The Influence of Servant Leadership and Teachers' Goal Orientation on Work Engagement among Elementary Public School Teachers in Tagum City

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ABSTRACT

This study determined the influence of servant leadership and teachers' goal orientation on work engagement among elementary public-school teachers in Tagum City, Davao del Norte, with 300 respondents. This study utilized a stratified random sampling technique using Slovin's formula to get the ideal sample size. Employing a non-experimental quantitative research design with a descriptive correlational approach, the study reveals a very high level of servant leadership among the teachers, with indicators such as meaning and purpose, acting morally and ethically, being authentic, and transforming followers prominently manifested. Similarly, teachers exhibit a very high level of goal orientation, particularly in information acquisition and feedback-seeking behaviors. Work engagement among the respondents is also found to be very high, with dedication, vigor, and absorption being significant factors. Statistical analysis demonstrates a significant positive relationship between servant leadership and work engagement, as well as between teacher goal orientation and work engagement. Furthermore, the combined influence of servant leadership and teacher goal orientation on work engagement proves substantial, suggesting an additive effect. The study concludes that fostering servant leadership principles and promoting clear goal orientation can significantly enhance work engagement among elementary teachers, thus contributing to a positive educational environment. As such, both servant leadership and teacher goal orientation play crucial roles in enhancing work engagement among elementary school teachers, suggesting that fostering a supportive leadership style alongside continuous learning opportunities can empower teachers and enrich student learning experiences. Recommendations include prioritizing servant leadership principles, promoting goal setting, and providing resources and support for teachers' professional development. Leadership development workshops and goal-setting sessions are advocated for school leaders and teachers, while future research avenues are proposed to explore these relationships further and refine strategies for creating a thriving educational environment.

Keywords: servant leadership, teachers' goal orientation, teachers' work engagement, quantitative, elementary public-school teachers, Philippines

INTRODUCTION

The issue of work engagement is commonly recognized as a problem. Less engaged teachers are more likely to experience burnout, a host of health problems, and high teacher turnover (He et al., 2021). According to Ryan and Deci (2020) there has been relatively little empirical research done on the topic of teacher world engagement in China. They polled 2,185 middle school teachers in China's east, west, and central areas,

respectively. According to the findings, 77.5 percent of the respondents exhibited high vitality and were enthusiastically involved in their work. The level of work engagement shown by teachers with less than five years of experience was the highest, while the level of work engagement shown by teachers with 16 to 25 years of experience was the lowest (Roozeboom, 2021).

According to Bakker (2021), Work engagement affects not just teachers' professional development but also learners' physical and mental growth and academic success. Moreover, continuing school development depends on teachers' dedication to their work and willingness to fulfil school objectives. A high level of engagement at work is typically associated with more dedication, enhanced involvement, and increased productivity. Unfortunately, school leaders are one of the reasons why work engagement will not be reached because of a lack of assistance from them.

In the meantime, there was a correlation between increased work engagement and school leadership and goal orientation. The teachers who were well coached by the school administrators and who grasped the purpose scored much higher on the test than their counterparts who lacked both aid and understanding. According to Toropova, et. al, (2020) Improvements in school leadership and teachers' goal orientation are independently correlated with increases in the level of work engagement of teachers. Administrators of schools need to have a firm grasp on their own leadership styles and be aware of the potential effects these have on their staff. The level of engagement in teachers' jobs should receive more attention from school administrators. Not only is contentment in one's job closely linked to involvement in one's teaching, but it also positively contributes to both the teachers and the students in one's classroom. These are the issues that a third-world nation typically encounters.

There have been studies on work engagement as a mediating factor in the relationship of various variables, but none on the relationship between servant relationships and teachers' goal orientation. There have been few studies on the relationship between the three dimensions in the past and even now. The study of Deligro & Laguador (2019) entitled "Work Engagement among Employees and Its Relationship with Work Units' Performance of a Higher Education Institution" and the study of Sittar (2019) entitled "Relationship of Work Engagements and Job Performance of University Teachers."

This study may only confirm the relationship between the three variables, but the timing and relevance dimensions provide unique value. Thus, the purpose of this study was to investigate the mediating effect of work engagement as a factor in the relationship between servant leadership and teacher goal orientation, which would be extremely beneficial in understanding these phenomena. Thus, creating a research gap in the study. Based on the abovementioned literature, the researcher desired to conduct a study exploring the said variables, hence the urgency to conduct the study. However, the researcher has not found a study investigating the relationship between servant leadership, goals orientation, andwork engagement of elementary teachers in Tagum City.

