A Structural Equation Model of Work Engagement among Public Secondary Schools in Region XII

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ABSTRACT

This study aimed to determine the best-fit structural model for work engagement among public secondary teachers in Region XII, Philippines. A descriptive correlational research design was used to attain its objectives. Adapted survey questionnaires consisting of items designed mainly to answer the problems of the study were used. To generate the best-fit model for work engagement, structural equation modeling (SEM) was used. The results revealed that the level of servant leadership was very high, which implied that it was always manifested. The level of organizational culture was high which implied it was often demonstrated. The level of organizational commitment was high which implied that it was oftentimes observed. The level of work engagement of teachers was high, which implied that it was oftentimes evident. Further, all of the exogenous variables had positive correlations with work engagement. These showed that as the level of servant leadership, organizational culture, and organizational commitment increased, it resulted in a corresponding increase in the level of work engagement. Moreover, the combined influence of the three exogenous variables in this study on work engagement was significant. The best fit structural equation model yielded good model results as indicated by the indices of goodness fit. It was revealed that there were significant associations between these variables: servant leadership and organizational commitment, servant leadership and organizational culture, organizational culture, and organizational commitment. Also, servant leadership, organizational culture, and organizational commitment were found to have a direct positive influence on work engagement and are significantly associated.

Keywords: Education; Organizational Commitment; Organizational Culture, Servant Leadership, Work Engagement, Philippines

INTRODUCTION

Work engagement pertains to a positive and rewarding mental state that is tied to one's work. It measures the level of occupation and excitement that a teacher experiences in their job (Cai et al., 2022). In an era of accountability and heightened responsibilities, it is clear that insufficient work engagement (WE) of teachers still exists. Thus, the question of how teacher work engagement is enhanced remains unanswered. As a matter of fact, 85 percent of employees are not engaged at work, and work disengagement has become a universal concern in the organizational context (Cheng et al., 2023.)

Globally, various researchers reveal that the level of work disengagement is a universal concern (Musenze et al., 2021). A paper commissioned by Gallup Education (2023) revealed that, in the United States, only three out of ten employees are engaged at work. Based on their recent analysis, more than 1,600 teachers in the U.S. experienced the greatest decline and subsequent stagnation in their work. The percentage of educators who strongly agreed that their work allows them to do what they do best every day decreased by 17 percent compared to early 2020. Equally important, Hewitt (2012) confirmed that the number of employees with high engagement is very low in 90 countries, which is less than a quarter of the global working population. Meanwhile, based on the Global Workplace report, it was found that a large number of employees (up to 85%) are not engaged at work (Oehler & Adair, 2019).

In the Philippine setting, specifically in the Ilocos Region, Abun et al. (2020) found that teachers in Ilocos Sur and Ilocos Norte are not highly engaged in their work. Thus, work disengagement can mean economic losses to the management. In the same manner, the Philippine Star (2022) survey exposed that 52 percent of Filipino employees work beyond their job requirements, but 44 percent of them are not engaged at work, which is below the global average of 66 percent.

Work engagement in the Philippines has been documented (Abun et al. 2020; Ballarta & Roberto, 2020). However, little is currently known about using a structural equation model (SEM) to critically evaluate how it has been applied within the field of organizational research (Zyphur et al., 2023). To assist in bridging the gap, this SEM study aims to fill this void in the literature and advance knowledge of work engagement by dealing with three variables with one variable as the construct, making this study a contribution to new knowledge. It is in the above context that the researcher decided to conduct the study with the intention of determining which of the above-mentioned variables may have a direct effect or may moderate the effect of one variable.

This SEM study explored the best-fit model of work engagement among public secondary teachers in Region XII. Specifically, this study sought answers to the following questions: (1) What is the descriptive level of the exogenous variables: servant leadership, organizational culture, and organizational commitment, and the endogenous variable: work engagement? (2) What is the nature of the relationship among these variables? (3) What model best fits work engagement among public secondary teachers? (4) What are the underlying implications of the significant causal links in work engagement?

