



Research Article

# Pedagogical Leadership and Workplace Spirituality as Predictors of Teacher Engagement

Aries A. Gamino<sup>1</sup> | Celso G. Casamayor, Jr.<sup>2</sup>

<sup>1-2</sup> University of the Immaculate Conception, Davao City, Philippines

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## Abstract

Teacher engagement is important for effective teaching and positive school outcomes. However, few studies have examined the combined influence of pedagogical leadership and workplace spirituality on teacher engagement in Philippine public schools. This study determined the influence of pedagogical leadership and workplace spirituality on teacher engagement among 233 public high school teachers in the Division of Davao del Norte, Philippines. It used a quantitative, non-experimental descriptive-correlational research design. Data were gathered using validated survey questionnaires. The data were analyzed using mean, Pearson product-moment correlation, and multiple regression analysis. The results showed very high levels of pedagogical leadership, workplace spirituality, and teacher engagement. The findings also showed significant positive relationships between pedagogical leadership and teacher engagement and between workplace spirituality and teacher engagement. Multiple regression analysis revealed that pedagogical leadership ( $\beta = 0.162$ ,  $p < .05$ ) and workplace spirituality ( $\beta = 0.662$ ,  $p < .05$ ) significantly predicted teacher engagement. Workplace spirituality was the stronger predictor of teacher engagement. The regression model explained 64.1% of the variance in teacher engagement ( $R^2 = 0.641$ ). These findings suggest that effective instructional leadership and a meaningful work environment help increase teacher engagement. The study highlights the importance of strengthening pedagogical leadership and workplace spirituality to improve teacher engagement and school effectiveness.

**Keywords:** Educational Leadership; Pedagogical Leadership, Workplace Spirituality; Teacher deEngagement; Quantitative Research, Descriptive-Correlational Design

## **1. Introduction**

Teacher engagement concerns about the manifestation of enthusiasm, meaning and satisfaction of teachers in their work that involves personal expression, goal-directed activities and proactive behaviors (Wang et al., 2024). Teacher engagement is an important contributing factor to learning achievement. High teacher engagement enables teachers to effectively implement educational programs, projects, and activities that significantly improve educational outcomes (Heng & Chu, 2023; Rosyanti et al., 2021; Wang et al., 2025). However, Zhang and Yang (2021) stated that studies around the world reported decreasing trend of teacher engagement. The study of Geraci et al. (2023) emphasizes that strong pressure on teachers revealed low teacher engagement. Subsequently, Martinez et al. (2024) reported that the difficulty of teachers in engaging is associated with the high work demands that lead to their exhaustion.

In India, Santmajor et al. (2022) revealed disengagement of teachers due to the changing nature of the teaching profession, increased pressure, and uncertainties that contribute to a stressful work environment. Similarly, Pieters and Auanga (2018) detailed that the decline of teacher engagement because of harsh working conditions and limited resources for the teachers was uncovered in a study conducted amongst primary and secondary school teachers in Namibia. In Pakistan, the study of Saif et al. (2019) showed unsatisfactory teacher engagement. Additionally, a study of Khamzina et al. (2024) in Kazakhstan disclosed the low level of teacher engagement in four universities and identified problem areas that reduce involvement and offered recommendations to increase engagement.

In the Philippines, Chin et al. (2022) stated that the Department of Education continuously strives to improve the quality of education by focusing on teacher development and welfare, recognizing that highly engaged teachers are important to achieve educational goals. Meanwhile, the study conducted by Gorospe and Edaniol (2022) found that the teacher faculty of Occidental Mindoro State College (OMSC) were found to have moderate engagement in terms of emotional engagement. They explained further that teacher engagement in terms of emotional engagement affects the learners' involvement with learning and sustained effort in studying. In the study of Calansingin et al. (2022) reported that teachers in the public schools of central Philippines in the school year 2021-2022 are found very often engaged.

In the local context, the study of Orocio-Abella and Melchor (2024) reported that less engagement of public school teachers of Davao del Norte Division is associated with the working conditions and the overall working environment of the teachers. This was supported by the study of Maquidato and Bayani (2024) that teachers have lower engagement in terms of absorption

among the 105 public school teachers in New Bataan District, Davao de Oro. They further narrated that teachers' engagement tends to decline with increasing workload. Meanwhile, in the study of Sacriz and Tagadiad (2024), among elementary public-school teachers in Tagum City, Davao del Norte, 300 respondents revealed teachers with a strong desire to learn and grow through continuous development are more likely to exhibit high levels of engagement.

Further, according to Zahed-Babelan et al. (2019), teacher engagement is influenced by pedagogical leadership together with the mediating effects of school culture, teacher empowerment, and job characteristics. Likewise, Cai et al. (2022) and Mazzetti and Schaufeli (2022) examined the role of pedagogical leadership in promoting teachers' commitment, enthusiasm, and engagement. Similarly, Acta (2021), Aprilia and Katiara (2020), Pradhan et al. (2022), and Wu (2025) investigated workplace spirituality and found that it positively influenced teacher engagement. While these studies provided valuable evidence, they examined pedagogical leadership and workplace spirituality as separate predictors of teacher engagement.

As a result, the relative and combined contributions of these variables to teacher engagement remain unclear. It is therefore difficult to determine whether teacher engagement is influenced more by instructional leadership practices, by sense of meaning and connectedness in the workplace of teachers, or by the combined effect of both factors. This limitation constrains the development of evidence-based interventions aimed at improving teacher engagement. Moreover, no study was found that directly compared the influence of pedagogical leadership and workplace spirituality on teacher engagement among public high school teachers in the Division of Davao del Norte. Examining both predictors in a single model contributes new knowledge by identifying their individual and combined effects and determining which factor exerts a stronger influence on teacher engagement. This study therefore investigated the influence of pedagogical leadership and workplace spirituality on teacher engagement to address this gap in literature.

In this regard, the researcher found the necessity of conducting an investigation to unveil the different indicators that promote or prohibit teacher engagement that stimulate an effective and high performing educational system (Zhang & Yang, 2021). Further, the investigation of Wang et al. (2023) found that the different dimensions of teacher engagement are necessary considering its diverse nature involving emotional and cognitive domains. Moreover, Rosyanti et al. (2021) supported that the investigation could be one of the bases in the development and implementation of interventions and support mechanism that promote motivated teaching workforce.

This research provided information and explained the effectiveness of

pedagogical leadership and workplace spirituality in promoting teacher engagement. It helped the teachers and school leaders recognize the importance of pedagogical leadership supportive function and encouraging workplace environment to improve teacher engagement. Subsequently, sustained pedagogical leadership that promotes motivation, personal and professional development and workplace spirituality that enhances work satisfaction improved teacher engagement. These improvements positively supported school culture in the Division of Davao del Norte in creating a place vital for student academic success. Specifically, the findings shed light on the making effective designs and implementation of programs, projects and activities in improving teacher engagement to the educational policy makers within this division. Further, the investigation uplifted the practices in leadership and internal educational policies contributing to national educational development goals aligned with the specific needs of Filipino teachers.

Also, this study contributed to various United Nations Sustainable Development Goals (SDGs), particularly those related to education and well-being. It supported SDG 4: Quality Education by pursuing the development of teaching delivery and learning practices. Explicitly, the significant of the interconnection of pedagogical leadership, workplace spirituality and teacher engagement to the student learning outcome and school overall performance, where leads to the. Likewise, it strengthened SDG 3: Good Health and Well-being by fostering healthy and conducive working environment teachers and students. In particular, the psychological well-being and satisfaction of teachers is elevated. Similarly, it urged SDG 8: Decent Work and Economic Growth by nurturing a school environment that foster dynamic collaboration and professional development. Evidently, this sustained the commitment among teachers in the performance of their teaching functions. Lastly, it commended SDG 17: Partnership for the Goals by fostering active collaboration of school heads and teachers to achieve the common goals for the school. This encouraged active participation among internal and external stakeholders to support school development.

Additionally, the public high school teachers, school heads, supervisors and other stakeholders in the Division of Davao del Norte will have access to the findings of this study to promote positive changes in leadership practices and teacher welfare. Subsequently, the results and findings will be presented to different national or international research conferences, professional learning workshops and meetings to ensure the practical application in the school setting whenever possible. Further, wider dissemination of this research will be published to a reputable peer reviewed academic journal. The wide dissemination of this study seeks to promote evidence-based decision making and improve the quality of school leadership and provide teacher support.

## **2. Materials and Methods**

### **2.1. Research Design**

This study utilized quantitative research particularly descriptive correlational research design. Moreover, Slater and Hasson (2024) gave additional dimension to the definition by stating that quantitative research design is a systematic and objective plan for collecting and analyzing numerical data to answer specific research questions or test hypotheses often with the goal of generalizing findings to a broader population. In addition, Creswell (2013) mentioned that quantitative research is a systematic and objective research approach that involves the collection, analysis, and interpretation of numerical data to understand social phenomena and derive meaningful, reliable insights for informed decision-making. Likewise, Story and Tait (2019) stated that quantitative research is a method focused on creating concise, high-quality survey questions that engage the target population, aiming for valid, reliable, and reproducible results while accounting for potential biases and maintaining efficiency in data collection.

