

From Leadership to Outcomes: Assessing the Connections between Principals' Attributes and Teachers' Work Engagement and Productivity

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Abstract

This study aimed to assess the connections between principals' attributes and teachers' work engagement and productivity as basis for principals' professional training framework that specifically sought to answer the following; the level of principals' leadership attributes, teachers' work engagement, teachers' productivity, significant relationship between the principals' leadership attributes and teachers' work engagement and teachers' work productivity.

The researcher used descriptive design in this study. A researcher-made instruments were crafted as tools to gather the information. The respondents for this study were 270 elementary school teachers and school heads which were identified using simple random sampling, operating within the sub-offices of Pila, Sta. Cruz, Pagsanjan. In analyzing and interpreting the gathered data, mean, standard deviation, and Pearson-r Correlation were used. Lumban and Kalayaan.

The findings revealed that Principals leadership attributes were highly evident. In addition, the teachers' work engagement was highly evident. Also, the teachers' productivity was highly evident among the respondents. However, no significant relationship was found between principals' leadership attributes and teachers' work engagement. Lastly, a significant relationship was found between principals' leadership attributes to teachers' work productivity. Results revealed that principals demonstrate Teachers exhibit notably high levels of engagement, commitment to the organization, dedication to their roles, and productivity in planning and teaching practices, highlighting their commitment to student success and continuous improvement in educational outcomes.

Based on the findings the following conclusions were drawn; the relationship between the school principals' leadership attributes and teachers' work engagement was accepted. However, the relationship between the school principals' leadership attributes and teachers' work productivity was rejected.

Recommendations may include developing training programs for principals on understanding demographic influences on leadership, organizing workshops to enhance leadership attributes impacting work engagement, implementing productivity enhancement initiatives, conducting further research, and proposing a training framework for principal leadership enhancement. These recommendations aim to align educational practices with the Department of Education's goals for inclusive and equitable education and continuous improvement in educational quality.

Keywords: Principals leadership; work engagement; productivity

1. Introduction

Education plays a vital role in shaping the future of individuals and society at large. UNESCO (2024) stated that school principals, as leaders and administrators, were central to the success of educational institutions. Their leadership attributes profoundly influence the whole environment and performance of schools. Understanding how these attributes impact teachers' work engagement and productivity was crucial for fostering educational excellence.

Apparently, the role of school principals has expanded beyond administrative duties to include instructional leadership (Glaés-Coutts, 2023). Educational systems worldwide are undergoing transformative changes to meet the demands of the 21st century. Leaders in education are facing unprecedented challenges, such as adapting to digital learning environments, promoting inclusivity, and fostering innovation. In fact, research from countries renowned for their exemplary educational outcomes highlights the crucial role of school leaders in shaping the quality of education. In the Schools Division of Laguna, experiencing a similar transformative phase in education is not new. The demands on the public elementary schools are increasing, and expectations from stakeholders are evolving. Principals are at the forefront of these changes, making it essential to understand the nuances of their leadership qualities to enhance the educational experience for students.

Hence, this study aims to examine the relationship between school principals' leadership attributes and their influence on teachers' work engagement and productivity. Specifically, focuses on variables such as principals' leadership attributes, teachers' work engagement, and productivity. Through an examination of these factors, the research aims to offer a thorough grasp of efficient school leadership within the framework of SDO Laguna. Additionally, this study provides valuable insights into the specific qualities and characteristics of school principals that contribute to creating a conducive and productive educational environment in elementary schools within the SDO Laguna.

The findings of this study may layout the groundwork for the development of a professional training framework tailored to the specific needs of school principals in the region. This framework, grounded in empirical evidence, has the potential to enhance the quality of education in SDO Laguna and serve as a model for other regions facing similar challenges. Additionally, by advancing our understanding of effective school leadership, this study may inform the training and development of school principals, ultimately improving the educational experience for students in elementary schools in SDO Laguna.

1.1 Statement of the Problem

Specifically, it seeks answers to the following questions:

1. What is the level of principals' leadership attributes in terms of:
 - 1.1. growth mindset;
 - 1.2. committing to execution;
 - 1.3. empowerment;
 - 1.4. kindness; and
 - 1.5. conflict resolution?
2. What is the level of the teachers' work engagement in terms of:
 - 2.1. sense of purpose;
 - 2.2. deep commitment to organization;
 - 2.3. dedication to perform;
 - 2.4. task orientation; and
 - 2.5. self-efficacy?
3. What is the level of the teachers' productivity in terms of:

- 3.1. ability to plan;
- 3.2. desire to remain in focus;
- 3.3. consistency;
- 3.4. job satisfaction;
- 3.5. competence;
- 3.6. work ethics; and
- 3.7. creativity?
4. Is there a significant relationship between the principals' leadership attributes and teachers' work engagement?
5. Is there a significant relationship between the principals' leadership attributes and teachers' work productivity?
6. Based on the results of the study, what principal professional training framework can be made?

2. Methodology

The research design utilized in this study was descriptive research design to evaluate the nexus of school principals' leadership attributes and their influence on work engagement and productivity among elementary school teachers in SDO Laguna as basis for principals' professional training framework. According to Bhandari (2023), A correlational research design investigates relationships between variables without the researcher controlling or manipulating any of them. A correlation reflects the strength and/or direction of the relationship between two (or more) variables. The direction of a correlation can be either positive or negative.

3. Results and Discussion

This chapter entails the presentation, analysis, and interpretation of data gathered to answer the problem of this study. This part reveals the findings of the study based on the research questions.

Level of Principals' Leadership Attributes

This section focuses on the results and analysis on the Level of Principals' Leadership Attributes. The level of principals' leadership attributes serves as a pivotal focal point, encompassing dimensions such as Growth Mindset, Committing to Execution, Empowerment, Kindness, and Conflict Resolution. These attributes are crucial determinants of organizational climate and effectiveness within educational settings, directly influencing teachers' work engagement and productivity. Understanding the varying degrees of leadership attributes among principals is essential for delineating their impact on teachers' professional experiences and, consequently, on educational outcomes.

In this study, the level of school principals' leadership attributes, particularly regarding Growth Mindset, denotes their inclination towards fostering a culture of continuous learning and resilience within the school community. This dimension holds significance as it reflects principals' attitudes and beliefs towards embracing challenges, persisting in the face of setbacks, and promoting a growth-oriented mindset among teachers and staff.

Table 1 illustrates the level of the elementary school principals' leadership attributes in terms of growth mindset.

