities will have a smooth implementation of their religious programs and activities if teachers are more religious and spiritual because they understand what they are doing and can participate actively and religiously. Additionally, they are more involved in Church or Religious Practices and Activities.

In this study, the researcher investigates the level of teachers' spirituality and the extent of classroom management among the Parochial Schools of the Archdiocese of Jaro. Furthermore, as a Christian Living teacher both in elementary and secondary, it is the researcher's desire to help spiritually and religiously inclined the parochial schools' teachers gain insights that will help them in their teaching style, classroom discipline, and relationship with their learners and also help in facilitating for the development or deepening of their faith and participation in the different church activities that will strengthen their spirituality.

Literature Review

Foreign Literature

Teachers' Spirituality. The teachers' spirituality played a crucial role in the system of education. It functions as a guiding concept in the teaching and process of learning of the students outside and inside the classroom. It can help the teacher to develop a healthy relationship with others. It might also aid in enhancing his or her individuality and sense of self. It could also serve as a foundation for improving oneself, particularly in creating his or her abilities and values (Madelo, 2015).

A highly spiritual and religious teacher can be an effective classroom manager. The impact of spirituality creates a meaningful and creative environment for both teachers and learners. There's a need to develop spirituality among teachers based on the study of De Vera (2018) on teachers in South Africa. Concepts on spirituality should be introduced and used by teachers to allow them to undergo the process of putting meaning and understand better themselves as a teacher and appreciate their work as a vocation. Teachers should see that there is a connection between the mission, vision, and values of the school and the values and personal mission of teachers (De Vega, 2018). Additionally, teachers should study and understand the school's philosophy, vision, mission, and goals to better understand what is happening in the school and know the school's spirituality, where the teachers belong. This will help the teachers promote and develop their profession as a teacher and their work. As cited by Pirner (2013), many religious teachers see their profession as a motivation to study teacher spirituality/religiosity and professional identities, and these teachers have a higher motivation to help learners increasing their self-assurance and to have a transformative effect on their lives globally (Wartenweiler, 2021). Teachers should identify their religious identity in their teaching roles to feel the love, joy, peace, and persistence in fulfilling their mission and develop a sense of loyalty, trust, and commitment in the community where they belong.

On the other hand, research showed that teachers 'recognized their spiritual convictions as a fundamental

component of their professional identity (Kang (2015). According to White (2009), the idea behind "the silence around teachers and religion" is that educators make objective decisions about what to teach and how to teach it. However, one cannot keep their personal and professional identities apart (Kang, 2015). Indeed, it is not easy to separate a teacher's personal and professional identity because it entails the wholeness of his/her being. Whatever he/she believes is part of an integral development and is associated with his/her spiritual dimensions. A person's conscious experience of linking moral concepts from real life is called spirituality. It is an eternal principle that directs human existence, with a specific principle serving as the focal point and impetus for acts (Syihabuddin, 2017). Spirituality is part of the consciousness of a person in connecting with others. Though sometimes there is a conflict in his/her beliefs in religion and morality, it can help him/her to do the things in life and value those necessary. Besides, it serves a point of reflection in his/her life.

The Swiss public school system has prescribed the constitutional law about the denominational religious classes according to the Spirituality in Swiss public education but later found out that there is an increasing unpopularity in religious education and the number of students that their parents sign off is growing, and this led them to the introduction of significant reform in the new curriculum. These leads to burnout and stress experienced by the teachers (Wartenweiler, 2021). Additionally, although teachers in Switzerland are free to integrate their spirituality or religiosity into the classroom, they are only allowed to discuss about religious festivals and use religious symbols outside of the official curriculum and policy. Public education in Switzerland is uncomfortable with spiritual matters. It might be hard for teachers to integrate their spirituality into the classroom (Wartenweiler, 2021). It is good that the Swiss public school system has prescribed a mandate for teaching religion/ spirituality in the classroom. However, it is also difficult for teachers to implement it because of some restrictions, and it is hard to incorporate it into their teaching and learning process.

In the study in Uzbekistan, spirituality has significantly impacted the different philosophical stands and the struggle between materialism and zinc in ancient philosophy. This means there is a struggle between material instinct and higher spirituality, thus creating an analysis of Chinese philosophy's norm to fulfill in society and to the philosophers in the social problems. As their doctrines state, this also marked the difference between human behavior and spiritual aspirations (Pirnazarov, 2020). There is a big issue if a teacher belongs to a different philosophical stand because struggles in spiritual aspiration are real. It might create a conflict between materialism and spirituality.

In Schnell's book, "Atheist Spirituality," the focus is on secular spirituality and its connection to contemporary advancements in understanding religiosity, mainly through the lens of implicit religiosity proposed by Schnell (2013). This perspective has also inspired the development of a humanist model of spirituality, as illustrated by Elkins et al. (1988). They want to define, describe, and operationalize spirituality in a way that would strive for both religionists and secularists. Furthermore, after reviewing, it comes from a phenomenological perspective on an approach to spirituality (Schnell, 2013). A thorough discussion was done to discuss secular spirituality to become operationalized so that it could help in the conceptualization of spirituality's phenomenal perspective. Thus, secular spirituality emphasizes an individual's inner peace and personal growth but not the relationship with the divine. Its goal is to live happily and help others as a result of searching for meaning outside the religious institution.