Work Engagement is characterized by vigor, commitment, and absorption. It signifies a positive and psychologically satisfying mental state. The concept has become a key indicator of the quality of teachers' occupational lives because it accounts for significant variation in predicting their occupational and organizational outcomes, such as teaching performance, problem-solving, organizational commitment, and job satisfaction. Additionally, research demonstrates that work engagement is significantly and positively correlated with teacher effectiveness (Hoigaard, 2020).

According to Sinclair (2023), work engagement may mediate between social support and teacher efficacy. According to the job demands-resources model, resources such as social support will assist teachers in coping with the emotional demands of teaching and will influence teachers' engagement. Changes in engagement levels are strongly correlated with changes in efficacy, according to previous research. Although a number of hypotheses regarding the relationship between work engagement and servant

leadership have been proposed in the research literature, few scholars have investigated this crucial topic in relation to special education teachers.

In connection to servant leadership, Servant leadership is a leadership philosophy based on the idea that the most effective leaders are those who seek to serve others rather than amass power or assume control. The aforementioned others may include customers, partners, coworkers, and the larger community.

Most studies found Positive associations between teachers' goal orientation and servant leadership and work engagement. Studies based on samples of teachers discovered positive associations between a learning goal orientation and teachers' feedback-seeking behaviour. When a learning-goal orientation is adopted, environmental cues such as positive and negative feedback and experimenting with new working methods are viewed as useful for skill development and not as a measure of performance (VandeWalle, 2020). Teachers with a high learning goal orientation invest more in professional development and have greater self-efficacy. In addition, several studies have found that teachers with a learning goal orientation are more supportive of their students, employing learning goal-oriented instructional practices (Streblow, & Schiefele, 2020).

In addition, the study entitled "The Servant as Leader" is "an understanding and practice of leadership that places the good of those led over the self-interest of the leader, emphasizing leader behaviors that focus on follower development and deemphasizing glorification of the leader" (Hale & Fields, 2019). In contrast to other leadership approaches, servant leadership places altruism at the heart of the leadership process, arguing that the primary responsibility of leaders is to put followers first and develop their full potential in terms of task performance, motivation, and personal growth. In fact, servant leadership is characterized as the only leadership approach that frames the leadership process around the principle of caring for others (Northouse, 2019).

Individuals set learning objectives to acquire competencies, knowledge, or skills. Individuals with a learning goal orientation view difficult tasks as learning opportunities and interpret setbacks as the beginning of learning. Performance approach and avoidance goals refer to the tendency to be concerned with others' approval of demonstrated behavior. External factors (such as co-workers or performance norms) and internalized standards (such as personal expectations or previous performance levels) can both contribute to the relative standard against which performance-oriented individuals measure themselves. Performance approach goals involve demonstrating high performance to others, whereas performance-avoidance goals involve avoiding the appearance of incompetence (VandeWalle, 2020).

This study is also supported by Khan (1990) Work engagement theory refers to the extent to which an individual demonstrates self-preference in job tasks in order to foster connections between self and job, which can increase role performance through cognitive, emotional, and physical self-investment. Teachers' and administrators' actions in the school environment have the greatest impact on themselves, followed by students, parents, and other school stakeholders. In the organization to which they belong, where they feel comfortable, the teachers at the school may have a pleasant business atmosphere or an oppressive, monotonous business atmosphere. Administrators and teachers are the primary determinants of school employees' enthusiasm for their work. Administrators of schools should ensure that teachers are enthusiastic and appreciated for their work and that they find it meaningful.

Illustrated in Figure 1 is the conceptual framework of the study. The independent variables are servant leadership and goal orientation, while the study's dependent variable is teachers' work engagement.

The first independent variable is servant leadership, which is anchored by Eva et. Al., (2019) where the dimensions including Serving Followers, Being Authentic, Acting Morally and Ethically, Meaning and purpose, and Transforming Followers. *Serving followers* refers to an effective follower understanding the

organization's needs and actively seeking to serve those needs. *Being authentic* means being true in one's interaction with others. *Acting morally and ethically* means a way that accords with moral principles or the rules or norms for right conduct, often specific to a profession. *Meaning and purpose* refer to an abiding intention to achieve a long-term goal that is both personally meaningful and makes a positive mark on the world. *Transforming Followers* means leaders thrive on personal growth and know their strengths and weaknesses. They often take time to reflect and set daily or weekly goals. These leaders believe everyone, including themselves, should be continually learning and improving.

The second independent variable is teacher's goal orientation where information acquisition and Feedback asking behaviour will be used in this study (Kunst, et. Al., 2017). *Information acquisition* refers to the task of capturing all sorts of. relevant information about how things are currently done. *Feedback asking behaviour* means expectations for changing or adjusting the behaviour as well as what to expect if the behaviour does not change.