Further, as specified by Creswell (2012), descriptive correlational research design to describe and assess the strength of the relationship between two or more variables or sets of scores. Similarly, Cohen et. al (2018) asserted that it is a non-experimental method used to examine the strength and direction of relationships between two or more variables within a single group, without manipulating them or inferring cause-and-effect, relying on statistical analysis to identify associations while minimizing the influence of extraneous variables. In addition, Ary et al. (2018) explained that this is appropriate for educational research with variables that can be meaningfully measured and analyzed without interventions. Further, Muijs (2011) elaborated that it is conducted through valid and reliable questionnaires and highlights impartiality, applicability, transferability, external validity, and universality.

Specifically, Cohen et al. (2018) quoted that descriptive research is commonly employed to gather information through surveys in the field of education and social sciences to identify existing models and inclinations. In addition, Nassaji (2015) mentioned that it provides a clear and organized account of phenomena which supports evidence-based decision-making and policy development in educational contexts. Also, Singh (2017) stated that it is particularly effective approach for providing an accurate account of characteristic, behavior, attitudes or events within a given population, without manipulating.

Moreover, Shipley (2016) revealed that correlational research is a design that explores the degree and direction of relationships, predictive power and association between two or more variables without manipulating them. Likewise,

Creswell and Creswell (2018) noted that it is used to analyze actual changes to uncover whether the dynamics in one variable can be associated with a similar change in another. In addition, Holleman et al. (2020) testified that correlational research is appropriate in careful data gathering in natural settings and making generalization of findings to real-world situations.

In the context of this study, descriptive research design was employed to measure and characterize the levels of pedagogical leadership of school principals, workplace spirituality and teacher engagement among public high school teachers in Davao del Norte Division. Through standardized survey instruments, the researcher collected numerical data representing self-reported assessments of teachers across these three constructs, analyzed the descriptive statistics to determine central tendencies and variability, and examined the relationships between variables using correlational and regression analyses without introducing any experimental manipulation.

Added to this, correlational design was employed to investigate the relationships between pedagogical leadership and teacher engagement, as well as between workplace spirituality and teacher engagement among public high school teachers in Davao del Norte. Specifically, Pearson product-moment correlation coefficients were calculated to determine the strength and direction of these relationships, while multiple regression analysis was employed to examine how the independent variables pedagogical leadership and workplace spirituality collectively influence the dependent variable which is teacher engagement. Finally, the quantitative descriptive correlation research design is well-suited for the study as it is aligned with the research objectives in measuring and understanding the relationships between pedagogical leadership, workplace spirituality, and teacher engagement among public high school teachers in the Schools Division of Davao del Norte.

## ***2.2. Respondents and Sampling Procedure***

The respondents of this study were the 233 public school teachers from the schools in the Division of Davao del Norte. To establish the sample size, Slovin's formula was used as mentioned by Mukti (2025) as it is a statistical method used to estimate the minimum sample size needed from a known population when limited information about the population is available and a specific margin of error is desired. The sample was calculated using a 95 percent confidence level and a five percent margin of error. Further, an additional 10 to 20 percent of respondents were invited to take part for possible nonresponses. Further, stratified random sampling was employed in this study to ensure proportional representation across the participating schools. Additionally, Etikan and Bala (2017) specified that it is a probability sampling method where the population is divided into distinct subgroups or strata, and random samples are drawn from each group to ensure representation across key characteristics.

Moreover, Kumar (2019) underscores that this sampling technique is particularly effective when the objective is to ensure adequate representation of distinct subpopulations within the overall sample, thereby enhancing the precision and relevance of the research findings.

The inclusion criteria were those holding permanent teaching position, regular public-school teachers currently assigned to public schools in Davao del Norte Division with more than three years of teaching experience. Added to this, only those who voluntarily signed the Informed Consent Form (ICF) were included in the survey. On the other hand, the exclusion criteria were teachers who held non-permanent or contractual positions, had less than three years of teaching experience, taught at the private schools, or declined to provide consent for the study.

In this study, the respondents did not belong to vulnerable population. Despite that, slight discomfort like fatigue and time pressure were experienced by the respondents during the data gathering. These situations happened during the answering of the questionnaire by these teachers. In this case, the orientation was conducted and completion of questionnaire were done in a conducive place by the researcher. The convenience of the time of the teachers was given topmost consideration as well by the researcher to minimize potential discomfort. Moreover, a concise and easy to understand survey questionnaire was provided. Finally, tokens were given to the respondents as gestures of gratitude for their participation. The confidentiality of the responses of the teacher-respondents was well informed to them as well as their right to withdraw any time without negative consequence. All these were to promote honesty and accuracy of their responses while protecting their well-being.

### ***2.3. Research Instruments***

To gather the data, the questionnaire undergone validation by experts. The comments and suggestions of the validators were then considered in the final output of the questionnaire.

The first part of the questionnaire measured the level of pedagogical leadership. This questionnaire was adapted from the Pedagogical Leadership Scale developed by Berhanu (2024). The original scale has a Cronbach's alpha of 0.904 which demonstrates strong internal consistency. It was a 32-item tool aimed to measure the level of pedagogical leadership of the school heads through the perception of teachers across four dimensions which are social capital, professional capital, intellectual capital, and academic capital. Specifically, it included 13 items for social capital, nine (9) items for professional capital, five (5) items for intellectual capital and 5 items for academic capital. A 5- point Likert scale was used, ranging from 5 – strongly agree, 4 – agree, 3 – somewhat

agree, 2 disagree and 1 – strongly disagree. The Likert scale below was then used to analyze the result of this study:

| Mean Range  | Description | Interpretation                                   |
|-------------|-------------|--------------------------------------------------|
| 4.20 – 5.00 | Very High   | Pedagogical leadership is always manifested.     |
| 3.40 – 4.19 | High        | Pedagogical leadership is oftentimes manifested. |
| 2.60 – 3.39 | Moderate    | Pedagogical leadership is sometimes manifested.  |
| 1.80 – 2.59 | Low         | Pedagogical leadership is rarely manifested.     |
| 1.00 – 1.79 | Very Low    | Pedagogical leadership is never manifested.      |

The second part of the questionnaire measured the level of workplace spirituality. The second part of the questionnaire measured the level of workplace spirituality. This was adapted from the Workplace Spirituality Scale developed by Pradhan et al. (2017). Additionally, it demonstrated strong internal consistency, with a reported Cronbach's alpha of 0.78. This 30-item tool measured the self-perceived workplace spirituality of teachers and has identified four core dimensions which are emotional engagement, social engagement with colleagues, cognitive engagement, and social engagement with students. Specifically, it contains 12 items for spiritual orientation, four (4) items for compassion, eight (8)s items for meaningful work and ix (6) items for alignment of values. Responses to the items will be rated using a 5-point Likert scale, ranging from 5 – strongly agree, 4 – agree, 3 – somewhat agree, 2 disagree and 1 – strongly disagree. The Likert scale below was used to analyze the result:

| Mean Range  | Description | Interpretation                                |
|-------------|-------------|-----------------------------------------------|
| 4.20 – 5.00 | Very High   | Workplace spirituality is always evident.     |
| 3.40 – 4.19 | High        | Workplace spirituality is oftentimes evident. |
| 2.60 – 3.39 | Moderate    | Workplace spirituality is sometimes evident.  |
| 1.80 – 2.59 | Low         | Workplace spirituality is rarely evident.     |
| 1.00 – 1.79 | Very Low    | Workplace spirituality is never evident.      |

The third part of the questionnaire evaluated the teacher engagement and adapted from the study by Klassen et al. (2013) entitled Measuring Teacher Engagement: Development of the Engaged Teachers Scale (ETS). Further, all factors were significant, with reliability coefficients above 0.80 indicating very good internal consistency. The scale consists of sixteen items and measured workplace spirituality of an organization across four dimensions of spirituality namely, emotional engagement, social engagement: colleagues, cognitive engagement, and social engagement: students. Specifically, it comprises four (4) items for emotional engagement, four (4) items for social engagement with colleagues, four (4) items for cognitive engagement and four (4) items for social engagement with students. A 5-point Likert scale response option will be used in

rating the statements of the survey questionnaire, from 5 – strongly agree, 4 – agree, 3 – somewhat agree, 2 disagree and 1 – strongly disagree. The Likert scale below was used to analyze the result:

| Mean Range  | Description | Interpretation                            |
|-------------|-------------|-------------------------------------------|
| 4.20 – 5.00 | Very High   | Teacher engagement is always observed     |
| 3.40 – 4.19 | High        | Teacher engagement is oftentimes observed |
| 2.60 – 3.39 | Moderate    | Teacher engagement is sometimes observed  |
| 1.80 – 2.59 | Low         | Teacher engagement is rarely observed     |
| 1.00 – 1.79 | Very Low    | Teacher engagement is never observed      |

#### ***2.4. Data Collection and Analysis***

In this study, certain processes in gathering necessary data were followed. First, an endorsement from the University of the Immaculate Conception Graduate School Dean for ethics review was sought by the researcher. Afterwards, the manuscript and Ethics Review Forms were submitted to the office of the UIC Research Ethics Committee for the release of ethical clearance. Once the ethical clearance was secured, a letter request for endorsement to conduct the study was sent to the Dean of the Graduate School. Subsequently, research instruments were validated by the experts before having it administered to the respondents once the ethical clearance is released. Then, a request letter for the approval to conduct the study was sent to the office of the School Division Superintendent (SDS) of the Division of Davao del Norte. Upon the approval of the SDS to the request through a letter response, the researcher forwarded these to the school heads of the participating public schools and finally to the teacher respondents who were appointed more than three years. Upon receiving the necessary approvals, the researcher conducted an orientation for the respondents regarding the objectives and methods of this study. In a group of five to ten teachers, an orientation was conducted.

