

TRANSFORMATIONAL SCHOOL LEADERSHIP AND TEACHERS' WORK ENGAGEMENT IN PUBLIC SCHOOLS

Isagani Costales Canonizado, PhD

San Narciso Elementary School, San Narciso, Zambales, Philippines
Technological College of San Felipe, Inc., San Felipe, Zambales, Philippines

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ABSTRACT

Transformational school leadership plays a vital role in shaping teacher performance and learner outcomes. It fosters motivation, commitment, and professional growth, which are essential for enhancing educational quality in public schools. This study determined the transformational school leadership and teachers' work engagement in public schools in San Narciso District, Schools Division of Zambales, during the School Year 2025-2026, as a basis for an enhanced program to strengthen leadership practices aimed at improving teachers' work engagement. The study employed a quantitative-correlational research design. The respondents included 113 elementary teachers and 61 secondary teachers, selected through simple random sampling. Data were gathered using a validated researcher-designed questionnaire ($\alpha = 0.92, 0.93$). Findings revealed that teachers perceived transformational leadership in public schools as frequently observed across all dimensions, including idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Teachers demonstrated high work engagement, reflected in vigor, dedication, absorption, and professional commitment. A very high positive significant correlation existed between transformational school leadership and teachers' work engagement, indicating that effective leadership strongly influenced teacher engagement. Based on the findings, an enhancement program was developed to strengthen transformational leadership practices, aiming to further improve teachers' work engagement and overall professional performance. The study provided empirical evidence on the impact of transformational leadership on teacher engagement in Philippine public schools. It offered practical recommendations for school administrators to enhance leadership practices and promote professional growth among teachers.

Keywords: Transformational Leadership, School Leadership, Work Engagement, Teachers, Public Schools.

1. INTRODUCTION

In the dynamic landscape of education, school leadership played a pivotal role in shaping teacher performance and learner outcomes. Globally, research highlighted that effective leadership was a cornerstone for improving teacher engagement, satisfaction, and professional growth (Kareem et al., 2023). In the Philippines, where public schools faced challenges such as limited resources, large class sizes, and evolving curriculum demands, transformational leadership emerged as a crucial approach to inspire and motivate teachers toward higher levels of commitment and productivity (Panunciar et al., 2024; Esogon & Gumban, 2024). The growing emphasis on quality

education and teacher well-being underscored the need to understand how leadership practices influenced teachers' engagement and overall school performance.

This study examined the relationship between transformational school leadership and teachers' work engagement in public schools. While previous studies showed that transformational leadership positively correlated with adaptive performance, organizational commitment, and self-development among teachers (Yacon & Cayaban, 2023; Cabayag & Guhao, 2024; Kareem et al., 2023), other research suggested that organizational climate may have played a more significant role in influencing engagement than leadership styles alone (Tejero & Aoanan, 2024; Budiongan & Corpuz, 2024). Key variables in this research included transformational leadership practices of school heads and the work engagement of teachers, measured through vigor, dedication, and absorption (Magboo et al., 2023). The study focused specifically on public elementary and secondary schools in the Philippines, providing a contextualized understanding of leadership effects in local educational settings.

The need for this study was driven by gaps in understanding the mechanisms through which transformational leadership affected teacher engagement. Despite evidence of positive associations (Panunciar et al., 2024; Aliste & Basañes, 2024), inconsistencies remained regarding the relative influence of leadership versus school climate (Tejero & Aoanan, 2024; Budiongan & Corpuz, 2024). Addressing these gaps was critical for improving teacher retention, motivation, and instructional quality, which had direct implications for learner learning outcomes and overall school effectiveness.

Although numerous studies explored transformational leadership and teacher engagement, underexplored aspects included the specific practices of school heads that most effectively fostered sustained engagement in Philippine public schools. Moreover, conflicting findings on the role of organizational climate versus leadership highlighted the need for further empirical investigation (Tejero & Aoanan, 2024; Budiongan & Corpuz, 2024). This study sought to answer: how did transformational leadership practices of school heads influence teachers' work engagement and which dimensions of transformational leadership were most strongly associated with engagement among public school teachers.

