

MEDIATING Effect of Organizational Support on the Relationship Between Teacher Autonomy and Teacher Engagement among Private Elementary School TEACHERS

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ABSTRACT

Teacher engagement in teaching and learning is declining due to complex internal and external factors. Thus, this study investigated the mediating effect of organizational support on the relationship between teacher autonomy and teacher engagement. Using descriptive-correlational, the respondents are teachers with at least three years of teaching experience from private institutions in Davao City. Adapted questionnaires were used to gather data on teacher autonomy, organizational support, and teacher engagement. Mean, standard deviation, Pearson product-moment correlation, and Sobel z-test were used for data analysis. The findings revealed that the level of teacher autonomy among respondents is high, the level of organizational support was moderate, while the level of teacher engagement was described as very high. Correlation analysis indicated a significant relationship among teacher autonomy, organizational support, and teacher engagement. Furthermore, organizational support partially mediates the relationship between teacher autonomy and teacher engagement.

KEYWORDS: *Education, teacher autonomy, organizational support, teacher engagement, Philippines*

INTRODUCTION

Teacher engagement refers to a teacher's active and meaningful involvement in the teaching process, marked by passion, enthusiasm, and a strong commitment to achieving educational goals. It plays a crucial role in shaping student outcomes and overall school effectiveness (Xing, 2022). However, recent trends indicate that teacher engagement is steadily declining,

largely due to a complex interplay of both internal and external pressures. Elementary school teachers, in particular, are burdened with challenges such as limited access to teaching resources, overwhelming workloads, and increasingly demanding expectations from their roles. These conditions can lead to stress, burnout, and reduced motivation, ultimately hindering teachers' ability to stay fully engaged in their profession (Jomud et al., 2021).

Research has shown that at least 70 percent of teachers in Finland, particularly those in elementary schools, report low levels of engagement (Salmela-Aro et al., 2019). Similarly, a high rate of disengagement of 57 percent, has been reported among elementary and high school teachers in the United States (Jelinska & Paradowski, 2021). In addition, in Sweden, Bergdahl et al. (2020) found that approximately 72 percent of teachers exhibit low engagement levels. These findings highlight a concerning trend of widespread teacher disengagement across different educational systems. Consequently, such data underscore the urgency of addressing the factors that diminish teacher motivation and involvement in the teaching profession.

The Philippines reflects this global trend, with more than 70 percent of teachers reportedly disengaged from their work (Holden et al., 2022). Moreover, such low levels of engagement significantly impact national productivity and hinder the country's ability to reach its full competitive potential in Southeast Asia. According to Lapitan et al. (2021), 60 percent of teachers reported difficulties in building meaningful in-class connections as a result of diminished workplace engagement. Furthermore, this issue is further intensified by high work demands, occupational burnout, and other contributing factors (Villarejo et al., 2022). Therefore, addressing these challenges is critical to improving teacher performance and overall educational quality.

Teachers in Davao del Sur, Philippines, have shown signs of work disengagement, with only moderate levels of dedication and absorption reported. As a result, this low level of engagement contributes to reduced job commitment, lower work-related productivity, and an increased likelihood of teachers leaving the profession or changing careers (Barro & Cuevas, 2022). Many educators report feeling overwhelmed by administrative tasks and a lack of institutional support, which further diminishes their motivation to perform effectively. In addition, these challenges not only affect teacher well-being but also negatively impact student learning and overall school performance (Amora et al., 2023). Thus, addressing teacher disengagement in the region requires

systemic efforts, including professional development support, workload reduction, and policies that prioritize teacher welfare.

Enhancing teaching significantly depends on teacher engagement, as it fosters classroom environments that are responsive to students' academic and emotional needs. When teachers exhibit high levels of engagement, they are more capable of implementing innovative instructional strategies that contribute to improved student academic performance (Ayllón et al., 2019). Deep teacher engagement also promotes the creation of supportive and inclusive classrooms that encourage student participation and motivation. Engaged teachers tend to show greater adaptability, persistence, and enthusiasm, which positively influence both teaching effectiveness and student outcomes (Yu et al., 2021). Therefore, prioritizing teacher engagement is essential for achieving long-term improvements in educational quality.

Previous research has established a strong link between teacher autonomy and teacher engagement. Teachers who experience greater autonomy in their roles tend to demonstrate higher levels of engagement in their work (Sokmen & Kilic, 2019). Autonomy empowers educators by giving them the authority to make instructional and classroom-related decisions, which fosters a sense of ownership and motivation. According to Li et al. (2020), this decision-making power positively influences teacher engagement by enhancing their professional satisfaction and sense of control. As such, promoting teacher autonomy can be a key strategy in improving overall engagement and performance in educational settings.

