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AUTHENTIC LEADERSHIP OF SCHOOL HEADS AND SCHOOL CULTURE AS PREDICTORS OF WORK ENGAGEMENT OF TEACHERS IN RIGION XI: A CONVERGENT DESIGN

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ABSTRACT
The study investigated the influence of authentic leadership and school culture on the work engagement of public secondary school teachers in Region XI, Philippines. A convergent mixed methods design was applied to collect quantitative data through surveys and qualitative data using in-depth interviews and focus group discussion. Results showed that authentic leadership was very high, school culture was very high, while work engagement of secondary teachers was very high. In singular capacity, authentic leadership and school culture significantly influenced the teacher work engagement. Together, authentic leadership, and school culture positively predict teacher work engagement. Qualitatively, seven emerging themes were revealed regarding the lived experiences of the participants in relation to work engagement namely: commitment and dedication, impact of leadership, support and recognition, balance struggle, challenges in resources and institutional environment, collaboration and teamwork, and personal development and continuous learning. Three essential themes emerged on the role of experiences in shaping the beliefs, and attitudes of secondary teachers such as personal growth and adaptability, leadership and collaboration, shaped teachers' attitude: appreciating supportive leadership, being respectful in communication, and having resilience and commitment. The extent to which the qualitative data corroborated with quantitative findings is diverse, including converging, diverging, and expanding relationships across the study.

KEYWORDS: *Education, Educational leadership, Authentic leadership, school culture, work engagement, lived experiences, secondary teachers, convergent mixed methods, Region XI, Philippines*

INTRODUCTION
Work engagement is considered by most people to be a pleasant mental state. High level of work engagement is characterized by increased vigor, dedication, and immersion in their work especially in the educational field (Santmajor et al., 2022). On the other hand, low work engagement frequently results in negative feelings at work, which is a real issue in the realm of education (Burić & Macuka, 2018). Timms and Brough (2013) stressed that teachers' decreased work engagement is a serious issue that needs immediate addressing. Numerous studies that show that many educators struggle to sustain the levels of involvement required to succeed in their positions further corroborate this worry.

In Finland, a study done by Holmström et al. (2023) investigated the levels of work engagement among elementary school teachers. The research aimed to understand how engaged teachers feel in their professional roles and the factors that might influence their sense of commitment and enthusiasm toward work. The study found that only 38 percent of the surveyed teachers demonstrated a moderate level of work engagement—meaning that just over a third of the participants reported feeling somewhat dedicated, energetic, and absorbed in their teaching duties. Alarmingly, 62 percent of the teachers were identified as having the lowest levels of work engagement, indicating lack of motivation, and reduced professional fulfillment. Another study by Gallup 2021 explored the level of work engagement among K–12 teachers in the United States and uncovered some alarming insights about the state of the profession. The study found that nearly 70% of teachers are not fully engaged in their work. This means that a majority of teachers do not feel emotionally connected to their schools or inspired by their daily tasks. Instead of feeling motivated and fulfilled, many educators report going through the motions—doing their job without enthusiasm or a sense of purpose.

In the Philippines, the issue of work engagement among public school teachers has become an increasing concern, particularly in the key dimensions of vigor, dedication, and absorption. A study by Ojales and De Ramos (2021) focusing on Senior High School teachers in Batangas Province revealed that educators exhibited only moderate levels of engagement in their professional roles. This suggests that many teachers may be struggling to maintain the energy, emotional commitment, and focused involvement required to deliver effective and high-quality instruction. Supporting this concern, Tuazon and Dela Cruz (2021), in a mixed-methods study published in the Asia Pacific Journal of Multidisciplinary Research, found that public school teachers often experience emotional exhaustion and a sense of detachment from their work. Their findings emphasized that while teachers remain committed to their students, the absence of strong

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institutional support—particularly in leadership and school culture—makes it difficult for them to stay motivated and fully engaged in their responsibilities.

In light of this, recent studies showed that authentic leadership has a significant positive impact on work engagement (Khan & Guayas, 2022). In their study examining the relationship between authentic leadership and teachers' work engagement, the findings revealed a strong positive correlation between the two. This positive relationship suggests that when school leaders demonstrate authenticity through transparency, ethical behavior, and genuine interactions they create an environment where teachers feel valued, motivated, and supported. Such leadership fosters trust and psychological safety, which are essential for sustaining high levels of energy, dedication, and absorption in work. As a result, authentic leadership not only enhances teacher morale but also contributes to improved performance, collaboration, and long-term professional commitment. This underscores the importance of developing and promoting authentic leadership practices within educational institutions to strengthen teacher engagement and well-being.

