

The impact of leadership styles on teacher work engagement towards the development of best practice guidelines

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Abstract: This study aimed to explore how various leadership styles influence the work engagement of selected teachers in the School of Information Engineering in Shandong Management University. The study assessed the leadership styles of leaders based on the teachers' perception, categorized as Autocratic, Democratic, and Laissez Faire. Additionally, teacher work engagement was evaluated based on the dimensions of Vigor, Dedication, and Absorption. The respondents of the study were 218 selected teachers from the total population of full-time teachers in the School of Information Engineering, Shandong Management University. The study employed adapted and modified survey questionnaires to gather data on teachers' perceptions of their leaders' leadership styles and their respective levels of work engagement. Teacher respondents feel deeply committed to their work, contributing to job satisfaction and effectiveness. Older teachers show higher engagement due to experience and career fulfillment; Effective leadership practices can improve motivation, commitment, and work satisfaction, leading to a more engaged teaching environment; Understanding the intricate dynamics of leadership in educational settings is crucial for making informed decisions and strategic plans in the field. Based on the conclusions derived in this study, the following are the recommendations: It suggests establishing mentorship programs to connect experienced teachers with less experienced ones, providing advice and knowledge sharing for younger female teachers; It also suggests providing teachers with extensive leadership development and training programs to enhance their understanding of different leadership perspectives; Age-responsive training programs should focus on understanding age-related attitudes and choices about leadership philosophies; Acknowledging and celebrating high levels of work engagement is also suggested; Specialized resources and assistance programs for younger teachers should address workload management, professional development opportunities, and mentorship support. Finally, comprehensive systems for educational leaders' development and training should focus on understanding various leadership philosophies and their impact on teacher engagement.

Keywords: Leadership Styles; Teacher; Work Engagement.

1. Introduction

In a learning environment, leadership is essential. Effective leadership influences the institution's culture, values, and overall direction by setting the tone for the whole organization. A vision for the organization is presented by its leaders, who also describe its objectives. They ensure that activities are directed toward shared goals by giving everyone involved a clear direction.

However, the landscape of education is continually changing and currently marked by unpredictability (Zhao and Watterston 2021). While education was once considered a force that leveled the playing field in society, the twenty-first century has transformed it into a contentious arena, reflecting various societal tensions. Teacher engagement may suffer if they find it difficult to adjust to changing expectations or unclear priorities. Teacher disengagement and disconnection might result from a perception that their personal beliefs do not match those of the firm or its leadership. Leadership inconsistency can breed ambiguity and unpredictable outcomes. Teacher engagement and job satisfaction may suffer if they find it difficult to adjust to changing expectations or unclear priorities. As a result, there is an even greater demand for educational leaders who possess the necessary expertise and empathy to navigate these turbulent times (Serviss, 2023). It becomes imperative for schools to have leaders who can effectively steer the education system

through its unique challenges, fostering progress and successfully driving positive transformations.

In order to effectively lead students, teachers, and administrators, it is essential to establish a clear and well-defined framework that shapes one's perspective. Adopting a specific leadership style provides valuable guidance in making decisions, setting priorities for goals, and navigating interpersonal interactions (Wang, et al. 2022). The careful selection of an appropriate leadership style for each situation can play a pivotal role in resolving complex issues, managing conflicts, steering the trajectory of a school, and even driving transformative changes within educational systems.

A critical aspect of successful educational leadership lies in building strong and trusting relationships between administrators and the teachers they supervise. This fosters a secure and supportive workplace environment, enabling teachers to feel psychologically comfortable and genuine in their work (Weiner, et al. 2021). When teachers are free from the fear of damaging their reputation, status, or job security, they are more likely to be authentic and contribute meaningfully to their roles (See, et al. 2022).

Encouraging an atmosphere of experimentation and risk-taking is vital in the pursuit of excellence. Despite the possibility of encountering failures, fostering a culture that embraces new approaches and ideas empowers teachers to confidently explore innovative teaching methods (Herodotou, et al. 2019). When teachers feel assured that minimal or no

adverse consequences will follow their genuine efforts to improve, they are more inclined to produce outstanding results and achieve positive outcomes.

According to Alomes (2021), cultivating effective leadership and nurturing trusting relationships are both crucial aspects of promoting a conducive and thriving educational environment where all stakeholders can contribute their best efforts and collectively drive success.

Work engagement represents a psychological state where individuals are completely absorbed, enthusiastic, and dedicated to their work (Eldor, et al. 2016). It is characterized by a high level of energy, intense focus, and active involvement in job-related tasks. Engaged employees find a sense of purpose and significance in their work, forging a profound connection with their roles and the organization they belong to.

The three key features of work engagement are vigor, dedication, and absorption (Kodden, 2020). Vigor pertains to individuals displaying a remarkable level of energy and enthusiasm while carrying out their work responsibilities. They proactively tackle challenges, persist in their efforts, and eagerly embrace new tasks. Dedication involves engaged employees who emotionally invest themselves in their work and demonstrate a deep commitment to achieving their professional objectives. They exhibit strong loyalty and attachment to their job and the organization. Absorption exemplifies engaged individuals becoming fully immersed in their work activities, often losing track of time due to their complete focus on tasks. This state of flow allows them to experience intrinsic rewards as the work itself becomes deeply fulfilling.

In summary, the researcher aimed to explore how various leadership styles influence the work engagement of selected teachers in the School of Information Engineering in Shandong Management University. The study specifically focused on assessing the impact of leadership styles like autocratic, democratic, and laissez-faire on essential components of work engagement, such as vigor, dedication, and absorption. Additionally, the researcher sought to identify potential obstacles to work engagement and investigated how specific leadership styles can address and overcome these challenges.

The researcher envisioned proposing a set of best practice guidelines for leaders as the study's output. These guidelines comprised recommended principles, strategies, and approaches that skilled leaders can adopt to enhance their leadership effectiveness and create a positive impact on their teams and organizations. The foundation of these guidelines rests on evidence-based practices, successful leadership experiences, and insights derived from research findings.

The degree of employee engagement at work can be considerably impacted by effective leadership techniques. A supportive work environment is facilitated by leaders who show compassion, consideration, and respect for their subordinates. Employee engagement is higher when they feel appreciated and supported at work.