Guided by transformational leadership theory, this research aimed to provide practical insights into strengthening leadership practices in public schools. The study sought to contribute to educational leadership literature while offering actionable recommendations to school administrators for enhancing teachers' work engagement, commitment, and overall performance (Panunciar et al., 2024; Kareem et al., 2023). By investigating the link between transformational leadership and teacher engagement, the study aspired to support more effective leadership development programs, promote professional growth among teachers, and ultimately improve educational outcomes for learners in Philippine public schools.

2. STATEMENT OF THE PROBLEM

This study determined the transformational school leadership and teachers' work engagement in public schools in San Narciso District, Schools Division of Zambales, during the School Year 2025-2026, as a basis for an enhanced program to strengthen leadership practices aimed at improving teachers' work engagement.

Specifically, it sought answers to these questions:

1. How do teachers perceive transformational school leadership in public schools in terms of:

- 1.1. idealized influence;
- 1.2. inspirational motivation;
- 1.3. intellectual simulation; and
- 1.4. individualized consideration?
2. How may teachers' work engagement in public schools be described in terms of:
 - 2.1. vigor;
 - 2.2. dedication;
 - 2.3. absorption; and
 - 2.4. professional commitment?
3. Is there a significant relationship between transformational school leadership in public schools, as perceived by teachers and their work engagement?
4. What enhancement program may be developed to strengthen leadership practices for the improvement of teachers' work engagement?

3. METHODS AND MATERIALS

This study determined the transformational school leadership and teachers' work engagement in public schools in San Narciso District, Schools Division of Zambales, during the School Year 2025-2026, as a basis for an enhanced program to strengthen leadership practices aimed at improving teachers' work engagement. Employing a quantitative-correlational research design, data were collected, classified, summarized, and analyzed using means. Employing the simple random sampling, the respondents of the study consisted of 113 elementary teachers and 61 secondary teachers. A researcher-designed questionnaire served as the primary data collection instrument, focusing on transformational school leadership and teachers' work engagement in public schools. Internal consistency was established using Cronbach's Alpha, which demonstrated excellent reliability for the transformational school leadership ($\alpha = 0.92$) and teachers' work engagement ($\alpha = 0.93$) in public schools. Hypothesis was tested using Spearman's Rho Correlation Coefficient.

4. RESULTS AND DISCUSSIONS

4.1. Transformational School Leadership in Public Schools as Perceived by Teachers

4.1.1. Idealized Influence

Table 1 displays the mean ratings on transformational school leadership in terms of idealized influence, showing a general mean of 3.45, which is interpreted as "Frequently Observed." This result indicates that teachers generally perceive their school leaders as consistently demonstrating idealized behaviors aligned with transformational leadership

Table 1. Mean Rating and Interpretations of the Transformational School Leadership in Public Schools as Perceived by Teachers in terms of Idealized Influence

Item	Indicators	Mean Rating	Interpretation
1	The school leaders act as role models for teachers.	3.44	Frequently Observed

2	The school leaders demonstrate ethical behavior consistently.	3.46	Frequently Observed
3	The school leaders gain trust through consistent actions.	3.45	Frequently Observed
4	The school leaders inspire respect among teachers and staff.	3.49	Frequently Observed
5	The school leaders uphold school values in decisions.	3.43	Frequently Observed
6	The school leaders encourage teachers to follow best practices.	3.42	Frequently Observed
7	The school leaders show fairness in administrative matters.	3.44	Frequently Observed
8	The school leaders model professionalism for teachers and staff.	3.43	Frequently Observed
9	The school leaders exhibit confidence in leadership decisions.	3.47	Frequently Observed
10	The school leaders maintain integrity in all leadership activities.	3.45	Frequently Observed
General Mean Rating		3.45	Frequently Observed

Legend: Scores of 3.50 to 4.00 indicate “Always Observed,” scores of 2.50 to 3.49 indicate “Frequently Observed,” score of 1.50 to 2.49 indicate “Rarely Observed,” and scores of 1.00 to 1.49 indicate “Never Observed.”