METHOD

The research design used in this study is quantitative in nature, specifically using descriptive correlational design. Quantitative research, according to Sreekumar (2023), involves diverse numerical data collected through various methods and then statistically analyzed to aggregate the data, compare, show relationships, and predict or control variables of interest. Descriptive correlational design was used to obtain data concerning the status of the phenomena and describe what exists concerning variables or conditions in a given situation. In analyzing the data, this study observed the logical steps referred to as structural equation modeling (SEM), as proposed by Byrne (2013). It enables researchers to simultaneously model and estimate complex relationships among dependent and multiple independent variables. In particular, the structural equation modeling was used to determine the influence of teacher work engagement in the context of servant leadership, organizational culture, and organizational commitment.

This study was conducted in the SOCCSKSARGEN Region, officially designated as administrative Region XII of the Philippines occupying the South-Central section of

Mindanao. It is made up of four provinces: South Cotabato, Cotabato, Sultan Kudarat, and Sarangani, and four cities: General Santos, Koronadal, Tacurong, and Kidapawan. Stratified random sampling was used to determine the number of respondents in each group, as it ensures that every member of the population is given a chance to be selected as part of the sample. Continuously, Singh and Masuku (2014) affirmed that stratified random sampling is useful for data collection if the population is heterogeneous, considering that the population of secondary teachers is an aggregate of different academic, technical, and vocational strands.

The researcher administered four adapted survey questionnaires to collect the data for this study. To make the instrument more valid and reliable, the five-point Likert scale data-gathering tool was subjected to expert validation. Thus, the researcher requested the assistance of experts in the field of organizational leadership to scrutinize the content of the research instrument. After validation, pilot testing was performed. Cronbach's alpha was computed to confirm the internal consistency of the questionnaires.

In analyzing the quantitative data, statistical tools were used to describe the levels and relationships between the exogenous and endogenous variables. Mean was used to determine the level of teacher work engagement, servant leadership, organizational culture, and organizational commitment. Standard Deviation was used to measure the extent of dispersion of a set of responses from the mean value. Pearson r was used to test the significance of the correlation. Structural Equation Modelling was used to explore the best-fit model of teacher work engagement.

RESULT AND DISCUSSION
Level of Servant Leadership
Table 1.1 presents the level of servant leadership of school heads in Region XII. The overall mean is 4.20, which is described as very high. This implies that servant leadership is always manifested. The overall standard deviation (SD) is .60, which is less than 1.00 and represents the homogeneity of responses from the participants, and the responses are not so dispersed from each other.

Table 1.1
Level of Servant Leadership

	Mean	SD	Description
Empowerment			
Their school heads are …			
1. giving them the information they need to do in their work.	4.28	.75	Very High
2. encouraging them to use their talents.	4.16	.85	High
3. helping them to further develop themselves.	4.14	.86	High
4. encouraging them to come up with new ideas.	4.15	.84	High
5. giving them the authority to take decisions which make their work easier to them.	4.17	.82	High
6. offering them abundant opportunities to learn new skills.	3.94	.92	High
Category Mean	**4.14**	**.72**	**High**
Humility			
Their school heads are …			
1. learning from criticism.	3.97	.84	High
2. learning from different views and opinions of	4.09	.80	High

		Mean	SD	Description
others.				
3.	trying to learn when people express criticism	4.02	.85	High
	Category Mean	**4.03**	**.75**	**High**
Standing Back				
Their school heads are …				
1.	keeping themselves at the background and giving credits to others.	4.18	.77	High
2.	not chasing recognition for the things they do for others.	4.13	.82	High
3.	appearing to enjoy their colleagues' success more than their own.	4.28	.79	Very High
	Category Mean	**4.20**	**.70**	**Very High**
Stewardship				
Their school heads are …				
1.	emphasizing the importance of paying attention to the good of the whole.	4.42	.70	Very High
2.	having a long-term vision.	4.44	.70	Very High
3.	emphasizing the societal responsibility of their work.	4.44	.72	Very High
	Category Mean	**4.44**	**.64**	**Very High**
Authenticity				
Their school heads are …				
1.	being open about their limitations and weaknesses.	4.18	.82	High
2.	often being touched by the things they see happening around them.	4.20	.77	Very High
3.	showing their true feelings to their staff.	4.25	.77	Very High
	Category Mean	**4.21**	**.70**	**Very High**
	Overall Mean	**4.20**	**.60**	**Very High**