During the face-to-face orientation, their questions concerning this study were clarified. The respondents were well informed that their participation would be voluntary. In this case, they may have a chance to refuse or withdraw at any time without any negative consequence. After addressing all their questions, the researcher gave them an Informed Consent Form (ICF) that asked their consent prior to the administration of the questionnaires. Subsequently, the printed survey questionnaires were personally handed in to the respondents. The survey questionnaires were retrieved the same day after the respondents answered the survey questions. However, only those respondents whose consent form was already signed answered the survey questionnaire on pedagogical leadership, workplace spirituality, and teacher engagement for not more than 15 minutes per section. The respondents submitted the completed research instrument to the office of the principal or to the school research focal person for safekeeping in

the case that the respondents were not be able to complete the survey questionnaire for any valid reason within the day. The accomplished research questionnaires were retrieved by the researcher from the office of the school head and were included in the research data for examination. Likewise, the data were analyzed accurately using statistical analysis and interpreted with professional prudence to establish meaningful findings, conclusions and recommendations.

Minimal discomforts such as time constraint, mild mental or emotional unease, fatigue and concerns about confidentiality due to their existing work responsibilities were experienced by the respondents during the conduct of the data gathering procedure. These situations were possibly the results of their participation as this was added to their workload or prompt self-reflection on leadership and workplace experiences. In this case, the researcher used a concise, self-administered questionnaire to mitigate these concerns. This questionnaire can be completed during the non-instructional hours at the convenient time of the respondents employing neutral and non-judgmental language and allow respondents to withdraw at any time without penalty.

The Data Privacy Act of 2012 (Republic Act No. 10173) was strictly adhered to ensure that no personally identifiable information is collected and that all data are treated with utmost confidentiality. Limited access to data by the researcher was considered as well. In the case it would be required, the thesis adviser or authorized research panel members for academic evaluation purposes only. Finally, the collected data were securely saved in password-protected digital files for a period of two (2) years after the completion of the study. After which they will be permanently and properly disposed of through secure deletion or shredding. To ensure that the study poses minimal risk and adequately safeguards the rights, privacy, and well-being of the teacher-respondents, participation was entirely voluntary, with no involvement of school administrators in data collection.

### ***2.5. Ethical Considerations***

The researcher was committed to upholding the highest ethical standards in the conduct of this study. Prior to data collection, the research protocol underwent review and was approved by the University of the Immaculate Conception (UIC) Research Ethics Committee and approved with Ethics Approval Number GS-ER-12-25-0409 on January 7, 2026. In accordance with established ethical guidelines for research involving human participants, the study strictly complied with the principles of informed consent, voluntary participation, confidentiality, privacy, and data protection. Teacher-respondents were fully informed of the purpose and objectives of the study and were told that their participation was voluntary and their responses would be treated with confidentiality. The rights, safety, and well-being of the participants were

protected, and all research activities were conducted in accordance with ethical guidelines set by the UIC Research Ethics Committee.

As part of the requirements for the degree, Master of Arts in Educational Management, the researcher was adequately prepared to conduct this study through enrollment in thesis courses and engagement in research-related academic activities. The researcher worked closely with the thesis adviser and panel members throughout the study. They provided guidance in the planning, implementation and analysis of the research. The researcher also had access to the UIC Library and other institutional resources. These resources provided references, research tools, and technical support needed to complete the study successfully.

### **3. Results**

The level of pedagogical leadership of public high school principals obtained an overall mean of 4.47 (SD = 0.57), which was described as very high. The indicators social capital, professional capital, intellectual capital, and academic capital obtained mean scores of 4.48, 4.49, 4.44, and 4.48, respectively. These findings indicate that public high school teachers perceived their school heads to demonstrate a very high level of pedagogical leadership across all dimensions. The level of workplace spirituality of public high school teachers obtained an overall mean of 4.36 (SD = 0.53), which was described as very high. The indicators spiritual orientation, compassion, meaningful work, and alignment of values obtained mean scores of 4.43, 4.25, 4.39, and 4.36, respectively. These findings suggest that teachers experienced a strong sense of purpose, compassion, and alignment of values within their workplace.

The level of teacher engagement of public high school teachers obtained an overall mean of 4.54 (SD = 0.46), which was described as very high. The indicators emotional engagement, social engagement with colleagues, cognitive engagement, and social engagement with students obtained mean scores of 4.59, 4.48, 4.49, and 4.59, respectively. These findings indicate that teachers demonstrated high levels of emotional, cognitive, and social involvement in their professional responsibilities. The results revealed that pedagogical leadership was significantly related positively to teacher engagement ( $r = .706$ ,  $p < .001$ ). This finding indicates that higher levels of pedagogical leadership were associated with higher levels of teacher engagement among public high school teachers. Similarly, workplace spirituality was positively and significantly related to teacher engagement ( $r = .795$ ,  $p < .001$ ). This result indicates that teachers who experienced higher levels of workplace spirituality also tended to report higher levels of engagement in their work.

The multiple regression revealed that pedagogical leadership significantly predicted teacher engagement ( $\beta = .162, p < .001$ ). Specifically, higher levels of pedagogical leadership are associated with higher levels of teacher engagement. For every one unit increase in pedagogical leadership, teacher engagement will increase by 0.162 units. Similarly, workplace spirituality significantly predicted teacher engagement ( $\beta = .662, p < .001$ ). This means that when workplace spirituality is higher, teachers are more engaged. For every one unit increase in workplace spirituality, teacher engagement is expected to increase by 0.662 units.

The combination of pedagogical leadership and workplace spirituality had a strong effect on teacher engagement ( $F = 205.205, p < .001$ ). The model explained 64.1% of the variability in teacher engagement ( $R^2 = .641$ ). These two factors are responsible for much of teacher engagement among public high school teachers. The remaining 35.9% could be explained by other factors which were not taken into account in this study. Workplace spirituality was more predictive of teacher engagement ( $\beta = .662$ ) than pedagogical leadership ( $\beta = .162$ ). This implies that teachers are more engaged when they have found meaning in their work, others care about them and take common values to work daily. Pedagogical leadership supports teachers with guidance and instruction, and workplace spirituality adds to their daily experiences and relationships. Teachers in Philippine public schools face various issues and are constantly challenged. So, school leaders should continue strengthening pedagogical leadership and workplace spirituality to enhance teacher well-being, commitment and engagement.

#### **4. Discussion**

##### ***4.1 Level of Pedagogical Leadership of Public School Heads***

In Table 1 we can see the level of pedagogical leadership for school principals. The overall mean pedagogical leadership was 4.47, which is very high. This means that school heads are always practicing pedagogical leadership. The standard deviation of 0.57 also emphasizes that the teachers' responses were in general consistent.

The very high level of pedagogical leadership indicates that school principals are actively involved in teachers' teaching and learning in their schools. School heads are providing clear teaching direction. They monitor academic programs and promote professional development of teachers. These practices might even create a school environment where collaboration, continuous improvement and collective responsibility for students is the center of activity. Teachers know the role of school leaders in the quality of learning and the achievement of educational goals in schools. This is how schools can continue to do the right things and get good results and have a good learning environment.

The high level of pedagogical leadership also shows that school principals do their job as the instructional leaders. They lead teachers in improving classroom practices and support work to improve the performance of the students. They create a school culture that promotes teamwork, accountability and continuous learning. It's the teaching quality that teachers can do better in school and the achievement of school goals. Thus, schools may be better able to sustain effective teaching and promote positive educational outcomes.

Social Capital. Specifically, the dimension on social capital revealed the mean of 4.48, described as very high. This means that pedagogical leadership as to social capital of school heads as perceived by the teachers is always manifested. The table further revealed that the mean rating of the items ranges from 4.34 to 4.55. It shown that the item "keeping promises" have a mean of 4.34 while the items "easing family and community to engage in students' learning" and "encouraging school stakeholder to have shared values" has a mean rating of 4.55.

This further implied that schools have an effective professional learning community (PLC), which increases the quality of teaching. This suggests that the school has deeply embedded strong trust, collaboration, and positive relationships that create an environment conducive to open communication and teamwork. In such a setting, teachers willingly share their best practices, actively participate in professional development programs, and collectively solve problems when they feel supported and valued. Eventually, this leads to stronger commitment and improved teaching strategies of teachers, and better learning outcomes for students.

The social capital dimension was highly rated. This shows that school principals build trust, encourage collaboration and achieve common values throughout the school community. Teachers also have good work relationships with other stakeholders and they are well established in the professional relationship. School principals build conditions where teachers are involved in school programs. Teachers also engage in what they teach and work in the school to solve the problems. These practices strengthen team cooperation and support school goals. When social capital is strong, teachers may feel more connected to the organization and they work in a more positive teaching and learning environment. This is the interpretation agreed with Gentry et al. (2025), Raharjo et al. (2024), Clarà et al. (2023), and Akyurek et al. (2024). In support to this, Dumay et al. (2021) explained that principals with positive impact on the school development are those who put value on social capital.

Finally, further exploration of social capital is needed as it is necessary for the principals to build trust, strengthen partnership with school partners and

collaboration among teachers to improve learning outcomes. In addition, it greatly influences teacher participation related to academic activities and support student learning programs. Understanding social capital more deeply can help schools strengthen teamwork and improve overall teaching and learning outcomes.