The indicator with the highest mean rating is “The school leaders inspire respect among teachers and staff” with 3.49, interpreted as “Frequently Observed.” This finding denotes that respect-building is the most evident leadership behavior manifested by school leaders in the study. It implies that leaders effectively create a positive image that strengthens teacher admiration and trust. This aligns with Baldonado and Villocino (2025), who emphasized that leaders who command respect significantly enhance organizational cohesion and teacher motivation.

The indicator with the lowest mean rating is “The school leaders encourage teachers to follow best practices” with 3.42, interpreted as “Frequently Observed.” This finding denotes that although leaders promote best practices, this behavior is less emphasized compared with other leadership traits. It suggests the need to strengthen instructional guidance and mentoring to further enhance teaching quality. Padasas and Escote (2025) similarly found that limited reinforcement of best practices may lessen the transformative impact of leadership on instructional improvement.

In summary, the highest mean rating reflects the leaders’ strong capacity to inspire respect, indicating that relational leadership behaviors are the most dominant. These results are affected by the leaders’ consistent ethical actions and professional conduct, which shape teachers’ perceptions of leadership effectiveness. Baldera et al. (2025) stated that such behaviors form the foundation of strong transformational leadership, promoting trust, commitment, and improved school outcomes.

4.1.2. Inspirational Motivation

Table 2 displays the mean ratings on transformational school leadership in terms of inspirational motivation, showing a general mean of 3.45, which is interpreted as “Frequently Observed.” This suggests that teachers consistently perceive their school leaders as motivating and encouraging them toward shared goals.

Table 2. Mean Rating and Interpretations of the Transformational School Leadership in Public Schools as Perceived by Teachers in terms of Inspirational Motivation

Item	Indicators	Mean Rating	Interpretation
1	The school leaders communicate a clear vision for the school.	3.47	Frequently Observed
2	The school leaders inspire teachers to achieve school goals.	3.49	Frequently Observed
3	The school leaders encourage teachers to work toward excellence.	3.45	Frequently Observed
4	The school leaders share motivational messages regularly.	3.42	Frequently Observed
5	The school leaders foster enthusiasm for school improvement projects.	3.44	Frequently Observed
6	The school leaders recognize teachers’ efforts and achievements.	3.48	Frequently Observed
7	The school leaders promote commitment to the school’s vision.	3.46	Frequently Observed
8	The school leaders maintain optimism during challenges.	3.43	Frequently Observed
9	The school leaders encourage collective goal-setting among teachers.	3.45	Frequently Observed
10	The school leaders stimulate positive energy in staff meetings.	3.44	Frequently Observed
General Mean Rating		3.45	Frequently Observed

Legend: Scores of 3.50 to 4.00 indicate “Always Observed,” scores of 2.50 to 3.49 indicate “Frequently Observed,” score of 1.50 to 2.49 indicate “Rarely Observed,” and scores of 1.00 to 1.49 indicate “Never Observed.”

The indicator with the highest mean rating is “The school leaders inspire teachers to achieve school goals” with 3.49, interpreted as “Frequently Observed.” This finding denotes that leaders are most effective in energizing teachers toward accomplishing institutional objectives. It indicates that inspiration and goal alignment are strong components of leadership behavior in the study context. This supports the findings of Rubia et al. (2023), who asserted that leaders who inspire purposeful action significantly enhance staff commitment and collective goal attainment.

The indicator with the lowest mean rating is “The school leaders share motivational messages regularly” with 3.42, interpreted as “Frequently Observed.” This denotes that while motivation is present, leaders deliver encouraging messages less consistently compared with other

behaviors. It suggests that enhancing regular communication of motivational statements may further strengthen teacher morale. Larroza et al. (2024) similarly emphasized that insufficient motivational communication can reduce the sustaining power of transformational leadership over time.

In summary, inspiring teachers toward school goals yielded the highest mean, indicating that leaders excel most in driving collective achievement. This affects results by highlighting the prominence of vision-driven and goal-focused leadership in shaping teacher motivation. Panga et al. (2025) stated that such leadership behaviors enhance unity and productivity, reinforcing their importance in school improvement efforts.