There are dualist and non-dualist perspectives within the idea of spirituality (Wheeler & Hyland, 2008). The dualist perspective holds that there are two distinct realms represented by the material and spiritual worlds. According to the dualist perspective, there is only one reality with disparate features. Everything is governed and interconnected by the same laws or principles according to this approach (Csala, 2020). In this context, dualist and non-dualist approaches were described. Though they are different, they possess interconnectedness to the laws or principles. They signify distinct purposes and objectives, but they have relationships or connections.

According to Cornel Du Toit (2009), who heads the Research Institute for Theology and Religion at the University of South Africa, spirituality is a fundamental objective. He highlights that secular spirituality exhibits uniqueness by effortlessly integrating with present-day worldviews. Hence, it is harmonious with modern beliefs and lifestyles, fostering a sense of community through collective encounters with profound awe. Furthermore, secular spirituality holds significance in fostering a sense of community and establishing unity through a shared universal truth accessible through a secular or non-religious perspective. Instances of secular spirituality are mediated differently in this 21st century due to people's growing reliance on technology to establish connections with the secularly spiritual. Their connections to contemporary spiritual practices are deepening profoundly in

technology. Some of these are yoga and mindful meditations, which secular practitioners adopted, and this affects education, relationships with nature, and community togetherness.

Teaching about religion and spiritual literacy or secular public systems in some cultures must be consulted before introducing it to the students. Pushing it to be introduced to the curriculum might create a misunderstanding because it might affect some diverse cultures that need consideration. Moreover, it's good also to have a thorough study before injecting or implementing it.

In Britain, many religious Education teachers are taking their pupils to places of worship because of an increased plurality and focus on promoting multicultural values. Many religious teachers are trained in teacher-training programs to use them in utilizing their religious programs to introduce their students to more than one faith tradition (Chyssidis & Geaves, 2014). Teachers should also be updated on the different scenarios of our educational system, especially on Values Education or Christian living subjects. Doing so can help the teachers continuously deliver Christian education in different countries with diverse cultures and programs. They were bringing Jesus Christ- his words and deeds to all the strata of humanity. Teachers with higher spirituality are more likely to be involved in social justice and role-related teaching, according to a Higher Education Research Institute (HERI) study on faculty perspectives on spirituality which focuses on using student-centered teaching strategies (Cecero & Prout, 2014). Teachers' spirituality is essential in assessing the personal spiritual value of a teacher so that the teacher can understand his/her self-engagement and self-reflection and have a meaningful way of living by incorporating spirituality into day-to-day activities.

The Australian Curriculum does not allow space for the inclusion of spirituality (Ditchburn, 2012). It has raised the issue concerning Indigenous students in providing equitable learning opportunities to close the gap in the educational context. From this, they can improve their lives and grow in knowledge and spirituality (Bhandari, 2021). Though people differ in different aspects of life, one cannot take away their rights and privileges from them. They should be given equal opportunities in whatever learnings they want, especially in their spiritual aspect. The interpretation of spirituality has new proposals for the solution of practical problems. An example is understanding spirituality's dialectical contradiction as the basis for the principle of "unity of words and actions" (Pirmazarov, 2020). The interpretation of spirituality depends on the perceptions of someone because it can be the basis of his/her own words and actions.

A spiritual person is deeply concerned about value commitments. They are integrated in body, mind, soul and spirit. Therefore, Spirituality as being related to mature religious sentiment; basically, to measure spiritual maturity. Thus, religious spirituality is the maturity of religious sentiment which individual can access their spirituality and relationship to the divine (Selvam, 2013). A religious spiritual person should have developed a deep and mature relationship with the Divine or our God and learn to value commitments in life.

Studies have shown that women engage in religious activities more frequently than males do, and others have suggested that gender orientation whether feminine or masculine rather than sex may be the reason for these variations. Participants who were specifically engaged in religious activity had their gender and sexual disparities in relation to their spirituality and level of religious participation examined. There were no statistically significant variations in religious activity between men and women or between people classified as feminine, masculine, or androgynous (Simpson, 2008). Everyone knew about their relationship with God, men and women knows equally their individuals gender identities. Whatever their gender and sex, their religious participation was the same. They have both striving to develop their own spirituality and relationship with God.

Classroom Management. Classroom management refers to teachers' extensive training and methods to guarantee that classes are taught without disrupting student behavior. To allow students to reach their academic potential to the furthest, it is also critical to guarantee that they are learning in an uninterrupted atmosphere (Sugai et al., 2002). Classroom management is essential in delivering the teaching and learning process to the students. This ensures that students' behavior should adequately be considered so that there is no uninterrupted environment inside and outside the school. Additionally, classroom management is an essential element of student achievement. The greater the teacher's effectiveness and teaching practices, the more impactful the learning experiences for the students. The teachers use practices and procedures to ensure the effectiveness of the lessons. It also creates the foundation for an effective and successful classroom (Wong, 2014).

