

Influence of School Head Leadership Practices and Professional Well-Being on Work Engagement of Public-School Teachers

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ABSTRACT

Low teacher work engagement is alarming. The influence of school head leadership practices and professional well-being on teachers work engagement was determined. A diagnostic research design was employed, and data from 210 elementary and secondary teachers selected through total enumeration were analyzed using multiple regression analysis. Results revealed that the factors of work engagement were found significant. Their combined contribution is significant, explaining 13.4% of the variance in teacher work engagement ($R = .36$, $R^2 = 0.134$), partly supporting the Theory of Planned Behavior. Future studies may employ qualitative approaches to identify additional variables, such as job satisfaction, organizational climate, workload, and teacher motivation, explaining teacher work engagement, while school leaders may strengthen leadership practices, enhance teacher well-being, and design supportive programs that reinforce professional identity, promote manageable workloads, sustain long-term commitment, and maximize teacher work engagement outcome.

Keywords: Influence school head leadership practices, professional well-being, work engagement, public-school teachers

INTRODUCTION

The Problem and Its Scope

Low teacher engagement is a global problem that undermines education system sustainability. It leads to teacher attrition, weakens instructional quality, and destabilizes institutional resilience. Without engaged teachers, schools struggle to adapt to reforms, digital transitions, and equity demands (Kerkhof & Cloud, 2020).

Globally, teacher work engagement has become a central concern in education worldwide, as low engagement threatens both instructional quality and institutional resilience. Recent scholarship highlighted that teaching is among the most stressful professions, and disengagement among teachers has profound implications for educational systems globally (Dato & Bayani, 2023). Studies further emphasized that work engagement is a multifaceted construct tied to motivation, satisfaction, and productivity, and its decline poses risks to the effectiveness of schools across diverse contexts (Gavin & McGrath-Champ, 2024).

In the United States, low teacher engagement has been linked to declining job satisfaction and challenges in sustaining high-quality instruction (Wartenberget al., 2023). In the United Kingdom, disengagement among teachers has been reported as a growing issue, particularly in the aftermath of pandemic-related disruptions (Gavin & McGrath-Champ, 2024). Similarly, in Japan, studies highlighted that teacher disengagement contributes to reduced classroom effectiveness and difficulties in maintaining long-term teacher retention (Rhaman et al., 2024).

In the Philippines, teacher work engagement has been identified as a critical issue affecting public-school performance. Research shows that while teachers demonstrate dedication, many experience challenges that reduce their vigor, absorption, and commitment to their work (Cadampog & Licaros, 2024). Another study emphasized that disengagement among Filipino teachers is a recurring problem, with implications for both individual well-being and institutional outcomes (Maquidato & Bayani, 2023). Low teacher engagement in SOCCSKSARGEN is a regional problem affecting both school-level research productivity and classroom

interaction quality. This disengagement undermined teacher retention, instructional effectiveness, and the sustainability of education systems in the region. (Eguac & Pelones, 2024)

The consequences of poor teacher work engagement demand urgent reforms. Disengagement results in burnout, emotional exhaustion, and increased attrition, which disrupt school culture and heighten institutional costs from replacing experienced educators (Nwoko et al., 2023). Furthermore, disengaged teachers deliver weaker instruction and limited student support, diminishing learner motivation and academic achievement (Maquidato & Bayani, 2023). Despite growing evidence of the need for urgent reforms to address low teacher engagement and its implications for teacher retention, instructional quality, and institutional sustainability, limited research has systematically examined these impacts within specific regional contexts such as SOCCSKSARGEN, prompting. This study addressed the gap by examining how school head leadership practices and professional well-being influenced teacher work engagement. It was for this reason that this study was conducted.

Significance of the Study

This study is significant globally as it highlights the vital role of effective school head leadership in improving the quality of public education and contributing to the achievement of Sustainable Development Goal 4 on Quality Education. By examining how leadership practices influence teacher work engagement and professional well-being, the study supports efforts to strengthen teaching quality and increase the supply of qualified educators. In the national context, the findings may provide educational policymakers with evidence-based insights for developing leadership strategies and supportive practices that enhance teacher engagement, well-being, and retention in public schools. In the Philippine setting, the findings may provide valuable support to the Department of Education by offering empirical evidence that can inform policies and interventions aimed at enhancing teacher well-being and strengthening their professional identity. At the institutional level, the results are valuable to Holy Cross of Davao College in strengthening leadership approaches, promoting teacher welfare, and improving instructional quality, thereby fostering a more motivated and productive teaching workforce. These effects of poor teacher engagement triggered the conduct of the study.