4.1.3. Intellectual Simulation

Table 3 displays the mean ratings on transformational school leadership in terms of intellectual stimulation, showing a general mean of 3.45, which is interpreted as “Frequently Observed.” This indicates that teachers perceive their school leaders as consistently promoting critical thinking, creativity, and innovation in instructional practices.

Table 3. Mean Rating and Interpretations of the Transformational School Leadership in Public Schools as Perceived by Teachers in terms of Intellectual Simulation

Item	Indicators	Mean Rating	Interpretation
1	The school leaders encourage teachers to think critically.	3.43	Frequently Observed
2	The school leaders challenge teachers to solve complex problems.	3.45	Frequently Observed
3	The school leaders foster creativity in instructional methods.	3.47	Frequently Observed
4	The school leaders ask teachers to evaluate new teaching ideas.	3.44	Frequently Observed
5	The school leaders promote innovative solutions to school challenges.	3.42	Frequently Observed
6	The school leaders encourage reflective thinking among teachers.	3.48	Frequently Observed
7	The school leaders support experimentation with new teaching strategies.	3.44	Frequently Observed
8	The school leaders value teachers’ suggestions for improvement.	3.49	Frequently Observed
9	The school leaders question outdated practices respectfully.	3.41	Frequently Observed
10	The school leaders stimulate professional growth through problem-solving.	3.46	Frequently Observed
General Mean Rating		3.45	Frequently Observed

Legend: Scores of 3.50 to 4.00 indicate “Always Observed,” scores of 2.50 to 3.49 indicate “Frequently Observed,” score of 1.50 to 2.49 indicate “Rarely Observed,” and scores of 1.00 to 1.49 indicate “Never Observed.”

The indicator with the highest mean rating is “The school leaders value teachers’ suggestions for improvement” with 3.49, interpreted as “Frequently Observed.” This finding denotes that leaders most strongly demonstrate openness to teachers’ ideas, reinforcing collaborative decision-making. It suggests that participatory leadership is a prominent practice within the school setting. This aligns with Labrague (2023), who emphasized that leaders who actively value staff input foster greater empowerment, innovation, and professional engagement.

The indicator with the lowest mean rating is “The school leaders question outdated practices respectfully” with 3.41, interpreted as “Frequently Observed.” This finding denotes that although leaders challenge traditional practices, this behavior occurs less frequently compared with other indicators. It suggests the need for stronger advocacy in reviewing and updating instructional approaches to ensure continued relevance. Sarong (2023) similarly noted that insufficient questioning of outdated practices may limit the transformative potential of leadership.

In summary, valuing teachers’ suggestions emerged as the highest-rated indicator, highlighting the leadership’s strong inclination toward collaborative and idea-driven improvement. This indicates that the ability to empower teachers significantly influences overall perceptions of intellectual stimulation. Chavez et al. (2024) stated that such leadership behaviors cultivate innovation and shared responsibility, which strengthen organizational growth.

4.1.4. Individualized Consideration

Table 4 displays the mean ratings on transformational school leadership in terms of individualized consideration, with a general mean of 3.45, interpreted as “Frequently Observed.” This indicates that teachers perceive their school leaders as consistently demonstrating consideration for individual needs and personal development.

Table 4. Mean Rating and Interpretations of the Transformational School Leadership in Public Schools as Perceived by Teachers in terms of Individualized Consideration

Item	Indicators	Mean Rating	Interpretation
1	The school leaders listen attentively to teachers’ concerns.	3.44	Frequently Observed
2	The school leaders provide support for teachers’ professional growth.	3.43	Frequently Observed
3	The school leaders offer guidance based on individual teacher needs.	3.45	Frequently Observed
4	The school leaders encourage teachers to pursue development opportunities.	3.46	Frequently Observed
5	The school leaders recognize teachers’ strengths and contributions.	3.45	Frequently Observed
6	The school leaders mentor teachers when needed.	3.42	Frequently Observed

7	The school leaders respond constructively to teacher feedback.	3.44	Frequently Observed
8	The school leaders accommodate individual differences in teaching style.	3.41	Frequently Observed
9	The school leaders support teachers during challenging tasks.	3.47	Frequently Observed
10	The school leaders promote personal and professional well-being of teachers.	3.49	Frequently Observed
General Mean Rating		3.45	Frequently Observed

Legend: Scores of 3.50 to 4.00 indicate “Always Observed,” scores of 2.50 to 3.49 indicate “Frequently Observed,” score of 1.50 to 2.49 indicate “Rarely Observed,” and scores of 1.00 to 1.49 indicate “Never Observed.”