This is how an effective teacher shows or practices her classroom management style by drawing out the best from the learners. Teachers should impart more knowledge and skills to the learner and see that the learners are

learning a lot from the lesson. Learners will have better academic outcomes if the teacher controls the classroom efficiently. Teachers with powerful classroom management skills build positive relationships and establish excitement in learners to prevent them from disrupting the learning climate and hampering the learning potential of their classmates inside the classroom (Yildirim, 2020). Teachers should develop a strong rapport and discipline among learners to have a better positive outcome of their performance results. There should be no destruction that may hamper them from learning.

As for Turkey, classroom management studies emphasized on challenging classrooms where teacher's role is discussed. The subject of the study revealed the insufficient emphasis on classroom management in the faculty programs in education (Can & Baksi, 2014). Moreover, they looked into how students' attitudes and actions in the classroom affected teachers' ability to successfully manage the classroom and came up with solutions. Researchers discovered that unwelcome student behaviors included arguments, a lack of interest and attention, and unapproved talks (Can & Baksi, 2014).

Teachers find it hard to manage a classroom, and sometimes, they try to resolve unwanted behaviors by verbally warning their learners, which results in negative learners' behavior. Teachers also find some techniques on how to discipline the misbehavior of the learners. They taught some routines to divert attentions of learners. Classroom management is a wide variety of strategies that sets expectations and implements effective lesson plans, which can help sustain an orderly and productive learning environment in order to foster positive relationships between learners and teachers and help them learn, grow, and become successful through creating an educational environment which has an effective classroom strategy. Teachers can use variety of techniques to reinforcement of the learning process (Carnevale, 2021). Effective classroom management can allow learners to thrive and make meaningful progress in their learning. Thus, it helps teachers reduce stress, minimize conflicts, and ensure every learner feels safe and respected.

Discipline involves instructing individuals to adhere to rules or norms, often employing corrective measures such as punishment to address undesirable behaviors. Within a classroom setting, teachers employ discipline to uphold routine, enforce school rules, and create a secure learning environment for the learners (Carnevale, 2021). Learners receive the most from their education if they are disciplined well. They value the learning opportunities if they impose discipline on their own. They must ensure that with discipline, learning can be accomplished.

In the study in Vietnam, the Vietnamese novice teachers were interviewed about their classroom management competencies, resulting in teachers needing to regularly perform the classroom management competencies. They just implemented the competencies in their classroom practices like procedures including creating a classroom atmosphere, controlling student conduct, and overseeing academic activities (H?ng, Ng? Vu Thu et al., 2022). Novice teachers are not yet fully equipped with knowledge and skills in classroom management, so research shows that they have not yet mastered some competencies in classroom management. They need to be honed more to mature in their chosen field of education. Thus, classroom management is necessary to be learned by them.

In the study in the secondary schools in Rivers State, Nigeria, the teachers' age, teaching experience, and educational background were found to have a substantial impact on teachers' efficacy in classroom management. His/her expectations and perception have effects on the learners' achievement and performances, Amadi and Allagoa (2017). Age and experience are potent factors in the delivery of effective classroom management. They can bring substantial impact on the learning process and the achievements of the learners. Effective classroom management is essential to the process of teaching and learning. Studies show that pre-service and beginning teachers lack knowledge on classroom management while tenured teachers are prepared and knowledgeable (Poznanski et al., 2018). Well experienced teachers have established routines and techniques to an effective classroom management. Most of them are knowledgeable enough because they have already encountered it for a long time. Thus, for the neophytes sometimes they have some difficulties in handling different classroom encounters. Teachers assumed classroom management styles may influence their reactions toward learners' conduct and teaching strategies. Differentiating their classroom management styles and strategies has become an essential part of the effectiveness of teachers in creating a secure, diverse, and productive learning environment (Osakwe, 2014) (Magulod et al., 2019). The teacher-learner relationship is also an necessary component of the learning environment. Positive or negative effects are created on the students by the teacher-student connection. Research substantiates that a robust rapport between teachers and students is vital inside the

educational setting (Magulod et al., 2019). Different classroom management styles can help the teacher establish healthy student relationships. Building a good relationship with students can effectively implement a good learning environment. A good relationship with learners can be helpful to the effectivity of the delivery of the lessons.

Local Literature

Teachers' Spirituality. The research conducted in the province of Cawayanan, Tubigon, Bohol, particularly in Cawayanan National High School, endeavored to validate the assumption that religious and highly spiritual people are good individual workers. For them, the responsibility of God can be one of the fundamental tenets of Christianity. As spiritually moved individuals, teachers are taught that their teaching profession is a sacred calling, which means that teaching is a specific vocation approved by God rather than just work for a living (Bucar, 2016). Spirituality is an essential element for the profession and vocation of teachers. A highly spiritually mature teacher knows her responsibilities and accountabilities better. They do not count their actions but continue to work with love, commitment, and compassion.

