School Heads' Leadership Skills and Teachers' Work Engagement in the Department of Education: Evidence from Piñan District, Schools Division of Zamboanga del Norte

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Abstract— *This study aimed to determine the school heads' leadership skills and their relationship to work engagement among the teachers of Piñan District, Schools Division of Zamboanga del Norte during the school year 2023-2024. The study employed a descriptive correlational research method. Frequency count, percentage, weighted mean, standard deviation, Kruskal-Wallis H Test, and Spearman Rank-Order Correlation Coefficient (Spearman rho) were the statistical tools used with Jamovi as statistical software. There were ninety (90) teacher-respondents involved. The study revealed that the level of school heads' leadership skills was very high and the teachers were very highly engaged in their respective work assignments. There was no significant difference in the level of school heads' leadership skills and the perceived level of work engagement. There was a significant medium/moderate positive correlation between the levels of school heads' leadership skills and work engagement. Based on the findings and conclusions of the study, the author recommends that Top DepEd Officials, through the Schools Governance and Operations Division (SGOD) would use the findings of this study to validate the School - Based Management (SBM) practices of the school heads in the district. The teachers would also use the findings of the study as the basis for reflection on the importance of school heads' leadership skills and work engagement towards attaining a high level of SBM practice.*

Keywords— *leadership skills, school heads, work engagement, teachers, Piñan District, Division of Zamboanga del Norte, Department of Education*

I. INTRODUCTION

Leaders are made, not born (Farlow, 2019). Everyone who aims to be a leader has to work to develop skills, use his/her strengths, mitigate one's weaknesses and most importantly learn from one's failures.

Section 6.1 Rule VI of the Implementing Rules and Regulations of Republic Act No. 9155 otherwise known as the Governance of Basic Education Act of 2001 states that there shall be a school head for each public and secondary school or cluster thereof who is responsible of the administrative and instructional oversight of a school or group of schools. In addition, school heads are responsible for defining the school's vision, introducing innovation to teachers' teaching methods, supporting staff performance, coordinating instructional activities and fostering a positive school climate (Ikediugwu & Agu, 2022).

Leadership skills are distinctive abilities that define a leader's capacity to guide and direct members of the organization in the direction of the organization's objectives. (Abun, et al., 2017) regarded leadership skills as instruments that the leaders employ to carry out their obligations and duties in order to guide their members.

Kapur (2020) believed that leadership skills encompass the instruments, conduct and capacities that

leaders ought to possess in order to improve the organizations they serve and the welfare of their employees. They are responsible for the direction and motivation of these employees in the performance of their job responsibilities and the attainment of the organization's goals and objectives.

Abun, et al., (2017) postulated that it is essential that a leader has a comprehensive understanding of leadership and management in order to influence work engagement.

Work engagement denotes engaging organizational members in their work roles which entails utilizing and expressing their physical, cognitive and emotional selves during the role performances. It is the amount of time spent contemplating one's role at work (Abun, et al., 2020).

Leadership research shows that certain leadership behaviors have a clear association with engagement, trust in the leader, support from the leader and creating a blame-free environment which are considered to be the components of psychological safety, a condition proposed by Kahn (1990) which leads to employee/teacher engagement (Zahed - Babelan, 2019) as cited by Magboo, et al., (2023). However, few studies have attempted to provide evidence of association between leadership and employees'/ teachers' work engagement. Hence, this research is being conducted on the school heads' leadership skills and teachers' work engagement in the Department of Education, Piñan District, Schools Division of Zamboanga del Norte to fill the research gap.

II. CONCEPTUAL FRAMEWORK

The conceptual framework is presented in figure 1. First, the independent variable which is the leadership skills categorized into strategic planning skills; developing people skills; communication skills; motivating people skills and team building skills, next, the dependent variable which is the work engagement.