The indicator with the highest mean rating is “The school leaders promote personal and professional well-being of teachers” with 3.49, interpreted as “Frequently Observed.” This finding denotes that leaders prioritize teacher welfare, which strengthens trust and enhances job satisfaction. It further implies that leaders actively support a healthy and growth-oriented work environment. This is consistent with Orbuda and Abellana (2025), who emphasized that leadership focused on personal well-being fosters stronger teacher commitment and organizational stability.

The indicator with the lowest mean rating is “The school leaders accommodate individual differences in teaching style” with 3.41, interpreted as “Frequently Observed.” This finding denotes that although leaders recognize individuality, this behavior is less emphasized compared with other practices. It suggests the need for improved flexibility and support in acknowledging diverse instructional approaches. Borbon et al. (2025) similarly noted that limited accommodation of individual differences may restrict teachers’ sense of autonomy and professional identity.

In summary, promoting teachers’ personal and professional well-being obtained the highest rating, indicating that leaders’ concern for welfare strongly influences overall leadership perceptions. This affects the results by showing that attention to teacher well-being enhances motivation and strengthens organizational relationships. According to Ramos and Bauyot (2024), such supportive leadership behaviors are essential in cultivating a positive school climate and sustained professional growth.

4.2. Teachers’ Work Engagement in Public Schools

Table 5 displays the mean ratings on teachers’ work engagement in terms of vigor, showing a general mean of 3.45, interpreted as “High Engagement.” This indicates that teachers consistently demonstrate strong energy, persistence, and enthusiasm in performing their professional duties.

4.2.1. Vigor

Table 5. Mean Rating and Interpretations of the Teachers' Work Engagement in Public Schools in terms of Vigor

Item	Indicators	Mean Rating	Interpretation
1	I maintain high energy throughout teaching activities.	3.46	High Engagement
2	I exert extra effort to accomplish teaching tasks.	3.41	High Engagement
3	I remain resilient during challenging lessons.	3.45	High Engagement
4	I actively participate in school programs.	3.43	High Engagement
5	I sustain focus despite heavy workload.	3.45	High Engagement
6	I demonstrate enthusiasm during lessons.	3.46	High Engagement
7	I motivate myself to meet teaching objectives.	3.47	High Engagement
8	I cope effectively with classroom stress.	3.43	High Engagement
9	I persevere in completing professional duties.	3.44	High Engagement
10	I consistently maintain high energy for learners.	3.48	High Engagement
General Mean Rating		3.45	High Engagement

Legend: Scores of 3.50 to 4.00 indicate "Very High Engagement," scores of 2.50 to 3.49 indicate "High Engagement," score of 1.50 to 2.49 indicate "Low Engagement," and scores of 1.00 to 1.49 indicate "Very Low Engagement."

The indicator with the highest mean rating is "I consistently maintain high energy for learners" with 3.48, interpreted as "High Engagement". This finding denotes that teachers sustain strong vitality when interacting with learners, reflecting their dedication to delivering quality instruction. It further implies that teachers prioritize learner needs by consistently showing energetic and active classroom presence. This supports Manguerra-Mahusay and Cornelio (2024), who found that high-energy engagement enhances productivity and reinforces positive organizational performance.

The indicator with the lowest mean rating is "I exert extra effort to accomplish teaching tasks" with 3.41, interpreted as "High Engagement." This finding denotes that although teachers put effort into their work, going beyond expectations occurs less frequently compared with other behaviors. It suggests the need for additional motivation or support mechanisms to further encourage teachers to extend their usual effort. Baes et al. (2025) similarly noted that lower willingness to exert extra effort may result from workload pressures or limited reinforcement in the workplace.

