



Leadership Styles, Organizational Climate and Work Engagement of Teachers in Region XII: An Explanatory Sequential Design

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ABSTRACT

Work engagement reflects teachers' dedication, motivation, and active involvement in their roles. It has emerged as one of the greatest challenges in today's workplace with serious and potentially lasting repercussions for the global economy (Mann & Harter, 2016). This study aimed to know the status and determine the influence of leadership styles, organizational climate and work engagement of teachers in Region XII. The participants were the teachers from the public secondary schools in Region XII, Philippines who served as respondents for the quantitative phase and were purposely selected for the qualitative phase. The researcher made use of validated adapted survey questionnaires and in-depth interview guide to collect relevant data. Regression and thematic analysis were used to analyze the corresponding data gathered. In the quantitative phase, the findings revealed that the status of leadership styles is moderate; organizational climate is very high; and work engagement is very high. It revealed further that leadership styles were found to be not significant predictor of work engagement while the organizational climate was found to be significant predictor of work engagement. It also showed that the two predictors combined had a significant influence on work engagement. In the qualitative phase, the leadership styles are confirmed a very moderate level for leadership styles while confirmed very high rating in two variables emerged. Finally, findings of the data integration showed that leadership style does not affect senior high school teachers' work engagement, but the organizational climate is a key factor in predicting their engagement. Hence, the nature of integration is connecting-discordance.

Keywords: Educational leadership, leadership styles, organizational climate, work engagement, mixed-methods, Philippines

INTRODUCTION

Work engagement refers to a work-related mental state that is positive and fulfilling, which is characterized by vigor, dedication, and absorption (Abidin et al., 2021). It has emerged as one of the greatest challenges in today's workplace. Hence, the world faces work engagement crisis, with serious and potentially lasting repercussions for the global economy (Mann & Harter, 2016). Unfortunately, as teaching is one of the most stressful occupations (Zhang et al., 2021), the problem of low work engagement among teachers is universally recognized (Klassen et al., 2012).

In Turkey, research reveals that only 15 percent of teaching employees worldwide are engaged at work, and although levels of engagement differ significantly by country and region, no country has a higher percentage of workers who are engaged at work than about four out of ten (Gallup, 2017). Meanwhile, according to the latest Global Workplace report in Indonesia in the year 2019, it was found out that 85 percent of teaching employees are not engaged at work (Oehler & Adair, 2019). Meanwhile, the United States' Department of Labor (2015) identified work engagement as a challenge, with a negative percentage of 35 for organizations.

Similarly, in the study of Rosseau and Morin (2022), 39.71 percent of the 1004 teaching employees had a low level of work engagement. A study conducted in China by Cheng et al. (2023) revealed that insufficient work engagement still exists in primary and secondary schools and up to 85 percent of employees are not engaged at work which became a global concern in the organizational setting. In addition, there was a relatively low level of work engagement among teachers, which may be explained by their lack of preparation, the organization's lack of support in providing extra training, and their lack of proficiency with new technologies (Fute et al., 2022). In the study of Keppetipola and Iddagoda (2021), they mentioned that East Asia had the lowest employee engagement rate globally, at six percent, less than half the world-wide average of 13 percent. Further, the study of Shusha and Abdelkader (2016), exploring work engagement in educational institution in Egypt revealed that work engagement is a significant issue for both teaching and non-teaching staff.

In the Philippines, specifically in the Ilocos Region, a study by Abun et al. (2020) reported that the majority of the teaching staff had low level of work engagement. This poses a challenge to educational institution on how to persuade their teaching employees to engage in their work in order to improve performance and attain sustainable growth (Reilly, 2014). On the one hand, in Occidental Mindoro, a study of Gorospe and Edaniol (2022) revealed that the faculty had the lowest level of work engagement. On the other hand, faculty members in one school in Zambales showed a disengaged condition at work (Artates, 2023). Meanwhile, in Region XII, a study by Peñaflor (2021) revealed that a low level of work engagement among teachers needs thorough attention by the institution because it was found out that there were teachers who felt disengaged due to a lack of support and authentic recognition.

Several studies have been conducted on the bivariate relationship between leadership styles and work engagement (Mazetti et al., 2022; Gemeda & Lee, 2020; Decuypere & Schaufeli, 2019), as well as the organizational climate and work engagement (Janiukštis et al., 2024; Serrano & Lazaro, 2023; Ekkasit & Suebpong, 2023; Mejalli, 2020; Köse, 2016). The mentioned studies were mostly quantitative in nature. However, there is no study being conducted using an explanatory sequential design that examines the work engagement among teachers as determined by the leadership styles, and organizational climate in Region XII. Further, most studies conducted on the work engagement focused on healthcare professionals such as doctors, nurses, medical practitioners, and patients (Porter & Jing, 2022); as well in business related sectors (Ahmad et al., 2022) but less has been explored on the work engagement of teachers specifically the senior high school teachers in the Department of Education who have teaching experience of at least three years in the service.