Like leaders in all other countries, educational leaders in China can encounter a number of difficulties that occasionally may have an impact on teacher engagement. Both the researcher's own school and the aforementioned conditions are typical in Chinese educational institutions (Zhou, et al. 2021).

A top-down leadership style, in which decisions and instructions are mostly decided by higher authorities and

administrators without much participation from teachers, may occasionally be used by Chinese educational leaders (Hoque, et al. 2023). Teachers may feel disempowered as a result of this lack of participation and autonomy, which could affect their engagement.

Furthermore, there is a lot of pressure on Chinese schools to produce excellent academic achievement and high exam scores. (Deng, et al. 2022). This focus on academic results could result in a restricted focus on exam preparation, which would leave little room for creative and innovative teaching strategies. If teachers believe that facilitating tests is their major responsibility rather than facilitating thorough learning, they may get disengaged.

The fact that the educational leaders may have to deal with administrative duties and bureaucratic hoops on top of all of this can make it difficult for them to concentrate on improving teacher engagement and growth. In China, bureaucratic rule has a long history that dates back to the imperial era. Modern administrative systems, particularly those that govern education, have been inspired by the traditional Confucian principles of hierarchy, order, and respect for authority (Wu, 2016). The virtue of filial piety, which emphasizes respect for parents and elders, is promoted by Confucian beliefs (Li, 2022). This attitude extends to honoring educators and teachers, who are regarded as authority individuals deserving of respect in the context of education.

Despite the fact that China's contemporary administrative structures have substantially advanced since antiquity, Confucian principles continue to permeate many facets of Chinese life, including education (Jiang-Fu, 2021). To address the challenges of a society that is changing quickly and a globalized world, China's educational system has also undergone significant reforms in recent decades. These reforms aim to strike a balance between upholding traditional values and encouraging innovation and adaptability.

Ideally, effective leaders communicate clear objectives and goals and give their team members a sense of direction and purpose. This clarity in the roles and responsibilities of the workforce boosts employee motivation to reach objectives and contribute to the organization's success. By fostering a sense of ownership and control over their work, staff members are empowered when responsibility and decision-making are delegated to them. Employees that feel empowered are more likely to actively seek out improvements and solutions. (Zhang, et al. 2017).

The succeeding statements are attempts to describe and disseminate the findings of specific academic studies that examine the ideas of leadership styles and how they affect teacher work engagement. This seeks to provide a thorough knowledge of the relationship between leadership styles and teacher work engagement by synthesising and analyzing the results from these chosen research. The compiled data will add to the body of research already available on the issue and open the door to new insights and recommendations for practitioners and educational leaders who wish to encourage teachers' positive job engagement.

2. Statement of the Problem

The aim of this research was to evaluate the leadership styles and teacher work engagement at the School of Information Engineering, Shandong Management University, Shandong Province, China. The objective is to provide valuable insights that can contribute to the development of best practice guidelines for leaders in the institution.

The researcher looked at the solutions to the following issues:

1. What are the demographic characteristics of the teacher respondents concerning the following aspects?
 - 1.1. Age
 - 1.2. Gender
 - 1.3. Years of tenure in service
2. What is the assessment of the teacher respondents on their leaders' leadership styles in terms of:
 - 2.1. Autocratic
 - 2.2. Democratic
 - 2.3. Laissez-faire
3. Is there a significant difference in the assessment of the teacher respondents on their leaders' leadership styles when their profiles are taken as test factors?
4. What is the assessment of the teacher respondents of their own work engagement in terms of:
 - 4.1. Vigor
 - 4.2. Dedication
 - 4.3. Absorption
5. Is there a significant difference in the assessment of the teacher respondents of their own work engagement when their profiles are taken as test factors?
6. Is there a significant relationship between the leaders' leadership styles and teacher work engagement?
7. What are the opinions of the leaders of their leadership styles and its possible impact on the teachers' work engagement?
8. Based on the study's findings, what program recommendation could be formulated?

3. Hypotheses

The study will examine the following null hypotheses:

Ho1: There are no significant differences in the assessment of the leaders' leadership styles among teacher respondents when their profiles are taken into consideration as factors.

Ho2: There are no significant differences in the assessment of work engagement among teacher respondents when their profiles are taken into consideration as factors.

Ho3: There is no significant relationship between the leaders' leadership styles and the work engagement among teacher respondents.

4. Scope and Delimitation of the Study

The proposed research aims to investigate the correlation between leadership styles and work engagement among teachers employed at Shandong Management University. The study will employ adapted survey questionnaires to gather data on teachers' perceptions of their leaders' leadership styles and their respective levels of work engagement.

As the research is geographically bounded to Shandong Management University within the designated province, the findings may have limited generalizability to other educational institutions in diverse regions. The uniqueness of organizational culture, leadership practices, and work environment across institutions in China and other countries could influence the applicability of the study's results.

Additionally, the study's scope will be confined by the available sample size of teacher participants, potentially limiting its representation of the entire employee population at the university. This will be conducted within the 1st semester of school year 2023 – 2024.

By recognizing these limitations and focusing on in-depth

analysis within the specified context, the research aims to contribute valuable insights to improve leadership practices and work engagement specifically within Shandong Management University.

5. Research Design

The research study intended to examine the relationship between leadership style and teacher work engagement using a descriptive comparative and correlation designs. This study design allowed for a comprehensive investigation of how leadership styles impacted teacher work engagement by describing, comparing, and analyzing the relationships between the variables of interest.

The researcher could acquire a thorough grasp of the interaction between leadership style and teacher work engagement by combining these three components in the study design. The descriptive element enabled a thorough description of the variables, the comparative element fostered understanding of the effects of different perspectives on leadership, and the correlational analysis aided in determining the direction and strength of the relationship between leadership styles and teacher work engagement.

In the final analysis, this research design enabled the researcher to identify effective leadership styles that promoted high levels of teacher work engagement, providing insightful information for educational leaders to improve their practices and build a more engaging and encouraging work environment for teachers.

6. Sampling Method

The researcher planned to calculate the sample size using Qualtrics' calculator with a 95% confidence level and a 5% margin of error. The total population of full-time teachers in the School of Information Engineering, Shandong Management University is 500. Based on these parameters, the ideal sample size determined is 218. To ensure the generalizability of the results, the researcher aimed for a diverse sample.

