

Relationship Between Strategic Leadership Practices, Management Behavior, Teachers' Work Engagement, and School Effectiveness in Nursery High School

Silvestre C. Milloria

Nursery High School, Barangay Nursery, Masbate City, Philippines

Publication history: Received: August 1, 2026; Revised: August 7, 2026; Accepted: August 9, 2026

Email of Corresponding Author: silvestre.milloria@deped.gov.ph

Abstract

This study examined the relationship among strategic leadership practices, management behavior, teachers' work engagement, and school effectiveness in Nursery High School, Masbate City. Anchored on Strategic Leadership Theory, Transformational Leadership Theory, and the Job Demands–Resources (JD-R) Theory, the study employed a quantitative descriptive-correlational research design. Data were collected using a validated researcher-made questionnaire administered to all 33 teachers through complete enumeration. Frequency count, percentage, weighted mean, and Pearson Product–Moment Correlation Coefficient were used to analyze the data. The findings revealed that the school head demonstrated high levels of strategic leadership practices in terms of strategic vision and direction, decision-making, resource management, stakeholder engagement, and continuous improvement. Management behavior was likewise rated positively across communication, instructional supervision, motivation and empowerment, conflict management, and accountability and professional ethics. Teachers exhibited high levels of work engagement, particularly in vigor, dedication, and absorption, while the school demonstrated a high level of effectiveness in learner achievement, instructional quality, school management, stakeholder participation, and continuous school improvement. Moreover, strategic leadership practices, management behavior, and teachers' work engagement each showed a significant positive relationship with school effectiveness. The study concludes that strengthening leadership practices, management behavior, and teachers' work engagement can further enhance school effectiveness. It recommends sustaining participatory leadership, strengthening instructional supervision and stakeholder collaboration, maximizing resource utilization, and supporting teachers' continuous professional development. The study aligns with Sustainable Development Goal 4 (Quality Education) by supporting effective school leadership and continuous school improvement and with Sustainable Development Goal 16 (Peace, Justice, and Strong Institutions) by promoting ethical leadership, accountability, and effective educational governance. Its findings contribute to educational and institutional sustainability by providing evidence that supports leadership development, teacher engagement, and continuous improvement in public secondary schools.

Keywords: Accountability, Management Behavior, School Effectiveness, Strategic Leadership Practices, Teachers' Work Engagement

1. Introduction

School effectiveness depends on the ability of school leaders to implement strategic leadership practices that promote collaboration, accountability, innovation, and continuous improvement while fostering teachers' engagement and organizational performance. As educational institutions respond to reforms, technological advancements, and diverse learner needs, effective leadership and management have become essential in achieving quality education and sustainable school improvement. This study examines the relationship among strategic leadership practices, management behavior, teachers' work engagement, and school effectiveness in Nursery High School to provide evidence that can strengthen leadership practices and institutional performance. School leaders play a vital role in improving school effectiveness by providing strategic direction, managing resources, fostering collaboration, and promoting continuous improvement. The Department of Education reinforces these responsibilities through the BEDP 2030, the Philippine Professional Standards for School Heads, and the Results-Based Performance Management System (DepEd, 2022; DepEd Order No. 24, s. 2020; DepEd Order No. 7, s. 2023). Studies show that strategic leadership, effective management behavior, adequate resource management, and teachers' work engagement significantly enhance instructional quality, organizational performance, and school effectiveness (Origenes, 2008; Pondang and Pacolor, 2022; Oplatka and Arar, 2023; Advincula, 2023; Cabardo, 2020; Lachica, 2024; Garcia and Leon, 2023; Rani and Shukla, 2024; Odden and Picus, 2019; Prabhakar et al., 2023; Kem, 2022; Navarro and Santos, 2023). Foreign and local literature consistently emphasizes that strategic leadership, effective management behavior, and teachers' work engagement improve school effectiveness. Various leadership approaches strengthen teacher motivation, collaboration, organizational commitment, instructional quality, and continuous school improvement, highlighting leadership as a key factor in organizational success (Panunciar, Madrigal, and Bual, 2024; Başaran and Kiral, 2020; Cauzon, 2024; Adams and Cruz, 2022; Barola and Digo, 2022; Reyes and Bautista, 2022; Aganon, 2021; Battad, 2024; Lanaban and Apostol, 2024; Torres et al., 2024; Kilag et al., 2023). Globally and nationally, educational reforms highlight the importance of strategic leadership, ethical management, stakeholder collaboration, and teacher engagement in improving school performance. In the Philippines, the Department of Education promotes these principles through leadership standards and school improvement initiatives. Locally, Nursery Technical-Vocational High School in Masbate City provides an appropriate setting for examining how strategic leadership practices, management behavior, and teachers' work engagement contribute to school effectiveness.

This study is anchored on Strategic Leadership Theory by Boal and Hooijberg (2001), Transformational Leadership Theory by Burns (1978) and Bass (1985), and the Job Demands–Resources (JD-R) Theory by Bakker and Demerouti (2007). Strategic Leadership Theory explains that school leaders achieve organizational success through strategic planning, resource management, stakeholder engagement, and continuous improvement. Transformational Leadership Theory emphasizes that leaders motivate and empower teachers through effective communication, supervision, and ethical leadership. The JD-R Theory explains that supportive organizational resources enhance teachers' work engagement, resulting in improved school performance. Collectively, these theories explain how strategic leadership practices, management behavior, and teachers' work engagement contribute to school effectiveness.

Previous studies have established that strategic leadership, management behavior, and teachers' work engagement positively influence school effectiveness. However, these variables have largely been examined independently, with limited studies exploring their combined relationship in public technical-vocational secondary schools in the Philippine context. This study addresses this gap by examining the relationship among these variables in Nursery Technical-Vocational High School, providing evidence to support leadership development and school improvement.