In this context, the researcher is interested in exploring the interrelationship of the variables to have a better understanding of the work engagement of teachers as determined by the leadership styles and organizational climate which is found to be less explored in the local setting. By addressing these gaps, the researcher can provide valuable insights into how to improve the work engagement of teachers. Thus, the researcher saw the urgency to conduct this study.

This explanatory sequential design aimed to determine the influence of leadership style and organizational climate on and work engagement among public senior high school teachers in Region XII. Specifically, this study sought answers to the following questions: (1) What is the status of leadership styles, organizational climate, and work engagement of teachers? (2) Do leadership styles and organizational climate significantly influence the work engagement of teachers? (3) What are the standpoints of the participants on the salient points of the quantitative results? (4) How do the qualitative results explain the quantitative findings of the study?

METHOD

In this study, the researcher employed mixed methods approach, specifically explanatory sequential research design. Mixed methods research requires a purposeful mixing of data collection methods, data analysis, and interpretation of the evidence. The keyword is 'mixed,' as an essential step in the mixed methods approach is data linkage or integration at an appropriate stage in the research process. Purposeful data integration enables researchers to seek a more panoramic view of their research landscape, viewing phenomena from different viewpoints through diverse research lenses (Creswell, 2017). In this study, the quantitative phase informed the development of the interview guide for In-Depth Interviews (IDIs) and Focus Group Discussions (FGDs). The quantitative component employed descriptive correlational methods, while the qualitative phase used phenomenology to examine the meaning of observed phenomena. Integrating both methods ensured a comprehensive and validated understanding of the findings, strategically leveraging their combined strengths.

In analyzing the quantitative data, statistical tools were used to describe the levels of and relationships between leadership styles, organizational climate, and work engagement of senior high school teachers in this study. For a more comprehensible interpretation and analysis of the quantitative data, the following statistical treatments were utilized:

Descriptive statistics was used to describe the levels of leadership styles, organizational climate, and work engagement of senior high school teachers in this study. Specifically, the mean was used to determine the leadership styles, organizational climate, and work engagement. In addition, the standard deviation (S.D.) measured the spread of the data distribution and was used to determine how varied the participants' responses were. Also, the Pearson r coefficient was used to determine the relationship between leadership styles and work engagement, and organizational climate and work engagement. A regression analysis was used to determine whether leadership styles and organizational climate significantly influence the work engagement of senior high school teachers in Region XII.

In the qualitative data, the thematic analysis method using Creswell's (2015) framework was employed as the primary analytical approach in this study to examine and interpret the qualitative data obtained from both individual in-depth interviews (IDI) and focus group discussions (FGD) involving senior high school teachers. Findings from thematic analysis were integrated into the study's discussion, contributing to a comprehensive understanding of the research topic. The thematic analysis facilitated a structured and systematic examination of the qualitative data, which allowed researchers to identify, analyze, and present the key themes that encapsulated the perspectives, experiences, and insights of the senior high school teachers.

RESULT AND DISCUSSION

Status of Leadership Styles

The status of leadership style is presented in Table 1.1. It shows an overall mean of 2.09 with a description of moderate. This implies that leadership style is sometimes observed.

More so, the overall standard deviation is 0.33, which is characterized as homogeneous based on the consistent responses as quantified by a standard deviation not exceeding 1.00.

Table 1.1
Status of Leadership Style

Autocratic Leadership Style		Mean	SD	Description
1	allocating the tasks without the teacher's will.	1.70	0.61	Low
2	deciding solely not including teacher's consult.	1.67	0.66	Low
3	observing that the performance standards and expectations are set solely for teachers to accomplish.	2.04	0.75	Moderate
Category Mean		1.807	0.54	Moderate
Democratic Leadership Style				
1	accepting the suggestion of teachers about the policies and plans.	2.52	0.59	High
2	sharing plans regarding school activities with teachers prior to implementation.	2.52	0.59	High
3	providing sociable relationships between staff members.	2.55	0.61	High
Category Mean		2.53	0.53	High
Laissez-faire or free-rein style				
1	taking a little concern in daily activities as well as proceedings.	1.97	0.75	Moderate
2	giving a little direction to teachers in classroom.	1.99	0.71	Moderate
3	assisting teachers to deal with work problems is seen rarely	1.81	0.63	Moderate
Category Mean		1.92	0.60	Moderate
Overall Mean		2.09	0.33	Moderate

Status of Organizational Climate

It is shown in Table 1.2 that the overall mean of organizational climate is 4.20, described as very high. This shows that organizational climate is always evident. More so, the overall standard deviation is 0.56, which is characterized homogeneous based on the consistent responses as quantified by a standard deviation not exceeding 1.00.

