



SCHOOL MANAGEMENT PRACTICES AND TEACHERS' WORK ENGAGEMENT: BASIS FOR CAPACITY BUILDING PROGRAM

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<https://doi.org/10.5281/zenodo.20325859>

ABSTRACT

This study examined the relationship between school management practices and teachers' work engagement in selected public elementary schools as basis for a proposed capacity building program. A descriptive-correlational research design was employed, involving 40 teacher-respondents from Western Kayapa and Ambaguio Districts. Data were gathered through a validated survey questionnaire and analyzed using frequency, percentage, weighted mean, t-test, ANOVA, and Pearson r. Findings revealed that school management practices were generally rated as "Agree" across leadership and supervision, communication and collaboration, resource management, professional support and development, and decision-making and governance. Teachers' work engagement was also rated high, with dedication emerging as the strongest dimension, followed by vigor and absorption. Results further showed no significant difference in teachers' perceptions when grouped according to profile variables such as age, sex, years of experience, and educational attainment. However, a significant moderate positive relationship was found between school management practices and teachers' work engagement. The study concludes that effective school management practices contribute to higher levels of teacher engagement. It recommends the implementation of a targeted capacity building program to strengthen leadership competencies, improve resource management, and enhance teacher involvement in school governance to further sustain engagement and improve educational outcomes.

Keywords: *school management practices, teachers' work engagement, capacity building program*

INTRODUCTION

School management practices play a crucial role in determining the effectiveness and overall performance of educational institutions. In contemporary education systems, the competence of school leaders in planning, organizing, directing, and evaluating school operations significantly influences institutional success. These management practices are not only administrative in nature but also instructional, relational, and developmental. As schools strive to meet increasing demands for quality education, leadership competence becomes more essential. Teachers, being the primary agents of instruction, are directly affected by how schools are managed. Their level of engagement often reflects the quality of leadership they experience. When school leaders demonstrate clear vision and supportive practices, teachers tend to be more motivated and committed. Conversely, weak management practices may result in disengagement and reduced effectiveness. This highlights the importance of examining how management practices influence teacher behavior. Thus, this study focuses on understanding the link between school management practices and teachers' work engagement (Hallinger, 2011; Leithwood & Jantzi, 2006).

The concept of teachers' work engagement has gained increasing attention in educational research due to its strong association with teaching effectiveness and student outcomes. Work engagement is commonly characterized by vigor, dedication, and absorption in one's professional responsibilities. Engaged teachers exhibit enthusiasm, resilience, and a deep sense of purpose in their work. These qualities are essential in fostering a positive learning environment for students. However, maintaining high levels of engagement requires supportive organizational conditions. School management practices serve as one of the most influential factors in shaping these conditions. Effective leadership can enhance teachers' sense of belonging and professional fulfillment. On the other hand, poor leadership practices may lead to stress, burnout, and disengagement. Understanding these dynamics is critical for improving educational quality. This study aims to explore these relationships in depth (Schaufeli et al., 2002; Bakker & Demerouti, 2008).

In the Philippine educational context, school leaders are expected to demonstrate competence aligned with professional standards such as the Philippine Professional Standards for School Heads. These standards emphasize instructional leadership, resource management, and community engagement. As schools face challenges such as limited resources and increasing accountability demands, effective management becomes even more important. Teachers rely on school leaders for guidance, support, and opportunities for professional growth. When leaders are competent in their roles, teachers are more likely to feel valued and motivated. This, in turn, enhances their engagement and performance. However, inconsistencies in leadership practices across schools may result in varying levels of teacher engagement. This variation calls for systematic investigation. By examining management practices, this study seeks to identify areas for improvement. It also aims to contribute to the development of targeted interventions (Department of Education, 2020; Day & Sammons, 2016).

Moreover, school management practices encompass multiple dimensions, including strategic leadership, human resource management, instructional supervision, and organizational culture development. Each of these dimensions plays a role in shaping teachers' experiences in the workplace. Strategic leadership ensures that schools have clear goals and directions. Human resource management focuses on supporting teachers' needs and professional development. Instructional supervision provides guidance for improving teaching practices. Organizational culture influences relationships, collaboration, and morale within the school. When these elements are effectively managed, teachers are more likely to feel engaged and satisfied. However, gaps in any of these areas may negatively impact teacher motivation. Therefore, a comprehensive understanding of these practices is necessary. This study examines how these dimensions collectively affect work engagement (Bush, 2018; Hoy & Miskel, 2013).

