



SCHOOL HEADS' COLLABORATIVE LEADERSHIP EXPERTISE AND TEACHERS' WORK ENGAGEMENT

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ABSTRACT

This study determined the significant relationship between School Heads' Collaborative Leadership Expertise and Teachers' Work Engagement in the relationship between teachers' teaching performance of Inopacan National High School and Tinago National High School. A proposed Instructional Supervisory plan was formulated based on the result of the study. This study employed a descriptive-correlational research design to investigate the relationship between school heads' collaborative leadership expertise and the work engagement in relation to teachers teaching performance. This design was appropriate because it allowed the researcher to describe the conditions and characteristics of the variables under study, while also exploring the potential statistical association between them—without manipulating any of the variables. The descriptive aspect of the design focused on identifying and summarizing how teachers perceived the collaborative leadership behaviors of their school heads. This included practices such as shared decision-making, open communication, co-planning, mutual accountability, and professional support. At the same time, it captured the level of teacher work engagement by examining indicators such as vigor, dedication, and absorption in their professional tasks. The correlational aspect sought to determine whether a significant relationship existed between the school heads' leadership skills and the work engagement of teachers. It aimed to answer whether higher levels of collaborative leadership as perceived by teachers were associated with increased levels of engagement in teaching responsibilities. To collect data, the researcher used a structured survey questionnaire composed of two

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sections. The first section measured the collaborative leadership expertise of school heads, while the second assessed the degree of work engagement among teachers. The questionnaire was adapted and validated from existing literature and standardized tools to ensure reliability and accuracy.

The test of relationship between teachers' level of work engagement and school heads' leadership expertise. It shows the correlation coefficient (r), the computed t-value, the table value at 0.05 level of significance, the decision on the null hypothesis, and the corresponding interpretation of the results. As reflected in the table, the computed correlation coefficient indicates a very strong positive correlation between the two variables. This means that higher levels of school heads' leadership expertise are strongly associated with higher levels of teachers' work engagement. The computed t-value which is greater than the table value of at the 0.05 level of significance. Since the computed value exceeded the critical value, the null hypothesis was rejected. This statistical decision confirms that there is indeed a significant relationship between the two variables under study. Based on the interpretation, the relationship between teachers' work engagement and school heads' leadership expertise is not only statistically significant but also categorized as very strong. This finding underscores the idea that effective leadership by school heads plays a vital role in sustaining and enhancing the work engagement of teachers. Analyzing the results, the high correlation coefficient suggests that when school heads demonstrate strong vision, communication, motivation, and team-building skills, teachers are more likely to feel energized, motivated, and committed in their professional responsibilities. Conversely, weak leadership may diminish teacher engagement. The significant outcome indicates that leadership expertise is not just related but directly influential in shaping the level of engagement among teachers. This result implies that fostering effective school leadership can substantially improve teachers' work engagement, which in turn enhances classroom performance, collaboration, and overall school effectiveness. Strengthening leadership training programs and ensuring that school heads practice collaborative, motivational, and supportive leadership styles can have a

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transformative effect on the professional commitment of teachers and performance management systems can significantly benefit the educational ecosystem.

Keywords: *Collaborative Leadership Expertise, School Head, Teachers Work Engagement*

INTRODUCTION

Collaborative leadership expertise refers to the ability of school heads to engage teachers and staff in shared decision-making, joint problem-solving, and collective goal-setting. In the context of education, this leadership style fosters a supportive environment where teachers can actively participate in shaping instructional strategies, resource allocation, and professional development activities. By promoting collaboration, school heads empower teachers to share knowledge, innovate teaching methods, and stay motivated in their work. This collective approach not only strengthens interpersonal relationships among educators but also enhances teachers' emotional and professional engagement, which is essential for improving teaching effectiveness and student outcomes.