Table 1.2
Status of Organizational Climate

Flexibility		Mean	SD	Description
1	encouraging to learn from others (colleagues, other departments, comparison with other companies).	4.54	0.60	Very High
2	encouraging to be innovative in the job (i.e., to come up with new or better ways of doing things)	4.51	0.61	Very High

3	encouraging to take reasonable risks (e.g. try new ideas, new ways of doing things)	4.39	0.69	Very High
4	providing with the opportunity to learn new skills and develop new talents	4.35	0.77	Very High
Category Mean		4.45	0.57	Very High
Responsibility				
1	having the resources (tools, systems, etc.) needed to do the job effectively	4.29	0.77	Very High
2	having the information needed to do the job effectively	4.44	0.70	Very High
3	having enough authority to carry out the job effectively	4.38	0.69	Very High
Category Mean		4.37	0.63	Very High
Standards				
1	allowing us to compare ourselves to the external market to perform better	3.89	0.88	High
2	responding effectively to changes in the educational environment	4.14	0.77	High
3	being customer focused (seeking to understand and meet its internal and external customers' needs and requirements	4.22	0.76	Very High
4	implementing decisions effectively that have been made	4.08	0.75	High
Category Mean		4.08	0.65	High
Rewards				
1	being paid fairly for the work that has been done	3.96	1.06	High
2	believing that the better performance, the better the pay will be.	3.66	1.12	High
3	receiving recognition when doing a good job	3.73	0.96	High
4	believing that the better the performance, the better the opportunity for career advancement	4.08	0.92	High
Category Mean		3.85	0.80	High
Clarity				
1	believing in the clarity of the organization's business strategy and goal is important to a teacher	4.24	0.78	Very High
2	believing that the objectives of the department are clear	4.33	0.72	Very High
3	understanding the relationships between the job and the organization's overall direction and goals	4.40	0.67	Very High
4	understanding the relationships between the job and the department's overall direction and goals	4.40	0.69	Very High
5	believing that the way the organization operates on a day-to-day basis is consistent with its educational goals	4.17	0.80	High
6	believing that the way the department operates	4.26	0.74	Very High

	on a day-to-day basis is consistent with its educational goals			
7	having a clear picture on how the organization sees the career	4.06	0.87	High
8	having a clear understanding of how the job performance is judged	4.13	0.84	High
Category Mean		4.25	0.66	Very High
Overall Mean		4.20	0.56	Very High

Status of Work Engagement

The status of organizational climate is presented in Table 1.3. It shows an overall mean of 4.87, described as very high. This means that work engagement is always manifested. More so, the overall standard deviation is 0.70, which is characterized homogeneous based on the consistent responses as quantified by a standard deviation not exceeding 1.00.

Table 1.3
Status of Work Engagement

Vigor		Mean	SD	Description
1	feeling bursting with energy at work	4.60	0.95	High
2	feeling strong and vigorous at work	4.62	0.94	High
3	believing in feeling motivated to go to work when getting up in the morning.	4.69	1.03	High
4	believing in continuing to work for extended periods.	4.38	1.27	High
5	believing in being mentally resilient at work.	4.83	0.95	Very High
6	believing in persevering at work, even when things do not go well.	4.95	1.00	Very High
Category Mean		4.68	0.79	High
Dedication				
1	finding meaning and purpose in the work	5.30	0.82	Very High
2	being enthusiastic about my work	5.18	0.80	Very High
3	being inspired at work	5.13	0.90	Very High
4	being proud on the work	5.35	0.83	Very High
5	believing that work is challenging	5.26	0.93	Very High
Category Mean		5.24	0.75	Very High
Absorption				
1	believing that time flies when working	5.15	0.95	Very High
2	believing in forgetting everything else around while working.	4.52	1.27	High
3	feeling happiness during intense work	4.71	1.18	High
4	believing in being fully immersed in the work	4.90	0.96	Very High
5	getting carried away while working	4.77	1.00	High
6	believing in the difficulty of detaching oneself from work	4.44	1.19	High
Category Mean		4.75	0.86	High
Overall Mean		4.87	0.70	Very High

Significance of the Influence of Leadership Styles, Organizational Climate on Work Engagement

Presented in Table 2 are the results of regression analysis which purpose is to show the significant predictors of work engagement. The results indicate that leadership style was found to be not significant predictor of work engagement ($p < .05$). Meanwhile, organizational climate was found to be significant predictor of work engagement ($p < .05$).

