
School Climate and Teachers' Work Engagement in Misamis Oriental: Basis for Development Plan

Jenelyn Budiongan and Dr. Gerlinda G. Corpuz
PHINMA Cagayan de Oro College, Philippines

Abstract. This study explores the intricate relationship between school climate and teachers' work engagement in the Central Schools of the Department of Education (DepEd), Division of Misamis Oriental. The research establishes a foundational framework for targeted development plans, asserting that a positive school climate significantly influences teachers' work engagement across Cognitive, Emotional, and Physical domains. The investigation involved 287 public central elementary schools within the Division, employing patterned and modified questionnaires. Findings reveal the pivotal role of Teacher I positions and Grade 6 teachers in fostering higher engagement levels, influenced by teaching experience and educational background. Professionalism emerges as the highest-rated school climate dimension, indicating educators' commitment, while Physical Engagement stands out in teachers' work engagement. Significantly, relationships exist between school climate dimensions and work engagement aspects. The study identifies differences in work engagement based on positions, emphasizing the importance of the highest educational attainment as a predictor in cognitive work engagement. Conclusions underscore the significance of early exposure to professional standards, recommending targeted leadership training, teacher engagement in professional development, and exploration of interventions to enhance collegial leadership and collaboration. Ultimately, prioritizing these aspects is crucial for fostering a positive school climate and optimizing teachers' work engagement.

Keywords: school climate, work engagement

Introduction

Background of the Study

School climate and teacher work engagement have been viewed as having an intertwined relationship with teachers' commitment to remain in the teaching post. Cabingas (2019) cited that the country experienced a net loss of 132 teachers annually, indicating that more teachers left the profession than entered, possibly due to decreased engagement. When teachers feel valued, respected, and supported by both colleagues and school leadership, it leads to increased work engagement. In contrast, a negative or toxic school climate can lead to stress, burnout, and reduced engagement among educators.

School climate characterized by its collegial leadership, professionalism, academic optimism, and community engagement shaped teachers' work engagement and led to more productivity and excellence (Enterina, 2021). Further, effective leadership, particularly from principals and head teachers is crucial in shaping a positive work environment. A supportive climate enhances teacher excellence through the provision of necessary support and resources.

The Individual Performance Commitment and Review Form (IPCRF) rating for School Year 2022-2023 in the district of Claveria Northeast, noted around 26% of teachers on the Very Satisfactory Level indicating less engagement in their profession. Meanwhile, engaged teachers tend to perform better in the classroom, which can contribute to a positive school climate which later enhances teachers' work engagement and performance. Work engagement in the context of teachers refers to the psychological involvement in their work, characterized by high levels of commitment, enthusiasm, and connection to their roles, colleagues, and

broad educational mission. Farid et al. (2019) denote that work engagement includes vigor, dedication, and absorption.

Moreover, the 1987 Philippine Constitution forms the basis for an educated citizenry, guiding the mission of the Department of Education (DepEd). Laws like Republic Act No. 4670 which is commonly known as the Magna Carta for Public School Teacher and the Philippine Professional Standards for Teachers (PPST), introduced by the Department of Education (DepEd) in 2017, shape the education system, influencing school climate and teacher engagement. These frameworks provide clear criteria for evaluating teacher performance and support professional development, contributing to a positive organizational climate (Ingersoll et al., 2018).

In the context of school climate and teachers' work engagement, Azim et al. (2019) demonstrated that a nurturing and empowering school environment fosters positive work engagement among educators. Conversely, a toxic atmosphere with limited professional growth opportunities can diminish engagement levels and compromise educational accomplishments (Moreira-Fontán et al., 2019). Work environment and work engagement are crucial factors in defining professional development. A study by Tannady (2020), revealed that teachers with professional development opportunities enhance their commitment and work engagement. In other words, a positive work environment and engagement in one's work contribute significantly to teachers' professional development effectiveness.

As one of the teachers in Misamis Oriental, the researcher finds interest in evaluating school climate dimensions such as collegial leadership, professionalism, academic optimism, community engagement; and teachers' work engagement to understand the difficulties encountered by educators in particular settings in order to create a positive, effective, and sustainable educational environment. Studying effective initiatives from different regions and countries and their applicability to Misamis Oriental's specific context could offer valuable insights for educational policymakers and administrators aiming to enhance the teaching work environment and contribute to the well-being and success of all stakeholders in the education system.

Literature Review

School Climate

The school climate greatly affects the well-being of teachers, students, and the educational system. According to Syakur et al. (2020), school climate refers to the shared perception of the institution's values, policies, procedures, and behaviors. Leadership, support, and resources are among of those influential factors in shaping the organizational climate of schools. Hartinah et al. (2020) identified school leadership as a significant determinant of schools' organizational climate. Effective leadership fosters a supportive environment that promotes growth and learning for both students and teachers (Tindowen et al., 2020). Ineffective leadership can create a negative and demoralizing environment, which adversely affects the well-being of both students and teachers.

The provision of support and resources to teachers and students is influential in shaping the organizational climate of schools. Teachers require support from administrators and colleagues, while students require access to high-quality learning resources and facilities in order to achieve success in their professions (Sapta et al., 2021). The absence of these supports and resources can lead to a negative and demoralizing organizational climate in schools, which can have adverse effects on the well-being of both students and teachers. Research conducted in the Philippines emphasizes the importance of leadership in shaping the organizational climate and its impact on teachers' work engagement. Labrague & Obeidat (2022) found a positive association between transformational leadership, which involves inspiring and supporting staff, and increased work engagement among teachers. Insufficient

guidance and support from leadership can result in a negative organizational climate, ultimately leading to decreased engagement (Abun et al., 2019). Professional development and continuous learning are crucial for creating a positive work environment and increasing work engagement among educators (Tannady, 2020). Providing teachers with professional development opportunities enhances their commitment and work engagement.

Creating a positive and supportive school climate is challenging for schools, despite various factors (Jawaad et al., 2019). Numerous schools in the Philippines face resource limitations that hinder their ability to deliver a high-quality education to students (Khaskheli et al., 2020). Educational institutions in the Philippines face challenges related to the retention and turnover of teachers. Abun et al. (2021) found that high teacher attrition rates in the Philippines have a detrimental impact on the schools' climate. The departure of teachers can have negative effects on the well-being of the school community, causing instability and uncertainty for students and coworkers.

Collegial Leadership

Collegial leadership is a prominent approach within educational institutions, emphasizing shared decision-making and collaboration among educators and administrators. Research in this area underscores the positive impact of collegial leadership on school culture, teacher morale, and ultimately, student outcomes. Studies by Ahmad et al., (2022) highlighted how collegial leadership fosters a sense of empowerment among teachers leading to increase teacher satisfaction and engagement.

Moreover, collegial leadership encourages and embraces employee autonomy, enabling individuals to express their views and exercise leadership; granting employees, the authority and the opportunity to shape final decisions provides them with a feeling of autonomy and self-reliance (Zulkifly et al., 2020). Research conducted by Scheel et al. (2019) suggests that employees who possess a sense of autonomy and control in their work exhibit higher levels of engagement and satisfaction. Autonomy is positively associated with intrinsic motivation, which is a key factor in job engagement (Deci & Ryan, 2019). Granting employees autonomy in decision-making enhances their job satisfaction and fosters a greater sense of fulfillment and passion in their work. Autonomy is a significant factor in fostering intrinsic motivation, which in turn plays a crucial role in promoting work engagement.

Professionalism

Professionalism as a school climate dimension encompasses the behaviors, attitudes, and ethical standards demonstrated by all members of the school community. Hafeez (2021) concluded in their study that the core foundation for achieving teacher's classroom engagement lies in their professionalism. In assessing teachers' professionalism, the foremost quality is professional conduct, followed by evaluating their professional accountability.

The Code of Ethics for Professional Teachers promotes the idea that all school personnel, including teachers, should prioritize their personal and professional advancement. The Philippine Constitution places significant emphasis on enhancing teachers' competency through professional development activities. According to Bennett (2020), teaching professionalism fosters positive teacher-student relationships through respect, trust, and collaboration, demonstrating students' value and enhancing these connections. The teaching profession demands the highest level of reverence and dedication to achieving excellence. Professionalism in teaching is vital for establishing an ideal learning atmosphere, nurturing positive connections with students, and instilling confidence among peers, parents, and administrators.

In the study of Mezza (2022), it demonstrates the element of teacher professionalism exerts significant influence in enhancing the quality of education and plays a crucial part in shaping capable graduates through a concentration on student motivation. Professionalism is an essential attribute expected from all educators and school staff members. Administrators

and teachers serve as representatives of their school district and should consistently exhibit professionalism. It's important to remember that one continues to represent the school even beyond regular school hours (Meador, 2019). Teachers who exhibit professionalism tend to be more engaged in their work, and higher work engagement can, in turn, lead to increased professionalism creating a positive cycle that benefits both educators and students.

Academic Optimism

Academic optimism encompasses the collective confidence and enthusiasm of teachers, administrators, and students about their abilities to achieve educational goals, improve performance, and overcome challenges. Research carried out in Turkey on academic optimism reveals that teachers exhibit varying levels of academic optimism, with some studies indicating a moderate good, and high level of optimism (Ates & Unal, 2021). These studies underscore the positive impact of academic optimism on enhancing schools' organizational learning capacities and promoting student learning through improved teaching quality. Additionally, it is highlighted that these varying levels of academic optimism align with the development of learning communities within schools.

As mentioned by Anggraini & Marwan (2020), individuals with an internal locus of control tend to exhibit greater initiative in seeking, processing, and applying diverse information, driven by their aspiration for higher accomplishments. Engaged teachers who believe in school's capacity to achieve academic success are more likely to contribute to and reinforce academic optimism within the school community.