Meanwhile, studies have shown a clear relationship between organizational support and teacher engagement. The availability of resources, along with positive feedback from the organization, contributes to improved teacher engagement by enhancing motivation and overall well-being (Imran et al., 2020). When teachers perceive strong organizational support, they are more likely to feel valued and included as integral members of the institution. This sense of importance and belonging fosters greater commitment and engagement in their professional roles (Inam et al., 2021). Therefore, building a supportive organizational environment is essential in sustaining teacher engagement and effectiveness.

Research on teacher engagement within Philippine educational institutions remains limited, particularly when focusing on elementary

education. Although Manalo et al. (2020) explored the effects of motivation and job satisfaction on teacher commitment and engagement among secondary school teachers, their findings do not extend to elementary teachers. Moreover, there is a noticeable gap in the literature regarding the influence of teacher autonomy and organizational support on teacher engagement within the Philippine context. The current study seeks to fill this void by investigating these relationships specifically among private elementary school teachers in Davao City. By examining these factors, this research aims to provide valuable insights for improving teacher engagement, which is essential for enhancing educational outcomes in the region.

The research findings carry significant social value for several reasons. The knowledge of teacher autonomy in combination with organizational support enables a better understanding of methods to boost teacher engagement while retaining elementary teachers at work. Schools need to find factors that create high engagement through new work environment policies that establish positive support systems. Research findings from this investigation will serve as the basis for developing interventions that support teachers' well-being as well as decrease burnout, resulting in better educational outcomes across all students. This is in line with the attainment of Sustainable Development Goal 4 of the United Nations, which aims to provide equitable quality education that includes lifelong learning opportunities. Hence, this study aimed to determine the mediating effect of organizational support on the relationship between teacher autonomy and teacher engagement of private elementary teachers in Davao City.

Statement of the Problem

1. What is the level of teacher autonomy in terms of:
2. What is the level of organizational support of teachers?
3. What is the level of teacher engagement?
4. Is there a significant relationship between teacher autonomy and teacher engagement, teacher autonomy and organizational support, and organizational support and teacher engagement?
5. Does organizational support significantly mediate the relationship between teacher autonomy and teacher engagement?

METHODOLOGY

Research Design. The study utilized quantitative methods, particularly descriptive correlation design.

Research Instrument. A survey questionnaire was given to the respondents to examine the teacher autonomy, organizational support and teacher engagement. To determine the mediating effect of organizational support on the relationship between teacher autonomy and teacher engagement, one survey questionnaire was used, composed of three parts. The three adapted questionnaires that were used for this study. A panel of experts validated the adapted questionnaires to suit the context of the study, and they were subject to pilot testing for 30 respondents for reliability tests. The instrument's score consistency was estimated using the Cronbach alpha coefficient. For a research instrument to be deemed reliable, a Cronbach alpha value of 0.7 or higher must be attained. To examine the different aspects of teacher autonomy in this study, the researchers used the Teachers' Professional Autonomy Questionnaire (TEPAQ), a tool developed by Okay and Balçıkanlı (2021). The tool consisted of 29 items and has five dimensions namely: internal drives and motives, capability, collaboration with colleagues, time management and external drives and motives. The Cronbach's Alpha for the subscales were: 0.89, 0.82, 0.85, 0.91, 0.74 and 0.73, respectively.

Moreover, the second part of the questionnaire is the Perceived Organizational Support by Eisenberger and Huntington (1986), which is composed of 36 items. The questionnaire demonstrated excellent internal consistency, as evidenced by an overall Cronbach's alpha value of 0.97. Finally, the last part of the questionnaire is the Engaged Teachers Scale (ETS) by Klassen et al. (2013), which is composed of 16 items. It has four dimensions namely: cognitive engagement, emotional engagement, social engagement with the students and social engagement with the colleagues. The Cronbach's alpha values for the individual dimensions were 0.84, 0.87, 0.83, and 0.79, while the overall Cronbach's alpha value is 0.85. These results indicated good internal consistency for both the subscales and the entire questionnaire.