Another important consideration is the increasing complexity of teachers' roles in the 21st century. Teachers are no longer limited to delivering content; they are also facilitators of learning, mentors, and innovators. These expanded roles require high levels of commitment and engagement. School management practices must adapt to support these evolving responsibilities. Leaders must provide adequate resources, training, and emotional support to teachers. Without these, teachers may struggle to meet expectations. This can lead to decreased engagement and performance. By aligning management practices with teachers' needs, schools can create a more supportive environment. This alignment is essential for sustaining teacher engagement. Hence, this study underscores the importance of responsive leadership (Darling-Hammond et al., 2017; Fullan, 2014).

The relationship between leadership and engagement is also supported by various empirical studies. Research has shown that supportive leadership practices are positively associated with teacher motivation and job satisfaction. Leaders who communicate effectively and involve teachers in decision-making processes foster a sense of ownership and commitment. This participatory approach enhances engagement and collaboration. Conversely, authoritarian leadership styles may hinder teacher initiative and creativity. Teachers who feel excluded from decision-making may become disengaged. These findings highlight the importance of adopting inclusive and supportive management practices. By understanding these relationships, schools can improve their leadership strategies. This study builds on existing research by focusing on specific management practices. It aims to provide context-based insights (Robinson et al., 2008; Somech, 2010).

Furthermore, teacher engagement is not only beneficial for individual performance but also for organizational success. Engaged teachers contribute to a positive school climate and improved student outcomes. They are more likely to implement innovative teaching strategies and participate in professional development activities. Their commitment extends beyond classroom instruction to school-wide initiatives. This level of involvement is essential for achieving institutional goals. However, sustaining engagement requires continuous support from school management. Leaders must recognize and address factors that influence teacher motivation. This includes workload, recognition, and

professional growth opportunities. By doing so, they can foster a culture of engagement. This study highlights these important considerations (Salanova et al., 2011; Collie et al., 2012).

Despite the recognized importance of management practices, there is still a need for localized studies that examine their impact on teacher engagement. Educational contexts vary across regions, and findings from one setting may not be applicable to another. In the Philippines, particularly in public schools, challenges such as resource limitations and administrative demands may affect leadership practices. These challenges may also influence teacher engagement. Therefore, context-specific research is necessary to address these issues. This study seeks to fill this gap by focusing on a specific educational setting. It aims to provide relevant and practical insights. The findings can inform policy and practice. They may also guide future research (Briones, 2019; OECD, 2020).

In addition, the development of a capacity building program is a key outcome of this study. Capacity building focuses on enhancing the competence of school leaders in managing their institutions effectively. By identifying strengths and areas for improvement in management practices, targeted interventions can be designed. These interventions may include training, mentoring, and professional development programs. The goal is to equip school leaders with the necessary skills and knowledge. This, in turn, can improve teacher engagement and overall school performance. Capacity building is a sustainable approach to organizational development. It ensures continuous improvement in leadership practices. This study provides a basis for such initiatives (UNESCO, 2015; Harris, 2020).

Ultimately, this study recognizes the interconnectedness of leadership, teacher engagement, and educational outcomes. Effective school management practices create an environment where teachers can thrive professionally. Engaged teachers are more likely to deliver high-quality instruction and contribute to student success. By examining these relationships, this study aims to provide valuable insights for educational leaders. It also emphasizes the importance of continuous improvement in management practices. Through evidence-based interventions, schools can enhance their effectiveness. This study contributes to the broader goal of improving educational quality. It underscores the role of leadership competence in achieving this goal (Leithwood et al., 2020; Hattie, 2009).

Research Questions

This study aimed to determine the relationship between school management practices and teachers' work engagement as a basis for a capacity building program in Western Kayapa and Ambaguio Districts, Schools Division Office of Nueva Vizcaya during School Year 2025-2026.

Specifically, it sought to answer the following questions:

1. What is the profile of the teacher-respondents in terms of:

- 1.1 Age;
 - 1.2 Sex;
 - 1.3 Years of Teaching Experience; and
 - 1.4 Highest Educational Attainment?
2. What is the level of school management practices as perceived by teachers in terms of:
 - 2.1 Leadership and Supervision;
 - 2.2 Communication and Collaboration;
 - 2.3 Resource Management;
 - 2.4 Professional Support and Development; and
 - 2.5 Decision-Making and Governance?
 3. What is the level of teachers' work engagement in terms of:
 - 3.1 Vigor;
 - 3.2 Dedication; and
 - 3.3 Absorption?
 4. Is there a significant difference in the teachers' perceptions of school management practices when grouped according to their profile variables?
 5. Is there a significant relationship between school management practices and teachers' work engagement?
 6. Based on the findings, what capacity building program can be proposed to enhance school management practices and teachers' work engagement?

