



THE MEDIATING EFFECT OF SHARED PERSONAL PRACTICE ON THE RELATIONSHIP BETWEEN 21ST-CENTURY LEADERSHIP SKILLS OF SCHOOL HEADS AND TEACHER ENGAGEMENT

Cherelyn Baga Abonero¹

¹Master of Arts in Education major in Educational Management, University of Mindanao
Teacher I, Cogonon Integrated School, Division of Davao de Oro

Article DOI: <https://doi.org/10.36713/epra10780>

DOI No: 10.36713/epra10780

ABSTRACT

The primary purpose of this study was to find out the mediating effect of shared personal practice on the relationship between 21st-century leadership skills of administrators and teacher engagement. The study employed a quantitative, non-experimental design using the correlational technique. The respondents were the school heads of the Compostela Valley Division. Mean, Pearson-r, and Regression Analysis were used to determine the study's findings. Moreover, adapted survey questionnaires were used for shared personal practice, 21st-century leadership skills of administrators, and teacher engagement. The results showed that the level of 21st-century leadership skills of administrators is very high, the level of teacher engagement was very high, and shared personal practice was very high. Meanwhile, there is a significant relationship between levels of shared personal practice and teacher engagement, 21st-century school leadership skills and teacher engagement, and levels of school leadership and teacher engagement. Further, the study found that shared personal practices and teacher engagement revealed a positive mediating effect, as indicated in its probability value, while the correlation between school leadership skills and teacher engagement revealed a very close fit, as shown in its probability value.

KEYWORDS – shared personal practice, 21st–century leadership skills, teacher engagement, Philippines.

INTRODUCTION

Several factors cause problems of teacher engagement. It is a requirement for teachers to work well to achieve the different expectations of students, parents, school heads and even the whole community (MacTavish & Kolb, 2006). Teachers are holding crucial roles as educational leaders especially in molding the young as the future generations (MacTavish et al., 2006). Lack of engagement is the most identified reason for educational failure among students; parents usually blame it on parents, students and even the community. Some research in the field of education is starting to propose and try out theories on how teacher engagement affects and gives an impact on learning. In addition, they become uninterested and do not pay any attention and desire to learn because educators are not exciting and not engaging which do not cooperate in the educative process, less interested in going to school which results on poor academic and social achievement made (Ogbu, 2013; Tucker, 2012).

Teacher engagement has a great role in boosting students' engagement and motivation. Even if students are more driven with intrinsic motivation, it was identified that teachers' special role relies on motivating students to engage and be motivated in class (Hill & Rowe, 1996). Students are more driven in intrinsic motivation which a study has found and that teachers are the prime movers in implementing the learning process and motivating students is one of the most important roles they portray. Teachers enjoy their job, build their confidence in teaching, develop pedagogical efficacy, and display effective training in the learning place strongly affect student engagement and motivation (Martin, 2006). The way teachers teach and what they teach is the most powerful instrument in driving students to become engage in any learning activities (Cardwell, 2011).

Considering the importance of teacher engagement, the researcher conducted an extensive review of related studies, and literature and found that 21st-century leadership skills are associated with the teacher engagement (Mulford, 2003). Administration and school leadership provided by principals influenced teachers working life and engagement. It is well-



understood that leading a school directly affects the effectiveness of teaching as well as the performance outcomes of the students (Hallinger & Murphy, 1986, Nusche & Moorman, 2008).

Meanwhile, to become influential leaders for the 21st-century, school heads must see to it that the learning needs, the abilities of teachers and the primary needs of the students, the outcomes that a school wants to accomplish in the classroom, the availability of tools and resources to meet desired outcomes, and parameters to measure the effectiveness of teaching and learning. Looking into this concern will help every leader easily identify the problems and build plans for its solution.

Another important variable that should also be subjected to deeper scrutiny is the shared personal practice between teachers and school administrators. In a learning community of professionals, the norm of having a shared individual practice relates to the behavior of teachers as viewed by their colleagues. It can possibly be done by an evaluation being done by peers to help their peers. It can be done regularly by their motivation and school head-teachers teachers, and visiting others' classes to observe, take notes of their suggestions, and share such with others for improvement. This action can possibly be done to improve and develop mutual respect and trustworthiness of every employee. Teachers emphasized that sharing one's practice makes learners enjoy a great level of collaboration with others in their daily tasks which improves their achievements. It was distinguished that mutual respect and understanding is very significant for it serves as the key instrument in working with others which may result in positive workplace culture (Louis & Kruse, 1995).

