

Charismatic Leadership of School Heads, Workplace Spirituality and Values: A Structural Equation Model on Collective Trust of Teachers

Rochelle R. Capon¹, Celso L. Tagadiad²

¹Department of Education, Tagum City, Davao del Norte, Philippines

²UM Professional Schools Tagum City, Davao del Norte, Philippines

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ABSTRACT

This study aimed to determine the best-fit model for the collective trust of teachers as influenced by charismatic leadership, workplace spirituality, and values among 400 public elementary school teachers in Davao Region, Philippines. Using the Structural Equation Model Analysis, findings revealed very high levels of charismatic leadership, workplace spirituality, values and collective trust. Moreover, among the exogenous variables, only workplace spirituality had no significant relationship to the collective trust of teachers. Meanwhile, using the regression model, exogenous variables significantly influence the collective trust of teachers. The model is statistically significant, though it explains a small portion of the variance in collective trust.

Further, results showed that model 5 satisfied the criteria for the best-fit model since it displayed all of its three variables that remained viable to collective trust. Charismatic leadership has a significant positive direct effect on collective trust. It was measured by the retained indicators: Vision and Articulation and Personal Risk. In the workplace, spirituality needs values as a mediating variable to collective trust. On the other hand, values are significantly associated with collective trust with retained indicators such as benevolence and conformity. Likewise, the collective trust of teachers is directly influenced by charismatic leadership and values and measured by retained indicators such as faculty trust in the principal, faculty trust in colleagues, and faculty trust in clients. The results implied that school administrators might use the findings of the study in making and revising programs for teachers' it is suggested that Workplace Spirituality should be given due attention through conducting capability programs focusing on teachers who found themselves working without paying attention; in this way, it can create a positive workplace spirituality that gained vital importance which would generate trust within employees.

Keywords: educational management, charismatic leadership, workplace spirituality, values, Philippines.

INTRODUCTION

Gaining collective trust from teachers is very challenging. School administration often faces difficulties in maintaining teachers' trust due to factors such as inconsistent leadership practices, lack of transparent communication, and insufficient support for teacher autonomy. The findings of several studies suggest that improving these areas can significantly enhance teachers' collective trust in the administration (Aquino, Afalla, & Fabelico, 2021).

Building collective trust among teachers is crucial to meeting organizational goals and impacting student success. Trust is also essential for building positive interpersonal relationships. Educators of change must have the interpersonal expertise that helps them relate to their staff and develop relationships. Trust is the foundation of positive interpersonal relationships, and such relationships are needed for professional collaboration and learning to take place (Hoy, Tschannen-Moran, and Woolfolk-Hoy, 2020).

Moreover, studies and research linked Charismatic leadership to teachers' trust. Rubio et al. (2021) discovered

a link between charismatic school leadership and teachers' collective trust. They emphasized that charismatic leaders notably impact the trust of teachers. In addition, Voelkel, Prusa, and Tassell (2022) highlighted that the principal has the capacity to correlate significantly with teachers' trust. Meanwhile, the workplace spirituality of teachers is correlated with fostering trust in teachers. Spirituality at work is becoming an essential aspect of organizations for its numerous benefits in increasing the motivation and self-trust of teachers (Ahmed, 2021). Likewise, Emmons (2020) explores how spiritual practices in the workplace can contribute to employee satisfaction and trust.

On the other hand, teachers' Values have significant effects on their trust in school principals and colleagues (Davis, 2021). Also, Chia et al. (2021) found a connection between teachers' values and trust levels. It reveals that personal values such as self-transcendence, openness to change, and conservation are linked to higher teachers' self-efficacy and trust in their colleagues and school environment.

Meanwhile, charismatic leaders can motivate and inspire their teams toward a greater goal. They do this by tapping into their team members' emotions, creating a greater sense of trust, passion, and purpose than themselves. This leadership relies on multiple attributes of charisma to elicit desired behaviours, and their charisma shapes growth in teachers' trust (Waters, 2021). Likewise, a research study conducted by Rubio (2023) found that school heads are highly regarded as charismatic leaders. To attain organizational goals, one should support taking significant personal risks for the organization, acting unconventionally, and advocating using low-risk, tried-and-true methods. In addition, in an article from Master class (2022), a charismatic leader's qualities were emphasized. This kind of a leader will boost the members' morale through recognition. Leaders should highlight their team's contributions, one person at a time, so people feel valued for their hard work. This increases engagement and productivity, deepening the leader's workers' connection to their leadership.

Similarly, Smith, Johnson, and Brown (2021) observed that charismatic leadership has a substantial impact on organizational outcomes. Charismatic leaders inspire and motivate employees through their vision, communication skills, and personal qualities, creating a positive work environment and improving overall performance.

In the same views, research findings affirmed the significance of quality traits in charismatic leadership. They highlighted that charismatic leaders enhance team morale by recognizing individual contributions, thereby valuing their efforts. This approach boosts engagement and productivity and strengthens the leader's connection with their team. The study underscored the critical role of charismatic leaders in inspiring and motivating teams through articulating a compelling vision and fostering high expectations. This leadership style encourages followers to prioritize organizational goals over personal interests and strive towards realizing the shared vision (Jiang et al., 2021).

Also, there are a lot of benefits that can be gained through increasing spirituality in work. It can discourage and eliminate fear among teachers. It can build trust among others. Spirituality can only flourish in the absence of fear or trust. If employees are afraid of making mistakes, they will never be able to learn from them. Thus, spirituality can foster an environment of trust where employees can work, learn, and contribute together to a more significant cause (Ahmed, 2021). Conversely, Rathee and Rajain (2020) postulated that workplace spirituality involves the effort to find one's ultimate purpose in life, to develop a solid connection to coworkers and other people associated with work, and to have consistency (or alignment) between one's core beliefs and the values of their organization.

However, recent studies have indicated that lower levels of workplace spirituality correlate with decreased employee satisfaction, higher turnover rates, and reduced organizational commitment (Lee et al., 2022). These findings suggest that neglecting spiritual aspects in the workplace can contribute to adverse outcomes, affecting overall employee well-being and organizational stability (Lee, K., Choi, Y., & Park, S., 2022).

Another variable is teachers' values. Zajda (2023) highlighted the significance of values like equality and inclusivity in education, asserting that high levels of these values are essential for cultivating a fair and just educational environment. Zajda argued that these principles are crucial for fostering an inclusive educational

setting where everyone is treated equally and fairly.

Further, studies by Doornkamp et al. (2022) collectively illustrate the essential role of teachers' values and trust in creating an inclusive and effective educational environment. They emphasized that when teachers feel valued and trust is established within the school community, it leads to better educational practices and improved student outcomes.