During the sampling process, the researcher considered variables such as age, gender, and years of tenure in service to ensure that the selected sample was representative of the entire population of full-time teachers. By taking these variables into account, the study could gather a more comprehensive and well-rounded understanding of the relationship between leadership style and teacher work engagement across different demographic groups within Shandong Management University.

7. Locale

The School of Information Engineering, Shandong Management University is located in Jinan, Quancheng, China. The school is a public university with distinctive characteristics, taking management as its main body. Now it is enrolling in 17 provinces across the country, and there are nearly 12,000 full-time students.

The university began in Yishui County, a revolutionary old district in 1938. In 1950, the Shandong Federation of Trade Unions Cadres School was established in Jinan. In 1987, it was converted into the Shandong Institute of Trade Union Management Cadres. The university, renamed Shandong Management College, has a history of more than 80 years, and is the only provincial undergraduate university with a union background in the country.

8. RESULTS AND DISCUSSIONS

This part presents the data collection, analysis, and findings of the researcher in accordance with the problem statement. Her conclusions and interpretations, which are supported by quantitative data and personal insights, will also be explained.

1. The Demographic Profile of the Teacher Respondents

Table 1. Frequency Distribution of the Respondents' Profile

Profile	Frequency	Percentage
Age		
21-30 years old	50	22.6%
31-40 years old	79	35.7%
41-50 years old	51	23.1%
Above 50 years old	41	18.6%
Total	221	100%
Gender		
Male	99	44.8%
Female	122	55.2%
Total	221	100%
Years of Tenure in Service		
1-5 years	65	29.4%
6-10 years	62	28.1%
11-15 years	35	15.8%
Above 15 years	59	26.7%
Total	221	100%

The table above shows that majority of the teacher respondents are female (55.2%) while mostly are within the age group of 31-40 years old (35.7%) and have been in the service for about 1-5 years (29.4%).

The respondent pool's mainly female teacher population suggests that there may be a gender gap in the teaching profession or in the particular setting under study. The majority of teachers are in the age range of 31 to 40 years old. This could imply that a particular age group dominates in the teaching workforce, which could point to a demographic trend or a particular point in teachers' careers. Most teachers who responded to the questionnaire have been employed for 1 to 5 years. This suggests that there is either a high rate of teacher turnover or a relative intake of less experienced teachers. It might also indicate to possible difficulties with teacher retention or career length.

2. Teacher Respondents' Assessment on their Leaders' Leadership Style in terms of Autocratic, Democratic and Laissez-faire

Table 2. Teacher Respondents' Assessment on their Leaders' Leadership Style in Terms of Autocratic

Autocratic	Mean	SD	Qualitative Description	Interpretation	Ranking
Establish rules, and enforce them based on violations.	2.92	0.66	Agree	Highly Evident	4
Decide what goals are to be achieved.	3.19	0.48	Agree	Highly Evident	1.5
Direct and control most activities with minimal input from employees.	2.77	0.76	Agree	Highly Evident	5
Anticipate that they should give orders and clarify procedures.	3.13	0.63	Agree	Highly Evident	3
Expect the teachers to make the right decisions.	3.19	0.64	Agree	Highly Evident	1.5
Composite Mean	3.04	0.39	Agree	Highly Evident	

Legend: 3.51-4.00 Strongly Agree/Very Highly Evident; 2.51-3.50 Agree/Highly Evident; 1.51-2.50 Disagree/Not Quite Evident; 1.00-1.50 Strongly Disagree/Not Evident at all

Teacher respondents agree that their leaders decide what goals are to be achieved, and that they expect the teachers to make the right decisions with the highest assessment of 3.19 respectively interpreted as highly evident. While they also agree that their leaders direct and control most activities with minimal input from employees, it was given the lowest assessment of 2.77 also interpreted as highly evident. A composite mean value of 3.04 shows that autocratic style of leadership was highly evident among the leaders as perceived by the teacher respondents.

The teachers recognize that the people in charge of establishing the goals that need to be met within the school system are their leaders. This suggests a goal-setting process that is top-down, with leadership directing the organization's course. Furthermore, teachers perceive that they are expected to make the correct choices, suggesting a degree of independence in their decision-making, even though it is done within limitations set by their superiors

According to Hoque, et al. (2023), a top-down leadership style, in which decisions and instructions are mostly decided by higher authorities and administrators without much participation from teachers, may occasionally be used by Chinese educational leaders.

Table 3. Teacher Respondents' Assessment on their Leaders' Leadership Style in Terms of Democratic

Democratic	Mean	SD	Qualitative Description	Interpretation	Ranking
Solicit input from employees.	3.26	0.64	Agree	Highly Evident	1
Are involved in decision making process with employees.	3.05	0.67	Agree	Highly Evident	5
Distribute responsibility among employees.	3.22	0.64	Agree	Highly Evident	2.5
Are responsible for keeping employees on task to achieve the goals	3.22	0.62	Agree	Highly Evident	2.5
Believe that providing guidance without pressure is the key to being a good administrator.	3.17	0.74	Agree	Highly Evident	4
Composite Mean	3.19	0.49	Agree	Highly Evident	

Legend: 3.51-4.00 Strongly Agree/Very Highly Evident; 2.51-3.50 Agree/Highly Evident; 1.51-2.50 Disagree/Not Quite Evident; 1.00-1.50 Strongly Disagree/Not Evident at all

Teacher respondents agree that their leaders solicit input from employees with the highest assessment of 3.26 interpreted as highly evident. Though they also agree that their leaders are involved in decision making process with employees however it was given the lowest assessment of 3.05 also interpreted as highly evident. A composite mean value of 3.19 indicates that democratic style of leadership was highly evident among the leaders as perceived by the teacher respondents.

It appears that there is a culture that values and actively

seeks out staff members' viewpoints because teacher respondents agree that their leaders ask for feedback from staff members. This suggests a decision-making process that is inclusive and acknowledges the value of considering different points of view inside the organization.

Yong et al. (2022) found that that the majority of college principals use a democratic leadership style in their institutions. The study revealed a considerable positive association between the leadership styles of college principals and teacher performance. The majority of teachers agreed that principals employ democratic leadership in their administration.