Table 1 *Level of the School Principals' Leadership Attributes in terms of Growth Mindset*

STATEMENTS	MEAN	SD	REMARKS
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<i>I believe that my skills and abilities as a leader can be developed and improved over time.</i>	5.00	.00	Strongly Agree
<i>I encourage my team to view challenges as opportunities for growth and learning.</i>	5.00	.00	Strongly Agree
<i>I am open to feedback and see it as a chance to improve.</i>	5.00	.00	Strongly Agree
<i>I promote a culture of continuous learning and development within my school.</i>	5.00	.00	Strongly Agree
<i>I am willing to take risks in pursuit of innovative solutions.</i>	4.80	.45	Strongly Agree
Weighted Mean	4.96		
SD		0.08	
Verbal Interpretation			Highly evident

Based on the results, it is evident that school principals strongly believe in the concept of a growth mindset, as indicated by their agreement that skills and abilities can be developed over time (Mean = 5.00, SD = 0.00). Similarly, they actively encourage their team to perceive challenges as opportunities for growth and learning, emphasizing a positive approach to obstacles (Mean = 5.00, SD = 0.00). Likewise, principals demonstrate openness to feedback and value it as a means for improvement, fostering a culture of continuous learning and development within their schools (Mean = 5.00, SD = 0.00). Moreover, they exhibit a willingness to take risks in pursuit of innovative solutions, albeit slightly less pronounced compared to other aspects of the growth mindset (Mean = 4.80, SD = 0.45).

These findings indicate that principals exhibit a strong commitment to personal and professional growth, as well as a proactive approach to fostering innovation within their schools. However, the slightly lower mean rating for risk-taking suggests that while principals were generally open to innovation, there may be some degree of cautiousness or hesitation in pursuing unconventional solutions.

This empowerment extends to teachers feeling supported in taking risks, trying new teaching methods, and contributing to the overall innovation within the school. The combination of a growth mindset and empowerment creates a school culture where individuals were motivated to excel and embrace challenges.

Overall, the weighted mean for the level of school principals' leadership attributes in terms of growth mindset is 4.96 with a standard deviation of 0.08, indicating a highly evident manifestation of these attributes among the participants.

Level of the School Principals' Leadership Attributes in terms of Committing to Execution

Table 2 illustrates the level of the school principals' leadership attributes in terms of committing to execution.

Based on the results, school principals exhibit a high level of commitment to executing their schools' strategic plans effectively, as evidenced by their unanimous agreement on the statement (Mean = 5.00, SD = 0.00).

Table 2 *Level of the School Principals' Leadership Attributes in terms of Committing to Execution*

STATEMENTS	MEAN	SD	REMARKS
<i>I am committed to implementing the school's strategic plans effectively.</i>	5.00	.00	Strongly Agree
<i>I ensure that our school's objectives were translated into actionable steps.</i>	4.80	.45	Strongly Agree

<i>I monitor progress and hold individuals accountable for their roles in plan execution.</i>	5.00	.00	Strongly Agree
<i>I prioritize the allocation of resources to support plan implementation.</i>	5.00	.00	Strongly Agree
<i>I take steps to overcome obstacles and ensure plans were executed as intended.</i>	5.00	.00	Strongly Agree
Weighted Mean	4.96		
SD		0.09	
Verbal Interpretation			Highly Evident

Likewise, they prioritize translating school objectives into actionable steps and demonstrate accountability by monitoring progress and holding individuals responsible for their roles in plan execution (Mean = 4.80, SD = 0.45). Moreover, principals emphasize the importance of resource allocation to support plan implementation and are proactive in overcoming obstacles to ensure plans are executed as intended (Mean = 5.00, SD = 0.00).

Overall, the weighted mean for the level of school principals' leadership attributes in terms of committing to execution is 4.96 with a standard deviation of 0.09, indicating a highly evident commitment to effectively implementing strategic plans among the participants.

The results of the school principals' leadership attributes regarding committing to execution reveals highly evident commitment levels across all assessed statements. Principals express a strong dedication to implementing strategic plans effectively, translating objectives into actionable steps, monitoring progress, allocating resources, and overcoming obstacles to ensure plan execution. These results indicate that school principals were deeply committed to the effective execution of strategic plans, demonstrating proactive leadership behaviors aimed at achieving organizational goals. The consistency in the mean ratings and the absence of variability in standard deviation underscore the uniformity of commitment levels among principals, suggesting a shared ethos of accountability and action-oriented leadership.

Table 3 *Level of the School Principals' Leadership Attributes in terms of Empowerment*

STATEMENTS	MEAN	SD	REMARKS
<i>I delegate authority to teachers and staff to make decisions within their areas of responsibility.</i>	4.80	.45	Strongly Agree
<i>I involve teachers and staff in the decision-making process related to school policies and procedures.</i>	5.00	.00	Strongly Agree
<i>I foster a sense of ownership and autonomy among teachers and staff.</i>	5.00	.00	Strongly Agree
<i>I provide opportunities for professional growth and development.</i>	5.00	.00	Strongly Agree
<i>I encourage teachers and staff to take initiative and lead in their respective roles.</i>	5.00	.00	Strongly Agree
Weighted Mean	4.96		
SD		0.09	
Verbal Interpretation			Highly Evident

Table 3 illustrates the level of the school principals' leadership attributes in terms of empowerment

Based on the results, school principals demonstrate a highly evident commitment to empowering teachers and staff within their schools. Principals delegate authority to teachers and staff to make decisions within their areas of responsibility (Mean = 4.80, SD = 0.45), indicating a strong sense of trust and empowerment. Similarly, principals involve teachers and staff in the decision-making process related to school policies and procedures, fostering a collaborative and inclusive environment (Mean = 5.00, SD =

0.00). Moreover, principals actively promote a sense of ownership and autonomy among teachers and staff, providing opportunities for professional growth and development (Mean = 5.00, SD = 0.00).

Overall, the weighted mean for the level of school principals' leadership attributes in terms of empowerment is 4.96 with a standard deviation of 0.09, suggesting a highly evident commitment to empowering teachers and staff to contribute to the school's success.

The results of the school principals' leadership attributes concerning empowerment reveals highly evident empowerment levels across all assessed statements. Principals demonstrate a strong commitment to empowering teachers and staff by delegating authority, involving them in decision-making processes, fostering autonomy, providing professional growth opportunities, and encouraging initiative-taking. These results indicate that school principals prioritize creating an empowering environment that nurtures teacher and staff autonomy, ownership, and professional development. The consistency in mean ratings and the absence of variability in standard deviation indicate a uniform approach to empowerment among principals, reflecting a shared belief in distributed leadership and collaborative decision-making processes.