On the other side, trust is considered one of the essential elements at schools. Trust across schools affects much of a school's functioning and is a critical resource as principals embark on improvement plans. In addition, opportunities to create a sense of trust are essential in order for teachers to work together in collegial and collaborative partnerships. He reveals that teachers do not trust their principals. There needs to be more trust in their principals in all sub-themes among school teachers. It is recommended that principals be chosen and appointed to their posts more carefully.

Many research studies have examined the individual impacts of charismatic leadership, workplace spirituality, and organizational values on trust in various organizational settings. However, more comprehensive research needs to be conducted that integrates these factors specifically within the context of educational institutions and their impact on teachers' collective trust. One study that highlights this gap is by Fry et al. (2005), which discusses the importance of spiritual leadership in fostering trust and organizational outcomes. While this study provides insights into the general relationship between spirituality and trust, it primarily focuses on corporate settings rather than educational contexts. Another similar study of mine is the study of Smith, Johnson, and Brown (2020), who examine the influence of charismatic leadership on teachers' collective trust. However, it focuses on the mediating role of perceived organizational support. Also, a study must cover all four variables through an international lens, even in the Philippines, particularly in Region XI. Thus, there is a need to conduct a study to realize the purpose of the study. This prompted the researcher to conduct this study in order to develop a new model, which consequently hopes to give a new direction towards strengthening the trust of teachers.

This study aimed to determine the causal relationship between charismatic leadership, workplace spirituality, and teachers' values and trust. Further, this study determined to ascertain what domain best influences the collective trust of teachers. It also wanted to find out how the best-fit model significantly influences the trust of public teachers in Region XI. Specifically, this study aimed to find the level of the charismatic leadership of school heads in terms of vision and articulation, environmental sensitivity, unconventional behaviour, personal risk, and sensitivity to members' needs; to find the level of workplace spirituality of teachers in terms of compassion; meaningful work; mindfulness; and transcendence; to find the level of values of teachers in terms of benevolence, universalism; self-direction; stimulation, hedonism, achievement, power, security, conformity, and tradition; to determine the level of collective trust of teachers in terms of; faculty trust in principal, faculty trust in colleagues; and faculty trust in clients, to find if there is a significant relationship between, charismatic leadership and collective trust, workplace spirituality and collective trust, \ values and collective trust.

The hypotheses were tested at the 0.05 level of significance: There is no significant relationship between charismatic leadership, workplace spirituality, values, and teachers' trust; there is no exogenous variable that can best predict the trust of public elementary school teachers in Region XI; and there is no model that best fits the collective trust of public school teachers in Region XI.

This study was anchored on the trust theory of Tsannen-Moran (2004), who believed that trust in leaders affects the difference the leaders can make. It indicates that trust in leaders matters to school success as it is described as the lubricant of organizational functioning. Trust allows teachers and principals to work towards the school's common good.

Moreover, it is also supported by the proposition of Roberson and Strickland (2020), who believed that charismatic leadership, workplace spirituality, and values can predict the collective trust of public elementary school teachers. He supports the idea that leaders embodying charisma, fostering spiritual values, and upholding strong ethical standards create an environment where teachers develop greater trust in each other and their leaders.

Further, this study is supported by the charismatic leadership theory first initiated by Marc Weber (Alvernia University, 2019). A leader has the ability to communicate and influence his/her followers. The leader often plays on the emotional needs of the followers. Charismatic authority, which so strongly depends on the personality of the leader, can certainly yield positive results.

This study is backed up by Robert C. Solomon's **trust-based leadership** models, which emphasize the importance of trust in leader-follower relationships and highlight the role of charisma, shared values, and spirituality in building and maintaining trust. Leaders who embody these qualities are perceived as credible, reliable, and capable of leading with integrity, which enhances teachers' trust in their leadership.

Meanwhile, Figure 1 shows the conceptual framework of the study of which one of the exogenous variables was the charismatic leadership by Conger, Kanungo, Menon, & Mathur (1997), which has eleven observed variables, namely vision and articulation; environmental sensitivity; unconventional behaviour; personal risk; and sensitivity to members needs. Next is Workplace Spirituality, which includes indicators such as compassion, meaningful work, transcendence, and mindfulness. The third exogenous variable is values, indicators of benevolence, universalism, self-direction, stimulation, hedonism, achievement, power, security, conformity, and tradition. The endogenous variable was the collective *trust of teachers*, which had three observed variables: Faculty trust in the principal, faculty trust in colleagues, and faculty trust in clients. (Forsyth, Adams & Hoy (2015).

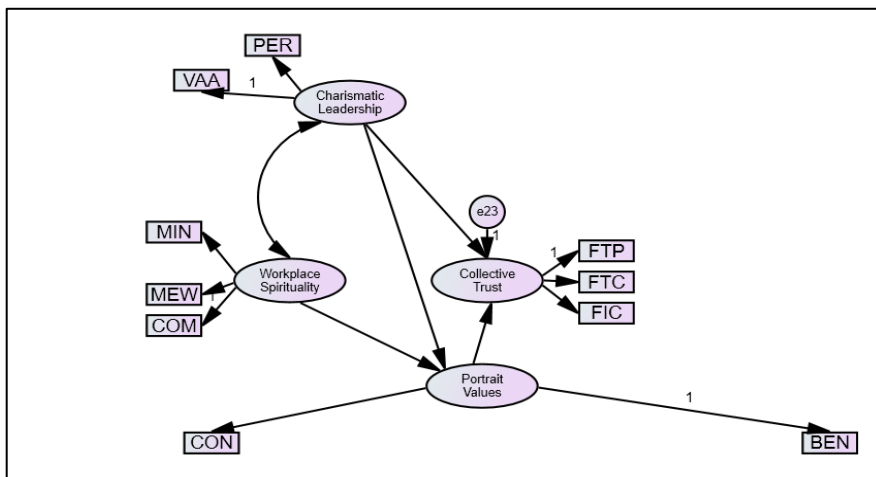


Figure 1: Hypothesized Best Fit Model of Charismatic Leadership, Workplace Spirituality, Values and the Teachers Collective Trust

Furthermore, this study had significance to the following: In the context of global educational reform, there is a growing emphasis on effective leadership to address complex challenges and cultivate a favourable environment. Studying variables such as charismatic leadership, workplace spirituality, values, and their impact on the collective trust of teachers aligns with **Sustainable Development Goal (SDG) 4: Quality Education**. SDG 4 aims to ensure inclusive and equitable education and promote lifelong learning opportunities for all. Exploring the impact of exogenous variables on teachers' collective trust can provide valuable insights for leadership strategies that encourage collaboration, innovation, and, ultimately, student achievement worldwide. In addition, this study holds significant social value for several vital reasons. Understanding how charismatic leadership and workplace spirituality influence teachers' collective trust can contribute to creating supportive and empowering work environments. This, in turn, enhances teacher trust and improves the overall well-being and success of teachers, students, and the broader educational community. Besides, this study can be an excellent source for building or creating valuable programs to enhance teachers' trust since teachers are the primary benefactors of this study. Appropriate professional development programs for teachers can be prioritized. Another beneficiary is the school administration; this study gave the school heads an idea of what factors can influence a person's trust and how important the trust of teachers is when it comes to their profession. Lastly, studying variables that predict teachers' collective trust provides a robust foundation for future researchers to expand knowledge, refine methodologies, apply findings to practical settings, conduct cross-cultural comparisons, and inform educational policies globally.