On the other hand, several scholars have identified school culture as a key factor influencing teacher work engagement. In fact, Deal and Peterson (2016), highlighted a positive school culture significantly shapes teachers' motivation, satisfaction, and sense of belonging. A strong school culture fosters a sense of community, shared values, and mutual respect among staff, which in turn contributes to a more engaging and motivating workplace. When teachers feel that their work environment promotes trust, recognition, and open communication, they are more likely to invest emotionally, mentally, and physically in their roles. Similarly, Khan (2016) also emphasized that school culture is a strong predictor of work engagement among teachers in government schools, highlighting the importance of a supportive and collaborative environment in promoting teacher involvement and dedication. Therefore, cultivating a positive school culture is not only essential for organizational harmony but also for enhancing teacher effectiveness and long-term engagement.

Thus, it can be said that there were already numerous investigations that have been undertaken on the bivariate correlation authentic leadership and work engagement of teachers engagement (Başaran & Kiral, 2020; Alazmi & Al-Mahdy, 2020; Khan & Ghayas, 2022). And between school culture and work engagement of teachers Deal & Peterson, 2016; Dernowska, 2017; Khan, 2016).. However, more must be done to connect authentic leadership and school culture as predictors of work engagement of teachers (Frahm & Cianca, 2021). Consequently, as far as previous literature is concerned, there were scanty discussions about the influence and implications of authentic leadership and school culture in the context of schools. More research investigations should be attributed to revealing the influence of authentic leadership and school culture as predictors of work engagement of teachers.

Although, most research revealed that work engagement of teachers has been studied only at the elementary level, but not as much has been done in public secondary schools (Cianca, 2021). Moreover, these mentioned studies adopted the quantitative research designs to predict the influence of certain variables on work engagement of teachers; thus, it is claimed by the researcher that a study applying the research topic in this paper which utilized the approach of mixed methods was yet to be encountered by the researcher.

More so, In light of these conditions, the need to investigate authentic leadership and school culture as predictors of teachers' work engagement in junior high schools is both timely and essential. Understanding how these factors shape teachers' motivation, commitment, and overall engagement can significantly contribute to improved teaching performance, student outcomes, and school development. The insights gained from this study may help teachers reflect on their work engagement levels and identify ways to enhance their professional effectiveness through stronger connections with leadership and school culture. Likewise, school leaders can use the findings to assess and improve their leadership approaches and cultivate a more inclusive and empowering school environment. Ultimately, this research highlights the critical role of leadership and organizational culture in fostering teacher engagement, which in turn benefits not only the classroom but also the wider school community. Furthermore, the study underscores the importance of launching more empirical research efforts focused on these dynamics to guide future educational policies, innovations, and leadership development programs.

In Additionally, the results of this research will be shared through various platforms, including both local and international research forums and publications. The study will also be published in a peer-review journal to make it accessible to a wider scholarly audience. This broad dissemination strategy is designed to ensure that the research reaches a wide audience, encompassing educators, administrators, and policymakers in the education field. To enhance accessibility, the findings will be made available in both print and online formats. Furthermore, they will be showcased at conferences and forums on local, national, and international stages.

Drawing theoretical explanations from different theories of school leadership (Burns, 1978; Harrison, 1975; McMaster, 2002), this study employed a convergent parallel mixed methods design to explore how authentic leadership and school culture as predictors of work engagement of teachers in public secondary schools within the Davao region. The findings, specific to this context, provide tangible evidence of the interconnections among these variables. By delving into these traits, the study could contribute to addressing issues related to work engagement of teachers within the scope of the research.

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Research Questions

This study determined the influence of organizational culture and conflict management styles on teachers' leadership competency in public secondary schools in Region XI. Specifically, the study sought answers to the following questions:

1. What is the status of organizational culture, conflict management styles, and teachers' leadership competency as perceived by the participants?
2. Do organizational culture and conflict management styles significantly influence the teacher leadership competency?
3. What are the lived experiences of the participants concerning teachers' leadership competency?
4. How do the experiences of the participants with regard to their leadership competency shape their belief, attitude, and commitment?
5. To what extent do the qualitative data corroborate with the quantitative findings?