The studies on the Lasallian spirituality of educators or teacher leaders provided additional knowledge on how teachers lived and experienced Lasallian Spirituality. This research offers more profound insights into how spirituality can enhance the effectiveness of the learning and teaching process within Lasallian communities throughout Asia (De Vera, 2018). Certain schools with different spirituality and charismas should provide opportunities for every teacher that works in that particular school so that teachers will adapt to whatever beliefs and practices of spiritual life they have. Doing so can augment the effectiveness of the learning process. Many views spirituality as an enduring aspect of human nature. Spiritual beliefs and practices together with other social, emotional, physical and mental aspects are some of the most recent ideas in copying tactics. Similarly, UCLA (2009) cited in his research that every individual has a different perspective on spirituality. Some people's traditional religious views form the foundation of their spirituality, whereas for others, traditions and beliefs may have little to no significance. Spirituality is reflected on values and ideals of an individual (Madelo, 2015). The spiritual belief and practices of a certain person differ from each other. Some would pay attention to it but for others it's not the same because each one develops their unique spirituality. Furthermore, UCLA (2010) considered spirituality as a point of interiors which are subjective to domain of material events and objects. Spirituality is reflected in the ideas and values that the majority of people hold dear, the origins of their beliefs, their existence and their meaning and purpose. They view their life and how they are related to the environment around them and to each other (Madelo, 2015). Spirituality of a person is influenced by many factors in this world be it material or objects, but the most important thing is they develop connectedness in God and with their fellows.

In Northern Mindanao, they conducted a study on discovering the spirituality of a few highly successful public-school principals. Objectives focus on spirituality and spiritual behaviors and experiences, and description of the manifestations of spirituality in their leadership practices. The study demonstrates the need for principals to have spiritual values; spirituality's importance in their being principal, irrespective of their nationality or religious connection (Tantoco, 2018). Spirituality and leadership can be primary values/attitudes that a teacher may possess. These will help the teacher in manifesting an effective facility of learnings. A spiritually motivated teacher is also a holistic one. Many believe that spirituality and aging go hand in hand. The yearning for the very solaces, connection, meaning, and purpose that a spiritual life may provide frequently intensifies with age. For this reason, seniors who want to age gracefully often choose to focus more on their spiritual needs and aspirations. It's a way for people to reenergize their outlook on life, hone on their part in it, and utilize the potentially restorative qualities of spiritual pursuits that elevate them. And that's something everyone deserves, regardless of age (GreatSeniorLiving.com, 2020).

As the person increases in age there is a tendency that they devoted themselves to the church and most importantly to the development of their spiritual aspects. The church their avenue to deepen or strengthen more their relationships with God. Researchers have investigated many demographic elements that promote spirituality in the workplace. According to Huma et al. (2012), a leader's spiritual actions are influenced by their age, level of education, and experience. Researchers Houston and Cartwright (2013) found that workers in public service positions have a tendency to be more spiritual than workers in other professions (Ahmad 2016). Experiences in work is also one of the factors that can affect one's spirituality. The more experienced the person is, the more it has developed and strengthened his/her spirituality because of the many challenges that he/she encountered. It is inappropriate to evaluate learners based on their spiritual or religious beliefs or practices. Regardless of the school to which they belong, individuals are free to practice and participate in their religion as

long as they comprehend and apply the lessons and activities that best meet their own unique social needs (Yokum 2014). Every learner has a right of where school he/she will study. Learners have also the right to exercise whatever religion or spirituality they want to participate for the fulfillment of their spiritual and social needs.

Classroom Management. Effective Classroom Management is a critical responsibility for teachers, given its significant influence on the success of teaching endeavors. Effective classroom managers use and understand specific techniques that can help produce effective student achievement and decrease the disruption of classes (Calderon, 2016).

Teachers are the managers of their classrooms. How they do or perform their duties and responsibilities affects the whole learning environment. Additionally, "learners that get along well with their teachers readily accept the rules and regulations. They should abide by the sanctions imposed after their infractions. Effective lecturers and instructors are what teachers should be. Teachers should also be friendly, helpful, and congenial. They must empathize with students, pay attention, listen to them, and comprehend their reality (Calderon, 2016). Every teacher should create a healthy relationship among the learners to make the delivery and mastery of the learning process easy. It is beneficial to establish a good rapport with each other. What a teacher does inside the classroom is known as classroom management. Teachers who manage classrooms are in charge of the tools that help students learn. These resources include time management, learning materials, and students themselves. Ineffective classroom management leads to inappropriate student conduct (Corpuz & Salandanan, 2013). A good classroom manager knows what is best for the learners and can look for possible options and solutions for the delivery and facility of learning. It can also help in promoting quality learning experiences to the learners and can lessen the learners' misbehavior.