**Table 1.** Level of Pedagogical Leadership of Public School Heads

|                             | Indicators/Statements                                                       | Mean        | SD          | Description      |
|-----------------------------|-----------------------------------------------------------------------------|-------------|-------------|------------------|
| <b>Social Capital</b>       |                                                                             |             |             |                  |
| 1                           | applying participatory decisions                                            | 4.43        | 0.68        | Very High        |
| 2                           | encouraging school stakeholders' frequent interactions with each other      | 4.53        | 0.63        | Very High        |
| 3                           | easing family and community to engage in students' learning                 | 4.55        | 0.63        | Very High        |
| 4                           | keeping promises                                                            | 4.34        | 0.78        | Very High        |
| 5                           | creating caring and supportive school culture                               | 4.54        | 0.70        | Very High        |
| 6                           | considering other school stakeholders as people who are honest and or trust | 4.54        | 0.62        | Very High        |
| 7                           | discussing and working with other school stakeholders                       | 4.54        | 0.67        | Very High        |
| 8                           | forming various social groups or clubs                                      | 4.42        | 0.72        | Very High        |
| 9                           | giving first place for others                                               | 4.35        | 0.69        | Very High        |
| 1                           | emphasizing more on actions than words                                      | 4.42        | 0.75        | Very High        |
| 0                           |                                                                             |             |             |                  |
| 1                           | encouraging school stakeholder to have shared values                        | 4.55        | 0.66        | Very High        |
| 1                           | creating a trustworthy culture                                              | 4.49        | 0.74        | Very High        |
| 2                           |                                                                             |             |             |                  |
| 1                           | helping exchange of information                                             | 4.51        | 0.75        | Very High        |
| 3                           |                                                                             |             |             |                  |
| <b>Category Mean</b>        |                                                                             | <b>4.48</b> | <b>0.57</b> | <b>Very High</b> |
| <b>Professional Capital</b> |                                                                             |             |             |                  |
| 1                           | encouraging informal collaboration for professional improvement             | 4.30        | 0.88        | Very High        |
| 2                           | encouraging teachers to continue their education                            | 4.59        | 0.63        | Very High        |
| 3                           | encouraging teachers to assess their instructional decisions                | 4.49        | 0.66        | Very High        |
| 4                           | valuing teachers' professional judgment and wisdom                          | 4.45        | 0.70        | Very High        |
| 5                           | providing teachers with opportunities to attend training                    | 4.49        | 0.69        | Very High        |
| 6                           | encouraging teachers to make sound instructional decisions                  | 4.45        | 0.68        | Very High        |
| 7                           | creating a school culture that respects teachers' instructional decisions   | 4.52        | 0.68        | Very High        |
| 8                           | encouraging teachers to understand how students learn                       | 4.57        | 0.65        | Very High        |
| 9                           | encouraging practice of continuous professional development program         | 4.60        | 0.64        | Very High        |
| <b>Category Mean</b>        |                                                                             | <b>4.49</b> | <b>0.57</b> | <b>Very High</b> |
| <b>Intellectual Capital</b> |                                                                             |             |             |                  |

|                         |                                                                           |             |             |                  |
|-------------------------|---------------------------------------------------------------------------|-------------|-------------|------------------|
| 1                       | encouraging sharing of experiences and challenges with him                | 4.41        | 0.74        | Very High        |
| 2                       | helping peer supervision among teachers                                   | 4.48        | 0.71        | Very High        |
| 3                       | promoting sharing of experiences with schools within the city or district | 4.42        | 0.75        | Very High        |
| 4                       | promoting sharing of experiences with schools out-of-city or district     | 4.39        | 0.75        | Very High        |
| 5                       | discussing school strategies and action plans with teachers               | 4.49        | 0.73        | Very High        |
| <b>Category Mean</b>    |                                                                           | <b>4.44</b> | <b>0.63</b> | <b>Very High</b> |
| <b>Academic Capital</b> |                                                                           |             |             |                  |
| 1                       | encouraging teachers to make students to create their own knowledge       | 4.44        | 0.74        | Very High        |
| 2                       | appreciating teachers to use different continuous assessment techniques   | 4.51        | 0.71        | Very High        |
| 3                       | helping teachers to link students' learning with real-world problems      | 4.49        | 0.74        | Very High        |
| 4                       | categorizing students into groups to help each other                      | 4.43        | 0.74        | Very High        |
| 5                       | encouraging teachers to use different teaching methodologies              | 4.55        | 0.72        | Very High        |
| <b>Category Mean</b>    |                                                                           | <b>4.48</b> | <b>0.66</b> | <b>Very High</b> |
| <b>Overall Mean</b>     |                                                                           | <b>4.47</b> | <b>0.57</b> | <b>Very High</b> |

Professional Capital. Shown in the table that the dimension, professional capital was assessed by public high school teachers as very high with a category mean of 4.49, which means it is a pedagogical leadership that is always manifested. The mean rating of the different items ranges from 4.30 to 4.60. On one hand, the item encouraging informal collaboration for professional improvement has a mean rating of 4.30, described as very high which means it is a pedagogical leadership of school heads observed by the public high school teachers that is always manifested. Further, the item encouraging practice of continuous professional development program reflects a mean of 4.60 described as very high which means it is a pedagogical leadership skill of school leaders that is always manifested.

This implies that very high levels of competence of school heads entails that they display continuous cultivation of pedagogical practices and the refinement of a vigorous and adaptive learning culture. This reflects that the entire school system is positively influenced by the school heads that possess strong expertise, experience, and leadership competence. With this, they were able to implement sound instructional activities that support professional development of teachers and promote continuous improvement of school practices. As a result, teachers become more competent, participative and collaborative as school leaders promote school continuous improvement and teacher development leading to improve teaching quality and student outcomes.

The high rating of professional capital of school leaders implies that school principals really do engage teachers in professional development and

professional education. That could mean schools offer teachers opportunities for teaching and learning and professional development. Teachers get to work and receive professional development from school leaders with constant professional development. They also support teachers to respond to curriculum changes. As a result, teachers are more prepared to deliver high-quality instruction and to support students' learning. And thus when teachers are more competent and confident in their practice, the overall quality of instruction will also improve. These interpretations are consistent with Firat et al. (2024), Berhanu (2023) and Ventista and Brown (2023). In this regard, Hargreaves and Fullan (2020) emphasized that professional capital strengthens professional judgement and instructional capacity of the teachers. Likewise, Liu and Hallinger (2018) explained that principals who invest in professional capital notably improved the commitment of teachers. Furthermore, Vanblaere and Devos (2018) noted that leadership that highlights professional capital enhance professional competence of the teachers.

This finding suggests that other important variables such as teacher collaboration, engagement in professional discussion and instructional competence are significantly influenced by professional capital by school principals. Further, professional capital promotes a much stronger supportive and interactive school environment that improves teachers' cooperation, involvement and commitment when it is strengthened. Furthermore, advancement of teaching quality and student outcomes can be achieved built upon the mechanism of professional capital. Finally, this interpretation is supported by the claim of Hargreaves and Fullan (2020) that positive change in overall educational performance is facilitated by professional capital as it promotes collaboration and continuous learning.

**Intellectual Capital.** In terms of intellectual capital, it shows a very high category mean rating of 4.44, which means that this domain of pedagogical leadership of school principals is always manifested. The mean rating of the different items ranges from 4.39 to 4.49. The item sharing of experiences with schools out-of-city or district reflects a mean rating of 4.39 described as very high which means it is always manifested. Meanwhile, the item discussing school strategies and action plans with teachers shows a rating of 4.49, described as very high which means that this dimension of pedagogical leadership skills of school heads are always manifested.

This indicates that school principals support collaboration of teachers and other stakeholders that enable knowledge creation, sharing, and application. Further, this implies that the extensive knowledge, expertise, and innovative capacity of the school heads enable them to make cautious judgements and implement programs, projects and activities for continuous improvement. Furthermore, this supports teachers in improving their teaching and facilitating

practices by creating a school environment that fosters a culture of learning, critical thinking, and innovation. Ultimately, it directs to the achievement of an effective and efficient teaching strategies of teachers, improved school performance and better student learning outcomes.

The high level of intellectual capital at school indicates that school principals promote knowledge sharing, innovation and reflective practice. Such practices can help schools respond more effectively to instructional challenges and constantly improve educational practices. Teachers' knowledge and expertise are shared in the school and thus will be better equipped to implement teaching strategies. This is the interpretation of Alrowwad et al. (2020), Maher (2023), Mamilla and Yen (2026) and Hassan et al. (2022). In addition, Hassan et al. (2022) stated that the success of a learning institution depends highly on their intellectual capital.

Academic Capital. In terms of academic capital, its dimension showed a mean score of 4.48, which is interpreted as very high. This means that this dimension of pedagogical leadership of school heads as perceived by the teachers is always manifested. The mean rating of the different items ranges from 4.44 to 4.55. The item encouraging teachers to make students create their own knowledge reflects a mean rating of 4.44 described as very high which means it is always manifested. Further, the item encouraging teachers to use different teaching methodologies shows a rating of 4.55, described as very high which means that this aspect pedagogical leadership skills of school heads is always manifested.

This result indicates that school principals are very focused on improving teaching and learning. The high level of academic capital suggests that school leaders are supportive of teaching innovation, teacher development and student-centered learning. This may be a result of the increasing demand for high quality education. It may also because teachers need to work with different teaching strategies to achieve the diverse needs of learners. Teachers are better able to deliver meaningful and relevant lessons. So, this could enhance students' learning and school performance. The finding indicates that school principals are required to foster a climate of learning and academic excellence.