METHODS

This study utilized mixed methods research particularly convergent design. Mixed methods research involves intentionally combining different methods to collect, analyze, and interpret data (Shorten & Smith, 2017). Mixed methods research is an approach that combines both quantitative (numeric) and qualitative (textual or thematic) data within a single study to provide a more comprehensive understanding of a research problem. It goes beyond simply collecting two types of data by intentionally integrating them during the interpretation phase, allowing researchers to explore (Creswell, 2011). This integration enhances the validity and richness of the findings, making it particularly suitable for complex educational settings where human behavior, attitudes, and experiences are closely examined. Data collection methods such as surveys and interviews were simultaneously done among 392 through Rau Soft calculator (Raosoft 2004) randomly sampled respondents for the quantitative phase and 17 participants for the qualitative phase. Instruments for quantitative phase were adapted Authentic Leadership Inventory (ALI) developed by Walumbwa et al. (2008). The tool consisted of 16 items grouped into four main dimensions: relational transparency, internalized moral perspective, balanced processing, and self-awareness. While school culture survey tool from Valentine (2006) and for the work engagement of Schaufeli et. al (2002). These were also pilot tested to ensure the reliability and suitability of the items in the study's context. Expert validators were also tapped to ensure the validity and cultural appropriateness of the items, together with the interview guide questions for the qualitative phase of this study. Collected data were separately processed through different statistical tools such as mean, standard deviation, regression and data analysis technique called thematic analysis. Then, both sets of data were corroborated to check whether both data sets were either converging or diverging. The data gathering and analysis phases concluded in the careful presentation of the findings.

RESULTS

Status of Authentic Leadership in Public Secondary Schools

It is reflected in Table 1.1 the overall mean of authentic leadership, which is 4.40, described as very high which means that authentic leadership in public secondary schools is always evident. In addition, its minimal standard deviation of .61 shows that the responses of the participants are clustered close to the mean.

Relational Transparency. The category mean of this domain is 4.40 described as very high. As shown in the table 1.1, the items in this domain are ranging from 4.37 to 4.48. The items, saying exactly what he or she mean, and admitting mistakes when they are made have the same mean rating of 4.37. Meanwhile, the item, saying are telling them what to do reflects a mean rating of 4.48.

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Table 1
Status of Authentic Leadership in Public Secondary Schools

	Mean	SD	Description
Relational Transparency			
School leaders are …			
1. saying exactly what he or she means	4.37	.80	Very High
2. admitting mistakes when they are made	4.37	.81	Very High
3. encouraging everyone to speak their mind	4.40	.76	Very High
4. telling them the hard truth	4.48	.69	Very High
Category Mean	**4.40**	**.67**	**Very High**
Internalized Moral Perspective			
School leaders are…			
1. demonstrating beliefs that are consistent with actions.	4.40	.75	Very High
2. making decisions based on their core values.	4.47	.72	Very High
3. asking them to take positions that support their core values.	4.35	.80	Very High
4. making difficult decisions based on high standards of ethical conduct	4.36	.71	Very High
Category Mean	**4.40**	**.64**	**Very High**
Balanced Processing			
School leaders are…			
1. soliciting views that challenge deeply held positions of the teachers	4.48	.69	Very High
2. analyzing relevant data before coming to a decision	4.42	.67	Very High
3. listening carefully to different points of view before coming to a decision.	4.46	.80	Very High
4. displaying emotions exactly in line with feelings	4.30	.76	Very High
Category Mean	**4.41**	**.61**	**Very High**
Self-awareness			
School leaders are…			
1. seeking feedback to improve interactions with others.	4.46	.72	Very High
2. accurately describing how others view their capabilities.	4.39	.76	Very High
3. knowing when it is time to reevaluate their positions on important issues.	4.34	.89	Very High
4. showing their understanding how their specific actions affect others	4.30	.86	Very High
Category Mean	**4.37**	**.70**	**Very High**

Status of School Culture in Public Secondary Schools

It is shown in Table 1.2 that the overall mean of school culture is 4.37, described as very high which means that school culture in public secondary schools is always observed. In addition, its minimal standard deviation of .50 shows that the responses of the participants are clustered close to the mean.