Level of Organizational Culture

Table 1.2 presents the level of organizational culture. The overall mean is 3.76, which is described as high. This implies that organizational culture is often demonstrated. The standard deviation is .47, indicating that the responses are relatively clustered around the mean.

Table 1.2
Level of Organizational Culture

		Mean	SD	Description
Power Distance				
In our organization, school heads are …				
1.	making most decisions without consulting the teachers.	3.05	1.06	Moderate
2.	using authority and power when dealing with the teachers.	3.58	1.05	High
3.	asking for the opinions of the teachers.	4.01	.83	High
4.	requiring teachers to agree with management	3.99	.84	High

decisions.			
Category Mean	**3.66**	**.63**	**High**
Uncertainty Avoidance			
As teachers, …			
1. having job requirements and instructions being spelled out in detail are very important so that they always know what they are expected to do.	4.29	.74	Very High
2. taking a new and comparable job if it is offered today or tomorrow is being considered	4.12	.77	High
3. having rules and regularities are important because they have something to refer to about what the organization expects of them.	4.47	.64	Very High
4. staying with their current organization provides them a proper opportunity.	4.08	.81	High
Category Mean	**4.24**	**.55**	**Very High**
Masculinity			
In our organization…			
1. meetings are usually run more effectively when they are chaired by a man.	3.10	1.20	Moderate
2. having professional career is more important for men than women	2.57	1.19	Low
3. usually solving problems with logical analysis are men while women are usually solving problems with intuition.	2.93	1.11	Moderate
4. solving organizational problems usually requires an active, forcible approach which is considered to be typical of men.	2.88	1.17	Moderate
Category Mean	**2.87**	**1.03**	**Moderate**
Collectivism			
In our organization …			
1. having group welfare is more important than individual rewards.	4.27	.73	Very High
2. achieving group success is more important than individual success.	4.14	.80	High
3. being accepted by the members of their workgroup is very important.	4.42	.68	Very High
4. pursuing their goals are done by teachers after considering the welfare of the group.	4.17	.82	High
Category Mean	**4.25**	**.61**	**Very High**
Overall Mean	**3.76**	**.47**	**High**

Level of Organizational Commitment

Table 1.3 shows the level of organizational commitment. It has an overall mean of 3.66, which is described as high. It denotes that the teachers' organizational commitment is oftentimes observed. The overall standard deviation of .53 indicates a cluster around the mean in the teacher's responses.

Table 1.3
Level of Organizational Commitment

	Mean	SD	Description
Affective Commitment			
1. being very happy to spend the rest of their career with their organization.	3.85	.88	High
2. enjoy discussing their organization with people outside it.	3.60	.94	High
3. really feeling as if the problems of their organization are their own.	3.46	.88	High
4. thinking that they could easily become as attached to another organization as they are to their current organization.	3.45	.84	High
5. having their organization makes them feel like part of the family.	3.94	.82	High
6. feeling emotionally attached to their organization.	3.67	.85	High
7. considering their organization as having a great deal of personal meaning for them.	3.87	.76	High
8. feeling a strong sense of belonging to their organization.	3.81	.84	High
Category Mean	**3.71**	**.65**	**High**
Continuance Commitment			
1. being afraid of what might happen if they quit their job without having another one lined up.	3.85	1.07	High
2. being very hard for them to leave their organization right now, even if they wanted to.	3.78	1.03	High
3. having too much to be disrupted in their life if they decided to leave their organization now.	3.59	1.02	High
4. being too costly for them to leave their organization now.	3.69	1.00	High
5. Right now, staying with their organization is a matter of necessity as much as desire.	3.84	.99	High
6. feeling that they have too few options to consider leaving their organization.	3.56	1.00	High
7. having one of the few serious consequences of leaving their organization would be the scarcity of available alternatives.	3.50	1.02	High
8. having one of the major reasons they continue to work for their organization is that leaving would require considerable personal sacrifice because another organization may not match the overall benefits they received from their current organization.	3.68	.91	High
Category Mean	**3.69**	**.84**	**High**
Normative Commitment			
1. thinking that people these days move from	3.71	.84	High