The researcher has not come across a study on the mediating effect of shared personal practice on the relationship between 21st-century leadership skills and teacher engagement in the local setting. In this context, the researcher is interested in determining whether 21st-century leadership skills determine teacher engagement. It can raise concern to the intended beneficiaries of this study, and possibly develop intervention schemes to improve the teaching-learning process and school administration, thus, the need to conduct this study.

The researcher would like to determine whether shared personal practice mediates the effect of 21st-century school leadership skills of school heads on teacher engagement. In this context, the researcher wants to pursue this study to shed light if the shared personal practice that would mediate the relationship between 21st-century school leadership skills of school heads and teacher engagement; hence, making this quantitative inquiry a new revolution of knowledge in the light of 21st-century education.

Research Objective

The main objective of this study is to find out the mediating effect of shared personal practice on the relationship between 21st-century school leadership skills of administrators and teacher engagement in the First Congressional Legislative District of Compostela Valley.

Specifically, the following objectives are formulated:

1. To describe the level of 21st-Century school leadership skills of administrators in terms of:
 - 1.1 educational leadership;
 - 1.2 resolving complex problems;
 - 1.3 communication; and
 - 1.4 developing self and others.
2. To ascertain the level of teacher engagement of public elementary schools in First Congressional Legislative District of Compostela Valley in terms of:
 - 2.1 emotional engagement;
 - 2.2 social engagement; colleagues;
 - 2.3 cognitive engagement; and
 - 2.4 social engagement: students.
3. To measure the level of shared personal practice in terms of:
 - 3.1 shared and supportive leadership;
 - 3.2 shared values and visions;
 - 3.3 shared learning and application;
 - 3.4 personal practices;
 - 3.5 supportive conditions-relationships; and
 - 3.6 supportive conditions-structure.
4. To determine the significance of the relationship between:
 - 4.1 21st-century school leadership skills of administrators and teacher engagement;
 - 4.2 21st-century school leadership skills of administrators and shared personal practice; and
 - 4.3 shared personal practice and teacher engagement.



5. To determine the significance of mediation of shared personal practice on the relationship between 21st-century school leadership skills of administrators and teacher engagement.

METHOD

This chapter deals with the method and procedures that will be used in gathering and finding necessary data for the study, the research design, respondents of the study; the research subject, data procedure and statistical treatment of the data that the researcher in this study will use.

Research Design

This research makes use of a non-experimental research design in which a researcher cannot control, manipulate or alter the predictor variable or subjects, but instead, relies on interpretation, observation or interactions to come to a conclusion based on a finding. In this study, the variables were not manipulated and the setting was not controlled.

Descriptive-correlation research design describes variables and examines relationships amongst these variables and it does not infer cause-and-effect relationships among the identified variables. It also facilitates the identification of many interrelationships in a particular situation.

The study is descriptive since it will assess administrators' levels of shared personal practice and 21st-century leadership skills, engagement among public schools in the first Congressional Legislative District of Compostela Valley. It is correlational since it will investigate the relationship between variables such as shared personal practice and 21st-century leadership skills of administrators engagement using the survey questionnaire to gather the necessary data. The interest of the study is to investigate the relationship between 21st-century school leadership skills of administrators engagement; 21st-century school leadership skills of administrators and shared personal practice, and shared personal practice engagement in first Congressional Legislative of District Compostela Valley. Medgraph will be employed in determining the mediation.

Research Instrument

To answer the study's objective, the researcher adopted three sets of questionnaires from different authors. These were validated by a panel of experts on constructing the survey questionnaire. The researcher followed experts' comments and suggestions in the questionnaire's finalization. It was a very comprehensive tool in order to attain the objective of the study. The first of the research tool deals on 21st-century leadership skills of school heads which has the following indicators namely: shared, and supportive leadership, shared learning, and application, personal practices, supportive condition-relationship, and supportive condition-structure. The instrument adopted and modified was taken from the National Association of Secondary School Principals (2010).

The second set of an instrument was employed to measure teacher engagement. The survey tool was adopted and modified from the study of Cardwell (2011). There are three indicators of this variable namely vigor, dedication and absorption.

The third set of the questionnaire was to measure the shared personal practice which has the following indicators: shared and supportive leadership, shared values and visions, shared learning and application, personal practices, supportive conditions-relationships; and supportive conditions-structure. The survey questionnaire was adopted and modified from the study of Olivier, Hipp and Huffman (2010).

A universal sampling strategy was utilized in deciding the respondents of the study be made out of all public school administrators, both male and female, from the Division of Compostela Valley. The all-outnumber of school heads population was 700 and 400 are combined into the overview. The study excludes students, guardians or parents, classroom teachers, and DepEd Officials. This study, centers on the authoritative citizenship conduct and responsibility of educators.