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Table 2
Status of School Culture in Public Secondary Schools

		Mean	SD	Description
Collaborative Leadership				
Leaders are..				
1.	valuing ideas of the teachers.	4.35	.81	Very High
2.	trusting the professional judgments of teachers.	4.28	.79	Very High
3.	taking time to praise teachers that perform well.	4.35	.78	Very High
4.	involving teachers in the decision-making process.	4.33	.79	Very High
5.	facilitating teachers to work together.	4.47	.66	Very High
6.	keeping teachers informed on current issues in the school.	4.30	.72	Very High
7.	involving teachers in policy or decision-making is being taken seriously.	4.39	.73	Very High
8.	rewarding teachers for experimenting with new ideas and techniques.	4.26	.78	Very High
9.	supporting teachers in risk-taking and innovation in teaching.	4.31	.81	Very High
10.	protecting teachers in making instruction and planning time.	4.28	.70	Very High
11.	encouraging teacher to share ideas.	4.45	.69	Very High
	Category Mean	**4.34**	**.58**	**Very High**
Teacher Collaboration				
In their school, teachers are…				
1.	having opportunities to dialogue and plan across grades and subjects.	4.36	.61	Very High
2.	spending considerable time planning together.	4.47	.65	Very High
3.	taking time to observe each other teaching.	4.33	.64	Very High
4.	working together to develop and evaluate programs and projects.	4.47	.70	Very High
5.	expressing and discussing teaching practice disagreements openly.	4.31	.70	Very High
	Category Mean	**4.39**	**.51**	**Very High**
Professional Development				
In their school, teachers are…				
1.	utilizing professional networks to obtain information and resources for classroom instruction.	4.42	.70	Very High
2.	regularly seeking ideas from seminars, colleagues, and conferences.	4.37	.62	Very High
3.	valuing professional development	4.44	.66	Very High
4.	maintaining a current knowledge base about the learning process.	4.29	.68	Very High
5.	valuing school improvement.	4.39	.68	Very High
	Category Mean	**4.38**	**.52**	**Very High**
Unity of Purpose				
In their school, teachers are …				
1.	supporting the school mission.	4.37	.75	Very High
2.	having a clear sense of direction as provided by the school mission	4.31	.85	Very High
3.	manifesting their understanding of the school mission	4.36	.76	Very High
4.	adopting a school mission statement reflecting the values of the community.	4.36	.73	Very High
5.	reflecting the school mission through their teaching performance	4.38	.66	Very High
	Category Mean	**4.36**	**.62**	**Very High**

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Collegial Support				
	In their school, teachers are …			
1.	supporting each other.	4.38	.71	Very High
2.	willing to help out whenever there is a problem.	4.34	.70	Very High
3.	valuing ideas of other teachers.	4.30	.76	Very High
4.	working cooperatively in groups.	4.41	.63	Very High
	Category Mean	**4.36**	**.55**	**Very High**
Learning Partnership				
	In their school, …			
1.	teachers and parents are having common expectations for student performance.	4.40	.62	Very High
2.	parents are trusting professional judgments of teachers.	4.49	.61	Very High
3.	teachers and parents are communicating frequently about performance of students.	4.30	.65	Very High
	Category Mean	**4.40**	**.52**	**Very High**
	Overall Mean	**4.37**	**.50**	**Very High**

Status of Work Engagement of Teachers in Public Secondary Schools

It is shown in Table 1.3 that the status of work engagement of public secondary school teachers has an overall mean rating of 4.34 which is described as very high. It means that work engagement of teachers is oftentimes manifested. Considering the degrees of dispersion in this variable, standard deviation is .52 indicating that the responses are clustered near the mean.

The Status of Work Engagement of Teachers in Public Secondary Schools

		Mean	SD	Description
Vigour				
	In work, teachers are…			
1.	feeling that they are bursting with energy	4.41	.72	Very High
2.	feeling strong and vigorous	4.30	.67	Very High
3.	*feeling like going to work when they get up in the morning*,	4.41	.70	Very High
4.	capably working continually for very long periods at a time	4.27	.70	Very High
5.	being very resilient, mentally	4.40	.74	Very High
6.	always persevering, even when things do not go well	4.28	.67	Very High
	Category Mean	**4.34**	**.54**	**Very High**
Dedication				
	In work, teachers are…			
1.	finding the work that they do full of meaning and purpose	4.42	.70	Very High
2.	being enthusiastic about their job	4.23	.71	Very High
3.	finding their job as inspiring.	4.36	.69	Very High
4.	Being proud on the work that they do	4.33	.68	Very High
5.	considering their job as challenging	4.33	.74	Very High
	Category Mean	**4.33**	**.55**	**Very High**
Absorption				
	In work, teachers are…			
1.	feeling time flies when I'm working	4.32	.73	Very High
2.	forgetting everything else around them when they are working.	4.37	.69	Very High
3.	feeling happy when they are working intensely	4.29	.65	Very High
4.	being immersed in my work	4.43	.66	Very High
5.	getting carried away when they are working	4.31	.65	Very High
6.	being difficult to detach themselves from their job	4.35	.77	Very High
	Category Mean	**4.35**	**.55**	**Very High**
	Overall Mean	**4.34**	**.52**	**Very High**