Data Collection. The researcher strictly observed the following procedures during the study. First, permission was sought from the Dean of the Graduate School to conduct the study. Second, an Ethical Clearance was secured from the institution's Research Ethics Committee (REC). Third, a letter requesting permission to conduct a study involving the school principals and teachers of the private elementary schools under study. Moreover, upon

approval, written informed consent (ICF) was obtained from the respondents before administering the questionnaire. The ICF included details about the respondents' benefits from the study and any associated risks. Respondents were informed that the questionnaire responses were utilized solely for the study results. Furthermore, the respondents were given autonomy to answer the questions in the survey questionnaires. Once the informed consent process was completed, the survey was conducted.

The respondents in this study received notification about their freedom to leave the research anytime without risking any punishments or adverse impacts. Research respondents were actively urged to seek clarification about study aspects at any time, and the researcher responded promptly to their concerns. In terms of time frame, respondents spent 30 minutes on each of the three questionnaires, which were distributed to them. Each questionnaire required 30 minutes for respondents to thoroughly engage with the information before giving thoughtful answers. The full data collection conducted with each participant required ninety minutes from start to finish.

Participants did not encounter uncomfortable situations, mainly when completing questionnaires while being monitored by their immediate supervisors at the school. This methodology was recognized to potentially introduce uncomfortable scenarios that stemmed from hierarchical relationships between respondents. Informants received choices to complete the surveys either in personal spaces away from supervisors or to bring home completed questionnaires that needed to be returned within the scheduled deadlines. A process was implemented to support respondents with an unforced environment in which they could answer each question truthfully.

Ethical Considerations. This study was submitted to the University of the Immaculate Conception-Ethics Review Committee (UIC-REC) for review to ensure that its conduct was in accordance with the proper protocol. The Ethics and Research Board focused primarily on upholding the research protocol by protecting the validity of the data and the dignity of the people involved in this study. The quality of this research project was based on the researchers' ability to present valid arguments to readers and to present data fairly. Ethical standards in research avoid the fabrication and falsification of data. It enabled the pursuit of knowledge and truth to be the primary goal of this research.

RESULTS AND DISCUSSION

Level of Teacher Autonomy

As shown in Table 1, it had an overall mean of 4.02, which is considered high. This indicates that teacher autonomy is oftentimes manifested. Furthermore, the overall standard deviation is 0.26, which is less than one, suggesting that the responses are closely clustered around the mean. This implies that teachers generally feel empowered to make independent decisions, apply their own strategies in teaching, and manage their classroom activities with minimal external control. It also reflects their confidence in handling instructional tasks based on their professional judgment. Moreover, this high level of autonomy may contribute positively to their job satisfaction and motivation, ultimately enhancing the overall quality of education.

Table 1

The Level of Teacher Autonomy

Indicators	Mean	SD	Description
Internal Drives & Motives	4.62	0.43	Very High
Capability	4.04	0.39	High
Collaboration with Colleagues	4.51	0.54	Very High
Time Management	2.57	0.49	Low
External Drives & Motives	3.73	0.75	High
Total Mean	4.02	0.26	High

The level of teacher autonomy observed in this study aligns with the study of Ertürk (2023), whose results indicate a high level of teacher autonomy, highlighting that teachers frequently exercise independence in making instructional decisions. Similarly, this supports the study of Lin and Gao (2023), whose findings revealed a high level of teacher autonomy in classroom management and lesson planning, noting that teachers are often entrusted with key decisions regarding instructional content, pacing, and classroom rules. Additionally, this confirms the study of Parcerisa et al. (2022), whose results showed a high level of teacher autonomy, emphasizing that teachers often have control over how they carry out their teaching responsibilities.

Level of Organizational Support for Teachers

As shown in Table 2, it garnered an overall mean of 3.38, which is described as moderate. This indicates that organizational support is sometimes

evident among teachers. Furthermore, the overall standard deviation is 0.31, which is less than one, suggesting that the responses are relatively consistent and clustered around the mean. This implies that while teachers experience some level of support from their institutions, it may not always be consistent or sufficient. They may occasionally receive assistance in terms of resources, professional development, and administrative support. However, the moderate level of support could also suggest areas for improvement, particularly in fostering a more supportive and responsive working environment.