In the Philippines, the issue of discipline in the classroom continues to appear to be the most difficult issue facing education today. Teachers must prepare to address the myriad challenges, and schools are typically equipped to deal with students' behavioral problems (Millapre, 2026). Teachers have a vital role in the discipline of the learners. However, sometimes, due to a lack of knowledge and preparation, teachers cannot effectively implement proper handling of learners' misbehavior. Moreover, improving learners' relationships with teachers has important, constructive, and long-lasting effects for teachers and learners, particularly for learners' growth and development (Perumal, 2015). Learners with healthy, encouraging, and supportive relationships with their teachers can do better academically than those with more conflict in their relationships (Millapre, 2020).

Supportive teachers can gain more influence on students, especially in academic performance. Their establishment of good relationships can create a positive and conducive kind of learning. The support system and encouragement of the teachers must be considered. Furthermore, according to Banks (2014), MacSuga-Gage et al. (2012), and Wolff et al. (2014), teachers' involvement in classroom management is essential to creating a proactive learning environment. A crucial part of classroom management is creating limits for the intellectual, physical, emotional, and mental domains (Burden, 2020; Obispo et al., 2021). Teachers should be proactive in handling the different classroom management and know his/her limits and responsibilities. Managing the classroom effectively is regarded as one of the indications for gauging the efficacy of teachers as well. More significantly, school is regarded as an essential component of effective classroom management. This covers full engagement, learner concentrated methods of instruction and learning, shared dedication, system uniformity, and assessment and ongoing development of things carried out by the school (Rijal, 2011; Neal and Everston, 2006). School is very important in the implementation of effective classroom management because there is an on-going engagement and development of learning.

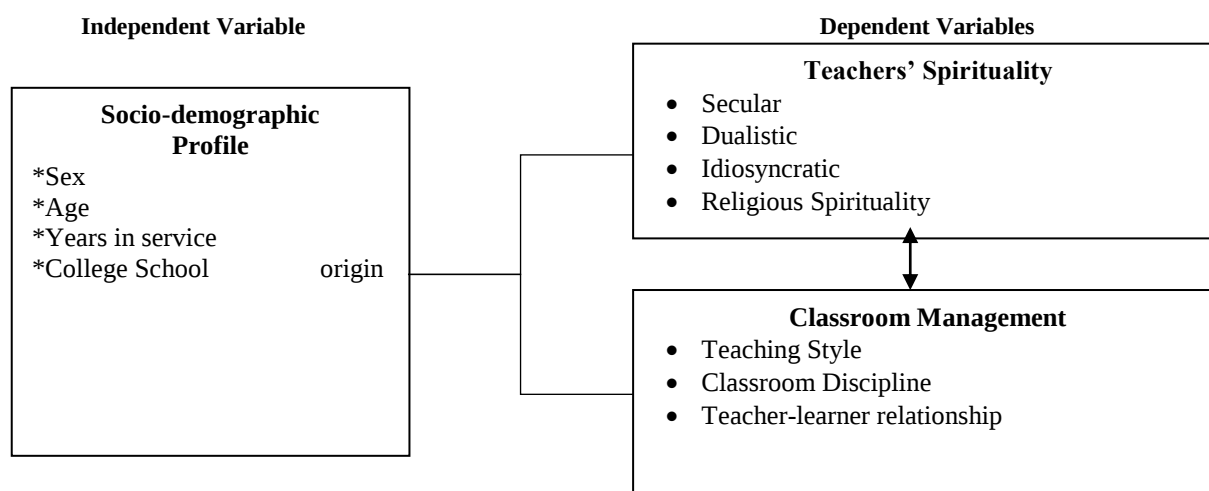


Figure 1. Schematic diagram showing the relationship of the variables considered in the study.

2. Method

The descriptive research approach was used in this study to determine the level of teachers' spirituality among the respondents in terms of secular, dualism, idiosyncratic, and religious spirituality, as well as the extent of classroom management in terms of teaching style, classroom discipline, and teacher-student relationship, the correlational research approach was applied in establishing the significant relationship between the teachers' spirituality and classroom management of the respondents.

The descriptive research design is a study that describes the characteristics of a population or phenomenon being studied. Primarily used to gain an understanding of a group or phenomenon. This involves collecting data through surveys, interviews, or observation (Cresswell, 2023).

The participants of this study was the one hundred fifty nine (159) samples taken from a population of two hundred sixty four (264), teachers of the Parochial Schools in the Archdiocese of Jaro. The researcher-made questionnaire contained a standard measurement of socio-demographic variables and multi-item measures of the level of teachers' spirituality in terms of secular, dualistic, idiosyncratic, and religious spirituality and the extent of classroom management in terms of teaching style, classroom discipline, and teacher -learner relationship. The statistical tools used to analyze the data were frequency, ranks, percentage, weighted mean, Mann-Whitney U-test and Spearman rank correlation coefficient. All statistical data were computer processed.

Results and Discussion

Level of Teachers' Spirituality as a whole

The level of teachers' spirituality as a whole as perceived by the teachers of the Parochial Schools in the Archdiocese of Jaro is shown in Table 1.

