

EMPOWERING Leadership, Job Satisfaction, and Work Engagement of Private Senior High School TEACHERS

Airish E. Bernabe¹, Nida P. Matutino²

¹Holy Child of Davao
airish.bernabe@holychild.edu.ph

²Graduate School Department, University of the Immaculate Conception, Davao City, Philippines
nmatutino@uic.edu.ph

ABSTRACT

This study determined the influence of empowering leadership and job satisfaction on work engagement of private senior high school teachers in selected private institutions in Davao City. A quantitative descriptive correlational design was utilized in this study. All full-time senior high school teachers from the selected private schools were chosen as respondents. The responses from the validated adapted research instruments on empowering leadership, job satisfaction, and work engagement were analyzed using mean, standard deviation, Pearson product-moment correlation, and multiple regression analysis. The study revealed that the senior high school teachers from the selected private schools had very high levels of empowering leadership, job satisfaction, and work engagement. Further, there was a significant positive strong correlation between empowering leadership, job satisfaction, and work engagement of senior high school teachers. Additionally, empowering leadership and job satisfaction both had a significant influence on work engagement, with empowering leadership having a greater influence compared to job satisfaction.

KEYWORDS: *Education, senior high school, empowering leadership, job satisfaction, work engagement, descriptive correlation, Philippines*

INTRODUCTION

Fostering work engagement among teachers is crucial to the overall success of the educational system. Work engagement refers to a positive psychological state characterized by vigor, dedication, and absorption in one's work (Talley, 2017). However, teaching is a challenging occupation and offers a

never-ending cycle of stress, the issue of work engagement among teachers is widely recognized (Zhang et al., 2021). As noted by Salmela-Aro et al. (2019), approximately 70 percent of teacher respondents have low levels of work engagement, with most nearing burnout and other adverse effects of disengagement.

In a global scenario, the poor work engagement of teachers was identified as an alarming concern (Akter et al., 2019). Only one out of three teachers was working with enthusiasm and satisfaction. Further, 56 percent of teachers display negative enthusiasm and a rough attitude toward their profession. Unfortunately, 13 percent of teachers pretend to be engaged when they are not (Slišković et al., 2019). As accounted for by Bell (2017), only 30 percent of K to 12 curriculum teachers were actively engaged, while 70 percent were not actively engaged in their work.

Moreover, a study conducted by Gallup (2020) in Italy found that only 20 percent of employees across various industries worldwide feel engaged in their work. This alarming statistic suggests that work engagement is a pressing issue on a global scale. Likewise, a meta-analysis by Bakker et al. (2004) revealed that teachers' work engagement levels are relatively lower compared to other professions in the education sector. This indicates a need to explore the factors contributing to teachers' work engagement and identify strategies to enhance it.

In the Philippines, recent studies have indicated concerning levels of work engagement among private senior high school teachers. A survey conducted by the Department of Education (DepEd, 2022) found that the majority of the private school teachers expressed moderate to low engagement. In addition, lack of preparation and training, high work demands, and burnout caused teachers' work engagement (Embalsado et al., 2023). Similarly, in Misamis Oriental Region, Canoy (2020) determined that many teachers experience many challenges, problems, obstacles, and emotional disturbances that hinder their engagement at work. Specifically, it was reported that 10 percent of teachers have troubled thoughts, and 15 percent have experienced emotional breakdowns while working. Moreover, in the local setting in Davao City, a study conducted by Lopez and Santos (2019) found that many public and private schools face challenges in maintaining teachers' work engagement. The evidence reflects that teachers display poor work engagement due to the low quality of work life they have brought on by distress and emotional perplexity

related to financial burdens, work stress, heavy workloads, limited autonomy, and personal responsibilities.

Several studies have found that empowering leadership and job satisfaction correlate positively with work engagement. A study by Xanthopoulou et al. (2020) demonstrated that empowering leadership practices, characterized by delegating responsibilities, providing autonomy, and supporting employees, were associated with higher levels of work engagement among teachers. Likewise, a meta-analysis by Patton et al. (2001) revealed a strong positive correlation between job satisfaction and work engagement, indicating that satisfied employees are likelier to be engaged in their work. Subsequently, very few studies dealt with the three variables, empowering leadership, job satisfaction, and their influence on teacher work engagement in public senior high schools. Additionally, some of the published research on work engagement was correlated to a teacher's self-efficacy and not intensively to a teacher's empowering leadership and job satisfaction (Mejia et al., 2021). Furthermore, other studies focus on the teacher's well-being through work engagement (Irudayaraj, 2018).

Despite the existing literature on work engagement, there is a research gap in the context of private senior high school teachers. Most studies have focused on public school settings or other professional domains, leaving a need for more research specific to private senior high school teachers (Saeed & Abid, 2021). According to the study of Sokmen and Kilic (2019), which focuses on the connection between teachers' self-efficacy and their autonomy, engagement, job satisfaction, and burnout, teachers' self-efficacy is found to significantly predict burnout negatively while positively predicting their autonomy, engagement, and job satisfaction. On the one hand, limited attention has been given to the interplay between empowering leadership, job satisfaction, and work engagement in the context of private senior high schools. Therefore, this study addresses these gaps by investigating the unique factors influencing work engagement among private senior high school teachers and exploring the relationship between empowering leadership, job satisfaction, and work engagement in this setting.

Additionally, this study holds significant urgency and social value due to its potential impact on educational outcomes and teacher well-being. By understanding the factors contributing to work engagement among private senior high school teachers, educational leaders can develop a strategic plan focusing

on effective strategies to strengthen teachers' empowering leadership, enhance teacher engagement, increase job satisfaction, and ultimately improve student achievement. On this note, as teachers play a crucial role in shaping the future of our society, it is essential to provide them with supportive work environments that foster their well-being and professional growth. This study aims to contribute valuable insights that can inform policy and practice, leading to improved teacher engagement and the overall quality of education. Further, upon completion, the findings of this study will be disseminated through various channels to maximize their reach and impact.

Theoretical Lens

This study was anchored on the Transformational Leadership Theory by Bass et al. (1996), the Theory of Job Satisfaction by Locke (1976) and the Engagement Theories by Kahn (1990). The Transformational Leadership Theory, proposed by Bass et al. (1996) and alternatively called the Relationship Theory, posits that effective leadership is primarily a result of amicable and positive relations between a leader and their team members. Those with transformational leadership qualities can inspire positive changes in their peers, raise team morale, encourage quicker innovation, resolve conflicts faster, and foster a sense of autonomy within a team. These effects are often achieved when a leader encourages their team, provides acknowledgment and support, expresses clear and concise goals, strives to be a good role model, and provokes their team to feel more passionate. On this context, these principles align well with indicators for empowering leadership; for instance, leading by example and coaching support team members' growth and foster trust. Involving team members in decision-making and keeping them informed ensures a collaborative and transparent environment. Additionally, showing concern for their well-being strengthens morale and commitment. These practices collectively inspire higher performance, innovation, and a shared sense of purpose, reflecting the essence of transformational leadership.

The Theory of Job Satisfaction (Locke, 1976)) emphasizes that people will continue to assess their job satisfaction depending on whether their wants and expectations are met at work. Employees are encouraged to evaluate their level of job satisfaction by contrasting their desired outcomes with the results they believe they have attained. This theory emphasizes essential factors, such as human requirements and expectations, the perceived gap between desired and actual outcomes, and the attribution of outcomes that will affect job satisfaction in the future. In this study, this theory also accentuates the attribution of

outcomes as an essential personal process in employee engagement. Employees would experience a feeling of ownership and personal involvement in their work when they can attribute future successes to their efforts, which will increase engagement. On the contrary, if workers feel unsupported or unfairly treated at work, attributing unfavorable outcomes to external sources may have the opposite effect and lower participation.

