
School Heads' Management Practices and Teachers' School Engagement

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ABSTRACT: Effective school heads' management practices, such as decision-making process, directing and planning, can positively influence teachers' school engagement. The study aimed to investigate the level of the school heads' management practices and teachers' school engagement. This study determined the relationship, and identified which of the dimensions in the independent variable influence singly in combination the teachers' school engagement in selected public school under the Division of Gingoog City. It used both correlational and causal research designs. An adapted questionnaire which passed the validity and reliability test was conducted to 166 respondents selected through stratified sampling procedure using Slovin's Formula. The data collected were analyzed, interpreted, and computed with the use of Mean, Standard Deviation, Pearson Product Moment Correlation and Multiple Linear Regression. Results revealed that school heads' management practices in terms of decision-making process, directing and planning are highly practiced. Teachers' engagement is very high. There is a low positive correlation between school heads' management practices and teachers' school engagement. Decision-making process greatly influences teachers' school engagement. Thus, school heads who involve teachers in decision-making process create a positive effect to teachers' school engagement. This study suggests that school heads ensure that teachers participate in decision-making so that they may foster quality and excellent performance and productivity aligned with the educational goals.

KEYWORDS: decision-making process, directing, planning, school heads' management, teachers' school engagement

I. INTRODUCTION

School is the place where everyone has freedom to learn and develop their skills and abilities, with the help of teachers and school heads inside that institution. School heads can work collaboratively, involving teachers in decision-making and building goodwill among faculty, students, parents, and other members of the school community, thereby fostering a positive and engaging school environment. School heads can provide and prioritize ongoing professional development that enhances instructional skills and motivation among teachers, which leads teachers to help articulate a clear vision and shared goals for their school. Successful schools are the outcomes of effective management practices demonstrated by teachers and school heads working together with stakeholders to establish a supportive learning environment for students (Kilag et al., 2023).

Teacher engagement describes a teacher's devotion, commitment, passion, and a proactive attitude toward improving their teaching practices, and they care about students' success and achievement. When teachers are engaged, they are more likely to build a strong rapport with their students, create a positive learning environment, and adapt their teaching to meet diverse learning needs. Conversely, any successful institution or organization is built on effective management and decision-making, especially when there are multiple doors to choose from. School heads think things through and make choices that move everyone closer to the goal. When a school head brings everyone together with a clear direction, shared purpose, and inclusivity, they build a supportive environment that promotes teachers' motivation and professional growth. School Management encompasses the systems, processes, and leadership required to effectively and efficiently run a school to achieve educational goals and benefit students.

Several studies have shown that school heads' management practices significantly influence teachers' school engagement. According to Obi and Obiorah (2023), failure to involve teachers in school-based decision-making may hinder the ability to make well-informed decisions, thereby affecting how well the school functions. Challenges may arise if school heads do not consider the many viewpoints involved. Obi and Obiora also added that teachers' disengagement and the experience of heightened workload can create stress and anxiety, poor collaboration among colleagues and with other members of the school community, and a reduction in teachers' sense of belonging.

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Likewise, a study of Klasen and Durksen (2020) emphasized that teachers' lack of involvement in decision-making regarding school programs and projects can lead to disengagement. When the school head excludes teachers from important discussions and planning, teachers may feel undervalued and disconnected from the school's vision and goals. They also added that a top-down management approach of school heads that limits teachers' input can result in low morale and reduced commitment to school initiatives. When teachers are involved in creating policies, projects, planning programs, and evaluating school performance, they feel valued and respected. School heads who practice participative leadership can foster teachers' motivation and engagement by recognizing teachers as essential contributors to the school's success (Tansiongco & Ibarra, 2020).

Furthermore, in the study by Yang et al. (2022), it was found that when teachers perceived administrative support and acknowledgment from school head for their work, their engagement and commitment to the institution significantly increased. When teachers feel supported, they become more motivated, more devoted to the school's growth, and more ready to help achieve its objectives, leading to higher job satisfaction. Additionally, Yang and colleagues noted that school heads continue to meet teachers' social and emotional needs by demonstrating the respect, care, and acknowledgment that are inherent in school organizational support. School heads may also encourage teachers to incorporate their role status and organizational membership into their social identities, which improves job satisfaction and organizational success. As a result, the school heads' genuine expression of recognition and respect for teachers' professionalism, as well as support for their teaching and research, might motivate teachers to participate in educational research and boost their job satisfaction.