Table 1. Level of teachers' spirituality as a whole.

TEACHERS' SPIRITUALITY	Weighted Mean	Verbal Interpretation
Religious Spirituality	4.44	Very High
Dualistic	4.20	High
Secular	4.08	High
Idiosyncratic	3.91	High
Grand Mean	4.16	High

The results revealed that the level of teacher's spirituality among Parochial schools as a whole obtained a grand mean of 4.16 with a verbal interpretation of "high".

In general, the respondents have a high level of teacher's spirituality as a whole (Mean: 4.16). Specifically, the

respondents have a very high religious spirituality (Mean: 4.44; SD: 0.450); high levels of dualistic spirituality (Mean: 4.20; SD: 0.417), secular spirituality (Mean: 4.08; SD: 0.346) and idiosyncratic spirituality (Mean: 3.91; SD: 0.363). The data revealed that the level of teachers' spirituality in terms of religious spirituality was "very high" which manifested a very remarkable manner. The results implied that the respondents were rated "very high" in their religious spirituality. Furthermore, the results showed that the teachers of the parochial schools manifested to be religious and developed their faith and trust in God.

This was correlated to the study of Selvan (2013) that a religious spirituality person should develop deep and mature connections or faith with the Divine. Furthermore, the results were correlated and affirmed by the study of Bucar (2016) in Cawayanan National High School, which validated the assumption that religious and highly spiritual people are good individual workers. For them, the responsibility of God can be one of the fundamental tenets of Christianity. As spiritually moved individuals, teachers are taught that their teaching profession is a sacred calling, which meant that teaching was a specific vocation approved by God rather than just working for a living. A highly spiritually mature teacher knows her/his responsibilities and accountabilities better (Bucar, 2016).

Extent of Classroom Management as a whole

The extent of classroom management as a whole as perceived by the teachers of the Parochial Schools in the Archdiocese of Jaro and verbally interpreted as "very high" is reflected in Table 2.

Table 2. Extent of classroom management as a whole.

CLASSROOM MANAGEMENT	Weighted Mean	Verbal Interpretation
Teacher-learner Relationship	4.76	Very High
Teaching Style	4.48	Very High
Classroom Discipline	4.46	Very High
Grand Mean	4.57	Very High

Table 2 presents the extent of classroom management of the respondents as a whole. In general, the respondents have a very high extent of classroom management as a whole (Mean: 4.57). Specifically, the respondents have a very high extent of teacher-learner relationship (Mean: 4.76); very high extent of teaching style (Mean: 4.48; SD: 0.473), and very high extent of classroom discipline (Mean: 4.46).

The data revealed that the teachers of the Parochial Schools have a very high extent in the classroom management as shown in the data above which connotes that teachers have delivered all the teaching and learning process with the learners in terms of teacher-learner relationships, classroom discipline and teaching styles. Moreover, it was affirmed by Sugai, et.al (2002) that Teachers should have extensive training and methods to guarantee that teaching and learning should not be interrupted, and that learning process will take its place with proper exercise of classroom management.

Difference in the level of Teachers' Spirituality when grouped according to selected profile

To aid the presentation, analysis and interpretation of the difference in the level of teachers' spirituality and extent of classroom management among the parochial schools in the Archdiocese of Jaro as a whole and when grouped according to selected profiles of the respondents.

Table 3. Profile of the respondents.

Variable	Frequency	Percent
Sex:		
Male	16	10.1
Female	143	89.9
Total	159	100
Age:		
Below 30-year-old	104	65.4
At least 30-year-old	55	34.6
Total	159	100
Length of Service:		
5 years and below	109	60.6
6 years and above	50	31.4
Total	159	100
College School Origin:		
Catholic School (University or College)	51	32.1
Non-Catholic School (University or College)	108	67.9
Total	159	100

Sex. Table 3 showed the distribution of respondents according to their sex. Majority (143 or 89.9 percent) of the respondents are female; and 16 or 10.1 percent are males. It simply implied the predominance of female respondents in the study.

Age. Table 3 displayed the distribution of respondents according to their age. Most (104 or 65.4 percent) of the respondents are younger than 30 years old; and 55 (34.6 percent) respondents are at least 30 years old. With a mean age of 30.64 years, it could be implied that the respondents were in their thirties.

Length of service. Table 3 presented the distribution of respondents according to their length of service. Majority (109 or 68.6 percent) of the respondents served at most five years in service; and 50 (31.4 percent) respondents served for at least six years. With a mean service year of 5.94, it can be implied that the respondents served for more than half a decade.

College school origin. Table 3 showed the distribution of respondents according to their college school origin. The majority (108 or 67.9 percent) of the respondents were from non-Catholic schools; and 51 (32.1 percent) respondents were from Catholic schools. It could be implied that the majority of teachers in parochial schools were coming from non-Catholic schools.

Table 4 displayed the mean difference in scores in determining the level of teacher's spirituality as a whole of the respondents when they are classified according to their profile variables.