Additionally, employee engagement is grounded in the Engagement Theory (Kahn, 1990). This theory encompasses three primary psychological conditions, such as meaningfulness, safety, and resource availability, by which employee engagement is supported. Finding meaning and purpose in one's job refers to aligning tasks with values and objectives. Further, to be safe, a workplace must be established where employees can express themselves without worrying about repercussions. Lastly, the presence of resources refers to the assistance, knowledge, equipment, and independence required to complete tasks successfully. After providing these primary conditions, employees are most expected to be strongly engaged with their job. By incorporating these theories into this realm, researchers could comprehend the future relationship between job satisfaction and employee engagement. Also, employee engagement would continue to be influenced by job satisfaction since a sense of purpose in one's work is increased when personal needs and expectations are met. Employee engagement would rise when there is closer alignment between future outcomes than those they had in mind and when they feel that their needs are met given a helpful and safe workplace. Simultaneously, this would increase job satisfaction.

METHODS

Research Design

This study utilized quantitative research, specifically descriptive correlational design. Creswell (2014) refers to quantitative research as emphasizing objective measurement to gather numeric data to answer questions. In addition, descriptive correlational research design when combined with a primary focus on documenting connections between variables without attempting to demonstrate a causal link (Creswell, 2012). Ultimately, researchers employing the descriptive correlational design look for connections between the respondents' attributes and their stated activities and attitudes (Marczyk et al., 2005).

In this study, the researcher examined and measured the variables on the teachers' level of empowering leadership, job satisfaction, and work

engagement. Further, the researcher discussed and evaluated the link between the two variables under study: empowering leadership and job satisfaction as the independent variables and work engagement as the dependent variable.

Place of the Study

The study was conducted in selected private schools in Davao City, Philippines. Davao City is among the most urbanized cities in Mindanao. In terms of total population, Davao is the largest city in the Philippines, spanning 2,444 square kilometers of land. School A is located in the south part of Davao City. It offers Kindergarten to Grade 12 programs. School B is situated at the heart of the city. It caters Kindergarten to Grade 12 learners. School C is located in the north part of the city which offers Kindergarten to Grade 12 learners. All these schools adhered to the K to 12 DepEd Curriculum. These campuses have been running for more than 40 years and are private non-sectarian, where individuals of varying religious affiliations or backgrounds are openly enjoined to their communities as employees or students. The researcher purposely chose Schools A, B, and C because they provided an ample number of diverse respondents that met the inclusion criteria for the study, who are the senior high school teachers.

Research Respondent

The respondents were the 120 senior high school faculty members in the school year 2022-2023. The sample size was computed using a Raosoft calculator set with a 5 percent margin of error, 95 percent confidence level, and 50 percent response distribution. They were selected using purposive sampling, the chosen sample size aimed to target the maximum number of qualified participants from the institution, which best represents its entirety relative to the studied variables. The sample consisted of full-time, regular teaching personnel and academic coordinators who rendered at least three years of service to the institution. Furthermore, the non-teaching personnel and administrative staff from the elementary and junior high school departments were excluded.

Statistical Tool

The researcher utilized the following tools for data analysis to come up with a valid and reliable study and interpretation of the data. Mean was used to measure the levels of empowering leadership, job satisfaction, and work engagement of the respondents. Standard Deviation was used to determine the degree to which the data values vary or are dispersed. Pearson Product-Moment Correlation Coefficient or Pearson r was used to see if there was any significant

relationship between empowering leadership and work engagement. The same statistical tool was also utilized to determine whether or not there was any correlation at all between job satisfaction and work engagement. And Multiple Regression Analysis was used to determine which independent variables empowering leadership and job satisfaction would have more influence on the dependent variable, work engagement.

RESULTS

Level of Empowering Leadership of the Teachers

Table 1

The Level of Empowering Leadership of the Teachers

Statements	Mean	SD	Description
Leading by Example			
Defining high expectations for ourselves in terms of performance	4.24	0.74	Very High
Putting forth our best effort	4.43	0.64	Very High
Putting up the most effort of everyone in the organization	4.32	0.73	Very High
Providing a positive example through our actions	4.28	0.71	Very High
Leading by example	4.27	0.71	Very High
Category Mean	4.31	0.71	Very High
Participative Decision-Making			
Urging our coworkers to share their thoughts and opinions	4.48	0.66	Very High
Hearing what our coworkers have to say	4.62	0.60	Very High
Making decisions that impact us based on recommendations from our work group	4.53	0.56	Very High

Allowing everyone in our workgroup to express their thoughts	4.58	0.64	Very High
Considering the disagreement in our work group	4.38	0.76	Very High
Deciding solely on the basis of our coworkers	4.10	0.87	High
Category Mean	4.45	0.68	Very High

Coaching

Assisting our team in identifying areas that require training	4.33	0.68	Very High
Recommending strategies to raise the performance of our team at work	4.31	0.67	Very High
Motivating our team to collaborate in order to resolve issues	4.43	0.62	Very High
Encouraging our colleagues to share knowledge with each other	4.46	0.63	Very High
Helping our colleagues in the work group	4.41	0.65	Very High
Instructing our team on problem-solving techniques	4.23	0.67	Very High
Seeing the efforts of our work group	4.35	0.72	Very High
Telling our work group when we perform well	4.38	0.65	Very High
Assisting our work group in its endeavors	4.43	0.66	Very High
Keeping our team focused on our objectives	4.44	0.65	Very High
Fostering positive relationship amongst coworkers	4.37	0.65	Very High
Category Mean	4.38	0.66	Very High

Informing

Elucidating collective decisions	4.25	0.70	Very High
Outlining the purposes of our organization	4.19	0.71	High
Describing the institutional appropriateness of our work group	4.24	0.71	Very High
Describing to our work group the goals of the company's policies	4.25	0.69	Very High
Laying out the guidelines and expectations for our team	4.28	0.74	Very High
Defending our choices and conduct to our coworkers	4.27	0.69	Very High
Category Mean	4.25	0.71	Very High

Showing Concern

Being concerned about the personal issues of coworkers	4.18	0.84	High
Demonstrating concern for the welfare of coworkers	4.37	0.70	Very High
Considering our coworkers as equals	4.42	0.63	Very High
Taking the time to carefully address coworker's concerns	4.33	0.71	Very High
Demonstrating care for the achievement of coworkers	4.42	0.64	Very High
Maintaining contact with our team at work	4.33	0.60	Very High
Compromising with our team at work	4.25	0.68	Very High
Answering our coworkers' inquiries in a fair and sincere manner	4.34	0.60	Very High
Being aware of the task being completed in our work group	4.33	0.61	Very High

Making time to communicate with fellow group members	4.23	0.63	Very High
Category Mean	4.32	0.66	Very High
Overall Mean	4.35	0.68	Very High

Presented in Table 1 is the level of empowering leadership with an overall mean of 4.34, which is described as very high. This means that teachers always exhibit empowering leadership. This indicates that teachers are doing their best to attain the shared goals in their respective academic organizations. Also, the teachers encouraged their co-teachers to foster collaboration in the workplace. They make informed decisions based on the recommendations from their co-teachers to consider all available information and potential consequences before making choices. In addition, the overall standard deviation is .68, which is less than one, denoting that the respondents have ratings that are practically almost the same. This finding supports the study of Zhu et al. (2019), which reported a very high level of empowering leadership among teachers. Additionally, this finding aligns with the study of Limon (2022), which highlighted those 324 Turkish teachers exhibited a very high degree of empowering leadership.

Further, Ingersoll et al. (2018) noted that fostering empowering leadership within teachers most often involves holding teachers to high standards, sharing a common vision and goal among faculty, and encouraging feedback and collaboration.

Leading by Example. This indicates a category mean of 4.31, which is described as very high, with item mean ratings ranging from 4.24 to 4.43. It is shown that the item *defining high expectations for ourselves in terms of performance* obtained a mean rating of 4.24, described as very high and interpreted as always evident, while the item *putting forth our best effort* has a mean rating of 4.43, also described as very high and interpreted as always evident. This implies that teachers hold high standards, often setting positive examples for others to emulate. Further, the findings imply that teachers are dedicated to giving their maximum effort in their roles, often striving to give the best performance among everyone in their organization. These results concur with the study by Nadelson et al. (2020), which noted that teachers have a high level of serving as role models aside from being conveyors of knowledge.