	Mean	SD	Description
company to company too often.			
2. believing that a person must always be loyal to their organization.	3.79	.90	High
3. jumping from organization to organization does not seem at all unethical to them.	3.55	.90	High
4. having one of the major reasons they continue to work for their organization is that they believe that loyalty is important and therefore, they feel a sense of moral obligation to remain.	3.67	.93	High
5. not feeling it would be right to leave their organization, if they get another offer for a better job elsewhere,	3.33	.92	Moderate
6. being taught to believe in the value of remaining loyal to one organization.	3.67	.88	High
7. considering things as better in the days when people stayed with one organization for most of their careers.	3.49	.96	High
8. believing that wanting to be a company man or woman is still sensible.	3.56	.84	High
Category Mean	**3.60**	**.58**	**High**
Overall Mean	**3.66**	**.53**	**High**

Level of Work Engagement

Table 1.4 shows the level of work engagement of public secondary teachers. It has an overall mean of 3.89 described as high. It pertains that teacher work engagement is oftentimes evident. The overall standard deviation of .49 indicates a cluster around the mean in the teachers' responses.

Table 1.4
Level of Work Engagement

	Mean	SD	Description
Vigor			
1. bursting with energy at their work.	3.97	.72	High
2. feeling strong and vigorous at their job.	4.04	.73	High
3. feeling like going to work when they get up in the morning.	3.89	.79	High
Category Mean	**3.96**	**.65**	**High**
Dedication			
1. being enthusiastic about their job.	4.22	.72	Very High
2. having their job that inspires them.	4.20	.78	Very High
3. being proud on the work that they do.	4.39	.76	Very High
Category Mean	**4.27**	**.69**	**Very High**
Absorption			
1. feeling happy when they are working intensely.	4.16	.79	High

2. being immersed in their work.	4.09	.78	High
3. getting carried away when they are working.	4.07	.83	High
Category Mean	**4.11**	**.74**	**High**
Over-all Mean	**3.89**	**.49**	**High**

Nature of Relationship among the Variables

The nature of the relationship between the exogenous variables: servant leadership, organizational culture, and organizational commitment, and the endogenous variable, work engagement is reflected in Table 2. The results show that all the exogenous variables have a significant relationship with work engagement ($p<.05$).

Table 2

Significance of the Relationship among Servant Leadership, Organizational Culture, Organizational Commitment and Work Engagement

Exogenous Variables	Work Engagement		
	r	p-value	Remarks
Servant Leadership	.55	.00	**Significant**
Organizational Culture	.44	.00	**Significant**
Organizational Commitment	.83	.00	**Significant**

Best-Fit Model of Work Engagement

The revised model's good-fit measures are presented in Table 3, which considers the removal of masculinity as a factor of organizational culture due to a factor loading of .21, which is lower than .40. In this model, The CMIN/df is equal to 1.867. This value is less than 3 and within the acceptable range. The NFI is equal to 0.929. This value is greater than 0.90 and within the acceptable range. The TLI is equal to 0.940. This value is greater than 0.90 and within the acceptable range. The CFI is equal to 0.952. This value is greater than 0.90 and within the acceptable range. The GFI is equal to 0.933. This value is greater than 0.90 and within the acceptable range. The RMSEA is equal to 0.060. This value is less than 0.08 and indicates a good fit. The p-close is equal to .160. This value is less than 0.05 and within the close acceptable range. Thus, the model yields a better acceptable goodness-of-fit index for the work engagement, making it the best-fit model.