It is consistent with the findings of Farahmandpour and Voelkel (2025) that academic capital promotes teacher-teacher collaboration to foster ongoing professional development. Javed et al. (2025) also found that effective leadership in an encouraging work environment enhances teacher satisfaction and retention. Moreover, Schonfeld and Mesurado (2025) mentioned that academic capital helps to create a positive psychological environment that supports teacher effectiveness and student engagement.

#### ***4. 2 Level of Workplace Spirituality of the Public High School Teachers***

Table 2 shows workplace spirituality in public high schools in the Schools Division of Davao del Norte. There are four indicators of workplace spirituality: spiritual orientation, compassion, meaningful work and alignment of values. The mean was 4.36, which is very high. This is why workplace spirituality is generally present among public high school teachers. The standard deviation of 0.53 suggests that teachers are fairly consistent in their responses.

Teachers have high levels of workplace spirituality, meaning and connection that their work brings such a sense of purpose and meaning. This indicates that teachers see their profession as not only a source of income but as a means for them to feel great satisfaction and serve others. Together teachers have shared values, meaningful work and a support system. These conditions are conducive to a positive and collegial school environment. They also promote teachers' commitment to their profession and motivate them to keep working hard despite the rigor of the work. Furthermore, a workplace that promotes spirituality will foster positive relationships among teachers. It also encourages a working environment of cooperation and respect. These factors help schools strengthen teacher well-being and the learning environment for students.

**Table 2.** Level of Workplace Spirituality of the Public High School Teachers

| Indicators/Statements        |                                                                                         | Mean        | SD          | Description      |
|------------------------------|-----------------------------------------------------------------------------------------|-------------|-------------|------------------|
|                              |                                                                                         | n           |             |                  |
| <b>Spiritual Orientation</b> |                                                                                         |             |             |                  |
| 1                            | experiencing a sense of enlightenment for my job                                        | 4.40        | 0.67        | Very High        |
| 2                            | feeling guided by a supernatural power about my work                                    | 4.29        | 0.76        | Very High        |
| 3                            | experiencing joy and happiness at work                                                  | 4.38        | 0.73        | Very High        |
| 4                            | experiencing a sense of gratification out of my work                                    | 4.41        | 0.68        | Very High        |
| 5                            | drawing positive energy and guidance for work through a connection with a supreme power | 4.51        | 0.68        | Very High        |
| 6                            | fostering spirituality at workplace                                                     | 4.41        | 0.73        | Very High        |
| 7                            | receiving any appreciation for spiritual values at work                                 | 4.38        | 0.73        | Very High        |
| 8                            | experiencing blissful moments at work                                                   | 4.52        | 0.60        | Very High        |
| 9                            | experiencing time passing quickly while working                                         | 4.47        | 0.68        | Very High        |
| 10                           | allowing spiritual values to guide workplace decisions                                  | 4.62        | 0.59        | Very High        |
| 11                           | experiencing high energy and vitality at work which is difficult to explain             | 4.34        | 0.73        | Very High        |
| 12                           | feeling elevated for the work                                                           | 4.41        | 0.71        | Very High        |
| <b>Category Mean</b>         |                                                                                         | <b>4.43</b> | <b>0.53</b> | <b>Very High</b> |
| <b>Compassion</b>            |                                                                                         |             |             |                  |
| 1                            | empathizing easily with the distress of others                                          | 4.12        | 0.78        | High             |
| 2                            | assisting others during times of trouble                                                | 4.33        | 0.72        | Very High        |
| 3                            | maintaining concern for colleagues' needs and requirements                              | 4.31        | 0.74        | Very High        |
| 4                            | exerting conscious effort to provide viable solutions to others' problems               | 4.26        | 0.79        | Very High        |

| Category Mean              |                                                                           | 4.25 | 0.64 | Very High |
|----------------------------|---------------------------------------------------------------------------|------|------|-----------|
| <b>Meaningful Work</b>     |                                                                           |      |      |           |
| 1                          | enjoying work to the fullest                                              | 4.29 | 0.71 | Very High |
| 2                          | maintaining a high spirit while working                                   | 4.35 | 0.67 | Very High |
| 3                          | deriving sufficient satisfaction and personal meaning from work           | 4.42 | 0.67 | Very High |
| 4                          | feeling enthusiastic and energized by work                                | 4.33 | 0.72 | Very High |
| 5                          | maintaining work-life balance to keep happy and healthy                   | 4.34 | 0.73 | Very High |
| 6                          | experiencing a sense of personal fulfillment out of work                  | 4.39 | 0.69 | Very High |
| 7                          | enjoying keeping a harmonious relationship with people at work            | 4.49 | 0.62 | Very High |
| 8                          | experiencing a kind of positive connection between work and like          | 4.48 | 0.66 | Very High |
| Category Mean              |                                                                           | 4.39 | 0.59 | Very High |
| <b>Alignment of Values</b> |                                                                           |      |      |           |
| 1                          | aligning personal values with the organization's value systems            | 4.26 | 0.78 | Very High |
| 2                          | maintaining the moral obligation of the organization toward its employees | 4.39 | 0.74 | Very High |
| 3                          | feeling being part of the goals of organization.                          | 4.46 | 0.66 | Very High |
| 4                          | prioritizing employee morale within the organization to boost work spirit | 4.37 | 0.70 | Very High |
| 5                          | demonstrating organizational concern for the upliftment of the poor       | 4.31 | 0.74 | Very High |
| 6                          | Interconnecting individual and the organization's mission and vision      | 4.34 | 0.71 | Very High |
| Category Mean              |                                                                           | 4.36 | 0.64 | Very High |
| Overall Mean               |                                                                           | 4.36 | 0.53 | Very High |

This finding is consistent with the studies of Hosseini et al. (2019), Fathollahzadehhachesou and Balouch (2018), Aboobaker et al. (2019), and Garg (2020). These studies highlighted the importance of workplace spirituality in promoting positive work attitudes, engagement and organizational performance. The similarity of these findings suggests that workplace spirituality plays an important role in shaping teachers' experiences and behaviors in schools. Teachers become more committed to achieving educational goals when they find meaning in their work. They are more willing to support school improvement when they feel connected to their colleagues and share the values of the organization. Likewise, Kumar (2018) emphasized that workplace spirituality supports both individual and organizational growth. All these findings highlight the need for school environments that are purposeful, shared and supportive for teachers. This will encourage continued engagement of teachers and better school outcomes. Spiritual Orientation. Workplace spirituality was awarded a mean score of 4.43 with respect to spiritual orientation, which is very high. This means that in public high schools, teachers put high regard to spiritual orientation. The mean ratings of the indicators ranged from 4.29 to 4.62. The item "feeling guided by a supernatural power about my work" received a mean rating of 4.29. The item "allowing spiritual values to guide workplace decisions" received the highest mean rating of 4.62. The standard deviation of 0.53 shows that the teachers had the same responses.

The results show that teachers are champions of values, beliefs and principles. They find meaning and direction in their spiritual beliefs. These beliefs enable them to remain committed to their work even when they need to

struggle. A strong spiritual orientation will also enable teachers to behave truthfully, compassionately and be accountable to students and fellow teachers. Therefore, schools need to work for the betterment of students and other teachers as there are positive and supportive staff. This environment fosters good behavior, respect for everyone and a sense of purpose. It also boosts teachers' well-being, strengthens working relationships and promotes a positive school environment.

This supports the study by Baskar and Indradevi (2021), Tigedi et al. (2024) and Mabazo and Walt (2024) in that spiritual orientation enhances employee engagement, well-being and organizational effectiveness. And the same results indicate that spiritual orientation is still very much a source of strength that helps people find meaning and satisfaction with their work. In schools where teachers have a real spiritual orientation manage work demands, stay positive, and are aligned with their professional responsibilities. These findings highlight the importance of fostering a school environment that respects personal values and supports teachers' sense of purpose, as such conditions may contribute to both teacher development and school improvement.

Compassion. Workplace spirituality in terms of compassion obtained a mean score of 4.25, which is described as very high. This indicates that compassion is always evident among public high school teachers. The mean ratings of the indicators ranged from 4.12 to 4.33. The item empathizing easily with the distress of others obtained a mean rating of 4.12, which is described as high, while assisting others during times of trouble obtained the highest mean rating of 4.33, which is described as very high. Moreover, the standard deviation of 0.64 indicates that the responses of the teachers were relatively consistent.

The very high level of compassion suggests that teachers genuinely care for the well-being of their students and colleagues. This finding indicates that teachers are willing to provide support, understanding, and assistance when others experience difficulties. Such behaviors may help create a positive and supportive school environment where individuals feel valued and respected. When compassion is consistently practiced, teachers may develop stronger professional relationships and become more willing to collaborate with one another. These conditions may also help promote teacher well-being, strengthen teamwork, and contribute to a more inclusive and caring learning environment for students.

This finding is consistent with the studies of Orbeta (2025), De Stasio et al. (2019) and Buonomo et al. (2021). These studies emphasized the importance of compassion in promoting teaching effectiveness, engagement and positive workplace relationships. The similarity of these findings suggests that compassion is an important part of workplace spirituality in educational settings. Teachers with empathy and care for others develop better and more meaningful relationships and develop a positive outlook on their work. Because of this,

compassion in schools is beneficial to teacher engagement and teamwork and improves a good school environment. The results demonstrate the importance of creating a school culture that values caring for one another and being supportive. In order to have such a culture helps to maintain positive relationships and to improve school quality.