This study supports SDG 4 – Quality Education by promoting effective school leadership, teacher engagement, and continuous school improvement to enhance educational quality. It also aligns with SDG 16 – Peace, Justice, and Strong Institutions by encouraging ethical leadership, accountability, collaborative governance, and effective educational management. The study contributes to educational sustainability by supporting effective leadership, teacher engagement, and improved instructional quality. It also promotes institutional sustainability by providing evidence that can strengthen

leadership practices, organizational management, and evidence-based decision-making for continuous school improvement.

2. Material and methods

2.1 Research Design

This study employed a quantitative descriptive-correlational research design to describe the demographic profile of the teacher-respondents and determine the extent of strategic leadership practices, management behavior, teachers' work engagement, and school effectiveness. It also examined the significant relationships among these variables. The design was appropriate because it objectively described existing conditions and determined associations without manipulating the variables (Creswell and Creswell, 2018; Ary et al., 2019).

2.2 Locale of the Study

The study was conducted at Nursery High School in Masbate City, where the investigation focused on the relationship among strategic leadership practices, management behavior, teachers' work engagement, and school effectiveness. The setting was selected because it directly represented the population relevant to the objectives of the study.

2.3 Respondents of the Study

The respondents were the 33 teachers of Nursery High School, Masbate City. They were selected because of their direct involvement in school leadership and management processes and their ability to provide information relevant to the study variables.

2.4 Sample and Sampling Procedure

The study employed complete enumeration (total population sampling), wherein all 33 teachers were included as respondents. This sampling technique minimized sampling error and ensured comprehensive and representative data for examining the relationship among strategic leadership practices, management behavior, teachers' work engagement, and school effectiveness.

2.5 Research Instrument

A researcher-made structured questionnaire served as the primary data-gathering instrument. It was developed from the study objectives, related literature, and existing instruments and consisted of five parts covering the respondents' demographic profile, strategic leadership practices, management behavior, teachers' work engagement, and school effectiveness. Strategic leadership practices were measured through strategic vision and direction, strategic decision-making and problem solving, strategic resource management, stakeholder engagement, and monitoring and continuous improvement. Management behavior included communication, leadership and instructional supervision, motivation and empowerment, conflict management, and accountability and professional ethics. Teachers' work engagement was measured in terms of vigor, dedication, and absorption, while school effectiveness covered learner achievement, instructional quality, school management effectiveness, stakeholder participation, and continuous school improvement. The instrument used a four-point Likert scale ranging from 4 Strongly Agree to 1 Strongly Disagree to measure respondents' perceptions. Prior to administration, the questionnaire underwent expert content validation to ensure its clarity, relevance, and alignment with the study objectives, and revisions were incorporated based on the validators' recommendations. Table 1 presents the Level of Agreement or Disagreement Scale used to interpret the respondents' ratings.

2.6 Data Gathering Procedure

The study followed a systematic data collection process consisting of five phases: approval of the research title, development and validation of the research instrument, securing permission from the Schools Division Superintendent, administration and retrieval of the questionnaires, and data encoding, tabulation, analysis, and interpretation. The researcher personally administered and

retrieved the questionnaires, achieving a 100% retrieval rate before the data were analyzed and incorporated into the final manuscript.

2.7 Data Analysis Techniques

The collected data were encoded, tabulated, and analyzed using appropriate statistical tools. Frequency count and percentage were used to describe the respondents' demographic profile. Weighted mean determined the extent of strategic leadership practices and the levels of management behavior, teachers' work engagement, and school effectiveness. Table 2 presents the statistical treatment for frequency count and percentage, Table 3 presents the weighted mean computation used for descriptive analysis, and Table 4 presents the Pearson Product-Moment Correlation Coefficient (Pearson r) used to determine the significant relationships among strategic leadership practices, management behavior, teachers' work engagement, and school effectiveness at the 0.05 level of significance.

3. Results and Discussion

3.1 Demographic Profile of the Respondents

3.1.1 Age

The respondents were predominantly 26–30 years old (27.27%), followed by those aged 36–40 years (24.24%), 25 years and below (21.21%), 31–35 years (15.15%), and 41 years and above (12.12%). These findings indicate that the teaching workforce was relatively young, with representation across different age groups. The presence of younger and more experienced teachers suggests a balance of motivation and professional maturity that may contribute to school effectiveness. This finding is consistent with Panunciar, Madrigal, and Bual (2024), who emphasized that educators in their early professional years demonstrate strong motivation, organizational commitment, and work engagement that support educational goals.

3.1.2 Sex

Most respondents were female (60.61%), while 39.39% were male, indicating that women comprised the larger proportion of the teaching workforce in the school. The predominance of female teachers reflects the common gender distribution in the teaching profession and provides meaningful perspectives on leadership, management behavior, work engagement, and school effectiveness. This result supports the findings of Başaran and Kırıl (2020), who reported that authentic leadership positively influences teachers' work engagement regardless of demographic characteristics, with female teachers representing a substantial portion of educational institutions.

3.1.3 Educational Attainment

Most respondents had pursued graduate education, with 42.42% having earned Master's units, 30.30% holding a Master's degree, 24.24% holding a Bachelor's degree, and 3.03% having doctoral units, while none had completed a doctoral degree. These findings indicate a strong commitment to professional development and continuing education, which may strengthen instructional competence and school improvement efforts. This supports the findings of Abonyi (2024), who reported that personnel with advanced educational preparation demonstrate stronger leadership practices and contribute more effectively to school improvement.