On the other hand, the dependent variable is the Work Engagement of teachers, where vigor, dedication, and absorption. *Vigor,* one of the dimensions of attracting work, is more concerned with the mind. It is a person's willingness to direct this energy to her/his work, standing upright against difficulties and voluntarily trying to work without any coercion (Schaufeli, 2020). *Dedication* definition includes devotion, a sense of meaning, enthusiasm, inspiration, feelings of honor, and challenge. It refers to the inability to remain indifferent to one's job. He/she finds his/her job valuable and gives it importance. For this reason, he/she is interested in his/her work (Schaufeli, 2020). *Absorption*is expressed as "engrossed" in some sources. People who are completely immersed in their work cannot understand how time passes and express that they have difficulty quitting their jobs. These people are fully focused on their work. Despite their difficulties, they maintain this situation (Schaufeli, 2020).

This research would benefit any organization involving teachers' welfare to provide a quality education through research-based instruction. The researchers measure teacher's perceptions of servant leadership, goal orientation, and work engagement. Without knowing these levels of the variables, we might bypass the behavioral aspects of teachers.

It would be beneficial to study the association of the variables since it will give a complete picture of how teachers are affected by the servant leadership and goal orientation of their school principals and be adequately evaluated in their work engagement as teachers. The study's findings would serve as the springboard for planning interventions for department teachers and improving instruction for teachers and learners.

The study's result would also serve as a basis or foundation for the Department of Education- Division of Tagum City school principals in planning intervention plans to alleviate learners' and teachers' performance. It would also provide school principals with ideas on preparing professional development to stimulate teachers' work engagement. The findings would give it a strong image of providing a constructive outlook towards teacher work engagement, assessing strategies used, methods, and techniques utilized in teaching.

Moreover, the results and findings of this study would give teachers more opportunities to improve their performance. Understanding the relationship between servant leadership and goals orientation to their work engagement will give them an idea of increasing their interest in work engagement. The result of the study would be beneficial to other researchers. It would serve as a good reference that would help and contribute ideas in developing research-based strategies and approaches in teaching, learning, and professional development in relation to servant leadership and goal orientation.

To determine the level of servant leadership in terms of Serving Followers, Being Authentic, Acting

Morally and Ethically, Meaning and purpose, and Transforming Followers; To determine the level of Teachers' Goal Orientation in terms of information acquisition and Feedback; To determine the Work Engagement teachers in terms of vigor, dedication, and condensation; To determine the significant relationship between servant leadership and work engagement, teachers goal and work engagement: To determine singular and combine influence of Servant Leadership and Goal orientation on Work Engagement.

METHOD

Research Respondents

The study's population was 300 public teachers in elementary schools across all schools in Tagum City and 300 public teachers for the elementary, who are currently teaching in the school year 2022-2023. These research respondents under the Department of Education Division of Tagum City were all in regular positions as public school teachers. The population of DepEd Tagum is composed of approximately two thousand five hundred (2,500) teachers currently teaching this school year.

In addition, Castillo (2020) theorizes that the reason Slovin's Formula is used so frequently in determining the sample size for survey research, particularly in undergraduate theses in education and the social sciences, because it is simple to use and the computation is based almost solely on the size of the population; consequently, this research will use this formula to determine the appropriate number of samples to include in the study. Using Slovin's formula, there were a total of 300 respondents, and they were distributed evenly across all elementary schools. This indicated that the study had a total of 300 respondents from each of the elementary schools. Respondents in the study did not include any private school teachers who have not yet become regular public-school teachers and/or who were not currently teaching in the academic year 2022-2023. If teachers were made to feel vulnerable during the course of the research, they were given the option to decline to take part in the study and withdraw from it entirely.

The samples were selected through random sampling using a randomizing calculator to ensure that all teachers had equal chances of being chosen as respondents. One of the goals of this study was to recognize the existence of the relationship between the factors and teachers' work engagement. Also, it aimed to confirm if the identified factors were predictors of teachers' work engagement across selected public school teachers in Tagum City; thus, a random sampling of each school was necessary to evaluate the relationship of the variables. Teachers who are not public school teachers will be excluded from the study.

Voluntary participation is a fundamental principle in research ethics, ensuring that individuals freely choose whether to participate in a study without coercion or pressure. This study emphasized voluntary participation, and all permanent teachers currently teaching during the school year 2023-2024 had an equal opportunity to participate. Including exclusion and withdrawal criteria in the manuscript is essential to clarify circumstances where individuals were excluded from participation or chose to withdraw from the study without penalty. Exclusion criteria included factors such as temporary or substitute teachers, administrative staff, or individuals not actively engaged in teaching roles during the specified school year. Additionally, individuals who did not consent to participation or expressed discomfort or vulnerability during the study process were excluded. Withdrawal criteria emphasized that respondents have the right to withdraw from the study at any time without repercussions, ensuring their autonomy and comfort throughout the research process.