Respondents could pull back on the off chance that they did not have a craving for noting the poll, and on the off chance that they felt that their security had been in question. Noting the survey was on the respondent's through and through freedom and that analysts couldn't drive the respondent to answer the said.

The five-point Likert scale was used to rate the research variables' indicators. According to Santos (2007), the Likert Scale is easy to use as it requires individuals to tick on a box/blank in response to a large number of items concerning an attitude, object and stimulus. It is common to treat the number obtained from a rating scale directly as measurements by calculating averages or more generally any arithmetic operations and identify its level and interpretation.

The five orderable gradations of 21st-century leadership skills with their respective range of means and descriptions are as follows:



Range of Means	Descriptive Level	Interpretation
4.20 – 5.00	Very High	This means that 21 st -century leadership skills is manifested at all times.
3.40 – 4.19	High	This means that 21 st -century skills leadership is manifested most of the time.
2.60 – 3.39	Moderate	This means that 21 st -century leadership skills is manifested occasionally.
1.80 – 2.59	Low	This means that 21 st -century leadership skills leadership is manifested in few instances.
1.00 – 1.79	Very Low	This means that 21 st -century leadership skills is not manifested at all.

In evaluating the level of Teacher Engagement, the following scale will be used.

Range of Means	Descriptive Level	Interpretation
4.20 – 5.00	Very High	This means that teacher engagement is evident at all times.
3.40 – 4.19	High	This means that teacher engagement is evident most of the time.
2.60 – 3.39	Moderate	This means that teacher engagement is evident occasionally.
1.80 – 2.59	Low	This means that teacher engagement is evident in few instances.
1.00 – 1.79	Very Low	This means that teacher engagement is not evident at all.

In determining the level of shared personal practice, the means will be interpreted using the scale below.

Range of Means	Descriptive Level	Interpretation
4.20 – 5.00	Very High	This means that shared personal practice is manifested or felt at all times.
3.40 – 4.19	High	This means that shared personal practice is manifested or felt most of the time.
2.60 – 3.39	Moderate	This means that shared personal practice is manifested or felt occasionally.
1.80 – 2.59	Low	This means that shared personal practice is manifested or felt on few occasions.
1.00 – 1.79	Very Low	This means that shared personal practice is not manifested or felt at all.

Data Collection

To gather the necessary data, the researcher followed a systematic procedure:

Firstly, the researcher sought the permission of the Division's Superintendent of Compostela Valley. After the approval of the request, survey questionnaires were directed to the public school administrators in the first Congressional Legislative District of Compostela Valley. The researcher went personally to the different public schools to distribute questionnaires to the respondents. The questionnaire was answerable within 30 minutes but the researcher provided enough tie to the respondents that is why the researcher left the questionnaire and let the respondent answer the questionnaire for two weeks. After two weeks, the researcher personally gathered the questionnaires and tallied the responses of the research respondents. Finally, the researcher sought a statistician's expertise to address this study's objective. The proposed duration of this study was one semester and summer. This started in November 2018 and was successfully finished in May 2021.

Statistical Tools

The following statistical tool was utilized for more comprehensive interpretation and analysis of the data.

Mean was used to determine the level of 21st-century leadership skills of administrators, teacher engagement and shared personal practices to answer problems 1, 2 and 3.



Pearson r was utilized to determine if the relationship between the 21st-century leadership skills of administrators and teacher engagement is really significant.

Sobel z-test. This tool was employed to prove the mediation of shared personal practice on the relationship between 21st-century school leadership skills and teacher engagement to strengthen the obtained result.

RESULTS AND DISCUSSION

In this chapter, presentations of the data and analysis of findings were presented based on the data. Discussions were arranged as follows: the level of 21st-century school leadership skills, level of teacher engagement, level of shared personal practice, significance on the relationship between levels of 21st-century school leadership skills, and shared personal practice, significance on the relationship between levels of shared personal practice, and teacher engagement, significance on the relationship between levels of 21st-century school leadership skills and teacher engagement, mediating effect: path analysis, and total, direct, and indirect effects.

21st-Century School Leadership Skills

The level of 21st-century school leadership skills were presented hereunder and items of the indicators of these variables are analyzed and interpreted shown in the appended tables in appendices divulged in Table 1 in the level of 21st-century school leadership skills with an overall mean of 4.61 or very high which implied that the indicators were manifested all the time. The data could also glean that the indicator with the highest mean rating of 4.91 or very high is developing self and others. This is followed by educational leadership with a mean rating of 4.66 or very high, resolving the complex problems has a mean rating of 4.51 or very high, and the lowest is communication with a mean rating of 4.35 or very high.