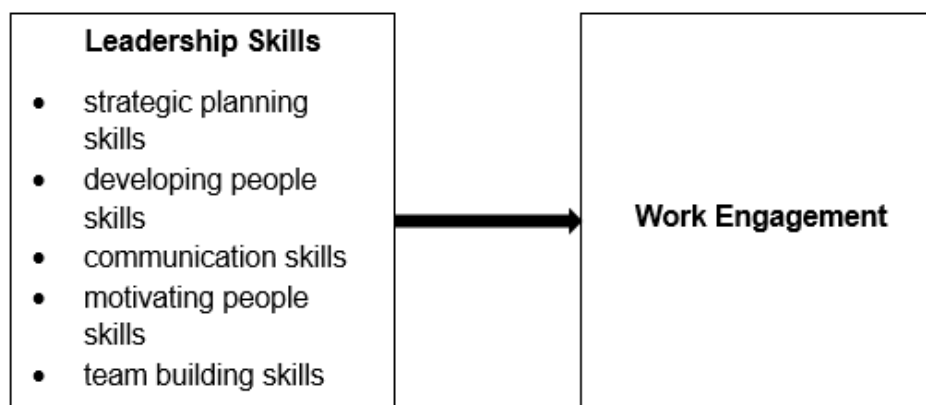**INDEPENDENT VARIABLE**   **DEPENDENT VARIABLE**

Fig.1. Conceptual Framework of the Study

Statement of the Problem

This study aimed to determine the school heads' leadership skills and their relationship to work engagement among the teachers in Piñan District, Schools Division of Zamboanga del Norte during the school year 2023-2024.

Specifically, it sought to answer the following questions:

1. What is the respondents' perceived level of school heads' leadership skills in terms of:

    2.1 strategic planning skills;

    2.2 developing people skills;

    2.3 communication skills;

    2.4 motivating people skills; and

    2.5 team building skills?

2. What is the respondents' perceived level of work engagement?

3. Is there a significant relationship between the respondents' perceived level of school heads' leadership skills and work engagement?

III. LITERATURE

Strategic Planning Skills

Abun et al. (2017) defined strategic planning skills as the ability of administrators to formulate strategic direction of their schools in terms of vision, mission, objectives, key result areas, performance indicators and action plan or strategies.

Developing People Skills

In 2017, Abun et al. clarified that the capacity of administrators to assess the issue of subpar performance and identify the requirements for enhancing employees' job-related competencies is one of his/her roles. It is important to note that mere employment does not guarantee that an individual possesses all the requisite skills and knowledge to perform the job. However, it is possible that this perspective on hiring may serve as a starting point (McNamara, 2017). People's development is not limited to knowledge and skills only. It also includes developing employees to be leaders (Abun et al., 2020).

Communication skills

Magboo et al. (2023) found out that the leadership behavior of their school heads which obtained the highest mean of 3.70 indicated that when school leaders communicate school academic goals to people at school leaders meet their people and discuss matters to them to keep them aware and participate in communicating the school goals. Ruano et al. (2021) believed that one of the best aspects of instructional leadership behavior of school heads is that they can positively influence teachers' collaboration thus, positive communication with teachers brings better views on the school goals done on a table meeting. Communication skills refer to the capacity of administrators to effectively convey information regarding organizational or school matters to employees/teachers, so that they are informed and motivated to contribute to the school's growth (Abun et al., 2017).

Motivating Skills

Motivation skills are actions or strategies that induce an individual to perform the desired action or provide the desired response. These strategies and actions differ according to three primary determinants: the style of the motivator, the target audience, and the personality of the individual the motivator aims to sway (Doyle, 2022). Employees/Teachers are encouraged to increase their productivity and attain success through the use of motivational skills.

Team Building Skills

Abun et al., (2017) pointed out that team building skills pertain to the capacity of administrators to assemble and oversee a team, wherein team members utilize their respective expertise to accomplish the objectives of the organization. The realization of organizational objectives is contingent upon the concerted efforts of all work forces towards the shared goals. Collaborative working relationships are fostered among individual members of a department or interdepartmental group through this process. (Doyle, 2022)

Work Engagement

Work engagement denotes the integration of individuals into their work, wherein the personal selves and the work are inseparable. It is a two-dimensional construct that encompasses absorption which pertains to the intensity of one's focus on a specific role at work, and attention. It is defined by the three qualities: vigor, commitment and absorption. Vigor is distinguished by a strong commitment to one's tasks and mental fortitude during work, It is the disposition to exert effort in one's endeavors (Baes, et al., (2023). Commitment is the quality of being dedicated to one's work while absorption is defined as fully concentrated and deeply engrossed in one's work causing time to fly by Baes & Naparota, (2023).