In summary, maintaining high energy for learners emerged as the highest-rated indicator, indicating that teacher enthusiasm significantly shapes overall vigor. This affects the results by highlighting vitality and learner-centered responsiveness as key drivers of work engagement. Padohinog et al. (2024) emphasized that such energetic engagement strengthens performance and contributes to a more resilient and effective teaching workforce.

4.2.2. Dedication

Table 6 displays the mean ratings on teachers' work engagement in terms of dedication, yielding a general mean of 3.45, interpreted as "High Engagement." This shows that teachers consistently demonstrate commitment, pride, and enthusiasm in performing their professional duties.

Table 6. Mean Rating and Interpretations of the Teachers' Work Engagement in Public Schools in terms of Dedication

Item	Indicators	Mean Rating	Interpretation
1	I feel proud of my teaching accomplishments.	3.49	High Engagement
2	I inspire learners through my enthusiasm.	3.45	High Engagement
3	I consider my teaching work meaningful.	3.44	High Engagement
4	I show strong involvement in school projects.	3.46	High Engagement
5	I maintain motivation despite challenges.	3.47	High Engagement
6	I dedicate extra time to lesson preparation.	3.41	High Engagement
7	I actively support learners' academic growth.	3.43	High Engagement
8	I contribute positively to school improvement initiatives.	3.47	High Engagement
9	I exhibit commitment to achieving school goals.	3.45	High Engagement
10	I maintain enthusiasm for professional responsibilities.	3.46	High Engagement
General Mean Rating		3.45	High Engagement

Legend: Scores of 3.50 to 4.00 indicate "Very High Engagement," scores of 2.50 to 3.49 indicate "High Engagement," score of 1.50 to 2.49 indicate "Low Engagement," and scores of 1.00 to 1.49 indicate "Very Low Engagement."

The indicator with the highest mean rating is "I feel proud of my teaching accomplishments" with 3.49, interpreted as "High Engagement." This finding denotes that teachers maintain a strong sense of fulfillment and personal satisfaction in their work. It implies

that pride serves as a motivating factor that enhances their dedication to their roles and responsibilities. This aligns with Tugade and Arcinas (2023), who emphasized that personal accomplishment increases employees' intrinsic motivation and strengthens organizational engagement.

The indicator with the lowest mean rating is "I dedicate extra time to lesson preparation" with 3.41, interpreted as "High Engagement." This denotes that while teachers remain dedicated, additional time investment in planning is comparatively less practiced. It suggests that time constraints or workload demands may limit their capacity to extend preparation beyond regular hours. Similar to Soliman (2023), such lower engagement in extra tasks may reflect competing responsibilities that hinder employees from deepening task commitment.

In summary, pride in teaching accomplishments emerged as the most evident form of dedication, indicating that emotional fulfillment strongly influences teacher engagement. This affects the overall results by highlighting the role of internal motivation in sustaining teachers' commitment. Macalinao (2023) stated that when employees derive satisfaction from their achievements, their dedication and overall work performance tend to increase.

4.2.3. Absorption

Table 7 displays the mean ratings on teachers' work engagement in terms of absorption, presenting a general mean of 3.45, interpreted as "High Engagement." This shows that teachers often experience deep involvement and focused attention in their instructional and professional tasks.

Table 7. Mean Rating and Interpretations of the Teachers' Work Engagement in Public Schools in terms of Absorption

Item	Indicators	Mean Rating	Interpretation
1	I focus completely on teaching tasks.	3.49	High Engagement
2	I become fully immersed in lesson delivery.	3.44	High Engagement
3	I lose track of time while teaching.	3.46	High Engagement
4	I give full attention to learners' needs.	3.45	High Engagement
5	I engage deeply in preparing instructional materials.	3.43	High Engagement
6	I concentrate on solving classroom challenges.	3.44	High Engagement
7	I invest myself fully in learning activities.	3.46	High Engagement
8	I remain absorbed in lesson planning.	3.47	High Engagement
9	I immerse myself in professional development.	3.43	High Engagement

10	I stay focused despite classroom distractions.	3.41	High Engagement
General Mean Rating		3.45	High Engagement

Legend: Scores of 3.50 to 4.00 indicate “Very High Engagement,” scores of 2.50 to 3.49 indicate “High Engagement,” score of 1.50 to 2.49 indicate “Low Engagement,” and scores of 1.00 to 1.49 indicate “Very Low Engagement.”