**Meaningful Work.** The meaningful work dimension of workplace spirituality received a mean score of 4.39, which is very high. The findings indicate that public high school teachers tend to find meaning in their work. The mean ratings of all indicators ranged from 4.29 to 4.49. The item “enjoying work to the fullest” received a mean rating of 4.29. As was the case in the case of the main topic “enjoying keeping a harmonious relationship with people at work,” the mean rating was 4.49. But these results indicate that teachers enjoy their work as well as the quality of relationships with people in the school.

Teachers see their profession as critical and meaningful. Teachers who find meaning in their work are motivated to do what they are required to do. They’re also committed to their profession. They have purpose, so they can handle work struggles and stay positive in teaching. At the same time, these conditions promote more engagement, better teaching approaches, and more commitment to student success.

This finding supports Yılmaz and Kaya (2022), Wassink et al. (2022), and Lavy (2022) research. These studies confirmed high levels of meaningful work and showed the positive effects of meaningful work on motivation, engagement, and well-being of teachers. It is clear that these results suggest that meaningful work is a source of motivation for teachers. Teachers who genuinely think that their work is important and worthwhile are more inclined to improve their teaching and assist students. As a result, meaningful work helps a teacher increase their effectiveness and job satisfaction and long-term commitment to the profession. These results suggest that we need to create school environments that help teachers understand that their work is worth doing and has an impact on students.

**Alignment of Values.** The workplace spirituality in terms of alignment of values received a mean score of 4.36, which is considered very high. This result shows that alignment of values is always present among public high school teachers. The average ratings of the indicators were 4.26 to 4.46. The item “aligning personal values with the organization’s value system” came in at 4.26. The highest mean rating for the item “feeling part of the goals of the organization” was 4.46. Teachers are connected to the mission, vision, and goals of their schools by their personal values in those findings.

Teachers share values and goals with their schools. Teachers are aware of the direction and goals of their schools and they are behind them. People who feel that their personal values are aligned with those of their school are more connected and commit to their work more. That shared feeling of purpose also fosters cooperation and trust and positive relationships among school personnel. As a result, teachers become more motivated to support school improvement efforts and maintain high standards in their work. These conditions help create a supportive school environment that promotes teacher effectiveness and student success.

This finding supports the studies of Mydin et al. (2018) and Ortiz-Gómez et al. (2020). These studies found high levels of value alignment and highlighted its positive effect on employee engagement and organizational commitment. Similar results suggest that alignment of values is an important factor in strengthening teachers' connection with their schools. Teachers who see that their personal beliefs match the goals of the school are more willing to support school programs and work together toward common goals. As a result, value alignment helps improve teamwork, commitment, and the achievement of school goals. As a result, alignment of values strengthens teacher engagement, promotes a united school culture and improves school effectiveness. These findings highlight the importance of promoting shared values and common goals to maintain a positive and productive school environment.

#### ***4.3 Level of Teacher Engagement in Public High Schools***

Presented in Table 3 is the level of teacher engagement among public high school teachers in the Schools Division of Davao del Norte. Teacher engagement has four dimensions: emotional engagement, social engagement with colleagues, cognitive engagement, and social engagement with students. The overall mean score was 4.54, which is described as very high. This result shows that teacher engagement is always evident among public high school teachers. The standard deviation of 0.46 shows that the teachers gave relatively consistent responses.

Teachers show a very high level of commitment, motivation, and involvement in their professional responsibilities. This indicates that teachers are very excited about their job and do what they can to promote student learning and school improvement. It's likely to be because of the school environment, good leaders and quality work experience that teachers are so engaged. The teachers that are really engaged are more on students, collaborate better with colleagues and help to make a better learning environment so that students' goals can be reached.

This finding is consistent with the studies of Dilekçi et al. (2025), Li (2024), Patel et al. (2023), Asare and Amo (2023) and Sharma and Kumar (2024).

These studies reported high levels of teacher engagement in educational settings. The similarity of these findings suggests that engaged teachers are more likely to remain committed to their profession and contribute positively to school performance. Teachers who feel valued, supported and connected to their work develop stronger dedication to teaching and show greater willingness to participate in school programs and activities. Consequently, high teacher engagement may enhance instructional quality, strengthen professional relationships, and promote better learning outcomes for students. These findings highlight the importance of sustaining conditions that support teachers' motivation, involvement, and professional growth to maintain a high-performing educational environment.

**Emotional Engagement.** Teacher engagement in terms of emotional engagement obtained a mean score of 4.59, which is described as very high. This indicates that emotional engagement is always evident among public high school teachers. The mean ratings of the indicators ranged from 4.54 to 4.67. The item feeling happy while teaching obtained a mean rating of 4.54, while loving teaching obtained the highest mean rating of 4.67. Moreover, the standard deviation of 0.52 indicates that the responses of the teachers were relatively consistent.

The very high level of emotional engagement suggests that teachers have a strong emotional connection to their profession. This finding indicates that teachers genuinely enjoy teaching and find satisfaction in their daily interactions with students. Such positive emotions may motivate teachers to devote more time and resources to teaching, helping students and building meaningful learning experiences. Teachers who are emotionally engaged may also be more resilient to professional stressors and work environments, because they feel fulfillment and purpose in their work. A good classroom climate (a more positive teacher-student relationship and increased student engagement in learning activities) may also be associated with higher student engagement in learning.

This is consistent with the study of Kostiv and Rodríguez-Hernández (2022), Burić and Frenzel (2021), Mérida-López et al. (2022), Dilekçi et al. (2025), and Li (2024), which showed high levels of emotional engagement among teachers. These results show that emotional engagement is essential in teaching. When teachers are feeling positive about life, they might have more motivation to do their job and are more likely to be committed to student success. In addition, emotionally engaged teachers are more likely to create a supportive learning environment for both academic achievement and social-emotional growth in students. Teacher satisfaction, well-being, and enthusiasm for teaching are key in schools.

**Table 3.** Level of Teacher Engagement in Public High Schools

| Indicators/Statements                 |                                                                | Mean        | SD          | Description      |
|---------------------------------------|----------------------------------------------------------------|-------------|-------------|------------------|
| <b>Emotional Engagement</b>           |                                                                |             |             |                  |
| 1                                     | loving teaching                                                | 4.67        | 0.55        | Very High        |
| 2                                     | being excited about teaching                                   | 4.56        | 0.59        | Very High        |
| 3                                     | feeling happy while teaching                                   | 4.54        | 0.62        | Very High        |
| 4                                     | finding teaching fun                                           | 4.60        | 0.58        | Very High        |
| <b>Category Mean</b>                  |                                                                | <b>4.59</b> | <b>0.52</b> | <b>Very High</b> |
| <b>Social Engagement (colleagues)</b> |                                                                |             |             |                  |
| 1                                     | valuing the relationships build with colleagues                | 4.59        | 0.64        | Very High        |
| 2                                     | being committed to helping colleagues                          | 4.52        | 0.66        | Very High        |
| 3                                     | caring about the problems of colleagues                        | 4.34        | 0.79        | Very High        |
| 4                                     | connecting well with colleagues                                | 4.46        | 0.68        | Very High        |
| <b>Category Mean</b>                  |                                                                | <b>4.48</b> | <b>0.59</b> | <b>Very High</b> |
| <b>Cognitive Engagement</b>           |                                                                |             |             |                  |
| 1                                     | paying a lot of attention to my work while teaching            | 4.58        | 0.58        | Very High        |
| 2                                     | connecting myself into work while teaching                     | 4.34        | 0.67        | Very High        |
| 3                                     | working with intensity while teaching                          | 4.39        | 0.72        | Very High        |
| 4                                     | trying hard to perform well while teaching                     | 4.57        | 0.58        | Very High        |
| <b>Category Mean</b>                  |                                                                | <b>4.49</b> | <b>0.56</b> | <b>Very High</b> |
| <b>Social Engagement (Students)</b>   |                                                                |             |             |                  |
| 1                                     | caring about the problems of my students in class              | 4.54        | 0.62        | Very High        |
| 2                                     | being empathetic towards my students in class                  | 4.56        | 0.61        | Very High        |
| 3                                     | maintaining awareness of the feelings of the students in class | 4.59        | 0.59        | Very High        |
| 4                                     | showing warmth to my students in class                         | 4.65        | 0.55        | Very High        |
| <b>Category Mean</b>                  |                                                                | <b>4.59</b> | <b>0.53</b> | <b>Very High</b> |
| <b>Overall Mean</b>                   |                                                                | <b>4.54</b> | <b>0.46</b> | <b>Very High</b> |

**Social Engagement with Colleagues.** Social engagement with colleagues obtained a mean score of 4.48, which is described as very high. This indicates that social engagement with colleagues is always evident among public high school teachers. The mean ratings of the indicators ranged from 4.34 to 4.59. The item caring about the problems of colleagues obtained a mean rating of 4.34, while valuing the relationships built with colleagues obtained the highest mean rating of 4.59. Moreover, the standard deviation of 0.59 indicates that the responses of the teachers were relatively consistent.

The very high level of social engagement with colleagues suggests that teachers maintain strong professional and interpersonal relationships within the school. This finding indicates that teachers value collaboration, mutual support, and positive interactions with their peers. Such relationships may encourage teachers to share ideas, exchange teaching strategies, and work together in addressing instructional challenges. A supportive professional network may also help reduce workplace stress and enhance teachers' sense of belonging within the organization. These conditions may contribute to stronger teamwork, improved communication, and a more positive school environment that supports both teacher well-being and school effectiveness.