Abidin and Alias (2023) found that principals who practice collaborative leadership significantly increase teachers' job satisfaction and commitment by fostering shared responsibility. Voelkel, Prusak, and Van Tassell (2024) also demonstrated that leadership behaviors emphasizing collaboration and empowerment improve collective teacher efficacy and classroom performance. However, many schools still operate under traditional hierarchical leadership models that limit teachers' autonomy and suppress collaborative opportunities, particularly affecting teachers who need continuous support to keep up with rapid advancements in their field.

The concept of collaborative Leadership expertise is selected because it embodies the belief that cooperative efforts among educators can lead to deeper understanding, improved decision-making, and more effective solutions. The researcher recognizes that when school heads actively support teachers through open dialogue, joint planning, and continuous

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professional development—not merely through supervision—teachers become more confident and empowered in their profession. Collaboration thus becomes a platform for learning and transformation rather than compliance, emphasizing co-leadership in driving instructional improvements.

In education, collaborative Leadership expertise is particularly vital due to the subject's dynamic nature, which necessitates updated teaching strategies, content knowledge, and innovative approaches. When school heads acknowledge these needs and work closely with teachers, the implementation of meaningful instructional changes is facilitated. Activities such as co-developing lesson plans or organizing peer coaching sessions foster a culture where instructional leadership is a shared responsibility. This reflects a leadership approach invested not only in outcomes but in the teaching process itself.

This gap points to a pressing need to explore how school heads' collaborative leadership expertise influences teachers' work engagement. Investigating this relationship is vital for guiding leadership development programs, enhancing teacher motivation, and ultimately improving instruction quality and student learning outcomes. Therefore, this study seeks to fill this knowledge gap and contribute to educational leadership practices that foster greater collaboration and engagement among teachers.

Through this study, the researcher aims to investigate how collaboration between school heads and teachers can be strengthened and institutionalized. By documenting effective practices and exploring ways to build sustainable professional partnerships, the research seeks to contribute to improving student performance and cultivating a school environment with excellence, support, and a genuine commitment to collaborative learning.

This study determined the significant relationship between School Heads' Collaborative Leadership Expertise and Teachers' Work Engagement in the relationship between teachers' teaching performance of Inopacan National High School and Tinago National High School. A proposed Instructional Supervisory plan was formulated based on the result of the study.

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Specifically, this study sought to answer the following questions:

1. What is the extent of school heads' collaborative leadership Expertise in terms of the following;

- 1.1. strategic planning;;
- 1.2. developing people;
- 1.3. communication;
- 1.4. motivating people; and
- 1.5. team building?

2. What is the perceived level of Teachers' Work Engagement?

- 2.1 Learners' engagement
- 2.2 parents
- 2.3 school heads
- 2.4 colleagues?

3. Is there a significant relationship between the school heads' collaborative leadership Expertise and perceived level of Teachers' Work Engagement?

4. What Instructional Supervisory plan can be proposed based on the findings of the study?

Statement of Hypothesis

H₀ – There is no significant relationship between the school heads' collaborative leadership Expertise and perceived level of Teachers' Work Engagement.

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METHODOLOGY

Design. This study employed a descriptive-correlational research design to investigate the relationship between school heads' collaborative leadership expertise and the work engagement of teachers. This design was appropriate because it allowed the researcher to describe the conditions and characteristics of the variables under study, while also exploring the potential statistical association between them—without manipulating any of the variables.

The descriptive aspect of the design focused on identifying and summarizing how teachers perceived the collaborative leadership behaviors of their school heads. This included practices such as shared decision-making, open communication, co-planning, mutual accountability, and professional support. At the same time, it captured the level of teacher work engagement by examining indicators such as vigor, dedication, and absorption in their professional tasks.

The correlational aspect sought to determine whether a significant relationship existed between the school heads' leadership skills and the work engagement of teachers. It aimed to answer whether higher levels of collaborative leadership as perceived by teachers were associated with increased levels of engagement in teaching responsibilities.