Table 1.
Level of School Leadership Skills

Items	SD	Mean	D.E.
Educational Leadership	0.230	4.66	Very High
Resolving Complex Problem	0.153	4.51	Very High
Communication	0.475	4.35	Very High
Developing Self and Others	0.187	4.91	Very High
Overall	0.194	4.61	Very High

Teacher Engagement

The level of teacher engagement with its identified indicators is presented in Table 2 and these were arranged from highest to lowest mean ratings with their respective description. Each indicator was analyzed, discussed and interpreted in a simplified manner to better understand the readers. The data for this variable had an overall mean of 4.39 or very high, indicating that the item statements in the teacher engagement variable were manifested all the time. Indicators are lined up from highest to lowest mean ratings are: emotional engagement had a mean score of 4.80 or very high, social engagement: colleagues had a mean rating of 4.45 or very high, social engagement: students had a mean rating of 4.21 or very high, and the lowest is cognitive engagement had a mean rating of 4.12 or high. Contributory to the very high rating are the item statements: love teaching, feeling happy in teaching, excited in teaching, and finding teaching is fun.

Authors should consider that the technical papers submitted for publication must advance the state of knowledge and must cite relevant prior work. The length of a submitted paper should be commensurate with the work's importance, or appropriate to the complexity. For example, an obvious extension of previously published work might not be appropriate for publication or might be adequately treated in just a few pages.

Because replication is required for scientific progress, papers submitted for publication must provide sufficient information to allow readers to perform similar experiments or calculations and use the reported results. Although not everything need be disclosed, a paper must contain new, useable, and fully described information.



Table 2.
Level of Teacher Engagement

Items	SD	Mean	D.E.
Emotional Engagement	0.399	4.80	Very High
Social Engagement: Colleagues	0.452	4.45	Very High
Cognitive Engagement	0.228	4.12	High
Social Engagement: Students	0.318	4.21	Very High
Overall	0.222	4.39	Very High

Shared Personal Practice

The level of shared personal practice regarding to its six indicators is shown in Table 3, with an overall mean rating of 4.63 or described as very high. It could be viewed from the findings that the indicator with the highest mean ratings is supportive conditions-relationship with a mean rating of 4.79 or very high for. In reverse, the item statement with the lowest mean rating of 4.53 is shared personal practice though still described as very high. Other item-statements for the shared personal practice variable are shared and supportive leadership with a mean rating of 4.64 or very high, supportive conditions: structure with a mean rating of 4.60 or very high, collective learning and application with a mean rating of 4.58 or very high, and shared values and vision with a rating of 4.55 or very high. Item statements that give contributions to the very high result are: caring on the relationship among staff and students that are built on trust and respect, supporting the culture of trust and respect that exists for taking risks, and supporting the school staff and stakeholders exhibit a sustained and unified effort to embed change into the culture of the school.

Table 3.
Level of Shared Personal Practice

Items	SD	Mean	D.E.
Shared and Supportive Leadership	0.371	4.64	Very High
Shared Values and Vision	0.372	4.55	Very High
Collective Learning and Application	0.386	4.58	Very High
Shared Personal Practice	0.480	4.53	Very High
Supportive Conditions-Relationships	0.405	4.79	Very High
Supportive Conditions-Structures	0.420	4.60	Very High
Overall	0.103	4.63	Very High

the school staff and stakeholders exhibit a sustained and unified effort to embed change into the culture of the school.

Significance of the Relationship between Levels of 21st-Century School Leadership Skills and Shared Personal Practice

Displayed in Table 4 is the correlation between levels of 21st-century school leadership skills and shared personal practice. Results of the computation yielded an overall r-value of 0.235 with the probability value of 0.000 or significant. As shown in the table, when 21st-century school leadership skills were correlated were shared personal practice, educational leadership indicator has a positive correlation as computations yielded an r-value of 0.156 with the probability value of 0.007 or significant, resolving complex problem indicator has a positive correlation as computations yielded an r-value of 0.490 with the probability value of 0.000 or significant, communication indicator has a negative correlation as computations showed an r-value of 0.107 with a probability value of 0.064 or insignificant, and developing staff and others indicator has a negative correlation as computations showed an r-value of 0.111 with a probability value of 0.055 or insignificant.

Likewise, when shared personal practice were correlated with 21st-century school leadership skills, shared and supportive leadership has a strong correlation as computations revealed an r-value of 0.808 with a probability value of P=0.000 or significant, shared values and vision has a negative correlation as computations showed an r-value of -0.033 with a probability value of P=0.665 or insignificant, shared personal practice has a positive correlation as findings showed an r-value of 0.216 with a probability value of 0.000 or significant, supportive conditions-relationships yielded an r-value of -0.520 with a



probability value of 0.000 or significant, and supportive conditions- structures indicated an r-value of -0.576 with a probability value of 0.000 or significant.