METHOD

This part presented how the researcher conducted her study. It included the research participants, materials or instruments used, and research design incorporating the research protocol, description of the design, data gathering procedure, and statistical test used.

Research Respondents

The respondents of this study were 400 public school teachers in 10 varied School Divisions from the total number of 25,469 public elementary school teachers in Region XI. The respondents were selected through random sampling. In determining the correct sample size for this study, 400 respondents are enough for Structural Equation Modeling, which is acceptable as a rule of thumb based on Balbouni (2006).

The study's respondents included the teachers within Region XI, particularly teachers of the selected public elementary school, and they were currently teaching this school year 2022-2023. They were fitted for the study in which they shared information on charismatic leadership, spirituality, and personal values. Public secondary teachers and private elementary and secondary teachers are not included in this study. Students, parents, school heads, and DepEd Officials are also excluded. Each division had an equal 40 number of respondents, which was 10 per cent of the total number, namely, Davao City Division, Davao del Norte Division, Tagum City Division, Division of Davao del Sur, Davao de Oro Division, Panabo City Division, Digos City Division, Division of Mati City, Island Garden City of Samal and Davao Oriental. The 400 respondents in this study were taken from the ten divisions of Region XI through proportionate sampling with the number of schools per division as the reference point. On the other hand, the respondents of this study were given the free will to withdraw in case they felt uncomfortable answering the survey without any consequence penalty or loss of benefits.

Material/ Instruments

In this study, the researcher used the four instruments as survey questionnaires. It was adopted and contextualized based on the focus of the research in the local setting. The questionnaire was modified to include only the items relevant to the study. However, the expert has validated the contents to ensure they are valid and based on the context of the research. The draft was shown to the researcher's adviser for comments and suggestions, after which experts validated the questionnaire with an overall rating of 4.19. After the experts had validated the questionnaire, the reliability of the questionnaire was tested through pilot testing with a Cronbach's alpha of .902. Gliem (2003) articulates that Cronbach's alpha reliability coefficient ranges typically between 0 and 1. The closer Cronbach's alpha coefficient is to 1.0, the more significant the internal consistency of the items in the scale.

The first instrument used was the *Charismatic Leadership Scale (CLS)* developed by Conger, Kanungo, Menon, and Mathur (1997). It was a 20-item questionnaire consisting of 5 indicators. The *instrument measured* the respondents' perceptions of the immediate school head regarding vision and articulation, personal risk, sensitivity to the environment and members' needs, and unconventional behaviour. The questionnaire focused on how the respondents perceived the charismatic attributes of their school head. Likewise, the workplace spirituality scale (WPS scale) with the proponent Shrestha (2016). It was used to measure the spirituality of the teachers in their stations. The 22-item model consisted of four latent variables: compassion, meaningful work, transcendence, and mindfulness. Also, to measure the values of teachers, the Portrait Values Questionnaire (PVQ) proponent by Schwartz et al. (2001) was used in this study. It was a 40-item survey questionnaire clustered into ten subscales. The last instrument used in measuring teachers' trust is the Omnibus Trust Scale (T-Scale) proponent by Forsyth, Adams & Hoy (2015). It was a 22-item assessment questionnaire with three (3) indicators: faculty trust in the principal and colleagues and clients.

The four adopted questionnaires were modified to include relevant items to the study. The researcher's adviser checked for comments and suggestions, and the internal and external validators validated the questionnaires. After the experts validated the questionnaire, its reliability was tested through pilot testing. Gliem (2003) emphasized that Cronbach's alpha reliability coefficient ranges typically between 0 and 1. However, the closer

Cronbach's alpha coefficient is to 1.0, the greater the internal consistency of the items in the scale.

Design and Procedure

This study was a quantitative research design. Quantitative research methods were used to explain an issue or phenomenon by gathering data in numerical form and analyzing it with mathematical methods (Jain & Chetty, 2021). This design was appropriate in this study, considering that this intended to define the level of trust of the teachers as respondents about the level of charismatic leadership of their school head, workplace spirituality level, and values as teachers. Likewise, based on Creswell (2013), descriptive research is a quantitative research method that attempts to collect quantifiable information for statistical analysis of the population sample (Kim, 2020),

Also, it employed specifically a descriptive-correlational design using a structural equation model. Descriptive research portrays an accurate profile of persons, events, or situations. It was a widely used tool by most researchers who wanted to collect and describe the demographic segment's nature (Stapleton, 2021). This study used a correlational research design because of the relationship between variables: charismatic leadership, spirituality, and values as teachers. Were given an emphasis. With this concept design, the researcher will evaluate the significance between variables. Likewise, according to (Abraham, 2019), the structural equation model (SEM) was applied in generalizing the best-fit model. The structural equation model was a research technique that incorporated the causal relationship between variables to confirm. This method was used to find the best fit among the conceptual models.

The data were gathered following the following procedures: After the Ethics Research Committee reviewed and approved the study, the researcher asked for an endorsement letter from the Research Office. Then, the researcher proceeded with the validation of the survey questionnaire from the expert. After revising all the suggested items, the researcher secured an approval letter from the Department of Education Regional Office and another letter asking permission from the selected schools' principal for the study's conduct. In gathering the data, the researcher followed strict compliance with the IATF Protocol. Upon approval of all the documents, the researcher asked for consent from the respondents. They checked or marked on the form that proved their willingness to participate in the study and encoded their names. The check is marked as the respondents' signature. Then, a schedule was made for distributing the test questionnaires incorporating instructions on the test to make it more transparent and accessible to follow. Before the time started, the researcher conducted a short orientation to the respondents regarding the overview of the said research procedure. Enough time was given to the respondents so that the survey questionnaires were answered thoughtfully.