Table 3

The Goodness of Fit Measures of the Best-Fit Model

INDEX	CRITERION	Hypothesized Model
CMIN/df	<3	1.867
NFI	≥0.90	.929
TLI	≥0.90	..952
CFI	≥0.90	.965
GFI	≥0.90	.933
RMSEA	≤0.08	.060

p-CLOSE	>0.05	.160

Figure 1

The Best Fit Model of Work Engagement of Public Secondary Teachers
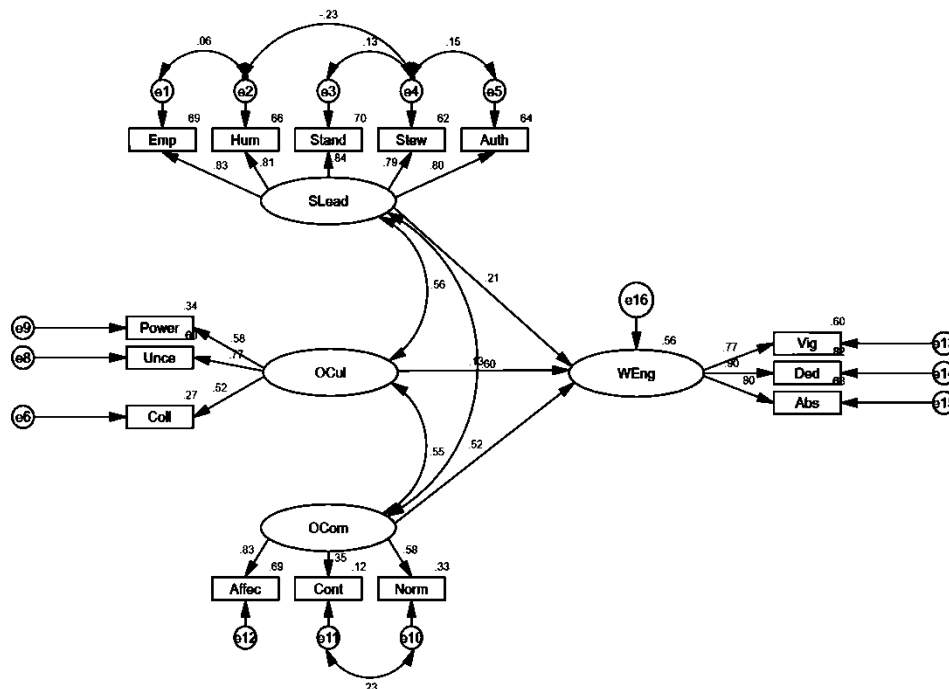
Underlying Implications of the Significant Causal Links

Table 4 presents the standardized path estimates of the best-fit model. It shows the standardized path estimates between the latent variables and between latent and observed variables of the best-fit model of work engagement of public secondary schools. In scrutinizing the data in Table 4, it shows that all path estimates are significant at p<.05 except organizational culture to work engagement.

Table 4
Standardized Path Estimates of the Best Fit Model

			Estimate	P	Interpretation
WEng	<---	SLead	.213	.016	**Significant**
WEng	<---	OCom	.520	.000	**Significant**
WEng	<---	OCul	.126	.175	**Not Significant**
Emp	<---	SLead	.832	.000	**Significant**
Hum	<---	SLead	.812	.000	**Significant**
Stan	<---	SLead	.837	.000	**Significant**
Stew	<---	SLead	.785	.000	**Significant**
Authenticity	<---	SLead	.801	.000	**Significant**

Col	<---	OCul	.517	.000	**Significant**
Unce	<---	OCul	.773	.000	**Significant**
Power	<---	OCul	.581	.000	**Significant**
Norm	<---	OCom	.578	.000	**Significant**
Cont	<---	OCom	.349	.000	**Significant**
Affect	<---	OCom	.831	.000	**Significant**
Vig	<---	WEng	.773	.000	**Significant**
Ded	<---	WEng	.903	.000	**Significant**
Abs	<---	WEng	.796	.000	**Significant**

Discussion
Level of Servant Leadership
     The level of servant leadership of School heads in Region XII is interpreted as always manifested. This describes that the school heads in Region XII showed a genuine appreciation for their teachers, granted them authority and responsibility, recognized their efforts through gratitude, acknowledged their job contributions, motivated the teachers to perform at their best, and embraced new challenges consistently. The result of this study conforms to the study of Van Dierendonck et al. (2014), which unearthed that dimensions in servant leadership, such as standing back, empowerment, and humility, garnered the highest descriptive level of high.