The indicator with the highest mean rating is “I focus completely on teaching tasks” with 3.49, interpreted as “High Engagement.” This denotes that teachers sustain strong concentration when performing their day-to-day teaching duties. It implies that they are able to engage deeply in instruction, which enhances learning quality and classroom performance. This finding supports Mendoza et al. (2025), who emphasized that full task concentration leads to improved work productivity and consistent engagement.

The indicator with the lowest mean rating is “I stay focused despite classroom distractions” with 3.41, interpreted as “High Engagement.” This denotes that although teachers remain generally absorbed in their tasks, maintaining focus amidst disruptions poses a slightly greater challenge. It implies that environmental distractions may influence teachers’ ability to sustain uninterrupted attention. Dantis et al. (2024) similarly suggested that external stressors can reduce concentration levels, affecting overall work absorption.

In summary, full focus on teaching tasks emerged as the strongest indicator, reflecting teachers’ ability to immerse themselves in their core responsibilities. This indicates that high absorption contributes positively to work engagement and instructional effectiveness. Almendras et al. (2025) stated that when employees are deeply absorbed in their work, their performance, motivation, and task satisfaction significantly improve.

4.2.4. Professional Commitment

Table 8 displays the mean ratings on teachers’ work engagement in terms of professional commitment, revealing a general mean of 3.45 interpreted as “High Engagement.” This result indicates that teachers consistently demonstrate strong professional dedication across all indicators.

Table 8. Mean Rating and Interpretations of the Teachers’ Work Engagement in Public Schools in terms of Professional Commitment

Item	Indicators	Mean Rating	Interpretation
1	I attend training sessions to improve teaching skills.	3.45	High Engagement
2	I collaborate with colleagues to enhance teaching practices.	3.47	High Engagement
3	I fulfill responsibilities on time and efficiently.	3.44	High Engagement
4	I seek ways to innovate classroom activities.	3.45	High Engagement

5	I maintain professional ethics in all tasks.	3.49	High Engagement
6	I support school goals and programs actively.	3.47	High Engagement
7	I pursue continuous self-improvement in teaching.	3.43	High Engagement
8	I mentor new teachers when needed.	3.41	High Engagement
9	I contribute ideas for school development.	3.45	High Engagement
10	I demonstrate responsibility in all professional duties.	3.46	High Engagement
General Mean Rating		3.45	High Engagement

Legend: Scores of 3.50 to 4.00 indicate “Very High Engagement,” scores of 2.50 to 3.49 indicate “High Engagement,” score of 1.50 to 2.49 indicate “Low Engagement,” and scores of 1.00 to 1.49 indicate “Very Low Engagement.”

The indicator with the highest mean rating is “I maintain professional ethics in all tasks,” with a mean of 3.49 and interpreted as “High Engagement.” This finding denotes that teachers place great importance on ethical standards as a foundation of their professional identity. It suggests that ethical practice strongly influences overall work engagement in the school setting. This aligns with the findings of Osias and Ladica (2024), who emphasized that adherence to professional ethics enhances teachers’ commitment and performance.

The indicator with the lowest mean rating is “I mentor new teachers when needed,” with a mean of 3.41 and interpreted as “High Engagement.” This suggests that while mentoring is practiced, it is not as frequently or strongly demonstrated as other areas of professional commitment. The finding denotes a potential need for more structured or encouraged mentoring programs within the school. This relates to Busby and Draucker (2024), who found that mentoring responsibilities may vary depending on workload and institutional support.

In summary, the findings show consistently high engagement among teachers, with the highest emphasis on maintaining professional ethics. This indicates that teachers’ professionalism influences their overall commitment and workplace performance. These results may be affected by school culture, leadership support, and available professional development. As stated by Falguera et al. (2022), strong professional values contribute significantly to sustained work engagement and effectiveness.