Likewise, the findings agree with the results from the study of Martin (2022), which revealed that teachers as leaders are often highly looked up to by their members and peers and that any behavior, they show is often highly reflected in the behavior of the group that they are in. Also, the study by Versland and Erickson (2017) concluded that developing more teacher leaders and leading by example are standards for fellow teachers to follow.

Participative Decision-Making. This indicates a category mean of 4.45, also described as very high, with item means ranging from 4.10 to 4.62. On the one hand, the item *deciding solely on the basis of our coworkers* obtained a mean rating of 4.10, which is described as high and interpreted as oftentimes evident. Meanwhile, the item *hearing what our coworkers have to say* reflected a mean rating of 4.62, which is described as very high and interpreted as always evident. This indicates that teachers highly value listening to their colleagues' opinions, as this is crucial to fostering a collaborative environment where all voices are heard and valued, leading to more effective decision-making. Also, it reflects a strong tendency among teachers to rely on their colleagues' input when making decisions. These findings are consistent with the results from the Yoerger et al. (2015) study, which reported a high level of member participation during teacher gatherings, emphasizing the leaders' ability to bring their thoughts and ideas together for informed decisions. Furthermore, the results run parallel to contentions from the study of Kentab (2018), which opined that teachers strongly prefer active involvement and consensus during crucial decision-making moments. Likewise, Eris et al. (2017) revealed that teachers and administrative staff believe they should participate more in educational decision-making.

Coaching. This indicates a category mean of 4.38, which is described as very high, with individual item means ranging from 4.23 to 4.46. The item *instructing our team on problem-solving techniques* reported a mean rating of 4.23, which is described as very high and interpreted as always evident, while the item *encouraging our colleagues to share knowledge with each other* received a mean rating of 4.46, which is also described as very high and interpreted as always evident. This implies that teacher-leaders consider instructional leadership vital in empowering teachers to mentor their colleagues to develop practical problem-solving skills. Additionally, teachers understand that supporting their co-teachers is essential to better team performance. These findings concur with Knight's study (2018), which revealed that teachers have a high degree of preference for coaching and collaboration as critical areas for improving teacher

performance. Additionally, the findings align with the study of Kilag and Sasan (2023), which noted that teachers highly emphasize the need for more developmental initiatives such as coaching, workshops, and mentoring. Likewise, Wong et al. (2020) emphasized that providing coaching between practice sessions in teacher education courses leads to more rapid development of skills since coaching allows teachers to apply their learning more deeply, frequently, and consistently than teachers working alone.

Informing. It has a category mean of 4.25, which is described as very high, with individual item means ranging from 4.19 to 4.28. The item *outlining the purposes of our organization* presents a mean rating of 4.19, which is described as high and interpreted as oftentimes evident. Meanwhile, the item *laying out the guidelines and expectations for our team* obtained a mean rating of 4.28, which is described as high and interpreted as always evident. This implies that providing sufficient information on organizational goals and purposes is essential for teachers. Additionally, teachers encourage establishing clear communication and expectations within the team. These findings align with the study by Årlestig (2024), which revealed that the transmission of information among teacher-leaders is highly prioritized since it is a crucial dimension of effective communication processes between leaders and their members. In addition, the findings agree with the contentions of Kosonen and Ikonen (2022), which accentuated that teachers highly consider discursive and communicative leadership essential to establishing trust and facilitating clarity within a team. Likewise, Saddique and Raja (2022) emphasized that teachers have a high level of interpersonal communication and interaction with each other, often holding communication in high regard in disseminating essential information.

Showing Concern. It has a category mean of 4.32, which is described as very high, with individual item means ranging from 4.18 to 4.42. The item *being concerned about the personal issues of coworkers* reported a mean rating of 4.18, which is described as high and interpreted as oftentimes evident, while the items *taking the time to address coworker's concerns carefully* and *demonstrating concern for the welfare of coworkers* both received mean ratings of 4.42, which is described as very high and interpreted as always evident. These findings reflect a significant level of personal concern and empathy among teachers. These results indicate that teachers highly value equality and care within their teams, fostering a supportive and inclusive environment. These findings support the study of Goroshit and Hen (2016), which revealed that teacher-respondents reported a high level of showing concern for their

co-teachers. Likewise, the findings are similar to the results of a study by Loyola (2016), which reported above-average levels of empathy as well as giving importance to empathy in teaching and helping professionals. Also, Basis (2016) concluded that showing empathy can foster a sense of connection, and understanding, and purpose in life.

Level of Job Satisfaction of the Teachers

Table 2

Level of Job Satisfaction of Teachers

Statements	Mean	SD	Description
Authority			
Having a current work offers excellent prospects for advancement	4.13	0.78	High
Being acknowledged for our excellent work	4.09	0.73	High
Having an infinite opportunity for advancement	3.93	0.92	High
Supporting the institutions' pursuit of career advancement	4.29	0.75	Very High
Possessing the basis of the job description is accomplishment and performance	4.32	0.73	Very High
Acknowledging our achievements	4.21	0.78	Very High
Fostering a spirit of competition	4.26	0.74	Very High
Working in a position that complements our experience	4.34	0.72	Very High
Category Mean	4.20	0.77	Very High
Supervision			
Treating teachers and other items with an immediate supervisor	4.41	0.70	Very High
Giving trust to our supervisors	4.35	0.72	Very High
Having the supervisor works well and efficiently	4.43	0.64	Very High

Using favorable input from the faculty and other sources, our supervisor	4.43	0.66	Very High
Observing no administrative behavior from our direct supervisor	4.27	0.79	Very High
Category Mean	4.38	0.70	Very High

Policies and Facilities

Ensuring safe and comfortable facilities	4.36	0.72	Very High
Having clean amenities (closets, CR, etc.)	4.23	0.69	Very High
Having sufficient financial resources	4.07	0.84	High
Utilizing contemporary equipment ensures optimal performance	4.08	0.85	High
Providing enough staff to do the task	4.16	0.78	High
Having impartial policies in place	4.24	0.74	Very High
Possessing a policy manual within the department	4.35	0.71	Very High
Demonstrating the administration’s capable ability to manage the institution	4.35	0.75	Very High
Getting fast and frequent feedback on our performance	4.20	0.78	Very High
Category Mean	4.23	0.76	Very High

My Work Itself

Being able to choose how we want to do the duties that we’ve been allocated	4.29	0.73	Very High
Being able to choose how we want to carry out our obligations	4.20	0.73	Very High
Having an adaptable work process	4.23	0.68	Very High
Possessing a job with a defined role, duties, and scope	4.34	0.68	Very High

Possessing adequate autonomy and professional responsibility in the workplace	4.26	0.67	Very High
Category Mean	4.27	0.70	Very High
Interpersonal Relationship			
Being friendly and united as a team with coworkers	4.37	0.71	Very High
Working relationships are fulfilling	4.35	0.71	Very High
Having effective interpersonal communication and collaboration within the organization	4.28	0.72	Very High
Engaging in cooperative and integrated interpersonal activities	4.27	0.73	Very High
Having the possibility of interacting with coworkers at work	4.25	0.79	Very High
Category Mean	4.30	0.73	Very High
Commitment			
Making further efforts to complete our work	4.49	0.64	Very High
Being conscious of great ideas while carrying out our responsibilities	4.48	0.63	Very High
Possessing a strong sense of institutional loyalty	4.47	0.65	Very High
Setting attainable objectives and benchmarks for our role	4.37	0.72	Very High
Category Mean	4.45	0.66	Very High
Salary			
Receiving enough and just pay	3.86	0.96	High
Being satisfied with the perks received as an employee	3.96	0.95	High
Possessing an organization and a well-defined salary and allowances policy	4.08	0.82	High

Having in possession our pay is comparable to that of other private schools for the same work.	4.03	0.93	High
Category Mean	3.98	0.91	High
Work Load			
Having an obligatory workload lowers our performance quality	3.73	1.01	High
Having a workload doesn't cause us undue worry	3.79	0.93	High
Being able to complete our allocated workload on time	3.93	0.95	High
Having the ability to supply enough details to complete our workload	4.03	0.83	High
Category Mean	3.87	0.93	High
Overall Mean	4.21	0.77	Very High

Table 2 presents the level of job satisfaction with an overall mean of 4.21, which is described as very high. Teachers generally experience high job satisfaction across various aspects of their professional lives. Further, the results imply that teachers feel secure with their career advancement and are committed to making more significant efforts in their work. The reported high level of job satisfaction also indicates that teachers trust their supervisors and generally feel safe and comfortable with their working environment. In addition, the overall standard deviation is .77. This value is less than one, denoting that the respondents have relatively consistent ratings and are distributed around the mean.