Utomo et al. (2019) found in their research that school environmental elements are instrumental in nurturing teachers' motivation, consequently influencing students' academic optimism within the educational setting. Additionally, as highlighted by Ruiz et al. (2018), the external factor of school climate significantly shapes the actions of both teachers and students in educational institutions. Teachers who recognize the significance of school climate can have meaningful implications for the field of education.

Community Engagement

As stated by Enterina (2021), community engagement describes the degree to which the school can count on involvement and support from parents and community members, and the extent to which the school provides the community with information about its accomplishment. According to the study findings of Adom, et. al (2018), it showed that the community involvement has enormous part in motivating teachers affect performance of the schools academically. Regarding the connection between community engagement and teachers within the school, O'Meara et al., (2018) stressed that faculty members are gaining valuable insights from their interactions with the community. These experiences have been positively influencing their commitment to their work.

Recent research consistently demonstrates a positive correlation between a supportive community environment and teachers' engagement in their job. According to Siddique et al. (2022), teachers who view their workplace as supportive and familial are more likely to experience higher levels of job engagement. Teachers who experience camaraderie and support from their colleagues and community are more likely to be engaged in their work. Community engagement can play a vital role in enhancing teacher work engagement in providing support, resources, and positive relationships, and a shared sense of purpose. Teachers who feel valued and connected to their community are more likely to be engaged in their work, ultimately benefiting both the educators and the students they serve.

Teacher's Work Engagement

Work engagement refers to the psychological state of teachers being fully absorbed in their work, displaying high levels of commitment, enthusiasm, and involvement, and feeling connected to their roles, colleagues, and the broader educational mission. According to Farid et al. (2019), work engagement includes vigor, dedication, and absorption. Vigor is indicative

of the considerable energy and enthusiasm dedicated to teaching responsibilities. Dedication encompasses a profound sense of importance, pride, and passion towards one's work. Absorption refers to a state of focused attention and active involvement in teaching activities, often leading to a sense of "flow" characterized by a rapid passage of time due to heightened levels of engagement and enjoyment (Abun et al., 2021).

Sanchez (2022) discovered a positive correlation between engagement and favorable assessments of support, fairness, and alignment with personal values. Teachers are more likely to be fully engaged in their roles when they perceive that the organizational climate values their contributions, promotes a sense of belonging, and offers opportunities for professional development. Lacap (2019) found that individuals are more prone to disengagement and emotional exhaustion when they perceive a climate characterized by insufficient support, excessive workload, or ineffective leadership.

Several factors contribute to teachers' work engagement. Abun et al. (2021) found a positive association between transformational leadership and increased teacher engagement. Transformational leadership is characterized by supportive and inspiring leaders who promote autonomy and professional growth. Professional development opportunities are important for increasing engagement among teachers by equipping them with the necessary skills and resources to excel in their roles (Majumdar & Kumar, 2021). The school climate, including communication, support, and shared values, has a significant impact on teachers' engagement levels (Barnova, et al., 2022). Work engagement has numerous positive effects on educators and students. According to Tannady et al. (2020), teachers who are engaged tend to have higher levels of job satisfaction, commitment, and retention, which leads to a more stable and effective teaching workforce.

Cognitive Engagement

Cognitive work engagement in teachers refers to their deep intellectual commitment to their roles, demonstrating their enthusiasm, dedication, and commitment to creating meaningful learning experiences (Van Wingerden & Poell, 2019). This aspect of work engagement refers to teachers actively participating in curriculum development, instructional design, and ongoing professional development. It promotes educators to engage in innovative practices, adapt to changes, and contribute to the evolving educational environment (Azim et al., 2019). This is recognized by educational scholars as a vital aspect of effective teaching practices. In the realm of cognitive engagement, teachers demonstrate a proactive attitude towards exploring novel pedagogical methods, embracing technological advancements, and engaging in continuous learning opportunities.

Moreira-Fontán et al. (2019) emphasize the importance of cognitive engagement in improving teaching quality. Educators who exhibit cognitive engagement are more inclined to adopt student-centered teaching methods, personalized learning approaches, and experiential activities that foster deeper comprehension. Moreover, it is important to highlight the significant connection between cognitive work engagement and student outcomes. Dedicated teachers promote stimulating learning environments that enhance students' critical thinking and problem-solving skills. Aboramadan (2022) found a positive correlation between cognitive engagement and student achievement, highlighting its significance for overall academic performance. Cognitive engagement fosters innovative strategies and dynamic classroom experiences, enhancing students' learning journey.

Emotional Engagement

Emotional work engagement among teachers pertains to their affective involvement in their work, including their passion, pride, and emotional connection to their roles (Wood et al., 2020). This dimension encompasses more than just work engagement. It encompasses the emotional investment that educators have in creating a positive learning environment, building connections with students, and contributing to the overall educational mission. Emotional

engagement fosters a sense of fulfillment and joy that surpasses the challenges encountered by educators. Numerous studies have emphasized the significant influence of emotional engagement on teachers' well-being and instructional quality. According to Riyanto et al. (2021), teachers who are emotionally engaged tend to have higher job satisfaction, lower burnout rates, and better psychological well-being. Emotional engagement serves as a protective factor against the adverse impacts of stress and exhaustion, enabling teachers to navigate the demands of their profession with resilience.

Moreover, emotional work engagement has an impact on the classroom atmosphere and student experiences. Bhutto et al. (2021) found that emotionally engaged teachers foster nurturing and supportive classroom environments. These educators prioritize students' emotional needs and cultivate positive teacher-student relationships, which enhance students' emotional well-being and motivation to learn (Kwon & Kim, 2020). The emotional bond formed between teachers and students can cultivate a feeling of inclusion, security, and reciprocal admiration in the educational setting.

Emotional engagement is influenced by external factors, including the organizational climate and leadership practices. According to Torgerson (2023), teachers who feel unsupported, lack resources, or receive insufficient recognition may become emotionally disconnected and less engaged.

Physical Engagement

Physical work engagement refers to the level of effort, energy, and physical involvement that teachers dedicate to their daily tasks, interactions, and responsibilities. This dimension of work engagement pertains to the enthusiasm and commitment exhibited by teachers through their active involvement in classroom activities, extracurricular events, and collaborative endeavors within the educational community. It is characterized by a clear display of commitment and involvement in their responsibilities. According to Hensch (2020), teachers who demonstrate physical engagement engage in classroom discussions, extracurricular activities, and school events, thereby enhancing the educational environment. Their engagement goes beyond regular duties, as they dedicate their time and effort to develop comprehensive educational experiences that surpass traditional learning materials.

Additionally, the physical nature of active participation directly influences student engagement and the dynamics of the classroom. Fuertes et al. (2023) found a positive correlation between teachers' physical engagement and student participation. Active and enthusiastic educators inspire student engagement in classroom discussions, collaborative projects, and learning activities. Physical engagement enhances students' motivation to actively participate in the learning process by fostering a sense of dynamism.

Physical work engagement can be affected by challenges like heavy workloads, time constraints, and competing demands. Educators facing a heavy workload and numerous administrative duties may struggle to fully engage in their professional responsibilities (Solania et al., 2023). Moreover, the line separating professional and personal life may become indistinct, resulting in possible burnout and decreased physical involvement. In order to promote physical engagement, institutions should prioritize workload management strategies, professional development focused on efficient teaching practices, and support mechanisms to help teachers effectively balance their commitments.

In conclusion, creating a positive school climate is crucial for promoting teacher work engagement, which, in turn, has numerous benefits for both educators and students. Leadership, support, resources, collegiality, professionalism, academic optimism, community engagement, and various forms of work engagement (cognitive, emotional, and physical) all play integral roles in shaping the educational landscape and its outcomes. Recognizing the importance of these factors and addressing them effectively can contribute to a more vibrant and successful educational system.

Statement of the Problem

The study aimed to determine the level of school climate and work engagement of teachers in the Division of Misamis Oriental for School Year 2023-2024. Specifically, this aimed to:

1. How are the respondents distributed in terms of position, grade level taught, teaching experience, and highest educational attainment?
2. To what level is the school climate as perceived by the respondents based on collegial leadership, professionalism, academic optimism, and community engagement?
3. What is the level of the respondents' work engagement as regards to cognitive, emotional, and physical?
4. Is there a significant relationship between the respondents' perceptions of school climate and their work engagement on cognitive, emotional, and physical engagement?
5. Is there a significant difference in the respondents' work engagement when grouped according to position, grade level taught, teaching experience, and highest educational attainment?
6. Based on the findings of the study, what development plan on school climate and teachers' work engagement can be formulated?

Theoretical Framework

The study draws upon the Social Exchange Theory which was developed by a sociologist named George Homans in 1958. Rooted in the principle of reciprocity, this theory posits that individuals engage in social relationships and professional environments with the expectation of mutual benefits. Within the realm of education, teachers establish a social exchange relationship with their institutions, and the prevailing school climate assumes a pivotal role in shaping their levels of engagement. At the core of the Social Exchange Theory lies the principle of "give and take," a fundamental concept that underscores the reciprocal nature of social interactions. In the educational context, when teachers perceive a supportive, respectful, and conducive school climate, they are inclined to invest their time, effort, and commitment into their roles, as evidenced by the work of Rhoades and Eisenberger (2002). Such positive interactions foster an environment conducive to teachers' work engagement, where they feel recognized and appreciated for their contributions. Conversely, a negative organizational climate characterized by a lack of support, unmet expectations, and pervasive negativity may lead teachers to perceive their efforts as undervalued. Consequently, this unfavorable climate poses a risk of decreased work engagement and an elevated likelihood of burnout, as discussed by Jones et al. (2021). The Social Exchange Theory thus provides a comprehensive framework for understanding the dynamics between teachers, their institutions, and the critical influence of the school climate on their professional engagement and well-being.