Table 2
The Level of Organizational Support for Teachers

Statements	Mean	SD	Description
1. valuing their contribution to the organization's well-being.	4.03	0.70	High
2. ensuring the organization will not hire someone to replace them at a lower salary.	3.02	1.11	Moderate
3. appreciating extra effort from them.	3.15	1.12	Moderate
4. considering their goals and values strongly in the organization's decisions.	3.80	0.81	High
5. understanding a long absence due to their illness.	3.76	0.86	High
6. acknowledging and addressing any complaints from them.	3.24	0.92	Moderate
7. considering their best interests when making decisions that affect them.	3.13	0.96	Moderate
8. offering help from the organization when they have a problem.	3.84	0.81	High
9. caring about their well-being.	3.77	0.76	High
10. willing to extend itself in order to help them perform their job to the best of their ability.	3.82	0.80	High
11. understanding their absence due to a personal problem.	2.73	0.98	Moderate
12. ensuring the organization will not replace them even if it finds a more efficient way to get the job done.	3.15	0.96	Moderate
13. forgiving an honest mistake on their part.	3.67	0.75	High
14. monitoring their performance.	3.19	0.82	Moderate
15. feeling there is to be gained by employing them.	3.30	0.92	Moderate
16. providing them with ample opportunity to move up the ranks.	3.23	0.98	Moderate
17. noticing their performance.	3.34	1.09	Moderate
18. granting a reasonable request for a change in their working conditions.	3.04	0.84	Moderate
19. taking them back if they were laid off.	3.19	1.10	Moderate
20. willing to help them when they need a special favor.	3.86	0.81	High
21. caring about their general satisfaction at work.	3.86	0.76	High

22. avoiding taking advantage of them.	2.85	0.90	Moderate
23. showing concern for them.	3.33	1.06	Moderate
24. trying to persuade them to stay if they decided to quit.	3.40	1.07	High
25. caring about their opinions.	3.55	0.78	High
26. feeling that hiring them was not a mistake.	3.80	1.10	High
27. taking pride in their accomplishments at work.	3.75	0.74	High
28. caring more about them than making a profit.	3.22	0.95	Moderate
29. understanding if they were unable to finish a task on time.	3.32	0.80	Moderate
30. considering increasing their salary if the organization earned a greater profit.	3.48	0.98	High
31. feeling that anyone could perform their job as well as they do.	3.40	0.87	High
32. being unconcerned about paying them what they deserve.	2.66	0.93	Moderate
33. wishing to give them the best possible job for which they are qualified.	3.77	0.72	High
34. preferring to transfer them to a new job if their current job were eliminated.	3.17	1.03	Moderate
35. trying to make their job as interesting as possible.	3.66	0.76	High
36. being proud to have them as part of the organization.	2.11	0.73	Low
Total Mean	3.38	0.31	Moderate

The result of moderate organizational support indicates that teachers recognize efforts by the organization to show appreciation and concern for their well-being. The moderate rating suggests that while support is present, there may still be gaps in fully addressing teachers' needs. However, the low score regarding supervisors' pride in their membership within the organization highlights a perceived lack of personal acknowledgment or encouragement from leadership. While support is present in areas such as problem-solving and general care, the moderate overall rating suggests there is room for improvement in making teachers feel fully valued and supported across all aspects of their professional experience.

The level of organizational support observed in this study aligns with the findings of Giao et al. (2021), who reported a moderate level of organizational support among employees, suggesting that while support is present, it may not consistently address all employee needs. In contrast, Rubel et al. (2023) reported a low level of organizational support, emphasizing that employees often face inadequate institutional backing, particularly in areas such as professional development and access to resources. Meanwhile, Pamplona and Serras (2024)

found a high level of organizational support, with teachers indicating strong support from their institutions in areas like classroom management, curriculum development, and professional growth opportunities.

Level of Teacher Engagement

As shown in Table 3, it garnered an overall mean of 4.44, which is described as very high. This indicates that the work engagement of teachers is always observed. Furthermore, the overall standard deviation is 0.41, which is less than one, suggesting that the responses are tightly clustered around the mean. This implies that teachers consistently show dedication, enthusiasm, and involvement in their professional responsibilities. They are highly committed to their teaching roles, actively participate in school activities, and maintain a strong sense of purpose in their work. The very high result reflects a strong and consistent presence of work engagement across the teaching workforce.

Table 3
The Level of Teacher Engagement

Indicators	Mean	SD	Description
Emotional Engagement	4.45	0.55	Very High
Social Engagement with Colleagues	4.41	0.56	Very High
Cognitive Engagement	4.35	0.49	Very High
Social Engagement with Student	4.57	0.49	Very High
Total Mean	4.44	0.41	Very High

The very high level of teacher engagement observed in this study is parallel to the study of Gozon and Yango (2023), which study indicated a very high level of teacher engagement, showing that teachers exhibit exceptional levels of enthusiasm, effort, and emotional commitment to their work. Additionally, Holmström et al. (2023) also observed a very high level of teacher engagement, noting that teachers are highly motivated, dedicated, and emotionally invested in their professional roles, contributing to their overall effectiveness and positive student outcomes. Similarly, this finding partly supports the study of Maquidato and Bayani (2024), who reported a high level of teacher engagement, highlighting teachers’ deep involvement in their work, which translates into high motivation and a commitment to ensuring student success and achieving school objectives.