These findings support the study of Lodisso (2019), which revealed that job satisfaction among secondary school teacher respondents was very high as a direct result of having a positive overall working experience and a friendly working environment. Likewise, the results agree with Demritas's study (2019), which observed that primary school teachers who exhibited high job satisfaction were characterized by their professionalism, seniority, lesser professional exhaustion, and experience with profession-related challenges. Furthermore, Neupane (2022) concluded that teachers' job satisfaction was influenced by factors such as rewards for dedication and commitment, feedback on task

accomplishments, relationship with fellows, independence, as well as the very profession they have.

Authority. This indicates a category mean of 4.20, which is described as very high, with item mean ratings ranging from 3.93 to 4.34. The findings show that the item *having an infinite opportunity for advancement* obtained a mean rating of 3.93, described as high and interpreted as oftentimes evident, while the item *working in a position that complements our experience* revealed a mean rating of 4.34, described as very high and interpreted as always evident. This suggests that teachers feel well-matched to their roles and appreciate the acknowledgment and support for their achievements, even though they may see room for improvement in career advancement opportunities. These findings align with a study by Mwit et al. (2021), which observed that teaching personnel had relatively very high perspectives on career advancement and ultimately agreed that it positively impacted their job satisfaction. Furthermore, the findings concur with contentions from Skaalvik and Skaalvik (2020), posing that teachers have a very high sense of accomplishment, recognition, and professional growth opportunities.

Supervision. This category has a mean score of 4.38, which is described as very high, with item means ranging from 4.27 to 4.43. On the one hand, the item *observing no administrative behavior from our direct supervisor* received a mean rating of 4.27, described as very high and interpreted as always evident, while the items *having the supervisor works well and efficiently* and *using favorable input from the faculty and other sources, our supervisor* obtained mean ratings of 4.43, described as very high and interpreted as always evident. This implies that teachers are highly satisfied with the efficiency and trustworthiness of their supervisors, contributing to a positive and supportive work environment. These results align with the study of Toro et al. (2020), which revealed that teachers highly perceive the feedback from their university supervisors as helpful in developing and improving their teaching skills. Constructive input helps teachers identify areas where they excel and aspects that need refinement. By acknowledging their strengths and recognizing areas for growth, teachers can fine-tune their teaching methods and consistently strive for excellence. Additionally, Lee and Nie (2021) highlighted that teachers prefer receiving constructive feedback and feeling trusted by their supervisors.

Policies and Facilities. This indicates a category mean of 4.23, described as very high, with individual items ranging from 4.07 to 4.36. The item *not*

possessing a lack of financial resources had a mean score of 4.07, described as high and interpreted as oftentimes evident, while the item *possessing it is safe and comfortable to work the office/area* obtained a mean rating of 4.36, described as very high and interpreted as always evident. This implies that while teachers report safe and well-equipped work environments as contributing to their job satisfaction, there are still areas needing improvement in resource allocation. These findings align with contentions by Kunter and Baumert (2019), which revealed that providing adequate facilities and fair policies is essential to teachers. Likewise, the findings concur with the study of Aziz et al. (2021), which highlighted that a very high level of safety and comfort in the workplace contributes to job satisfaction. Further, the study of Siswanto and Hidayati (2020) concluded that educational institutions must prioritize providing adequate resources and establishing conducive working environments to enhance teachers' job satisfaction.

Work Itself. This category obtained a mean rating of 4.27, which is described as very high, with individual ratings ranging from 4.20 to 4.34. On the one hand, the item *being able to choose how we want to carry out our obligations* received a mean score of 4.20, described as very high and interpreted as always evident, while the item *possessing a job with a defined role, duties, and scope* received a mean rating of 4.34. This indicates that job clarity and autonomy are critical factors in maintaining high levels of job satisfaction among educators. These findings concur with the study of Dilekçi (2022), which revealed that teachers view job autonomy in a very high regard. Further, their study noted that teachers' autonomy behaviors were meaningful indicators of their job satisfaction. Additionally, Luqman et al. (2021) highlighted that teachers may have clarity of the roles and autonomy on their job, which in turn enhances their job satisfaction.

Interpersonal Relationship. This indicates a category mean of 4.30, described as very high, with item ratings ranging from 4.25 to 4.37. The item *having a good possibility of interacting with coworkers at work* garnered a mean rating of 4.25, which was described as very high and interpreted as always evident. Meanwhile, the item *being friendly and united as a team with coworkers* obtained a mean rating of 4.37, which was described as very high and interpreted as always evident. This demonstrates that teachers give importance to sociability and interaction with their peers and prioritize positive and collaborative relationships in the workplace, deeming it essential for job satisfaction and overall well-being. These results concur with the study of Wahyuni (2021), which

revealed that interpersonal relationships, as measured by factors such as openness, empathy, supportive attitudes, positive attitudes, and equality, were reported as being of a very high degree. Likewise, the findings align with contentions from Nelson et al. (2019), which posited that teachers' collective responsibility and work communication are high, presenting a high level of coworker dynamics. Coworker dynamics build trust among teachers and, therefore, significantly improve their interpersonal relationships with each other. Additionally, the outcomes are supported by Xu et al. (2018), which showed that the interpersonal communication competence of teachers in China was relatively higher than average and positively predicted teachers' digital citizenship.

Commitment. This category has a mean of 4.45, which is described as very high, with individual ratings ranging from 4.37 to 4.49. On the one hand, the item *setting attainable objectives and benchmarks for our role* obtained a mean rating of 4.37, which is described as very high and interpreted as always evident. Meanwhile, the item *making further efforts to complete our work* received a mean rating of 4.49, which is described as very high and interpreted as always evident. This implies that teachers are highly committed to their roles and responsibilities. This high level of commitment is crucial for sustaining motivation and performance in educational settings. These results support the study by Rachmawati and Suyatno (2021), which noted that teachers who possess a very high degree of job commitment had high degrees of job satisfaction. Further, the findings align with the study of Arifin et al. (2019), which revealed that teachers are committed to their profession. Ergo, those who put in more time, effort, and energy in their work were more likely to increase their job satisfaction and performance. Likewise, Alzoraiki et al. (2023) emphasized that teachers' commitment has resulted in sustainable teaching performance, leading to more achievements and higher job satisfaction.

Salary. This indicates a category mean of 3.98, described as high, with item ratings ranging from 3.86 to 4.08. On the one hand, the item *receiving pay is enough and just* obtained a mean rating of 3.86, described as high and interpreted as oftentimes evident, while the item *possessing an organization and a well-defined salary and allowances policy* received a mean rating of 4.08, described as high and interpreted as oftentimes evident. This suggests that while teachers are satisfied with their compensation, giving importance to the clarity of compensation policies, there is still room for improvement in finances. These findings align with the study of Tichenor and Tichenor (2019), which highlighted that fair and competitive salaries were significant predictors of job

satisfaction, though these are not the sole factors. Furthermore, the findings concur with Al Said et al. (2022) study, which revealed that low salaries make it harder for schools to attract new teachers and retain those already in the profession, given that financial incentives drove both job satisfaction and job motivation. Likewise, Enung and Supardi (2020) noted that a school's work environment and salary offerings contribute to the teacher's degree of job satisfaction.