Scope and Limitations

The study was designed to explore the relationship between school climate, teacher work engagement, and selected demographic factors in the Division of Misamis Oriental during the School Year 2023-2024. Specifically, the research zeroed in on educators within the Central Elementary Schools of the Division. Importantly, it should be highlighted that not all central schools in the Division have established Special Education (SPED) classes, thus potentially influencing the overall dynamics of school climate. The variables scrutinized included respondents' characteristics, encompassing their position, teaching experience, and highest educational background. Despite the intricate nature of school climate, this study narrowed its focus to examine collegial leadership, professionalism, academic optimism, and community engagement. Work engagement was explored through cognitive, emotional, and physical

dimensions. It is imperative to recognize that the study's scope is restricted by its concentration on central elementary schools within the Division, along with the deliberate selection of specific dimensions within the broader constructs of school climate and work engagement.

Methodology

Research Design

This study employed a mixed methods approach, emphasizing a descriptive correlational approach. Shuttleworth (2014) claimed that this technique examined the association between three or more factors. This was supported by correlational research (associational research; Fernandez, 2014). Without any tampering on purpose, academic researchers analyzed correlations between many variables. Furthermore, survey questionnaires and in-depth interviews were utilized to comprehensively investigate school climate dimensions and teachers work engagement. The tailored survey assessed collegial leadership, professionalism, academic optimism, and community engagement, facilitating systematic quantitative analysis. In parallel, in-depth interviews probed qualitative aspects of school climate and teachers' work engagement, focusing on cognitive, emotional, and physical dimensions.

Influenced by Creswell and Creswell's principles (2017), this design ensured a triangulated understanding, integrating both quantitative and qualitative strengths. The sequential nature of data collection allows for an iterative exploration, with the survey results guiding the selection of participants for in-depth interviews and informing the refinement of subsequent inquiries.

Study Setting

The study was conducted in Central Schools within the Department of Education, Division of Misamis Oriental which was established in 1965. Currently, the division is manned by 8,000+ teaching and non-teaching personnel under the leadership of Superintendent Edilberto L. Oplenaria, EdD, CESO V. Central Schools in the Division of Misamis Oriental were chosen for their representative nature, serving as representation of the broader educational context within Misamis Oriental. These schools encapsulated diverse socioeconomic backgrounds, teaching methodologies, and community dynamics, providing a comprehensive and nuanced perspective of school climate and teacher engagement within the division.

Study Population and Sampling Technique

The research respondents for this study were public elementary teachers drawn from a diverse set of Central Schools in the Division of Misamis Oriental. The total population of 1,022 elementary teachers, spanning SPED, Kindergarten, Grades 1, 2, 3, 4, 5, and 6. The sample size, carefully determined to capture a representative portion of the overall population, consists of 287 teachers distributed across the various schools. To determine the sample size of the study population, the researcher used the Slovin's formula with 0.05 as its margin of error and a population of 1022. The researcher used stratified random sampling, where each of the respondents of the Central Elementary Schools had an equal chance of being selected. Stratified random sampling is a valuable technique to obtain more accurate and representative samples from populations with internal variations. It allows for improved precision, better representation of subgroups, and the potential for stratum-specific analysis, making it an essential tool in survey research and statistics.

Table A. Distribution of Respondents

School	Population	Sample Size
Alubijid Central School	33	9
Balingasag Central School	77	22
Baliwagan Central School	28	8
Balingoan Central School	21	6
Claveria Central School	47	14
Mat-i Central School	21	7
Gitagum Central School	16	4
Initao Central School	60	16
Jasaan Central School	50	14
Kinoguitan Central School	24	7
Lagonglong Central School	29	8
Laguindingan Central School	23	6
Libertad Central School	28	8
Lugait Central School	36	10
Magsaysay Central School	15	4
Kibungsod Central School	19	5
Manticao Central School	40	11
Medina Central School	22	6
Naawan Central School	46	13
Opol Central School	74	21
Salay Central School	51	14
Binuangan Central School	14	4
Sugbongcogon Central School	23	6
Tagoloan Central School	103	29
Talisayan Central School	38	11
VN Chavez Memorial Central School	84	24
TOTAL	1022	287

Research Instruments

A survey questionnaire was used to collect primary data that were essential to the school's climate and teachers' work engagement. It had four parts which included: Respondent's Characteristics, School Climate Questionnaire, Teacher's Work Engagement Questionnaire, and Interview Guide Questions. The first part addressed the respondent's characteristics. It was a researcher-made questionnaire that elicited information on the respondents' position, grade level taught, teaching experience, and highest educational attainment. The second part of the questionnaire was patterned and modified from the study of Enterina (2021), titled, "School Climate and Work Engagement of Teachers: Basis for Individual Work Plan. The School Climate Questionnaire was composed of 40 items under the four dimensions, namely (1) Collegial Leadership, (2) Professionalism, (3) Academic Optimism, (4) Community Engagement. The statements for Collegial Leadership, Professionalism, Academic Optimism, and Community Engagement were modified to tailor the respondents' characteristics and cultural context. On the other hand, the third part was adopted from Enterina's (2021) Work Engagement Questionnaire. This part has 30 items that measured the three aspects of work engagement of teachers in a school, namely (1) Cognitive, (2) Emotional, and (3) Physical. The fourth and last part of the questionnaire was a set of interview guide questions for the teacher-respondents. These open-ended questions helped

gather qualitative data based on the respondent's complete knowledge, feelings, and understanding.

As the School Climate Questionnaire utilized in the study was a researcher-modified version, it underwent a rigorous assessment for validity and reliability. Content validity was ensured through an extensive expert review process, involving two school heads and one master teacher who affirmed the relevance and appropriateness of each item. This thorough scrutiny contributed to the instrument achieving a commendable score of 4.53 on the validity scale, signifying a very good level of content validity. To test the reliability of the questionnaires, the researcher conducted a pilot testing to 30 teachers from selected elementary schools of the Division of Misamis Oriental who were not participants of the study. The Cronbach's Alpha Test was applied to see if the items of the School Climate Questionnaire would have a relatively internal consistency. The following coefficients were obtained under School Climate Index: 0.829 for Collegial Leadership, 0.856 for Professionalism, 0.904 for Academic Optimism, and 0.854 for Community Engagement. The overall Cronbach's Alpha value is not less than 0.700, ensuring high reliability and internal consistency among items, thus the research instrument was granted for the actual survey.

Statistical Treatment of Data

Percentage and Frequency were used to measure the respondent's characteristics. The mean score was used to determine the extent of the following school climate reflected as collegial leadership, professionalism, academic optimism, and community engagement; and the level of teachers' work engagement in terms of cognitive, emotional, and physical. The standard deviation was used to tell how measurements for a group were spread out from the average (mean), or expected value among indicators. The Pearson correlation coefficient (r) was used to determine the significant relationship between school climate and work engagement of teachers. Also, the One Way-ANOVA was used to determine the significant difference between the respondents' extent of experience of the school climate and their level of work engagement when grouped to their characteristics.

Ethical Consideration

Throughout the entire duration of this study, unwavering commitment to ethical principles was maintained by adhering to the established protocols mandated by the Office of the School of Graduate and Professional Studies. A crucial facet of this ethical commitment was the rigorous ethics review process, which served as a safeguard to uphold various ethical standards. Firstly, explicit permission was sought and obtained for the use of questionnaires, ensuring that the research instruments employed were authorized and aligned with ethical guidelines. Concurrently, a paramount focus was placed on the provision of informed consent, emphasizing transparency and respect for participants' autonomy. This involved clearly communicating the study's objectives, procedures, potential risks, and the voluntary nature of participation.

The ethical framework further incorporated measures to safeguard participant identities, with a commitment to anonymity to protect individual privacy. The principle of confidentiality was rigorously upheld, ensuring that all information obtained from participants remained secure and protected from unauthorized access. In addition, the study adhered to the Principles of Precaution, assessing and minimizing potential risks. This comprehensive ethical approach aimed to contribute knowledge while prioritizing the well-being, rights, and dignity of all participants.

Results and Discussion

Problem 1. How are the respondents distributed in terms of position, grade level taught, teaching experience, and highest educational attainment?

Table 1. Distribution of Respondents' Characteristics in terms of Position

Category	Frequency	Percentage
Master Teacher II	12	4.18
Master Teacher I	16	5.57
Teacher III	42	14.63
Teacher II	25	8.71
Teacher I	192	66.90
Total	287	100.00

Table 1 illustrates the distribution of respondents' characteristics in terms of position. The results shows that the highest frequency of respondents falls within the category of **Teacher I**, encompassing **192 (66.90%)**. It signals a significant representation of early-career educators within the study sample. It indicates that a greater availability of time or institutional emphasis on survey participation for teachers in this position, highlighting their engagement with administrative and research-related aspects of their roles. The findings of this study are in accordance with current educational discussions that acknowledge the distinct difficulties encountered by new or inexperienced teachers. The high frequency in the Teacher I category underscores the urgent requirement for focused support systems and customized professional development initiatives. These should address the unique concerns of early-career educators, aiming to improve their effectiveness and encourage retention in the profession.

In contrast, **Master Teacher II** has the lowest frequency of **12 (4.18%)**. This indicates that Master Teacher 2 positions have heavier workload and diverse responsibilities within leadership roles thus leaving limited time for additional activities such as participating in research surveys. This pattern could imply a prioritization of mentoring, curriculum development, and other leadership duties over survey participation, suggesting a need for a nuanced understanding of their time constraints and professional commitments.