An implication of these findings was the importance of sustaining and further strengthening empowerment practices among school principals. Principals can improve staff and teacher motivation, contentment, and effectiveness by continuing to assign power, include stakeholders in decision-making, promote autonomy, offer growth opportunities, and reward initiative. This might result in a workforce that was more empowered and engaged, which would eventually improve student outcomes and school performance

Table 4 *Level of the School Principals' Leadership Attributes in terms of Kindness*

STATEMENTS	MEAN	SD	REMARKS
<i>I demonstrate empathy and compassion in my interactions with teachers, staff, and students.</i>	5.00	.00	Strongly Agree
<i>I create a positive and supportive school culture where everyone feels valued.</i>	5.00	.00	Strongly Agree
<i>I recognize and appreciate the efforts and contributions of teachers and staff.</i>	5.00	.00	Strongly Agree
<i>I provide emotional support to individuals facing personal or professional challenges.</i>	4.80	.45	Strongly Agree
<i>I foster a sense of belonging and camaraderie within the school community.</i>	5.00	.00	Strongly Agree
Weighted Mean	4.96		
SD	0.09		
Verbal Interpretation			Highly Evident

Table 4 illustrates the level of the school principals' leadership attributes in terms of kindness.

Based on the results, school principals exhibit a highly evident level of kindness in their leadership attributes, fostering a positive and supportive school culture. Principals demonstrate empathy and compassion in their interactions with teachers, staff, and students (Mean = 5.00, SD = 0.00), creating an inclusive environment where everyone feels valued and appreciated. Additionally, principals recognize and appreciate the efforts and contributions of teachers and staff, contributing to a sense of belonging and camaraderie within the school community (Mean = 5.00, SD = 0.00).

Overall, the weighted mean for the level of school principals' leadership attributes in terms of kindness is 4.96 with a standard deviation of 0.09, indicating a highly evident commitment to fostering a positive and supportive school culture characterized by empathy, appreciation, and emotional support.

The results on the school principals' leadership attributes regarding kindness indicate highly evident kindness levels across all evaluated statements. Principals demonstrate a strong commitment to fostering empathy, creating a positive and supportive school culture, recognizing, and appreciating efforts, providing

emotional support, and nurturing a sense of belonging and camaraderie. These results also indicate that school principals prioritize kindness in their interactions with teachers, staff, and students, creating an environment characterized by compassion, appreciation, and support. The consistency in mean ratings and the absence of variability in standard deviation indicate a uniform approach to kindness among principals, reflecting a shared commitment to nurturing positive relationships within the school community.

The results also imply about the significance of sustaining and further enhancing kindness practices among elementary school principals. Principals can support a healthy and inclusive school atmosphere by continuing to show empathy, cultivate supportive cultures, acknowledge efforts, offer emotional support, and encourage a sense of belonging.

Table 5 *Level of the School Principals' Leadership Attributes in terms of Conflict Resolution*

STATEMENTS	MEAN	SD	REMARKS
<i>I address conflicts and disagreements promptly and constructively.</i>	5.0000	.00000	Strongly Agree
<i>I encourage open dialogue and communication to resolve conflicts.</i>	5.0000	.00000	Strongly Agree
<i>I promote a collaborative approach to finding solutions to conflicts.</i>	5.0000	.00000	Strongly Agree
<i>I ensure that conflicts do not negatively impact the overall school environment.</i>	5.0000	.00000	Strongly Agree
<i>I provide guidance and support to teachers and staff in conflict resolution processes.</i>	5.0000	.00000	Strongly Agree
Weighted Mean	5.00		
SD	0.00		
Verbal Interpretation			Highly Evident

Table 5 illustrates the level of the school principals' leadership attributes in terms of conflict resolution.

Based on the results, school principals demonstrate a highly evident level of leadership attributes in conflict resolution. Principals address conflicts and disagreements promptly and constructively (Mean = 5.00, SD = 0.00), encouraging open dialogue and communication to resolve conflicts effectively while promoting a collaborative approach to finding solutions (Mean = 5.00, SD = 0.00). Moreover, principals ensure that conflicts do not negatively impact the overall school environment, providing guidance and support to teachers and staff in conflict resolution processes (Mean = 5.00, SD = 0.00).

Overall, the weighted mean for the level of school principals' leadership attributes in terms of conflict resolution is 5.00 with a standard deviation of 0.00, indicating a highly evident commitment to addressing conflicts promptly, constructively, and collaboratively, thereby fostering a positive and harmonious school environment.

The results on the school principals' leadership attributes in conflict resolution reveals highly evident proficiency across all evaluated statements. Principals exhibit a strong commitment to promptly and constructively addressing conflicts and disagreements, encouraging open dialogue and collaboration, ensuring conflicts do not disrupt the school environment, and providing guidance and support to teachers and staff in conflict resolution processes. These results also suggest that elementary school principals prioritize effective conflict resolution strategies, fostering a collaborative and supportive culture conducive to resolving conflicts constructively. The uniformity in mean ratings and absence of variability in standard deviation indicate a consistent and proficient approach to conflict resolution among principals, reflecting a shared commitment to maintaining a positive school climate.

These results also imply that school principals should maintain and expand upon their successful

conflict resolution techniques. Principals can contribute to a peaceful and productive school community by continuing to resolve problems quickly, encouraging open communication and collaboration, reducing negative effects on the school environment, and assisting staff members in resolving conflicts. This might boost stakeholder collaboration, morale, and trust, which would eventually improve student results and school effectiveness.

Level of the Teachers' Work Engagement

This section presents the findings regarding the level of teachers' work engagement, which refers to the extent of teachers' dedication, enthusiasm, and involvement in their roles within the school setting. Understanding teachers' work engagement is crucial as it directly influences their effectiveness, job satisfaction, and ultimately, student outcomes. By assessing teachers' work engagement, we gain insights into the factors that contribute to a positive and supportive school environment conducive to teaching and learning.

Table 6 *Level of the Teachers' Work Engagement in terms of Sense of Purpose*

STATEMENTS	MEAN	SD	REMARKS
<i>I feel a strong sense of purpose in my role as a teacher.</i>	4.83	.39	Strongly Agree
<i>I believe that my work as a teacher contributes significantly to the overall goals of the school.</i>	4.81	.39	Strongly Agree
<i>I find meaning and fulfillment in the tasks and responsibilities associated with my teaching role.</i>	4.79	.41	Strongly Agree
<i>My work as a teacher aligns with my personal values and professional objectives.</i>	4.79	.40	Strongly Agree
<i>I have a clear understanding of the purpose and impact of my role as a teacher.</i>	4.85	.36	Strongly Agree
Weighted Mean	4.81		
SD	0.33		
Verbal Interpretation			Highly Evident

Table 6 illustrates the level of the teachers' work engagement in terms of sense of purpose.

Based on the results, teachers demonstrate a highly evident level of work engagement in terms of their sense of purpose. For instance, teachers express a strong sense of purpose in their role, believing that their work significantly contributes to the overall goals of the school (Mean = 4.83, SD = 0.39). Moreover, they find meaning and fulfillment in their tasks and responsibilities, which align with their personal values and professional objectives (Mean = 4.79, SD = 0.41).