METHODOLOGY

Research Design

The research design used in this study is the quantitative descriptive-correlational research design. This design is appropriate because the study primarily aimed to describe the level of school management practices and teachers' work engagement, and to determine whether a significant relationship exists between the two variables. It is descriptive in nature because it measured and presented the current status or conditions of the variables as perceived by the teacher-respondents without manipulating any of them. At the same time, it is correlational because it examined the degree and direction of relationship between school management practices and teachers' work engagement.

Through this design, the study was able to systematically gather numerical data, analyze patterns, and identify whether changes in school management practices were associated with changes in teachers' work engagement. However, it did not establish cause-and-effect relationships, as no experimental intervention was conducted.

Instrumentation and Data Collection

The primary instrument used in this study was a structured survey questionnaire designed to gather data on school management practices and teachers' work engagement. The questionnaire was developed based on related literature, studies, and established

frameworks relevant to educational leadership and employee engagement. It was divided into sections that covered the respondents' profile, school management practices in terms of leadership and supervision, communication and collaboration, resource management, professional support and development, and decision-making and governance, as well as teachers' work engagement in terms of vigor, dedication, and absorption.

To ensure validity and clarity, the instrument underwent validation by experts in the field of educational management and research. Necessary revisions were made based on their recommendations to improve the clarity, relevance, and appropriateness of the items. A pilot testing was also conducted to determine the reliability of the questionnaire before its actual administration.

For data collection, permission was first secured from the Schools Division Office of Nueva Vizcaya and from the respective district supervisors of Western Kayapa and Ambaguio. Upon approval, coordination with school heads was conducted to facilitate the distribution of the questionnaires to the identified public elementary school teacher-respondents.

The questionnaires were personally administered and retrieved by the researcher to ensure a high response rate and to clarify any concerns from the respondents. The collected data were then organized, tabulated, and prepared for statistical analysis. All responses were treated with utmost confidentiality and were used solely for the purpose of the study.

Tools for Data Analysis

The data gathered in this study were analyzed using appropriate statistical tools based on the specific problems presented.

To answer the first problem regarding the profile of the teacher-respondents in terms of age, sex, years of teaching experience, and highest educational attainment, frequency count and percentage distribution were used. These tools helped describe and summarize the demographic characteristics of the respondents.

For the second problem, which determined the level of school management practices as perceived by teachers, and the third problem, which assessed the level of teachers' work engagement, weighted mean and standard deviation were used. The weighted mean was used to determine the overall level of each indicator, while the standard deviation described the variability of the responses.

To address the fourth problem, which tested whether there was a significant difference in the teachers' perceptions of school management practices when grouped according to their profile variables, t-test for independent samples was used for two-group variables such as sex, while one-way analysis of variance (ANOVA) was used for variables with more than two groups such as age, years of teaching experience, and highest educational attainment.

For the fifth problem, which examined the significant relationship between school management practices and teachers' work engagement, the Pearson Product-Moment Correlation Coefficient (Pearson r) was used to determine the strength and direction of the relationship between the two variables.

All statistical tests were interpreted using a 0.05 level of significance to determine whether the results were statistically significant or not.

RESULTS

Table 1
Profile of the Teacher-Respondents
(n=40)

Age	Frequency	Percentage
21–30 years old	6	15.00
31–40 years old	14	35.00
41–50 years old	12	30.00
51 years old and above	8	20.00
Total	40	100
Sex	Frequency	Percentage
Male	15	37.50
Female	25	62.50
Total	40	100
Years of Experience	Frequency	Percentage
1–5 years	8	20.00
6–10 years	12	30.00
11–15 years	10	25.00
16 years and above	10	25.00
Total	40	100
Highest Educational Attainment	Frequency	Percentage
With M.A Units	12	30.00
Master's Degree	15	37.50
With Doctorate Units	8	20.00
Doctorate Degree	5	12.50
Total	40	100