Workload. This indicates a category mean of 3.87, described as high, with item ratings ranging from 3.73 to 4.03. The item *having an obligatory workload lowers our performance quality* and obtained a mean rating of 3.73, described as high and interpreted as oftentimes evident. Meanwhile, the item *having the ability to supply enough details to complete our workload* received a mean rating of 4.03, which was described as high and interpreted as oftentimes evident. This indicates that while teachers manage their workloads well, there are concerns about the impact of workload on performance quality and stress levels. Managing workload effectively is crucial for maintaining job satisfaction and preventing burnout. These findings concur with the study of Kanwal et al. (2023), which emphasized that a high level of workload of teachers determines their well-being, leading to a decrease in job satisfaction. Additionally, the findings support the study of Jomuad et al. (2021), which highlighted that high workload contributed significantly to teacher burnout and decreased performance. Likewise, Maldrine and Kiplangat (2020) noted that workloads define teachers' job satisfaction.

Level of Work Engagement of the Teachers

Table 3

The level of work engagement of the teachers

Statements	Mean	SD	Description
Vigor			
Being robust and active in our work	4.27	0.72	Very High
Being able to work for extended periods of time	4.22	0.77	Very High
We are somewhat psychologically tough at work	4.23	0.77	Very High

At work, we never give up even when things are difficult	4.33	0.70	Very High
Category Mean	4.26	0.74	Very High
Dedication			
Being pleased with the task we accomplish	4.54	0.70	Very High
Having our job has challenges	4.52	0.69	High
Having our work motivates us	4.52	0.69	Very High
Having the belief that our job has meaning and purpose	4.47	0.72	Very High
Category Mean	4.51	0.70	Very High
Absorption			
Having a sense of immersion in our work	4.39	0.68	Very High
We lose track of everything else when we are working	4.07	0.94	High
Feeling that while we are working time goes by so quickly	4.31	0.70	Very High
Category Mean	4.34	0.77	Very High
Overall Mean	4.34	0.74	Very High

Table 3 presents the level of work engagement with an overall mean of 4.34, which is described as very high. They always exhibit high energy in activity when doing their jobs. Also, they are dedicated to their work and often feel a sense of accomplishment when teaching. They are also often immersed when working. Additionally, the overall standard deviation is 0.74. The value is less than one, indicating that the respondents had ratings relatively close to the mean.

These findings are consistent with the study of Bakker et al. (2017), which reported that teacher respondents manifested a high level of engagement at work which resulted in satisfactory job performances and lower intention to quit. Additionally, the findings align with the results from the study of

Xanthopoulou et al. (2018), which noted that teacher work engagement was being exhibited often in the workplace, and that it is positively associated with their well-being and motivation. Likewise, the results conform with the findings of the study by Caldwell (2011), which observed that the work engagement of teaching personnel was very high, with 80 percent of respondents being highly engaged as reflected on their students' own engagement level.

Vigor. This category presented a mean rating of 4.26, which is described as high, with item ratings ranging from 4.22 to 4.27. The item *being able to work for extended periods of time* obtained a mean score of 4.22, which is described as very high and interpreted as always evident, while the item *being robust and active in our work reported* a mean score of 4.27, which is described as very high and interpreted as always evident. These results imply that teachers are highly dedicated to their jobs, always presenting their best efforts, being active, and pushing themselves beyond expectations. These findings support the study by Wang and Degol (2016) that teachers exhibiting vigor in engagement have a very high level of energy, enthusiasm, and dedication toward their work. Likewise, the findings agree with the study of Bakker et al. (2004) that teachers with high levels of vigor promote engagement through supportive workplace practices, which can enhance overall teacher well-being. In the same vein, Gera et al. (2019) concluded that when an employee has a high level of energy and mental peace, they are more likely to have pride, inspiration, and enthusiasm and will more readily accept challenges at work, marking themselves as a vigorous employee and inspiring those around them.

Dedication. This indicates a category mean of 4.51, which is described as very high, with individual item scores ranging from 4.47 to 4.54. On the one hand, the item *having the belief that our job has meaning and purpose* obtained a mean rating of 4.47, which is described as very high and interpreted as always evident. Meanwhile, the item *being pleased with the task we accomplished* reported a mean rating of 4.54, which is described as very high and interpreted as always evident. These results imply that teachers feel a sense of purpose when working, which is only amplified by the tasks they accomplish in their profession. These findings corroborate the study by Contreras et al. (2020), which emphasized that teachers are committed to their jobs due to passion and inspiration and are also very proud of themselves because they have reached what they dreamed of. Further, the results align with the study of Aliyyah et al. (2019), which stressed that employees show a high degree of dedication to their jobs when they feel responsible for their work. Likewise, Irvan et al. (2024) revealed that teachers go

above and beyond in their profession to be inclusive and create a learning environment, which are considered essential change agents in improving the quality of education.

Absorption. This category presented a mean score of 4.34, which was described as very high, with item scores ranging from 4.07 to 4.39. The item *we lose track of everything else when we're working* obtained a mean rating of 4.07, described as high and interpreted as oftentimes evident, while the item *having a sense of immersion in our work reported* a mean rating of 4.39, described as very high and interpreted as always evident. This implies that teachers feel immersed when working, often prioritizing their workloads over other matters. These findings align with the study of Bakker et al. (2018), which found that teachers with a very high level of absorption reported greater work engagement by showing eagerness to finish their work. Additionally, the findings align with the study by Nakamura et al. (2014), which revealed that teachers with a high level of absorption showed increased engagement and a more positive attitude when immersing themselves in their teaching. Additionally, Menon et al. (2023) opined that work absorption goes hand-in-hand with work enthusiasm and adherence to work goals, contributing significantly to increased work engagement among educators.

Significance of the Relationship of Empowering Leadership, Job Satisfaction and Work Engagement of Teachers

Table 4

Significance of Relationship of Empowering Leadership, Job Satisfaction and Work Engagement

Work Engagement	r	p-value	Remarks
Empowering Leadership	.57	.000	Significant
Job Satisfaction	.29	.001	Significant

Table 4 shows the relationship between empowering leadership, job satisfaction and work engagement of teachers. It shows that empowering leadership has a significant positive strong relationship with the work engagement of teachers with the R-value of 0.57. Furthermore, it reports a

p-value of .00 which is less than the alpha set at .05 (two-tailed), accentuating the significant relationship. These results indicate that as the level of empowering leadership of teachers increases, the level of work engagement also significantly increases. These findings support the study by Kim and Beehr (2020), which highlighted that empowering leadership, characterized by leaders who inspire, support autonomy, and encourage professional growth, directly contributes to higher levels of work engagement. These findings also support the study by Lorinkova and Perry (2019), which demonstrated that when leaders empower their employees, it fosters an environment of trust and motivation, which in turn enhances work engagement. According to Lee et al. (2019), teachers who perceive their leaders as empowering are more likely to exhibit proactive behaviors and a higher commitment to their work, resulting in improved educational outcomes. This supports the work of Albrecht and Marty (2020), who found that empowering leadership enhances job satisfaction, further contributing to sustained work engagement. On the contrary, the results on job satisfaction and work engagement report an R-value of 0.29, indicating a weak positive correlation. Nevertheless, results present a p-value of 0.001, which reveals that the relationship between job satisfaction and work engagement is statistically significant. This implies that, similar to the relationship between empowering leadership and work engagement, when the level of job satisfaction increases, the level of work engagement also increases.