Statement of the Problem

This study aimed to determine the significance of the influence of school head leadership practices and professional well-being on the work engagement of public-school teacher. Specifically, it aimed:

1. To describe the levels of perceived school head leadership practices in terms of leading strategically, managing school operation and resources, focusing on teaching and learning, developing self and others and building connections; professional well-being in terms of perspectives, self-management, supports, meaningfulness, self-core, practice competence and professional development; and work engagement of public-school teachers in terms of shared value, leadership, communication, feedback and recognition, work environment and career growth and training opportunities.
2. To determine the significance of the relationship between perceived school head leadership practices, professional well-being, and the work engagement of public-school teacher and the;
3. To determine the significance of the individual and combined influence of perceived school head leadership practices and professional well-being on the work engagement of public-school teacher.

Hypotheses

Ho1. School head leadership practices and professional well-being do not significantly correlate with work engagement of public-school teachers.

Ho1. School head leadership practices and professional well-being do not significantly influence work engagement of public-school teachers.

Ho3. School head leadership practices and professional well-being do not have a significant combined influence on the work engagement of public-school teachers.

Theoretical Framework and Conceptual Framework

This study is anchored on the Theory of Planned Behavior, an extension of the Theory of Reasoned Action developed by Ajzen and Fishbein (1980) and Fishbein and Ajzen (1975), which posits that a central factor in human behavior is the individual intention to perform a given action. The theory explains that a person's intention to perform a behavior is the strongest predictor of that behavior, and this intention is determined by three core factors: attitude, subjective norms, and perceived behavioral control. In this study, these constructs are directly mapped to measurable variables: school head leadership practices (subjective norms the social and institutional expectations communicated by leaders), professional well-being (perceived behavioral control teachers' capacity and confidence to engage), and teacher work engagement (the behavioral outcome). This mapping operationalizes the theory within the educational leadership context. Complementarily, the Job Demands–Resources (JD-R) Model (Schaufeli & Bakker, 2004) also informs the study's framework, as it posits that job resources such as supportive leadership and professional development directly promote work engagement, aligning with the study's variables and offering additional theoretical grounding for the observed relationships.

In this study, the perceived school head leadership practices, indicated by leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections, together with perspectives, self-management, supports, meaningfulness, self-care, practice competence, and professional development, are aligned with the subjective norm's component of the Theory of Planned Behavior. Meanwhile, the dimension of professional well-being, expressed through supports, meaningfulness, self-care, competence, and opportunities for professional development, strengthens teacher capacity to sustain engagement, aligns with the perceived behavioral control component of the theory. Finally, teacher work engagement, reflected in motivation, retention, and instructional effectiveness, is defined as the outcome variable of the theoretical framework.