The high level of agreement among teachers regarding their sense of purpose implies a shared commitment to their profession and a deep understanding of the impact of their work on student learning and overall school success. This collective sense of purpose serves as a foundational element in fostering a positive work environment, enhancing teacher motivation, and ultimately improving educational outcomes.

Overall, the weighted mean for the level of teachers' work engagement in terms of sense of purpose is 4.81 with a standard deviation of 0.33, indicating a highly evident alignment of teachers' roles with their personal values and professional objectives, contributing significantly to the overall goals of the school.

Table 7 *Level of the Teachers' Work Engagement in terms of Deep Commitment to Organization*

STATEMENTS	MEAN	SD	REMARKS
<i>I am deeply committed to the goals and mission of the school.</i>	4.81	.39	Strongly Agree
<i>I feel a strong sense of loyalty and dedication to the school.</i>	4.79	.41	Strongly Agree

<i>I actively support and participate in school initiatives and activities.</i>	4.80	.40	Strongly Agree
<i>I am committed to promoting a positive and inclusive school culture.</i>	4.82	.38	Strongly Agree
<i>I take pride in being a part of the school community.</i>	4.79	.42	Strongly Agree
Weighted Mean	4.81		
SD		0.33	
Verbal Interpretation			Highly Evident

Table 7 illustrates the level of the teachers' work engagement in terms of deep commitment to organization.

Results show that teachers demonstrate a strong sense of commitment to the goals and mission of the school (Mean = 4.81, SD = 0.39), indicating a deep alignment with the overarching objectives of the institution. Likewise, teachers express a high level of loyalty and dedication to the school (Mean = 4.79, SD = 0.41), emphasizing their steadfast support and allegiance to the organization. Moreover, teachers actively participate in school initiatives and activities (Mean = 4.80, SD = 0.40), illustrating their proactive engagement in promoting the school's mission and vision. Similarly, teachers exhibit a commitment to fostering a positive and inclusive school culture (Mean = 4.82, SD = 0.38), indicating their dedication to creating a supportive environment for both students and colleagues. Lastly, teachers take pride in being part of the school community (Mean = 4.79, SD = 0.42), reflecting their emotional investment and sense of belonging within the institution.

The overall weighted mean of 4.81, with a standard deviation of 0.33, underscores the highly evident level of deep commitment among teachers, highlighting the importance of their engagement in cultivating a cohesive and positive school environment.

The high level of agreement among teachers regarding their deep commitment to the organization implies a cohesive and unified school community, characterized by shared values and a collective commitment to achieving common goals. This deep commitment serves as a driving force behind teachers' motivation and engagement, ultimately contributing to a positive school climate and enhanced student outcomes.

Level of the Teachers' Work Engagement in terms of Deep Dedication to Perform

Table 8 illustrates the level of the teachers' work engagement in terms of dedication to perform.

Based on the results presented in Table 8, it is evident that teachers exhibit a deep dedication to performing their roles effectively. Specifically, teachers strongly agree that they are committed to delivering high-quality instruction, putting in extra effort to ensure student success, and engaging in continuous professional development to enhance their teaching skills. Similarly, they express a willingness to take on additional responsibilities to contribute to the school's success and are dedicated to creating a positive and engaging learning environment.

Table 8 *Level of the Teachers' Work Engagement in terms of Deep Dedication to Perform*

STATEMENTS	MEAN	SD	REMARKS
<i>I am dedicated to delivering high-quality instruction to my students.</i>	4.79	.41	Strongly Agree
<i>I consistently put in extra effort to ensure the success of my students.</i>	4.77	.43	Strongly Agree
<i>I am committed to continuous professional development to enhance my teaching skills.</i>	4.76	.44	Strongly Agree

<i>I am willing to take on additional responsibilities to contribute to the school's success.</i>	4.74	.44	Strongly Agree
<i>I am dedicated to creating a positive and engaging learning environment.</i>	4.78	.43	Strongly Agree
Weighted Mean	4.77		
SD		0.38	
Verbal Interpretation			Highly Evident

Moreover, the overall weighted mean of 4.77 with a standard deviation of 0.38 indicates a highly evident level of deep dedication to perform among teachers.

The high level of agreement among teachers regarding their deep dedication to perform implies a collective commitment to excellence in teaching and learning, fostering a culture of continuous improvement within the school. This dedication not only enhances teachers' professional growth but also contributes to the creation of a positive and engaging learning environment conducive to student success.

Table 9 *Level of the Teachers' Work Engagement in terms of Task Orientation*

STATEMENTS	MEAN	SD	REMARKS
<i>I am focused on completing tasks and responsibilities efficiently.</i>	4.73	.45	Strongly Agree
<i>I prioritize my work to meet deadlines and achieve goals.</i>	4.74	.45	Strongly Agree
<i>I am organized in managing my workload and responsibilities.</i>	4.73	.47	Strongly Agree
<i>I am detail-oriented and attentive to the requirements of my role.</i>	4.73	.47	Strongly Agree
<i>I set clear goals and objectives for my teaching responsibilities.</i>	4.79	.42	Strongly Agree
Weighted Mean	4.75		
SD		0.40	
Verbal Interpretation			Highly Evident

Table 9 illustrates the level of the teachers' work engagement in terms of task orientation

Based on the results presented in Table 9, teachers exhibit a high level of task orientation in their work engagement. Results show that they are focused on completing tasks and responsibilities efficiently (Mean = 4.73, SD = 0.45), prioritizing their work to meet deadlines and achieve goals (Mean = 4.74, SD = 0.45). Similarly, they demonstrate being organized in managing their workload and responsibilities (Mean = 4.73, SD = 0.47), and are detail-oriented and attentive to the requirements of their role (Mean = 4.73, SD = 0.47). Moreover, teachers set clear goals and objectives for their teaching responsibilities (Mean = 4.79, SD = 0.42).

Overall, the weighted mean of 4.75 with a standard deviation of 0.40 indicates a highly evident level of task orientation among teachers. This suggests that teachers were responsible enough in executing their duties, that they discharge based on what they were committed to perform. They abide by their commitment and loyalty to the task at hand with or without the supervision of their school heads and consistently engage themselves with tasks and responsibilities in an organized, efficient, and detail-oriented manner, contributing to the effectiveness of their teaching roles.

The results indicate a high level of task orientation among teachers, with a weighted mean score of 4.75 out of 5, suggesting strong agreement across all statements.

The minimal standard deviation of 0.40 implies consistent perceptions among teachers regarding their focus on completing tasks efficiently and effectively.

Teachers demonstrate a strong commitment to prioritizing their work, meeting deadlines, and achieving goals, as reflected by the high mean scores exceeding 4.73 for each statement. Moreover, their organizational skills and attention to detail underscore their dedication to fulfilling their responsibilities in a structured and

efficient manner.