IV. RESEARCH METHODOLOGY

Research Design

The researcher used the descriptive-correlational research design with a survey questionnaire as a means of gathering data for both the leadership skills of school heads as perceived by the respondents and work engagement.

Research Environment

The study was conducted in the three national high schools in Piñan District, Schools Division of Zamboanga del Norte namely: Piñan National High School, Dilawa National High School and Teresita Integrated School.

Respondents of the Study

The respondents of the study were the ninety (90) teachers in the three (3) national high schools of Piñan District, Schools Division of Zamboanga del Norte during the school year 2023-2024. Among the eighty (80) teachers in Piñan National High School only sixty-seven (67) were chosen as respondents computed through Raosoft Calculator Software while nineteen (19) or one hundred percent (100%) of the teachers were from Dilawa National High School and four (4) or one hundred percent (100%) were from Teresita Integrated School respectively.

Statistical Treatment of the Data

Presented are the statistical tools utilized in the treatment and analysis of the data gathered.

Weighted Mean. This is used to quantify the respondents' ratings on the leadership skills and work engagement. Presented below is the scoring guide in giving qualitative descriptions and interpretation of the responses of the items in leadership skills and work engagement.

Scoring Guide

Leadership skills

Scale	Range of Values	Description	Interpretation
5	4.21-5.00	Strongly agree	Very high
4	3.41-4.20	Agree	High
3	2.61-3.40	Somewhat Agree	Moderate
2	1.81-2.60	Disagree	Low
1	1.00-1.80	Strongly Disagree	Very low

Work Engagement

Scale	Range of Values	Description	Interpretation
5	4.21-5.00	Strongly agree	Very highly Engaged
4	3.41-4.20	Agree	Highly Engaged
3	2.61-3.40	Somewhat Agree	Engaged
2	1.81-2.60	Disagree	Lowly Engaged
1	1.00-1.80	Strongly Disagree	Very Lowly Engaged

Standard Deviation. This is used to determine the homogeneity and heterogeneity of the respondents' scores where $SD \leq 3$ is homogenous and $SD > 3$ is heterogeneous (Aiken & Susane, 2001; Refugio, et. al., 2019).

Spearman Rank-Order Correlation Coefficient (Spearman rho). This is used to determine the correlation between leadership skills and work engagement. The following guide in interpreting the correlation value suggested by Cohen, et al., (2014) was utilized in this study:

Value	Size	Interpretation
±0.50 to ±1.00	Large	High positive/negative correlation
±0.30 to ±.49	Medium	Moderate positive/negative correlation
±0.10 to ±0.29	Small	Low positive/negative correlation
±0.01 to ±0.09	Negligible	Slight positive/negative correlation
0.00	No correlation	

The data gathered in this study were tallied, treated, and analyzed using Microsoft Excel Data Analysis ToolPak and Jamovi Software Version 14. Thus, displaying of the statistical formulas is not necessary. All statistical tests were performed at 0.05 level of significance.