3.1.4 Years of Teaching Experience

The largest proportion of respondents (39.39%) had 11–15 years of teaching experience, followed by 6–10 years (21.21%), 1–5 years (15.15%), 16–20 years (15.15%), and 21 years and above (9.09%). Overall, the respondents represented teachers with varied levels of professional experience. The predominance of mid-career teachers suggests that the respondents possess substantial classroom experience and professional expertise that can provide informed perceptions of leadership, management behavior, and work engagement. This finding agrees with Aganon (2021), who found that leadership behavior and managerial competence become more effective when teachers possess sufficient professional experience, enabling them to contribute positively to organizational effectiveness.

3.1.5 Current Position

Most respondents were Teacher III (39.39%), followed by Teacher I (24.24%), Teacher II (21.21%), Master Teacher I (9.09%), Master Teacher II (3.03%), and School Leader/Administrator (3.03%). These findings indicate that the majority had progressed beyond entry-level teaching positions. The distribution of teaching positions reflects a workforce with varying levels of experience and leadership responsibilities, providing diverse perspectives on strategic leadership practices, management behavior, teachers' work engagement, and school effectiveness. This finding is supported by Cauzon (2024), who emphasized that teachers occupying higher teaching positions contribute significantly to school performance through their experience, instructional competence, and active participation in school improvement initiatives.

3.2 Strategic Leadership Practices

3.2.1 Strategic Vision and Direction

Teachers strongly agreed that the school head demonstrated effective strategic vision and direction, with a composite mean of 3.43. The highest-rated indicator was the involvement of teachers in planning school initiatives (3.73), while the alignment of school goals with educational priorities received the lowest mean (3.27), although it remained within the Strongly Agree category. Overall, respondents perceived the school head as effectively communicating the school vision, involving teachers in planning, and inspiring them toward achieving organizational goals. These findings indicate that the school head fosters collaboration and shared responsibility through participatory leadership while maintaining a clear strategic direction. Although goal alignment was rated slightly lower than other indicators, it remained highly favorable, suggesting opportunities for further strengthening strategic alignment. This finding supports Ritchie and Wills (2023), who emphasized that a shared vision enables school leaders to align teachers and organizational resources toward improving school effectiveness.

3.2.2 Strategic Decision-Making and Problem Solving

Teachers strongly agreed that the school head effectively demonstrated strategic decision-making and problem-solving, reflected by a composite mean of 3.36. Addressing school concerns effectively received the highest rating (3.42), while demonstrating sound judgment in resolving issues obtained the lowest mean (3.27), although both were interpreted as Strongly Agree. Overall, respondents viewed the school head as capable of making informed decisions, considering teachers' perspectives, and implementing appropriate solutions to school challenges. The results suggest that the school head consistently applies sound decision-making practices that support effective school management. While teachers expressed high confidence in the leader's responsiveness to school concerns, strengthening confidence in judgment during complex situations may further enhance leadership effectiveness. These findings are consistent with Adams (2023), who explained that educational leaders must demonstrate strategic thinking and effective decision-making to improve organizational performance and achieve school goals.

3.2.3 Strategic Resource Management

Teachers strongly agreed that the school head effectively managed school resources, yielding a composite mean of 3.33. Responsible management of school resources obtained the highest rating (3.55), whereas maximizing available resources for school improvement received the lowest mean (2.94), interpreted as Agree. Overall, respondents recognized effective allocation of resources, provision of instructional support, and proper utilization of school facilities. The findings indicate that resource management is a strength of the school, although maximizing available resources for broader school improvement remains an area for enhancement. This supports Muliati et al. (2023), who emphasized that effective resource management sustains school performance and organizational improvement despite limited resources.

3.2.4 Stakeholder Engagement

Teachers strongly agreed that stakeholder engagement was effectively practiced, with a composite mean of 3.35. Establishing mechanisms for stakeholder participation received the highest mean (3.48), while strengthening partnerships with parents and community members obtained the lowest mean

(3.18), interpreted as Agree. Overall, teachers perceived that stakeholder participation, collaboration, and positive relationships were evident within the school. The findings suggest that the school head actively encourages stakeholder involvement in school activities and decision-making. However, stronger partnerships with parents and community members could further enhance collaborative governance. This finding agrees with Adams (2023), who explained that collaboration among school leaders, teachers, parents, and community stakeholders strengthens school governance and organizational effectiveness.

3.2.5 Monitoring and Continuous Improvement

Teachers strongly agreed that the school head supported monitoring and continuous improvement, with a composite mean of 3.30. Promoting continuous improvement practices received the highest rating (3.50), while ensuring the implementation of improvement plans obtained the lowest mean (3.15), interpreted as Agree. Overall, respondents perceived that monitoring, feedback, professional development, and continuous improvement practices were consistently demonstrated. The results indicate that the school maintains a culture of continuous improvement while recognizing opportunities to strengthen the implementation of improvement plans and teacher development initiatives. This finding supports Carvalho et al. (2021), who emphasized that strategic leadership requires continuous improvement, organizational learning, and regular monitoring to sustain school effectiveness.

3.3 Management Behavior

3.3.1 Communication

Teachers strongly agreed that the school head demonstrated effective communication, with a composite mean of 3.39. Clear communication of expectations received the highest rating (3.45), while encouraging open communication among teachers obtained the lowest mean (3.33), although it remained within the Strongly Agree category. Overall, respondents perceived the school head as providing timely information, listening to teachers' concerns, and promoting transparency. The findings indicate that effective communication is a strength of the school head's management behavior, contributing to collaboration and organizational effectiveness. Although open communication received the lowest rating, it was still highly regarded, suggesting opportunities to further strengthen teacher interaction. This finding is supported by Bermudez and Navarro (2023), who found that communication competencies significantly influence leadership effectiveness by strengthening collaboration and improving organizational relationships.