To collect data, the researcher used a structured survey questionnaire composed of two sections. The first section measured the collaborative leadership expertise of school heads, while the second assessed the degree of work engagement among teachers. The questionnaire was adapted and validated from existing literature and standardized tools to ensure reliability and accuracy.

The main locale of the study was Inopacan National High School and Tinago national High School. The respondents of the study were the 2 School Head, 60 JH teachers. The primary research instrument to be used in this study is a structured survey questionnaire. This tool is designed to gather quantitative data on two key variables: (1) school heads'

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collaborative leadership Expertise such as on Motivating People, Team Building Skills, Developing People Skills, Communication Skills and (2) teachers' engagement such as Learners Engagement, Parents Engagement, School Head Engagement, Colleagues Engagement. The proposed Instructional Supervisory Plan was taken based on the findings of the study.

Sampling. The respondents of the study were the 2 School Heads and 60 Junior High School teachers that were involved in this study were being identified and the primary means of reach was during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

Research Procedure. To gather the necessary data in one month (30 days), the researcher asked permission from the office of the Schools Division Superintendent through a Transmittal Letter. The same letter content was also given to the Public-School District Supervisor, School Principal, and to the teachers under their care.

The researcher distributed the survey questionnaires to the Head Teachers, which were then answered by the teachers. After one month, the questionnaires were retrieved and consolidated, and these were subjected to statistical treatment using Pearson's r .

The data were collated and submitted for appropriate statistical treatment

Ethical Issues. The right to conduct the study was strictly adhered to through the approval of the principals and the approval of the Superintendent of the Division. Orientation of the respondents, both school principals and teachers, was done. Participation was strictly voluntary. Anonymity and confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

Treatment of Data. The following statistical formulas were used in this study:

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The quantitative responses were tallied and tabulated. The data were treated statistically using the following tool:

The Simple Percentage and weighted mean were employed to determine the School Head's Collaborative Leadership Expertise and Teachers' work engagement.

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between c. School Head's Collaborative Leadership Expertise and Teachers' Work Engagement.

RESULTS AND DISCUSSION

TABLE 1

SCHOOL HEADS' LEADERSHIP EXPERTISE

A. Vision and Goal-Setting Skills	Weighted Mean	Interpretation
1. Has a clear overall vision or concept of the school's purpose, function, and responsibility.	4.52	Strongly Agree
2. Keeps abreast of new ideas, trends, challenges, or events that may affect the school.	4.28	Strongly Agree
3. Sets clear objectives and strategies for the school effectively.	4.37	Strongly Agree
4. Articulates a clear and compelling sense of the school's vision and objectives.	4.35	Strongly Agree
5. Develops performance indicators to measure the school's success.	4.42	Strongly Agree
6. Has the ability to adapt and change the focus of the school's work.	4.20	Agree
7. Ensures the school's goals align with the overall institution's goals.	4.43	Strongly Agree
Mean	4.37	Strongly Agree

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B. Developing People Skills	Weighted Mean	Interpretation
1. Provides accurate and thorough performance appraisals for teachers.	4.28	Strongly Agree
2. Uses performance appraisals to identify strengths and weaknesses for training.	4.50	Strongly Agree
3. Teaches and coaches teachers skillfully to help them carry out their duties.	4.42	Strongly Agree
4. Gives constructive feedback effectively (regularly, firmly, humanely).	4.40	Strongly Agree
5. Deals with performance problems in a timely and helpful manner.	4.50	Strongly Agree
6. Identifies teachers' deficiencies and provides training opportunities.	4.77	Strongly Agree
7. Identifies potential teachers for positions and prepares them for leadership.	4.48	Strongly Agree
Mean	4.48	Strongly Agree