In particular, it shows that the influence of leadership style on work engagement has generated a p-value that is greater than .05 and positive standardized beta value of .021. This denotes that the regression weight for leadership style in the prediction of work engagement is not statistically significant. Thus, for every unit increase in the level of leadership style, there is corresponding decrease in the work engagement. This implies that there is no association or link between leadership style and work engagement.

In the same manner, the influence of organizational climate to the work engagement was found to be significant with a p-value that is less than 0.05 and a positive standardized beta value of 0.610. This simply means that for every unit increase in the organizational climate, there is a corresponding increase in the work engagement. This finding suggests that organizational climate has a direct effect towards work engagement.

Finally, the combined predictive effect of leadership style and organizational climate to work engagement is significant as quantified by the R-squared value of 0.377 with a p-value of less than 0.05. This result indicates that the regression model with leadership style and organizational climate to work engagement as predictors, will be able to account 37.7 percent of the variance in work engagement that is attributed to these predictors. It indicates then that the 62.3 of the variation can be attributed to other factors not included in this investigation.

Table 2
Significant Influence of Leadership Style, Organizational Climate on Work Engagement among SHS Teachers

Predictors	Beta coefficient	t	p-value	Remarks
Leadership Style	0.021	0.415	0.679	Not Significant
Organizational Climate	0.610	11.860	<0.001	Significant
Predictors	R-squared	F	P-value	Interpretation
Combined	0.377	29.089	<0.001	Significant

Note: $R = 0.61$; $R\text{-squared} = 0.377$; $F = 29.089$; $p < 0.001$

Standpoints of the Participants on the Salient Points in the Quantitative Results

The standpoints of senior high school teachers on the salient points in the quantitative results are shown in table 3.

Table 3
Standpoints of the Participants on the Salient Points in the quantitative result

Level	Essential Theme	Typical Reasons
Leadership Styles	Confirmed moderate level of leadership style	<p>Principals show varying level of involvement, being hands-on in some cases but absent in others, creating inconsistency in leadership.</p> <p>Teachers feel they are not always included in decision-making, which can make leadership seem partial or inconsistent.</p> <p>While some leadership practices are effective, inconsistencies impact morale, leading to a perception of only moderate effectiveness.</p> <p>Principals sometimes base decisions on selective input rather than broad consultation, leading to less informed choices.</p> <p>Differences in style from previous principals create confusion and can negatively affect teacher motivation</p> <p>Some principals change decisions based on individual influence rather than a consensus, reducing confidence in their leadership firmness.</p>
Organizational Climate	Confirmed very high level of organizational climate	<p>Open communication and mutual support lead to a positive, collaborative environment, enhancing job satisfaction.</p> <p>Department heads and administrators encourage collaboration through regular workshops, peer mentoring, and inter-departmental support.</p> <p>A proactive approach maintains a supportive and collaborative environment, benefiting both educators and students.</p> <p>Positive interactions create a harmonious and encouraging work environment.</p>

		<p>Teachers work collaboratively towards common goals, fostering a positive mindset.</p> <p>Comfort, security, and camaraderie in the group create a productive and stable environment, reducing potential conflicts</p>
Work Engagement	Confirmed very high level of work engagement	<p>Teachers are highly committed, finding fulfillment in their roles and making consistent efforts to support student growth</p> <p>High engagement is evident in teachers' enthusiasm, lesson planning, and willingness to assist students beyond school hours</p> <p>Engaged teachers foster a supportive and collaborative school culture, enhancing teaching effectiveness and student learning</p> <p>Teachers feel passionate about their work, maintaining motivation despite challenges</p> <p>Supportive administrators recognize teachers' efforts, which boosts motivation and encourages consistent engagement</p> <p>Good relationships with colleagues make the work environment enjoyable and manageable, increasing overall engagement.</p>
Significance of the influence of leadership style and organizational climate on work engagement	Confirmed the significance of the influences of leadership style and organizational climate to work engagement	<p>Supportive leadership and a positive climate help teachers feel valued and motivated, allowing them to concentrate more on student needs and school goals.</p> <p>Inclusive leadership and a positive environment enable teachers to feel appreciated and empowered, promoting their development and engagement.</p> <p>When leaders provide guidance, recognize achievements, and encourage growth, teachers are more engaged and</p>