3.3.2 Leadership and Instructional Supervision

Teachers agreed that the school head demonstrated effective leadership and instructional supervision, with a composite mean of 3.16. Promoting teachers' professional growth obtained the highest mean (3.27), while providing feedback and supporting teachers in addressing instructional challenges both received the lowest mean (3.06). Overall, respondents recognized the school head's guidance, instructional supervision, and support for professional development. The findings suggest that instructional supervision is generally effective but would benefit from stronger feedback mechanisms and greater support for addressing instructional concerns. Enhancing these practices may further improve teaching quality and professional growth. This result is consistent with Battad (2024), who concluded that instructional leadership skills significantly improve teachers' self-efficacy through effective guidance, supervision, and professional support.

3.3.3 Motivation and Empowerment

Teachers agreed that the school head effectively motivated and empowered teachers, with a composite mean of 3.25. Encouraging teacher initiative received the highest mean (3.53), while recognizing teachers' contributions and empowering them in performing their responsibilities both received the lowest mean (3.09). Overall, respondents perceived that the school head promoted motivation, initiative, and professional development. The results indicate that the school head creates opportunities for teachers to participate actively in school activities, although recognition and empowerment may still be strengthened. Increasing these practices could further enhance teachers' commitment and

engagement. This finding supports Fatima and Sharma (2025), who emphasized that supportive leadership behavior enhances teachers' work engagement by promoting motivation, participation, recognition, and professional growth.

3.3.4 Conflict Management

Teachers strongly agreed that the school head demonstrated effective conflict management, reflected by a composite mean of 3.39. Encouraging dialogue in addressing concerns received the highest mean (3.55), while resolving conflicts fairly obtained the lowest mean (3.21), interpreted as Agree. Overall, respondents viewed the school head as maintaining professionalism, promoting harmonious working relationships, and addressing issues promptly. The findings suggest that the school head effectively manages workplace conflicts by fostering open communication and collaboration. Although conflict resolution was positively perceived, strengthening fairness in resolving disputes may further improve organizational relationships. This finding agrees with Gilbang and Bauyot (2025), who concluded that emotionally intelligent educational leaders strengthen communication, collaboration, conflict management, and teacher motivation, resulting in healthier organizational climates.

3.3.5 Accountability and Professional Ethics

Teachers strongly agreed that the school head demonstrated accountability and professional ethics, with a composite mean of 3.35. Demonstrating fairness and integrity received the highest mean (3.79), while demonstrating ethical leadership obtained the lowest mean (3.09), interpreted as Agree. Overall, respondents perceived that accountability, professional standards, and compliance with school policies were consistently practiced. The results indicate that fairness, integrity, and accountability are evident in the school head's management practices. However, strengthening ethical leadership in decision-making may further improve teachers' confidence in school leadership. This finding supports Jia et al. (2022), who found that ethical leadership promotes work engagement and organizational effectiveness by creating an environment characterized by fairness, integrity, and organizational support.

3.4 Teachers' Work Engagement

3.4.1 Vigor

Teachers strongly agreed that they demonstrated a high level of vigor, with a composite mean of 3.82. Exerting effort in accomplishing teaching duties received the highest mean (3.94), while demonstrating enthusiasm for the profession obtained the lowest mean (3.73), although both were interpreted as Strongly Agree. Overall, respondents perceived themselves as energetic, motivated, resilient, and committed to their teaching responsibilities. The findings indicate that teachers possess high levels of energy and perseverance despite workplace challenges, contributing positively to their instructional responsibilities. Although enthusiasm received the lowest rating, it remained very high, suggesting that teachers consistently maintain positive engagement in their profession. This finding supports Bakker (2022), who explained that vigor is characterized by high levels of energy, resilience, and persistence, enabling employees to remain productive and committed to their work.

3.4.2 Dedication

Teachers strongly agreed that they exhibited a high level of dedication, reflected by a composite mean of 3.63. Actively contributing to school improvement received the highest mean (3.73), while being proud of the teaching profession obtained the lowest mean (3.52), although both remained within the Strongly Agree category. Overall, respondents expressed commitment, purpose, and active involvement in achieving school goals. The results indicate that teachers are highly committed to their profession and actively participate in school improvement initiatives. While professional pride received the lowest rating, it remained strongly positive, reflecting a high level of commitment to educational development. This finding agrees with Chen et al. (2025), who reported that transformational leadership positively influences teachers' work engagement and strengthens their commitment to organizational goals.

3.4.3 Absorption

Teachers strongly agreed that they demonstrated a high level of absorption in their work, with a composite mean of 3.59. Becoming deeply engaged while performing teaching tasks obtained the highest mean (3.85), whereas enjoying involvement in teaching activities and becoming immersed in work both received the lowest mean (3.48), although they remained within the Strongly Agree category. Overall, respondents perceived themselves as focused, attentive, and fully engaged in their professional responsibilities. The findings suggest that teachers maintain strong concentration and involvement in their teaching responsibilities, enabling them to perform their work effectively. Although enjoyment and immersion received relatively lower ratings, they remained highly positive, indicating consistently high work engagement. This finding supports Bakker (2022), who described absorption as a state in which employees become fully concentrated and deeply involved in their work.

3.5 School Effectiveness

3.5.1 Learner Achievement

Teachers agreed that learner achievement was generally positive, with a composite mean of 3.22. Continuous improvement in learner outcomes received the highest mean (3.33), while improved academic performance and active participation in learning activities both obtained the lowest mean (3.09). Overall, respondents perceived that learners achieved expected competencies and learning targets, although improvements in academic performance and participation remain necessary. The findings indicate that learner achievement is satisfactory, reflecting positive educational outcomes while highlighting opportunities to further strengthen student performance and classroom engagement. This finding is supported by Al-Kubaisi and Shahbal (2021), who emphasized that effective educational leadership improves student learning through instructional supervision and evidence-based decision-making.