The high level of agreement among teachers regarding task orientation implies a collective emphasis on productivity and efficiency in their teaching practices.

This focused approach to task management not only enhances teachers' effectiveness in delivering instruction but also contributes to the overall smooth functioning of the educational environment, benefiting both teachers and students alike.

Task orientation involves clear, transparent, and open channels that foster a sense of trust, understanding, and collaboration among all internal and external stakeholders.

Table 10 *Level of the Teachers' Work Engagement in terms of Self-Efficacy*

STATEMENTS	MEAN	SD	REMARKS
<i>I am confident in my ability to effectively teach my subject matter.</i>	4.79	.42	Strongly Agree
<i>I believe that I can overcome challenges and obstacles in my teaching role.</i>	4.74	.45	Strongly Agree
<i>I am confident in my ability to positively influence my students' learning outcomes.</i>	4.78	.41	Strongly Agree
<i>I feel competent in adapting my teaching methods to meet the diverse needs of my students.</i>	4.72	.45	Strongly Agree
<i>I am confident in creating a positive and inclusive classroom environment.</i>	4.75	.45	Strongly Agree
Weighted Mean	4.76		
SD		0.38	
Verbal Interpretation			Highly Evident

Table 10 illustrates the level of the teachers' work engagement in terms of self-efficacy.

Based on the results presented in Table 10, teachers demonstrate a high level of self-efficacy in their work engagement. Results show that they are confident in their ability to effectively teach their subject matter (Mean = 4.79, SD = 0.42) and believe they can overcome challenges and obstacles in their teaching role (Mean = 4.74, SD = 0.45). Similarly, they express confidence in their ability to positively influence their students' learning outcomes (Mean = 4.78, SD = 0.41) and feel competent in adapting their teaching methods to meet the diverse needs of their students (Mean = 4.72, SD = 0.45). Moreover, teachers are confident in creating a positive and inclusive classroom environment (Mean = 4.75, SD = 0.45).

Overall, the weighted mean of 4.76 with a standard deviation of 0.38 indicates a highly evident level of self-efficacy among teachers. This suggests that teachers possess a positive attitude towards work and a strong belief in their capabilities to overcome challenges and obstacles that may come along the way while performing their duties. This also gives impression that teachers adapt different teaching methods in order to effectively teach, overcome challenges due to diversity of students, and positively impact student learning outcomes, thus contributing to their overall work engagement and effectiveness in the classroom.

The results reveal a high level of self-efficacy among teachers, with a weighted mean score of 4.76 out of 5, indicating strong agreement across all statements. The standard deviation of 0.38 suggests consistent perceptions among teachers regarding their confidence in various aspects of their teaching role. Teachers exhibit confidence in their ability to effectively teach their subject matter, overcome challenges, and positively influence their students' learning outcomes, as evidenced by the mean scores exceeding 4.72 for each statement. Moreover, their confidence in adapting teaching methods to meet diverse student needs underscores their commitment to creating inclusive learning environments.

The high level of agreement among teachers regarding self-efficacy implies a collective belief in their capacity to contribute positively to student learning and development. This confidence not only enhances

teachers' effectiveness in the classroom but also fosters a sense of empowerment and motivation, ultimately benefiting student outcomes and overall school success. According to Demir (2020), self-efficacy significantly influences teachers' enthusiasm and commitment to their roles.. They engage in professional development activities, attend workshops, and incorporate innovative teaching methods, contributing to their professional growth and increased effectiveness in the classroom.

Level of the Teachers' Productivity

In examining the level of teachers' productivity, this analysis scrutinizes various dimensions of their professional performance and effectiveness. By assessing factors such as competence, work ethics, and creativity, the study aims to provide a comprehensive understanding of teachers' overall productivity levels. The subsequent presentation of results will shed light on the strengths and areas for improvement within teachers' productivity, offering valuable insights for optimizing educational outcomes.

Table 11 *Level of the Teachers' Productivity in terms of Ability to Plan*

STATEMENTS	MEAN	SD	REMARKS
<i>I am effective in developing lesson plans and instructional strategies.</i>	4.66	.50	Strongly Agree
<i>My planning ensures that I cover the curriculum comprehensively.</i>	4.66	.49	Strongly Agree
<i>I allocate resources efficiently to support my teaching.</i>	4.64	.49	Strongly Agree
<i>My planning accounts for the diverse needs of my students.</i>	4.71	.45	Strongly Agree
<i>I am well-prepared for my teaching responsibilities.</i>	4.71	.45	Strongly Agree
Weighted Mean	4.68		
SD		0.42	
Verbal Interpretation			Highly Evident

Table 11 illustrates the level of the teachers' productivity in terms of ability to plan.

Based on the results presented in Table 11, teachers demonstrate a highly evident ability to plan effectively in their productivity. Results show that teachers are effective in developing lesson plans and instructional strategies (Mean = 4.66, SD = 0.50) and ensure comprehensive coverage of the curriculum through their planning (Mean = 4.66, SD = 0.49). Likewise, they allocate resources efficiently to support their teaching (Mean = 4.64, SD = 0.49) and account for the diverse needs of their students in their planning process (Mean = 4.71, SD = 0.45). Moreover, teachers indicate that they are well-prepared for their teaching responsibilities (Mean = 4.71, SD = 0.45).

Overall, the weighted mean of 4.68 with a standard deviation of 0.42 suggests a highly evident level of ability to plan among teachers. This indicates that teachers possess strong planning skills, ensuring effective curriculum coverage, resource allocation, and consideration of student diversity, ultimately contributing to their overall productivity in the classroom. Teachers demonstrate effectiveness in developing lesson plans and instructional strategies, ensuring comprehensive coverage of the curriculum, and efficient allocation of resources, as evidenced by mean scores exceeding 4.64 for each statement. Moreover, their planning accounts for the diverse needs of students, reflecting a commitment to inclusive teaching practices.

The high level of agreement among teachers regarding their ability to plan implies a collective confidence in their capacity to organize and prepare for teaching responsibilities effectively. This competence not only enhances instructional quality but also contributes to a positive learning environment, ultimately benefiting student engagement and academic achievement.

Table 12. *Level of the Teachers' Productivity in terms of Desire to Remain in Focus*

STATEMENTS	MEAN	SD	REMARKS
<i>I am motivated to stay focused on my teaching tasks and responsibilities.</i>	4.66	.49	Strongly Agree
<i>I maintain my concentration even when faced with distractions or challenges.</i>	4.65	.49	Strongly Agree
<i>My desire to provide quality education keeps me engaged in my work.</i>	4.66	.48	Strongly Agree
<i>I am committed to achieving my teaching goals and objectives.</i>	4.70	.46	Strongly Agree
<i>I actively seek strategies to improve my focus and effectiveness.</i>	4.67	.47	Strongly Agree
Weighted Mean	4.67		
SD		0.42	
Verbal Interpretation			Highly Evident

Table 12 illustrates the level of the teachers' productivity in terms of desire to remain in focus.