These findings align with a study by Skaalvik and Skaalvik (2020), which found that teachers with higher levels of job satisfaction were more likely to exhibit greater work engagement. This is because job satisfaction can enhance teachers' emotional and psychological investment in their work, leading to increased motivation and commitment. Similarly, the findings agree with those of Klassen and Tze (2019), which highlighted that job satisfaction is a critical factor in fostering a positive work environment, which in turn can boost work engagement. Their research demonstrated that teachers who feel satisfied with their job conditions, such as support from administration, opportunities for professional development, and recognition of their efforts, are more likely to be engaged and proactive in their roles. Likewise, the findings are consistent with the study of Dicke et al. (2020), which revealed that supportive and collaborative school environments significantly enhance teachers' job satisfaction, which then leads to higher levels of work engagement.

Significance of the Influence of Empowering Leadership, and Job Satisfaction on Work Engagement

Table 5

Significance of the Influence of Empowering Leadership, and Job Satisfaction on Work Engagement

Individual Influence of Predictors	Standardized Coefficient	Work Engagement			Remarks
		t	p-value		
Empowering Leadership	.52	6.73	.000		Significant
Job Satisfaction	.16	1.99	.049		Significant
Combined Influence of Predictors					
R	.58				
R ²	.34				
F	30.36				
P	.00				Significant

Table 5 presents the results of the multiple regression analysis. In singular capacity, both independent variables, empowering leadership and job satisfaction, reported p-values less than the .05 level of significance (2-tailed) (.049 and .000, respectively) with positive standardized beta values of 0.52 and 0.16, respectively. These results indicate that for every unit increase in empowering leadership, work engagement increases by 0.52. In contrast, for every unit increase in job satisfaction, work engagement increases by 0.16, a value that is notably less than the influence of empowering leadership on work engagement.

Moreover, the combined influence of the two independent variables, empowering leadership and job satisfaction toward the work engagement of teachers is significant ($F = 30.36$, $p < .05$). Meanwhile, the model explains that 34 percent of the variance of the work engagement of teachers is based on the independent variables explored in this study, as indicated by $R^2 = 0.34$. This indicates that factors other than empowering leadership and job satisfaction account for 66 percent of the variation in work engagement.

These findings align with the study by Hoch et al. (2018), which demonstrated that empowering leadership positively impacts employees' job

satisfaction, boosting their work engagement. When leaders provide autonomy, support, and opportunities for professional growth, teachers are more likely to feel empowered and engaged in their work. Additionally, the findings concur with the study of Wang and Hsieh (2021), which observed that when teachers experience both high empowering leadership and job satisfaction, their levels of work engagement significantly increase. This is because the positive effects of empowering leadership and job satisfaction reinforce each other, creating a more supportive and motivating work environment. Likewise, the findings are validated by the study by Nguyen et al. (2021), which underscored the importance of creating an empowering and supportive environment for teachers, which can empower them, enhance their sense of agency, experience a greater sense of fulfillment and accomplishment in their work, and be motivated, energized, and committed to their teaching responsibilities. Similarly, the findings support the theories upon which this study is anchored Kahn's Engagement Theory (1990) and Locke's Theory of Job Satisfaction (1976). Kahn's theory posits that work engagement involves the simultaneous employment and expression of a person's preferred self in task behaviors that promote connections to work and others, personal presence, and active, full-role performances. Empowering leadership fosters an environment where teachers feel psychologically safe, valued, and competent, aligning with Kahn's engagement conditions, which include meaningfulness, safety, and availability. When leaders provide autonomy, support, and opportunities for professional growth, teachers are more likely to feel empowered and engaged in their work. Furthermore, the Theory of Job Satisfaction by Locke (1976) helps to understand why even a weak correlation between job satisfaction and work engagement is meaningful. Locke's theory posits that job satisfaction results from the perceived alignment between what individuals desire from their jobs and what they receive. In the context of teachers, factors such as workload, interpersonal relationships, and dedication contribute to job satisfaction. These aspects align with Locke's factors like the work itself, pay, and working conditions, all of which enhance job satisfaction and influence work engagement. Therefore, even a slight increase in job satisfaction can positively impact work engagement, as teachers feel more valued and fulfilled in their roles.

REFERENCES

- Akter, A., et al. (2019). *Job satisfaction of the employees of the general insurance companies in Bangladesh*. ResearchGate. https://www.researchgate.net/profile/Aklima-Akter-4/publication/337289606_Job_Satisfaction_of_the_Employees_of_the_General_Insurance_Companies_in_Bangladesh/links/5dcee0eea6fdcc7e13840c52/Job-Satisfaction-of-the-Employees-of-the-General-Insurance-Companies-in-Bangladesh.pdf
- Albrecht, S. L., & Marty, A. (2020). Personality, self-efficacy, and job resources and their associations with employee engagement, affective commitment, and turnover intentions. <https://psycnet.apa.org/record/2020-18796-004>
- Aliyyah, R. R., et al. (2019). Outstanding teachers: The steps in acquiring them. ResearchGate. https://www.researchgate.net/publication/335671565_Outstanding_Teachers_The_Steps_In_Acquiring_Them
- Al Said, F., et al. (2022). Job satisfaction and potential opportunities for career growth among hotel employees: The case of Oman. <https://doi.org/10.1177/14673584221074925>
- Alzoraiki, M., et al. (2023). The role of transformational leadership in enhancing school culture and teaching performance in Yemeni public schools. *Frontiers in Education*. <https://www.frontiersin.org/journals/education/articles/10.3389/feduc.2024.1413607/full>
- Arifin, A. H., et al. (2019). Improving the effect of work satisfaction on job performance through employee engagement. <https://lppm.unmer.ac.id/webmin/assets/uploads/lj/LJ201908071565151538635.pdf>
- Arlestig, H. (2024). Educational management administration and leadership. *Educational Management Administration & Leadership*. <https://doi.org/10.1177/17411432241268251>
- Aziz, A., et al. (2021). Employee commitment: The relationship between employee commitment and job satisfaction. SSRN. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3851329
- Bakker, A. B., Demerouti, E., & Sanz-Vergel, A. I. (2018). Burnout and work engagement: The JD-R approach. *Annual Review of Organizational Psychology and Organizational Behavior*, 5, 389–411.
- Bakker, A. B., Demerouti, E., & Verbeke, W. (2004). Using the job demands-resources model to predict burnout and performance. *Human*

Resource Management, 43(1), 83–104.

- Bakker, A. B., & Demerouti, E. (2017). Job demands-resources theory: Taking stock and looking forward. <https://psycnet.apa.org/buy/2016-48454-001>
- Bandari, V. (2020). Impact of data democratization and data literacy on employee productivity. <https://journals.sagescience.org/index.php/ssret/article/view/42>
- Basińska, B. A., et al. (2016). Daily fluctuations in work engagement. <https://doi.org/10.1027/1016-9040/a000160>
- Bass, B. M., & Avolio, B. J. (Eds.). (1994). *Improving organizational effectiveness through transformational leadership*. Sage Publications.
- Bell, S. (2017). Changing the way we think about teacher engagement. In *Teacher engagement and professional development* [Book chapter]. Routledge. <https://www.taylorfrancis.com/chapters/edit/10.4324/9781315148120-7/changing-way-think-teacher-engagement-san%C3%A9e-bell>
- Birt, J. (2023, March 11). *Guide to 6 top leadership theories and how to apply them*. Indeed. <https://www.indeed.com/career-advice/career-development/leadership-styles-and-theories>
- Caldwell, C. (2011). Creating a culture of engagement: Insights for application. https://d1wqtxts1xzle7.cloudfront.net/46772241/Creating_a_Culture_of_Engagement_PDF_from_Journal-libre.pdf
- Canoy, L. P. (2020). *Quality of work life of teachers in public secondary school teachers*. <https://d1wqtxts1xzle7.cloudfront.net/83415891/Canoy-libre.pdf>
- Cresswell, A. M. (2014). Antecedents of job satisfaction and their effect on intention to quit: Study on professional assistance personnel (TPP) P3MD Central Java Province.
- Contreras, F., et al. (2020). Influence of support on work engagement in nursing staff: The mediating role of possibilities for professional development. <https://doi.org/10.1108/ARLA-04-2020-0057>
- Department of Education. (2022). *Teacher work engagement survey* [Unpublished report].
- Dicke, T., et al. (2020). Job satisfaction of teachers and their principals in relation to climate and student achievement. ResearchGate. https://www.researchgate.net/publication/335779175_Job_satisfaction_of_teachers_and_their_principals_in_relation_to_climate_and_student_achievement
- Dilekçi, Ü. (2022). Teacher autonomy as a predictor of job satisfaction. *Bartın*

University Journal of Faculty of Education, 11(2), 328–337.