4.3. Relationship Between Transformational School Leadership in Public Schools as Perceived by Teachers and Their Work Engagement

Table 9 presents the relationship between transformational leadership in public schools as perceived by teachers and their work engagement. It specifically shows the computed correlation values between the variables under study.

Table 9. Relationship Between Transformational Leadership in Public Schools as Perceived by Teachers and Their Work Engagement

Dependent Variables	R	P	Interpretation	Decision
Vigor	.886	.000	Very High Positive Correlation	Reject H_{01} (Significant)
Dedication	.673	.000	High Positive Correlation	Reject H_{01} (Significant)
Absorption	.940	.000	Very High Positive Correlation	Reject H_{01} (Significant)
Professional Commitment	.547	.000	High Positive Correlation	Reject H_{01} (Significant)
Overall	.902	.000	Very High Positive Correlation	Reject H_{01} (Significant)

The indicators reveal the following results: vigor has an r-value of .886 with a p-value of .000, interpreted as a “very high positive correlation” and leading to the decision to reject H_{01} . Dedication shows an r-value of .673 and a p-value of .000, indicating a “high positive correlation” and also resulting in the rejection of H_{01} . Absorption records an r-value of .940 with a p-value of .000, interpreted as a “very high positive correlation” and likewise warrants rejection of H_{01} . Professional commitment has an r-value of .547 with a p-value of .000, signifying a “high positive correlation” and again leads to rejecting H_{01} .

Overall, the study yielded an r-value of .902 with a p-value of .000, interpreted as a “very high positive correlation” and resulting in the rejection of H_{01} . This indicates that transformational leadership is strongly associated with higher levels of teacher work engagement across dimensions. The strength and significance of the relationship suggest that leadership behaviors substantially influence how teachers invest energy, enthusiasm, and commitment in their work. These findings support Gueta and Urbina (2025), who similarly concluded that leadership quality is a critical factor that directly enhances employee engagement and job performance.

A “very high positive significant correlation” means that as transformational leadership increases, teacher work engagement also increases to a very strong degree, and the relationship is statistically significant. This denotes a consistent and meaningful association between the two variables. Dacula et al. (2025) stated that such strong correlations indicate the powerful role of leadership in shaping professional motivation and workplace involvement.

4.4. An Enhanced Program to Strengthen Leadership Practices for the Improvement of Teachers' Work Engagement

The program, titled “Leadership Enhancement for Advancing Dedication and Engagement of Teachers,” is designed to strengthen transformational leadership practices to improve teachers' work engagement. It is significant because enhancing leadership in areas such as idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration may increase teacher vigor, dedication, absorption, and professional commitment. The program flow begins with an orientation and needs assessment to identify leadership strengths and engagement gaps, followed by capacity-building workshops on practical transformational leadership strategies. School leaders may then develop and implement action plans, monitored through periodic

feedback from teachers and mentoring sessions. Finally, the program promotes sustainability through continuous evaluation, peer learning, and follow-up activities to ensure lasting improvement in leadership practices and teacher engagement.

5. CONCLUSIONS

1. Teachers perceived transformational leadership in public schools as frequently observed across all dimensions, including idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.
2. Teachers demonstrated high work engagement in public schools, as reflected in the dimensions of vigor, dedication, absorption, and professional commitment.
3. A very high positive significant correlation exists between transformational school leadership as perceived by teachers and their level of work engagement, indicating that effective leadership strongly influences teacher engagement.
4. An enhancement program was developed to strengthen transformational leadership practices, aiming to further improve teachers' work engagement and overall professional performance.

6. RECOMMENDATIONS

1. School leaders may provide more opportunities for role modeling, motivational communication, and individualized support to further enhance transformational leadership practices.
2. Teachers may be encouraged to participate in professional development activities and wellness programs to sustain and further improve their work engagement.
3. School administrators may implement leadership strategies that promote ethical behavior, respect, and collaboration to strengthen teachers' work engagement.
4. School leaders may adopt and regularly monitor the enhancement program to ensure its effective implementation and continuous improvement of teacher engagement and performance.
5. Further studies may investigate the impact of transformational leadership on learner learning outcomes and academic performance in public schools.

7. ACKNOWLEDGMENT

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