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Significance of the Influence of Authentic Leadership and School Culture on Work Engagement of Teachers in Public Secondary Schools

In Table 2, the results of the multiple regression analysis which is set at level of significance (α = 0.05 (two-tailed) are presented. On the one hand, the standardized beta coefficient of authentic leadership is 0.21, with t-statistics of 5.92 and p =.00 which is less than the set level of .05 significance. This indicates that in individual capacity, authentic leadership significantly influence the work engagement of teachers in public secondary schools. It means that for every unit increase in the status of authentic leadership there is a corresponding increase of .21 in the work engagement of teachers in public secondary schools

Table 2

Significance of the Influence of Authentic Leadership and School Culture on Work Engagement of Teachers in Public Secondary Schools

	Work Engagement of Teachers			
Individual Influence of Predictors	Standardized Coefficient	T	p-value	Remarks
Authentic Leadership	.21	5.92	.00	Significant
School Culture	.72	19.92	0.00	Significant
Combined Influence of Predictors				
R	.90			
R^2	.80			
F	771.94			
P	.00			Significant

Lived Experiences of Public Secondary School Teachers in Relation to Work Engagement

The lived experiences of public secondary school teachers in Region XI, as presented in Table 3.2, reveal a reflective influence of authentic leadership and school culture on their work engagement. This table presents seven essential themes emerged from the data as follows: commitment and dedication, impact of leadership, support and recognition, balance struggle, challenges in resources and institutional environment, collaboration and teamwork, and personal development and continuous learning. Each of these themes proposes valuable perceptions on lived experiences of teachers in relation to their work engagement.

Table 3.2

***Lived Experiences Related to Work Engagement as a Public-school Teacher* their beliefs regarding work engagement:**

Essential Themes	Core Ideas
Commitment and Dedication	Being deeply involved in lesson planning and preparation.
	Striving to foster a supportive learning environment.
	Being passionate for education and a desire to help students succeed.
	Having passion for education and desire to help students succeed.
	Ensuring student success both academically and personally
	Remaining dedicated to performing educational tasks despite challenges.
Impact of Leadership	Influencing work engagement levels through leadership style.
	Supporting teachers through leadership to increase commitment and motivation.
	Creating engagement by practicing strict or hierarchical leadership.
	Fostering higher teacher satisfaction through clear communication and policies.
	Increasing trust by leading with respect for rules and the law.
	Inspiring teachers to go beyond the minimum expectations through effective leadership.
Support and Recognition	Recognizing teachers' efforts to lead to higher engagement.
	Providing support in implementing initiatives to maintain teacher engagement.
	Recognizing teachers for their contributions.
	Boosting teacher morale and motivation through positive feedback and encouragement.
	Increasing teacher commitment by acknowledging their efforts and providing necessary support.

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	providing necessary support.
Balance struggle	Limiting personal time by balancing work demands such as school events and lesson preparation.
	Leading to stress and burnout by sacrificing personal time for work.
	Creating dissatisfaction by competing with family responsibilities.
	Feeling overwhelmed when balancing work life with personal commitments.
	Impacting overall teacher engagement and satisfaction by increasing stress from workload demands.
	Finding it difficult to maintain work-life balance while meeting professional expectations.
Challenges in Resources and	Hindering work effectiveness by lacking resources (e.g., paper, teaching materials).
	Affecting school programs by facing financial limitations.
Institutional Environment	Needing to compensate with personal funds due to the scarcity of supplies.
	Creating logistical challenges by lacking basic supplies, such as bond paper.
	Limiting teachers' ability to carry out activities effectively by resource shortages.
Collaboration and Teamwork	Fostering creativity and innovation in teaching by working with colleagues.
	Supporting students' success by sharing ideas, strategies, and solutions with peers.
	Promoting personal and professional development by collaborating with peers.
	Contributing to a collective goal by enjoying a collaborative teaching environment.
	Resulting in better outcomes for students by solving problems collectively.
	Strengthening teachers' connection to their work by collaborating on school-wide initiatives.
	school-wide initiatives.
Personal Development and Continuous Learning	Linking work engagement to professional development
	Keeping teachers motivated by seeking higher education and continuous learning.
	Enhancing engagement by focusing on self-driven growth in knowledge and skills.
	Gaining new tools and approaches for teaching through personal growth and advanced studies.
	Empowering teachers in their roles by continuous development and increasing competence.
	Engaging more in their work by focusing on professional growth and development.