Table 2. Distribution of Respondents' Characteristics in terms of Grade Level Taught

Category	Frequency	Percentage
Grade 6	59	20.56
Grade 5	47	16.38
Grade 4	38	13.24
Grade 3	29	10.10
Grade 2	31	10.80
Grade 1	46	16.03
Kindergarten	28	9.76
SPED	9	3.14
Total	287	100.00

Table 2 illustrates the breakdown of respondents according to the grade levels they taught. The findings revealed that **Grade 6 teachers** constitute the highest percentage of **59 (20.56%)**. The dominance of Grade 6 teachers is noteworthy and may suggest a deliberate

focus on upper-grade educators or a reflection of the distribution of teaching positions within the region. Considering this in relation to existing literature on teacher engagement across different grade levels, research often acknowledges the unique challenges and dynamics associated with teaching specific grades. For instance, upper-grade teachers may face distinct curriculum demands and student expectations compared to their counterparts in lower grades. Understanding the perspectives of Grade 6 teachers is crucial for curriculum development, educational policies, and addressing the unique challenges faced by students during this transitional phase. The insights gained from Grade 6 teachers can contribute to targeted professional development initiatives and the enhancement of teaching strategies.

On the other hand, **Special Education (SPED) teachers** have the lowest representation of **9 (3.14%)**. This implies that the overall population of SPED teachers within the education system may be relatively small compared to mainstream teachers. Consequently, the lower number of SPED teacher respondents reflects the proportionate representation within the total sample. Given the lowest participation of SPED teachers, there is a risk of overlooking the unique perspectives and challenges faced in special education settings. The findings might not adequately reflect the experiences of SPED educators, limiting the comprehensiveness of the survey results.

Table 3. Distribution of Respondents' Characteristics in terms of Teaching Experience

Category	Frequency	Percentage
31 and above	29	10.10
21 – 30 years	41	14.29
11 – 20 years	37	12.89
6 – 10 years	88	30.66
5 years and below	92	32.06
Total	287	100.00

Table 3 depicts the distribution of respondents' characteristics based on their teaching experience. The highest frequency of **92 (32.06%)** respondents has 5 years of teaching and below experience. This indicates that a significant portion of the respondents are newer teachers who may see a survey participation as an opportunity to voice their opinions, share insights, and contribute to the improvement of educational practices. The implications could be twofold – either a positive infusion of fresh perspectives and teaching methods or a potential challenge in terms of limited experience. Given their relatively recent entry into the profession, they may have fresh perspectives and experiences that can offer valuable input for research or policy development.

On the contrary, it can be gleaned that there are **29 (10.10%)** who are 31 years and above in teaching which indicates the lowest frequency. This suggests that a small percentage of respondents were nearing the completion of their tenure, indicating that these individuals are commonly referred to as pre-retired teachers, yet they are still active in teaching activities. The data implies that a portion of teachers with extensive experience remains actively involved in the teaching process, showcasing a commitment to their profession. This insight can contribute positively to discussions on workforce diversity and the value of retaining experienced educators in the field. It also underscores the need for recognizing and harnessing the expertise of these pre-retired teachers, potentially through mentorship programs or knowledge-sharing initiatives within educational institutions.

Table 4. Distribution of Respondents' Characteristics in terms of Highest Educational Attainment

Highest Educational Attainment	Frequency	Percentage
PhD / EdD Holder	7	2.44
With Units in Phd / EdD	11	3.83
Master's Degree Holder	31	10.80
With Units in Master's Degree	162	56.45
Baccalaureate Degree	76	26.48
Total	287	100.00

Table 4 shows the distribution of respondents' profiles in terms of their highest educational attainment. Among the 287 respondents surveyed, the highest frequency is **162 (56.45%)** who are on the process of pursuing a **Master's Degree**. The significant proportion with units in Master's may reflect a dedication to continuous learning and staying abreast of advancements in their field. The data implies that many educators recognize the value of advanced degrees in education and are actively working towards obtaining or advancing their qualifications. As observed, teachers nowadays are having partial progress towards obtaining a Master's degree for continuous professional growth and a keen interest in improving their qualifications and promotions. This conveys those educational institutions and policymaker could consider offering flexible Master's programs or professional development opportunities tailored to the schedules of working educators and support mechanisms for teachers pursuing advanced degrees, such as mentorship programs or financial assistance, might be beneficial.

Conversely, the lowest frequency of **7 (2.44%)** garnered to the respondents who had graduated in **PhD or EdD**. The low frequency of respondents with a PhD / EdD may indicate a potential gap in the number of educators with the highest academic qualifications, which could have implications for leadership roles and academic contributions. As noticed, only few teachers proceed to post-graduate studies. Thus, educational institutions may consider strategies to encourage and support teachers in pursuing doctoral degrees to enhance the pool of highly qualified educators.

Problem 2. To what level is the respondents' perceptions of school climate based on collegial leadership, professionalism, academic optimism, and community engagement?

Table 5. Distribution of Respondents' Level of Perceptions on School Climate Based on Collegial Leadership

Indicators	Mean	SD	Description
<i>Our school...</i>			
involves teachers and staff members in decision-making regarding curriculum, teaching methods, policies, and school improvement initiatives.	3.52	0.59	At All Times
prioritizes a strong emphasis on providing teachers and staff with opportunities for professional growth and development.	3.49	0.61	At All Times
encourages teachers to collaborate with their peers to plan lessons, share resources, and develop innovative teaching strategies.	3.48	0.62	At All Times
fosters an environment where teachers and staff feel comfortable sharing ideas, concerns, and feedbacks.	3.40	0.67	At All Times
values diverse perspectives and ensures that all members of the school community have a voice.	3.35	0.68	At All Times

establishes teams where teachers can collaborate, reflect on their practices, and collectively address challenges.	3.46	0.65	At All Times
provides support, mentorship, and coaching to teachers and staff.	3.47	0.62	At All Times
uses data to inform decision-making, focusing on student achievement and continuous improvement.	3.43	0.64	At All Times
facilitates constructive dialogues and work with stakeholders to find solutions that benefit the school and its community.	3.40	0.64	At All Times
works together with teachers and stakeholders to implement strategies and initiatives that enhance the quality of education.	3.49	0.61	At All Times
Overall	3.45	0.63	At All Times

Legend: 3.25-4.00 At all times / Very Positive; 1.75-2.49 Sometimes / Negative; 2.50-3.24 Most of the time / Positive; 1.00-1.74 Never / Very Negative

Table 5 presents the distribution of respondents' level of perception on school climate based on Collegial Leadership. The overall mean scores of **3.45 (SD=0.68)** with a description of **At All Times** indicates a consistently positive perception among respondents regarding the school climate based on collegial leadership indicators. The "At All Times" classification suggests a prevailing optimistic outlook in various facets of collegial leadership within the school. This very positive overall perception implies a strong foundation of collegiality, collaboration, and support within the school community. It can foster a conducive environment for decision-making, professional growth, and overall improvement initiatives.

The highest mean score is for the indicator "**Our school involves teachers and staff members in decision-making regarding curriculum, teaching methods, policies, and school improvement initiatives**" obtained the highest mean **3.52 (SD=0.59)** with the description **At All Times**. This indicates that respondents perceive a very positive involvement in decision-making processes as a particularly positive aspect of collegial leadership within the school. This high mean indicates a strong collaborative culture where teachers and staff actively contribute to shaping important aspects of the school, fostering a sense of ownership and shared responsibility. Support for the concept of involving teachers and staff in decision-making is evident in the research conducted by Smyth & Shacklock (2019).

On the other hand, the lowest mean score is for the indicator "**Our school values diverse perspectives and ensures that all members of the school community have a voice**" with a mean of **3.35 (SD=0.68)** with a description **At All Times**. It indicates a slightly lower perception of inclusivity and diverse perspectives and ensuring all members have a voice. Despite the generally very positive outlook, there's room for improvement in fostering a more inclusive environment where all members feel empowered to voice their perspectives. This insight underscores the need to prioritize and ensure that diverse voices are equally valued within the school community, signaling an opportunity for targeted initiatives to enhance inclusivity. Solania et al. (2023) delve into the importance of embracing diversity and fostering inclusivity to cultivate a positive school climate, with a strong emphasis on its profound influence on overall school culture and student outcomes.

Table 6. Distribution of Respondents' Level of Perceptions on School Climate Based on Professionalism

Indicators	Mean	SD	Description
<i>Our school...</i>			
demonstrates respect for one another, treating colleagues, students and parents with dignity and consideration.	3.66	0.51	At All Times
has teachers and administrator that adhere to strong code of ethics and moral principles, ensuring honesty, integrity, and fairness in all interactions and decisions.	3.53	0.62	At All Times
continuously seek opportunity for personal and professional growth of teachers.	3.58	0.59	At All Times
has teachers and administrator that take responsibility for their actions and decisions, whether in the classroom, administrative roles, or support staff positions.	3.52	0.59	At All Times
has clear and respectful communication among all stakeholders, including teachers, administrators, students, parents, and wider community.	3.56	0.59	At All Times
works collaboratively with teachers and staff to achieve common goals and improve the school climate.	3.56	0.58	At All Times
has teachers who remain flexible and adaptable in response to changing circumstance, student needs, and educational needs.	3.54	0.57	At All Times
has teachers that serve as role models for students, demonstrating the values and behaviors expected in a professional setting.	3.66	0.50	At All Times
addresses conflicts and disagreements in a constructive and respectful manner.	3.51	0.59	At All Times
gives importance to educational needs and well-being of pupils, teachers, and staff.	3.69	0.49	At All Times
Overall	3.58	0.56	At All Times

Legend: 3.25-4.00 At all times / Very Positive; 1.75-2.49 Sometimes / Negative; 2.50-3.24 Most of the time / Positive; 1.00-1.74 Never / Very Negative

Table 6 illustrates the mean distribution of the respondents' level of perceptions on school climate based on professionalism. The overall mean of **3.58 (SD=0.58)** with a description **At All Times** indicates that these very positive attributes of professionalism are consistently present in the school's climate. This data implies a school environment that fosters professionalism, mutual respect, ethical conduct, continuous growth, effective communication, collaboration, and a focus on the well-being of all stakeholders. Such a very positive climate can contribute significantly to a conducive and supportive educational setting.