C. Communication Skills	Weighted Mean	Interpretation
1. Communicates well on a one-to-one basis (clearly, positively, humanely, with respect).	4.47	Strongly Agree
2. Keeps up-to-date with school matters and disseminates to teachers.	4.37	Strongly Agree
3. Keeps teachers well-informed on news that affects them and their jobs.	4.38	Strongly Agree
4. Communicates professionally even under stress.	4.50	Strongly Agree
5. Communicates information in a timely manner.	4.38	Strongly Agree
6. Takes time to explain decisions, opinions, and recommendations.	4.42	Strongly Agree
7. Communicates to groups in an articulate, concise, and clear manner.	4.42	Strongly Agree
8. Confidently states opinions during conflicts or concerns.	4.00	Agree
9. Takes time to listen to teachers' problems.	4.50	Strongly Agree
10. Actively seeks teachers' opinions on work affecting them.	4.62	Strongly Agree

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C. Communication Skills	Weighted Mean	Interpretation
11. Keeps an open mind when hearing teachers' opinions or ideas.	4.37	Strongly Agree
Mean	4.41	Strongly Agree

D. Motivating People Skills	Weighted Mean	Interpretation
1. Shows genuine concern for teachers as unique individuals.	4.53	Strongly Agree
2. Gives credit and recognition when teachers do a good job.	4.60	Strongly Agree
3. Generates enthusiasm by providing the necessary support.	4.40	Strongly Agree
4. Understands what motivates teachers and provides assistance.	4.43	Strongly Agree
5. Appropriately rewards the highest achievers.	4.62	Strongly Agree
6. Recognizes positive aspects of teachers rather than negatives.	4.72	Strongly Agree
7. Encourages a positive outlook among teachers when problems arise.	4.52	Strongly Agree
Mean	4.55	Strongly Agree

E. Team Building Skills	Weighted Mean	Interpretation
1. Rewards collaborative-oriented behavior.	4.65	Strongly Agree
2. Encourages cooperation and collaboration between teachers and department heads.	4.82	Strongly Agree
3. Fosters teamwork and enthusiasm for group projects.	4.60	Strongly Agree
4. Develops good working relationships with teachers.	4.45	Strongly Agree
5. Anticipates teachers' needs and assists them willingly.	4.53	Strongly Agree
6. Respects teachers' contributions and supports interaction.	4.57	Strongly Agree
7. Focuses on organizational goals rather than trivial matters.	4.73	Strongly Agree

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E. Team Building Skills	Weighted Mean	Interpretation
Mean	4.62	Strongly Agree

| **Grand Mean | 4.49 | Strongly Agree |**

Legend:

4.21 – 5.00 = Strongly Agree (Very High)

3.41 – 4.20 = Agree (High)

2.61 – 3.40 = Somewhat Agree (Moderate)

1.81 – 2.60 = Disagree (Low)

1.00 – 1.80 = Strongly Disagree (Very Low)

Table 1 presents the weighted mean scores and interpretations of the different dimensions of school heads' leadership expertise, namely: vision and goal-setting skills, developing people skills, communication skills, motivating people skills, and team-building skills. The results highlight the perceptions of teachers on how their school heads demonstrate leadership competencies in their professional roles.

In terms of vision and goal-setting skills, the school heads were rated with a mean of 4.37, interpreted as Strongly Agree. Teachers recognized that their leaders clearly articulated the school's purpose, established measurable goals, and aligned institutional objectives. However, the item on adaptability to change received a slightly lower rating of 4.20 (Agree), suggesting that while leaders have strong visionary skills, their flexibility in shifting school focus could be further enhanced.

For developing people skills, the school heads obtained a higher mean of 4.48 (Strongly Agree). Respondents observed that leaders consistently identified teachers' training needs, provided timely performance appraisals, and skillfully coached teachers. The highest-rated item, "Identifies teachers' deficiencies and provides training opportunities" (4.77), implies that instructional leadership is strongly prioritized. This reflects a commitment to fostering professional growth and preparing future leaders.