- Demirtaş, Z. (2019). The relationship between teachers' perceptions of organizational justice and job satisfaction. https://scholar.google.com.ph/scholar?hl=tl&as_sdt=0%2C5&as_vis=1&q=demirtas+2019+job+satisfaction&btnG=
- Embalsado, et al. (2023). Role of work engagement, autonomy support, psychological capital, and economic factors to educator and staff well-being in the Philippines. <https://journal.unindra.ac.id/index.php/pcr/article/view/1307>
- Enung, & Supardi. (2020). The meaning of friendship in the process of self-identity development for Indonesian adolescents. ResearchGate. https://www.researchgate.net/publication/339629881_The_Meaning_of_Friendship_in_The_Process_of_Self-Identity_Development_for_Indonesian_Adolescents
- Eriş, H., Kayhan, H., Baştaş, M., & Gamar, C. (2017). Teacher and administrative staff views on teachers' participation in the decision-making process. *EURASIA Journal of Mathematics, Science and Technology Education*, 13(11), 7411–7420.
- Gallup. (2020). *State of the global workplace: Employee engagement insights for business leaders worldwide*. <https://www.gallup.com/workplace/238079/state-global-workplace-2017.aspx>
- Gera, N., et al. (2019). Absorption, vigor, and dedication: Determinants of employee engagement in B-schools. ResearchGate. https://www.researchgate.net/profile/Navneet-Gera/publication/341932749_ABSORPTION_VIGOR_AND_DEDICATION_DETERMINANTS_OF_EMPLOYEE_ENGAGEMENT_IN_B-SCHOOLS
- Goroshit, M., & Hen, M. (2016). Teachers' empathy: Can it be predicted by self-efficacy? ResearchGate. https://www.researchgate.net/publication/303840853_Teachers'_empathy_can_it_be_predicted_by_self-efficacy
- Herrity, J. (2024). *What is employee retention? Benefits, causes and strategies*. Indeed. <https://www.indeed.com/career-advice/career-development/definition-of-employee-retention>
- Irudayaraj, A. R. (2018). Teachers' well-being through work engagement among Montfortian schools in Asia. *Recoletos Multidisciplinary Research Journal*, 7(2), 61–78. <https://doi.org/10.32871/rmrj1907.02.05>
- Ingersoll, R. (2018). The demographic transformation of the teaching force in

- the United States. <https://www.mdpi.com/2227-7102/11/5/234>
- Irvan, et al. (2024). A systematic analysis of inclusion teachers' work engagement: An in-depth study of inclusion teachers' dedication, passion, and teachers' appreciation of inclusion. ResearchGate. https://www.researchgate.net/publication/379090990_A_Systematic_Analysis_of_Inclusion_Teachers'_Work_Engagement_An-In-Depth_Study_of_Inclusion_Teachers'_Dedication_Passion_and_Teachers'_Appreciation_of_Inclusion
- Jomuad, P. D., et al. (2021). Teachers' workload in relation to burnout and work performance. <https://journalissues.org/wp-content/uploads/sites/7/2021/04/Jomuad-et-al-.pdf>
- Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33(4), 692–724. <https://doi.org/10.2307/256287>
- Khan, et al. (1990). Differences in work engagement and organizational commitment in retail work of Croatian generational cohorts.
- Kanwal, et al. (2023). Impact of workload on teachers' efficiency and their students' academic achievement at the university level. ResearchGate. https://www.researchgate.net/publication/371873877_Impact_of_Workload_on_Teachers'_Efficiency_and_Their_Students'_Academic_Achievement_at_the_University_Level
- Kentab, M. Y. (2018). The reality of participation in decision-making: A field study on the supervisory offices in Riyadh City. https://www.hrpub.org/journals/article_info.php?aid=7007
- Kilag, O. K. T., & Sasan, J. M. (2023). Unpacking the role of instructional leadership in teacher professional development. *Advanced Qualitative Research*, 1(1), 63–73. <https://doi.org/10.31098/aqr.v1i1.1380>
- Kim, M., & Beehn, J. (2020). The relationship between work engagement and work-life balance in organizations: A review of the empirical research. <https://doi.org/10.1177/1534484320917560>
- Klassen, R. M., & Tze, V. M. C. (2019). Research and teaching self-efficacy of university faculty: Relations with job satisfaction. <https://www.sciencedirect.com/science/article/abs/pii/S0883035519303386>
- Knight, J. (2018). *A conversation with Jim Knight*. Steve Barkley. <https://barkleypd.com/blog/culture-of-coaching-jim-knight/>
- Kosonen, P., & Ikonen, M. (2022). Trust building through discursive leadership: A communicative engagement perspective in higher education

- management. *International Journal of Leadership in Education*, 25(3), 412–428.
- Kunter, M., & Baumert, J. (2019). Identifying effective teachers: The relation between teaching profiles and students' development in achievement and enjoyment. <https://link.springer.com/article/10.1007/s10212-018-00410-8>
- Lee, A. N., & Nie, Y. (2019). Understanding teacher empowerment: Teachers' perceptions of principal's and immediate supervisor's empowering behaviors, psychological empowerment, and work-related outcomes. <https://www.sciencedirect.com/science/article/abs/pii/S0742051X14000389>
- Lee, et al. (2019). Supervisory coaching and performance feedback as mediators of the relationships between leadership styles, work engagement, and turnover intention. <https://www.tandfonline.com/doi/full/10.1080/13678868.2018.1530170>
- Limon, I. (2022, January). Relationship between empowering leadership and teachers' job performance: Organizational commitment as mediator. ResearchGate. https://www.researchgate.net/publication/358336244_Relationship_between_Empowering_Leadership_and_Teachers'_Job_Performance_Organizational_Commitment_as_Mediator
- Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (Vol. 1, pp. 1297–1343). Rand McNally.
- Lodisso, S. L. (2019). *Comparative study on principal leadership effectiveness in government and private secondary schools of Hawassa City*. <https://core.ac.uk/download/pdf/270185424.pdf>
- Lopez, M. A. C., & Santos, M. A. R. (2019). Job satisfaction and perceived organizational support as predictors of turnover intention among private school teachers. *European Journal of Education Studies*, 5(7), 68–82.
- Lorinkova, N. M., & Perry, S. J. (2019). The importance of group-focused transformational leadership and felt obligation for helping and group performance. <https://psycnet.apa.org/record/2018-38093-001>
- Loyola, M. C. C. A. (2016). Career development patterns and values of women school administrators. *Journal of Education and Practice*, 7(5), 26–31. <https://repository.capsu.edu.ph/handle/123456789/138>
- Luqman, et al. (2021). Are love of work, perceived organizational support, and psychological well-being predictors of work engagement? ResearchGate.