The purpose of this study was to explore how different management practices of school heads, which included the decision-making process, directing, and planning, influence the level of teachers' school engagement. This study served as an avenue for aspiring school heads and administrators to gain a deeper understanding and advance their knowledge of different management practices for dealing with teachers, school stakeholders, and other employees, and for creating a positive learning environment for learners.

This study was anchored on the Department of Education Order No. 8, s. 2025, known as Guidelines on the Establishment and Operation of the School-Based Management (SBM) Program. School-Based Management could directly influence the roles of school heads and their relationships with teachers, a key area for investigating how management practices affect teachers' school engagement in school.

This study was also anchored on the following theories: Transformational Leadership by Schermuly and Meyer (2020). Transformational leaders affect followers' self-concept, which involves followers' psychological empowerment, consisting of meaning, competence, self-determination, and impact. Similarly, transformational leaders, through motivation, inspiration, guidance, social assistance, self-realization, collaboration, and objective accomplishment, improve organizational commitment.

This study was also anchored on Self-Determination Theory of Ryan and Deci (2020) as cited by Vasconcellos et al. (2020) which gives so much importance of autonomy, competence, and relatedness in motivating individuals. Management practices that support these needs can lead to greater teacher engagement. Similarly, the Self-Determination Theory has been extensively employed to study the motivation and behaviors of employees. Patwary et al. (2022) added that Self-Determination Theory proposes that individuals' motivation to engage in a behavior is influenced by their sense of autonomy, competence, and relatedness.

These theories emphasized how leaders inspire and motivate followers to achieve extraordinary outcomes and, in the process, develop their own leadership capacity. It is highly relevant as these connect to creating a positive school climate and fostering teachers' school engagement, motivation, collaboration, commitment, and professional growth. Choosing the study of School Heads' Management Practices and Teachers' School Engagement is both relevant and important between teachers and school heads. Teachers are directly affected by the leadership and management practices performed by the school heads. They serve as model for teachers who dream and inspire to become a school head in the future. Teachers can learn more about effective management techniques that can improve teachers' motivation, engagement and overall school performance. By exploring this study, teachers can develop the knowledge and leaderships skills that is necessary to create a positive and collaborative school environment that supports both teachers and students.

Moreover, the findings of this study may help teachers understand the importance of effective leadership in shaping school culture and instructional practices. It can also encourage teachers to actively participate in school decision-making and professional development initiatives. Ultimately, this study contributes to strengthening teamwork and shared responsibility in achieving the school's educational goals. In turn, this promotes sustained school improvement and better learning outcomes for students.

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II. METHODOLOGY

This study used both correlational and causal research designs. Correlational method was employed to discover the link between two or more variables. The data were examined in order to determine whether or not there was a statistical relationship or association between the variables (Putri et al., 2025).

This study was also casual research design that aimed to determine cause-and-effect relationships, it manipulated the independent variable and controls for extraneous variables to see if changes in the independent variable result in changes in the dependent variable (Liu & Xu, 2024).

The following statistical techniques were employed in the analysis of data. Problem 1 and 2 used Mean and Standard Deviation to present the level of the school heads' management practices and the level of teachers' school engagement. Problem 3 utilized the Pearson Product Moment Correlation Coefficient to determine the significant relationship between the school heads' management practices and teachers' school engagement. And in Problem 4, Multiple Linear Regression was used to ascertain which of the independent variables singly or in combination influence the teachers' school engagement.

III. RESULTS AND DISCUSSION

Problem 1. What is the level of the school heads' management practices in terms of the following:

- 1.1. **decision-making process;**
- 1.2. **directing; and**
- 1.3. **planning?**

Table 1. Summary of School Management Practices

Variables	Mean	SD	Qualitative Description
Decision Making Process	4.14	0.81	Highly Practiced
Directing	4.14	0.78	Highly Practiced
Planning	4.10	0.80	Highly Practiced
	4.12	0.79	Highly Practiced

Note: 4.2-5.00 Very Highly Practiced; 3.41-4.20 Highly Practiced; 2.61-3.40 Moderately Practiced; .81-2.60 Less Practiced; 1.00-1.80 Least Practiced.

Table 1 presents the overall school management practices. It has an overall Mean of 4.12 with SD=0.79, qualitatively described as Highly Practiced. This means that school heads perform the three dimensions consistently since the respondents have similar perceptions on the three management practices. Teachers are included in decision making. The school heads give them directives and present to them the plans of their respective schools. The school heads' managerial practices are not just procedural but also strategic and participatory. They ensure clarity, inclusivity and follow-through.