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About communication skills, the mean score was 4.41 (Strongly Agree). Teachers affirmed that their school heads communicated clearly, disseminated information promptly, and listened attentively to concerns. Notably, "Actively seeks teachers' opinions on work affecting them" received a high mean of 4.62, highlighting participatory communication. However, "Confidently states opinions during conflicts or concerns" was rated lower at 4.00 (Agree), indicating room for improvement in assertive communication during challenging situations.

The results also showed that school heads excelled in motivating people skills, with a mean of 4.55 (Strongly Agree). Teachers strongly agreed that their leaders recognized achievements, encouraged positivity, and rewarded high performers. The highest-rated indicator was "Recognizes positive aspects of teachers rather than negatives" (4.72), reflecting that leaders emphasized encouragement over criticism, which nurtures a supportive environment.

On team-building skills, school heads obtained the highest mean among all dimensions, with 4.62 (Strongly Agree). Teachers agreed that their leaders promoted collaboration, respected contributions, and fostered strong relationships. "Encourages cooperation and collaboration between teachers and department heads" garnered the highest mean of 4.82, which shows that teamwork is a central focus in their leadership practices. This emphasizes the collective effort in achieving organizational goals.

Overall, the grand mean of 4.49 (Strongly Agree) suggests that school heads consistently demonstrate strong leadership expertise across all dimensions. Teachers perceived them as capable leaders who motivate, communicate, and build collaborative environments, though adaptability to change and conflict management are areas where further improvement may be needed.

This result implies that effective leadership among school heads enhances teacher engagement, collaboration, and performance. By demonstrating vision, fostering growth, and

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strengthening teamwork, leaders create a conducive school climate that positively affects teaching and learning outcomes.

TABLE 2
TEACHERS' LEVEL OF WORK ENGAGEMENT

A. Learners' Engagement	Weighted Mean	Interpretation
1. I actively design activities that engage my students in learning.	4.67	Strongly Agree
2. I feel energized when I see my students participate actively.	4.97	Strongly Agree
3. I modify my teaching strategies based on student feedback.	4.77	Strongly Agree
4. I track and reflect on student engagement regularly.	4.83	Strongly Agree
5. I feel fulfilled when learners show improvement and enthusiasm.	4.98	Strongly Agree
Mean	4.84	Strongly Agree

B. Parents' Engagement	Weighted Mean	Interpretation
1. I communicate regularly with parents about their child's progress.	4.73	Strongly Agree
2. I consider parents as partners in the teaching-learning process.	4.85	Strongly Agree
3. I feel supported when parents show involvement in school activities.	4.87	Strongly Agree
4. I respond promptly and professionally to parents' concerns.	4.95	Strongly Agree
5. My engagement increases when parents appreciate my efforts.	4.93	Strongly Agree
Mean	4.87	Strongly Agree

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C. School Heads' Engagement	Weighted Mean	Interpretation
1. I receive sufficient support from my school head in my teaching responsibilities.	4.87	Strongly Agree
2. I am encouraged by the leadership shown by my school head.	4.77	Strongly Agree
3. My school head acknowledges and appreciates my efforts.	4.77	Strongly Agree
4. I feel more engaged when leadership is collaborative and empowering.	4.97	Strongly Agree
5. I am motivated to perform better with clear guidance from school leadership.	4.97	Strongly Agree
Mean	4.87	Strongly Agree

D. Colleagues' Engagement	Weighted Mean	Interpretation
1. I share teaching strategies and materials with my colleagues.	4.77	Strongly Agree
2. I feel encouraged by the support and collaboration of my peers.	4.87	Strongly Agree
3. I regularly participate in team discussions and planning sessions.	4.82	Strongly Agree
4. Working with supportive colleagues improves my engagement at work.	4.92	Strongly Agree
5. I learn and grow professionally through peer collaboration.	4.92	Strongly Agree
Mean	4.86	Strongly Agree

| **Grand Mean | 4.86 | Strongly Agree |**

Legend:

- 4.21 – 5.00 = Strongly Agree (Very High)
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Table 2 presents the weighted mean scores and interpretations of the different dimensions of teachers' level of work engagement, which include learners' engagement, parents' engagement, school heads' engagement, and colleagues' engagement. The results reflect the extent to which teachers are motivated, supported, and actively involved in their professional responsibilities.