     In connection, the finding of the level of servant leadership corresponds to the results of Canavesi and Minelli (2022), who state that servant leadership positively affects teachers and organizational outcomes. Neubert et al. (2016) further state that School organizations saw increased engagement when leaders showed a genuine appreciation for their teachers, granted them authority and responsibility, recognized their efforts through gratitude and acknowledgment of their job contributions, and motivated them to perform at their best and embrace new challenges consistently. Therefore, Lumpkin and Achen (2018) concluded that numerous school administrations also desired servant leadership as the prevailing leadership style.

Level of Organizational Culture
     The results of this study showed that the organizational culture is often demonstrated. It suggests that the organizational culture among the schools in Region XII is characterized by collaboration, favorable working circumstances, increased growth prospects, adaptable work practices, and effective leadership that promotes work engagement.

     The result of this study conforms to the recent research of Schwatka et al. (2024), who found that contextual factors such as organizational culture have been shown to impede effective leadership behaviors. In another study, Mahmood et al. (2018) found that organizational culture is vital to the employees because it increases the organization's efficiency and effectiveness. A strong organizational culture fosters transparent communication and active involvement in the decision-making process. As Tadesse and Debela (2024) revealed the role of organizational culture in shaping the behavior of organizational members is crucial. With organizational culture, the behavior of organizational members can be formed and directed, and with a good work culture, organizational performance can be further improved.

Level of Organizational Commitment
     The results of this study show that organizational commitment is oftentimes observed. This implies that teachers among the Schools in Region XII strongly associate themselves

with the organization, share their objectives, and actively seek to remain a part of it.

The finding affirms the view of Herscovitch and Meyer (2010) that organizational commitment can be a particularly meaningful asset because employees feel more dedicated to contributing to the organization's success when they identify with the organization's objectives. Therefore, making teachers feel devoted is extremely beneficial to the whole. Equally, it supports the study of Knight et al. (2019) that highly committed employees are likelier to put in more effort and provide better service. Along with this, Zhou et al. (2022) emphasized that happy and motivated people have more positive feelings, attitudes, and behaviors about their professions and are more likely to use their optimism to forward the aims of the organizations.

Level of Work Engagement

The results of this study showed that the level of work engagement is oftentimes evident. This implies that public secondary teachers in Region XII are engaged actively and fully utilize their physical, cognitive, and emotional capacities while performing their roles in the organization. It implies the manifestation of positive attitudes among employees, including a strong sense of enthusiasm for their work and organization, unwavering devotion, and active participation in the success of the organization.

The finding affirms the study of Asih et al. (2024), who emphasized that employees with high levels of work engagement are energetic and dedicated to their work and immersed in their work. Engaged employees care about their work and the performance of the organization and feel that their efforts make a difference. It also acknowledged the findings of Meng et al. (2022), who found that teachers' work engagement is an essential aspect of achieving the success of school organizations. Further, it supports the study of Bakker et al. (2020) that employees who have high work engagement can manage positive energy and inspiration from various activities and turn them into useful resources at work. Therefore, teachers' work engagement can be seen as an essential factor in improving the performance of teachers and the efficiency level of educational organizations.

The findings of this study align with the research results of Eldor (2016), who states that work engagement adds fundamental value to employees' personal lives, the communities that they live in, and most especially the organizations that they work for. Most organizations have realized how crucial the work engagement of employees is to the maintenance and success of the organization (Cooke et al., 2019).

Nature of Relationship among the Variables

The nature of the relationship between the exogenous variables: servant leadership, organizational culture, and organizational commitment, and the endogenous variable, work engagement shows a significant relationship with work engagement ($p<.05$).