Significance of the Relationship between Teacher Autonomy, Organizational Support and Teacher Engagement

Table 4 presents the significance of the relationship between teacher

autonomy, organizational support and teacher engagement. The data reveals a strong positive relationship between teacher autonomy and teacher engagement, as reflected in the r-value of 0.7887. Further, the result shows that the relationship between teacher autonomy and teacher engagement is significant, as indicated by the p-value of less than 0.001. This implies that as teacher autonomy increases, teacher engagement also increases.

Table 4
Significance of the Relationship between Teacher Autonomy, Organizational Support and Teacher Engagement

Variables Paired	r	p-value	Decision
Teacher Autonomy and Teacher Engagement	0.7887	<.001	Significant
Teacher Autonomy and Organizational Support	0.7048	<.001	Significant
Organizational Support and Teacher Engagement	0.6804	<.001	Significant

The result on the significant relationship between teacher autonomy and teacher engagement is in line with the study of Vangrieken et al. (2017), who identified a strong relationship between these two variables, suggesting that greater autonomy fosters increased engagement. On the other hand, Manzano Vázquez (2018) found that a high degree of teacher autonomy is linked to increased teacher engagement, as teachers are more likely to invest effort in their work when they have the freedom to make decisions about their classroom management and teaching strategies. Moreover, the data reveals a strong positive relationship between teacher autonomy and organizational support, as reflected in the r-value of 0.7048. Further, the result shows that the relationship between teacher autonomy and organizational support is significant, as indicated by the p-value of less than 0.001. This implies that as teacher autonomy increases, organizational support also tends to increase.

The result on the significant relationship between teacher autonomy and organizational support is consistent with the study of Worth and Van den Brande (2020), who identified a direct relationship between teacher autonomy and organizational support, suggesting that as teachers gain more autonomy, they directly receive more support from their organizations to perform effectively. Similarly, Oubibi et al. (2022) found that teacher autonomy is directly linked to organizational support, indicating that as teachers are granted greater independence, their institutions are more likely to provide the necessary resources and backing. Furthermore, the data also reveals a strong positive relationship between organizational support and teacher engagement, as

reflected in the r-value of 0.6804. Further, the result shows that the relationship between organizational support and teacher engagement is significant, as indicated by the p-value of less than 0.001. This implies that as organizational support increases, teacher engagement also tends to increase.

The result on the significant relationship between organizational support and teacher engagement aligns with the study of Arasanmi and Krishna (2019), who identified a direct relationship between the two variables, suggesting that when teachers feel supported by their institutions, it directly relates to higher levels of engagement in their teaching responsibilities. This includes greater involvement in professional development opportunities and a stronger commitment to student success. Similarly, Skaalvik and Skaalvik (2019) found that organizational support is directly related to teacher engagement, indicating that increased support from institutions leads to greater engagement, while a lack of adequate resources or institutional backing directly limits teachers' ability to fully engage in their work.

The Mediating Effect of Organizational Support on the Relationship between Teacher Autonomy and Teacher Engagement

Table 5 presents the mediating effect of organizational support on the relationship between teacher autonomy and teacher engagement. The direct effect is significant (p-value = <.001). This means that teacher autonomy significant affect teacher engagement. The coefficient is 0.7744, the effect is direct. Thus, an increase in teacher autonomy without accounting for organizational support can lead to an increase in teacher engagement. The indirect effect is the mediation test. Since the p-value is 0.0040, this implies that the mediation is significant. Thus, the relationship between teacher autonomy and teacher engagement is partially mediated by organizational support. The coefficient is 0.2197, the effect is direct. As teacher autonomy increases, teacher engagement increases when mediated by organizational support.