Specifically, the indicator **"Our school gives importance to educational needs and well-being of pupils, teachers, and staff"** got the highest mean of **3.69 (SD=0.49)** with a description **At All Times**. This reveals a noteworthy trend in the respondents' perceptions. This high mean suggests a very positive consensus among participants that their school places significant importance on addressing the educational needs and well-being of all stakeholders, including pupils, teachers, and staff. a high level of respect, care, and priority given to the well-being of all stakeholders in the school. In terms of related studies, a comprehensive review by Johnson et al. (2018) emphasized the importance of school climate and its impact on student

and teacher well-being. Their findings align with the current result, highlighting the significance of a positive school environment. Additionally, a study by Brown & Smith (2019) explored the correlation between school culture and teacher job satisfaction, reinforcing the idea that a school's emphasis on well-being can have implications for the satisfaction and commitment of its educators.

On the other hand, the lowest mean score is for the indicator **"Our school addresses conflicts and disagreements in a constructive and respectful manner"** with a mean of **3.51 (SD=0.56)** and described as **At All Times**. It signifies that those respondents perceive a very positive approach to conflict resolution within the school. Though still very positive, this suggests that there is a prevailing culture of addressing conflicts in a manner that is both constructive and respectful, fostering a healthy and supportive school environment. The very positive mean score implies that the school has established effective mechanisms for dealing with conflicts, promoting a culture of open communication, mutual respect, and problem-solving. This is likely to contribute to a harmonious working environment and positive relationships among the school community members. Research by Qadir (2020) on conflict management in educational institutions aligns with the observed high mean score. Their study emphasizes the significance of adopting constructive and respectful approaches to conflict resolution in schools. Qadir argues that effective conflict management contributes to improved organizational performance and fosters a positive school climate. The insights from their study support the interpretation of the high mean score, emphasizing the importance of addressing conflicts in a constructive and respectful manner for overall school well-being.

Table 7. Distribution of Respondents' Level of Perceptions on School Climate Based on Academic Optimism

Indicators	Mean	SD	Description
<i>Our school...</i>			
sets high standards for academic performance.	3.59	0.54	At All Times
has teachers who feel confident in their abilities to effectively teach, engage, and motivate students.	3.60	0.54	At All Times
has a shared belief among staff that together as a team, they can make significant difference in the lives of their students.	3.55	0.54	At All Times
has school leaders who provide support, encouragement, and resources to foster a climate of academic optimism.	3.46	0.64	At All Times
has resilient stakeholders who believe that they can overcome obstacles and continue to improve student outcomes.	3.42	0.60	At All Times
has a continuous improvement in teaching practices, curriculum development, and overall school environment.	3.53	0.58	At All Times
prioritizes the well-being and academic progress of students at the center of decision-making and actions within the school community.	3.59	0.56	At All Times
has a positive and supportive school culture where students feel motivated, valued, and empowered to learn.	3.58	0.55	At All Times
engages parents and the community to create a collaborative support network for students.	3.61	0.57	At All Times

celebrates and acknowledges achievements and progress.	3.71	0.49	At All Times
Overall	3.56	0.56	At All Times

Legend: 3.25-4.00 At all times / Very Positive; 1.75-2.49 Sometimes / Negative; 2.50-3.24 Most of the time / Positive; 1.00-1.74 Never / Very Negative

Table 7 shows the distribution of the respondents' level of school climate considering Academic Optimism. The overall mean score of **3.56 (SD=0.56)** which is described as **At All Times** suggests a very positive view of the school climate, emphasizing the importance of academic optimism in fostering a supportive educational setting. The findings imply that a positive school climate is often associated with increased student engagement and academic achievement. Schools with higher levels of academic optimism may experience improved student performance as students are more likely to be motivated and actively participate in their education.

Examining individual indicators, the highest mean score of **3.71 (SD=0.49)** is attributed to the indicator, **"Our school celebrates and acknowledges achievements and progress"** with a description **At All Times** indicating that a very positive perception among respondents regarding the importance and effectiveness of acknowledging both achievements and progress within the school community. The positive perception of this indicator implies that actively celebrating achievements can have a direct impact on morale and motivation. Schools may consider expanding or diversifying recognition programs to further boost the overall positive atmosphere within the educational setting. Marsh et al. (2020) critically appraises the positive deviance approach, emphasizing its efficacy in various contexts beyond public health. The positive deviance approach centers around identifying and amplifying positive practices within a community, with the goal of creating sustainable and positive outcomes. While the study doesn't focus directly on education, the principles it elucidates have significant implications for educational environments.

In contrast, the lowest mean score of **3.42 (SD=0.60)** which has a description of **At All Times** pertains to the indicator **"Our school has resilient stakeholders who believe that they can overcome obstacles and continue to improve student outcome"**. Though still very positive, it indicates a potential area for improvement or attention within the school's environment. Improving communication and collaboration among stakeholders could be essential to create a shared belief in the ability to overcome obstacles. This may involve transparent communication about challenges, successes, and collaborative problem-solving. Previous research has emphasized the significance of academic optimism in shaping teacher motivation, student achievement, and overall school effectiveness (Goddard et al., 2019). Respondents perceive their school as an institution that encourages academic success, collaboration, and a positive academic atmosphere.

Table 8. Distribution of Respondents' Level of Perceptions on School Climate Based on Community Engagement

Indicators	Mean	SD	Description
<i>Our school...</i>			
has parents who actively participate in school activities, attend parent-teacher conferences, and contribute to their children's' learning at home.	3.53	0.58	At All Times
establishes partnerships with stakeholders.	3.59	0.55	At All Times
encourages community members and parents volunteer for their time to assist school events, classroom activities, and extracurricular activities.	3.64	0.56	At All Times

respects and celebrates cultural diversity, incorporating inclusive practices that honor different background and traditions.	3.58	0.57	At All Times
is able to participate parents and community members in school governance and in decision-making processes.	3.56	0.60	At All Times
opens lines of communication with the community, sharing of information about school policies, events and achievements are maintained.	3.60	0.56	At All Times
taps community resources to address the diverse needs of students.	3.57	0.58	At All Times
collaborates with community organizations on projects that benefit both school and community.	3.58	0.57	At All Times
has educational resources and programs for adults and out-of-school youths.	3.31	0.70	At All Times
has adequate funding, resources, and support from local authorities from local authorities.	3.19	0.75	Most of the time
Overall	3.51	0.60	At All Times

Legend: 3.25-4.00 At all times / Very Positive; 1.75-2.49 Sometimes / Negative; 2.50-3.24 Most of the time / Positive; 1.00-1.74 Never / Very Negative

Table 8 outlines the respondents' perceptions regarding the school climate based on community engagement. The overall mean score across all indicators is **3.51 (S.D.=0.60)** described as **At All Times**. This signifies a consistently very positive perception among respondents, suggesting that they consistently believe the community actively engages in various school activities. This means teachers and community work harmoniously in whatever school programs and projects. This is visibly observed by the teachers during the Homeroom and School PTA meetings where discussions about school governance to academic concerns of students are being addressed.

Among the community engagement indicators, **"Our school encourages community members and parents volunteer for their time to assist school events, classroom activities, and extracurricular activities"** garnered the highest mean of **3.64 (SD=0.56)** described as **At All Times**. It underscores the very positive school's efforts to promote community engagement, emphasizing that the encouragement for volunteering is not occasional but rather a continuous and integral aspect of the school's atmosphere. This insight suggests that the school has successfully fostered a strong partnership with the community, creating a collaborative environment where parents and community members are not only welcomed but actively participate in shaping the educational experience. The implications of this high mean score include the opportunity for the school to build upon this positive foundation by expanding and diversifying volunteer opportunities, acknowledging and appreciating the contributions of community members, and further promoting a sense of shared responsibility and belonging. Previous research highlights the significance of community engagement in improving the overall effectiveness and success of educational institutions (Epstein et al., 2019).

However, the lowest mean score of **3.19 (SD=0.75)** for the indicator **"Our school has adequate funding, resources, and support from local authorities,"** accompanied by the description of **Most of the Time**, signifies a perceived inadequacy in the level of financial and resource support from local authorities. Although the school indicator is still positive, this suggests that there might be concerns among respondents about the sufficiency of funding and resources available to the school, possibly impacting its ability to provide a comprehensive and high-quality education. The "Most of the Time" descriptor indicates a periodic rather than consistent level of support, highlighting potential fluctuations in the school's access to

necessary resources. The implications of this lower mean score include the need for the school to advocate for more stable and consistent financial backing from local authorities, ensuring a steady flow of resources to support various educational initiatives. Additionally, addressing this concern may involve fostering stronger communication and collaboration between the school and local authorities. Supporting these implications is the study conducted by Lafortune et al. (2018).

Table 9. Summary Distribution of the Respondents' Level of Perceptions on School Climate

Indicators	Mean	SD	Description
Collegial Leadership	3.45	0.63	At All Times
Professionalism	3.58	0.56	At All Times
Academic Optimism	3.56	0.56	At All Times
Community Engagement	3.51	0.60	At All Times
Total	3.53	0.59	At All Times

Legend: 3.25-4.00 At all times / Very Positive; 1.75-2.49 Sometimes / Negative; 2.50-3.24 Most of the time / Positive; 1.00-1.74 Never / Very Negative

Table 9 reveals the summary of the distribution of respondents' level of perceptions on school climate. The overall mean **3.53 (SD= 0.59)** with a description **At All Times** indicates that the respondents hold a generally favorable view of the school climate across various indicators. This means that a very positive school climate can significantly impact both teachers and students. It fosters a conducive environment for learning, encourages collaboration among staff, enhances student engagement, and contributes to overall academic success. With a generally very positive climate, the school should reinforce and build upon existing positive practices, ensuring elements contributing to collegial leadership, professionalism, academic optimism, and community engagement continue to thrive.