V.   RESULTS AND DISCUSSION

Perceived Level of School Heads' Leadership Skills

Table 1 Perceived Level of School Heads' Leadership Skills in Terms of Strategic Planning Skills

A. Strategic Planning Skills	Mean	SD	Description	Interpretation
1. Has a clear overall vision or concept of his/her school's purpose, function and responsibility	4.61	0.49	Very Good	Very High
2. Keeps abreast of new ideas, trends, challenges or events that may affect his school.	4.56	0.56	Very Good	Very High

	Mean	SD	Description	Interpretation
3. Sets clear objectives and strategies for his/her school effectively.	4.61	0.53	Very Good	Very High
4. Articulates a clear and compelling sense of the school's vision and objectives.	4.62	0.53	Very Good	Very High
5. Develops performance indicators to measure the school's success.	4.53	0.60	Very Good	Very High
6. Has the ability to adapt and change the focus of the school's work.	4.60	0.60	Very Good	Very High
7. Makes sure that all the school's goals are compatible/align with the overall institution's goals.	4.53	0.60	Very Good	Very High
Overall	**4.57**	**0.49**	**Very Good**	**Very High**

Table 1 reflects the perceived level of school heads' leadership skills in terms of strategic planning. The data affirms that the respondents described their school heads as very good in overall vision or concept of the school's purpose, keeping abreast of new ideas, trends, challenges or events that may affect the school, setting clear objectives and strategies for the school effectively, articulate a clear and compelling sense of the school's vision and objectives, develop performance indicators to measure the school's success, can adapt and change the focus of the school's work, and make sure that all the school's goals are compatible/align with the overall institution's goals. Overall, the respondents described their school heads as very good in terms of strategic planning skills. This finding entails that the level of strategic planning skills of the school heads in Piñan District, Division of Zamboanga del Norte is very high. Aquino et al., (2021) supported this finding who stated that the level of school heads' leadership practices in terms of planning, and other practices like organizing, controlling, commanding and coordinating in the Schools Division of Nueva Viscaya is very high.

Table 2 Perceived Level of School Heads' Leadership Skills in Terms of Developing People Skills

B. Developing People Skills	Mean	SD	Description	Interpretation
1. Provides an accurate and thorough performance appraisal for the teachers for developmental purposes.	4.47	0.60	Very Good	Very High
2. Uses a performance appraisal to identify strength and weakness of teachers for further training	4.48	0.64	Very Good	Very High
3. Teaches and coaches teachers skillfully to help them carry out their duties and responsibilities	4.46	0.66	Very Good	Very High
4. Gives constructive feedback effectively (regularly, firmly, humanely).	4.51	0.60	Very Good	Very High
5. Deals with performance problems In a timely manner and help employees understand their specific performance problems	4.38	0.63	Very Good	Very High
6. Identifies the needs of the school and teachers' deficiencies in carrying out duties and responsibilities and sends them for further training and development	4.38	0.68	Very Good	Very High
7. Identifies potential teachers for positions and prepares them before they assume their positions	4.37	0.73	Very Good	Very High
Overall	**4.42**	**0.58**	**Very Good**	**Very High**

Table 2 discloses the perceived level of school heads' leadership skills in terms of developing people. As disclosed in the table, the respondents described their school heads' as very good in terms of developing people. The school heads are very good at providing an accurate and thorough performance appraisal for the teachers for developmental purposes, using a performance appraisal to identify strengths and weaknesses of teachers for further training purposes, coaching teachers skillfully to help them carry out their duties and responsibilities, give constructive feedback effectively (regularly, firmly, humanely), deal with performance problems promptly and help employees understand their specific performance problems, identify the needs of the school and teachers' deficiencies in carrying out duties and responsibilities and sends them for

further training and development, and identify potential teachers for positions and prepares them before they assume their positions. Altogether, the school heads are very good at developing people. This finding indicates that the level of leadership skills in schools in terms of developing people is very high. Bass (1985) as cited by Abun et al. (2020) contended that the success of a leader is not measured by the profit and advancement of an organization but how many people or employees he/she has developed to be leaders like them. Maxwell (1995) also cited by Abun et al., (2020) made it clear that the job of a leader is to develop leaders around leaders. He pointed out that the challenge of a leader is to raise potential leaders, nursing them, equipping them, developing them forming a dream team of leaders and producing a generation of leaders.