Table 4. Difference in the level of teachers' spirituality when grouped according to the selected profile.

PROFILE VARIABLES	Mean Difference	P Value	Description
Teachers' Spirituality (GM=4.16)			
Sex	-0.913	0.361	ns
Age	-1.020	0.308	ns
Years in Service	-0.378	0.705	ns
College School Origin	-0.120	0.905	ns

The results showed that there was no significant difference in scores in determining the level of teacher's spirituality as a whole of the respondents when they are classified according to their profile variables. It can be implied that regardless of respondent's sex, age, years in service, college school origin, they have a high level of teacher's spirituality in general. Therefore, the null hypothesis is accepted.

Teachers' spirituality and sex. As reflected in Table 4, the significant value had 0.361 which indicated that there was no significant difference in the level of teachers' spirituality of the respondents when they are grouped according to sex. Thus, the results implied that the respondents had the same level of teachers' spirituality regardless of their sex. Studies conducted by Simpson (2008) shown that women engage in religious activities more frequently than males do, and others have suggested that gender orientation whether feminine or masculine rather than sex may be the reason for these variations. In this study, participants who were specifically engaged in religious activity had their gender and sexual disparities in relation to their spirituality and level of religious participation examined. There were no statistically significant variations in religious activity between men and women or between people classified as feminine, masculine, or androgynous.

Teachers' spirituality and age. As reflected in Table 4, the significant value had 0.308 which indicated that there was no significant difference in the level of teachers' spirituality of the respondents when they are grouped according to age. Thus, the results implied that the respondents had the same level of teachers' spirituality regardless of their age. According to the study of GreatSeniorLiving.com. (2020) many believe that spirituality and aging go hand in hand. The yearning for the very solaces, connection, meaning, and purpose that a spiritual life may provide frequently intensifies with age. For this reason, seniors who want to age gracefully often choose to focus more on their spiritual needs and aspirations. It's a way for people to reenergize their outlook on life, hone on their part in it, and utilize the potentially restorative qualities of spiritual pursuits that elevate them. And that's something everyone deserves, regardless of age.

Teachers' spirituality and years in service. As reflected in Table 4, the significant value had 0.705 which indicated that there was no significant difference in the level of teachers' spirituality of the respondents when they are grouped according to years in service. Thus, the results implied that the respondents had the same level of teachers' spirituality regardless of their years in service. Researchers have investigated many demographic elements that promote spirituality in the workplace. According to Huma et al. (2012), a leader's spiritual actions are influenced by their age, level of education, and experience. Employees in public service occupations are often more spiritual than those in non-public service occupations, according to research conducted by Houston and Cartwright (2013) (Ahmad, 2016).

Teachers' spirituality and college school origin. As reflected in Table 4, the significant value had 0.905 which indicated that there was no significant difference in the level of teachers' spirituality of the respondents when they are grouped according to college school origin. Thus, the results implied that the respondents had the same level of teachers' spirituality regardless of their college school origin. In the study of Yokum (2014), it is inappropriate to evaluate learners based on their spiritual or religious beliefs or practices. Regardless of the school to which they belong, individuals are free to practice and participate in their religion as long as they comprehend and apply the lessons and activities that best meet their own unique social needs.

Difference in the Extent of Classroom Management when grouped according to selected profiles

Table 5 displayed the mean difference in scores in determining the extent of classroom management as a whole of the respondents when they are classified according to their profile variables.

Table 5. Difference in the extent of classroom management when grouped according to selected profile.

PROFILE VARIABLES	Mean Difference	P Value	Description
Classroom Management (GM=4.57)			
Sex	-0.845	0.398	ns
Age	-0.502	0.616	ns
Years in Service	-0.377	0.706	ns
College School Origin	-0.218	0.828	ns

Results showed that there was no significant difference in scores in determining the extent of classroom management as a whole of the respondents when they are classified according to their profile variables. It can be implied that regardless of respondent's sex, age, years in service, college school origin, parochial schools have a very high extent of classroom management as a whole. Thus, the null hypothesis was accepted.

Classroom Management and sex. As reflected in Table 5, the significant value had 0.398 which indicated that there was no significant difference in scores in determining the extent of classroom management when the respondents were grouped according to sex. Thus, the results implied that the respondents had a very high extent of classroom management regardless of their sex. Robert V. Bullough Jr. (2015), for instance, asserted that there are some managerial differences in the classroom between female and male teachers. The same study demonstrates that gender has no bearing on classroom management because teaching is more about instructors' motivation and the power of setting (Oktan, et. al 2015).

Classroom management and age. As reflected in Table 5, the significant value had 0.616 which indicated that there was no significant difference in scores in determining the extent of classroom management when the respondents were grouped according to age. Thus, the results implied that the respondents had a very high extent of classroom management regardless of their age. In the study in secondary schools on River State, Nigeria, age, experience, and educational background were found to have a substantial impact on teachers' efficacy in classroom management, Amadi and Allagoa (2017).