In addition, Recruitment for the study involved qualified parties who uphold ethical standards and possess the necessary skills to engage with potential respondents sensitively. Qualified recruiters may include research assistants, educators familiar with the school environment, or research team members who have received training in human subject research and ethical considerations. These recruiters were responsible for disseminating information about the study, clearly explaining its purpose and objectives, and addressing any

concerns or questions from potential respondents. Recruiters also ensure that confidentiality and anonymity are maintained throughout the recruitment process, respecting the privacy of individuals who may choose to participate. Moreover, they emphasized the voluntary nature of participation and the rights of respondents to decline involvement or withdraw from the study at any stage. By adhering to these principles and employing qualified recruiters, the study can uphold ethical standards and promote a respectful and transparent approach to participant recruitment and engagement.

Materials and Instruments

This study adapted three test questionnaires. First is the Servant Leadership Questionnaire of Eva, Robin, Sendjaya, Dierendonck and Liden (2019), in which leaders understand the underlying mechanism for servant leadership to influence performance within an organization positively. The questionnaire has (20) items that measure teachers' perceptions of the level of commitment to servant leadership. The parameter limit below was used in the study. The range of means from 4.20 to 5.00 for the descriptive equivalent is very high, which means that the servant relationship is very well observed. A 3.40–4.19 is high, meaning servant leadership is sometimes observed. A 2.60–3.39 is moderate, meaning servant leadership is seldom observed. 1.80–2.59 is low, which means that servant leadership is less observed, and 1.00–1.79 is very low, which means that servant leadership is not observed at all.

On the other hand, Kunst, Poell, and Woerkom (2016) want to find out how teachers view goal orientation so that they can evaluate their perceptions. This questionnaire is a three-factor questionnaire, and the set of responses on the questionnaire is of the Likert-Scale type, with responses ranging from always to never. The Likert-Scale type of responses can be found on the questionnaire. The range of means from 4.20 to 5.00 for the descriptive equivalent is very high, which means that the teachers' goal is very well observed. A 3.40-4.19 is high, meaning teachers' goal is sometimes observed. A 2.60-3.39 is moderate, meaning teachers' goal is seldom observed. 1.80-2.59 is low, meaning that teachers' goals are less observed, and 1.00-1.79 is very low, which means that teachers' goals are not observed at all. In their study, Kunst, Poell, and Woerkom (2016) assume that a teacher's goal orientation can be measured along three dimensions: goal orientation, information acquisition, and feedback-asking behavior.

The questionnaire developed by Nanto and Ozan (2020) served as the final questionnaire utilized in this research. The work engagement questionnaire has three (3) dimensions. The range of means from 4.20 to 5.00 for the descriptive equivalent is very high, meaning the work engagement is very well observed. A 3.40-4.19 is high, meaning work engagement is sometimes observed. A 2.60-3.39 is moderate, meaningwork engagement is seldom observed. 1.80-2.59 is low, which means that work engagement is less observed, and 1.00-1.79 is very low, which means that work engagement is not observed at all. In addition, to provide additional assurance regarding the veracity of the results obtained by the teachers, a pilot test was carried out and given to teachers in all of the schools that were chosen in Tagum City. The results of the study's reliability are included in Appendix H. These results demonstrate that the Cronbach's alpha valuesof the adapted questionnaires can be interpreted as having excellent internal consistency. The study madeuse of the parameter limit that is listed below.

Validation was performed on the questionnaires derived from previous research and then modified and adapted. The researcher determined its consistency and reliability by giving a pilot test to teachers who were not a part of the study. This was done to assess the reliability of the instrument.

The questionnaires for the survey were validated by a committee of examiners in professional education who are known for their high level of expertise. To conduct an accurate reliability assessment of the survey questionnaires, each examiner was given one week to conduct paper-based testing. The clarity of the directions, the presentation, the organization, the suitability, the adequateness, the accomplishment of the

purpose, the objectivity, the scale, and the evaluation were considered for each item.

Design and Procedures

This study employed a non-experimental correlational research design, which focuses on describing relationships between variables without researcher intervention. Correlations express the strength and direction of these relationships. A predictive correlational design is utilized to predict associations among servant leadership, goal orientation, and work engagement for elementary teachers in Tagum City. The study's choice of using two or more quantitative variables aligned with the correlational design, making it appropriate for forecasting relationships. Unlike establishing causality, the study aims to predict associations between variables, testing predictions through statistical techniques, including various correlation designs (Gall & Borg, 2007). This design was selected to predict which independent variables influence the dependent variable in the study.