Level of School Management Practices as Perceived by Teachers

Table 2.1

Level of School Management Practices as Perceived by Teachers in Terms of Leadership and Supervision (n=40)

Indicators	Mean	Descriptive Equivalent
1. Clear direction and vision	4.05	Agree
2. Realistic and achievable goals	3.95	Agree
3. Regular monitoring of performance	3.60	Moderately Agree
4. Constructive feedback	3.75	Agree
5. Instructional support	3.90	Agree
6. Effective leadership skills	4.00	Agree
7. Motivation of teachers	3.85	Agree
8. Policy implementation	3.92	Agree
9. Accountability promotion	3.70	Moderately Agree
10. Professional role modeling	4.10	Agree
Average Weighted Mean	3.87	Agree

Table 2.2

Level of School Management Practices as Perceived by Teachers in Terms of Communication and Collaboration (n=40)

Indicators	Mean	Descriptive Equivalent
1. Clear communication	3.95	Agree
2. Updated information sharing	3.90	Agree
3. Open communication	3.70	Moderately Agree
4. Collaboration encouraged	4.05	Agree
5. Teamwork	4.00	Agree
6. Sharing of ideas	3.85	Agree
7. Regular meetings	3.50	Moderately Agree
8. Culture of cooperation	4.10	Agree
9. Respectful feedback	4.00	Agree
10. Expression of opinions	3.75	Agree
Average Weighted Mean	3.87	Agree

Table 2.3
Level of School Management Practices as Perceived by Teachers in Terms of Resource Management (n=40)

Indicators	Mean	Descriptive Equivalent
1. Learning materials availability	3.80	Agree
2. Facility maintenance	3.85	Agree
3. Conducive classrooms	4.00	Agree
4. Fair resource distribution	3.60	Moderately Agree
5. Efficient resource use	3.75	Agree
6. Technology availability	3.30	Moderately Agree
7. Budget allocation	3.70	Moderately Agree
8. Instructional support	3.85	Agree
9. Teaching equipment	3.70	Moderately Agree
10. Maintenance conduct	3.80	Agree
Average Weighted Mean	3.74	Agree

Table 2.4
Level of School Management Practices as Perceived by Teachers in Terms of Professional Support and Development (N=40)

Indicators	Mean	Descriptive Equivalent
1. Regular training	3.90	Agree
2. Seminars attendance	3.95	Agree
3. Relevant programs	4.05	Agree
4. Coaching and mentoring	3.70	Moderately Agree
5. Career support	3.85	Agree
6. Learning opportunities	3.80	Agree
7. Higher education support	3.40	Moderately Agree
8. Innovation encouragement	4.00	Agree
9. Use of feedback	3.75	Agree
10. Investment in growth	4.10	Agree
Average Weighted Mean	3.85	Agree

Table 2.5
Level of School Management Practices as Perceived by Teachers in Terms of Decision-Making and Governance (N=40)

Indicators	Mean	Descriptive Equivalent
1. Teacher involvement	3.80	Agree
2. Transparency	3.95	Agree
3. Consideration of opinions	3.60	Moderately Agree
4. Policy communication	4.00	Agree
5. Evidence-based decisions	3.85	Agree
6. Organized governance	4.05	Agree
7. Fair implementation	4.10	Agree
8. Consultation before decisions	3.50	Moderately Agree
9. Accountability	4.15	Agree
10. Inclusive decision-making	3.75	Agree
Average Weighted Mean	3.87	Agree

Level of Teachers' Work Engagement

Table 3.1
Level of Teachers' Work Engagement in Terms of Vigor (N=40)

Indicators	Mean	Descriptive Equivalent
1. Feel energetic in teaching duties	4.05	Agree
2. Willing to exert extra effort	4.15	Agree
3. Persistent despite difficulty	4.10	Agree
4. Have stamina to complete workload	3.85	Agree
5. Actively engaged in responsibilities	4.00	Agree
6. Motivated daily	3.95	Agree
7. Maintain high energy	3.70	Moderately Agree
8. Willing to take additional tasks	3.80	Agree
9. Continue despite pressure	4.05	Agree
10. Work with enthusiasm	4.20	Strongly Agree
Average Weigthed Mean	3.99	Agree

Table 3.2
Level of Teachers' Work Engagement in Terms of Dedication
(N=40)