Table 4. Significance on the Relationship between Levels of School Leadership Skills and Shared Personal Practice

School Leadership Skills	Shared Personal Practice						Overall Shared Personal Practice
	Shared and Supportive Leadership	Shared Values and Vision	Collective Learning and Application	Shared Personal Practice	Supportive Conditions-Relationships	Supportive Conditions-Structures	
Educational Leadership	0.702* (0.000)	0.432* (0.000)	0.139* (0.016)	0.158* (0.000)	-0.603* (0.000)	-0.501* (0.000)	0.156* (0.007)
Resolving Complex Problem	0.725* (0.000)	0.242* (0.000)	-0.728* (0.000)	0.558* (0.000)	0.255* (0.000)	-0.350* (0.000)	0.490* (0.000)
Communication	0.723* (0.000)	0.435* (0.000)	0.009 (0.862)	0.231* (0.000)	-0.617* (0.000)	-0.544* (0.000)	0.107 (0.064)
Developing Self and Others	0.054 (0.354)	0.466* (0.000)	0.266* (0.000)	-0.344 (0.000)	-0.051 (0.375)	-0.099 (0.086)	0.111 (0.055)
Overall School Leadership Skills	0.808* (0.000)	0.555* (0.000)	-0.033 (0.569)	0.216* (0.000)	-0.520* (0.000)	-0.576* (0.000)	0.235* (0.000)

*Significant at 0.05 significance level.

Significance of the Relationship between Levels of Shared Personal Practice and Teacher Engagement

Exhibited in Table 5 is the correlation between levels of shared personal practice and teacher engagement. It can be depicted from the results that there was a significant positive, strong relationship between shared personal practice and teacher engagement as shown in its overall r-value of 0.200 and probability value of 0.000. The hypothesis showed that there was no significant relationship between shared personal practice.

The shared personal practice was significantly correlated with the four indicators of teacher engagement which can be manifested in the following correlation coefficients: shared and supportive leadership had a correlation coefficient of -0.587 with a probability value of 0.000; shared values and vision had a correlation coefficient of -0.595 with a probability value of 0.000 or significant; collective learning and application had a correlation coefficient of -0.264 with a probability value of 0.000 or significant, shared personal practice had a correlation coefficient of 0.176 with a probability value of 0.002 or significant, collective learning and application had a correlation coefficient of -0.264 with a probability value of 0.000 or significant, supportive conditions-relationship had a correlation coefficient of 0.787 with a probability value of 0.000 or significant, and supportive.

Meanwhile, when teacher engagement were correlated with shared personal practice, emotional engagement had a correlation coefficient of 0.599 with a probability value of 0.000 or significant, social engagement: colleagues had a correlation coefficient of -0.038 with a probability value of 0.508 or not significant, cognitive engagement had a correlation coefficient of -0.773 with a probability value of 0.000 or significant, and social engagement: students had a correlation coefficient of -0.006 with a probability value of 0.911 or insignificant.

Table 5.
 Significance on the Relationship between Levels of Shared Personal Practice and Teacher Engagement

Shared Personal Practice	Teacher Engagement				
	Emotional Engagement	Social Engagement Colleagues	Cognitive Engagement	Social Engagement Students	Overall Teacher Engagement
Shared and Supportive Leadership	-0.417* (0.000)	-0.682* (0.000)	-0.797* (0.000)	0.424* (0.000)	-0.587* (0.000)
Shared Values and Vision	-0.539* (0.000)	-0.805* (0.000)	-0.301* (0.000)	0.376* (0.000)	-0.595* (0.000)
Collective Learning and Application	-0.461* (0.000)	0.205* (0.000)	0.401* (0.000)	-0.741* (0.000)	-0.264* (0.000)
Shared Personal Practice	0.502* (0.000)	-0.038 (0.507)	-0.539* (0.000)	0.302* (0.000)	0.176* (0.002)
Supportive Conditions-Relationships	0.937* (0.000)	0.446* (0.000)	0.176* (0.002)	0.263* (0.000)	0.787* (0.000)
Supportive Conditions-Structures	0.671* (0.000)	0.685* (0.000)	0.407* (0.000)	-0.367* (0.000)	0.623* (0.000)
Overall Shared Personal Practice	0.599* (0.000)	-0.038 (0.508)	0.437* (0.000)	0.176* (0.002)	0.200* (0.000)

*Significant at 0.05 significance level

Conditions-structures had a correlation coefficient of 0.623 with a probability value of 0.000 or significant.