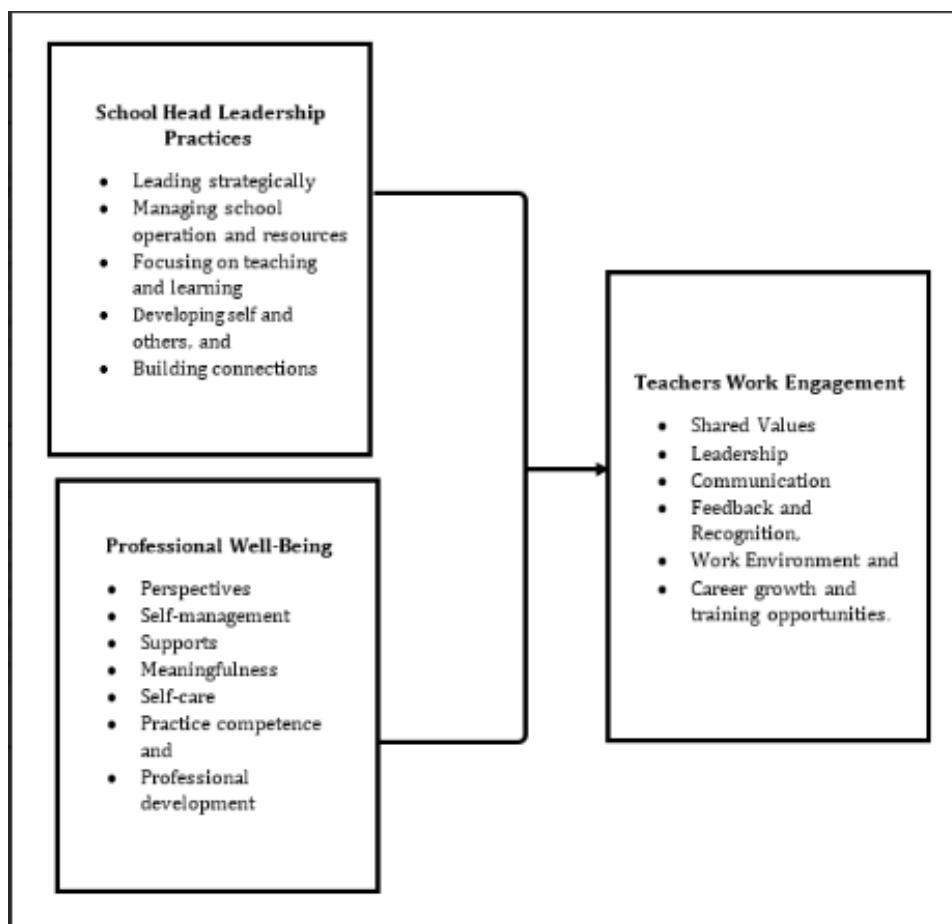


Figure 1. Conceptual Framework of the Study

METHOD

This chapter includes the research design, locale of the study, sample and sampling technique, data gathering technique, data analysis technique, and ethical consideration

Research Design

This study employed a diagnostic research design, which emphasizes identifying the causes of a phenomenon, examining relationships among variables, and generating insights that guide solutions or interventions. As a quantitative approach, diagnostic research design relies on numerical data to analyze patterns and relationships, making it suitable for this study since it moves beyond description to uncover underlying causes providing a strong foundation for evidence-based decision-making in education and organizational studies (Almeida & Monteiro, 2022). A diagnostic approach was employed to explore how teacher workload and professional identity act as underlying factors shaping the fulfillment of job satisfaction, thereby offering evidence-based insights for educational practice (Bauer, 2020; Fan, 2021; Galeos, 2021; Sun et al., 2022).

Locale of the Study

The study was conducted in the Elementary and Secondary schools under Glan II District, Division of Sarangani, located in the municipality of Glan, Sarangani Province, SOCCSKSARGEN Region. The district is composed of 11 public elementary and secondary schools that cater to basic education learners in different barangays. The locale was selected due to its accessibility to the researcher and the availability of respondents who meet the criteria of the study. The Glan 2 district also provides a suitable setting for examining teacher work attitude in relation to school leadership and professional development practices.

Sample and Sampling

A total of 210 active public-school teachers from the Elementary and Secondary schools under the Department of Education for School Year 2025-2026, Glan II District Division of Sarangani, were included in this study, all with at least three years of teaching experience. These teachers are currently employed in 11 public elementary schools within the district and are actively involved in classroom instruction.

Given the relatively small and accessible population, the study utilized total enumeration sampling. This approach involves including every member of the population, thereby ensuring full representation of the group. To ensure fair representation, total enumeration was employed. Total enumeration means including every member of a defined population in a study, and it is most useful when the population is small, well-defined, and manageable. It ensures complete coverage, eliminates sampling bias, and provides comprehensive data for decision-making. It is particularly suitable when the population size is manageable, allowing researchers to collect comprehensive and accurate data without the need for selective sampling. Among its key advantages are the elimination of sampling bias, enhanced accuracy of findings, and the assurance that all relevant participants are represented in the study (Babasola et al., 2024). Only regular teachers with at least three years of service were included to guarantee that responses reflected meaningful professional experience, consistent with the inclusion criteria stated in the sample description above.

Data Gathering Technique

The survey technique was used in gathering data. Survey technique is a systematic method of collecting information from respondents through structured questionnaires to obtain measurable data on specific variables. It is applied when standardized responses are needed from a defined group and is advantageous because it allows efficient data collection, produces quantifiable results, and ensures uniformity in responses (Sheikh et al., 2024).

In this study, three adapted survey questionnaires were used. The first instrument, adapted from Atienza (2018), measured school head leadership. It consists of 34 items with a Cronbach alpha of 0.875. The second instrument adapted from Stewart (2018), assessed teacher continuing professional well-being. It consists of 34 items with a Cronbach alpha of 0.897. The third instrument, adapted from Schaufeli and Bakker (2004), evaluated teacher work engagement. It contains 40 items with a Cronbach's alpha of 0.866.