As Kalkan et al. (2020) mentioned that if school heads include teachers and even the stakeholders either external or internal in decision-making, directing and planning, there would have positive interactions between teachers, students and stakeholders. In a school setting, strong relationships founded on mutual, open communication, and trust enhance participation and boost morale, even stakeholders are more inclined to support and participate in school projects when they feel heard and appreciated. In the end, strong leadership creates a supportive learning environment in school, which promotes ongoing development and academic success.

Moreover, the school heads' management practices as to decision-making process and directing have the highest Mean of 4.14 with SD= 0.81 and 0.78, qualitatively described as Highly Practiced. This means that teachers are involved in school based decision-making process while school heads are directing. When school heads are consistently practicing effective decision-making and providing clear direction to teachers it creates positive effects to teachers leading to more improved teachers' performance, increased teachers' efficiency and improved students' outcomes.

Additionally, when school heads have a good direction, they can easily solve existing problems with the help of teachers. School heads can guide teachers and other school staff to achieve the school goals and maintain smooth daily school operations. The results also indicate that when school heads inherit these two management practices and well executed, school heads are more likely contribute to better school performance and position their teams for success.

According to Haryanto, (2020) there is a significant relationship between teachers' involvement in planning, academic decision-making and job performance. Teachers' motivation and performance improved when they are included in different

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schools' decision-making process. Teachers who participate in decision-making processes can foster the importance of teamwork, honest communication and sense of shared accountability in accomplishing school objectives. Haryanto further stated that appropriate guidance from school heads is necessary to enable teachers' involvement in decision making. School heads need to recognize teachers' contributions; give the resources they need and promote and teachers, strengthen professional relationships and create a positive school chance for participation. These can foster a mutual respect between school heads climate where everyone feels valued and heard.

As such, according to Saleem et al. (2020) that directive school heads can provide their teachers clear instructions and job directions that include their expectations, on how to meet them, and when to accomplish them. Furthermore, Saleem and colleagues also noted that performance standard, rules, and regulations are outline to teachers. The directive leadership style of school heads is favorable in a highly pressured work environment where teachers need to achieve challenging targets and goals. School heads must have friendly and approachable relationships with teachers while adopting a directive style of leadership. Healthy and pleasant relationship with teachers form respective and promising work environment. These favorable conditions lead to more successful directing leadership.

On the other hand, the school heads management practices in terms of planning got the lowest Mean of 4.10 with SD= 0.80, which is still qualitatively described as Highly Practiced. It means that school heads are still actively engaged in planning there might be areas for improvement, such as involving more stakeholders, parents, teachers and setting clearer objectives or updating plans regularly, school heads can ensure that the vision, goals, and day-to-day operations of the school are aligned and well -coordinated between school heads, teachers and other school staff. School heads strategic plan helps the school set clear goals and decide how to reach them. It acts like a roadmap for success and it shows what the school wants to achieve in the future and what steps need to be taken now. Without the plan of school heads, the school may lose direction or waste time and resources. Additionally active planning of school heads allows them to anticipate and respond different challenges, allocates resources effectively to teachers lead to improved teaching and students learning. It can also improve teachers job satisfaction, enhanced classroom management, increased operational efficiency and better students understanding and academic performance.

This is true to the current study of Fitrisari et al. (2021) that the initial step in every organizational process is planning in order to coordinate school programs. Each school performs preparation exercises, open communication between stakeholders, parents, teachers and other school staff leading to positive outcomes. School heads employ a strategic plan that includes understanding the school's strengths, weaknesses, opportunities and threats if the school head wants to achieve the greatest results. It helps school heads understand what the school is doing well, where it needs to improve, what chances it has to grow, and what problems it may face. By knowing these things, school heads can make better decisions. Fitrisari et al. also added that the school heads typically carry out preparation activities along with individuals from the main trusts, or individuals who are able to collaborate with the school heads bring everyone towards the same goals help the school forward and succeed and better learning outcomes of the students.

Problem 2. What is the level of teachers' school engagement?

Table 2 presents the teachers' school engagement. The results revealed it has an overall Mean of 4.39 with SD= 0.62, qualitatively described as Very High. This indicates that teachers have a very high school engagement, which means having a strong sense of belonging. Teachers are very satisfied with their works and they are also very passionate on their works. They have a strong emotional bond with both the school and their students. The teachers have positive relationships with colleagues and administrators, which is characterized by high levels of trust and effective collaboration. These impact their level of engagement which positively affects their environment towards the schools' activities and relationship to their colleagues. The result also shows that teachers are consistently exhibiting dedication, motivation and commitment to their roles and responsibilities in school. Additionally, teachers also demonstrate a very high degree of professional and personal engagement in their educational environment.