Research has consistently shown that a positive school climate is associated with an environment that supports learning, enhances student well-being, and fosters academic success (Kirsch & Vaiouli, 2023). Research indicates that a favorable environment has a dual impact: it boosts academic achievements and fosters social and emotional growth, resulting in a comprehensive educational journey for students (Wang & Hofkens, 2019). Furthermore, the beneficial effects also apply to educators, promoting a work atmosphere that fosters teamwork and personal development. Studies have shown that a positive school environment can enhance teacher job satisfaction, leading to lower burnout and turnover rates (Ingersoll et al., 2018). The correlation between a positive school climate and teacher well-being leads to enhanced instructional quality and better student outcomes.

Among the dimensions of school climate, **Professionalism** stands out with the highest mean off **3.58 (SD=0.56)** with a description of **At All Times**. The high mean score indicates that respondents view the professionalism within the school as consistently maintained at a very positive level. This suggests that there is a prevalent culture of professionalism among staff and faculty members, extending across various facets of the school environment. The strong emphasis on professionalism contributes to fostering a positive work environment. The school can reinforce and promote this aspect to enhance staff morale, collaboration, and overall job satisfaction.

The study of Atasoy et al. (2023) examines how school leadership influences teachers' professional development, emphasizing the pivotal role leadership plays in shaping a culture of professionalism within educational institutions. The research sheds light on the intricate connection between leadership practices and the overall professional climate of a school,

offering valuable insights into the ways effective leadership contributes to fostering a culture of excellence and growth among educators.

Conversely, Collegial Leadership dimension got the lowest mean of **3.45 (SD=0.63)** with a description of **At All Times**. It suggests a comparatively lower perception of collaborative leadership practices within the school. The lower mean indicates that respondents perceive a marginally less robust environment in terms of collegial leadership compared to other dimensions of the school climate. While still within the positive range, the lower mean implies there may be opportunities for enhancing collegial leadership practices. This could involve fostering greater collaboration, communication, and shared decision-making among the leadership team.

Supporting these insights is the study conducted by Sebastian et al., (2018) which delves into the influence of leadership practices, encompassing collegial leadership, on both school climate and overall success. The study offers valuable insights into the distinct dimensions of leadership that play a crucial role in fostering a positive school climate and influencing student outcomes.

Problem 3. What is the level of the respondents' work engagement as regards to cognitive, emotional, and physical?

Table 10. Distribution of the Respondents' Level of Work Engagement as regards Cognitive

Indicators	Mean	SD	Description
<i>As a Teacher, I...</i>			
actively seek out new teaching methods and strategies to enhance student learning.	3.64	0.50	At All Times
enjoy adapting my teaching approach based on the evolving needs of my students.	3.62	0.52	At All Times
find satisfaction in continuously expanding my knowledge and skills as an educator.	3.61	0.51	At All Times
am enthusiastic about incorporating innovative technologies into my teaching practices.	3.52	0.56	At All Times
am motivated to engage in professional development opportunities to improve my teaching effectiveness.	3.64	0.53	At All Times
take pride in designing creative and engaging lesson plans that cater to diverse learning styles.	3.54	0.55	At All Times
am committed to staying updated with the latest research and trends in education.	3.21	0.64	Most of the time
am invested in exploring different approaches to make complex concepts more understandable for students.	3.46	0.57	At All Times
am eager to collaborate with colleagues to share best practices and insights for effective teaching.	3.60	0.53	At All Times
am dedicated to fostering critical thinking and problem-solving skills among my students through dynamic lessons.	3.24	0.67	Most of the time
Overall	3.51	0.56	At All Times

Legend: 3.25-4.00 At all times / Very High; 1.75-2.49 Sometimes / Low; 2.50-3.24 Most of the time / High; 1.00-1.74 Never / Very Low

Table 10 reveals the distribution of the respondents' level of work engagement focusing on cognitive indicators. The data revealed the overall mean is **3.51 (SD=0.56)**, with a description **At All Times**. This suggests that, on average, teachers are very highly engaged in cognitive activities related to their profession. This reflects a positive attitude towards innovative teaching practices, professional development, collaboration, and dedication to effective teaching. This suggests a supportive work environment that fosters growth and potential for innovative teaching practices. The findings are supported by the study of Moreira-Fontán et al. (2019) in which the significance of cognitive engagement for enhancing teaching quality is being emphasized.

The statement **“As a Teacher, I actively seek out new teaching methods and strategies to enhance student learning”** obtained the highest mean of score of **3.64 (SD=0.50)** with a description of **At All Times**. This suggests a very high proactive approach to pedagogical innovation. Teachers who actively seek new methods are likely to contribute positively to student learning outcomes. This implies that fostering an environment where teachers actively pursue new teaching methods necessitates the establishment of a vigorous professional development framework. Teachers who demonstrate a strong commitment are more likely to take a proactive approach to professional development. This involves actively seeking and embracing new teaching methods and strategies, as supported by research (Ingersoll & Strong, 2018).

Moreover, the indicator **“As a Teacher, I am motivated to engage in professional development opportunities to improve my teaching effectiveness”** has also the highest mean of **3.64 (SD=0.53)** described as **At All Times**, reaffirming a very high dedication to enhancing teaching skills through ongoing learning. This finding implies a work environment characterized by a strong culture of innovation and a recognition of the importance of professional development. In the Philippines, the government introduced the CPD Act of 2016 as a measure to align the nation with international standards, aiming to enhance the country's global standing. Continuing Professional Development (CPD) plays a crucial role in elevating teachers' professional knowledge, skills, attitudes, and values. This legislation mandates professionals, including teachers, to accumulate required CPD units by actively participating in seminars, training sessions, and other programs as a prerequisite for the renewal of their licenses issued by the Philippine Regulation Commission (PRC). The PRC serves as the regulatory body overseeing laws and policies for various professions, including teachers. Over the course of several decades, the CPD of teachers has emerged as a central focus in educational studies, recognized for its pivotal role in shaping the quality of teaching. Through CPD, teachers gain access to updated content knowledge, refined pedagogical skills, and innovative approaches that enhance teaching and learning across diverse contexts. Additionally, CPD fosters collaboration, allowing teachers to share best practices and insights with education experts from different institutions (Padillo et al., 2021).

Conversely, the indicator **“As a Teacher, I am committed to staying updated with the latest research and trends in education”** obtained the lowest mean **3.21 (SD=0.64)** described as **Most of the time**, which is interpreted as high engagement. This implies the presence of obstacles hindering teachers from consistently staying updated. It is imperative to identify these barriers, whether stemming from time constraints or limited access to relevant resources, to inform targeted interventions. The findings emphasize that teachers who possess positive attitudes toward research and firmly believe in the value of research-informed practices tend to exhibit higher levels of engagement (Ryba, 2024). This underlines the importance of cultivating a positive mindset among educators, fostering an appreciation for the potential impact of research on their teaching practices.

Table 11. Distribution of the Respondents' Level of Work Engagement as regards Emotional

Indicators	Mean	SD	Description
<i>As a Teacher, I...</i>			
feel a deep sense of fulfillment when I witness my students' progress and growth.	3.79	0.42	At All Times
take pride in contributing positively to my students' personal and academic development.	3.74	0.46	At All Times
am emotionally connected to my students and genuinely care about their well-being.	3.72	0.46	At All Times
derive satisfaction from creating a supportive and inclusive classroom environment.	3.69	0.49	At All Times
am passionate about fostering a sense of belonging and respect among my students.	3.72	0.48	At All Times
am enthusiastic about building strong teacher-student relationships based on trust and empathy.	3.71	0.47	At All Times
am emotionally invested in helping students overcome challenges and succeed academically.	3.71	0.48	At All Times
find joy in celebrating students' achievements and milestones throughout the academic year.	3.76	0.43	At All Times
feel a strong sense of purpose in guiding students towards their educational and personal goals.	3.76	0.43	At All Times
do not mix my feeling and personal problems in my work.	3.50	0.64	At All Times
Overall	3.71	0.47	At All Times

Legend: 3.25-4.00 At all times / Very High; 1.75-2.49 Sometimes / Low; 2.50-3.24 Most of the time / High; 1.00-1.74 Never / Very Low

Table 11 provides insights into the emotional engagement of teachers in various aspects of their profession. The overall mean score is **3.71 (SD=0.47)** described as **At All Times** suggests a very high level of emotional engagement among respondents. Teachers express a deep sense of fulfillment, take pride in contributing to students' development, and are emotionally connected to their students. Insights from the overall mean indicate a strong emotional investment in creating a positive and inclusive classroom environment, building meaningful teacher-student relationships, and guiding students toward their goals. In fact, out of the respondents being interviewed, 33.33% of them emphasized emotional engagement in fostering a supportive environment.

Among the indicators of emotional engagement, the indicator “**As a Teacher, I feel a deep sense of fulfillment when I witness my students' progress and growth.**” got the highest mean of **3.79 (SD=0.42)** with a description of **At All Times**. This suggests that a very high sense of fulfillment derived from student progress is a powerful intrinsic reward. For teachers, this insight emphasizes the intrinsic value of the profession and the importance of finding joy in the journey of nurturing students' growth. The consistently very high level of emotional engagement among teachers underscores the intrinsic connection educators have with their students' development. Recognizing and celebrating these personal connections within the teaching profession is crucial for fostering a positive and motivated teaching community.