Data Analysis Technique

In this study, the data analysis techniques used were descriptive, correlation, and regression analyses. Descriptive analysis is used to organize and summarize data in order to clearly present patterns and characteristics of the variables being studied. In this study the mean and standard deviation statistical tools were used. Moreover, correlation analysis determines the strength and direction of the relationship between variables, while regression analysis examines the predictive influence of independent variables on a dependent variable. The Pearson product-moment correlation coefficient was the statistical treatment used under this analysis technique (Rizk, 2023). Furthermore, multiple linear regression analysis was used to examine the combined and individual effects of the independent variables on the dependent variable, allowing the researcher to identify significant predictive and assess the extent to which these variables explain variations in the outcome of the study (Roustaei, 2024). The unstandardized beta coefficient was the statistical treatment used under this analysis technique.

The matrix presenting the scale, descriptive level, and corresponding interpretation for each study variable is provided, specifically used to describe school head leadership practices and professional well-being on work engagement of public-school teachers.

Scale	Level	Heads Leadership Practices	Well-Being	Teacher Work Engagement
1.00 – 1.74	very low	Very low	Very Poor	Very Weak
1.75 – 2.49	Low	Low	Poor	Weak
2.50 – 3.24	High	Good	Good	Strong
3.25 – 4.00	very high	Very Good	Very Good	Very Strong

Standard Deviation Value Ranges and Interpretation

Range	Description	Interpretation
$SD \leq 0.50$	High Consistent Responses	Strong and uniform perception
$SD = 0.51 - 1.00$	Moderate Consistent Responses	Acceptable consistency
$SD = 1.01 - 1.50$	Low Consistent Responses	Differing views or experiences
$SD > 1.50$	Very Low Consistent Responses	High variability and lack of consensus

In this study, the significance of the correlation is tested at 0.05 confidence level. The following standard measure for the interpretation scale of r-value was used:

Computed r	Descriptive Interpretation
+/-1.00	Perfect Correlation
Between +/- 0.75 - +/- 0.99	High Correlation
Between +/- 0.51 - +/- 0.74	Moderately High Correlation
Between +/- 0.31 - +/- 0.50	Moderately Low Correlation
Between +/- 0.01 - +/- 0.30	Low Correlation
0.00	No Correlation

The following scheme for Beta (β) coefficient strength, as proposed by Cohen (1998) and Hair et al. (2019), was used:

B Value Range	Strength of the Relationship
+/- 0.00 – +/- 0.09	Very Weak
+/- 0.10 – +/- 0.29	Weak
+/- 0.30 – +/- 0.49	Moderate
+/- 0.50 – +/- 0.69	Strong
+/- 0.70 and above	Very Strong

Ethical Consideration

This study strictly adhered to established ethical standards to safeguard the participation of public-school science teachers and to ensure the validity and trustworthiness of its findings. It followed the protocols of the Holy Cross of Davao College – Society for Moral Integrity and Legal Ethics (SMILE) and complied with the Data Privacy Act of 2012, thereby ensuring the responsible handling of personal information (Cheng, 2021). Ethical clearance was secured prior to data collection, and coordination with school administrators was undertaken to minimize disruption of teaching responsibilities.

RESULTS

Included in this chapter are the results of the descriptive, correlation, and the regression analyses. Also, the summary of findings is presented.

Descriptive Result

Table 1 is the descriptive statistics table of the study variables, including school head leadership practices, professional well-being of public-school teacher, and teacher work engagement. Moreover, it contains the standard deviation (SD), the mean, and the corresponding descriptive level.