Table 3.3

Role of the Experiences in Shaping the Beliefs of the Participants as regards Work Engagement

Essential Themes	Core Ideas
Personal Growth and Adaptability	Recognizing the importance of persistence to overcome challenges and inspire students.
	Learning to adapt to different school cultures and leadership styles, especially in changing environments.
	Valuing flexibility and personal responsibility to increase work engagement in a variety of settings.
	Developing emotional resilience in the face of difficult work conditions or lack of support.
	Understanding the necessity of staying true to personal principles, while making adjustments for the greater good.
	Reflecting on experiences to recognize the growth in patience and the importance of emotional regulation.

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Leadership and Collaboration	Recognizing that positive relationships with school heads and colleagues lead to greater motivation.
	Emphasizing the importance of teamwork and collaboration to enhance teacher engagement and performance.
	Acknowledging the role of leadership in shaping a teacher's work environment and influencing their commitment.
	Learning to balance personal values and team cooperation for the success of the school community.
	Appreciating how supportive leadership drives teachers to push past limitations and perform better.
	Reflecting on the benefits of a leadership style that encourages adaptability and openness to new ideas.
Purpose-Driven Engagement	Believing in the value of teaching as a calling, not just a profession, which enhances engagement.
	Connecting work engagement to a deeper sense of purpose, beyond external challenges or frustrations.
	Realizing that maintaining a sense of purpose helps teachers stay committed even when conditions are unfavorable.
	Reflecting on the long-term rewards of teaching, such as students' success and personal growth.
	Understanding that external factors like leadership or school environment are secondary to internal motivation.
	Embracing the importance of self-reflection to reaffirm commitment and maintain work engagement.

Role of the Experiences in Shaping the Attitudes of the Participants as regards to Work Engagement

In Table 3.4 the role of the participants' experiences in shaping the attitudes of the participants as regards to their work engagement is shown. This highlights the qualitative findings on teachers' experiences with leadership, communication, and resilience based on conducted IDIs and FGDs. These emerged themes deliberate substantiated insights about the role of teachers' experiences in shaping their attitudes as regards to their work engagement.

Table 3.4

Role of the Experiences in Shaping the Attitudes of the Participants as regardsWork Engagement

Essential Themes	Core Ideas
Appreciating Supportive leadership	Embodying ethical values, motivating teachers to adopt ethical behaviors.
	Empowering teachers, boosting confidence by valuing inputs
	Supporting and protecting teachers, increasing motivation by offering protection and support.
	Building trust and transparency, fostering trust and engagement through transparent communication.
	Accommodating personal challenges, creating engagement by considering personal needs.
	Creating a positive work environment, inspiring commitment by fostering a positive atmosphere.

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Being Respectful in Communication	Communicating regularly, establishing trust and engagement through consistent dialogue.
	Valuing teachers' roles, motivating teachers by respecting autonomy.
	Seeking collaboration and feedback, increasing engagement by valuing teacher input.
	Understanding individual needs, maintaining high engagement by tailoring leadership approaches.
	Balancing personal and professional needs, respecting teachers' personal needs for greater satisfaction
	Promoting growth through dialogue, creating spaces for feedback to enhance professional development

Having Resilience & Commitment	Adapting to leadership challenges, staying focused on student success despite poor leadership.
	fostering self-reliance and accountability, maintaining motivation through personal responsibility.
	Growing through difficult circumstances, becoming more resilient and committed through leadership challenges.
	Supporting and collaborating with peers, boosting engagement by fostering teamwork.
	Focusing on the greater good, prioritizing organizational goals over personal challenges.
	Innovating and improving continuously, driving engagement and excellence through innovation.