RESULTS AND DISCUSSION

This chapter presents the data and the conclusions analyzed derived from the respondents' responses on Servant Leadership and Teachers' Goal Orientation on Work Engagement among Elementary Teachers in Tagum City, Davao del Norte. Following are the subheadings for the tables: level of servant leadership, level of teachers' goal orientation, level of work engagement, the significance of the relationship between servant leadership and work engagement, the relationship between teachers' goal orientation and work engagement, and influence of servant leadership and teachers goal orientation on work engagement.

The level of Servant Leadership

Shown in Table 1 are the descriptive statistic results on assessing the level of servant leadership, which has an overall mean of 4.24 and SD=0.74, described as Very High, meaning oftentimes manifested among the respondents. Among the five indicators, meaning and purpose got the highest mean score of 4.30 and SD=0.72, described as Very High. Next is acting morally and ethically, with a mean score of 4.27 and SD=0.74, also described as Very High, followed by being authentic, with a mean score of 4.26 and SD=0.73, described as Very High. Then, transforming followers got second to the lowest, with a mean score of 4.22 and SD=0.74 but still described as Very High. Lastly, serving followers got the lowest mean score of 4.17 and SD=0.75, described as High, meaning that all five indicators manifested among the respondents.

Table 1. Servant Leadership

Indicator	Standard Deviation	Mean	Descriptive Level
Serving Followers	0.75	4.17	High
Being Authentic	0.73	4.26	Very High
Acting Morally and Ethically	0.74	4.27	Very High
Meaning and purpose	0.72	4.30	Very High
Transforming Followers	0.74	4.22	Very High
Overall	**0.74**	**4.24**	**Very High**

The results imply that the elementary teachers in Tagum City, Davao del Norte, are highly engaged on having meaning and purpose, acting morally and ethically, being authentic and transforming followers. With their level of servant leadership, these teachers manifest that they are influence in those indicators. *Meaning and purpose*, the indicator with the highest mean score, implies that teachers have clear purpose can ignite teachers' own meaning-making, fostering collaboration and student growth. The "*acting morally and*

ethically" and *"being authentic"* suggests that leaders prioritize ethical conduct and transparency in their decisions and interactions, building trust and fostering a safe space for open communication and collaboration. This aligns with servant leadership's emphasis on building trust and fostering a supportive community.

The finding indicates that *"transforming followers"* score suggests a strong focus on nurturing the growth and potential of those they lead. This aligns with the servant leader's role as a developer and cheerleader, empowering individuals to reach their full potential. This can translate to teachers focusing on individual student needs and fostering a growth mindset in their classrooms. While *"serving followers"* has the lowest score, it still falls in the "high" category. This suggests a commitment to serving the needs of others, although it may not be the most prominent characteristic. This aspect of servant leadership focuses on actively identifying and addressing the specific needs and concerns of individual. Here, further exploration of this specific area could reveal potential for growth, such as implementing feedback mechanisms or directly addressing concerns raised by colleagues or students.

Overall, the results highlight a strong foundation of servant leadership among the respondents, with promising indicators in several key areas. However, the lower score for *"serving followers"* suggests a potential area for further development to fully embrace the essence of servant leadership and ensure a truly needs-centric approach.

The Level of Teachers Goal Orientation

Shown in Table 2 are the descriptive statistic results on assessing the level of Teachers Goal Orientation, which has an overall mean of 4.45 and SD=0.67, described as Very High, meaning oftentimes manifested among the respondents. Among the two indicators, information acquisition got the highest mean score of 4.51 and SD=0.67, described as Very High. The feedback with a mean score of 4.39 and SD=0.66, also described as Very High, meaning that all two indicators manifested among the respondents.

Table 2. Teachers Goal Orientation

Indicator	Standard Deviation	Mean	Descriptive Level
Information acquisition	0.66	4.51	Very High
Feedback	0.67	4.39	Very High
Overall	**0.67**	**4.45**	**Very High**

The result implies that the teachers consistently engage in goal-oriented behaviors conducive to professional growth and improved student outcomes. This aligns with the core idea that teachers who proactively seek to grow their skills also foster a culture of growth-oriented learning for their students.

In addition, the *"information acquisition"* speaks to a strong desire among teachers to actively seek out new knowledge and strategies to enhance their effectiveness in the classroom. These teachers are likely to prioritize professional development, engage in research, and collaborate with colleagues in pursuit of continuous improvement. The *"feedback"* this underscores that teachers in this group are receptive to constructive critique and view feedback as an integral part of their professional growth. It suggests a willingness to reflect on their practices, seek input from various sources (students, colleagues, administrators), and utilize feedback to refine their teaching methods.