Table 1: Descriptive Statistics (n=210)

Variables	N	Standard Deviation	Mean	Descriptive Level
School Head Leadership Practices	210	.10	3.48	Very High
Leading Strategically	210	.23	3.35	Very High
Managing School Operations and Resources	210	.14	3.33	Very High
Focusing on Teaching and Learning	210	.15	3.54	Very High
Developing Self and Others	210	.16	3.57	Very High
Building Connections	210	.38	3.60	Very High
Professional Wellbeing of Public-School Teacher	210	.08	3.60	Very High
Perspective	210	.21	3.70	Very High
Self-Management	210	.31	3.52	Very High
Supports	210	.17	3.66	Very High
Meaningfulness	210	.21	3.52	Very High
Self-Care	210	.21	3.53	Very High
Practice Competence	210	.38	3.61	Very High

Professional Development	210	.24	3.64	Very High
Teacher Work Engagement	210	.09	3.53	Very High
Shared Values	210	.25	3.46	Very High
Leadership	210	.13	3.66	Very High
Communication	210	.15	3.69	Very High
Recognition	210	.26	3.31	Very High
Work Environment	210	.23	3.35	Very High
Career Growth and Training Opportunities	210	.14	3.73	Very High

Specifically, the table shows that the school head leadership practices variable obtained a mean of 3.48, which is described as very high, indicating that school head leadership is excellent. All indicators likewise attained very high levels. The standard deviation of 0.10 implies that the responses have high consistency. Moreover, for professional well-being variable obtained a mean of 3.60 described as very high, indicating that the professional well-being is excellent. All of the indicators gained very high level. The standard deviation of 0.08 implies that the responses have high consistency. Ultimately, the teacher work engagement variable obtained a mean of 3.53, also described as very high, showing that teacher engagement is very strong. The standard deviation of 0.09 implies that the responses have high consistency.

The comparative analysis shows that while school head leadership, professional well-being, and teacher work engagement are all consistently rated at very high levels, professional well-being emerges as the strongest dimension, slightly surpassing leadership and engagement. Teacher work engagement, though still very high, reflects relatively less favorable conditions compared to leadership and well-being, suggesting it requires more sustained attention to maintain long-term stability.

Correlation Results

Table 2 is the correlation result between predictive variables and criterion variables. It also contains the r-value, the p-value, the decision for the hypothesis, and the corresponding interpretation.

Table 2: Correlation Table (N=210)

Variables	Teacher Work Engagement			
	r- value	p-value	Decision on H_0	Interpretation
School Head Leadership Practices	.328	.000	Reject H_0	Moderately low positive correlation
Professional Wellbeing of Public-School Teachers	.054	.440	Accept H_0	Low positive non-significant correlation

Level of Significance: 0.05, Decision Rule: Reject H_0 if $p < 0.05$

Specifically, the table shows that the correlation between school head leadership practices and teacher work engagement obtained a p-value of 0.000, which is lower than the 0.05 level of significance; hence, the null hypothesis was rejected, indicating that the relationship is statistically significant. The r-value of 0.328 indicates a moderately low positive correlation. This implies that as school head leadership practices increase, teacher work engagement also increases. In contrast, the relationship between professional well-being and teacher work engagement obtained a p value of 0.440, which higher than 0.05 level of significance; thus, the null hypothesis was accepted. This indicates that the correlation is statistically not significant. The r value of 0.054 suggests that

the correlation is low. This implies that change in professional leadership is no corresponding change between professional well-being and teacher work engagement.

The results indicate that stronger school head leadership is significantly linked to higher teacher engagement, showing that effective leadership plays a crucial role in motivating teachers. In contrast, professional well-being shows only a low, non-significant relationship with engagement, suggesting it does not directly influence teacher commitment in this context. Importantly, while professional well-being did not significantly correlate with work engagement at the bivariate level ($r = .054$, $p = .440$), it emerged as a significant predictor in the regression model ($p = .014$) when controlling for school head leadership practices. This apparent discrepancy can be explained by a suppression effect: leadership practices may obscure the unique relationship between professional well-being and engagement when examined in isolation, but when both predictors are included together in the regression model, the unique contribution of professional well-being becomes statistically detectable. This finding suggests that professional well-being may function as a supplementary resource that enhances engagement primarily within the context of effective leadership, rather than operating independently. Readers should note this distinction when interpreting the bivariate and multivariate results.

Regression Analysis

Table 3 presents the regression analysis of predictive variable on the criterion variable. It includes the coefficients (β), the t-values, the p-values, the decisions on the hypotheses, and the corresponding interpretations.