Table 2. Teachers' School Engagement

Indicators	Mean	SD	Qualitative Description
<i>As a teacher...</i>			
1. I enjoy teaching.	4.57	0.56	Very High
2. I get administrative support in my school.	4.16	0.86	High

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3.	I try my best to perform well while teaching.	4.65	0.50	Very High
4.	I am having an opportunity for professional and personal growth.	4.20	0.78	High
5.	I have a clear understanding of what is expected of me as teacher.	4.57	0.53	Very High
6.	I feel a strong sense of commitment to the school's mission and values.	4.49	0.54	Very High
7.	I am motivated to contribute more than what is expected of me at this school.	4.32	0.63	Very High
8.	I regularly collaborate with my colleagues to improve the quality of education.	4.36	0.57	Very High
9.	I feel that my work has a meaningful impact on students and their learning outcomes.	4.48	0.51	Very High
10.	I am having the opportunities to discuss educational issues and problems with other teachers and administrators in my school.	4.16	0.76	High
Overall		4.39	0.62	Very High

Note: 4.21-5.00 Very Highly Engaged; 3.41-4.20 Highly Engaged; 2.61-3.40 Moderately Engaged; 1.81-2.60 Less Engaged; 1.00-1.80 Least Engaged.

According to Dokun et al. (2022) employees with regards to job happiness and engagement indicated the role of management in the use of dynamic processes involving the recognition, understanding and management of the regulative, normative and cognitive challenges within the organization in order to achieve an effective working system that will reduce cultural differences and increase organizational performance. When teachers feel understood by school heads across organizational and cultural boundaries, teachers are more likely to feel valued and inspired. This improves teamwork, participation and collaboration in addition to improving individual well-being. In the end, workplace that adopts these innovative management techniques cultivates loyalty, trust, and a common drive achievement. They also added that teachers' dedication involves a deep and meaningful connection to the teachers' work and entails a profound sense of pride, motivation and passion of teachers in a work environment deriving a sense of meaning, enthusiasm and inspiration.

Indicator 3, *As a teacher I try my best to perform well while teaching*, has the highest Mean of 4.65 with SD= 0.50, qualitatively described as Very High. It emphasized that teachers keep trying to create a positive, inclusive, engaging and supportive learning environment for their students where students feel valued and supported. Teachers carefully prepare their lessons so that students completely comprehend everything. Teachers also modify their teaching methods to accommodate a variety of students' needs. Teachers constantly evaluate their own performance and strive for improvement, knowing that their efforts can have a long-lasting effect on students' lives. Their goals are to ensure that students not only understand the lesson but to apply their learning in the real-world situation. Teachers take their duties to teach seriously, see their role as a deeply diligent one, dedicating significant time and energy to the growth and success of their students. The result also implies that highly engage teachers display commitment, dedication, and absorption in their work, resulting in improved teaching performance and students' academic progress.

According to Wang's (2022) study, teachers' work engagement is thought to predict students' academic progress. This skill includes paying close attention to students during the learning process, and developing appropriate strategies to help them understand, creating effective lesson plans and effectively assessing students' performance during the learning process. Students' involvement will be boosted by teachers who actively seek to foster strong relationship between themselves and their students in the classroom which will improve students' academic performance. Wang also pointed out that students are more inclined to actively participate in their own learning when they believe that their teachers recognize them, value them and encourage them. Students feel comfortable asking questions and growing in a trusting positive learning environment when they receive this kind of support. Moreover, motivated teachers who give their all in the school and classroom setting can encourage students' academic achievement as well as their own confidence and passion.

In contrast, indicators 2 and 10, *As a teacher I get administrative support in my school and I am having the opportunity to discuss educational issues and problems with other teachers and administrative in my school*, got the lowest Mean of 4.16 with SD= 0.86 and 0.76, which are still qualitatively described as High. This means that teachers still feel supported and involved in discussing educational concerns with their school administrators, which foster a positive school climate where collaboration and open communication are valued. Teachers may feel more supported if they have given the time to discuss, exchange ideas and collaborate with their colleagues. This also ensures that decisions are informed by real experiences and diverse perspectives. When teachers are listened to and included in school decisions, it can lead a better teamwork and better learning for students.