Indicators	Mean	Descriptive Equivalent
1. Work is meaningful	4.40	Strongly Agree
2. Proud to be a teacher	4.45	Strongly Agree
3. Strong commitment to profession	4.30	Strongly Agree
4. Inspired by teaching work	4.15	Agree
5. Deep involvement in responsibilities	4.10	Agree
6. Contribution to learners' development	4.50	Strongly Agree
7. Emotional connection to work	4.20	Strongly Agree
8. Fulfillment in accomplishing goals	4.25	Strongly Agree
9. Pride in teaching quality	4.30	Strongly Agree
10. Commitment to self-improvement	4.35	Strongly Agree
Average Weighted Mean	4.30	Strongly Agree

Table 3.3
Level of Teachers' Work Engagement in Terms of Absorption
(N=40)

Indicators	Mean	Descriptive Equivalent
1. Fully concentrated when teaching	4.10	Agree
2. Deeply absorbed in tasks	4.00	Agree
3. Hard to stop working when focused	3.85	Agree
4. Time passes quickly	4.05	Agree
5. Engaged in daily teaching	4.10	Agree
6. Focus without distraction	3.75	Agree
7. Feel immersed in tasks	3.90	Agree
8. Give full attention to classroom	4.15	Agree
9. Lose track of time	3.80	Agree
10. Enjoy being fully involved	4.20	Strongly Agree
Average Weighted Mean	3.99	Agree

Significant Difference in Teachers' Perceptions of School Management Practices When Grouped According to Profile Variables

Table 4
Test of Difference in Teachers' Perceptions of School Management Practices When Grouped According to Profile Variables (N = 40)

Profile Variables	Computed Value	p-value	Decision	Interpretation
Age	1.32	0.28	Fail to Reject Ho	Not Significant
Sex	0.85	0.40	Fail to Reject Ho	Not Significant
Years of Experience	1.45	0.24	Fail to Reject Ho	Not Significant
Highest Educational Attainment	1.51	0.22	Fail to Reject Ho	Not Significant

Significant Relationship Between School Management Practice and Teachers' Work Engagement

Table 5
Test of Relationship Between School Management Practices and Teachers' Work Engagement (N = 40)

Variables	r-value	p-value	Decision	Interpretation
School Management Practices and Teachers' Work Engagement	0.62	0.000	Reject Ho	Significant (Moderate Positive Relationship)

DISCUSSION

Table 1 presents the demographic profile of the respondents in terms of age, sex, years of experience, and highest educational attainment.

In terms of age, the majority of the respondents were within the age bracket of 31–40 years old, with 14 respondents or 35.00% of the total population. This was followed by respondents aged 41–50 years old, comprising 12 respondents or 30.00%. Meanwhile, 8 respondents or 20.00% were 51 years old and above, while the youngest group, aged 21–30 years old, accounted for 6 respondents or 15.00%. The findings indicate that most of the respondents were within the middle-age group, suggesting maturity and sufficient professional exposure in their field.

Regarding sex, female respondents dominated the population with 25 respondents or 62.50%, while male respondents accounted for 15 or 37.50%. This implies that the respondents were predominantly female, which is commonly observed in the teaching profession where women comprise a larger portion of the workforce.

As to years of experience, the highest number of respondents had 6–10 years of teaching experience, with 12 respondents or 30.00%. Respondents with 11–15 years of experience and those with 16 years and above each consisted of 10 respondents or 25.00%, while those with 1–5 years of experience accounted for 8 respondents or 20.00%. This suggests that the majority of the respondents had considerable teaching experience, indicating familiarity and competence in instructional practices and professional responsibilities.

In terms of highest educational attainment, most respondents held a Master's Degree, with 15 respondents or 37.50%. This was followed by respondents with M.A. units, comprising 12 respondents or 30.00%. Meanwhile, 8 respondents or 20.00% had doctorate units, and 5 respondents or 12.50% had completed a doctorate degree. The findings reveal that the majority of the respondents pursued graduate studies, reflecting their commitment to professional growth and continuous learning.

Table 2.1 presents the respondents' assessment of leadership practices. The overall average weighted mean of 3.87 with a descriptive equivalent of "Agree" indicates that the leadership practices were generally evident and positively observed by the respondents. Among the indicators, "Professional role modeling" obtained the highest mean of 4.10, followed by "Clear direction and vision" with 4.05 and "Effective leadership skills" with 4.00, suggesting that school leaders demonstrated strong leadership qualities and served as good examples to teachers.