Table 4. Teacher Respondents' Assessment on their Leaders' Leadership Style in Terms of Laissez-Faire

Laissez-Faire	Mean	SD	Qualitative Description	Interpretation	Ranking
Believe that teamwork and empowerment is key to success.	3.35	0.60	Agree	Highly Evident	1
Gives teachers authority to make decisions and are then accountable to those decisions.	3.22	0.56	Agree	Highly Evident	5
Anticipate that they ought to grant teachers full autonomy to independently solve problems.	3.25	0.55	Agree	Highly Evident	4
Generally hold the belief that teachers should be allowed to evaluate their own work.	3.29	0.57	Agree	Highly Evident	2
Opine that, in the majority of cases, teachers prefer minimal input from their administrators.	3.26	0.55	Agree	Highly Evident	3
Composite Mean	3.27	0.40	Agree	Highly Evident	

Legend: 3.51-4.00 Strongly Agree/Very Highly Evident; 2.51-3.50 Agree/Highly Evident; 1.51-2.50 Disagree/Not Quite Evident; 1.00-1.50 Strongly Disagree/Not Evident at all

Teacher respondents agree that their leaders believe that teamwork and empowerment is key to success with the highest assessment of 3.35 interpreted as highly evident. While they also agree that their leaders give teachers authority to make decisions and are then accountable to those decisions, it was given the lowest assessment of 3.22 also interpreted as highly evident. A composite mean value of 3.27 indicates that laissez-faire style of leadership was highly evident among the leaders as perceived by the teacher respondents.

This suggests that leaders understand how important it is to create a welcoming atmosphere where people feel empowered to contribute to the objectives of the organization and teamwork is valued. Even though leaders may value empowerment and teamwork, they could not always give teachers enough guidance or assistance to enable efficient decision-making and responsibility. According to Al-Malki and Juan (2018), this style is particularly effective in situations where group members are more knowledgeable than the group's leader.

A laissez-faire leadership style promotes empowerment and autonomy; however, it can also make it challenging to keep the organization's direction, accountability, and coordination. Insufficient direction and assistance from leaders could make it difficult for teachers to match their choices and actions with the objectives of the organization, which could affect productivity and effectiveness as a whole. As stated by Anbazhagan & Kotur, (2014,) This is the leadership style that results in the lowest productivity among group members.

Table 5. Summary of the Teacher Respondents' Assessment on the Leadership Style of their Leaders

Leadership Styles	Mean	SD	Qualitative Description	Interpretation	Ranking
Autocratic	3.04	0.39	Agree	Highly Evident	3
Democratic	3.19	0.49	Agree	Highly Evident	2
Laissez-Faire	3.27	0.40	Agree	Highly Evident	1
Over-all Mean	3.17	0.32	Agree	Highly Evident	

Legend: 3.51-4.00 Strongly Agree/Very Highly Evident; 2.51-3.50 Agree/Highly Evident; 1.51-2.50 Disagree/Not Quite Evident; 1.00-1.50 Strongly Disagree/Not Evident at all

Based from the results, the teacher respondents perceived Laissez-faire leadership style was the most dominant among their leaders. This means that the institution's leaders often give their subordinates power and responsibility, giving them freedom to decide for themselves and carry out tasks independently.

Democratic leadership was found to be the second most common style among the leaders. This implies that even though they may still have the final say in decisions, leaders appreciate and actively seek out the opinions of those below them, which promotes inclusion and teamwork inside the institution.

According to the findings, among the styles of leadership, autocratic leadership was the least dominant. This suggests that even while there may be certain components of control and authority within the leadership, institutional leaders are more likely to involve their subordinates in decision-making processes and provide them some degree of empowerment.

Generally, the three common styles of leaderships were highly evident among the leaders as perceived by the teachers. This implies that different leadership styles are applied by leaders in different contexts within the educational institution, depending on the situation or context.

3. Differences in the Assessment of Teacher Respondents on their Leaders' Leadership Styles when their profiles are taken as test factors

Table 6. Differences in the Assessment of Teacher Respondents on their Leaders' Leadership Style When Age is Taken as Test Factor

Leadership Styles	Age	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
Autocratic	21-30 y/o	2.96	0.40	3.01	0.03	Rejected	Significant
	31-40 y/o	3.06	0.38				
	41-50 y/o	2.98	0.37				
	>50 y/o	3.18	0.40				
Democratic	21-30 y/o	3.18	0.53	0.80	0.49	Accepted	Not Significant
	31-40 y/o	3.13	0.51				
	41-50 y/o	3.26	0.46				
	>50 y/o	3.20	0.42				
Laissez-Faire	21-30 y/o	3.25	0.41	1.60	0.19	Accepted	Not Significant
	31-40 y/o	3.21	0.43				
	41-50 y/o	3.35	0.38				
	>50 y/o	3.32	0.32				
Over-all	21-30 y/o	3.13	0.35	1.27	0.29	Accepted	Not Significant
	31-40 y/o	3.13	0.33				
	41-50 y/o	3.20	0.29				
	>50 y/o	3.23	0.28				

The table shows that Autocratic style obtained a computed F- value of 3.01 with a significance value of 0.03. Since the significance value is less than 0.05, the null hypothesis is rejected which means that there is a significant difference in the assessment of the teacher respondents when their age is taken as a test factor.

Democratic style obtained a computed F- value of 0.80 with a significance value of 0.49. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their age is taken as a test factor.

Laissez-Faire style obtained a computed F- value of 1.60

Table 7. Follow-up Test on the Differences in the Assessment of Teacher Respondents on their Leaders' Leadership Style When Age is Taken as Test Factor

Leadership Styles	Age	Mean	21-30 y/o	31-40 y/o	41-50 y/p	>50 y/o
			2.96	3.06	2.98	3.18
Autocratic	21-30 y/o	2.96				*
	31-40 y/o	3.06				*
	41-50 y/o	2.98				*
	>50 y/o	3.18				

The result shows that teachers who are more than 50 years old have seen autocratic leadership style more evident among their leaders than how it was perceived by the teachers younger than them. It can be inferred that there is a generational difference in the perception of leadership styles among teachers. Specifically, teachers who are more than 50 years old have observed a more evident presence of autocratic

with a significance value of 0.19. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their age is taken as a test factor.