- https://www.researchgate.net/profile/Luqman-Perwira/publication/357117253_Are_Love_of_Work_Perceived_Organizational_Support_and_Psychological_Well-Being_Predictors_of_Work_Engagement
- Maldrine, B., & Kiplangat, P. (2020). Relationship between supervision and job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya. <https://oapub.org/edu/index.php/ejes/article/view/3339/5975>
- Marczyk, G., et al. (2005). Job satisfaction and organisational commitment in the Department of Correctional Services, North West Province. <https://repository.nwu.ac.za/handle/10394/37591>
- Martins, J. (2022). *How to lead by example, according to one Asana leader*. Asana. <https://asana.com/resources/lead-by-example>
- McCombes, L. (2020). Ethical dilemmas in power and authority: A social work student confronts her own power. <https://doi.org/10.1080/17496535.2020.1839183>
- Mejia, et al. (2021). The relationship between self-efficacy and work engagement among teachers. ResearchGate. https://www.researchgate.net/publication/351354234_THE_RELATIONSHIP_BETWEEN_SELF-EFFICACY_AND_WORK_ENGAGEMENT_AMONG_TEACHERS
- Menon, S., Narayanan, L., & Spector, P. (2013). Time urgency and its relation to occupational stressors and health outcomes for health care professionals. In *Occupational stress and well-being* [Book chapter]. Routledge. <https://www.taylorfrancis.com/chapters/edit/10.4324/9780203782385-9/time-urgency-relation-occupational-stressors-health-outcomes-health-care-professionals-shanker-menon-lakshmi-narayanan-paul-spector>
- Mwiti, et al. (2021). The relationship between career advancement and job satisfaction among teachers in selected public secondary schools in Igembe North, Kenya. ResearchGate. https://www.researchgate.net/publication/353943520_The_Relationship_between_Career_Advancement_and_Job_Satisfaction_among_Teachers_in_Selected_Public_Secondary_Schools_in_Igembe_North_Kenya
- Nadelson, L. S., Booher, L., & Turley, M. (2020). Leaders in the classroom: Using teaching as a context for measuring leader identity. *Frontiers in Education*, 5, Article 525630. <https://doi.org/10.3389/feduc.2020.525630>
- Nakamura, et al. (2014). Relationship between organizational justice and psychological distress among hospital nurses. <https://www.kitasato-u.ac.jp/ktms/kaishi/pdf/KMJ45-1/KMJ45-1p038-0>

44.pdf

- Nelson, J. L., Hegtvedt, K. A., Haardörfer, R., & Hayward, J. L. (2019). Trust and respect at work: Justice antecedents and the role of coworker dynamics. *Work and Occupations*, 46(3), 307–338. <https://doi.org/10.1177/0730888419835261>
- Neupane, K. P. (2022). Work-life balance and job satisfaction among faculty members of management campuses of the Kathmandu Valley. <https://jems.davnepal.edu.np/storage/files/1/current%20issue/177593.pdf>
- Nguyen, et al. (2021). Improving employees' proactive behaviors at workplace: The role of organizational socialization tactics and work engagement. <https://doi.org/10.1080/10911359.2020.1803172>
- Nikolopoulou, K. (2022). *What is purposive sampling? Definition & examples*. Scribbr. <https://www.scribbr.com/methodology/purposive-sampling/>
- Patton, G. K. (2001). The job satisfaction-job performance relationship: A qualitative and quantitative review. <https://psycnet.apa.org/record/2001-17499-005>
- Patton, et al. (2001). The job satisfaction-job performance relationship: A qualitative and quantitative review. <https://doi.org/10.1037/0033-2909.127.3.376>
- PhilAtlas. (2023). *Davao City*. <https://www.philatlas.com/mindanao/r11/davao-city.html>
- PhilAtlas. (2023). Employees work engagement: Correlations with employee personal characteristics, organizational and workplace happiness. <https://ejournals.ph/articles.php?id=18758>
- Rachmawati, Y., & Suyatno. (2021). The effect of principals' competencies on teachers' job satisfaction and work commitment. <https://dergipark.org.tr/en/pub/per/issue/56834/739678>
- Saddique, F., & Raja, B. (2022). Enhancing morale through effective communication: A study of head teacher-teacher interaction in government schools of Rawalpindi City. *Pakistan Languages and Humanities Review*, 6(1), 229–240. [https://doi.org/10.47205/plhr.2022\(6-i\)20](https://doi.org/10.47205/plhr.2022(6-i)20)
- Saeed, M., & Abid, A. (2021). The role of perceived organizational support towards teachers' work engagement. ERIC. <https://eric.ed.gov/?id=EJ1341157>
- Saks, A. M. (2019). Antecedents and consequences of employee engagement. *Journal of Managerial Psychology*, 21(7), 600–619.
- Salmela-Aro, K., Hietajärvi, L., & Lonka, K. (2019). Work burnout and

- engagement profiles among teachers. *Frontiers in Psychology*, 10, Article 2254. <https://doi.org/10.3389/fpsyg.2019.02254>
- Siswanto, & Hidayati. (2020). Impact of work-family conflict on job satisfaction and job stress: Mediation model from Indonesia. <http://repository.uin-malang.ac.id/10474/>
- Slišković, A., et al. (2019). Understanding teacher well-being: A cross-lagged analysis of burnout, negative student-related emotions, psychopathological symptoms, and resilience. <https://www.tandfonline.com/doi/full/1080/01443410.2019.1577952>
- Sokmen, Y., & Kilic, D. (2019). The relationship between primary school teachers' self-efficacy, autonomy, job satisfaction, teacher engagement, and burnout: A model development study. <https://ijres.net/index.php/ijres/article/view/669>
- Talley, P. (2017). *Through the lens of novice teachers: A lack of administrative support and its influence on self-efficacy and teacher retention issues* [Doctoral dissertation]. ProQuest. <http://search.proquest.com/docview/1954047291/abstract/E33EA628EB3443AFPQ/1>
- Tichenor, M. S., & Tichenor, J. M. (2019). Collaboration in the elementary school: What do teachers think? ERIC. <https://eric.ed.gov/?id=EJ1217099>
- Toro, et al. (2016). Towards a model of teacher well-being: Personal and job resources involved in teacher burnout and engagement. <https://doi.org/10.1080/01443410.2015.1005006>
- Ugochukwu, C. (2024). *Transformational leadership style: How to inspire and motivate*. Simply Psychology. <https://www.simplypsychology.org/what-is-transformational-leadership.html>
- Versland, T. M., & Erickson, J. L. (2017). Leading by example: A case study of the influence of principal self-efficacy on collective efficacy. <https://doi.org/10.1080/2331186X.2017.1286765>
- Wahyuni, I. W. (2021). Descriptive study on the effectiveness of interpersonal communication of paid teachers in Mandiangin village. *International Journal of Latest Research in Humanities and Social Sciences*, 4(3), 58–63.
- Wang, D., Jia, R., & Raziq, M. M. (2021). Job demands, job resources, and safety outcomes: The roles of emotional exhaustion and job engagement. *Accident Analysis & Prevention*, 43(5), 1721–1730.
- WorldatWork. (2018). *Salary budget survey: Top-level results*.

<https://www.worldatwork.org/docs/research-and-surveys/salary-budget-survey/2018-salary-budget-survey-top-level-results.pdf>

- Worth, J., & Van den Brande, J. (2020). *Teacher autonomy: How does it relate to job satisfaction and retention?* National Foundation for Educational Research.
- Xanthopoulou, D., Bakker, A. B., Demerouti, E., & Schaufeli, W. B. (2020). A diary study on the happy worker: How job resources relate to positive emotions and personal resources. *European Journal of Work and Organizational Psychology*, 20(5), 649–675.
- Xu, S., Yang, H. H., MacLeod, J., & Zhu, S. (2018). Interpersonal communication competence and digital citizenship among pre-service teachers in China's teacher preparation programs. *Journal of Moral Education*, 48(2), 179–198.
<https://doi.org/10.1080/03057240.2018.1458605>
- Yoerger, M. A., et al. (2015). Participate or else! The effect of participation in decision-making in meetings on employee engagement. ResearchGate.
https://www.researchgate.net/publication/271722888_Participate_or_Else_The_Effect_of_Participation_in_Decision-Making_in_Meetings_on_Employee_Engagement
- Zhang, L. W. (2020). Busting the black box between managerial coaching behaviors and employee outcomes from a perspective of discrete emotional process mechanism.
<https://doi.org/10.1108/LODJ-05-2023-0219>
- Zhu, et al. (2019). Psychological detachment and research performance: Work engagement as a mediator.
<https://www.ingentaconnect.com/content/sbp/sbp/2019/00000047/0000010/art00001>