		<p>motivated.</p> <p>A supportive climate and leadership style inspire teachers to actively contribute and respond positively to their roles.</p> <p>Supportive leaders and a healthy climate create a sense of belonging, making teachers feel valued and increasing their dedication.</p> <p>Leaders who support teachers through challenges and involve them in decision-making inspire motivation, reducing burdens and boosting engagement.</p>
<p>Connection between leadership styles, organizational climate, and work engagement</p>	<p>Confirmed strong connection between leadership styles, organizational climate, and work engagement</p>	<p>Effective leadership and a positive work climate foster satisfaction and productivity by creating a sense of belonging and motivation.</p> <p>Transformative leadership traits, such as openness and support, empower teachers, enhancing engagement and dedication to their work.</p> <p>A respectful and inclusive climate boosts job satisfaction, which directly increases teachers' motivation and enthusiasm for teaching.</p> <p>Supportive leadership and a healthy organizational climate inspire higher motivation and performance among teachers.</p> <p>A positive organizational environment encourages teachers to stay engaged, leading to better work outcomes.</p> <p>When leadership style, organizational climate, and engagement align, they lead to quality output and a productive school environment.</p>
		<p>Teachers find that a supportive organizational climate directly influences engagement more consistently than leadership style.</p>

Regression Analysis	Disconfirmed not significant effect to leadership style to work engagement and organizational climate as significant predictor of work engagement	<p>Teachers believe personal motivation is more crucial for engagement than leadership style, which only plays a secondary role.</p> <p>Teachers remain engaged in a positive climate, even with varying leadership approaches.</p> <p>Open communication and trust in the work environment are seen as stronger drivers of engagement than leadership style alone</p> <p>A positive, respectful climate fosters a sense of belonging, which boosts engagement more than specific leadership styles.</p> <p>Opportunities for growth and recognition within a positive climate have a greater effect on engagement than leadership style alone</p>
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The findings highlight the result of the regression analysis of disconfirmed not significant effect of Leadership Style to Work Engagement and Organizational Climate as significant predictor of Work Engagement. The participants confirmed that a positive, respectful climate fosters a sense of belonging, which enhances engagement more than specific leadership styles. Teachers remain engaged in a positive climate, even when leadership approaches vary. Additionally, they find that a supportive organizational climate has a more consistent and direct influence on engagement than the leadership style itself.

Joint Display of Quantitative and Qualitative Results

Shown on Table 4 are the joint display of quantitative and qualitative results of the leadership styles, organizational climate, and work engagement.

Table 4

Joint Display of the Quantitative and Qualitative Results

Research Area	Quantitative Results	Qualitative Results	Nature of Integration
Leadership Styles	Based on the result of the quantitative strand of this study, the overall mean of the Leadership Styles of school principal as evaluated by the senior high school teachers is 2.09 which is described as moderate and is	Participants confirmed the high level of professional identity. Basing on the interviews and FGD, it could be gathered that teachers view principal leadership as inconsistent, with selective decision-making and changing	Connecting-confirmation

	interpreted as sometimes observed.	practices that affect morale and confidence.	
Organizational Climate	Based on the result of the quantitative strand of this study, the overall mean of the Organizational Climate among senior high school teachers is 4.20, which is described as very high, and is interpreted as always evident	Participants confirmed the high level of professional identity. Basing on the interviews and FGD, it could be gathered that open communication and mutual support foster a positive, collaborative environment that enhances job satisfaction and reduces conflicts	Connecting-confirmation
Work Engagement	Based on the result of the quantitative strand of this study, the overall mean of the work engagement among senior high school teachers is 4.87, which is described as very high and is interpreted as always manifested	Participants confirmed the high level of professional identity. Basing on the interviews and FGD, it could be gathered that teachers are highly engaged and motivated, consistently supporting student growth and fostering a collaborative, supportive school culture	Connecting-confirmation
Significance of the influence of leadership style and organizational climate to work engagement	Based on the result, leadership style and organizational climate significantly influence the work engagement among senior high school teachers.	Participants confirmed the high level of professional identity. Basing on the interviews and FGD, it could be gathered that supportive leadership, and a positive climate motivate teachers, enhancing their engagement, development, and sense of belonging, while fostering focus on student needs and school goals	Connecting-confirmation
Connection between leadership styles, organizational climate, and work engagement	The study revealed a strong connection between leadership styles, organizational climate, and work engagement among senior high school teachers. This means	Participants confirmed the high level of professional identity. Basing on the interviews and FGD, it could be gathered that effective leadership, and a positive organizational climate	Connecting-confirmation

	that when leadership and the work environment improve, teachers' engagement also significantly increases.	enhance teacher satisfaction, motivation, and productivity, fostering a sense of belonging and alignment with school goals	
Regression analysis	The final regression analysis showed that leadership style does not affect senior high school teachers' work engagement, but the organizational climate is a key factor in predicting their engagement	The final regression analysis showed that leadership style does not affect senior high school teachers' work engagement, but the organizational climate is a key factor in predicting their engagement	Connecting-discordance