These findings suggest a strong learning culture exists within this group of educators. Teachers who are highly goal-oriented, driven by information acquisition, and receptive to feedback tend to be more adaptable and resilient in the face of challenges. This translates to a dynamic teaching environment where teachers are continuously improving and creating engaging learning opportunities for their students. The results are

promising and indicate a culture of professional growth and a commitment to high-quality teaching practices among the surveyed teachers.

The Level of Work Engagement

Shown in Table 3 are the descriptive statistic results on assessing the level of Work Engagement, which has an overall mean of 4.35 and SD=0.71, described as Very High, meaning oftentimes manifested among the respondents. Among the three indicators, dedication got the highest mean score of 4.53 and SD=0.63, described as Very High. Next is vigor, with a mean score of 4.27 and SD=0.69, also described as Very High. Lastly, condensation got a mean score of 4.24 and SD=0.77, described as Very High, meaning that all three indicators manifested among the respondents.

Table 3. Work Engagement

Indicators	Standard Deviation	Mean	Descriptive Level
Vigor	0.69	4.27	Very High
Dedication	0.63	4.53	Very High
Condensation	0.77	4.24	Very High
Overall	**0.71**	**4.35**	**Very High**

The result signifies a strong sense of commitment, energy, and immersion in their professional roles – all hallmarks of engaged educators who are likely to experience positive outcomes both personally and for their students. The "dedication" the respondents feel a deep sense of enthusiasm, inspiration, and pride in their work. Dedicated teachers find their work meaningful, often going above and beyond to support student success and contributing to a vibrant school community.

In connection, the "vigor" indicates that these teachers approach their work with high levels of energy, mental resilience, and a willingness to invest effort both in and out of the classroom. Vigorous teachers are likely to be more proactive and persistent when faced with challenges.

Finally, "absorption" implies that the teachers experience a sense of flow or deep focus while working. They can fully immerse themselves in their tasks, finding them engrossing and often losing track of time. Absorbed educators minimize distractions and are more adept at planning and executing successful lessons. These findings paint a picture of a workforce with a commendable level of work engagement. Engaged teachers are a vital asset to schools as they tend to be more productive, emotionally invested in their work, and more likely to positively impact overall school climate and student achievement.

The Significant Relationship Servant Leadership and Work Engagement

Shown in Table 4 is the relationship between the independent (Servant Leadership), and dependent (Work Engagement) variables.

Table 4. Servant Leadership and Work Engagement

Servant Leadership	Work Engagement			Overall
	Vigor	Dedication	Condensation	
Serving Followers	.420**	.390**	.433**	**.467**
	(0.000)	(0.000)	(0.000)	**(0.000)**
Being Authentic	.419**	.395**	.440**	**.469**

	(0.000)	(0.000)	(0.000)	**(0.000)**
Acting Morally and Ethically	.520**	.464**	.508**	**.566****
	(0.000)	(0.000)	(0.000)	**(0.000)**
Meaning and purpose	.510**	.459**	.399**	**.511****
	(0.000)	(0.000)	(0.000)	**(0.000)**
Transforming Followers	.538**	.465**	.558**	**.600****
	(0.000)	(0.000)	(0.000)	**(0.000)**
Overall	.550**	.496**	.533**	**.597****
	(0.000)	(0.000)	(0.000)	**(0.000)**

The results, with all p-values reported to be less than 0.05, point towards a statistically significant relationship between servant leadership and teacher work engagement. This finding aligns with growing research that underscores the positive impact of servant leadership on educators' professional well-being and commitment (Skaalvik & Skaalvik, 2019; Wright & Cropanzano, 2018).

In connection**, it highlights the importance of fostering a supportive and empowering school environment** (Skaalvik & Skaalvik, 2019). Servant leaders, by focusing on the professional growth and well-being of their teachers, create a sense of trust, respect, and shared purpose. This translates into a more collaborative and positive school culture, where teachers feel valued and supported in their endeavors (Lowe, Avolio, & Sosik, 2003). This supportive environment not only increases teacher engagement but also contributes to **reduced stress and burnout** – common challenges faced by educators (Skaalvik & Skaalvik, 2018).

In addition, this finding reinforces the **connection between teacher work engagement and student success** (Fredricks & Paris, 2017). Engaged teachers, characterized by dedication, vigor, and absorption in their roles, are more likely to create stimulating and engaging learning experiences for their students (Schaufeli & Bakker, 2010). They invest more time and effort in lesson planning, differentiation, and building positive relationships with students (Wright & Cropanzano, 2018). This translates into improved student learning outcomes, increased academic motivation, and a positive learning environment for all.