Then, the following statistical tools were used in analyzing the data gathered in the study: Mean was used to measure and determine the respondents' level of the charismatic leadership of school heads, workplace spirituality, personal values and the teachers' trust; Pearson Product Moment Correlation was used to evaluate the significant relationship between charismatic leadership of school heads, workplace spirituality, values and the teachers' collective trust; *Multiple Regression Analysis* was used to determine which variable of the study predicts the dependent variable which is teachers trust; Structural Equation Modeling was used to assess the best-fit model and to determine the validity of the hypothesized model.

RESULTS AND DISCUSSION

This section presents, analyzes, and interprets the data obtained from the respondents on the charismatic leadership of school heads, the workplace spirituality of teachers, and the values and collective trust of teachers based on the previously stated research objectives.

Level of Charismatic Leadership of School Heads

Table 1 presents the level of charismatic leadership of public school heads in Region XI measured by Vision and Articulation, Environmental Sensitivity, Unconventional Behavior, Personal Risk, and Sensitivity to Members Need. An overall mean of 4.66 (SD of 0.36) was obtained, which is very high. This means that the

level of charismatic leadership of public school heads is evident all the time. A per-indicator analysis shows that the indicator *Vision and Articulation* has the highest mean of 4.84 or Very High, with a standard deviation of 0.24. In contrast, the indicator Unconventional Behavior has the lowest mean of 4.36 or Very High, with a standard deviation of 1.05. The level of charismatic leadership of public school heads in Region XI was found to be very high.

The results show that charismatic leadership among the respondents is very high. This implies that charismatic leadership among public school heads is always evident. The results showed that the school heads manifested the charismatic characteristics of a leader, which is needed to achieve. They motivate and inspire their teams toward a greater goal and rely on multiple attributes of charisma to elicit desired behaviours. Moreover, school heads also manifested the values of vision and articulation, sensitivity to the member's needs, personal risk, sensitivity to the environment, and unconventional behaviour.

Table 1. Level of Charismatic Leadership of Public School Teachers in Region XI

Indicators	SD	Mean	Descriptive Level
Vision and Articulation	0.24	4.82	Very High
Personal Risk	0.48	4.71	Very High
Sensitivity to the Environment	0.45	4.66	Very High
Sensitivity to the Member Needs	0.38	4.74	Very High
Unconventional Behavior	1.05	4.36	Very High
Overall	0.36	4.66	Very High

The very high descriptive levels on every indicator of Charismatic Leadership of school heads in public schools in Region XI showed high regard for Vision and Articulation, Personal Risk, Sensitivity to the Environment, Sensitivity to the Member Needs, and unconventional behaviour. The results implied that public elementary school teachers in Region XI consistently demonstrated these practices. This suggests that school leaders set compelling organizational and strategic goals, motivate staff members by clearly communicating the value of their work, and routinely come up with fresh concepts for the organization's future. Additionally, displays excellent public speaking abilities, is visionary, and is enterprising, taking advantage of new opportunities to further aims.

Furthermore, this result is congruent with the findings of the study of Rubio (2023), who found out in their study that school heads have high regard for charismatic leadership. They are empowered to include the school's vision and goals during decision-making, particularly when planning and putting projects, procedures, and activities into place. In order to attain organizational goals, one should support taking significant personal risks for the organization, acting unconventionally, and advocating the use of low-risk, tried-and-true methods.

Likewise, the results also conform to the article of Jiang et al. (2021), who viewed the high-quality traits of a charismatic leader. The qualities of a charismatic leader were emphasized. This kind of leader will boost the morale of the members through recognition. A leader should highlight their team's contributions, one person at a time so that people feel that they are being valued for their hard work. This increases engagement and productivity, deepening the leader's workers' connection to their leadership. The study emphasized that charismatic leaders play a crucial role in inspiring and motivating their teams by articulating a compelling vision and fostering an environment where high expectations are the norm. This leadership approach encourages followers to transcend their self-interests for the sake of the organization and strive towards achieving the articulated vision. In addition to this result, several authors, including Gebert, Heinitz, and Buengeler (2016) and DeCelles & Pfarrer (2004), supported this result that charismatic leadership entails conveying a visionary mission and setting high expectations for followers.

Level of Workplace Spirituality of Public School Teachers

Table 2 shows the level of workplace spirituality of public school teachers in terms of compassion, meaningful work, transcendence, and mindfulness. The obtained overall mean of 4.28 signifies a very high level. This indicates that the level of workplace spirituality of public school teachers is manifested or evident all the time. A per-indicator analysis found that the indicator, *meaningful work*, has the highest mean of 4.41, or Very High, with a standard deviation of 0.53. In contrast, the indicator *mindfulness* has the lowest mean of 4.18 or Very High, with a standard deviation of 0.60.

The very high level of workplace spirituality implied that the implementation of the indicators was manifested among public elementary teachers in Region XI in terms of Compassion, Meaningful Work, Transcendence and Mindfulness. This also implied that the teachers demonstrated an outstanding workplace spirituality. Respondents established a sense of connection between themselves and the workplace. Though they often face anxiety, fear, and depression, they manifest that being in a workplace that supports the employees' right to express their beliefs openly helps them to have better working relationships with colleagues, feel safer, and be more engaged in their work.

Table 2. Level of Workplace Spirituality of Public School Teachers in Region XI

Indicators	SD	Mean	Descriptive Level
Compassion	0.64	4.31	Very High
Meaningful Work	0.53	4.41	Very High
Transcendence	0.60	4.22	Very High
Mindfulness	0.60	4.18	High
Overall	0.55	4.28	Very High

The very high result of workplace spirituality is supported by the findings of Rathee and Rajain (2020) who posited how important workplace spirituality is for the employees in an organization. People feel more affectionately connected to their place of work when they experience workplace spirituality; they experience a sense of obligation/loyalty toward the organization.

Moreover, Bureš et al. (2023) and Nami et al. (2020) also supported this finding, finding a significant impact of workplace spirituality on various aspects of employee behaviour. The study highlighted that workplace spirituality aids in enhancing productivity, increasing motivation, and fostering job satisfaction among employees, thus indicating high results for workplace spirituality.

Level of Values of Public School Teachers in Region XI

Shown in Table 3 is the level of Values of Public School Teachers in terms of benevolence, universalism, self-direction, stimulation, hedonism, achievement, power, security, conformity and tradition. The level of Values of Public School Teachers attained an overall mean of 4.29, which is described as very high. This means that the level of Values of Public School Teachers in Region XI is always manifested or evident. The seven indicators recorded very high mean scores. On per-indicator analysis, the top three indicators are the following: *security* has the highest mean of 4.78 or Very High with a standard deviation of 0.34. The indicator universalism had a mean of 4.71 or very high and a standard deviation of 0.47, and conformity gained a mean score of 4.56. Meanwhile, the indicator, *power*, has the lowest mean score of 3.16 or moderate and a standard deviation of 0.99.