Based on the results presented in Table 12, teachers exhibit a highly evident desire to remain focused in their productivity. Results indicate that teachers are motivated to stay focused on their teaching tasks and responsibilities (Mean = 4.66, SD = 0.49) and maintain their concentration even in the face of distractions or challenges (Mean = 4.65, SD = 0.49). Similarly, their desire to provide quality education keeps them engaged in their work (Mean = 4.66, SD = 0.48), and they are committed to achieving their teaching goals and objectives (Mean = 4.70, SD = 0.46). Moreover, teachers actively seek strategies to improve their focus and effectiveness (Mean = 4.67, SD = 0.47).

Overall, the weighted mean of 4.67 with a standard deviation of 0.42 suggests a highly evident level of desire to remain focused among teachers. This indicates that teachers are intrinsically motivated to maintain their focus on teaching tasks and responsibilities, contributing to their overall productivity and effectiveness in the classroom.

The results show that the mean score for each statement related to the teachers' desire to remain in focus ranges from 4.65 to 4.70, indicates a strong agreement among the respondents in expressing their motivation and commitment to staying focused on their teaching tasks and responsibilities. Additionally, the standard deviation values were relatively low, ranging from 0.46 to 0.49, suggesting a high level of consensus among the respondents regarding their desire to remain in focus.

The high mean scores and low standard deviation values suggest a consistent and strong desire among teachers to maintain focus and dedication to their teaching responsibilities. This indicates a positive attribute that contributes to teachers' overall productivity and effectiveness in the classroom. However, further qualitative investigation may be beneficial to explore specific strategies that teachers employ to enhance their focus and effectiveness in teaching.

Level of the Teachers' Productivity in terms of Consistency

Table 13 illustrates the level of the teachers' productivity in terms of consistency.

Table 13 *Level of the Teachers' Productivity in terms of Consistency*

STATEMENTS	MEAN	SD	REMARKS
<i>I maintain a consistent level of effort and dedication in my teaching.</i>	4.73	.46	Strongly Agree
<i>My teaching practices were reliable and predictable.</i>	4.68	.49	Strongly Agree
<i>I am committed to delivering consistently high-quality instruction.</i>	4.72	.46	Strongly Agree
<i>I constantly provide varied classroom learning experience to</i>	4.72	.46	Strongly Agree

my students.

I consistently meet the expectations and standards set by my school.

4.74 .45 Strongly Agree

Weighted Mean

4.72

SD

0.41

Verbal Interpretation

Highly Evident

Based on the results presented in Table 13, teachers demonstrate a highly evident level of productivity in terms of consistency. Results show that teachers maintain a consistent level of effort and dedication in their teaching (Mean = 4.73, SD = 0.46) and are committed to delivering consistently high-quality instruction (Mean = 4.72, SD = 0.46).

Similarly, teachers consistently meet the expectations and standards set by their school (Mean = 4.74, SD = 0.45), indicating reliability and predictability in their teaching practices. Moreover, teachers constantly provide varied classroom learning experiences to their students (Mean = 4.72, SD = 0.46), enhancing engagement and learning outcomes.

Overall, the weighted mean of 4.72 with a standard deviation of 0.41 suggests a highly evident level of productivity in terms of consistency among teachers.

The data reveals consistently high mean scores across all statements, ranging from 4.68 to 4.74, with a small standard deviation (SD) ranging from 0.45 to 0.49, indicating strong agreement and minimal variability among respondents regarding their consistency in teaching practices. The high mean scores and low standard deviation implies that teachers maintain a robust level of consistency in their teaching efforts, practices, and the quality of instruction provided to students. This consistency likely fosters a stable learning environment and contributes to positive student outcomes.

Table 14 *Level of the Teachers' Productivity in terms of Job Satisfaction*

STATEMENTS	MEAN	SD	REMARKS
<i>I express contentment and fulfillment in my roles and responsibilities.</i>	4.67	.47	Strongly Agree
<i>I find personal satisfaction in contributing to the academic and personal development of my students.</i>	4.68	.47	Strongly Agree
<i>I am satisfied with the support and resources provided to them for effective teaching.</i>	4.67	.47	Strongly Agree
<i>I derive a sense of accomplishment from achieving my professional goals and objectives.</i>	4.72	.45	Strongly Agree
<i>I express overall satisfaction with the working conditions and school environment.</i>	4.65	.48	Strongly Agree
<i>Weighted Mean</i>	4.67		
<i>SD</i>		0.41	
<i>Verbal Interpretation</i>			<i>Highly Evident</i>

Table 14 illustrates the level of the teachers' productivity in terms of job satisfaction.

Based on the results presented in Table 14, teachers demonstrate a highly evident level of productivity in terms of job satisfaction. Results show that teachers express contentment and fulfillment in their roles and responsibilities (Mean = 4.67, SD = 0.47) and find personal satisfaction in contributing to the academic and personal development of their students (Mean = 4.68, SD = 0.47). Similarly, teachers express overall satisfaction with the support and resources provided for effective teaching (Mean = 4.67, SD = 0.47), indicating a positive perception of the working environment. Moreover, teachers derive a sense of

accomplishment from achieving their professional goals and objectives (Mean = 4.72, SD = 0.45), highlighting the intrinsic rewards associated with their work. Additionally, teachers express overall satisfaction with the working conditions and school environment (Mean = 4.65, SD = 0.48), reflecting a positive attitude towards their workplace.

Overall, the weighted mean of 4.67 with a standard deviation of 0.41 suggests a highly evident level of productivity in terms of job satisfaction among teachers. This indicates that teachers find fulfillment in their roles, derive satisfaction from contributing to student development, and express overall contentment with their working conditions and environment.

The consistently high mean scores imply that teachers express strong satisfaction with various aspects of their roles, including their contributions to student development, the support provided for effective teaching, and the working conditions. The low standard deviation indicates a uniform perception of job satisfaction among respondents, indicating a widespread positive sentiment within the teacher cohort.

Table 15 *Level of the Teachers' Productivity in terms of Competence*

STATEMENTS	MEAN	SD	REMARKS
<i>I believe my teaching skills and methods were effective.</i>	4.67	.47	Strongly Agree
<i>I regularly update my knowledge and skills to stay current in my subject area.</i>	4.66	.48	Strongly Agree
<i>I feel confident in my ability to handle challenging situations in the classroom.</i>	4.67	.47	Strongly Agree
<i>I am knowledgeable about the latest educational trends and best practices.</i>	4.64	.50	Strongly Agree
<i>I continuously seek opportunities to enhance my competence as a teacher.</i>	4.69	.49	Strongly Agree
Weighted Mean	4.67		
SD		0.43	
Verbal Interpretation			Highly Evident

Table 15 illustrates the level of the teachers' productivity in terms of competence.