Overall, the significant relationship between servant leadership and teacher work engagement highlights the critical role of fostering a supportive and empowering school culture led by servant leaders. This approach benefits teacher well-being and directly impacts student success and overall school effectiveness. Further research could explore specific mechanisms through which servant leadership translates into teacher engagement and ultimately impacts student learning outcomes.

The Significant Teachers Goal Orientation and Work Engagement

Shown in Table 5 is the relationship between the independent (Teachers Goal Orientation), and dependent (Work Engagement) variables.

Table 5. Teachers Goal Orientation and Work Engagement

Teachers Goal	Work Engagement			Overall
	Vigor	Dedication	Condensation	
Information acquisition	.639**	.596**	.484**	**.633****
	(0.000)	(0.000)	(0.000)	**(0.000)**
Feedback	.680**	.592**	.504**	**.669****

	(0.813)	(0.904)	(0.494)	**(0.800)**
Overall	.709**	.640**	.531**	**.700****
	(0.000)	(0.000)	(0.000)	**(0.000)**

The **significant relationships** shown in Table 5 between teachers' goal orientation (independent variable) and their work engagement (dependent variable) offer valuable insights into the educational landscape. These findings, supported by p-values all below 0.001, suggest a **strong and positive association** between the two, highlighting their interconnectedness and potential impact on teachers and student's success.

Firstly, the table demonstrates positive correlations between both **information acquisition** and **feedback-seeking behaviors** within goal orientation, and all three dimensions of work engagement: **vigor, dedication, and absorption** (Schaufeli & Bakker, 2010). This signifies that teacher with a strong desire to learn and grow through continuous development are more likely to exhibit high levels of work engagement. They approach their work with **increased energy, dedication, and a sense of being fully immersed** in their professional roles (Skaalvik & Skaalvik, 2019).

Furthermore, the **overall scores** in the table paint a picture of **high average correlations** between goal orientation and work engagement. This reinforces the notion that teachers who actively seek knowledge and feedback tend to be more engaged in their work. This engagement, in turn, translates into **positive classroom environments** characterized by **increased teacher effort and investment** (Wright & Cropanzano, 2018). This ultimately leads to **improved student learning outcomes and motivation** (Fredricks & Paris, 2017).

The strong link between teacher goal orientation and work engagement signifies a positive cycle. Teachers who actively seek knowledge and feedback exhibit higher levels of work engagement, leading to professional growth, ultimately impacting student learning, and fostering a thriving school environment. This highlights the importance of promoting a culture of continuous learning and supporting teachers in their pursuit of professional development, ultimately contributing to a more successful educational system.

The Influence of Servant Leadership and Teachers' Goal Orientation on Work Engagement

Shown in Table 6 is the influence between the independent (Servant Leadership), independent (Teachers Goal Orientation) and dependent (Work Engagement) variables.

Table 6. Servant Leadership and Goal orientation on Work Engagement

Predictors	Work Engagement				
	B	B	Std. error	*t*	*Sig*
Constant		1.057	.184	5.755	0.000
Servant Leadership	0.237	.218	.049	4.432	0.000
Goal Orientation	0.528	.528	.052	10.144	0.000
Servant Leadership and Goal Orientation	*0.710*	0.735	0.042	17.364	0.000

The **influence** of servant leadership and teacher goal orientation on work engagement offers valuable insights into factors that contribute to a thriving educational environment. This analysis reveals statistically significant relationships between each independent variable (servant leadership and goal orientation) and the dependent variable (work engagement), and highlights the potential **additive effect** of both factors combined.

The table demonstrates a **positive and significant relationship** between **servant leadership** and **work**

engagement, aligning with previous research (Skaalvik & Skaalvik, 2019). Servant leaders, characterized by their focus on follower growth and well-being, create an environment that fosters teacher motivation, dedication, and a sense of purpose (Lowe, Avolio, & Sosik, 2003). This translates into increased work engagement, leading to educators who are more likely to go above and beyond for their students (Wright & Cropanzano, 2018).

In addition, the **positive and significant relationship** between **teacher goal orientation** and **work engagement** reinforces the importance of fostering a culture of continuous learning and professional development (Darling-Hammond et al., 2017). Teachers who actively seek knowledge and feedback exhibit higher levels of work engagement, approaching their work with greater energy and commitment (Schaufeli & Bakker, 2010). This contributes to improved student learning outcomes as engaged teachers create more stimulating and enriching classroom environments (Fredricks & Paris, 2017).

Furthermore, the table reveals a **strong and significant positive relationship** between the **combined effects of servant leadership and goal orientation** on work engagement. This suggests that when **both factors are present**, they have an **additive effect**, leading to **even higher levels of teacher engagement**. This finding underscores the synergistic nature of these two influences. Servant leaders who actively support teachers' professional growth aspirations further amplify the benefits of a goal-oriented learning environment, ultimately creating a powerful force for positive change in schools.