The study's findings implied and established that the teachers work hard to avoid getting sick. They avoid anything that might endanger their safety because being healthy is essential for them so that things will be

organized and clean. Universalism is also manifested. For them, every person in the world must be treated equally. They believed everyone should have equal opportunities and be treated justly, even people they do not know. They need to protect the weak in society.

Table 3. Level of Values of Public School Teachers in Region XI

Indicators	SD	Mean	Descriptive Level
Benevolence	0.47	4.44	Very High
Universalism	0.47	4.71	Very High
Self-direction	0.62	4.41	Very High
Stimulation	0.64	4.26	Very High
Hedonism	0.54	4.39	Very High
Achievement	0.75	4.03	High
Power	0.99	3.16	Moderate
Security	0.34	4.78	Very High
Conformity	0.51	4.56	Very High
Tradition	0.71	4.18	High
Overall	0.47	4.29	Very High

This result is supported by the findings of Zajda (2023), who emphasized the importance of equality and inclusivity in the educational sphere. They supported the notion that high levels of these values are essential for creating a fair and just educational environment and suggested that these values are crucial in fostering an inclusive educational environment where everyone is treated equally and fairly.

Further, the finding of this study is verified by (Gilemkanova et al. (2021), who believe that values form a holistic motivational structure and integrate into one system with other components, such as attitudes and behaviour. It was concluded that the teacher's values influence the socio-psychological safety of the classroom, which determines the importance of the acmeological aspect of the teacher's personality analysis. The basis of a safe, educational environment depends on the self-transcendent and conservative values of the teacher.

Level of Collective Trust of Public School Teachers in Region XI

Presented in Table 4 is the level of collective trust of Public School Teachers in Region XI, measured in terms of Faculty Trust in the Principal, Faculty Trust in Colleagues, and Faculty Trust in Clients. It obtained an overall mean of 4.44, indicating that Collective Trust is always manifested or evident. Faculty Trust in Colleagues got the highest mean at 4.68, which is very high. Next is Faculty Trust with a mean of 4.36, which is very high. The lowest mean score obtained from Faculty Trust in Clients was 4.27, but it was described as very high.

Table 4. Level of Collective Trust of Public School Teachers in Region XI

Indicators	SD	Mean	Descriptive Level
Faculty Trust in Principal	0.36	4.36	Very High

Faculty Trust in Colleagues	0.44	4.68	Very High
Faculty Trust in Clients	0.50	4.27	Very High
Overall	0.35	4.44	Very High

This study implied that the collective trust of Public School Teachers in Region XI is always evident. Data showed a very high manifestation of collective trust among the respondents. Teachers are concerned about each other since they have faith in the integrity of their colleagues. Thus, they look out with each other and have trust.

This result is supported by the findings of Ninković (2022), which showed that teachers have high regard for trust in colleagues if the trust originating from relationships with others feels secure because of the assurance that the person will never betray the trust.

Likewise, these findings are also justified by the results of Bukko, Liu, and Johnson (2021), who highlight the practices that build and sustain trust among teachers toward their principals and colleagues. The findings indicated that trust was fostered through actions that demonstrated benevolence, openness, honesty, reliability, and competence on the part of the principals.

Relationship between Charismatic Leadership and Collective Trust of Public School Teachers in Region XI

Table 5.1 displays the results of the test of charismatic leadership and the Collective Trust of Public School Teachers. As displayed in the hypothesis, the relationship was tested at the 0.05 level of significance. The total r-value of .145 with a p-value of .004 indicated that the null hypothesis is not accepted. It demonstrates that there is a strong link between charismatic leadership and the Collective Trust of Public School Teachers.

Table 5.1. Significance of the Relationship between Charismatic Leadership and Collective Trust of Public School Teachers in Region XI

Charismatic Leadership	Collective Trust			
	Faculty Trust in Principal	Faculty Trust in Colleagues	Faculty Trust in Clients	Overall
Vision and Articulation	.084	.127*	-.011	.077
	.092	.011	.826	.122
Personal Risk	.138**	.079	.045	.103*
	.006	.113	.369	.039
Sensitivity to the environment	.194**	.132**	.076	.159**
	.000	.008	.130	.001
Sensitivity to the Member Needs	.128*	.131**	.086	.141**
	.011	.009	.086	.005
Unconventional Behavior	.072	.014	.067	.063
	.153	.779	.181	.210
Overall	.166**	.108*	.087	.145**
	.001	.032	.082	.004

This result implied a statistically significant relationship between charismatic leadership and the collective trust of public school teachers. The data supports the alternative hypothesis that there is a significant relationship between charismatic leadership and collective trust among public school teachers. The strong link between charismatic leadership and collective trust suggests that school administrators who exhibit charismatic leadership qualities can foster a more trusting environment among teachers. This can lead to higher morale and a more collaborative school culture.

The finding is verified by the research of Rubio et al. (2021), published in the *European Journal of Education Studies*, which found a correlation between school heads' charismatic leadership and teachers' collective trust. The study emphasized that charismatic leadership, characterized by conveying a visionary mission and setting high expectations, significantly influences the level of trust teachers have in their school leaders. This finding highlights the importance of charismatic leadership in fostering a positive and trusting school environment.

Additionally, the result is also backed up by a study by Voelkel, Prusa, and Tassell (2022), who identified principal leadership behaviours that enhance teacher trust as one of the key behaviours that enhance collective efficacy among teachers. Trust in this context means the principal's ability to foster a supportive and collaborative environment, which significantly correlates with teachers' trust in their colleagues and the principal.

Relationship between Workplace Spirituality and Collective Trust of Public School Teachers in Region XI

Shown on Table 5.2 are the results of the assessment on the relationship between workplace spirituality and collective trust. As displayed in the hypothesis, the relationship was tested at a 0.05 significance level. The total R-value of -.0498 with a p-value of 0.358 indicated that the null hypothesis was accepted. There is a weak relationship between workplace spirituality and collective trust in public elementary schools. As per individual indicator analysis, no indicators of workplace spirituality correlate positively with collective trust in public elementary schools. As a result, there is no significant relationship between school workplace spirituality and collective trust in public elementary schools.