Based on the results presented in Table 15, teachers demonstrate a highly evident level of productivity in terms of competence.

Results show that teachers believe their teaching skills and methods are effective (Mean = 4.67, SD = 0.47) and regularly update their knowledge and skills to stay current in their subject area (Mean = 4.66, SD = 0.48). Likewise, teachers feel confident in their ability to handle challenging situations in the classroom (Mean = 4.67, SD = 0.47), indicating a strong sense of self-efficacy.

Moreover, teachers report being knowledgeable about the latest educational trends and best practices (Mean = 4.64, SD = 0.50), reflecting their commitment to staying informed and adapting to changes in the field. Additionally, teachers continuously seek opportunities to enhance their competence as educators (Mean = 4.69, SD = 0.49), demonstrating a proactive approach to professional development.

Overall, the weighted mean of 4.67 with a standard deviation of 0.43 suggests a highly evident level of productivity in terms of competence among teachers. This indicates that teachers possess confidence in their teaching abilities, actively engage in professional growth, and remain knowledgeable about current trends and best practices in education.

The mean scores for all statements range from 4.64 to 4.69, indicating a strong consensus among respondents regarding their competence as educators.

The standard deviation values, ranging from 0.47 to 0.50, suggest minimal variability in responses, indicating a consistent perception of competence among teachers. The consistently high mean scores implies that teachers perceive themselves as competent in various aspects of their profession, including teaching

effectiveness, continuous learning, and adaptability to challenges.

The low standard deviation values imply a uniform perception of competence among respondents, indicating a widespread confidence in their abilities as educators. Further investigation could explore specific factors contributing to teachers' perceived competence and how it influences their instructional practices and student outcomes.

Moreover, they continuously seek opportunities for professional development to refine their skills and stay abreast of emerging trends and best practices in education.

Table 16 *Level of the Teachers' Productivity in terms of Work Ethics*

STATEMENTS	MEAN	SD	REMARKS
<i>I consistently adhere to professional standards and ethical guidelines.</i>	4.71	.45	Strongly Agree
<i>I am punctual and conscientious in fulfilling my teaching responsibilities.</i>	4.73	.44	Strongly Agree
<i>I maintain a strong work ethic in terms of lesson planning and preparation.</i>	4.72	.46	Strongly Agree
<i>I am committed to fostering a positive and respectful learning environment.</i>	4.73	.45	Strongly Agree
<i>I uphold the values of integrity, honesty, and professionalism in my teaching role.</i>	4.77	.43	Strongly Agree
<i>Weighted Mean</i>	4.73		
<i>SD</i>		0.40	
<i>Verbal Interpretation</i>			<i>Highly Evident</i>

Table 16 illustrates the level of the teachers' productivity in terms of work ethics.

Based on the results presented in Table 16, teachers demonstrate a highly evident level of productivity in terms of work ethics. Results show that teachers consistently adhere to professional standards and ethical guidelines (Mean = 4.71, SD = 0.45) and are punctual and conscientious in fulfilling their teaching responsibilities (Mean = 4.73, SD = 0.44). Likewise, teachers maintain a strong work ethic in terms of lesson planning and preparation (Mean = 4.72, SD = 0.46), indicating a dedication to their professional duties. Moreover, teachers express commitment to fostering a positive and respectful learning environment (Mean = 4.73, SD = 0.45), highlighting their emphasis on creating conducive settings for student learning.

Overall, the weighted mean of 4.73 with a standard deviation of 0.40 suggests a highly evident level of teachers' productivity in terms of work ethics.

The mean scores for all statements range from 4.71 to 4.77, indicating a strong consensus among respondents regarding their commitment to professional standards and ethical conduct. The standard deviation values, ranging from 0.40 to 0.46, suggest minimal variability in responses, indicating a consistent perception of work ethics among teachers. The consistently high mean scores implies that teachers perceive themselves as adhering to professional standards and ethical guidelines in their teaching roles. The low standard deviation values imply a uniform commitment to work ethics among respondents, indicating a widespread dedication to fostering a positive and respectful learning environment. Further exploration could delve into the specific practices and behaviors that contribute to teachers' adherence to work ethics and how it influences student outcomes and overall school culture. As what DepEd (2017) on the Philippine Professional Standards for Teachers, stated that teachers' work ethics reflects their commitment to upholding professional standards, ethical conduct, and integrity in their roles as educators.

Table 17 *Level of the Teachers' Productivity in terms of Creativity*

STATEMENTS	MEAN	SD	REMARKS
<i>I incorporate creative teaching methods to make lessons engaging for students.</i>	4.70	.46	Strongly Agree
<i>I encourage innovative thinking and problem-solving among my students.</i>	4.71	.47	Strongly Agree
<i>I regularly introduce new and creative elements into my teaching strategies.</i>	4.66	.49	Strongly Agree
<i>I am open to exploring and implementing innovative approaches to teaching.</i>	4.73	.44	Strongly Agree
<i>I believe creativity plays a crucial role in enhancing the learning experience for my students.</i>	4.74	.44	Strongly Agree
Weighted Mean	4.70		
SD		0.40	
Verbal Interpretation			Highly Evident

Table 17 illustrates the level of the teachers' productivity in terms of creativity.

Based on the results presented in Table 17, teachers demonstrate a highly evident level of productivity in terms of creativity. Results show that teachers incorporate creative teaching methods to make lessons engaging for students (Mean = 4.70, SD = 0.46) and encourage innovative thinking and problem-solving among their students (Mean = 4.71, SD = 0.47). Similarly, teachers regularly introduce new and creative elements into their teaching strategies (Mean = 4.66, SD = 0.49), indicating a commitment to fostering innovation in the classroom. Moreover, teachers express openness to exploring and implementing innovative approaches to teaching (Mean = 4.73, SD = 0.44), highlighting their willingness to adapt and experiment with new methods to enhance learning outcomes. Additionally, teachers believe that creativity plays a crucial role in enhancing the learning experience for their students (Mean = 4.74, SD = 0.44), underscoring the importance of creativity in education.

Overall, the weighted mean of 4.70 with a standard deviation of 0.40 suggests a highly evident level of productivity in terms of creativity among teachers. This indicates that teachers actively incorporate creative teaching methods, encourage innovation, and recognize the significance of creativity in enhancing the learning experience for students. The consistently high mean scores suggest that teachers perceive themselves as actively incorporating creative teaching methods and fostering innovative thinking among students. The low standard deviation values imply a uniform commitment to creativity in teaching practices among respondents, indicating a widespread belief in the importance of creativity in enhancing the learning experience.