Significance of the Relationship between Levels of 21st-Century School Leadership Skills and Teacher Engagement

Shown in Table 6 is the correlation between the levels of 21st-century school leadership skills and teacher engagement with an overall r-value -0.848 with a probability value of 0.000 or significant. When 21st-century school leadership skills were correlated with teacher engagement, educational leadership yielded an r-value of -0.848 with a probability value of 0.000 or significant, resolving complex problems yielded an r-value of 0.102 with a probability value of 0.079 or insignificant, communication yielded an r-value of -0.877 with a probability value of 0.000 or significant, and developing self and others yielded an r-value of -0.328 with a probability value of 0.000 or significant.

On the other hand, when the domains of teacher engagement were correlated with the domains of 21st-century school leadership skills, data showed that the domain emotional management was significantly correlated with 21st-century school leadership skills since the results of the computation yielded an r-value of -0.557 with the probability value of 0.000 or significant; social engagement: colleagues were significantly correlated with 21st-century school leadership skills as results of the computation yielded an r-value of -0.781 with the probability value 0.000 or significant; cognitive engagement was correlated with 21st-century school leadership skills and results of the computation yielded an r-value of 0.-0.773 with a probability value of 0.000 or significant, and social engagement: students yielded an r-value of -0.006 with probability value of 0.911 or insignificant.

Table 6.
 Significance on the Relationship between Levels of 21st-Century School Leadership Skills and Teacher Engagement

School Leadership Skills	Teacher Engagement				
	Emotional Engagement	Social Engagement: Colleagues	Cognitive Engagement	Social Engagement: Students	Overall Teacher Engagement
Educational Leadership	-0.614*	-0.642*	-0.709*	-0.178*	-0.848*
Resolving Complex Problem	0.249*	-0.239*	-0.602*	0.743*	0.102
Communication	-0.652*	-0.718*	-0.704*	-0.107	-0.877*
Developing Self and Others	-0.101	-0.429*	-0.051	-0.145*	-0.328*
Overall School Leadership Skills	-0.557*	-0.781*	-0.773*	-0.006	-0.848*

*Significant at 0.05 significance level.

Mediating Effect: Path Analysis

This section highlights the analysis on the mediating effect of shared personal practice on the relationship between 21st-century school leadership skills of school heads and teacher engagement. There are three paths determined to identify the best correlations model for this study as shown in Table 8. The correlation between school leadership skills and shared personal practices showed a positive correlation as its probability value manifests significance. Shared personal practices, and teacher engagement was also correlated, and revealed a positive mediating effect as indicated in its probability value while the correlation between school leadership skills and teacher engagement revealed a very close fit shown in its probability value.

Meanwhile, as reflected in Table 9, the total effect of -.9934, direct effect of -1.1092 and indirect effect of .1157 implied a very close mediation. Additionally as manifested in Figure 3, the standardized model and unstandardized model consistently showed that the three correlations namely: school leadership skills and shared personal practices, shared personal practices and teacher engagement, and school leadership skills, and teacher engagement showed a very strong mediating effect which implied shared personal practices mediate the relationship between 21st-century school leadership skills and teacher engagement. This mediation is being revealed in both Figures 4 and 5.

Table 7.
 Mediating Effect: Path Analysis

PATH	ESTIMATES		SE	C.R.	P
	Unstandardized	Standardized			
SLS → SPP	.131	.242	.030	4.308	***
SPP → TE	.887	.411	.043	20.545	***
SLS → TE	-1.109	-.953	.023	-47.606	***

Table 8.
 Total, Direct, and Indirect Effects

Effect	b	95% CI	
		Lower	Upper
Total	-.9934	-1.0626	-.9242
Direct	-1.1092	-1.1552	-1.0632
Indirect (mediation)	.1157	.0490	.2007