This finding is consistent with the studies of Herzog et al. (2002), Luo et al. (2020), Jia and Cheng (2024), Amerstorfer and Von Münster-Kistner (2021), Huang et al. (2023), Skaalvik and Skaalvik (2019), and Collie et al. (2018), which highlighted the importance of social engagement in promoting positive professional relationships and effective teaching. The findings of these surveys are consistent with teachers' social interactions with colleagues and support them to be motivated, collaborative and committed to their work. And good collegial relationships can foster cooperation and responsibility and thus enhance both instructional outcomes and student learning outcomes. This suggests that more than ever we need to keep professional relationships in place so that teachers are engaged and have a positive school environment.

**Cognitive Engagement.** Teacher engagement in terms of cognitive engagement received a mean score of 4.49, which is very high. This indicates that cognitive engagement is always visible among public high school teachers. The mean ratings of the indicators ranged from 4.34 to 4.58. The item that brought me into work while teaching received a mean rating of 4.34 and paying attention to my work while teaching got the highest mean rating of 4.58. The standard deviation was 0.56, so the teachers' responses were quite consistent.

The high level of cognitive engagement suggests that teachers are mentally engaged in their profession. This indicates that teachers are actively engaged in teaching and constantly thinking about how they can improve their students' learning. Such engagement enables teachers to make decisions about how to plan lessons, to use their teaching strategies and to make them better in class. Teachers who engage in cognitively engaging learning may be more flexible when it comes to learning new things and adapting to changing conditions of education and can respond to issues well. In turn, that can translate to better quality of teaching and better learning outcomes for students.

This is consistent with research on cognitive engagement of the teaching and learning processes by Amerstorfer and Von Münster-Kistner (2021), Alruwaili and Alasmari (2025), Wang et al. (2022), Fütterer et al. (2024). These findings also illustrate that cognitive engagement is indeed an important aspect of

good teaching. Teachers who pay attention, take on the right level of care in their work and take the time to learn and listen to their students will be better equipped to develop a good learning experience for a challenging student. Cognitively engaged teachers might be able to foster a culture of continual improvement by reflecting on the practices of the teacher and work to make their professional progress better. These results suggest the need to enable teachers to be intellectually engaged in teaching so that instructional excellence and school effectiveness will not be compromised.

**Social engagement with students.** Teacher engagement with students was a mean of 4.54 and is very high. This means that social engagement with students is always present in public high school teachers. The mean rating of the indicators ranged from 4.54 to 4.65. Caring about my students in class was the item with the highest mean rating of 4.54 and showing warmth to my students in class received a mean rating of 4.65. The high level of social interaction with students indicates that teachers care very much about developing meaningful relationships with their students. This indicates that teachers are accessible, supportive, and responsive to the needs of their students. Such relationships may motivate students to take part in the classroom activities and to be a bit more open about what they think and feel. Students become more confident and motivated and get more interested in learning if they feel valued and supported. Such conditions will lead to a positive classroom atmosphere, good teacher-student relations and better academic and social-emotional outcomes in the future. Jia and Cheng (2024), Chang and Hall (2022), Huang et al. (2023) and Topchyan and Woehler (2020) found that teacher-student social involvement is the key factor of a good learning environment. The results of these studies demonstrate that teacher interaction with students is a fundamental part of teacher engagement and that teachers develop a relationship with students and that it's a good thing for their school to have that relationship if we are to get them to cooperate. Teachers who have good interactions with students may also be able to support learning and to be involved in the classroom and therefore to promote students in their study and improve student achievement, and therefore students' self-esteem and self-worth, if teachers have strong student-teacher relationships.

#### ***4.4 Significance of the Relationship between Pedagogical Leadership, Workplace Spirituality and Teacher Engagement***

As shown in Table 4, the relationship between pedagogical leadership, workplace spirituality and teacher engagement is important. The results showed a positive and strong association of pedagogical leadership with teacher engagement ( $r = .770$  and  $p < .001$ ) and higher levels of teacher engagement (i.e. pedagogical leadership is associated with higher teacher engagement). It is clear that when school heads support teachers and offer instruction, professional development and clear academic directions, teachers are more committed and engaged and become engaged in their work. Such leadership practice might

create a supportive environment for teachers to do more teaching and school improvement work. This finding is consistent with the studies of Çilek et al. (2025), Windlinger et al. (2025) and Jaafar et al. (2025) which found positive correlations between pedagogical leadership and teacher engagement. Such a consistent pattern of results suggests that pedagogical leadership is an important factor in generating conditions for teachers to motivate and sustain themselves. In the Philippine public schools context, teachers are under increasing workloads and work with different responsibilities, teacher support and leadership advice from school leaders will help in maintaining teachers' engagement and professional efficacy. This indicates that the need to develop leadership practices that support teaching and learning and a highly engaged teaching workforce is imminent.

The findings also indicate that workplace spirituality is positively and strongly related to teacher engagement ( $r = .795$ ,  $p < .001$ ). Teachers are more motivated, committed and involved in their work if they have meaningful work, shared values, compassion and a sense of purpose. A school environment that welcomes connectedness and personal meaning could encourage teachers to view their work as beneficial and valuable.

**Table 4.** Significance of the relationship between pedagogical leadership, workplace spirituality and teacher engagement

|                               | Teacher Engagement |         | Remarks     |
|-------------------------------|--------------------|---------|-------------|
|                               | r                  | p-value |             |
| <b>Pedagogical Leadership</b> | 0.706              | .000    | Significant |
| <b>Workplace Spirituality</b> | 0.795              | .000    | Significant |

Significant at  $p < 0.05$

This finding is consistent with the studies of Fry et al. (2017), Garg et al. (2019), Adzikra et al. (2025), and Salem et al. (2022), which emphasized the positive relationship between workplace spirituality and employee engagement. Notably, workplace spirituality demonstrated a stronger relationship with teacher engagement ( $r = .795$ ) than pedagogical leadership ( $r = .706$ ). This suggests that teachers' internal experiences, such as finding meaning in their work and feeling connected to the values of the organization, may be more closely associated with engagement than leadership practices alone. In Philippine public schools, where teachers frequently encounter work pressures and resource constraints, a workplace culture characterized by purpose, support, and shared values may help sustain engagement despite these challenges. These findings underscore the importance of fostering both effective leadership and a spiritually supportive work environment to promote teacher engagement and overall school effectiveness.

#### ***4.5 Significance of the Influence of Pedagogical Leadership, Workplace Spirituality on Teacher Engagement***

Shown in table 5 the results of the multiple regression analysis. Also, the standardized beta coefficients and t-statistics results of the influence of the independent variables, namely pedagogical leadership and workplace spirituality, and the dependent variable, which is teacher engagement, are presented. The level of significance is set at  $\alpha = 0.05$ . A t-statistics with a p-value of  $< 0.05$  supports the decision to reject the null hypothesis, indicating that the coefficient of the variable is not equal to zero.

In singular capacity, pedagogical leadership significantly influenced the teacher engagement of public high school teachers with a p-value of 0.000 that is less than the .05 level of significance with a positive standardized beta value of 0.162. It means that for every unit increase in the pedagogical leadership, there is a corresponding increase of 0.162 unit in the engagement of the public high school teachers. This suggest that the improvement of pedagogical leadership practices of school heads enhance involvement, motivation and commitment of teachers in their professional roles. Moreover, this indicates that the continuing and enduring teacher engagement is nurtured by constant support, guidance and provision of opportunities of school leaders for professional growth and development of teachers. The results are in consonance with the study of Berhanu (2025) where he emphasized that pedagogical practices of school heads directly enhance teacher engagement and performance. Additionally, the study corroborates Rothmann and Fouché (2018), showing that pedagogical support from school heads positively influences teachers' psychological needs and engagement while reducing turnover intentions.

Correspondingly, the standardized beta coefficient of workplace spirituality is 0.662, with a t-statistics of 9.555 and a p-value of .000. This indicates that workplace spirituality is a significant predictor of teacher engagement. This means that for every unit increase in the workplace spirituality, there is a corresponding increase of 0.662 in the teacher engagement. This suggests that teachers become more involved, motivated, and committed to their professional roles when they feel connected, experience sense of purpose and alignment of viewpoint in their workplace. Further, the level of teacher engagement is directly associated with the work environment that is principle centered, spiritually supportive and values oriented.

The outcomes are consistent with the investigation of Berberoglu (2018), who found that workplace spirituality fosters stronger employee engagement, leading to greater effort and improved organizational performance. The study also aligns with Chouhan (2025), who noted that workplace spirituality promotes a trust-oriented environment, which in turn enhances engagement.

**Table 5.** Significance of the Influence of Pedagogical Leadership, Workplace Spirituality to Teacher Engagement

| Predictor              | $\beta$ | $t$   | $p$    | Interpretation |
|------------------------|---------|-------|--------|----------------|
| Pedagogical Leadership | 0.162   | 2.334 | < .001 | Significant    |
| Workplace Spirituality | 0.662   | 9.555 | < .001 | Significant    |

**Table 5.1** Model Summary

| Statistic      | Value       |
|----------------|-------------|
| $R^2$          | .641        |
| $F$            | 205.206     |
| $p$            | < .001      |
| Interpretation | Significant |

Table 5 shows the results of multiple regression analysis in relation to the extent to which pedagogical leadership and workplace spirituality predict teacher engagement among public high school teachers. The level of significance was  $\alpha = 0.05$ . The p-value smaller than that indicates that the predictor is important to the model. In its individual capacity, pedagogical leadership significantly predicted teacher engagement ( $\beta = .162$ ,  $p < 0.001$ ). This shows that more pedagogical leadership at the level is associated with the teacher engagement. Teachers may be more engaged and involved with their work if school heads give instruction, professional guidance, and opportunities for growth. This indicates that leadership practices influence teachers to be involved in teaching and learning activities. In the Philippine public school system where teachers do a variety of instructional and administrative duties, support from school leaders in education can help sustain teachers' motivation and commitment to work.