Meanwhile, "Regular monitoring of performance" gained the lowest mean of 3.60 and "Accountability promotion" obtained 3.70, both interpreted as "Moderately Agree," implying that these areas may still require improvement. The findings further show that respondents agreed that school leaders provided instructional support, motivated teachers, implemented policies effectively, and established realistic and achievable goals. Overall, the results indicate that leadership practices contributed positively to the school environment and teacher performance.

Table 2.2 presents the respondents' assessment of communication and collaboration practices. The overall average weighted mean of 3.87 with a descriptive equivalent of "Agree" indicates that communication and collaboration were generally evident within the organization. The highest mean was obtained by "Culture of cooperation" with 4.10, followed by "Collaboration encouraged" with 4.05, "Teamwork" and "Respectful feedback" with 4.00, showing that respondents perceived a positive and cooperative working environment.

Moreover, "Clear communication" and "Updated information sharing" also received high ratings, suggesting that information dissemination was effective among members. On the

other hand, "Regular meetings" obtained the lowest mean of 3.50 and "Open communication" garnered 3.70, both interpreted as "Moderately Agree," indicating that these aspects may still need improvement to strengthen collaboration and transparency. Overall, the findings imply that communication and collaboration practices positively supported teamwork, cooperation, and the sharing of ideas within the organization.

Table 2.3 presents the respondents' assessment of resource management practices. The overall average weighted mean of 3.74 with a descriptive equivalent of "Agree" indicates that resource management practices were generally evident and adequately implemented. Among the indicators, "Conducive classrooms" obtained the highest mean of 4.00, suggesting that respondents perceived the learning environment as supportive and suitable for teaching and learning. "Facility maintenance" and "Instructional support" both received a mean of 3.85, while "Learning materials availability" and "Maintenance conduct" garnered 3.80, indicating satisfactory management of school resources and facilities.

However, "Technology availability" obtained the lowest mean of 3.30, interpreted as "Moderately Agree," implying limited access to technological resources. Similarly, "Fair resource distribution," "Budget allocation," and "Teaching equipment" were also rated as "Moderately Agree," suggesting areas that may still require improvement. Overall, the findings indicate that while resource management practices were generally positive, enhancement in technology provision, equitable resource distribution, and budget support could further improve the effectiveness of school operations and instructional delivery.

Table 2.4 shows the respondents' assessment of professional development practices. The overall average weighted mean of 3.85, interpreted as "Agree," indicates that respondents generally perceived professional development initiatives as evident and supportive of their growth and improvement.

Among the indicators, "Investment in growth" received the highest mean of 4.10, followed by "Relevant programs" with 4.05 and "Innovation encouragement" with 4.00, suggesting that the organization strongly promoted employee development and innovation. "Seminars attendance" and "Regular training" also obtained favorable ratings, indicating that opportunities for skills enhancement and continuous learning were regularly provided.

On the other hand, "Higher education support" obtained the lowest mean of 3.40, interpreted as "Moderately Agree," which implies that support for advanced studies may still be limited. Similarly, "Coaching and mentoring" garnered a mean of 3.70, also interpreted as "Moderately Agree," suggesting the need to further strengthen mentoring and guidance programs. Overall, the findings indicate that professional development practices positively contributed to employee competence, learning, and career advancement.

Table 2.5 presents the respondents' assessment of governance and decision-making practices. The overall average weighted mean of 3.87 with a descriptive equivalent of

“Agree” indicates that governance and decision-making practices were generally evident and positively observed by the respondents.

Among the indicators, “Accountability” obtained the highest mean of 4.15, followed by “Fair implementation” with 4.10 and “Organized governance” with 4.05, suggesting that respondents perceived governance processes as fair, organized, and accountable. “Policy communication” also received a high rating of 4.00, indicating that policies were clearly communicated within the organization.

However, “Consultation before decisions” obtained the lowest mean of 3.50 and “Consideration of opinions” garnered 3.60, both interpreted as “Moderately Agree,” implying that respondents felt there was still room for improvement in participatory decision-making and consultation processes. Overall, the findings reveal that governance and decision-making practices promoted transparency, fairness, and accountability, although greater stakeholder involvement in decision-making may further enhance organizational effectiveness.

Table 3.1 presents the respondents’ assessment of work engagement in terms of vigor. The overall average weighted mean of 3.99 with a descriptive equivalent of “Agree” indicates that respondents generally demonstrated a high level of energy, enthusiasm, and persistence in performing their teaching duties.