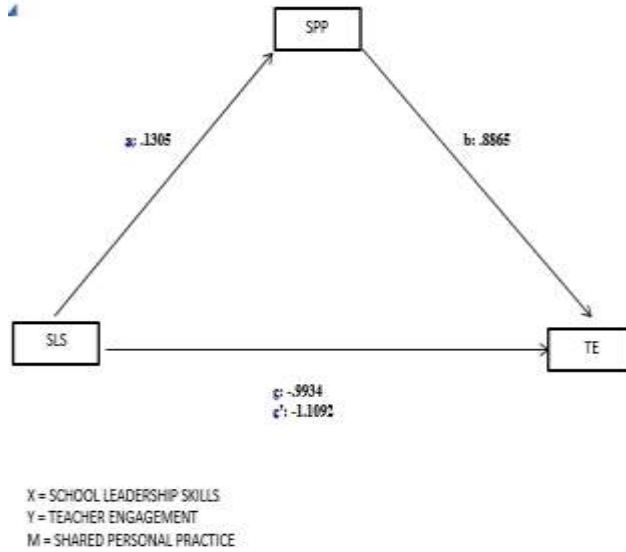


Figure 3. Mediating Effect Outcome Model

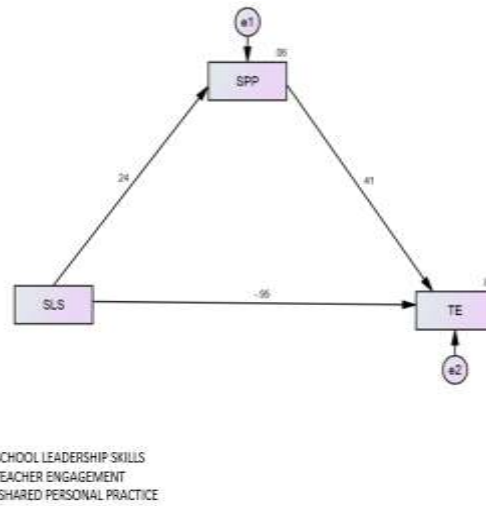


Figure 4. The Standardized Model

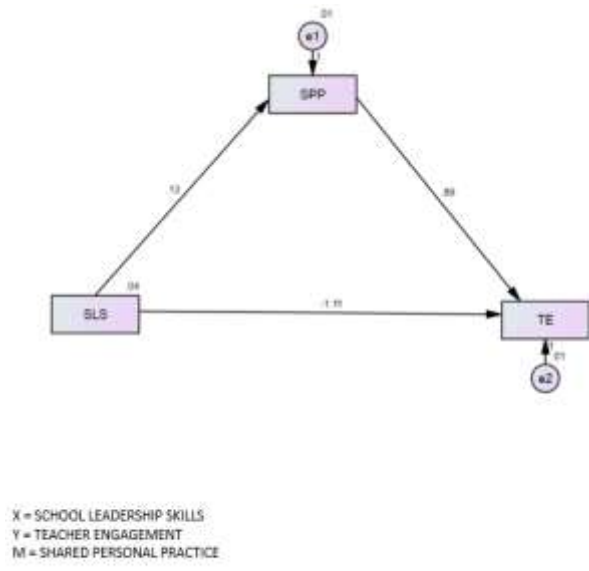


Figure 5. The Unstandardized Model

Conclusion

The use of the correlation method and regression analysis strengthened the reliability and thoroughness of this study as this goes through the process of analyzing, creating output, and reporting. Results revealed that the level of school leadership skills is very high; the level of teacher engagement is very high; the level of shared personal practice is very high; there is a significant relationship between school leadership skills and shared personal practice; there is a significant relationship between levels of shared personal leadership and teacher engagement; there is a significant relationship between levels of school leadership skills and teacher engagement; and their mediation showed positive effects.

The Mediating Effect: Path Analysis for this study is in consonance with the propositions of Park, Lim and Ju (2016) that the concept of teacher engagement is helpful in describing the leadership skills of school heads. According to several authors (Bae, Kim, Park & Song (2013) ; Borup, Drysdale, & Graham, &, 2014; Lewis, (2007) these skills are also valuable in illustrating effective teacher practices. School heads can influence teachers' success on work and be involved in creative activities that promote better learning.

Recommendation

Based on the findings, it is then recommended that with the recurrent problems on school leadership skills, teacher engagement, and shred personal practice the very high levels still demand another study that will only focus on other variables not included in the study. A specific indicator such as cognitive engagement for teacher engagement has the lowest mean scores though still high implied that teachers need to enhance their cognitive ability by means of participating different activities that demand their thinking ability to contribute knowledge on specific issues.

Based on the results, the researcher also recommends to conducting a capability-building activity that will strengthen teachers' engagement and school heads's leadership skills in such a way that they may see the relevance of their duties on the participation of teachers in various school activities. Teachers and school heads may spend time together in the conduct of an activity that will let them share practices for the enhancement of their work duties as well as the learning outcome of students.

There is a great need to revisit every factor in the study, probably other indicators were not included in the variables and those present are excellently manifested by the respondents. To this, the researcher suggests identifying other indicators which may affect the variables used in this study.

Additionally, the researcher finds the mediating effect of shared personal practice on the relationship between school leadership skills and teacher engagement, to this, she proposes that school leadership skills can be related to other variables that were excluded in this study in future research. Finally, the future study can be a qualitative one to unitize the results and make a deeper analysis of why disengagement of teachers is still observed despite this study revealed very high results.