3.5.2 Instructional Quality

Teachers strongly agreed that instructional quality was very high, as reflected by a composite mean of 3.72. Appropriate integration of technology into teaching obtained the highest mean (3.88), while assessment practices supporting learning improvement received the lowest mean (3.58), although all indicators remained within the Strongly Agree category. Overall, respondents viewed curriculum implementation, teaching strategies, assessment practices, and instructional approaches as highly effective. The findings suggest that instructional quality is one of the school's strongest areas, particularly in integrating technology to support teaching and learning. Although assessment practices received the lowest rating, they were still perceived very positively. This finding agrees with Hua et al. (2025), who found that instructional leadership significantly improves teachers' instructional quality and contributes to school improvement.

3.5.3 School Management Effectiveness

Teachers strongly agreed that school management was effective, with a composite mean of 3.44. Effective implementation of improvement plans received the highest mean (3.61), while proper utilization of resources obtained the lowest mean (3.24). Overall, respondents perceived that school programs, operations, and organizational goals were effectively managed. The results indicate that school management effectively supports organizational performance and school improvement. However, maximizing the utilization of available resources remains an area for enhancement. This finding supports Cauzon (2024), who emphasized that administrators' leadership and management skills significantly influence school performance and organizational effectiveness.

3.5.4 Stakeholder Participation

Teachers strongly agreed that stakeholder participation was evident in the school, with a composite mean of 3.36. Stakeholder involvement in decision-making obtained the highest mean (3.52), while parents' active participation in school programs received the lowest mean (3.21). Overall, respondents recognized that community support, partnerships, and stakeholder involvement positively contributed to school performance. The findings indicate that collaboration among stakeholders strengthens school governance and organizational effectiveness. Nevertheless, increasing parental participation in school

programs may further improve school-community partnerships. This finding is supported by Ombao and De Jesus (2025), who concluded that school heads' leadership styles significantly improve stakeholder participation and overall school performance.

3.5.5 Continuous School Improvement

Teachers agreed that continuous school improvement efforts were generally positive, with a composite mean of 3.25. Continuous improvement of school programs and services received the highest mean (3.39), while regular monitoring of school objectives obtained the lowest mean (3.06). Overall, respondents perceived that the school continuously responds to educational needs and demonstrates organizational growth, although teacher collaboration and monitoring practices require further strengthening. The results suggest that the school is committed to continuous improvement but may benefit from stronger collaborative practices and more consistent monitoring of school objectives. This finding agrees with Planteras (2026), who explained that instructional leadership promotes continuous improvement through instructional supervision, teacher development, collaborative leadership, and organizational learning.

3.6 Relationship Between Strategic Leadership Practices, Management Behavior, Teachers' Work Engagement, and School Effectiveness

3.6.1 Relationship Between Strategic Leadership Practices and School Effectiveness

The Pearson correlation analysis revealed a moderate positive and statistically significant relationship between strategic leadership practices and school effectiveness ($r = 0.52, p < 0.05$). Since the computed r -value exceeded the critical value (± 0.3440), the null hypothesis was rejected. The findings indicate that stronger strategic leadership practices are associated with higher levels of school effectiveness. The results suggest that school heads who effectively communicate strategic direction, make informed decisions, manage resources, engage stakeholders, and promote continuous improvement contribute to improved learner outcomes, instructional quality, and overall school performance. This highlights the important role of strategic leadership in enhancing organizational effectiveness.

3.6.2 Relationship Between Management Behavior and School Effectiveness

The analysis also showed a moderate positive and statistically significant relationship between management behavior and school effectiveness ($r = 0.52, p < 0.05$). The computed r -value exceeded the critical value (± 0.3440), leading to the rejection of the null hypothesis. These findings indicate that effective management behavior is positively associated with school effectiveness. The findings imply that school heads who communicate effectively, provide instructional supervision, motivate and empower teachers, manage conflicts constructively, and demonstrate accountability and professional ethics contribute to improved learner achievement, instructional quality, and organizational performance. Effective management behavior therefore plays a significant role in creating a productive and high-performing school environment.

3.6.3 Relationship Between Teachers' Work Engagement and School Effectiveness

The Pearson correlation analysis further revealed a moderate positive and statistically significant relationship between teachers' work engagement and school effectiveness ($r = 0.52, p < 0.05$). Because the computed r -value was greater than the critical value (± 0.3440), the null hypothesis was rejected. This indicates that higher levels of teachers' work engagement are associated with greater school effectiveness. The findings indicate that teachers who demonstrate vigor, dedication, and absorption contribute to improved learner achievement, instructional quality, effective school management, and continuous school improvement. This emphasizes the important contribution of highly engaged teachers to achieving positive educational outcomes and strengthening overall school effectiveness.

4. Conclusion & Recommendations

The study concluded that Nursery High School demonstrated high levels of strategic leadership practices, management behavior, teachers' work engagement, and school effectiveness. The school head effectively exhibited strategic leadership through clear vision, sound decision-making, resource

management, stakeholder engagement, and continuous improvement, while management behavior was generally positive, particularly in communication, conflict management, and professional ethics. Teachers also showed high levels of vigor, dedication, and absorption, which contributed to school effectiveness. Furthermore, strategic leadership practices, management behavior, and teachers' work engagement were found to have significant positive relationships with school effectiveness, indicating that strengthening these factors can enhance learner achievement, instructional quality, school management, stakeholder participation, and continuous school improvement.

School heads should continue strengthening strategic leadership by involving teachers in planning, improving resource utilization, enhancing partnerships with parents and the community, and consistently implementing school improvement plans. They should also strengthen management behavior through regular instructional supervision, constructive feedback, teacher recognition, empowerment, and professional development. Teachers are encouraged to sustain their high level of work engagement through active participation in professional development and school improvement initiatives, while the school administration should further improve learner achievement, monitoring of school objectives, instructional quality, and stakeholder participation. The Department of Education should continue providing leadership and management capability-building programs to further enhance school effectiveness across public schools.