The **critical roles of servant leadership and teacher goal orientation** in fostering **high levels of work engagement** among educators. These findings suggest that by cultivating a culture that combines supportive leadership with continuous learning opportunities, we can empower teachers to reach their full potential and create positive learning experiences for their students. This emphasis on a multi-faceted approach holds immense promise for building a thriving and successful educational system.

CONCLUSION AND RECOMMENDATIONS

This section presents the conclusions drawn after accounting for the study's findings. The elementary teachers in Tagum City, Davao del Norte, perceived high levels of servant leadership, teachers goal orientation and work engagement. The results also confirm a significant relationship between servant leadership and work engagement among Tagum City, Davao del Norte elementary teachers. Similarly, there is a significant relationship between teacher's goal orientation and work engagement among the respondents.

Similarly, the study reveals a significant relationship between teachers' goal orientation and work engagement among the respondents. This underscores the importance of teachers' clear goals and objectives, which can drive their motivation and commitment to their profession. Furthermore, the findings demonstrate a significant relationship between the influence of servant leadership and teachers' goal orientation on work engagement among elementary teachers. This suggests that both leadership qualities and the clarity of goals play pivotal roles in shaping teachers' levels of engagement in their work.

The findings corroborated Robert Greenleaf's (1997) proposition of servant leadership, advocating for leaders who prioritize the growth and well-being of their followers. Greenleaf emphasizes the cultivation of a servant mindset among leaders, aiming to facilitate the personal development and autonomy of their followers (Shonk, 2024). Additionally, Butler's Goal Orientations for Teaching Scale Framework (2007) outlines four distinct goal orientations among teachers, including mastery, ability approach, ability avoidance, and work avoidance. These orientations delineate teachers' motivations and approaches to their profession (George & Richardson, 2019). Furthermore, Kahn's Work Engagement Theory (1990) underscores the significance of individuals' self-investment in job tasks to enhance overall role performance, encompassing cognitive, emotional, and physical dimensions (Huang et al., 2022). These theoretical frameworks collectively shed light on leadership dynamics, goal orientation, and work

engagement among elementary teachers in Tagum City, Davao del Norte.

The study found a significant relationship between servant leadership and work engagement among elementary teachers in Tagum City, Davao del Norte, underscoring the importance of effective leadership practices in educational settings. As such, the researcher recommends that school heads prioritize the cultivation and implementation of servant leadership principles within their leadership approach. This entails fostering a supportive and empowering environment where the needs and aspirations of teachers are valued and addressed. School heads should strive to embody traits such as empathy, empowerment, and ethical decision-making, which are central to the concept of servant leadership. Additionally, providing opportunities for professional development and mentorship can further enhance teachers' sense of engagement and commitment to their work. By adopting a servant leadership mindset and actively supporting the well-being and professional growth of their staff, school heads can contribute to a positive and thriving educational environment in Tagum City, Davao del Norte.

The study also reveals a significant relationship between teacher's goal orientation and work engagement culture among the respondents that the highlights the pivotal role of goal setting and clarity in enhancing teacher motivation and commitment. In light of these findings, the researcher recommends that school heads place a deliberate emphasis on fostering a culture of clear goal orientation within educational institutions. School heads should encourage teachers to set specific and relevant goals that align with the school's broader objectives and students' educational needs. Furthermore, providing ongoing support and resources to help teachers attain their goals can bolster their sense of efficacy and engagement in their work. Regular feedback and evaluation mechanisms can also help teachers track their progress and adjust their goals as needed. By promoting a culture of goal orientation and providing necessary support mechanisms, school heads can contribute to a more motivated and engaged teaching staff.

Finally, the study proved that there is a significant Influence of Servant Leadership and Teachers' Goal orientation on Work Engagement. The researcher recommends further study the relationship between servant leadership, teacher's goal orientation, and teachers' work engagement. The researcher further recommends the implementation of organizing leadership development workshops for school heads and administrators to enhance their understanding and practice of servant leadership principles. Concurrently, conducting goal-setting sessions with teachers to align their objectives with the broader school goals can foster a sense of ownership and commitment. Establishing mentorship and coaching programs, implementing regular feedback mechanisms, and ensuring access to necessary resources and support systems are essential steps. Continuous research and evaluation will enable institutions to refine strategies and understand the nuanced relationships between leadership, goal orientation, and work engagement. Through these efforts, educational institutions can cultivate a culture of empowerment and motivation, ultimately benefiting both teachers and students.
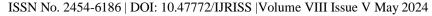
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