Table 3 Perceived Level of School Heads' Leadership Skills in Terms of Communication Skills

C. Communication Skills	Mean	SD	Description	Interpretation
1. Communicates well on a one-to-one basis (clearly, positively, humanely and with respect).	4.48	0.67	Very Good	Very High
2. Keeps up-to-date on what is going on with the school and disseminate to the teachers.	4.50	0.62	Very Good	Very High
3. Keeps his/her teachers well informed on news that affect them and their jobs.	4.46	0.64	Very Good	Very High
4. Has the ability to communicate with people in a professional manner when under stress.	4.48	0.62	Very Good	Very High
5. Communicates information in a timely manner.	4.47	0.64	Very Good	Very High
6. Takes the time to explain their decisions, opinions and recommendations.	4.46	0.60	Very Good	Very High
7. Communicates to groups in an articulate, concise, and clear manner.	4.39	0.65	Very Good	Very High
8. Confidently states his opinion when there is a conflict or concern.	4.40	0.67	Very Good	Very High
9. Takes time to listen to teachers' problems.	4.41	0.67	Very Good	Very High
10. Actively seeks teachers' opinions regarding work affecting their area of responsibility	4.42	0.67	Very Good	Very High
11. Keeps an open mind when hearing teachers' opinions or ideas.	4.49	0.67	Very Good	Very High
Overall	**4.45**	**0.46**	**Very Good**	**Very High**

Table 3 exhibits the perceived level of school heads' leadership skills in terms of communication skills. The respondents declare that their school heads are very good in terms of communication. The school heads communicate well on a one-to-one basis (clearly, positively, humanely, and with respect), keep up-to-date on what is going on with the school and disseminate to the teachers, keep their teachers well informed on news that affects them and their

jobs, can communicate with people professionally when under stress, communicate information on time, take the time to explain their decisions, opinions and recommendations, communicate to groups in an articulate, concise, and clear manner, confidently states opinion when there is a conflict or concern, take time to listen to teachers' problems, actively seek teachers' opinions regarding work affecting their area of responsibility, and keep an open mind

when hearing teachers' opinions or ideas. In general, the level of leadership skills of school heads in terms of communication is very high. This finding is supported by Ruano et al., (2021) who asserted that one of the best aspects of instructional leadership behavior of school heads is that they can positively influence teachers' collaboration thus, positive communication with teachers bring better views on the school goals done on a table meeting. Luthra and Dahiya (2015) cited by Abun et al, (2020) argued that an effective leader is all about communicating effectively and even considered to be imperative skills to have. Bass (1990) as cited by Ginnett et al., (1999) and Abun et al., (2020) pointed out that effective communication is determined by the degree to which the message is understood by the listener and the receiver which is not only verbal but also non-verbal, therefore a good leader must be able to communicate his feelings and ideas effectively and be able to articulate arguments, advocates positions to persuade others. According to Khimoski and Hayness (1980) likewise cited by Abun et al., (2020), communication correlates with job satisfaction, productivity and quality of work outputs.

Table 4 Perceived Level of School Heads' Leadership Skills in Terms of Motivating People Skills

D. Motivating People Skills	Mean	SD	Description	Interpretation
1. Shows genuine concern for teachers as unique individuals.	4.53	0.64	Very Good	Very High
2. Gives credit and recognition to teachers when they do a good job.	4.53	0.64	Very Good	Very High
3. Generates enthusiasm among teachers by providing the necessary support.	4.51	0.62	Very Good	Very High
4. Understands what motivates teachers to work hard and provides the needed assistance to fulfill those needs.	4.50	0.62	Very Good	Very High
5. Appropriately rewards the highest achievers for their contributions.	4.53	0.64	Very Good	Very High
6. Recognizes or appreciates the positive aspects of the teachers, not the negative ones.	4.56	0.58	Very Good	Very High
7. Encourages a positive outlook with teachers when there are problems, instead of the negative outlook.	4.58	0.56	Very Good	Very High
Overall	**4.54**	**0.54**	**Very Good**	**Very High**