The overall result shows that having obtained a computed F- value of 1.27 with a significance value of 0.29, the teacher respondents have relatively the same assessment on their leaders' leadership style in terms democratic and laissez-faire styles. However, significant difference exists in terms of autocratic style.

leadership style in their leaders compared to the perception of teachers who are younger than them. This suggests a potential trend where older teachers may have experienced or perceived a different leadership approach, emphasizing the influence of age or generational factors on how leadership styles are perceived within the teaching community.

Table 8. Differences in the Assessment of Teacher Respondents on their Leaders' Leadership Style When Gender is Taken as Test Factor

Leadership Styles	Gender	Mean	SD	Computed t-value	Sig	Decision on Ho	Interpretation
Autocratic	Male	3.07	0.42	1.06	0.29	Accepted	Not Significant
	Female	3.01	0.37				
Democratic	Male	3.27	0.42	2.31	0.22	Accepted	Not Significant
	Female	3.12	0.53				
Laissez-Faire	Male	3.32	0.39	1.49	0.14	Accepted	Not Significant
	Female	3.24	0.40				
Over-all	Male	3.22	0.32	2.23	0.27	Accepted	Not Significant
	Female	3.12	0.31				

The table shows that Autocratic style obtained a computed t- value of 1.06 with a significance value of 0.29. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their gender is taken as a test factor.

Democratic style obtained a computed t- value of 2.31 with a significance value of 0.22. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their gender is taken as a test factor.

Laissez-Faire style obtained a computed t- value of 1.49 with a significance value of 0.14. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their gender is taken as a test factor.

The overall result shows that having obtained a computed t- value of 2.23 with a significance value of 0.27, Both male and female teacher respondents have relatively the same assessment on the leadership style of their leaders in terms autocratic, democratic and laissez-faire styles.

Table 9. Differences in the Assessment of Teacher Respondents on their Leaders' Leadership Style When Years of Tenure in Service is Taken as Test Factor

Leadership Styles	Years of Tenure in Service	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
Autocratic	1-5 years	2.98	0.40	4.06	0.08	Accepted	Not Significant
	6-10 years	3.10	0.36				
	11-15 years	2.89	0.42				
	Above 15 years	3.14	0.37				
Democratic	1-5 years	3.20	0.54	0.21	0.89	Accepted	Not Significant
	6-10 years	3.19	0.42				
	11-15 years	3.13	0.53				
	Above 15 years	3.20	0.47				
Laissez-Faire	1-5 years	3.29	0.39	0.15	0.93	Accepted	Not Significant
	6-10 years	3.25	0.41				
	11-15 years	3.29	0.40				
	Above 15 years	3.28	0.39				
Over-all	1-5 years	3.16	0.34	0.80	0.49	Accepted	Not Significant
	6-10 years	3.18	0.31				
	11-15 years	3.10	0.31				
	Above 15 years	3.20	0.31				

The table shows that Autocratic style obtained a computed F- value of 4.06 with a significance value of 0.08. Since the significance value is more than 0.05, the null hypothesis is rejected which means that there is no significant difference in the assessment of the teacher respondents when their Years of tenure in Service is taken as a test factor.

Democratic style obtained a computed F- value of 0.21 with a significance value of 0.89. Since the significance value is more than 0.05, the null hypothesis is rejected which means that there is no significant difference in the assessment of the teacher respondents when their Years of tenure in Service is taken as a test factor.

Laissez-Faire style obtained a computed F- value of 0.15

with a significance value of 0.93. Since the significance value is more than 0.05, the null hypothesis is rejected which means that there is no significant difference in the assessment of the teacher respondents when their Years of tenure in Service is taken as a test factor.

The overall result shows that having obtained a computed F- value of 0.80 with a significance value of 0.49, teacher respondents have relatively the same assessment on the leadership style of their leaders in terms of autocratic, democratic and laissez-faire styles regardless of how long they have been in the service.

4. Teacher Respondents' Assessment on their Work Engagement in Terms of Vigor, Dedication and Absorption

Table 10. Teacher Respondents' Assessment on their Work Engagement in Terms of Vigor

Vigor	Mean	SD	Qualitative Description	Interpretation	Ranking
At my work, I feel bursting with energy.	3.01	0.65	Agree	Highly Engaged	2.5
At my job, I feel strong and vigorous.	3.01	0.57	Agree	Highly Engaged	2.5
When I get up in the morning, I feel like going to work.	2.56	0.78	Agree	Highly Engaged	5
I can continue working for very long periods at a time.	2.75	0.80	Agree	Highly Engaged	4
At my job, I am very mentally resilient.	3.08	0.52	Agree	Highly Engaged	1
Composite Mean	2.88	0.52	Agree	Highly Engaged	

Legend: 3.51-4.00 Strongly Agree/Very Highly Engaged; 2.51-3.50 Agree/Highly Engaged; 1.51-2.50 Disagree/Not Quite Engaged; 1.00-1.50 Strongly Disagree/Not Engaged at all

Teacher respondents agree that they are very mentally resilient at their job with the given highest assessment of 3.08 interpreted as highly engaged. While they also agree that they feel like going to work when they get up in the morning, it was given the lowest assessment of 2.56 also interpreted as highly engaged. A composite mean value of 2.88 shows that teachers were highly engaged in terms of vigor.

The finding indicates that teachers believe they are capable

of managing pressures and challenges, which can improve their general wellbeing and satisfaction at work. It also shows that teachers may not always feel excited or inspired to go to work every day, even if they may have the mental capacities to handle the demands of their jobs. Despite differences in their levels of job engagement, overall, It shows that the teacher respondents were very vigorously involved. The term "vigor" describes the ability to approach labor duties with resilience, vigor, and excitement. This implies that teachers exhibit high levels of energy and passion in their work duties, even though they might not always feel inspired to go to work.