Among the indicators, “Work with enthusiasm” obtained the highest mean of 4.20 with a descriptive equivalent of “Strongly Agree,” suggesting that respondents showed strong passion and enthusiasm toward their work. This was followed by “Willing to exert extra effort” with 4.15 and “Persistent despite difficulty” with 4.10, indicating that respondents remained dedicated and resilient in accomplishing their responsibilities.

Moreover, “Feel energetic in teaching duties” and “Continue despite pressure” both received a mean of 4.05, reflecting positive levels of motivation and commitment. On the other hand, “Maintain high energy” obtained the lowest mean of 3.70, interpreted as “Moderately Agree,” implying that sustaining energy levels consistently may still be a challenge for some respondents. Overall, the findings suggest that respondents exhibited strong vigor and commitment in their work, contributing positively to their performance and engagement.

Table 3.2 presents the respondents’ assessment of work engagement in terms of dedication. The overall average weighted mean of 4.30 with a descriptive equivalent of “Strongly Agree” indicates that respondents demonstrated a very high level of commitment, pride, and sense of purpose in their teaching profession.

Among the indicators, “Contribution to learners’ development” obtained the highest mean of 4.50, followed by “Proud to be a teacher” with 4.45 and “Work is meaningful” with 4.40, suggesting that respondents highly valued their role as educators and recognized the importance of their contribution to students’ growth and development.

Furthermore, “Commitment to self-improvement” and “Strong commitment to profession” also received high ratings, reflecting the respondents’ dedication to continuous growth and professional excellence. Although “Inspired by teaching work” and “Deep involvement in responsibilities” received slightly lower means of 4.15 and 4.10 respectively, both were still interpreted positively, indicating strong engagement in teaching responsibilities. Overall, the findings reveal that respondents possessed a strong sense of dedication, fulfillment, and professional commitment, which positively influenced their work engagement and performance.

Table 3.3 presents the respondents’ assessment of work engagement in terms of absorption. The overall average weighted mean of 3.99 with a descriptive equivalent of “Agree” indicates that respondents were generally focused, attentive, and deeply engaged in their teaching responsibilities.

Among the indicators, “Enjoy being fully involved” obtained the highest mean of 4.20 with a descriptive equivalent of “Strongly Agree,” suggesting that respondents highly appreciated and enjoyed being immersed in their work. This was followed by “Give full attention to classroom” with 4.15, and both “Fully concentrated when teaching” and “Engaged in daily teaching” with 4.10, indicating strong concentration and active involvement in instructional tasks.

Additionally, “Time passes quickly” and “Deeply absorbed in tasks” also received positive ratings, reflecting respondents’ deep engagement in their work activities. On the other hand, “Focus without distraction” obtained the lowest mean of 3.75, although still interpreted as “Agree,” implying that some respondents may occasionally experience distractions while performing their duties. Overall, the findings reveal that respondents demonstrated a high level of absorption in their teaching work, contributing to effective classroom engagement and professional performance.

Table 4 presents the significant relationship between profile variables and the respondents’ assessment. The results show that age, sex, years of experience, and highest educational attainment all obtained p-values greater than the 0.05 level of significance. Specifically, age had a computed value of 1.32 with a p-value of 0.28, sex had 0.85 with 0.40, years of experience had 1.45 with 0.24, and highest educational attainment had 1.51 with 0.22.

Since all p-values were higher than 0.05, the null hypothesis was failed to be rejected for all profile variables. This indicates that there was no significant relationship between the respondents’ profile characteristics and their assessment. The findings imply that differences in age, sex, years of experience, and educational attainment did not significantly influence the respondents’ perceptions and responses in the study.

Table 5 presents the relationship between school management practices and teachers’ work engagement. The results revealed an r-value of 0.62 with a p-value of 0.000, which is lower than the 0.05 level of significance. Therefore, the null hypothesis was rejected,

indicating that there was a significant relationship between school management practices and teachers' work engagement.

The obtained correlation coefficient of 0.62 signifies a moderate positive relationship, which implies that better school management practices were associated with higher levels of teachers' work engagement. This suggests that effective leadership, communication, resource management, professional development, and governance practices contributed positively to teachers' vigor, dedication, and absorption in their work. Overall, the findings emphasize the important role of school management in fostering teachers' motivation, commitment, and active engagement in the teaching profession.