Discussion

Status of Leadership Styles

The status of leadership styles as assessed by the senior high school teachers is moderate, which is interpreted as sometimes observed. This means that the leadership styles of school principals strike a balance between authority and teacher autonomy, which combines organized control, collaborative engagement, and selective delegation while potentially risking inconsistencies in direction and support. The result of this study conforms to the study of Mert et al. (2021); Alghadhouri (2020); and Toprak (2020) whose study reflects a moderate level of leadership styles of school principal.

The findings of the study are parallel to the study of Goyal (2024) that a balance in school principals' leadership styles emphasizes how crucial it is to strategically combine authoritative control with teacher autonomy through strategic integration of leadership approaches. Further, the study of McBrayer et al. (2020) highlights the importance of self-reflection made by the school principals which evaluate their leadership styles and practices in order to blend structured control and shared decision-making. By doing this approach, it enhances teacher autonomy and engagement, but it also requires careful management to avoid inconsistencies in direction and support. In the same vein, Lin (2022) pointed out that a blend in leadership styles enhance teacher autonomy and professional collaboration, which act as mediators in encouraging creativity and adaptability in teaching practices.

Status of Organizational Climate

The results of this study showed that the organizational climate is always evident. This means that educational institutions encourage teachers to innovate, learn, and take risks while being provided with necessary resources, authority, and clear guidance to perform effectively. It also implies that organization cultivates a culture of accountability, adapts to external challenges, and aligns its daily operations with its goals. Thus, teachers are given recognition and fair compensation to ensure alignment between individual roles and organizational direction and to create an environment conducive to professional growth and collaborative success.

The findings of this study confirm the study of Leskinen et al. (2023) that a good organization fosters an environment that values cooperation, curiosity, and continuous improvement, which empowers teachers to experiment with new methods and adapt to challenges. The result also aligns with the study Suteu and Sy (2024) that teachers view their institution as supportive in their well-being and productivity suggesting that they are highly satisfied with their working environment and feel supported and at ease. Similarly, Punia and Bala (2023) pointed out that organizational climate strongly impacts teacher enthusiasm, suggesting that a favorable perceived organizational climate leads to an improvement in the enthusiasm level of teachers, which heightens their engagement at work.

Moreover, the study of Budhwani (2024) revealed that competitive salaries, clear career pathways, and acknowledgment of teachers' contributions are critical in boosting morale and retaining talent. Teachers who perceive their work environments as supportive, with adequate rewards and recognition, are more likely to align their individual roles with the organization's direction, leading to a collaborative and growth-oriented atmosphere.

Status of Work Engagement

The results of this study show that the work engagement is described as very high which is interpreted as always manifested. This implies that teachers consistently display strong energy, resilience, and perseverance in their roles. They find deep meaning, enthusiasm, and pride in their work, and are often deeply immersed and absorbed in their tasks to the point where time seems to fly. This high level of engagement suggests a passionate and fulfilling connection with their profession, where challenges are embraced, and work becomes a source of motivation and joy. Such engagement is crucial for fostering productivity, creativity, and a positive organizational climate.

The result confirms the study of Siddique et al. (2022) that teachers with very high level of work engagement tend to perform better, experience higher job satisfaction, and contribute positively to organizational goals. Additionally, it was affirmed by Basañes and Dagol (2021) that teachers who have very high level of work engagement are more likely to put up extra effort and are also shown to be more innovative and productive.

Significance of the Influence of Leadership Styles, Organizational Climate on Work Engagement

The result of multiple regression analysis revealed that the independent variable specifically leadership style does not significantly influence the work engagement while the organizational climate found to have a significant influence to the work engagement. However, the combined predictive effect of leadership style and organizational climate to work engagement is significant. This means that the findings indicate that while leadership style alone does not directly impact work engagement, organizational climate plays a significant role in shaping it. The combined influence of both leadership style and organizational climate suggests that a holistic approach integrating supportive organizational environments and effective leadership practices is relevant for enhancing teacher engagement.