Table 3: Regression Table

Teacher Work Engagement (DV)

V a r i a b l e s	Un sta nd ard ize d C oe ffi cie nts	St an da rd ize d C oe ffi cie nt s	T	S ig n i f i c a n t	D e c i s i o n	I n t e r p r e t a t i o n
	B S t d . E rr o r	Be ta				
(C o n s t a n t)	3 . 2 9 8 5 7	—	1 4 . 0 0 1 0	R e j e c t H o		Significant

Sc ho ol He ad Le ad ers hip Pr act ice s	.322	.058	.379	.590	5.000	Reject H ₀	Significant
Pr ofe ssi on al W ell bei ng of Pu bli c- Sc ho ol Te ac he r	.187	.075	.168	.248	.000	Reject H ₀	Significant

Model Summary: $R = .36$; $R^2 = 0.134$; $F(2,207) = 15.967$; $p = 0.000$

Level of Significance: 0.05;

Decision Rule: Reject H_0 if $p < 0.05$

Specifically, the influence of school head leadership practices on teacher work engagement obtained an unstandardized beta coefficient value of 0.322 indicating a weak influence. The corresponding p-value is 0.000, which is below the 0.05 level of significance; thus, the null hypothesis was rejected. This indicates that school head leadership practices have a statistically significant influence on teacher work engagement. This implies that an increase in effective school head leadership practices is associated with a corresponding increase in teacher work engagement. Similarly, the influence of the professional well-being of public-school teachers on teacher work engagement obtained an unstandardized beta coefficient of 0.187 indicating a weak influence. The corresponding p-value is 0.000, which is below the 0.05 level of significance; hence, the null hypothesis was rejected. This indicates that professional well-being has a statistically significant influence on teacher work engagement. This implies that improvements in teacher well-being are associated with a corresponding increase in their engagement at work.

Moreover, school head leadership practices and professional well-being are combined, they obtained a p-value of 0.000 below the 0.05 level of significance, leading to the rejection of the null hypothesis. This means that the

combined influence is statistically significant. The R-squared value of 0.134 or 13.4% indicates that a portion of the variation in teacher work engagement can be explained by these two variables, while the remaining 86.6% of the variance is attributed to other variables not included in the study. To ensure the validity of the regression model, multicollinearity was assessed using Variance Inflation Factor (VIF) values and tolerance statistics. Both predictors yielded acceptable VIF values (below 5), indicating no problematic multicollinearity. Assumptions of normality and homoscedasticity of residuals were examined and found to be reasonably satisfied. These diagnostics support the reliability of the regression estimates reported above.

The comparative analysis revealed that both school head leadership practices and professional well-being exert statistically significant but relatively weak influences on teacher work engagement, with leadership showing a stronger effect than well-being. When combined, their influence remains significant, yet a large portion of the variance is explained by other factors, highlighting the importance of exploring additional dimensions that shape teacher engagement.

Summary of Findings

Based on statistical results, it specifically was found that:

1. School head leadership practices significantly correlate with work engagement of public-school teachers.
2. Professional well-being does not significantly correlate with work engagement of public-school teachers.
3. School head leadership practices significantly influence work engagement of public-school teachers.
4. Professional wellbeing significantly influences work engagement of public-school teachers.
5. School head leadership practices and Professional Well-being when combined significantly influence work engagement of public-school teachers.

DISCUSSIONS

In this chapter, the correlational and the regression result of study are discussed. The conclusions and recommendations based on the results and discussion are also presented.

Levels of School Head Leadership Practices, Professional Well-Being, and Teacher Work Engagement

The finding of this study reveals that school head leadership practices, professional well-being, and teacher work engagement were all perceived at very high levels indicates that teachers view their school leaders as effective in guiding and managing school functions. This finding supports the study of Nguyen et al. (2023), asserting that effective school leadership contributes to positive school climates that strengthen teacher commitment and engagement. Likewise, this finding agrees with Nwoko et al. (2024), who emphasized that supportive leadership and strong well-being systems significantly enhance teacher professional motivation and active participation in school responsibilities. In contrast, current finding negates the study of Collie (2020), reporting that teacher engagement is not always determined solely by leadership and well-being, as personal motivation, professional identity, and individual values may also shape how teachers engage in their work. identity, and personal values may also influence how teachers engage in their work.

School Head Leadership Practices and Work Engagement Correlation

The finding of this study reveals that school head leadership practices are significantly related to teacher work engagement which indicates that effective leadership strengthens teacher motivation and active participation in their professional roles. The current finding agrees with the study of Hallinger and Wang (2023), reporting that supportive leadership enhances teacher engagement. Likewise, the current finding affirms Liu et al. (2024), who explained that positive leadership practices improve teacher professional involvement. In contrast, this current finding contradicts the study of Sehanovic et al. (2025) arguing that leadership support may not always directly increase engagement when other workplace pressures affect teacher professional commitment.