In particular, there is a significant positive relationship between servant leadership and work engagement ($r=.55$, $p<.05$). The strength of correlation between the two variables is moderately high, as revealed by the coefficient of .55. It means that the two variables have a direct relationship which revenues that as the level of servant leadership increases the level of work engagement also increases.

Also, there is a significant positive relationship between organizational culture and work engagement ($r=.44$, $p<.05$). The strength of correlation between the two variables is low as revealed by the coefficient of .44. This also suggests that their relationship is direct which It means that as the level of the organizational culture tends to increase, the level of teacher work engagement also increases.

Similarly, there is a significant positive relationship between organizational commitment and work engagement ($r=.83$, $p<.05$). The strength of correlation between the

two variables is high as revealed by the coefficient of .83. It implies that the relationship is direct which means that as the level of organizational commitment increases the level of work engagement also increases.

The findings in this research about the significant positive relationship between servant leadership and work engagement are consistent with the studies of Eva et al. (2019) that one of the aspects that affects work engagement is leadership in the organization is servant leadership. It has been concluded in the study of Mpungose and Ngwenya (2017) that a good servant leader is believed to be able to increase the effectiveness and efficiency of the school through shared vision and values. Moreover, work engagement is a key factor that can have positive, short- and long-term outcomes for organizations (Rahal & Farmanesh, 2022).

Likewise, a significant positive relationship between organizational culture and work engagement has been uncovered in the study of Khan et al. (2020) that there is a strong relationship between organizational culture and work engagement among government school teachers. Based on the results, it was implied that for the teachers to be highly engaged in their profession, the roles, behaviors, values, and patterns exhibited inside the organization are of great importance and essential.

In the same manner, the research findings about the significant positive relationship between organizational commitment and work engagement corroborate the study of Tolentino (2013) which indicates that inside the academic setting, faculty members demonstrated a high level of engagement and dedication to their professional responsibilities. He emphasized that organizational commitment could be a significant performance factor for teachers. Unquestionably, the findings from this study support Devos and Van Keer (2011) who both agreed that organizational commitment is important to educational institutions, promoting teacher effectiveness at work.

Best-Fit Model of Work Engagement

The good fit measures of the revised model consider the removal of masculinity as a factor of organizational culture due to a factor loading of .21 which is lower than .40. Based on the model, the CMIN/df is equal to 1.867. This value is less than 3 and within the acceptable range. The NFI is equal to 0.929. This value is greater than 0.90 and within the acceptable range. The TLI is equal to 0.940. This value is greater than 0.90 and within the acceptable range. The CFI is equal to 0.952. This value is greater than 0.90 and within the acceptable range. The GFI is equal to 0.933. This value is greater than 0.90 and within the acceptable range. The RMSEA is equal to 0.060. This value is less than 0.08 and indicates a good fit. The p-close is equal to .160. This value is less than 0.05 and within the close acceptable range. Thus, the model yields a better acceptable goodness-of-fit index for the work engagement, making it the best-fit model.

The revised model focuses on the direct and indirect effects of servant leadership, organizational culture, and organizational commitment on work engagement. Specifically, servant leadership, organizational culture, and organizational commitment have direct effects on the work engagement of public secondary teachers. According to these results, organizational commitment, and organizational culture contribute more to the variance in the work engagement of teachers compared to servant leadership although the three exogenous variables and all significant predictors of work engagement. The findings confirm the results of the analysis of Aranki et al. (2019) indicating that there is a positive and significant relationship between organizational culture and organizational commitment to work engagement. Based on the results, organizations should emphasize building a better culture to achieve higher levels of organizational commitment.

Overall, the model confirms the Conservation of Resources (COR) theory by Hobfoll

(2011) which lies in the assumption of how various organizational and interpersonal factors influence employee outcomes. Specifically, COR theory posits that supportive organizational resources can transfer to individuals, thereby increasing their resources and enhancing their work engagement. It also verifies the Self-Determination Theory by Ryan and Deci (2000). The theory defends how people's behaviors vary according to how self-motivated they are.