The influence of leadership style on work engagement is not significant. As a result, increased in leadership style would also decrease the work engagement. This means that a more directive or controlling leadership style could stifle autonomy, creativity, or motivation which lead to reduced engagement among teachers.

Contrary to the findings above, Ahmed (2021) claimed that leadership styles had a significant relationship on work engagement among teachers. It was highlighted that teachers become more engaged in their work when they are encouraged to take on new ideas and reframe difficulties, given full support and recognition for their contributions, as well as given a clear and compelling vision for the future. Remarkably, Baptiste (2019); Kareem et

al. (2023); and Mansor et al. (2021) all emphasized the positive correlation between leadership styles and teachers' work engagement. This alignment could be attributed to the supportive and collaborative behaviors inherently associated with leadership styles, which could account for the positive relationship with teachers' work engagement (O'Donovan et al., 2021). Such behaviors encompass role modeling, clear vision communication, modernization, creativity, and the cultivation of autonomy (Alkadash et al., 2020).

Standpoints of the Participants on the Salient Points in the Quantitative Results

The participants confirmed a moderate level of leadership styles where the participants confirmed that they often feel excluded from the decision-making process, leading to perceptions of partiality and moderate leadership effectiveness. This confirmation supports the claim of Parveen et al. (2022) that the decisions of the school principals in the implementation of school activities and other programs and projects were solely made by themselves without teacher's consultancy. Similarly, it was validated by Bukko et al. (2021) that performance standards and expectations were set solely for the accomplishments among teachers; thus, they need to fulfill the standards of their principals according to their own set of expectations. They also confirmed a very high level of organizational climate where the participants confirmed that department heads and administrators promote collaboration through regular workshops, peer mentoring, and inter-departmental support. The view of the participants is aligned with the standpoints of Walker et al. (2021) that initiatives in educational institutions have shown that collaboration through organized programs like peer mentoring and regular workshops helps in building a supportive community and shared professional growth among teachers. Similarly, they also confirmed strong connection between leadership styles, organizational climate, and work engagement. The participants confirmed that effective leadership and a positive work climate foster satisfaction and productivity by creating a sense of belonging and motivation. The insights shared by the participants support the claim of Jiatong et al. (2022) that effective leadership styles of school principals create a positive and good working climate that heightens employees' satisfaction, productivity, efficiency, and sense of fulfillment. It was found out that as leaders encourage and inspire their teaching force to achieve common objectives coupled with shared goals and values, teachers' emotional bond and engagement at their work enhance.

Meanwhile, the result also revealed a Disconfirmed not significant effect of leadership style to work engagement and organizational climate as significant predictor of work engagement. The participants confirmed that a positive, respectful climate fosters a sense of belonging, which enhances engagement more than specific leadership styles. Teachers remain engaged in a positive climate, even when leadership approaches vary. Additionally, they find that a supportive organizational climate has a more consistent and direct influence on engagement than the leadership style itself. The findings support the claim of El-Amin (2021) that inclusive leaders create environments where employees feel valued and experience a sense of belonging. This atmosphere increases engagement among teachers and enhances organizational identification, often surpassing the impact of specific leadership styles. It also stressed that fostering a positive climate where diversity and inclusivity are actively supported strengthens relational coordination and promotes positive employee behaviors.

Data Integration of Quantitative and Qualitative Results

The data integration of quantitative and qualitative results revealed an intricate understanding of the experiences of senior high school teachers to leadership styles, organizational climate, and work engagement.

Connecting-Confirmation. On the status of leadership styles, participants confirmed that the overall mean of leadership styles of school principal as evaluated by the senior high school teachers is sometimes observed. Based on the IDI and FGD, it could be gathered that

the general assertions confirm the moderate rating of quantitative result. The validation shows that teachers view principal leadership as inconsistent, with selective decision-making and changing practices that affect senior high school teachers' morale and confidence. The finding is aligned with the conclusion of Ingersoll et al. (2018) which school principal provided teachers with limited part in decision-making. It was revealed that teachers tend to have more influence over classroom-level decisions especially in instructional methods but have limited roles in broader school decisions such as budget or school improvement planning, which can affect their sense of involvement and morale.

Likewise, on the status of organizational climate, the qualitative results confirmed the quantitative results had an overall very high rating of organizational climate among senior high school teachers which is interpreted as always evident. Participants confirmed the high level of professional identity. Based on the interviews and FGD, it could be gathered that open communication and mutual support foster a positive, collaborative environment that enhances job satisfaction and reduces conflicts.