On the other hand, the indicator “**As a teacher, do not mix my feelings and personal problems in my work.**” got the lowest mean of **3.50 (SD=0.64)** with a description as **At All**

Times. While this still indicates a very high level of emotional engagement, it implies that teachers may face a noteworthy challenge in upholding a distinct boundary between personal emotions and professional duties. This finding raises important implications for the overall well-being and effectiveness of teachers in the educational setting. The ability to sort personal feelings from professional duties is crucial for fostering a positive and focused teaching environment.

Table 12. Distribution of Respondents' Level of Work Engagement as regards Physical

Indicators	Mean	SD	Description
<i>As a Teacher, I...</i>			
work with full vigor in my job.	3.28	0.68	At All Times
make a concerted effort to excel in my job.	3.64	0.51	At All Times
persevere in spite of difficulty, obstacles, and discouragement in my work.	3.66	0.50	At All Times
put forth my utmost effort to create all the necessary teaching resources to effectively perform my job.	3.67	0.48	At All Times
am involved in mentoring and supporting new teachers to help them navigate their roles effectively.	3.52	0.58	At All Times
use my talent and skills in teaching to the fullest to attain my objectives.	3.67	0.51	At All Times
take initiative in volunteering for committees and projects that contribute to the school community.	3.23	0.67	Most of the Time
enjoy participating in parent-teacher meetings and engaging with families to discuss students' progress.	3.68	0.50	At All Times
actively attend seminars and trainings for personal and professional development.	3.72	0.49	At All Times
have the desire to go to work when I wake up.	3.21	0.66	Most of the Time
Overall	3.53	0.56	At All Times

Legend: 3.25-4.00 At all times / Very High; 1.75-2.49 Sometimes / Low; 2.50-3.24 Most of the time / High; 1.00-1.74 Never / Very Low

Table 12 offers a comprehensive overview of teachers' level of work engagement in terms of their physical engagement. The overall mean score is **3.53 (SD=0.56)** which is described as **At All Times**, indicating a relatively very high level of engagement among teachers in the physical indicators considered. This suggests that, on average, teachers exhibit a consistent and vigorous approach to their professional duties. Notably, teachers express a strong commitment to their profession, as evidenced by consistently high mean scores.

Examining the highest mean score, the indicator “**As a teacher, I actively attending seminars and training sessions for personal and professional development.**” obtained the highest mean of **3.72 (SD=0.49)** described as **At All Times**. This reflects a very high level of shared recognition within the teaching community of the inherent importance of ongoing learning. This implies that teachers who actively participate in seminars and training sessions are likely to bring refreshed perspectives and innovative teaching strategies into their classrooms, creating a more dynamic and enriching learning environment.

Conversely, the lowest mean is for the indicator “**As a teacher, I have the desire to go to work when I wake up.**” with a mean of **3.21 (SD=0.66)** described as **Most of the time** interpreted as high level of physical work engagement. This suggests a potential area of concern

regarding the intrinsic motivation and enthusiasm teachers feel about their profession. It indicates that the desire to go to work is closely linked to overall job satisfaction and well-being. A diminished desire to go to work may impact instructional quality, classroom dynamics, and student engagement. Teachers who lack enthusiasm may find it challenging to inspire and engage their students, potentially affecting the overall learning experience. This underscores the importance of exploring factors contributing to teachers' motivation and job satisfaction to address potential issues and enhance the overall quality of education.

Table 13. Summary Distribution of the Respondents' Level of Work Engagement

Indicators	Mean	SD	Description
Cognitive	3.51	0.60	At All Times
Emotional	3.51	0.56	At All Times
Physical	3.53	0.56	At All Times
Overall	3.52	0.58	At All Times

Legend: 3.25-4.00 *At all times / Very High*; 1.75-2.49 *Sometimes / Low*; 2.50-3.24 *Most of the time / High*; 1.00-1.74 *Never / Very Low*

Table 13 shows the summary distribution of the respondents' level of work engagement. The overall mean **3.52 (SD=0.58)** with a description of **At All Times** suggests a commendably very high level of work engagement across all dimensions—cognitive, emotional, and physical. consistently demonstrate a strong and enduring dedication to their roles. Such elevated overall engagement is likely to have positive effects on diverse facets of their professional responsibilities, contributing to heightened productivity, job satisfaction, and organizational commitment.

The data further revealed that Physical Work Engagement obtained the highest mean of **3.53 (SD=0.56)** with the description **At All Times** which indicates that the teachers consistently work with full vigor, make a concerted effort to excel, persevere through challenges, and actively participate in various professional development activities. This means that a very high level of positivity and energetic work environment, which can have cascading effects on various aspects of the teaching profession. The teachers' sustained commitment is likely to contribute to increased productivity in the classroom, fostering an environment conducive to effective teaching and learning.

In contrast, Cognitive Work Engagement obtained the lowest mean of **3.51 (SD=0.60)** described as **At All Times** suggests that teachers may not be as highly engaged in the cognitive aspects of their work compared to other dimensions. This indicates a potential area for improvement in terms of teachers' intellectual involvement and critical thinking within their professional roles. It may suggest that teachers could benefit from increased opportunities for intellectual challenges, problem-solving, and activities that stimulate cognitive engagement. There may be a need for professional development initiatives that focus on enhancing teachers' critical thinking skills, encouraging them to explore innovative teaching methodologies, and promoting intellectual curiosity. This could lead to a more dynamic and intellectually stimulating educational environment.

Problem 4. Is there a significant relationship between the respondents' perceptions of school climate and their work engagement in terms of cognitive, emotional, and physical engagement?

Table 14. Results of the Test on Significant Relationship Between the Respondents' Perception of School Climate and their Work Engagement

School Climate	Teachers' Work Engagement									Overall
	Cognitive			Emotional			Physical			
	Rho	p-value	Interpretation	rho	p-value	Interpretation	Rho	p-value	Interpretation	
Collegial Leadership	0.5158	0.0001**	S	0.41	0.0001**	S	0.375	0.0001**	S	S
Professionalism	0.524	0.0001**	S	0.45	0.0001**	S	0.39	0.0001**	S	S
Academic Optimism	0.474	0.0001**	S	0.395	0.0001**	S	0.382	0.0001**	S	S
Community Engagement	0.596	0.0001**	S	0.456	0.0001**	S	0.47	0.0001**	S	S

Note: Significant if p-value < 0.05 and p-value < 0.01***

Table 14 presents the results of the test of the significant relationship between the dimensions of school climate and teachers' work engagement in terms of cognitive, emotional, and physical engagement. The statistical analysis reveals compelling findings with consistently low p-values (all $p < 0.05^*$) indicating a significant relationship; therefore, the null hypothesis is rejected. The data further disclosed that there is a significant relationship between respondents' perceptions of school climate and their work engagement across cognitive, emotional, and physical dimensions. Notably, the correlation coefficients (Rho) for Collegial Leadership, Professionalism, Academic Optimism, and Community Engagement consistently demonstrate strong positive associations with teachers' work engagement, as evidenced by p-values below the critical thresholds of 0.05^* and 0.01^{**} .

The rejection of the null hypothesis in each case implies that there is indeed a meaningful connection between the perceived school climate and teachers' work engagement. The interpretation of the significant relationship (S) suggests that as perceptions of school climate (collegial leadership, professionalism, academic optimism, and community engagement) improve or become more positive, there is a corresponding increase in teachers' work engagement across cognitive, emotional, and physical domains. This result is significant as it highlights the interconnectedness between a positive school climate and higher levels of work engagement among teachers. A supportive and positive school environment, characterized by effective leadership, professionalism, academic optimism, and community engagement, would likely to foster higher levels of cognitive, emotional, and physical engagement among teachers.

Furthermore, the qualitative insights from the in-depth interviews conducted by the researcher provides a comprehensive understanding of how respondents' perceptions of school climate, particularly in terms of collegial leadership and professionalism, directly influence their work engagement levels across cognitive and emotional domains. The discussions further highlight the pivotal role of community engagement and supportive relationships in shaping the overall work engagement of educators. The discussions elaborate on how the perceived collaborative and supportive environment directly influences teachers' work engagement in various domains, contributing to the establishment of a meaningful relationship (see Appendix G).

Problem 5. Is there a significant difference in the respondents' work engagement when grouped according to position, grade level taught, teaching experience, and highest educational attainment?

Table 15. Comparison of the Respondents' Work Engagement When Grouped According to their Characteristics

Respondents' Profile	Teachers' Work Engagement									Overall
	Cognitive			Emotional			Physical			
	F-value	p-value	Interpretation	F-value	p-value	Interpretation	F-value	p-value	Interpretation	
Position	6.046	0.0001**	S	3.062	0.0171*	S	6.336	0.0001**	S	S
Grade Level Taught	1.425	0.195	NS	1.306	0.247	NS	1.042	0.402	NS	NS
Teaching Experience	1.036	0.389	NS	0.225	0.924	NS	0.533	0.711	NS	NS
Highest Educational Attainment	2.395	0.05*	S	0.89	0.471	NS	0.717	0.581	NS	NS

Note: Significant if p-value < 0.05 and p-value < 0.01***

Table 15 illustrates the significant differences in respondents' work engagement across cognitive, emotional, and physical dimensions when grouped according to their characteristics. When considering the respondents' position, the analysis reveals a statistically significant difference in all three dimensions of work engagement; cognitive (F-value=6.046 and p-value=0.0001); emotional (F-value=3.062 and p-value=0.0171); and physical (F-value=6.336 and p-value=0.0001). The rejection of the null hypothesis ($p < 0.05^*$) implies that teachers' work engagement varies significantly based on their position within the educational hierarchy. This aligns with prior research, such as a study by Johnson and Smith (2019), which found that administrators and classroom teachers exhibited distinct patterns of work engagement, attributing differences to the varying demands and responsibilities of these roles.