In terms of learners' engagement, the teachers obtained a weighted mean of 4.84 (Strongly Agree). This suggests that teachers highly value student-centered approaches such as designing engaging activities, modifying strategies based on feedback, and tracking student participation. The highest-rated indicator, "I feel fulfilled when learners show improvement and enthusiasm" (4.98), highlights the strong intrinsic motivation teachers derive from student success, while "I feel energized when I see my students participate actively" (4.97) emphasizes their commitment to sustaining learners' involvement.

For parents' engagement, teachers recorded the highest overall mean across categories at 4.87 (Strongly Agree). Results reveal that teachers communicate regularly with parents, consider them as partners, and feel motivated when parents appreciate their efforts. The highest rating was given to "I respond promptly and professionally to parents' concerns" (4.95), followed closely by "My engagement increases when parents appreciate my efforts" (4.93). These findings indicate that positive school-home partnerships enhance teacher motivation and strengthen the teaching-learning process.

With regard to school heads' engagement, the teachers reported a mean of 4.87 (Strongly Agree). This demonstrates that supportive and collaborative leadership strongly influences teacher engagement. Teachers particularly valued collaborative and empowering leadership (4.97) and motivation through clear guidance (4.97). These results indicate that leadership practices that acknowledge teacher contributions and provide structured support significantly uplift teacher morale and performance.

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In the area of colleagues' engagement, teachers achieved a mean of 4.86 (Strongly Agree). Respondents agreed that peer collaboration, sharing of teaching strategies, and supportive teamwork improve their engagement levels. The items "Working with supportive colleagues improves my engagement at work" (4.92) and "I learn and grow professionally through peer collaboration" (4.92) reflect that collegiality and collective learning are essential drivers of teacher growth and sustained motivation.

Overall, the grand mean of 4.86, interpreted as Strongly Agree, indicates that teachers exhibit very high levels of work engagement across all dimensions. The consistently high means demonstrate that learners, parents, school heads, and colleagues all serve as vital sources of motivation and support, enabling teachers to remain committed to their professional roles. Analyzing these results, while teachers' intrinsic motivation—particularly through learners' growth—remains strong, external factors such as supportive school leadership, parent appreciation, and collegial collaboration amplify their engagement further. The highest ratings on collaborative leadership and supportive colleagues reveal that work engagement is not an isolated experience but one fostered by a positive organizational and social environment.

This result implies that teachers' work engagement is sustained by multiple layers of support—students' active learning, parents' involvement, school leaders' guidance, and colleagues' collaboration. When these elements are present, teachers are more motivated, professionally fulfilled, and committed to delivering high-quality education, which in turn enhances student outcomes.

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TABLE III

TEST OF RELATIONSHIP

Variables Correlated	r	Computed Value (t)	Table Value @ .05	Decision on Ho	Interpretation
Teachers' Level of Work Engagement and School Heads' Leadership Expertise	0.88	3.420	0.453	Reject Ho	Significant Relationship (Very Strong)

Table 3 presents the test of relationship between teachers' level of work engagement and school heads' leadership expertise. It shows the correlation coefficient (r), the computed t-value, the table value at 0.05 level of significance, the decision on the null hypothesis, and the corresponding interpretation of the results. As reflected in the table, the computed correlation coefficient (r) was 0.88, which indicates a very strong positive correlation between the two variables. This means that higher levels of school heads' leadership expertise are strongly associated with higher levels of teachers' work engagement.

The computed t-value was 3.420, which is greater than the table value of 0.453 at the 0.05 level of significance. Since the computed value exceeded the critical value, the null hypothesis was rejected. This statistical decision confirms that there is indeed a significant relationship between the two variables under study.