This result implied that the weak relationship suggests that workplace spirituality does not significantly influence collective trust among teachers in public elementary schools. Administrators aiming to enhance trust might need to consider other factors or strategies beyond promoting workplace spirituality. Thus, Engaging teachers in discussions about what builds their trust can provide valuable insights. Tailoring strategies to address their needs and concerns can create a more trusting and cohesive work environment.

Table 5.2. Significance on the Relationship between Workplace Spirituality and Collective Trust of Public School Teachers in Region XI

Workplace Spirituality	Collective Trust			
	Faculty Trust in Principal	Faculty Trust in Colleagues	Faculty Trust in Clients	Overall
Compassion	-.084	-.067	-.074	-.094
	.094	.178	.142	.062
Meaningful Work	-.033	-.015	-.044	-.040
	.505	.770	.376	.430
Transcendence	-.001	-.009	-.036	-.022
	.989	.853	.478	.663
Kindfulness	-.022	-.004	-.033	-.026

	.662	.937	.505	.605
verall	-.038	-.026	-.050	-.049
	.447	.600	.315	.328

However, this result is contrary to the findings of K (al. (2022) w, who found that **workplace spirituality** is the main factor behind building employee trust and is pivotal in enhancing the organization's positive outcomes. Further, the link between workplace spirituality and trust is positive, and trust is positively and statistically significantly mediated by trust. Thus, this work contributes significantly to the research paradigm by presenting workplace spirituality as a solution for high-rise employee trust.

Relationship between Values and Collective Trust of Public School Teachers in Region XI

Shown in Table 5.3 are the results of the test of the relationship between portrait values and the collective trust of public school teachers. Data showed an overall correlation coefficient of **0.131 at a .009** significance level. Specifically, among all the indices of portrait value, *benevolence*, *self-direction*, *security*, *conformity*, and *tradition* have a significant relationship with Collective Trust, as the p-values are less than the .05 significance level.

Based on the statistical analysis, the findings implied that specific values of teachers (Benevolence, Self-direction, Security, Conformity, and Tradition) positively correlate with collective trust among public school teachers.

Meanwhile, Brezicha's (2019) results support these findings since their claim also strongly connects values and trust in teachers. They believe that *trusting relationships* play a crucial role in all aspects of school life. Thus, teachers' personal values matter in the trust they develop towards the school administration. When teachers feel supported and valued, they are more likely to engage in professional learning, share innovative ideas, and contribute actively to school improvement initiatives.

Additionally, the result is congruent with Chia et al.'s (2021) findings that teachers' values are correlated with their trust. The study demonstrates that personal values such as self-transcendence, openness to change, and conservation positively influence teachers' sense of self-efficacy and trust in their colleagues and school environment. This highlights the significant role that personal values play in shaping a trusting and collaborative educational setting.

Table 5.3. Significance on the Relationship between Values and Collective Trust of Public School Teachers in Region XI

Values	Collective Trust			
	Faculty Trust in Principal	Faculty Trust in Colleagues	Faculty Trust in Clients	Overall
Benevolence	.144* .004	.073 .147	.102 .042	.130** .009
Universalism	.111* .026	.041 .408	.018 .714	.065 .194
Self-direction	.159* .001	.045 .372	.108 .031	.126* .012
Stimulation	.062	-.023	.038	.030

	.218	.642	.450	.549
Hedonism	.078	.004	.064	.059
	.120	.943	.203	.236
Achievement	.088	.028	.056	.070
	.077	.573	.263	.163
Power	.104*	-.013	.117*	.087
	.037	.794	.019	.081
Security	.166**	.056	.084	.121*
	.001	.267	.094	.015
Conformity	.162**	.108*	.085	.142**
	.001	.031	.089	.004
Tradition	.151**	.061	.112*	.132**
	.003	.221	.025	.008
Overall	.165**	.045	.113*	.131**
	.001	.373	.024	.009

Influence of Charismatic Leadership, Workplace Spirituality and Values on Collective Trust of Public School Teachers in Region XI

Shown in Table 6 is the influence of Charismatic Leadership, Workplace Spirituality and Values on the Collective Trust of Public School Teachers in Region XI. Further, the regression model is statistically significant, as indicated by the F-value of 3.855 with a corresponding p-value of .010. Hence, it leads to the rejection of the null hypothesis. Exogenous variables can predict the collective trust of Public elementary school teachers. The model is statistically significant, though it explains a small portion of the variance in collective trust.

Consequently, the R² of .028 implied that only 2.80 per cent of the variation in Collective Trust is explained by the predictor variables: Charismatic Leadership, Workplace Spirituality and Values of teachers. This means that 97.20 per cent of the variation could be attributed to other factors besides these three variables. However, the model's statistically significant p-value is =< 0.05, suggesting a statistically significant relationship between the exogenous variables and collective trust, even if the effect size is small. The presentation revealed that the standard coefficient of charismatic leadership has the highest beta of .113. It indicates that charismatic leadership significantly influences the Collective Trust of Public School Teachers compared to Workplace Spirituality with -.013 and Values with a .087.

Table 6. Significance on the Influence of Charismatic Leadership, Workplace Spirituality and Values on Collective Trust of Public School Teachers in Region XI

Collective Trust				
Exogenous Variables	<i>B</i>	β	<i>t</i>	<i>Sig.</i>
Constant	3.666		11.828	.000
Charismatic Leadership	.110	.113	2.141	.033

Workplace Spirituality		-.008	-.013	-.240	.811
Portrait Values		.068	.087	1.545	.123
R	.168				
R ²	.028				
ΔR	.021				
F	3.855				
ρ	.010				

This finding is supported by Roberson and Strickland (2020), who found that charismatic leadership, workplace spirituality, and values can predict the collective trust of public elementary school teachers. This study supports the idea that leaders who embody charisma, foster spiritual values, and uphold strong ethical standards create an environment where teachers develop greater trust in each other and their leaders.

This is also aligned with Frwithoelkel, Prusa, and Tassell (2022), who emphasized that principal leadership behaviours significantly enhance collective teacher belief by fostering a supportive and collaborative environment that boosts teachers' trust.

Generated Structural Models

This section analyzes the interrelationships among the study variables. Five models were generated to obtain the best-fit model of the Collective Trust of Public School Teachers. The models were analyzed against the given fit indices and served as the basis for accepting or rejecting the model.