Table 5
The Mediating Effect of Organizational Support on the Relationship between Teacher Autonomy and Teacher Engagement

	Estimate	Std. Error	z-value	p-value
Direct Effect				
Teacher Autonomy to Teacher Engagement	0.7744	0.1037	7.4714	<.001
Indirect Effect				
Teacher Autonomy to Organizational Support to Teacher Engagement	0.2197	0.0763	2.8808	0.0040

Total Effects				
Teacher Autonomy to Teacher Engagement	0.9941	0.0767	12.9577	<.001

The total effect is the relationship between teacher autonomy and teacher engagement accounting for organizational support. The p-value of <.001 implies a significant effect. Thus, an increase teacher autonomy could lead to an increase in teacher engagement as shown by the coefficient 0.9941, accounting for organizational support. Organizational Support to Teacher Engagement is significant at 0.0026 p-value. The coefficient is 0.3253, which means that an increase in organizational support could lead to an increase in teacher engagement. Likewise, Teacher Autonomy to Teacher Engagement is significant at <.001 p-value. The coefficient is 0.7744 means that an increase in teacher autonomy could lead to an increase in teacher engagement. More so, Teacher Autonomy to Organizational Support is significant with a p-value of <.001. This result means that an increase in teacher autonomy could increase organizational support.

				95%			
Path coefficients		Confidence Interval					
		Estimate	td. Error	z-value	P	Lower	Upper
Organizational Support	→Teacher Engagement	0.3253	0.1082	3.0074	0.0026	0.1133	0.5372
Teacher Autonomy	→Teacher Engagement	0.7744	0.1037	7.4714	< .001	0.5713	0.9776
Teacher Autonomy	→Organizational Support	0.6755	0.0673	10.0342	< .001	0.5436	0.8074

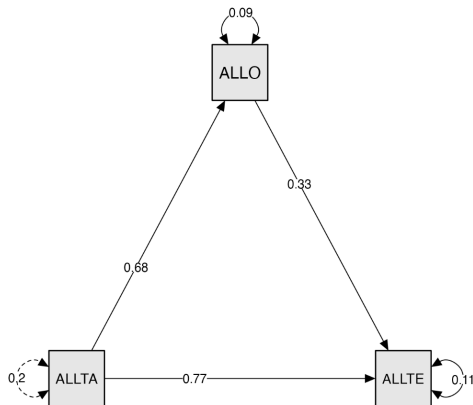
The results of this study, which indicate that organizational support partially mediates the relationship between teacher autonomy and teacher engagement, align with the findings of Çolak (2025), who mentioned that organizational support strengthens the positive effects of autonomy by fostering a climate of trust and empowerment within schools. Similarly, Moreira and Lee (2020) found that when teachers perceive strong institutional support, the benefits of autonomy are more likely to lead to higher levels of emotional and cognitive engagement. Ni et al. (2023) further emphasized the importance of this dynamic, identifying organizational support as a key mediating factor. Their work suggests that autonomy on its own may not be sufficient to sustain engagement unless it is reinforced by a supportive and enabling work environment.

These findings also lend support to Bruner’s Scaffolding Learning

Theory (1950), which highlights the role of structured support in helping individuals reach their full potential. In this context, organizational support functions as a scaffold that enables teachers to effectively channel their autonomy into deeper engagement. Without such a foundation, the positive impact of autonomy may remain limited. The study thus reinforces the idea that a nurturing institutional environment is essential for maximizing the benefits of professional independence.

In addition, the findings are consistent with the Self-Determination Theory (SDT) proposed by Deci and Ryan (1985), which emphasizes the importance of fulfilling basic psychological needs, such as autonomy, competence, and relatedness to foster intrinsic motivation. In this framework, organizational support plays a pivotal mediating role, bridging the gap between autonomy and engagement by providing the necessary resources, guidance, and encouragement. When such support is present, autonomy is more likely to translate into meaningful engagement, ultimately contributing to greater motivation and teaching effectiveness. Therefore, the study underscores the critical role of organizational support in enhancing the positive relationship between teacher autonomy and engagement.

Figure 3
Model Plot



Organizational support partially mediated the relationship between teacher autonomy and teacher engagement. While teacher autonomy can independently affect engagement, organizational support plays a crucial role in strengthening this relationship. The partial mediation found indicates that

teacher autonomy alone may not fully sustain high levels of teacher engagement without the reinforcing influence of organizational support. Since organizational support significantly mediates the relationship between teacher autonomy and teacher engagement, school leaders may adopt a strategic approach that uses organizational support as a lever to enhance both autonomy and engagement. This can be done by streamlining communication channels, ensuring transparency in policy implementation, and providing consistent feedback and recognition systems. Teachers may be engaged in the design and evaluation of support programs, which fosters a sense of ownership and motivation. Investing in capacity-building initiatives such as coaching and resource-sharing platforms can further solidify this mediating role, ultimately enhancing the overall teacher experience.

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