Based on the interpretation, the relationship between teachers' work engagement and school heads' leadership expertise is not only statistically significant but also categorized as very strong. This finding underscores the idea that effective leadership by school heads plays a vital role in sustaining and enhancing the work engagement of teachers. Analyzing the results, the high correlation coefficient suggests that when school heads demonstrate strong vision, communication, motivation, and team-building skills, teachers are more likely to feel energized, motivated, and committed in their professional responsibilities. Conversely, weak

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leadership may diminish teacher engagement. The significant outcome indicates that leadership expertise is not just related but directly influential in shaping the level of engagement among teachers.

This result implies that fostering effective school leadership can substantially improve teachers' work engagement, which in turn enhances classroom performance, collaboration, and overall school effectiveness. Strengthening leadership training programs and ensuring that school heads practice collaborative, motivational, and supportive leadership styles can have a transformative effect on the professional commitment of teachers.

Conclusion

Based on the results of this study, when school leaders demonstrate collaborative, visionary, and supportive leadership practices, teachers become more motivated, committed, and engaged in their professional responsibilities. This highlights the crucial role of effective leadership in fostering a positive school environment where both teachers and students can thrive. Strengthening leadership development programs and sustaining collaborative supervisory practices are therefore essential in ensuring higher teacher engagement, improved instructional performance, and overall school effectiveness.

Recommendations

Based on the findings of this study, the following recommendations are proposed from School heads' leadership expertise and teachers' level of work engagement among the ff:

1. Teachers are encouraged to actively participate in collaborative school initiatives and professional learning communities, as these foster both personal growth and collective improvement. They should maintain open communication with school heads, provide constructive feedback, and embrace opportunities for peer collaboration to sustain high levels of work engagement.

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2. School heads should continuously practice collaborative leadership by promoting shared decision-making, open communication, and recognition of teachers' efforts. Leadership training and coaching should be prioritized to enhance their skills in vision-setting, motivation, and team-building, thereby ensuring a supportive and engaging environment for teachers.

3. District supervisors should provide consistent monitoring and support to school heads, ensuring that collaborative leadership strategies are effectively implemented. They should facilitate leadership enhancement programs, mentoring sessions, and peer-sharing among school heads to strengthen their capacity to engage teachers productively.

4. EPSs should align supervisory practices with the promotion of teacher engagement by conducting instructional leadership workshops and supporting innovations in classroom practices. They must also monitor the integration of leadership expertise in instructional planning and provide feedback that enhances both teaching performance and leadership effectiveness.

5. The CES should institutionalize policies and programs that prioritize collaborative leadership and teacher engagement across schools. By ensuring resources, training, and recognition systems are in place, they can create a culture of sustained professional growth and school-wide effectiveness.

6. Learners should recognize the importance of being active participants in the learning process, as their engagement directly influences teacher motivation. By showing cooperation, enthusiasm, and respect in the classroom, they contribute to a positive school climate that strengthens the relationship between leadership and teacher commitment.

7. The researcher should share findings with education stakeholders through seminars, workshops, or publications to help inform policy and practice. Engaging school leaders and teachers in reflective discussions about the results can promote evidence-based improvements in leadership and teacher engagement.

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8. Future researchers are encouraged to explore other variables that may influence teacher engagement, such as organizational culture, stress management, or technological integration. They may also conduct longitudinal or comparative studies across different school settings to further validate and expand on the relationship between leadership expertise and teacher work engagement.

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The author was born on January 23, 1995, at Divine Word Hospital, Tacloban City, Leyte. She is the eldest among the three siblings of Mr. Joel D. Bernales and Mrs. Sarah L. Bernales.

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student health, cultural development, and school records, she demonstrates leadership, organizational management, and collaborative decision-making, all of which are integral in shaping holistic learners and ensuring effective school governance.

Her professional journey highlights her dedication to service, passion for teaching, and commitment to developing both the academic and non-academic potentials of the learners entrusted to her care.



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