Classroom management and years in service. As reflected in Table 5, the significant value had 0.706 which indicated that there was no significant difference in scores in determining the extent of classroom management when the respondents were grouped according to years in service. Thus, the results implied that the respondents had a very high extent of classroom management regardless of their years in service. Classroom management plays an important role in the teaching and learning process, studies show that pre-service and beginning teachers lack knowledge on classroom management while tenured teachers are prepared and knowledgeable (Poznanski et al., 2018).

Classroom Management and college school origin. As reflected in Table 5, the significant value had 0.828 which indicated that there was no significant difference in scores in determining the extent of classroom management when the respondents were grouped according to college school origin. Thus, the results implied that the respondents had a very high extent of classroom management regardless of their college school origin. Managing the classroom effectively is regarded as one of the indications for gauging the efficacy of teachers as well. More significantly, school is regarded as an essential component of effective classroom management. This covers full engagement, learner concentrated methods of instruction and learning, shared dedication, system uniformity, and assessment and ongoing development of things carried out by the school (Rijal, 2011; Neal and Everston, 2006).

Relationship between the Level of Teachers' Spirituality and the extent of Classroom Management

Table 6 displayed the measure of correlation (Spearman Rank Correlation Analysis) between the scores in determining the level of teachers' spirituality in terms of secular, dualistic, idiosyncratic, religious and in general and the extent of classroom management in terms of classroom discipline, teaching style and teacher-learner relationship and in general.

Table 6. Relationship between the level of teachers' spirituality and the extent of the classroom management.

VARIABLES	Mean Difference	P Value	Verbal Interpretation
Level of Teachers' Spirituality Extent of Classroom Management	0.693**	0.000	Strong

The computed Spearman-Rank value of 0.693 showed that there was a highly significant positive correlation between the level of teachers' spirituality in terms of secular, dualistic, idiosyncratic, religious spirituality and in general and the extent of classroom management in terms of classroom discipline, teaching style and teacher-learner relationship and in general. The results implied that the higher level of teachers' spirituality in terms of secular, dualistic, idiosyncratic, religious spirituality and in general resulted in a higher extent of classroom management in terms of classroom discipline, teaching style and teacher-learner relationship and in general among the parochial schools in the Archdiocese of Jaro. Therefore, the null hypothesis stating that there was no significant relationship between the level of teachers' spirituality and the extent of classroom management among respondents was rejected.

This was supported by Pirner (2013), as he cited that many religious teachers see their profession as a motivation to study teacher spirituality/religiosity and professional identities, and these teachers have a higher motivation to help learners increasing their self-assurance and to have a transformative effect on their lives globally (Wartenweiler, 2021). Added to this, Cecero and Prout (2014) said that teachers with higher spirituality are more likely to be involved in social justice and role-related teaching, according to a Higher Education Research Institute (HERI) study on faculty perspectives on spirituality which focuses on using student-centered teaching strategies. Moreover, teachers must be spiritually inclined and motivated so that classroom management can be effective. A teacher should always balance spiritual aspects vis a vis with classroom management because a spiritual teacher is also a good classroom manager.

3. Conclusion and Implications

Based on the findings, the following conclusions were made: The level of teachers' spirituality in the Parochial Schools of the Archdiocese of Jaro was high. The extent of classroom management in the Parochial Schools of the Archdiocese of Jaro was very high. There was a significant correlation between the level of teacher's spirituality and the extent of classroom management among respondents. Teachers of the Parochial schools in the Archdiocese of Jaro are highly religious spirituality and are highly able in their classroom management. Therefore, the higher level of teacher's spirituality (secular, dualistic, idiosyncratic, religious and in general) will result to a higher extent of classroom management in general. This implies that a highly spiritual and religious teacher can be an effective classroom manager. The impact of spirituality creates a meaningful and creative environment for both teachers and learners. Furthermore, teachers of the Parochial Schools in the Archdiocese of Jaro are highly spiritual and religious teachers and are effective classroom managers because it can be seen on the results of this study. To further enhance and uplift the teachers' spirituality, School Directors/Administrators of the Parochial Schools in the Archdiocese of Jaro may offer support services and conduct activities such as yoga meditation, recollection and retreat, personality development, mental health, and wellness to realize their self-worth and inspire them to strive for excellence in all endeavors. Teachers should also involve themselves in any church activities that will deepen their faith and relationship with God and with their neighbor. In terms of Classroom management, Parochial schools in the Archdiocese of Jaro should continually sustain their classroom management practices through trainings and seminars in terms of teacher-learner relationship, teaching style, and classroom discipline. Teachers should also be provided with activities that could lead them to explore and recognize some ways and opportunities to achieve quality results in classroom management.

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- International Journal of Advanced Science and Technology* Vol. 29, No. 5, (2020), pp. 1630-1632 1630 ISSN: 2005-4238 IJAST Copyright © 2020 SERSC Philosophical Analysis the Issue of Spirituality Nurnazar Pirnazarov Karakalpak state university, Republic of Uzbekistan
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