Table 4 conveys the perceived level of school heads' leadership skills in terms of motivating people. The result maintains that the school heads are very good at motivating people. They show genuine concern for teachers as unique individuals, give credit and recognition to teachers when they do a good job, generate enthusiasm among teachers by providing the necessary support, understand what motivates teachers to work hard and provide the needed assistance to fulfill those needs, appropriately reward the highest achievers for their contributions, recognize or appreciate the positive aspects of the teachers, not the negative ones, and encourage a positive outlook with teachers when there are problems, instead of the negative outlook. In general, the level of school heads' leadership skills in terms of motivating people is very high. Abun (2018) contended that a leader must learn how to motivate his/her employees since they have different needs and aspirations to be fulfilled. It is the job of a leader to identify the different needs that motivate employees to work. Thus, Ginnett et al., (1999) cited by Abun et al., 2020) argued that motivation cannot be generalized because all people/employees do not have the same needs.

Table 5 Perceived Level of School Heads' Leadership Skills in Terms of Team Building Skills

E. Team Building Skills	Mean	SD	Description	Interpretation
1. Rewards collaborative -oriented behavior.	4.43	0.60	Very Good	Very High
2. Encourages cooperation and collaborations between teachers and department heads.	4.51	0.57	Very Good	Very High
3. Fosters a sense of teamwork and builds enthusiasm for group projects and assignments.	4.50	0.62	Very Good	Very High

4. Develop good working relationship with or among teachers.	4.54	0.54	Very Good	Very High
5. Anticipates teachers' needs, seek ways to help them, willingly assists them when needed.	4.50	0.59	Very Good	Very High
6. Respects the contributions of teachers, supports and interacts well with them.	4.54	0.54	Very Good	Very High
7. Focuses on goals and activities that support the larger organizational goals rather than trivial ones.	4.52	0.58	Very Good	Very High
Overall	**4.51**	**0.42**	**Very Good**	**Very High**

Table 5 manifests the perceived level of school heads' leadership skills in terms of team building. The outcome signifies that the school heads are very good at team building. They reward collaborative-oriented behavior, encourage cooperation and collaboration between teachers and department heads, foster a sense of teamwork and build enthusiasm for group projects and assignments, develop good working relationships with or among teachers, anticipate teachers' needs, seek ways to help them, willingly assists them when needed, respect the contributions of teachers, supports and interacts well with them, and focus on goals and activities that support the larger organizational goals rather than trivial ones. This finding implies that the leadership skills of school heads in terms of team building is very high. This finding is corroborated by the study of Jimenez (2023) which indicated that the respondents of her study see the fact that their school heads promote teamwork for better teaching.

Table 6 Summary of the Perceived Level of School Heads' Leadership Skills

Leadership Skills	Mean	SD	Description	Interpretation
A. Strategic Planning Skills	4.57	0.49	Very Good	Very High
B. Developing People Skills	4.42	0.58	Very Good	Very High
C. Communication Skills	4.45	0.46	Very Good	Very High
D. Motivating People Skills	4.54	0.54	Very Good	Very High
E. Team Building Skills	4.51	0.42	Very Good	Very High
Overall	**5.50**	**0.46**	**Very Good**	**Very High**

Table 6 illustrates the summary of the perceived level of school heads' leadership skills. The result shows that the school heads are very good in all indicators of leadership skills. The finding suggests that the level of leadership skills of the school heads is very high. This finding is supported by Jimenez (2023) who found out that the school heads' leadership skills is very high as shown by the overall weighted mean of 3.61. This shows that the school heads in the City Schools Division of Biñan City possess the required instructional leadership qualities required for a school leader.

Perceived Level of Work Engagement

Table 7 Perceived Level of Work Engagement

Work Engagement	Mean	SD	Description	Interpretation
1. I am willingly accepting change.	4.77	0.45	Strongly Agree	Very Highly Engaged
2. I am willing to take on new task as needed.	4.71	0.48	Strongly Agree	Very Highly Engaged
3. I take the initiative to help other teachers when the need arises.	4.71	0.50	Strongly Agree	Very Highly Engaged
4. I keep going even when things get tough.	4.69	0.53	Strongly Agree	Very Highly Engaged
5. I adapt quickly to difficult situations.	4.61	0.51	Strongly Agree	Very Highly Engaged
6. When at work, I am completely focused on my job/duties.	4.63	0.57	Strongly Agree	Very Highly Engaged