REFERENCES

1. Basikin, B. (2007). *Vigor, dedication and absorption: work engagement among secondary school English teachers in Indonesia*. Paper presented at the Annual AARE Conference. Fremantle, Perth, Western Australia.
2. Brundett, C. (2008). *Educational Management Administration and Leadership*.
3. Blessing, W. (2012). *Employee Engagement*, Princeton, NJ: Blessing White, Inc.
4. Boaler, J. (2004). *Promoting equity in mathematics classrooms: Important teaching practices and their impact on student learning*. Text of a lecture given at ICME, Copenhagen.
5. Cardwell, M. E. (2011). *Patterns of Relationships Between Teacher Engagement and Student Engagement*. Education Doctoral. 49.
6. Cotton, S. J., Dollard, M. F. & de Jonge, J. (2002). *Stress and student job design: Satisfaction, well-being, and performance in university students*. *International Journal of Stress Management*, 9(3), 147-162. doi:10.1023/A:1015515714410.
7. Davidson, C.A. (2014). *Facilitating Teacher Engagement*.
8. Hallinger, P. & Murphy, J. (1986). OECD, (2001).
9. Pont, B., Nusche, D. & Moorwan, H. (2008). *Leading to Learn: School Leadership and Management Styles*.
10. Hargreaves, A. & Fink, D. (2006). *Sustainable Leadership and Development in Education Creating the Future Conserving the Past*. *European Journal of Education*, 42(2).
11. Hill, P., & Rowe, K. (1996). *Multilevel modeling in school effectiveness research*. *School Effectiveness and School Improvement*, 7, 1-34.
12. Hord, S. M. (1992). *Facilitative : Imperative for Change*.
13. Kleine-Kracht, P.A. (1993, July). *The principal in a community of learning*. *Journal of School Leadership*, 3(4), 391-399.
14. Kruse, K. (2012). *Employee Engagement 2.0: How to Motivate Your Team for High Performance - A Real-World Guide for Busy Managers*. CreateSpace Independent Publishing Platform. Retrieved from <https://books.google.com/books?id=Oq2ItwAACAAJ&pgis=1>
15. Kruse, K. (2015). *What Is The Definition of Employee Engagement?* - YouTube. Retrieved May 3, 2016, from <https://www.youtube.com/watch?v=Uu7EG6EZeAM>
16. Louis, K.S. & Kruse, S.D. (1995). *Professionalism and community: Perspectives on reforming urban schools*. Thousand Oaks, California: Corwin Press.
17. Marzano, R. J. (2003). *Curriculum and instruction: Critical and emerging issues for educational leadership*. In L. S. Kaplan (Ed.), *Best practices, best thinking, and emerging issues in school leadership* (pp. 65-73). Thousand Oaks, CA US: Corwin Press. Retrieved from EBSCOhost.
18. Maslach, C., & Leiter, M. P. (2008). *Early predictors of Job Burnout and Engagement*.
19. Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). *Job burnout*. *Annual Review of Psychology*, 52, 397-422. doi: 10.1146/annurev.psych.52.1.397
20. MacTavish, M. D. & Kolb, J. A. (2006). *Encouraging Teacher Engagement: A New Approach to Performance Improvement in Schools*.
21. Martin, A. (2006). *The relationship between teachers' perceptions of student motivation and engagement and teachers' enjoyment of and confidence in teaching*. *Asia-Pacific Journal of Teacher Education*, 34(1), 73-93.
22. Midgley, C. & Wood, S. (1993). *Guiding Professional Learning Communities* p.252.
23. Mulford B. (2003). *School Leaders: Changing Roles and Impact on Teacher And School Effectiveness*. A paper commissioned by the Education and Training Policy Division, OECD, for the Activity Attracting, Developing and Retaining Effective Teachers.
24. Normore, A. H. (2004). *Reinventing the principalship: Combining the forces of shared leadership and values*. In P. Begley (Ed.), *Proceedings of the Ninth Annual Values and Leadership Conference* (pp. 1-19). University Park, PA: Department of Education Policy Studies.
25. OECD (2008). *Education Policy Outlook 2015: Making Reforms Happen*, OECD Publishing, Paris.
26. Olivier, D.F., Hipp, K. K. & Huffman, J.B. (2003). *Professional Learning Communities, Reculturing Schools Professional Learning Communities* p.p 70-74.
27. Rutter, R. A., & Jacobson, J. D. (1986). *Facilitating teacher engagement*. Madison, WI: National Center on Effective Secondary Schools.
28. Schaufeli, W.B. & Bakker, A. B. (2003). *Calling for Authentic Leadership: The Moderator Role of Calling on the Relationship between Authentic Leadership and Work Engagement*