Underlying Implications of the Significant Causal Links

The path estimates between latent and observed variables of the best-fit model of work engagement of public secondary schools show that all are significant at p<.05 except organizational culture to work engagement. It could be interpreted that the influence of almost all measured and latent variables is significant.

Further, the path that exists between servant leadership and work engagement is significant, as reflected by the estimated value of .213 with a corresponding p-value of .016. This means that servant leadership significantly predicts work engagement which is under research conducted by Yagil and Oren (2021), that servant leadership affects work engagement. When leaders serve their employees lovingly, employees are encouraged to work extra and to be more involved. As well as Jihye and Kim (2017) found that servant leadership in schools positively affects teachers' work engagement by 0.144.

Likewise, the path that exists between organizational commitment and work engagement is significant as reflected by the estimated value of .520 with a corresponding p-value of 0.000. This means that when organizational commitment goes up by 1, work engagement goes up by .520. This pertains that organizational commitment significantly predicts work engagement. It aligns with the findings of Irefin and Mechanic (2014) that organizational commitment influences the work engagement of the teachers in the school. Individuals who possess a high level of organizational commitment will surpass the expected job requirements to enhance the organization's overall success.

The path that exists between organizational culture and work engagement is significant as reflected by the estimated value of .126 with a corresponding p-value of .175. This means that organizational culture does not significantly predict the work engagement of public secondary teachers.

CONCLUSION

The servant leadership among school leaders in Region XII infers that the school heads showed a genuine appreciation for their teachers, granted them authority and responsibility, and recognized their efforts. Since the school head has demonstrated a very high level of servant leadership and is directly influenced by work engagement, it is recommended they continue their regular feedback that allows teachers to share leadership insights and make required modifications.

The organizational culture in Region XII denotes that the organizational culture is characterized by collaboration, favorable working circumstances, increased growth prospects, adaptable work practices, and effective leadership that promotes work engagement. Since the level of organizational culture is high and directly influenced by work engagement, it is recommended that school leaders continue strengthening the program for teacher professional development. Meanwhile, teachers may consider sustaining a cohesive and participative approach by promoting unity and collegial support in working for the pursuit of school goals.

The organizational commitment implies that teachers among the Schools in Region XII strongly associate themselves with the organization, share its objectives, and actively seek to remain a part of it. Since the level of organizational commitment is high and directly influenced by work engagement, it is recommended that school leaders maintain and enhance

the existing culture or organizational commitment by implementing strategies such as recognizing and celebrating individual and team contributions to further sustained work engagement and commitment.

The work engagement among public secondary teachers entails that teachers are engaged actively and fully utilizing their physical, cognitive, and emotional capacities while performing their roles in the organization. It indicates the manifestation of positive attitudes among employees, including a strong sense of enthusiasm for their work and organization, unwavering devotion, and active participation in the success of the organization. Since the teachers have demonstrated a high level of work engagement, it is recommended that school leaders maintain open lines of communication and solicit the teacher's input on decision-making to help sustain their engagement and strengthen their sense of belonging within the school community.

The significant positive correlation between the exogenous variables, servant leadership, organizational culture, and organizational commitment, and the endogenous variable, work engagement, is a key factor that can have positive, short—and long-term outcomes for organizations. Shared culture/values and organizational learning dimensions contributed highly to the levels of engagement.

The structural model generated in the study is the best fit to predict work engagement. Hence, the school's leader's servant leadership, organizational culture, and organizational commitment are crucial in promoting work engagement among secondary teachers in Region XII. Since the model generated in this study is the best fit, it is advisable to test the same model in Local Universities and Colleges (LUCs) and Private Higher Education Institutions (HEIs) in Region XII. This would confirm the model's applicability to both public and private higher education institutions in Region XII.

Further research is recommended using qualitative methods or mixed-method approaches to substantiate the generated best-fit model with the field experiences of teachers. This would provide a more vivid scenario about the dynamics of leadership, school culture, and teacher retention.

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