7. I am determined to give my best effort at work each day.	4.71	0.55	Strongly Agree	Very Highly Engaged
8. I am often so involved in my work that the day goes by very quickly.	4.67	0.56	Strongly Agree	Very Highly Engaged
9. I get excited about going to work.	4.58	0.60	Strongly Agree	Very Highly Engaged
10. I feel completely involved in my work.	4.73	0.56	Strongly Agree	Very Highly Engaged
11. I am inspired to meet my goals at work.	4.77	0.50	Strongly Agree	Very Highly Engage
12. I understand the strategic goals of my school.	4.68	0.54	Strongly Agree	Very Highly Engage
13. I see to it that I work to the best I can to meet the objective of my school.	4.74	0.51	Strongly Agree	Very Highly Engage
14. I see to it that what I do is in line with the school's objectives.	4.74	0.51	Strongly Agree	Very Highly Engage
Overall	**4.70**	**0.40**	**Strongly Agree**	**Very Highly Engage**

Table 7 shows the perceived level of work engagement. The outcome asserts that the respondents strongly agree that they are willing to accept change, take on new tasks as needed, take the initiative to help other teachers when the need arises, keep going even when things get tough, adapt quickly to difficult situations, completely focused on their job/duties, determined to give their best effort at work each day, often so involved in their work that the day goes by very quickly, get excited about going to work, feel completely involved in their work, inspired to meet their goals at work, I understand the strategic goals of my school, see to it that they work to the best they can to meet the objective of my school, I see to it that what I do is

in line with the school's objectives. Overall, the data on work engagement is very high. Baes (2023) supported this finding who found out that the respondents in his study were highly engaged in terms of cognitive and emotional work engagements. However, this finding is refuted by Aquino et al., 2021 who concluded that the very productive performance of teachers stays the same regardless of whether the school heads exhibit a very high degree of authentic leadership.

Test of Relationship between the Levels of School Heads' Leadership Skills and Work Engagement

Table 8 Test of Relationship between the Levels of School Heads' Leadership Skills and Work Engagement

Variables	rho-value	p-value	Interpretation
School Heads' Leadership Skills and Work Engagement	0.409	< 0.01	Medium/Moderate Positive Significant

Table 8 displays the test of the relationship between the levels of school heads' leadership skills and work engagement. Employing the Spearman Rank-Order Correlation Coefficient (Spearman rho), the outcome declares that there exists a significant medium/moderate positive correlation between the school heads' leadership skills and work engagement. Thus, the null hypothesis is rejected. This finding denotes that as the level of school heads' leadership skills increases, the level of work engagement also increases. This finding further denotes that work engagement is significantly affected by leadership skills. This finding furthermore denotes that work engagement is dependent on leadership skills. Brolund (2016) as cited by Magboo et al supports this finding. They stated that the goal of instructional leadership is for the school heads to work closely with teachers in order to

increase student achievement as well as the performance of the teachers as part of work engagement. Villanueva (2021) emphasized that the school's success or failure is determined by the quality of the school head. In like manner, Abun et al. (2020) stressed that administrators' leadership skills impact employees' work engagement. Ferinia et al. (2016) asserted that employee engagement has a deep connection to the organization and a love for one's job.

Basañes & Dagol (2021) warranted that when the employees are satisfied, they tend to feel happy with their families and friends. For great employees, they work hard because they felt that working is just fun. Babelan et al. (2019) concluded that instructional leadership had a positive association with work engagement.

VI.   CONCLUSIONS

This study concludes that school heads' leadership skills as perceived by the respondents were at a very high level. The respondents who were the teachers were very highly engaged in their respective work assignments. There was a significant medium/moderate positive correlation between the levels of school heads' leadership skills and work engagement. This finding denotes that work engagement is dependent on the school heads' leadership skills which means that if school heads' leadership skills are good, teachers would be motivated to work and therefore they would be productive.

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