Generated Structural Model 1, illustrated in Figure 2, presented the indirect relationship between the endogenous and exogenous variables. As shown in the Appended Table, the results show that charismatic leadership is strongly represented by their factors, with the beta values (.113) followed by Workplace Spirituality (beta = -.013) and Portrait Trust (beta = .087). Table 10 shows that exogenous variables, such as charismatic leadership, workplace spirituality, and portrait trust, do not predict the collective trust of public school teachers, having a P-value of >0.05. Also, the goodness of fit results reveal that the model fit values were not within the range of the indices criteria as shown by CMIN/DF > 2, GFI, CFI, NFI, TLI < 0.95, and RMSEA > 0.05 with a P- Close < 0.05. This means that the model does not fit with the data.

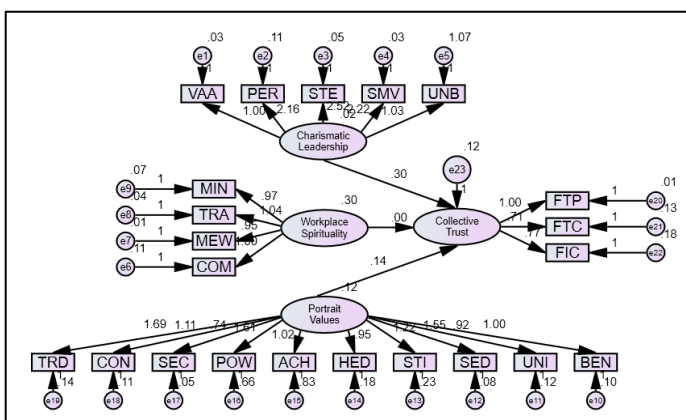


Figure 2: Structural Equation Model 1 in Standardized Solution

Generated Structural Model 2 portrayed the variance between the exogenous variables of school culture and community of inquiry and the causal associations of exogenous and endogenous variables. As shown, data show that charismatic leadership is represented by their factors, with the beta values (.113) followed by Workplace Spirituality (beta = -.013) and Portrait Trust (beta = .087). Meanwhile, data shows that the

exogenous variables do not significantly influence collective trust, having a P-value of >0.05 . Also, the goodness of fit results revealed that the values were not within the range of the indices criteria as shown by $CMIN/DF > 2$, GFI, CFI, NFI, TLI < 0.95 , and RMSEA > 0.05 with a P- Close < 0.05 . This means that the model needs to meet the criteria.

Generated Structural Model 3 is a model modification of the previous models showing the correlation of charismatic leadership to Workplace Spirituality and collective trust with their causal relationships of portrait values to workplace spirituality and collective trust. As shown in model 2, data showed that the exogenous variables mentioned do not significantly influence collective trust, having a P-value of < 0.05 . Also, the goodness of fit results revealed that the values were not within the range of the indices criteria as shown by $CMIN/DF > 2$, GFI, CFI, NFI, TLI < 0.95 , and RMSEA > 0.05 with a P- Close < 0.05 . This means that the model 3 did not meet the required criteria.

Generated Structural Model 4 is another model modification of the previous models showing the non-correlation among the endogenous variables. With these models, the exogenous variables of charismatic leadership to Workplace Spirituality and portrait values correlate poorly with the endogenous variable of collective trust. As shown in Model 4, it indicates that charismatic leadership is represented by their factors, with the beta values. Same with Workplace Spirituality and portrait values. Moreover, Data shows that the exogenous variables do not significantly influence collective values having a P-value of < 0.05 . Also, the goodness of fit results revealed that the values were not within the range of the indices criteria as shown by $CMIN/DF > 2$, GFI, CFI, NFI, TLI < 0.95 , and RMSEA > 0.05 with a P- Close < 0.05 . This means that the model needed to meet the required criteria.

Best Fit Model of Collective Trust

To come up with the best model for the collective trust of teachers, the analysis revealed that Model 5 came out as the best-fit model that predicts the collective trust of teachers. Model 5 shows the interrelationships of the latent exogenous variables, charismatic leadership, workplace spirituality, and portrait values, and its direct causal relationship with the latent endogenous variable, the collective trust of teachers in public elementary schools. As can be gleaned in model 5, the best-fit model, charismatic leadership, and values are exogenous variables with a direct causal relationship with collective trust. The model also revealed the interconnectedness of these three exogenous variables. Charismatic leadership had a direct relationship with workplace spirituality and collective trust.

Moreover, as shown in Figure 3, there were two retained indicators out of five in charismatic leadership, namely, Vision and Articulation and Personal Risk, while workplace spirituality had three out of four indicators, namely, mindfulness, meaningful work and compassion, were found to affect collective trust but need the charismatic leadership and values to mediate. On the other hand, the values retained only two indicators out of ten, namely, benevolence and conformity, that significantly affect collective trust. Based on the result, it can be inferred that the collective trust in Region XI was best anchored on charismatic leadership which was measured in terms of Vision and Articulation and Personal Risk; workplace spirituality in terms of mindfulness, meaningful work and compassion; and values in terms of benevolence, and conformity.

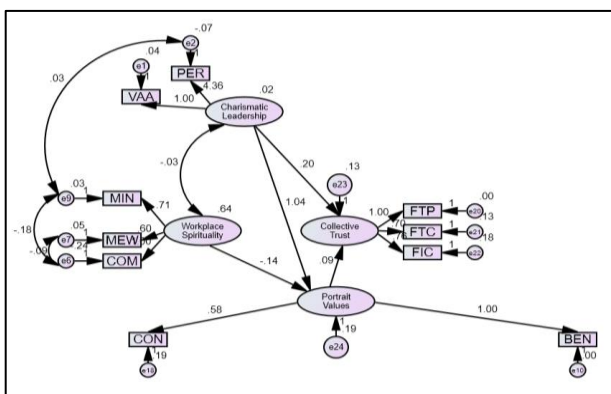


Figure 3: Best Fit Model in Standard Solution

Furthermore, the above-generated structural model 5, illustrated in Figure 3, shows a direct causal link between the exogenous and endogenous variables. The endogenous variable collective trust is measured in terms of Faculty Trust in the Principal, Faculty Trust in Colleagues, and Faculty Trust in Clients. However, the model displayed all three indicators that remained viable in the collective trust construct: Faculty Trust in Principal, Faculty Trust in Colleagues, and Faculty Trust in Clients. Some of the indicators like Sensitivity to the Environment, Sensitivity to the Member Needs, and Unconventional Behavior on charismatic leadership; Transcendence for workplace spirituality; Universalism, Self-direction, Stimulation, Hedonism, Achievement, Power, security, and tradition for portrait values were trimmed since their beta values and p-value did not obtain the desired values. Different ideas and notions gleaned from pertinent literature articles created the model that illustrates the direct and indirect effects of the exogenous variables on the endogenous variable.