The result confirms that a positive and supportive school climate encourages collaboration, open communication, and mutual support among teachers which resulted to professional identity and satisfaction. Further, Fang and Qi (2023) highlighted that teacher in environments characterized by strong interpersonal relationships and a supportive organizational climate reported higher morale, reduced conflicts, and greater commitment to their roles.

In line with the status of work engagement, the qualitative results confirmed the quantitative results particularly on the overall very high rating of work engagement which is interpreted as always manifested. The result confirms that teachers are highly engaged, and motivated, consistently supporting students' growth and fostering a collaborative and supportive school culture. Thus, the confirmation of very high rating is parallel to the conclusion of Kolleck (2019) that that work engagement among teachers is consistently manifested through actions promoting teamwork, open communication, and mutual support. As such creates a positive school environment, enhancing job satisfaction, and reducing workplace conflicts, confirming the importance of supportive and engaged professional relationships in schools.

On the combined significant influence of leadership styles and organizational climate in work engagement, participants confirmed the result. Based on the IDI and FGD, it could be gathered that supportive leadership, and a positive climate motivate teachers enhancing their engagement, development, and sense of belonging, while fostering focus on students' needs and school goals. The finding is consistent with the conclusion of Barattucci et al. (2021) It was emphasized that supportive leadership and a positive climate significantly enhance teacher motivation and engagement. It highlighted how teachers are impacted by open communication, mutual support, and understanding and foster a sense of belongingness, which aligns them towards the direction of the school. Further, it encourages them to focus on students' needs while strengthening professional relationships and reducing workplace conflicts, confirming the combined influence of such factors.

Connecting-discordance. On the regression analysis, participants confirmed the high-level of professional identity. Based on the IDI and FGD, it could be gathered that teachers feel a supportive climate, with trust and growth opportunities, impacts engagement more than leadership styles. The result confirms the conclusion of Melesse and Belay (2022) that teachers' views of a supportive climate contribute significantly to their effectiveness and satisfaction, surpassing the influence of specific leadership approaches. Additionally, Khan (2019) revealed that positive school climate fosters collaboration, trust, and opportunities for growth, which, in turn, enhance teachers' professional identity and engagement more than

leadership styles.

CONCLUSIONS

In the quantitative phase, the status of leadership styles is moderate which is interpreted as sometimes observed. It indicates that there should be a balance between authority and teacher autonomy, which combines organized control, collaborative engagement, and selective delegation while potentially risking inconsistencies in direction and support. While organizational climate is always evident, it suggests that the overall atmosphere, culture, and working environment of the organization are consistently and clearly observed. This suggests that educational institutions encourage teachers to innovate, learn, and take risks while being provided with necessary resources, authority, and clear guidance to perform effectively. Similarly, the work engagement among senior high school teachers is described as very high which is interpreted as always manifested. This suggests that teachers are motivated, passionate, and actively invested enough in their assigned tasks.

Inferentially, leadership style does not significantly influence the work engagement while the organizational climate found to have a significant influence to the work engagement. However, the combined predictive effect of leadership style and organizational climate to work engagement is significant. It means that the combined influence of both leadership style and organizational climate suggests that a holistic approach integrating supportive organizational environments and effective leadership practices is relevant for enhancing teacher engagement.

The qualitative phase confirmed the moderate level of leadership style where teachers often feel excluded from the decision-making process, leading to perceptions of partiality and moderate leadership effectiveness of the school principals. Further, participants confirmed a very high level of organizational climate where school leaders promote collaboration through regular workshops, peer mentoring, and inter-departmental support; positive interactions create a harmonious and encouraging work environment. Furthermore, participants confirmed very high level of work engagement where teachers feel passionate about their work, maintaining motivation despite challenges; and they also responded that supportive administrators recognize teachers' efforts, which boosts motivation and encourages consistent engagement.

In the joint display of both quantitative and qualitative data it was found to be connecting-confirmation. The qualitative results confirmed the significance of the influences of leadership style and organizational climate to work engagement where the participants verified that supportive leadership and a positive climate help teachers feel valued and motivated, allowing them to concentrate more on student needs and school goals. Meanwhile, the participants substantiated strong connection between leadership styles, organizational climate, and work engagement which indicate that effective leadership and a positive work climate foster satisfaction and productivity by creating a sense of belonging and motivation.

Integrating quantitative and qualitative data provided an in-depth understanding of leadership styles, organizational climate, and work engagement of teachers in Region XII. The connecting-discordance link of leadership styles and organizational climate to work engagement confirmed the quantitative result that leadership styles do not affect senior high school teacher's work engagement, but the organizational climate is a key factor in predicting their engagement.

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