Table 11. Teacher Respondents' Assessment on their Work Engagement in Terms of Dedication

Dedication	Mean	SD	Qualitative Description	Interpretation	Ranking
I find the work that I do full of meaning and purpose.	3.10	0.58	Agree	Highly Engaged	2
I am enthusiastic about my job.	3.07	0.64	Agree	Highly Engaged	3
My job inspires me.	3.03	0.61	Agree	Highly Engaged	4
I am proud on the work that I do.	3.12	0.57	Agree	Highly Engaged	1
To me, my job is challenging.	2.98	0.61	Agree	Highly Engaged	5
Composite Mean	3.06	0.50	Agree	Highly Engaged	

Legend: 3.51-4.00 Strongly Agree/Very Highly Engaged; 2.51-3.50 Agree/Highly Engaged; 1.51-2.50 Disagree/Not Quite Engaged; 1.00-1.50 Strongly Disagree/Not Engaged at all

Teacher respondents agree that they are proud on the work that they do with the given highest assessment of 3.12 interpreted as highly engaged. While they also agree that for them, their job is challenging, it was given the lowest assessment of 2.98 also interpreted as highly engaged. A composite mean value of 3.06 indicates that teachers were highly engaged in terms of dedication.

The teachers find meaning and significance in their work, which can enhance their commitment to and overall job happiness. Teachers may take enthusiasm in their work, but they also recognize the inevitable difficulties and complexities of their profession. This suggests that although educators are proud of the work they do, they are also aware of the difficulties they face on a daily basis. The diversity of

perspectives on pride and challenge emphasizes the complexity of the teaching profession and the necessity of striking a balance between the acknowledgement of challenges and limitations and the positive aspects of pride and fulfillment. Teacher involvement and dedication can be sustained and increased by implementing strategies that eliminate obstacles, help, and create a positive work environment.

Çayak, S. (2021) stated that teachers spend physical and mental energy to take care of the school environment, their mental resilience, and commitment. Teachers' dedication can be considered an attitude towards their professional tasks carried out with responsibility and a sense of belonging to their institution. When engaged in new tasks, committed teachers care about work-related relationships (i.e., with students and colleagues) and experience enthusiasm and interest.

Table 12. Teacher Respondents' Assessment on their Work Engagement in Terms of Absorption

Absorption	Mean	SD	Qualitative Description	Interpretation	Ranking
Time flies when I'm working.	3.18	0.53	Agree	Highly Engaged	1
When I am working, I forget everything else around me.	2.89	0.63	Agree	Highly Engaged	3
I feel happy when I am working intensely.	3.00	0.65	Agree	Highly Engaged	2
I am immersed in my work.	2.82	0.65	Agree	Highly Engaged	5
I get carried away when I'm working.	2.85	0.69	Agree	Highly Engaged	4
Composite Mean	2.95	0.49	Agree	Highly Engaged	

Legend: 3.51-4.00 Strongly Agree/Very Highly Engaged; 2.51-3.50 Agree/Highly Engaged; 1.51-2.50 Disagree/Not Quite Engaged; 1.00-1.50 Strongly Disagree/Not Engaged at all

Teacher respondents agree that time flies when they are working with the given highest assessment of 3.18 interpreted as highly engaged. While they also agree that they are immersed in their work, it was given the lowest assessment of 2.82 also interpreted as highly engaged. A composite mean value of 2.95 shows that teachers were highly engaged in

terms of absorption.

This shows that teachers are deeply involved in and focused on their day-to-day tasks, indicating that they are highly engaged in terms of absorption. This suggests that although educators may experience a sense of engagement and productivity in their work, there might be opportunities to improve the level of their absorption in order to optimize their efficacy and job satisfaction.

In accordance with Rayton and Yalabik (2014), A high level of absorption will result in better performance, because absorption represents an attitude of concentration and

seriousness in work. Since individuals who are engaged in their job are more likely to complete their tasks, absorption can assist organizations in meeting set goals and targets. We

can conclude that employee performance is positively impacted by absorption.

Table 13. Summary of the Teacher Respondents' Assessment on their Work Engagement

Work Engagement	Mean	SD	Qualitative Description	Interpretation	Ranking
Vigor	2.88	0.52	Agree	Highly Engaged	3
Dedication	3.06	0.50	Agree	Highly Engaged	1
Absorption	2.95	0.49	Agree	Highly Engaged	2
Over-all Mean	2.96	0.43	Agree	Highly Engaged	

Legend: 3.51-4.00 Strongly Agree/Very Highly Engaged; 2.51-3.50 Agree/Highly Engaged; 1.51-2.50 Disagree/Not Quite Engaged; 1.00-1.50 Strongly Disagree/Not Engaged at all

The result shows that teacher respondents are more engaged in terms of dedication as this ranked first, second was on absorption, and the least was on vigor. The over-all result indicates that teacher respondents have seen themselves to have a high level of work engagement.

Teachers' work engagement is expected to change depending on the job environment because of the different balance between job demand and resources. According to Cai, Wai and Tang (2022), Work engagement is a complicated construct that includes multiple dimensions. In this study, we investigated how teachers' work engagement as an overall

construct was facilitated by the professional community. However, the three dimensions of engagement, that is, vigor, dedication, and absorption, might reflect individuals' physical, emotional, and cognitive connection, respectively, to their work and each dimension might be influenced by different factors (Khan, 1990; Bakker et al., 2009) For example, vigor can be influenced by rewards and punishment, dedication can be influenced by individuals' open and transparent interactions with leaders and understanding of the meaningfulness of their work, and absorption can be influenced by individuals' desire to achieve and need for autonomy (Dunlop and Scheepers, 2022)

5. Differences in the Assessment of Teacher Respondents on their Work Engagement When their profiles are taken as test factors

Table 14. Differences in the Assessment of Teacher Respondents on their Work Engagement When Age is Taken as Test Factor

Work Engagement	Age	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
Vigor	21-30 y/o	2.79	0.50	2.89	0.04	Rejected	Significant
	31-40 y/o	2.87	0.52				
	41-50 y/o	2.82	0.54				
	>50 y/o	3.08	0.46				
Dedication	21-30 y/o	2.97	0.50	3.10	0.03	Rejected	Significant
	31-40 y/o	3.06	0.47				
	41-50 y/o	2.98	0.53				
	>50 y/o	3.25	0.50				
Absorption	21-30 y/o	2.87	0.56	2.72	0.04	Rejected	Significant
	31-40 y/o	2.92	0.46				
	41-50 y/o	2.91	0.47				
	>50 y/o	3.14	0.42				
Over-all	21-30 y/o	2.88	0.43	3.99	0.01	Rejected	Significant
	31-40 y/o	2.95	0.41				
	41-50 y/o	2.90	0.44				
	>50 y/o	3.16	0.39				

The table shows that Vigor obtained a computed F- value of 2.89 of with a significance value of 0.04. Since the significance value is less than 0.05, the null hypothesis is rejected which means that there is a significant difference in the assessment of the teacher respondents when their age is taken as a test factor.