Professional Well-being of Public-School Teacher and Teacher Work Engagement Correlation

At the bivariate level, professional well-being showed only a low, statistically non-significant correlation with teacher work engagement ($r = .054$, $p = .440$), which on its own would suggest that well-being has little direct bearing on engagement. However, this finding should be read together with the regression result, where professional well-being emerged as a significant predictor ($p = .014$) once school head leadership practices were held constant. As explained in the Results section, this pattern is consistent with a suppression effect: leadership practices and professional well-being likely share overlapping variance, such that well-being's unique contribution to engagement only becomes detectable once leadership's broader influence is statistically accounted for. This nuance echoes Sehanovic et al. (2025), who cautioned that well-being-related variables do not always show a straightforward, direct relationship with engagement outcomes and may instead operate conditionally, in interaction with organizational or leadership factors. Rather than concluding that professional well-being is unimportant, this result suggests it functions as a secondary, leadership-dependent resource in this sample, a distinction that has practical implications for how school leaders might sequence support: strengthening leadership practices first may be necessary for well-being initiatives to translate into measurable gains in engagement.

Teacher Work Engagement as Predicted Influence of School Head Leadership Practices and Professional Well-being of Public-School Teacher

The finding of this study reveals that school head leadership practices and professional well-being significantly influence teacher work engagement when combined indicates that both leadership and professional support are important in shaping teacher commitment to their work. This current finding support with the study of Nguyen et al. (2023), asserting that effective leadership fosters a culture of engagement in school. Likewise, affirms Kim and Lee (2024), who agreed that supportive organizational practices strengthen professional commitment and work engagement. In contrast, this current finding disagrees with Sehanovic et al. (2025), who argued that engagement may also be affected by individual and psychological factors beyond leadership and workplace conditions, indicating that personal motivation remains an important factor in teacher engagement. Between the two predictors, leadership practices showed the larger unstandardized coefficient ($B = .322$) compared to professional well-being ($B = .187$), suggesting leadership carries relatively greater weight in this model. This pattern is consistent with the Job Demands–Resources (JD-R) framework, in which leadership functions as a primary organizational resource that directly shapes the conditions teachers work under, while well-being operates more as a personal resource whose effect on engagement may depend on those conditions already being supportive. The relatively modest 13.4% of variance explained by these two predictors combined suggests that engagement among public-school teachers in this district is shaped substantially by factors outside leadership and well-being alone such as workload, compensation, or systemic resource constraints particular to the Philippine public school context which future research using a broader predictor set should examine directly.

CONCLUSION

Based on the findings, it was concluded that school head leadership and professional well-being significantly influence teacher work engagement. When combined, these variables significantly influence teacher work engagement, explaining 13.4% of its variance ($R = .36$, $R^2 = 0.134$) among public school teachers. While professional well-being did not significantly correlate with engagement at the bivariate level, it emerged as a significant predictor when combined with leadership practices in the regression model, suggesting a suppression effect. The study's findings are limited to one school district and rely on self-reported data, and generalization beyond this context should be made with caution. This finding partly supports the Theory of Planned Behavior which posits that a central factor in human behavior is the individual intention to perform a given action. The theory explains that a person intention to perform a behavior is the strongest predictor of that behavior, and this intention is determined by three core factors: attitude, subjective norms, and perceived behavioral control.

Recommendations

Based on the conclusion, future studies may explore other variables not included in this research to explain the remaining 86.6% of the variance in teacher work engagement. Specifically, variables such as job satisfaction, organizational climate, workload, and teacher motivation should be considered in future models to provide a more comprehensive understanding of teacher engagement. Qualitative approaches may be used to uncover

themes and sub-themes that may later be developed into variables and their corresponding indicators. Mixed-methods studies are also recommended to provide deeper insight into teachers' lived experiences and engagement processes. Future research should consider employing Structural Equation Modeling (SEM) to examine potential mediating or moderating relationships between leadership practices, professional well-being, and work engagement, and to further clarify the suppression effect identified in this study. Expanding the study across multiple districts or regions would also improve the generalizability of findings. In addition, school leaders may leadership practices and enhance teacher well-being initiatives to foster higher levels of work engagement and design programs that reinforce teacher professional identity, promote manageable workloads, sustain long-term teacher commitment and maximize engagement outcomes.

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