On the other hand, Table 7 reveals the result of the goodness of fit measures of Generated Model 5. As can be seen in the results, all model fit values have successfully met the criteria set by each index: CMIN/DF < 2, GFI, CFI, NFI, TLI 0. >95, and RMSEA <0.05 with a P- Close >0.05. The result is in alignment with the criteria set by Arbuckle and Wothke (1999), emphasizing that the CMIN/DF should be less than 2, and the Tucker-Lewis Index (TLI),

Table 7. Goodness of Fit Measures of the Structural Best Fit Model

INDEX	CRITERION	MODEL FIT VALUE
P-value	> 0.05	.074
CMIN/DF	0 < value < 2	1.300
GFI	> 0.95	.971
CFI	> 0.95	.997
NFI	> 0.95	.985
TLI	> 0.95	.995
RMSEA	< 0.05	.030
P-Close	> 0.05	.959

Legend:

- CMIN/DF** - Chi-Square/Degrees of Freedom
- NFI** - Normed Fit Index
- TLI** - Tucker-Lewis Index
- CFI** - Comparative Fit Index
- GFI** - Goodness of Fit Index
- RMSEA** - Root Means Square of Error Approximation
- P-close** - P of Close Fit

The Comparative Fit Index (CFI), Normed Fit Index (NFI), and Goodness of Fit Index (GFI) should be more than 0.95. Moreover, Browne and Sugawara (1996) support the RMEA and PCLOSE values, indicating 0.01, 0.05, and 0.08 as excellent, good, and mediocre fit, respectively, with a P-Close greater than 0.05.

The model fit for collective trust among public elementary schools is aligned with the trust theory of Tsannen-

Moran (2004), who believed that trust in leaders affects the difference the leaders can make. It indicates that trust in leaders matters to the school's success as it is described as the lubricant of organizational functioning. Trust allows teachers and principals to work towards the school's common good. She emphasizes the importance of trust, which is considered one of the essential elements in schools. Trust across schools affects much of a school's functioning and is a critical resource as principals embark on improvement plans. Opportunities to create a sense of trust are essential for teachers to work together in collegial and collaborative partnerships.

Table 8: Summary of Goodness of Fit Measures of the Five Generated Models

Model	P-value (>0.05)	CMIN / DF (0<value<2)	GFI (>0.95)	CFI (>0.95)	NFI (>0.95)	TLI (>0.95)	RMSEA (<0.05)	P-close (>0.05)
1	.000	19.301	.621	.566	.554	.513	.214	.000
2	.000	19.315	.622	.569	.558	.512	.214	.000
3	.000	19.221	.622	.570	.558	.515	.214	.000
4	.000	19.151	.625	.575	.564	.517	.213	.00
5	.264	1.154	.985	.998	.984	.996	.020	.978

Legend: CMIN/DF – Chi-Square/Degrees of Freedom

NFI – Normed Fit Index

GFI – Goodness of Fit Index

TLI – Tucker-Lewis Index

RMSEA – Root Mean Square of Error Approximation

CFI – Comparative Fit

Further, Faculty Trust in the Principal, Faculty Trust in Colleagues and Faculty Trust in Clients manifest effective collective trust. Hord (2009) roots the context in the fact that when a professional learning community is implemented, the learning of professionals takes place.

The data showed the direct and indirect effects of the latent endogenous variables on the latent exogenous variable. Charismatic leadership shows the highest beta value of .113, which indicates that it has the most significant impact on the collective trust of teachers in public elementary schools. In addition, workplace spirituality shows a beta value of -.013 and portrait values of .087, indicating an impact towards collective trust in public elementary school teachers.

Meanwhile, based on the regression weights exhibited by the influence between latent variables and between measured and latent variables, the paths presented in this model obtained a p-value of more than 0.10. Thus, this indicates that the exogenous variables are statistically associated with teachers' collective trust in public elementary schools.

CONCLUSIONS AND RECOMMENDATIONS

The use of multivariate statistical analysis techniques to analyze structural relationships among exogenous and endogenous variables strengthened the reliability and thoroughness of this research. Results revealed that the level of the charismatic leadership of school heads in terms of vision and articulation, personal risk, sensitivity to the environment, sensitivity to the member needs, and unconventional behaviour is *very high*; the level of *workplace spirituality of public school teachers* in terms of compassion, meaningful work, transcendence, and mindfulness is *very high*; the level of values of public school teachers in terms of benevolence, universalism, self-direction, stimulation, hedonism, security, conformity is *very high*; achievement and tradition are *high*, While power is moderate. The level of collective trust of public school teachers in terms of faculty trust in principals, colleagues, and clients is *very high*. There is a significant relationship between charismatic leadership and collective trust, but there is no correlation between workplace spirituality and collective trust

among public school teachers. There is a significant link between *Values and the Collective Trust of Public School Teachers*. There is an Influence on Charismatic Leadership, Workplace Spirituality and Values to Collective Trust of Public School Teachers. Further, results showed that the best-fit model for collective trust of teachers was model 5.

Model 5 shows the interrelationships of the latent exogenous variables, charismatic leadership, workplace spirituality, and values, and its direct causal relationship with the latent endogenous variable, the collective trust of teachers in public elementary schools. As can be gleaned in model 5, the best-fit model, charismatic leadership, and values are exogenous variables with a direct causal relationship with collective trust. The model also revealed the interconnectedness of these three exogenous variables. Charismatic leadership. Meanwhile, This finding is supported by the proposition of Roberson and Strickland (2020), who found that charismatic leadership, workplace spirituality, and values can predict the collective trust of public elementary school teachers. The result is also backed up by the **trust-based Leadership Models** of Robert C. Solomon, who emphasizes the importance of trust in leader-follower relationships and highlights the role of charisma, shared values, and spirituality in building and maintaining the trust of teachers. Trust allows teachers and principals to work towards the school's common good. This theory will serve as a guide to fully understand the way and the style of leadership the principals employ and how positive their workplace is; absolutely, it influences the trust of the teachers. Based on the preceding findings and conclusions, several recommendations are considered. It is recommended that among the three exogenous variables, Workplace Spirituality gained the lowest level; it is suggested that Workplace Spirituality should be given due attention by conducting a capability program focusing on teachers who find themselves working without paying attention, teachers who are rushing through work activities without being attentive to what the task is and working automatically without much awareness of what they are doing. In this way, it can create a positive workplace spirituality that has gained vital importance, generating employee trust.

Likewise, collective trust among teachers should also be developed through conducting motivational programs focusing on *how* teachers are concerned about their principal's actions. With these practices among teachers, trust will be enhanced, as will the performance of specific tasks for the smooth running of the school and, importantly, for the improvement of the collective trust of teachers.

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