Significant Relationship Between the School Principals' Leadership Attributes and Teachers' Work Engagement

In the exploration of the relationship between school principals' leadership attributes and teachers' work engagement, the following analysis delves into the statistical significance of this connection. Utilizing appropriate tests, this examination aims to elucidate the extent to which leadership qualities impact the engagement levels of teachers within the educational context. The subsequent presentation of results will shed light on the strength and direction of this relationship, providing valuable insights for educational leadership and management practices.

Table 18 *Significant Relationship Between the School Principals' Leadership Attributes and Teachers' Work Engagement*

		Sense of Purpose	Deep Commitment to Organization	Dedication to Perform	Task Orientation	Self-Efficacy
Growth Mindset	P	.250	-.250	-.323	.583	.055
	Sig. (2-tailed)	.685	.685	.596	.302	.931
Committing to Execution	P	.250	-.250	-.323	.583	.055
	Sig. (2-tailed)	.685	.685	.596	.302	.931
Empowerment	P	.250	-.250	-.323	.583	.055
	Sig. (2-tailed)	.685	.685	.596	.302	.931
Kindness	P	.250	-.250	-.323	.583	.055
	Sig. (2-tailed)	.685	.685	.596	.302	.931
Conflict Resolution	P	. ^b	. ^b	. ^b	. ^b	. ^b
	Sig. (2-tailed)	.	.	.	.	.

Table 18 illustrates the correlation coefficient between principals' leadership attributes (Growth Mindset, Committing to Execution, Empowerment, Kindness, Conflict Resolution) and teachers' work engagement variables (Sense of Purpose, Deep Commitment to Organization, Deep Dedication to Perform, Task Orientation, Self-Efficacy).

Based on the results, there were positive correlations observed between each leadership attribute and teachers' work engagement variables; however, none of these correlations reached statistical significance ($p > 0.05$). This lack of statistical significance suggests that other factors beyond those examined in this study may influence teachers' work engagement, emphasizing the complexity of the dynamics involved in this context.

Despite the absence of statistical significance, the positive correlations suggest potential associations between leadership attributes and teachers' work engagement, warranting further investigation with a larger sample size to validate these relationships. Additionally, the lack of significance may be attributed to the small sample size in this study, highlighting the need for larger-scale research to provide more definitive insights into these associations.

Significant Relationship between the School Principals' Leadership Attributes and Teachers' Work Productivity

In assessing the correlation between school principals' leadership attributes and teachers' work productivity, this analysis delves into the statistical significance of this association. Through rigorous testing, the aim is to uncover the extent to which leadership qualities influence the productivity levels of teachers in educational settings.

Table 19 *Significant Relationship between the School Principals' Leadership Attributes and Teachers' Work Productivity*

		Ability to Plan	Desire to Remain in Focus	Consistency	Job Satisfaction	Competence	Work Ethics	Creativity
Growth Mindset	P	-.431	-.309	.431	.567	.290	.826	.309
	Sig. (2-tailed)	.468	.612	.468	.319	.636	.085	.612
Committing to Execution	P	-.431	-.309	.431	.567	.290	.826	.309
	Sig. (2-tailed)	.468	.612	.468	.319	.636	.085	.612
Empowerment	P	-.431	-.309	.431	.567	.290	.826	.309
	Sig. (2-tailed)	.468	.612	.468	.319	.636	.085	.612
Kindness	P	-.431	-.309	.431	.567	.290	.826	.309
	Sig. (2-tailed)	.468	.612	.468	.319	.636	.085	.612
Conflict Resolution	P	. ^b	. ^b	. ^b	. ^b	. ^b	. ^b	. ^b
	Sig. (2-tailed)	.	.	.	.	.	.	.

Table 19 illustrates the relationship between principals' leadership attributes and teachers' productivity.

The results indicate mixed findings. While there were moderate positive correlations observed between principals' leadership attributes (Growth Mindset, Committing to Execution, Empowerment, Kindness) and some aspects of teachers' productivity (Ability to Plan, Job Satisfaction, Competence, Work Ethics), these correlations did not reach statistical significance ($p > 0.05$) for any of the variables examined. This suggests that the observed relationships may not be statistically reliable and could have occurred due to chance. However, notably, there was a strong positive correlation between principals' kindness and teachers' creativity ($r = 0.826$), approaching statistical significance ($p = 0.085$), which may suggest a potential trend worth exploring in future studies with a larger sample size.

Despite these non-significant findings, the moderate positive correlations observed imply a potential direction for further investigation into the complex relationship between leadership attributes and teachers' productivity. In addition to these quantitative results, qualitative research techniques could provide a deeper knowledge of the variables affecting productivity in educational settings by delving into the diverse experiences and perspectives of principals and instructors.

4. Conclusion and Recommendations

Based on the results of this study, the researcher posited the following conclusions:

The correlations between principals' leadership attributes and teachers' work engagement variables were positive but not statistically significant, indicating potential but inconclusive associations between these factors within the current sample size. The absence suggests that additional variables not considered in this

study may play a role in shaping teachers' work engagement, underscoring the complexity of factors influencing this aspect of organizational dynamics.

Lastly, the analysis of principals' leadership attributes and teachers' productivity revealed moderate positive correlations, particularly in aspects such as Ability to Plan, Job Satisfaction, Competence, and Work Ethics; however, none of these correlations reached statistical significance, indicating potential relationships that may not be statistically reliable. Notably, a strong positive correlation between principals' kindness and teachers' creativity approached statistical significance, suggesting a trend worth exploring further with a larger sample size.

Based on the results, the researcher recommends the following.

1. The school's division offices may develop a comprehensive training program tailored to school principals, emphasizing the nuanced influences of various factors on leadership attributes identified in this study. These workshops and seminars may integrate insights from the research findings, particularly emphasizing the significance of demographic diversity in leadership effectiveness, in line with the Department of Education's commitment to fostering inclusive and equitable educational practices.

2. District or sub-offices may encourage to conduct targeted workshops aimed at enhancing specific leadership attributes identified as positively impacting teachers' work engagement, as elucidated by the study's results. These sessions may prioritize aspects such as effective communication, fostering a supportive work environment, and promoting collaborative decision-making, all of which have been highlighted as key drivers of teacher engagement within the theoretical framework underpinning this research.

3. School principal associations or similar bodies may spearhead initiatives aimed at enhancing productivity among both principals and teachers, drawing upon the insights garnered from this study. The proposed initiatives may focus on addressing specific areas identified in the research results, such as planning skills, job satisfaction, competence, and work ethics, thereby aligning with the Department of Education's mission to enhance educational quality and effectiveness through continuous improvement strategies.

Reference:

Bhandari, P. (2023). Correlational Research | When & How to Use. Scribbr. Retrieved from: <https://www.scribbr.com/methodology/correlational-research/>