Conclusions

Based on the findings of the study, it was concluded that the teacher-respondents were generally experienced and professionally prepared, making them capable of providing reliable insights regarding school management practices and work engagement. The results further revealed that school management practices in the identified districts were competent and functional, although not yet fully optimized, as some areas still require improvement despite the presence of effective leadership and support systems. Moreover, teachers demonstrated a high level of work engagement, particularly in terms of dedication, reflecting their strong commitment to the teaching profession despite existing challenges. The study also showed that teachers' perceptions of school management practices were not significantly influenced by their demographic profile, indicating that leadership practices and school conditions were experienced similarly across different groups of respondents. In addition, a significant relationship was found between school management practices and teachers' work engagement, confirming that effective school leadership plays an important role in enhancing teachers' motivation, commitment, and performance. Overall, the findings support the idea that improving school management practices can directly contribute to better teacher engagement and overall school effectiveness.

Recommendations

Based on the findings and conclusions of the study, it is recommended that the Schools Division Office and school heads continue to support an experienced and academically prepared teaching workforce by providing differentiated professional development opportunities focused on instructional leadership, research engagement, and specialization. Younger teachers may also be provided with structured mentoring from experienced colleagues to strengthen professional growth and sustain effective teaching practices. Furthermore, since school management practices were generally perceived positively but still require improvement in some areas, school heads are encouraged to enhance instructional leadership through consistent monitoring, coaching, and constructive feedback. Communication and collaboration may likewise be strengthened through regular meetings, clearer communication channels, and participatory governance involving teachers in decision-making processes. Schools should also prioritize improved

ICT resources, equitable distribution of instructional materials, and effective budget planning to better support teaching and learning needs.

Considering that teachers demonstrated a high level of work engagement, particularly in dedication, it is recommended that schools sustain and reinforce this commitment through continuous administrative support, motivational programs, and recognition systems. Since some indicators of vigor and absorption were relatively lower, schools may also implement wellness programs, workload management strategies, stress management activities, and peer support systems to help teachers maintain energy, focus, and work-life balance while preventing burnout. In addition, because no significant differences were found in teachers' perceptions of school management practices when grouped according to demographic profile, school improvement initiatives may be implemented as universal programs that benefit all teachers equally, while still remaining flexible enough to address individual needs and circumstances.

Moreover, in view of the significant positive relationship between school management practices and teachers' work engagement, it is strongly recommended that school leaders continuously strengthen leadership practices, communication, resource management, professional development, and participatory decision-making. Implementing structured capacity-building programs and sustaining a supportive and collaborative school environment may further enhance teachers' motivation, commitment, enthusiasm, and overall effectiveness in the teaching profession.

Compliance with Ethical Standards

This study observed strict ethical standards to ensure the protection, dignity, and rights of all participants involved. Before the conduct of the study, permission was formally sought from the Schools Division Office of Nueva Vizcaya, as well as from the district supervisors and school heads of Western Kayapa and Ambaguio Districts. This ensured that the research process followed proper protocols and respected institutional policies.

Participation in the study was entirely voluntary. The teacher-respondents were properly informed about the purpose of the study, the nature of their involvement, and their right to refuse or withdraw participation at any time without any form of penalty or negative consequence. Informed consent was secured prior to the administration of the questionnaire.

Confidentiality and anonymity were strictly maintained throughout the study. The identities of the respondents were not disclosed, and all collected data were treated with utmost confidentiality. Codes were used instead of names to ensure that responses could not be traced back to any individual participant.

The data collected were used solely for academic and research purposes. No information was shared with unauthorized individuals or used for any other intent beyond the objectives of the study. The researcher ensured that all findings were presented in aggregate form to prevent identification of specific respondents or schools.

Furthermore, the study ensured honesty and integrity in the gathering, analysis, and interpretation of data. No fabrication, manipulation, or misrepresentation of results was made. The researcher also acknowledged all sources properly to avoid plagiarism and uphold academic integrity.

Overall, ethical principles of respect, fairness, responsibility, and transparency were strictly observed to ensure that the study was conducted in a professional and morally sound manner.

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APA Citation:

Singgangan, A. C. (2026). SCHOOL MANAGEMENT PRACTICES AND TEACHERS' WORK ENGAGEMENT: BASIS FOR CAPACITY BUILDING PROGRAM. *Ignatian International Journal for Multidisciplinary Research*, 4(5), 2116–2135. <https://doi.org/10.5281/zenodo.20325859>

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