In contrast, there is no significant difference in work engagement among teachers based on the grade level they teach, indicating a uniformity in cognitive (F-value=1.425 and p-value=0.195); emotional (F-value=1.306 and p-value=0.247); and physical (F-value=1.042 and p-value=0.402) engagement regardless of the grade level. The associated p-values are greater than 0.05 leading to the acceptance of the null hypothesis, emphasizing that grade level does not play a statistically significant role in shaping teachers' cognitive, emotional, or physical engagement. From an institutional perspective, this suggests a potential shift in focus towards generalized strategies for enhancing teacher engagement, rather than grade-specific interventions. This insight has implications for the development of school management practices, professional development programs, and collaborative initiatives that can be implemented uniformly across all grade levels. In line with previous research, it is worth noting that the absence of a notable correlation between the grade level taught and work engagement aligns with studies that highlight the significance of personal factors and the overall organizational environment, rather than the specific teaching settings (Bauwens et al., 2020).

Similarly, teaching experience does not appear to exert a significant difference on teachers work engagement, as evidenced by cognitive (F-value=1.036 and p-value=0.389); emotional (F-value=0.225 and p-value=0.924); and physical (F-value=0.533 and p-value=0.711). This suggest that the number of years a teacher has spent in the profession does not necessarily correlate with variations in cognitive, emotional, or physical engagement levels. This challenges the common assumption that increased teaching experience directly corresponds to heightened engagement. Hence, educational institutions may need to reconsider the emphasis placed on years of experience as a sole determinant for gauging teacher engagement and professional development initiatives and support systems should be designed

to address the diverse needs of teachers at different career stages, rather than assuming a linear relationship between experience and engagement.

Problem 6. Based on the findings of the study, what development plan on school climate and teachers' work engagement can be formulated?

Table 16. Matrix of Development Plan

Year 1: Foundational Framework							
Areas of Concern	Specific Objectives	Strategies/ Activities	Time Frame	Person/s Involved	Source of Fund	Estimated Budget	Expected Outcome
Collegial Leadership	To ensure that every member of the school community have a voice.	Diversity and Inclusion Workshops	Throughout the academic year.	School head, teachers, external facilitators	MOOE Budget (Professional Development)	₱30,000.00	Increased awareness and understanding of diversity, fostering an inclusive and respectful school environment.
		Creation of School Governance Council	Beginning of School Year	School head, teachers, students, parents, community members	MOOE PTA Fund	₱20,000.00	Collaboration and dialogue, leading to proactive measures for addressing diversity-related challenges.
Professionalism	To handle conflicts disagreements in a constructive and respectful manner.	Establishment of a Conflict Resolution Committee	Throughout the School Year	School head, teachers, students, parents	N/A (Integrated into existing roles)	N/A	Formalized process for addressing conflicts and disagreements within the school community.
Academic Optimism	To enhance student outcomes for comprehensive improvement.	Data Analysis and Diagnostic Assessment	Beginning of the School Year	School head, teachers, educational specialists	MOOE	₱10,000.00	In-depth understanding of challenges, allowing for targeted interventions.
		Technology Integration	Whole year round	ICT Coordinator, School Head, teachers, pupils	MOOE	₱40,000.00	Implementation of technology integration strategies to enhance and optimize student outcomes.
Year 2: Strengthening Initiatives							
Areas of Concern	Specific Objectives	Strategies/ Activities	Time Frame	Person/s Involved	Source of Fund	Estimated Budget	Expected Outcome
Community Engagement	To secure funding, resources, and support from local authorities to ensure sufficient backing	Community Fundraising Events or Income Generating Project	Throughout the School Year	School Parent and Teacher Association (SPTA), Community Volunteers, School Head	Donations, sponsorships, PTA funds	₱30,000.00	Increased community involvement and financial support for the school.

	for the intended goals.	Collaboration with Local Government Units (LGU)	Third quarter of the school year	School head, teachers, SPTA Officers	N/A (Partnership with LGUs)	N/A	Strengthened partnerships with local government units, resulting in increased support for the school.
Cognitive Engagement	To enhance the quality of education in DepEd schools by staying updated with the latest research and trends in education.	Professional Development Workshops for Teachers (INSET, SEAMEO, SEAITI)	Quarterly sessions throughout the school year	DepEd trainers, external education experts, school head, teachers	MOOE	₱40,000.00	Improved teaching methods and pedagogical approaches aligned with the latest research, leading to enhanced student learning outcomes.
		Subscription to Educational Journals and Online Sources	Annual subscription renewal	School head, teachers, library staff if any.	MOOE	₱15,000.00	Increased awareness and understanding of the latest research among educators, leading to informed instructional practices.
Emotional Engagement	To establish clear boundaries that prevent the intertwining of emotions and personal issues with work responsibilities.	Regular Team-Building Activities	Quarterly	School Head, teachers, team building coordinators	MOOE	₱10,000.00 per activity	Enhanced teamwork, communication, and camaraderie, reducing the likelihood of personal issues affecting work dynamics.
Physical Engagement	To foster a culture of motivation and enthusiasm among DepEd school staff.	Wellness Program and Mindfulness Training	Twice a year	School Head, teachers, wellness committee	MOOE	₱20,000.00	Improved mental and physical health, leading to a more positive outlook on work.
		Recognition and Appreciation Programs	Quarterly	Recognition committee, school head, teachers	MOOE	₱10,000.00	Boosted morale and job satisfaction, fostering a desire to excel in their roles.
Year 3: Integration and Tailoring							
Areas of Concern	Specific Objectives	Strategies/Activities	Time Frame	Person/s Involved	Source of Fund	Estimated Budget	Expected Outcome
School Climate and Teachers' Work Enhancement	To create a more supportive and uplifting environment that positively influences teachers' cognitive, emotional, and physical	Develop and Implement Leadership Training Programs	Quarterly	School Head, Teachers, Professional Development Coordinators	MOOE	₱30,000.00	Improved collegial leadership leading to heightened engagement across cognitive, emotional, and physical domains among teachers.

	engagement.	Implement Professional Development Initiatives	Throughout the School Year	School Head, Teachers, Professional Development Coordinators	MOOE	₱25,000.00	Increased professionalism contributing to enhanced cognitive, emotional, and physical engagement.
		Cultivate a Culture of Academic Optimism	Throughout the School Year	Recognition Committee, School Heads, Teachers	MOOE	₱10,000.00	Improved academic optimism leading to heightened engagement across cognitive, emotional, and physical domains among teachers.
		Strengthen Community Engagement Initiatives	Within the School Year	Community Engagement Coordinators, School Head, Teachers	MOOE	₱15,000.00	Strengthened community engagement leading to heightened engagement across cognitive, emotional, and physical domains among teachers.
Targeted Professional Development for Work Engagement	To tailor professional development initiatives to the unique needs and aspirations associated with different roles and educational backgrounds, fostering a more inclusive and supportive environment.	Develop Leadership Enrichment Programs for Different Positions	Within the School Year	Professional Development Coordinators, School Head, Teachers	MOOE	₱20,000.00	Improved work engagement for different positions, focusing on cognitive, emotional, and physical dimensions.
		Implement Professional Development Initiatives Based on Highest Educational Attainment	Within the School Year	Professional Development Coordinators, School Head, Teachers	MOOE	₱30,000.00	Increased work engagement, considering cognitive, emotional, and physical aspects, tailored to the diverse educational backgrounds of teachers.

Conclusions

This study shed light on the critical interplay between teachers' perceptions of school climate, particularly professionalism, and their levels of work engagement, with a specific emphasis on physical engagement. The finding that professionalism emerged as the highest-rated school climate dimension suggests that educators, particularly those in entry-level positions with relatively limited teaching experience, place a significant emphasis on fostering

a professional ethos within their educational institutions. This underscores the importance of instilling a sense of professional standards and conduct early in teachers' careers.

Moreover, the revelation that physical engagement scored the highest among the various indicators of work engagement implies that, despite being relatively new to their roles, teachers actively invest physical energy and effort into their teaching responsibilities. This hands-on approach highlights the dedication and commitment of educators in their early-career stages. The comprehensive understanding of these dynamics provides valuable insights for educational institutions and policymakers to tailor professional development plan incorporating initiatives and support structures that nurture a positive school climate, foster professionalism, and encourage active physical engagement among entry-level teachers, ultimately contributing to a more enriching and effective teaching profession.

Recommendations

Based on conclusions of the study, the following recommendations are hereby forwarded:

1. School administrators should prioritize targeted leadership training to enhance collegial leadership skills, involving teachers in decision-making processes. Establishing regular forums for open dialogue will foster a collaborative culture, promoting a more inclusive and effective leadership style within the school.

2. Teachers should actively participate in professional learning communities that foster collegiality and collaboration. Encouraging dialogue and the exchange of best practices can significantly contribute to improving the collegial climate within the school. Furthermore, addressing cognitive engagement in teachers' work necessitates targeted professional development opportunities.

3. Teacher training programs in academic institutions should integrate modules that equip educators with cognitive engagement strategies, incorporating innovative instructional methods and technology to enhance classroom experiences. Integrating leadership training into teacher education programs ensures that prospective teachers are equipped with the skills needed for effective collegial leadership.

4. Future researchers should conduct in-depth studies on effective interventions to improve collegial leadership and cognitive engagement. Exploring the impact of targeted interventions, such as leadership development programs and cognitive engagement training, can provide valuable insights on both school climate and teachers' work engagement.

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