The study was limited to the 33 teachers of Nursery High School and employed a quantitative descriptive-correlational design using a researcher-made questionnaire. As such, the findings reflect only the respondents' perceptions within the study setting and describe relationships among the variables without establishing cause-and-effect.

5. Compliance with ethical standards

The author declares no conflict of interest, and this study received no external funding. The researchers sincerely acknowledge the teachers of Nursery High School and the school administration for their voluntary participation and support throughout the study. Participation was voluntary, informed consent was obtained from all respondents prior to data collection, and information was gathered using non-invasive survey questionnaires. All responses were treated with strict confidentiality, and no identifying information was disclosed in the reporting of the findings.

REFERENCES

- Abonyi, U. K. (2024). *Headteachers' leadership practices in Ghana: Does a formal qualification in educational leadership and management programme matter? Educational Management Administration & Leadership*, 0(0).
- Adams, D. (2020). Educational leadership and strategic planning in schools. *Journal of Educational Administration*, 58(3), 244–259.
- Adams, D. (Ed.). (2023). *Educational leadership: Contemporary theories, principles, and practices*. Springer Nature Singapore.
- Adams, D. (2023). Stakeholder engagement in educational leadership: A strategic approach. *International Journal of Educational Management*, 37(4), 301–315. <https://doi.org/10.1108/IJEM-05-2022-0225>
- Adams, D., & Cruz, M. (2022). Strategic leadership practices of public school principals in the Philippines: Vision, values, and communication. *Philippine Journal of Education*, 101(2), 23–34.
- Advincula, A. B. (2023). *School heads' efficacy on behavior management* (Unpublished master's thesis). Bulacan Agricultural State College.
- Aganon, R. C. (2021). Leadership behavior and competence of public secondary school administrators in the Division of Cagayan: Basis for a compelling-based action program. *International Journal of Advanced Research in Management and Social Sciences*, 5(6), 643–650.

- Alazmi, A. A., & Al-Mahdy, Y. F. H. (2022). Principal authentic leadership and teacher engagement in Kuwait's educational reform context. *Educational Management Administration & Leadership*, 50(3), 392–412.
- Aldila, F. T., & Rini, E. F. S. (2023). Teacher's strategy in developing practical values of the 5th Pancasila precepts in thematic learning in elementary school. *Journal of Basic Education Research*, 4(1), 31–38.
- Al-Kubaisi, H., & Shahbal, S. (2021). The focus of educational leadership on student learning: Reflection and assessment—Vanderbilt Assessment of Leadership in Education. *Webology*, 18(3), 1699–1720.
- Alvares, J. L., & Martinez, R. D. (2019). Strategic management practices in Southeast Asian schools: A comparative study. *Journal of Educational Administration and Policy*, 11(2), 112–135.
- Alvior, M. T., & Beltran, M. G. (2022). The influence of school heads' work engagement on teacher motivation in Philippine public schools. *Journal of Educational Management*, 35(4), 785–798.
- Anselmus Dami, Z., Budi Wiyono, B., Imron, A., Burhanuddin, B., Supriyanto, A., & Daliman, M. (2022). Principal self-efficacy for instructional leadership in the perspective of principal strengthening training: Work engagement, job satisfaction and motivation to leave. *Cogent Education*, 9(1), 2064407.
- Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2019). *Introduction to research in education* (10th ed.). Cengage Learning.
- Bakker, A. B. (2022). The social psychology of work engagement: State of the field. *Career Development International*, 27(1), 36–53.
- Bakker, A. B., & Demerouti, E. (2007). The Job Demands–Resources model: State of the art. *Journal of Managerial Psychology*, 22(3), 309–328.
- Barola, R. C., & Digo, G. S. (2022). Profile and level of performance of elementary school heads in leading strategically: Basis for the development of policy recommendations. *Jurnal Pendidikan Progresif*, 12(3), 1453–1472. <https://doi.org/10.23960/jpp.v12.i3.202234>
- Başaran, R., & Kırıl, E. (2020). The relationship between authentic leadership and work engagement. *International Journal of Contemporary Educational Research*, 7(2), 351–365.
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. Free Press.
- Battad, J. L. (2024). Instructional leadership skills of school heads and its relation to the self-efficacy of elementary teachers in Castillejos District. *International Journal of Multidisciplinary: Applied Business and Education Research*, 5(8), 3071–3086.
- Bernardo, A. B., & Garcia, P. R. (2022). Strategic leadership and school performance in the Philippines. *Journal of Educational Administration and History*, 54(3), 1–16.
- Bernardo, C., & Garcia, L. (2023). Strategic work engagement and educational leadership: A study on its impact on school performance. *Leadership in Education Journal*, 15(2), 56–74.
- Bermudez, A., & Navarro, J. (2023). Communication competencies and leadership effectiveness of school principals: A correlational study. *Asia Pacific Journal of Educational Research*, 8(1), 58–72.
- Boal, K. B., & Hooijberg, R. (2001). Strategic leadership research: Moving on. *The Leadership Quarterly*, 11(4), 515–549.
- Brauckmann, S., Pashiardis, P., & Ärlestig, H. (2023). Bringing context and educational leadership together: Fostering the professional development of school principals. *Professional Development in Education*, 49(1), 4–15. <https://doi.org/10.1080/19415257.2020.1747105>
- Bush, T., Middlewood, D., & Bell, L. (2019). *Principles of educational leadership & management* (2nd ed.). SAGE Publications.
- Cabardo, J. R. O. (2020). Leadership engagement and its impact on school performance. *Journal of Educational Management*, 5(2), 45–60.
- Carroll, K., Patrick, S. K., & Goldring, E. (2021). School factors that promote teacher collaboration. *American Journal of Education*, 127(4), 501–530.
- Cauzon, J. E. F. (2024). *The influence of private school administrators' administrative and leadership skills on school performance* (Unpublished doctoral dissertation). Bulacan Agricultural State College.
- Chen, C. C., Liu, T. Y., & Chen, H. C. (2025). Relationship between transformational leadership, work engagement, and organisational citizenship behaviour: The moderating effect of work engagement. *Educational Studies*, 51(5), 915–934.

- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Daguio, M. E., Dimatatac, L., Edo, B., Estioco, M. C., Abante, M. V., & Vigonte, F. G. (2024). *Leadership in local governance: A case study on qualifications, personality traits, behaviors, and style of a top-performing chief executive in Metro Manila*.
- Department of Education. (2020). *DepEd Order No. 24, s. 2020: National adoption and implementation of the Philippine Professional Standards for School Heads (PPSSH)*.
- Department of Education. (2022). *Basic Education Development Plan (BEDP) 2030*.
- Department of Education. (2023). *DepEd Order No. 7, s. 2023: Guidelines on the implementation of the Results-Based Performance Management System (RPMS)*.
- Doan, H. H., & Wu, W. (2025). The impact of leadership styles on learning and work outcomes of Generation Z employees: A systematic literature review. *The Learning Organization*, 1–19.
- Fatima, S., & Sharma, R. (2025). Enhancing work engagement through leadership behaviour: A study of school teachers in Hyderabad, India. *Advances in Consumer Research*, 2, 5013–5027.
- Fitriyani, F., Notosudjono, D., & Sunaryo, W. (2026). The influence of servant leadership, self-efficacy, and work values on teacher engagement in modern education. *JPI: Jurnal Pustaka Indonesia*, 6(1), 433–442.
- Garcia, P., & Leon, M. (2023). Isolation in educational leadership: Effects on work engagement and school climate. *International Journal of Educational Management*, 37(3), 309–324. <https://doi.org/10.1108/IJEM-05-2022-0187>
- Gebeyehu, E. (2025). *The effect of principals' adaptive leadership practice on teachers' work engagement in secondary schools of Central Gondar Zone*.
- Gutu, I., Agheorghiesei, D. T., & Tugui, A. (2022). Leadership and work engagement effectiveness within the technology era. *Sustainability*, 14(18), 11408.
- Hermanto, Y. B., & Srimulyani, V. A. (2022). The role of servant leadership and work engagement in improving extra-role behaviour and teacher performance. *International Journal of Productivity and Quality Management*, 35(1), 57–77.
- Hoque, K. E., & Atheef, M. (2024). A review of human resource management practices and their impact on school performance (2012–2022). *Human Resources Management and Services*, 6(1), 3392–3392.
- Hua, S., Mansor, A. N., & Jamaludin, K. A. B. (2025). *Instructional leadership and teacher self-efficacy for school improvement: A systematic review of empirical studies*.
- Jangsiriwattana, T. (2019). The relationship between transformational and transactional leadership: Employee perceptions of organizational performance and work engagement. *Journal of the International Academy for Case Studies*, 25(3), 1–10.
- Javornik, Š., & Klemenčič Mirazchiyski, E. (2023). Factors contributing to school effectiveness: A systematic literature review. *European Journal of Investigation in Health, Psychology and Education*, 13(10), 2095–2111.
- Jia, K., Zhu, T., Zhang, W., Rasool, S. F., Asghar, A., & Chin, T. (2022). The linkage between ethical leadership, well-being, work engagement, and innovative work behavior: The empirical evidence from the higher education sector of China. *International Journal of Environmental Research and Public Health*, 19(9), 5414.
- Kem, D. (2022). Personalised and adaptive learning: Emerging learning platforms in the era of digital and smart learning. *International Journal of Social Science and Human Research*, 5(2), 385–391.
- Kilag, O. K. T., Manguilimotan, A. M. G., Marañón, J. C., Jordan, R. P., Columna, P. A. F., & Camaso, M. F. A. (2023). A conceptual framework: A systematic literature review on educational leadership and management. *Science and Education*, 4(9), 262–273.
- Lachica, R. L. (2024). School heads' leadership and supervisory skills: Their relationships to teachers' performance. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence*, 1(3), 206–223.
- Lanaban, C. A., & Apostol, R. L. (2024). The mediating effect of work engagement on the relationship between the leadership behaviors and team effectiveness among public elementary teachers. *European Journal of Education Studies*, 11(3).