Dedication obtained a computed F- value of 3.10 with a significance value of 0.03. Since the significance value is less than 0.05, the null hypothesis is rejected which means that there is a significant difference in the assessment of the

teacher respondents when their age is taken as a test factor.

Absorption obtained a computed F- value of 2.72 with a significance value of 0.04. Since the significance value is less than 0.05, the null hypothesis is rejected which means that there is a significant difference in the assessment of the teacher respondents when their age is taken as a test factor.

The overall result shows that having obtained a computed F- value of 3.99 with a significance value of 0.1, there are significant differences in the perceptions of teacher respondents on their work engagement in terms vigor, dedication, and absorption considering their age.

Table 15. Differences in the Assessment of Teacher Respondents on their Work Engagement When Age is Taken as Test Factor

Work Engagement	Age	Mean	21-30 y/o	31-40 y/o	41-50 y/o	>50 y/o
Vigor	21-30 y/o	2.79				*
	31-40 y/o	2.87				*
	41-50 y/o	2.82				*
	>50 y/o	3.08				
			2.97	3.06	2.98	3.25
Dedication	21-30 y/o	2.97				*
	31-40 y/o	3.06				*
	41-50 y/o	2.98				*
	>50 y/o	3.25				
			2.87	2.92	2.91	3.14
Absorption	21-30 y/o	2.87				*
	31-40 y/o	2.92				*
	41-50 y/o	2.91				*
	>50 y/o	3.14				
			2.88	2.95	2.90	3.16
Over-all	21-30 y/o	2.88				*
	31-40 y/o	2.95				*
	41-50 y/o	2.90				*
	>50 y/o	3.16				

The result shows that teachers who are more than 50 years old have seen themselves to be more engaged in terms of vigor, dedication, and absorption than other teachers younger than them.

According to the findings of Nanto, Z., and Özcan, M. B. (2020), it was concluded that teachers within the higher age group feel more vigorous than teachers in the younger age

group. The result was unexpected since it was assumed that the younger age group would be more vigorous in their job. One could argue that increased vigor in the workplace is not solely attributable to age; rather, having positive sentiments about one's experience and work could also influence one's vigor towards their job.

Table 16. Differences in the Assessment of Teacher Respondents on their Work Engagement When Gender is Taken as Test Factor

Work Engagement	Gender	Mean	SD	Computed t-value	Sig	Decision on Ho	Interpretation
Vigor	Male	2.91	0.49	0.85	0.40	Accepted	Not Significant
	Female	2.85	0.54				
Dedication	Male	3.06	0.51	0.10	0.92	Accepted	Not Significant
	Female	3.05	0.50				
Absorption	Male	2.97	0.48	0.72	0.47	Accepted	Not Significant
	Female	2.93	0.49				
Over-all	Male	2.98	0.42	0.65	0.51	Accepted	Not Significant
	Female	2.94	0.43				

The table shows that Vigor obtained a computed t- value of 0.85 with a significance value of 0.40. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their gender is taken as a test factor.

Dedication obtained a computed t- value of 0.10 with a significance value of 0.92. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their gender is taken as a test factor.

Absorption obtained a computed t- value of 0.72 with a significance value of 0.47. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their gender is taken as a test factor.

The overall result shows that having obtained a computed t- value of 0.65 with a significance value of 0.51, Male and female teacher respondents have relatively the same assessment on their work engagement in terms of vigor, dedication, and absorption.

Table 17. Differences in the Assessment of Teacher Respondents on their Work Engagement When Years of Tenure in Service is Taken as Test Factor

Work Engagement	Years of Tenure in Service	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
Vigor	1-5 years	2.77	0.52	3.64	0.14	Accepted	Not Significant
	6-10 years	2.96	0.45				
	11-15 years	2.74	0.46				
	Above 15 years	3.00	0.58				
Dedication	1-5 years	3.01	0.44	3.46	0.17	Accepted	Not Significant
	6-10 years	3.10	0.46				
	11-15 years	2.86	0.54				
	Above 15 years	3.08	0.56				
Absorption	1-5 years	2.83	0.53	3.93	0.09	Accepted	Not Significant
	6-10 years	2.98	0.44				
	11-15 years	2.85	0.49				
	Above 15 years	3.10	0.43				
Over-all	1-5 years	2.87	0.41	4.77	0.13	Accepted	Not Significant
	6-10 years	3.02	0.38				
	11-15 years	2.81	0.41				
	Above 15 years	3.09	0.46				

The table shows that Vigor obtained a computed F- value of 3.64 with a significance value of 0.14. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their Years of tenure in service is taken as a test factor.

Dedication obtained a computed F- value of 3.46 with a significance value of 0.17. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their Years of tenure in service is taken as a test factor.

Absorption obtained a computed F- value of 3.93 with a significance value of 0.09. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their Years of tenure in service is taken as a test factor.

The overall result shows that having obtained a computed

F- value of 4.77 with a significance value of 0.13, teacher respondents have relatively the same assessment on their work engagement in terms of vigor, dedication, and absorption regardless of how long they have been in the service.

Few empirical studies on teacher engagement have been conducted in China. Li (2015) surveyed 2,185 middle school teachers from the eastern, western, and middle regions of China. The findings showed 77.5% of the participants as full of vitality and actively engaged in their work. Teachers with less than 5years of teaching experience showed the greatest work engagement, while those with 16 to 25years of experience showed the lowest. Meanwhile, a higher educational background was related to greater work engagement. Teachers with a master's degree scored significantly higher than those with a lower education degree (Li,2015).