Table 4
Summarized Joint Display of Salient Quantitative and Qualitative Findings

Joint Display of the Salient Qualitative and Quantitative Findings

Aspect or Focal Point	Quantitative Findings	Qualitative Findings	Nature of Integration
Status of work engagement of teachers in Public Secondary Schools	Table 1.3 on the status of work engagement of teachers in Public Secondary Schools under indicator 2, *dedication,* which talks about *considering their job as challenging,* is rated very high at M=4.33, SD=.74	Table 3.2 on *Lived experiences related to work engagement as a public-school teacher* highlight the following essential theme on: *Commitment and Dedication* where one of the core ideas highlight the following: *Remaining dedicated to performing educational tasks despite challenges*	Merging-confirmation

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	Table 1.3 on the status of work engagement of teachers in Public Secondary Schools under indicator 2, *dedication,* which talks about *finding the work that they do full of meaning and purpose*, is rated	Table 3.2 on *Lived experiences related to work engagement as a public-school teacher* highlight the following essential theme on: *Personal Development and Continuous Learning* where one of the core ideas highlight the	Merging-expansion
Role of the experiences in shaping the beliefs of the participants as regards work engagement	Table 1.3 on the status of work engagement of teachers in Public Secondary Schools under indicator 2, *dedication,* which talks about *finding the work that they do full of meaning and purpose* is rated very high at M=4.42, SD=.70	Table 3.3 on *Role of the experiences in shaping the beliefs of the participants as regards work engagement* highlight the following essential theme on: *Purpose-Driven Engagement* where one of the core ideas highlight the following: *Believing in the value of teaching as a calling, not just a profession, which enhances engagement.*	Merging-expansion
Role of the experiences in shaping the attitudes of the participants as regards work engagement	Table 1.3 on the status of work engagement of teachers in Public Secondary Schools under indicator 1, *vigor*, which talks about *feeling strong and vigorous* is rated very high	Table 3.4 *Role of the experiences in shaping the attitudes of the participants as regards work engagement* highlight the following essential theme on: *Having Resilience & Commitment* where one of the	Merging-expansion

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Significance of the Influence of Authentic Leadership and School Culture on Work Engagement of Teachers in Public Secondary Schools	Table 2 on the *Significance of the Influence of Authentic Leadership and School Culture on Work Engagement of Teachers in Public Secondary Schools* reveals as significant combined influence where the *p*-value is .00	Table 3.2 on *Lived experiences related to work engagement as a public-school teacher* highlight the following essential theme on: *Impact of Leadership* where one of the core ideas highlight the following: *Influencing work engagement levels through leadership style*	Merging-confirmation

DISCUSSION

Conclusions

1. School leaders in Region XI show strong authentic leadership, marked by transparency, integrity, and self-awareness. This leadership style has a major positive impact on teacher work engagement, highlighting its importance in school improvement.
2. Teachers reported high levels of engagement—vigor, dedication, and focus—supported by themes like personal commitment and a strong sense of purpose. This suggests they are deeply involved in their teaching roles.
3. A supportive school culture—marked by collaboration, shared goals, and professional growth—was found to significantly increase teacher engagement. Creating a positive work environment is essential for keeping teachers motivated.
4. Despite high engagement, teachers face issues like heavy workloads, lack of materials, and limited resources. These challenges can hinder their ability to stay fully engaged over time.
5. Combining survey data with interviews and focus groups gave a fuller picture. Quantitative data showed trends, while qualitative insights explained the "why" behind them, offering a richer understanding of what drives teacher engagement.

Recommendations

1. Since the authentic leadership is very high, this practice of school leaders may be sustained. School leaders may continue to acquire leadership development programs focus on ethical leadership, transparency, and motivational strategies for teacher engagement.
2. It is revealed that school culture is very high. Thus, public secondary schools in Region XI should create a collaborative and inclusive working environment by establishing mentorship programs, peer support initiatives, and team-building activities to boost the morale of the teachers. By doing so, schools sustain a positive and supportive school culture.
3. On the other hand, since it is found out that challenges like work-life balance and resource constraints that affect teachers' work engagement, it is recommended that implementation of policies that advocate work-life balance should be observed in public secondary schools of Region XI. Moreover, school leaders may consider adjustments of workloads among teachers, execution of mental health programs and even time management trainings which will help teachers create a balance between professional and personal life.
4. Nevertheless, future researchers may explore further research on leadership and engagement dynamics, for example, exploring the long-term effects of authentic leadership on work engagement or even considering another research scope like the elementary teachers as participants and college instructors. Additionally, researchers may potentially examine the role of other factors, like workload, individual resilience, or organizational support, in influencing teachers' work engagement.

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