Berhanu (2019) and Rothmann and Fouché (2018) also showed that teacher engagement is positively related to school leaders' support and professional commitment. All these findings show that pedagogical leadership is still a central organizational factor that promotes teacher engagement and professional development and provides direction, feedback, and opportunities for new learning. In a similar way, teacher engagement was positively correlated with workplace spirituality ( $\beta = .662$ ,  $p < .001$ ). This indicates that higher levels of workplace spirituality are associated with greater teacher engagement. Teachers who experience meaningful work, shared values, empathy, and purpose are likely to become emotionally and professionally invested in their work. Workplace spirituality may also assist teachers in staying in tune with life and are likely to have a greater sense of meaning and connection to their work every day.

This alignment with Berberoglu (2018) and Chouhan (2025), who stressed workplace spirituality as a positive factor for employee engagement, is supported by this research. Workplace spirituality was the stronger predictor of teacher engagement ( $\beta = .662$ ), compared with pedagogical leadership ( $\beta = .162$ ). This suggests that educators' own feelings of meaning, purpose, and connection can be more influential in their engagement than just leadership practices. Thus, while pedagogical leadership provides external support and professional guidance, workplace spirituality influences teachers' day-to-day lives and their work, as well as what they can achieve with the help of workplace spirituality. In Philippine public schools, where teachers are confronted with a high workload, a wide range of responsibilities, and resource constraints, employees remain engaged in a workplace where the values are all about love and caring and work which are actually meaningful.

The combined predictive effect of pedagogical leadership and workplace spirituality on teacher engagement was statistically significant ( $F = 205.206$ ,  $p < 0.001$ ). The model had an  $R^2$  value of .641, and 64.1% of the teacher engagement variance was explained by the combined effects of pedagogical leadership and workplace spirituality. The remaining 35.9% could be explained by other factors not included in the study. This result suggests that both leadership practices and workplace conditions affect teacher engagement. Thus, school leaders can ensure teacher engagement as well by improving instructional leadership practices and promoting a school culture that is purposeful, values-based, and supportive.

The findings lend support to the Psychological Conditions of Engagement Theory, which states that people are more engaged when they feel safe and involved in the workplace. The results suggest that pedagogical leadership and workplace spirituality may contribute to these psychological states by providing supportive relationships and meaningful work experiences to teachers, as well as opportunities for professional growth. The results also substantiate the Self-Determination Theory, which emphasizes the importance of autonomy, competence, and relatedness in fostering motivation and engagement. The findings suggest that pedagogical leadership and workplace spirituality might help fulfill these psychological needs for teachers to support them in self-determining their work and to have positive relations with the faculty and school community.

## **5. Conclusions**

The pedagogical leadership level of school heads is very high. It is clear that public high school instructional leadership is done well. As a result of the above findings, we have to think about how to keep the school head always teaching and learning and professional development and how we can keep up the

level of pedagogical leadership to support the teachers in teaching well and have the student performance improve. Workplace spirituality was very high with high levels of teachers feeling like they want to do a job, they want what they do and they are happy and they do what they want to do for a lesson. This is very much to do with teacher well-being and commitment to the profession in a school environment that is values-oriented and it has a positive effect on the school culture and the teachers are happy.

Teachers are very involved in their job with very great emotional, cognitive and social involvement. That means teachers are still teaching and they are participating in activities that promote student learning and school growth. The high level of involvement might contribute to better instruction, better learning and better school performance. Both pedagogical leadership and workplace spirituality were most positively associated with teacher engagement. Higher levels of pedagogical leadership and workplace spirituality were the indicators of teacher engagement. This indicates that the teacher involvement and commitment are determined by leadership practices when working at schools. The results suggest from an educational leadership perspective that teachers should be able to develop leadership in the classroom and in the school culture in a way that is supportive and meaningful to them.

Pedagogical leadership and workplace spirituality were significantly correlated with teacher engagement as a whole. The workplace spirituality was stronger, indicating teachers have a sense of meaning, purpose, compassion and value alignment and therefore engagement may be much higher than leadership practices alone. Theoretically the findings contribute to the growing body of knowledge in teacher engagement by demonstrating the combined predictive role of pedagogical leadership and workplace spirituality and by supporting the applicability of the Psychological Conditions of Engagement Theory and Self-Determination Theory in the Philippine educational setting. Practically, our findings support the development of programs and policies that promote effective instructional leadership and workplace spirituality. Moreover, the findings suggest that educational leaders should balance instructional support and the establishment of a caring, purpose-driven and values-based school environment to maintain teacher engagement and improve school performance.

## **6. Recommendations**

Since the level of pedagogical leadership of school heads was rated very high, school heads may sustain and further strengthen their instructional leadership practices. Schools Division Superintendents may continue implementing and enhancing instructional leadership programs that develop the leadership competencies of school heads. Education Program Supervisors may provide continuous technical assistance, coaching, and instructional support.



Likewise, DepEd officials may strengthen policies and initiatives that promote effective pedagogical leadership across schools. Since the level of workplace spirituality was very high, school leaders may continue fostering a school culture that promotes meaning, shared values, compassion, and positive relationships. Schools may conduct professional development activities on workplace spirituality, including reflective sessions, values formation programs, and team-building activities that strengthen connectedness among teachers. These initiatives may help sustain a supportive and purpose-driven work environment.

Since workplace spirituality and teacher engagement were manifested at very high levels, schools may strengthen teacher well-being initiatives that support teachers' emotional, social, and professional needs. School guidance counselors and wellness coordinators may implement stress management programs, mental health activities, and well-being interventions. Such initiatives may help sustain teacher motivation, commitment, and engagement in their professional responsibilities.

As pedagogical leadership and workplace spirituality were directly related to teacher engagement, school heads can continue to enhance instructional leadership practices and create a supportive and values-based work environment. Supervisors of education programs could continue to offer technical assistance to help schools develop and integrate leadership development, workplace spirituality, and teacher engagement initiatives. Schools could also create collaborative programs that promote professional development, shared purpose, and good working relationships.

Because pedagogical leadership and workplace spirituality were the two main predictors of teacher engagement, school leaders could take a balanced approach in promoting leadership and workplace culture as well. Particularly, workplace spirituality is the most likely predictor of teacher engagement, since it has increased. Programs that enhance meaningful work, alignment of values, compassion, and professional relationships may be integrated into school improvement plans to sustain high levels of teacher engagement and school effectiveness. Future researchers may conduct longitudinal studies to examine how pedagogical leadership, workplace spirituality, and teacher engagement develop and interact over time.

Mixed-methods and qualitative approaches may also be utilized to gain deeper insights into experiences and perceptions of teachers. Additionally, future studies may investigate other variables such as teacher resilience, organizational culture, job satisfaction, and well-being that may contribute to teacher engagement. Similar studies may likewise be conducted in other regions and educational levels to validate and extend the findings of the present study.

## **7. Limitations of the Study**

This study has several limitations that should be considered when interpreting the findings. First, the study used a cross-sectional research design. Data was collected at one point in time only. Therefore, changes in pedagogical leadership, workplace spirituality, and teacher engagement over time were not examined. Second, the study was conducted using self-report questionnaires and the responses were based on the perceptions and honesty of the participants. Some respondents may have answered with positive answers to present themselves positively. This would have led to social desirability bias. Third, the study was only conducted among public high school teachers in the Division of Davao del Norte. Therefore, the findings may not be representative of teachers from other divisions, regions, private schools, or educational levels. Fourth, the study was correlational and non-experimental. Significant relationships and predictive associations were found among variables. However, causal relationships cannot be established. Therefore, regardless of whether pedagogical leadership or workplace spirituality are responsible for teacher engagement, it cannot be concluded. Finally, all the same respondents were surveyed with the same survey instrument at the same time. This may have resulted in common method variance. This would have increased the relationships between the variables. Nevertheless, the study is valuable for the relationship between pedagogical leadership, workplace spirituality, and teacher engagement. Other studies may be conducted in longitudinal, mixed-methods, or experimental settings to examine these variables more closely in the future.

## **Supplementary Details**

### **Supplementary Materials & Data availability statement (If Applicable):**

Not applicable.

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Aries A. Gamino contributed to writing, review, and editing of the manuscript. Celso G. Casamayor, Jr. contributed to the review and validation of the study.

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The study adhered to ethical standards in research involving human participants. Prior to data collection, participants were provided with a comprehensive informed consent form detailing the purpose of the study, procedures, potential risks and benefits, confidentiality measures, and their rights, including voluntary participation and the option to withdraw at any time without



**Conflicts of Interest:**

The authors declare no conflict of interest. The researchers affirm that the conduct of the study, including its design, data collection, analysis, interpretation of results, and preparation of the manuscript, was carried out independently and without any influence from external organizations or funding bodies. No financial or personal relationships that could have inappropriately influenced the outcomes of this research were identified.

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