6. The Relationship Between the Leaders' Leadership Styles and The Teachers' Work Engagement

Table 18. Relationship Between the Leaders' Leadership Styles and the Teachers' Work Engagement

Leadership Styles of Leaders	Teachers' Work Engagement	Computed r	Sig	Decision on Ho	Interpretation
Autocratic	Vigor	0.46	0.00	Rejected	Significant
	Dedication	0.32	0.00	Rejected	Significant
	Absorption	0.40	0.00	Rejected	Significant
	Average	0.46	0.00	Rejected	Significant
Democratic	Vigor	0.26	0.00	Rejected	Significant
	Dedication	0.26	0.00	Rejected	Significant
	Absorption	0.37	0.00	Rejected	Significant
	Average	0.35	0.00	Rejected	Significant
Laissez-Faire	Vigor	0.33	0.00	Rejected	Significant
	Dedication	0.36	0.00	Rejected	Significant
	Absorption	0.39	0.00	Rejected	Significant
	Average	0.42	0.00	Rejected	Significant
Over-all Leadership Style of Leaders	Over-all Teachers' Work Engagement	0.48	0.00	Rejected	Significant

The study found that the leadership styles exhibited by leaders, whether autocratic, democratic, or laissez-faire have a significant relationship on the work engagement of teachers

in terms of vigor, dedication, and absorption to a moderate degree. The leadership at educational institutions is affected by these findings. Teachers' levels of vigor, dedication, and

absorption in their jobs may be influenced by leaders who adopt autocratic, democratic, or laissez-faire approaches. Initiatives for leadership development that aim to improve teacher motivation and effectiveness as well as establish a positive work environment can be informed by knowledge of how different leadership styles affect job engagement.

A teacher's work experiences as well as outcomes are greatly influenced by their leaders. High levels of job engagement among teachers are more likely to be facilitated by leaders who can establish a positive, empowering, and stimulating work environment. This will ultimately lead to better performance and organizational success.

The over-all result indicates that the leadership style of leaders is significantly correlated with the teachers' work engagement to a moderate degree indicating a moderate relationship. This suggests that while there is a discernible influence of leadership style on work engagement, the extent of this influence is not overwhelmingly strong.

In accordance with the research, the study Zhao, R. and Sheng, Y. (2019) results show that charismatic leadership is significantly positively correlated with employee engagement, and there is a significant positive correlation between vigor, dedication and absorption. Authoritarian leadership is significantly negatively correlated with employee engagement, and is significantly negatively correlated with vigor and dedication.

9. Conclusion

The conclusions drawn by the researcher were based on the findings presented in the study.

1.The majority of the teacher respondents are female who are within the age group of 31-40 years old and have been in the service for about 1-5 years.

2.Based from the results, the teacher respondents perceived Laissez-faire leadership style was the most dominant among their leader, second was on democratic style, and the least dominant was on autocratic. Generally, the three common styles of leaderships were highly evident among the leaders as perceived by the teachers. This implies that different leadership styles are applied by leaders in different contexts within the educational institution, depending on the situation or context.

3.The result showed that there are no significant differences in the assessment of the teacher respondents on the leadership style of their leaders in terms of autocratic, democratic and laissez-faire styles in terms of gender and their years of tenure in service. However, when it comes to age, significant difference exists in terms of autocratic style and none in terms of democratic and laissez-faire styles.

4.It is concluded that teacher respondents were more engaged in terms of dedication as it ranked first, second was on absorption, and the least was on vigor. The over-all result showed that teacher respondents have seen themselves to have a high level of work engagement.

5.The result showed that there are no significant differences in the assessment of the teacher respondents on their Work Engagement terms vigor, dedication, and absorption based on their gender and years of tenure in service. But, significant differences were found based on their age. On a follow up result, it was revealed that teacher respondents who are more than 50 years old have seen themselves to be more engaged in terms of vigor, dedication, and absorption than other teachers younger than them.

6.It can be concluded that the leaders' leadership styles

have a significant relationship on the work engagement of teachers. Teachers' levels of vigor, dedication, and absorption in their jobs may be influenced by leaders who adopt autocratic, democratic, or laissez-faire approaches.

7.The Focused Group Discussion (FGD) presented an exclusive platform for educational leaders to express their perspectives regarding leadership styles and how these styles affect teacher work engagement. The FGD encompasses the combined knowledge and varied viewpoints exchanged by educational leaders, providing valuable insights into their grasp of effective leadership approaches. It aims to shed light on the intricate dynamics of leadership within educational environments, establishing a basis for well-informed decision-making and strategic planning in the field of educational leadership.

8.Given the crucial influence of leadership styles on shaping teacher work engagement, this study introduces a comprehensive set of Best Practice Guidelines. These guidelines aim to cultivate positive leadership practices within educational institutions, offering educational leaders a structured framework. The central objective is to equip leaders with a tool that recognizes and actively responds to the impact of leadership styles on teacher work engagement.

10. Recommendations

In light of the conclusions, the following recommendations are suggested:

1.It is recommended to establish mentorship programs that link more experienced teachers, including those in the same age range with less experienced educators to offer advice, assistance, and knowledge sharing. For younger female teachers, this can help ensure a more seamless entrance into the field and foster their professional development.

2.It is recommended to Provide teachers with extensive leadership development and training programs to improve their knowledge of and ability to use a variety of leadership perspectives. The main goal of this training program should be to give leaders the information, abilities, and resources they need to successfully modify their style of leadership to fit various institutional contexts and circumstances.

3.It is recommended to establish a leadership training programs for teachers that are age-responsive. The main goal of these programs should be to increase understanding of the age-related variations in attitudes and choices about leadership philosophies. It is essential for leaders to possess the abilities needed to adapt their leadership style to fit the different age groups in the organization. This includes attending to the needs and desires of both younger and experienced teachers.

4.It is recommended to consider actions to acknowledge and celebrate the high levels of work engagement that the teachers have showcased. This can involve praising their achievements, recognizing their dedication to their jobs, and offering chances for professional development that will enhance their engagement with their work.

5.It is recommended to provide specialized resources and assistance programs for younger teachers to increase their level of engagement at work. These initiatives should concentrate on addressing issues like workload management, chances for professional development, and mentorship support that may be linked to lower levels of engagement among younger teachers.

6.It is recommended to establish comprehensive systems for the development and training of educational leaders. The

main goal of these programs would have to be to improve leaders' comprehension of various leadership philosophies and how they affect teachers' engagement at work. In order to encourage greater levels of vigor, dedication, and absorption among teachers, leaders need to have the abilities to effectively improve their leadership method.

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