- Liebowitz, D. D., & Porter, L. (2019). The effect of principal behaviors on student, teacher, and school outcomes: A systematic review and meta-analysis of the empirical literature. *Review of Educational Research*, 89(5), 785–827.
- Limbong, L., & Saragih, S. (2023). The effectiveness of servant leadership in enhancing innovative work behavior: The art of job engagement. *Jurnal Manajemen Maranatha*, 23(1), 33–44.
- Mehrad, M., Fernández-Castro, F. C., & de Olmedo, M. P. G. G. (2020). A systematic review of leadership styles, work engagement and organizational support. *International Journal of Research in Business and Social Science*, (4), 66–77.
- Melloria, J. L. M., & Gaylo, D. N. (2024). Filipino school heads in basic education as research leaders: Practices, challenges, and opportunities. *Balkan & Near Eastern Journal of Social Sciences (BNEJSS)*, 10(3).
- Mottaz, C. J., & Sweeney, R. L. (2023). Cognitive engagement in teaching: A pathway to innovative practices. *Journal of Educational Psychology*, 115(3), 276–293.
- Muliati, T., Ibrahim, M., & Lestari, S. (2023). Financial constraints in strategic planning: Insights from schools in Indonesia. *International Journal of Education Economics and Development*, 14(4), 234–248.
- Najiyah, K. H., Suriansyah, A., & Ngadimun, N. (2025). The influence of ethical leadership, organizational justice, and work engagement on teacher loyalty. *Curricula: Journal of Curriculum Development*, 4(2), 1023–1036.
- Navarro, R. M., & Santos, M. E. (2023). Culturally responsive leadership in Philippine schools: Strategies for inclusivity. *Asia Pacific Journal of Education*, 43(1), 45–60.
- Odden, A., & Picus, L. O. (2019). *School finance: A policy perspective*. McGraw-Hill.
- Ombao, E. J. M., & De Jesus, L. F. (2025). *Towards success: The impact of school head leadership style on school performance – A systematic review*.
- Oplatka, I., & Arar, K. (2023). School leadership for sustainable improvement: Experience and institutional knowledge as key enablers. *International Journal of Educational Management*, 37(2), 255–270.
- Origenes, B. S. (2008). *Strategic leadership and strategic management practices and peak performance of public secondary school heads in the Division of Davao City* (Unpublished doctoral dissertation). University of Southeastern Philippines.
- Panunciar, C. R., Madrigal, D. V., & Bual, J. M. (2024). Transformational leadership practices and work engagement among school heads: An explanatory sequential mixed method inquiry. *Technium Social Sciences Journal*, 62(1), 34–57.
- Pascual, M. (2023). A review on self-efficacy and job satisfaction as indicators of effective school principal's leadership style. *International Journal for Multidisciplinary Research*.
- Planteras, D. M. (2026). Instructional leadership models in education: A comparative review of practices in the Philippines and selected countries. *Acta Pedagogica Asiana*, 5(2), 389–404.
- Pondang, B., & Pacolor, E. (2022). Strategic leadership of public elementary school heads in the Division of Calbayog City. *SSU – Digital Archive for Theses and Dissertations*, 37(1), 1–136.
- Prabhakar, G. V. G., Gantasala, S. B., Madireddy, M., & Upadhyay, P. (2023). School resource inadequacy and school social engagement: Mediating effect of principals' stress. *Journal of Community Psychology*, 51(1), 284–296.
- Ramos, R. (2025). Transformational leadership in education: Impacts and practices toward enhancing school performance. *Journal of Interdisciplinary Perspectives*, 3(9), 527–536.
- Rani, N., & Shukla, M. (2024). Behavioral engagement and school climate: A study on teacher collaboration. *International Journal of Educational Management*, 38(2), 145–158.
- Reyes, D. J., & Bautista, R. L. (2022). Organizational systems and leadership practices as correlates of school performance. *Asia Pacific Journal of Education, Arts and Sciences*, 9(1), 85–92.
- Ritchie, M., & Wills, K. (2023). Visioning in education: Creating shared goals for success. *Educational Leadership and Administration*, 29(1), 12–29.
- Salaysay, R. G. (2022). *Competencies of public elementary school principals in the new normal role to organizational culture and climate* (Unpublished doctoral dissertation). Bulacan Agricultural State College, San Ildefonso, Bulacan.

- Sanchez, J. E., Paul, J. M., & Thornton, B. W. (2022). Relationships among teachers' perceptions of principal leadership and teachers' perceptions of school climate in the high school setting. *International Journal of Leadership in Education*, 25(6), 855–875.
- Shao, Y., Jiang, W., Wang, N., Zhang, C., & Zhang, L. (2025). The impact of authentic leadership on the work engagement of primary and secondary school teachers: The serial mediation role of school climate and teacher efficacy. *PLOS ONE*, 20(5), e0320839.
- Srimata, T., Niyamabha, A., Wichitputchraporn, W., Piyapimonsit, C., Prachongchit, S., & Koedsuwan, S. (2019). A causal model of digital leadership and school climates with work engagement as mediator affecting effectiveness of private schools in Bangkok, Thailand. *Asian Administration & Management Review*, 2(2).
- Susanto, P. C., & Sawitri, N. N. (2022). Coaching, mentoring, leadership transformation and employee engagement: A review of the literature. *Dinasti International Journal of Education Management & Social Science*, 7(2).
- Torres, J. L., Abugan, M. D. Q., Ouano, A. A., Japinan, S. M. E., Peranco, R. E., & Ampil, F. D. (2024). Leadership styles and their impact on educational outcomes in the Philippines. *International Multidisciplinary Journal of Research for Innovation, Sustainability and Excellence*, 1(11), 253–260.
- Trinidad, M. A. H. (2021). School principals' profile and public elementary schools performance in the Schools Division Office of Imus City. *The International Academic Forum*, 11(12), 129–137.
- Ulfiani, E., Hidayat, S., & Jamaludin, U. (2026). Principal leadership and teacher performance in primary education: A bibliometric analysis and systematic literature review. *Jurnal Eduscience*, 13(2), 614–630.
- Vicente, R. S., Flores, L. C., Almagro, R. E., Amora, M. R. V., & Lopez, J. P. (2023). The best practices of financial management in education: A systematic literature review. *International Journal of Research and Innovation in Social Science*, 7(8), 387–400.
- Yilmaz, K., & Aslan, A. (2023). The impact of policy changes on school leadership engagement: A qualitative analysis. *Journal of Educational Change*, 24(2), 223–238.
- Zamudio, P. C. (2026). The role of teacher leadership in coaching, mentoring, and collaborative improvement. *Acta Pedagogica Asiana*, 5(2), 325–345.
- Zhang, N., Siaw, Y. L., & Jiang, N. (2025). The relationship between principal instructional leadership and teacher self-efficacy in student engagement and classroom management: A cross-sectional study in China. *Frontiers in Psychology*, 16, 1589958.
- Zhang, Y., Cao, Y., Xiong, R., Huang, Q., & Li, G. (2025). How principal ambidextrous leadership affects teacher work engagement: The mediating role of school climate. *Research Papers in Education*, 40(6), 986–1011.