According to Mohammad and Bano (2020) the importance of including teachers to be heard their issues and concerns and be part of school decisions is increasingly recognized in education systems worldwide. Collaborative effort between school

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heads and teachers in decision-making is important, teachers have exceptional talents and expertise that can significantly contribute to school improvement and success. They also anticipate in their study that it will also provide high-quality decisions, incorporating perspectives from individuals inside an organization throughout the decision-making process. Furthermore, these individuals are likely to understand better and exhibit greater acceptance towards the decisions in which they actively participated. The active involvement of teachers in school decision-making process is paramount as it can significantly enhance the educational institution's overall performance. When teachers received full support from school heads, teachers feel they are more valued, important, empowered, and more confident in their roles and responsibilities. This support also fosters teachers' innovation in the classroom, and employ effective learning for students. Moreover, strong partnership between teachers and school heads creates a positive school environment that built on trust, respect and collaboration. Students benefit from a more stable and motivated learning environment. In the long run, this alignment leads to higher student achievement and a stronger overall school performance.

Problem 3. Is there a significant relationship between the school heads' management practices and teachers' school engagement?

Table 3. Test of Correlational Analysis Between School Heads' Management Practices and Teachers' School Engagement

Dimensions	r-value	p-value	Qualitative Description	Decision on Ho	Verbal Interpretation
Decision Making	0.485	0.000	Low Positive	Reject	Significant
Directing	0.428	0.000	Low Positive	Reject	Significant
Planning	0.418	0.000	Low Positive	Reject	Significant

** Correlation is significant at the 0.01 level (2-tailed)

The table 3 presents Pearson correlation test between school heads' management practices and teachers' school engagement. The test revealed a low positive correlation between the dependent variable and all three independent variables which are the decision-making, directing, and planning process. This finding implies that while these management practices contribute to teachers' school engagement, their influence is limited and not strongly pronounced. It further suggests that teachers' management may also be shaped by other factors beyond school heads' management practices, such as personal motivation, work environment, and professional support systems.

This result is supported by Fernandez (2020) and Oco (2022), who emphasized that teachers who feel supported and guided by their school heads are more motivated and engaged in their work. He noted that clear direction and encouragement from leaders not only enhance teacher commitment but also create engaged classrooms that ultimately lead to better student outcomes. Thus, two variables with weak correlation might still be influenced by external factors, or their relationship could be coincidental. In addition, table 6 took the analysis at the independent variable level by looking at the correlation test while holding the dependent variable constant at a time. As can be seen from the same table, all variables are significant at 0.05. In summary, taking it at the coefficient level, these school heads management practices are correlated to the teachers' school engagement, with a p value less than 0.05. Thus, the correlation analysis yielded that the null hypothesis test (Ho1) was rejected. With the finding low positive correlation.

This aligns to the study of Syahrani et al. (2022), who emphasized that it is widely acknowledged that the success of educational institutions often depends on the leadership and management of the head of the institutions and the level of engagement demonstrated by the faculty. Teachers' motivation, work satisfaction and general school engagement are all greatly impacted by the school heads' management practices, which makes them an essential factor in determining the educational experience.

Problem 4. Which of the dimensions in the independent variable influence singly in combination the teachers' school engagement?

Table 4. Regression Analysis Between School Heads' Management Practices and Teachers' School Engagement

Dimensions	Unstandardized		Standard	
	Coefficients		Coefficient Beta	
	B	Std. Error	T	Sig.
(Constant)	3.074	0.183	15.899	0.000

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Decision Making Process	0.273	0.083	0.425	3.280	0.001
Directing	0.028	0.123	0.042	0.225	0.823
Planning	0.075	0.099	0.122	0.750	0.454
	R=0.489		R ² =0.239	F=16.949	Sig.=0.000

a. Dependent Variables: Teachers' School Engagement

b. Predictors: (constant), Decision-making process, Directing, Planning

Table 4 presents Multiple Linear Regression analysis such as decision-making process, directing and planning that predict the teachers' school engagement. It is hypothesized that the three (3) predictors will be positively or negatively associated with the teachers' school engagement where $\beta = 0$ as null and the alternative of $\beta \neq 0$. That explains whether the independent variables are good predictors of the teachers' school engagement. In addition, $F(3, 166) = 16.949$, $p = 0.000$. Moreover, Decision making process ($\beta = 0.425$, $t\text{-value} = 3.280$, $p\text{-value} = 0.001$) is positively have a relationship with the teachers' school engagement. It can be concluded that if the school heads management practice in terms of decision-making changes by 1% teachers' engagement also increases by F1 16.949%. It means that when school heads include teachers in decision making, teachers become more motivated, active, and committed to their role and responsibility

A small improvement in management practices can already make a significant impact on teachers' performance. Additionally, since collaborative decision-making makes teachers feel appreciated and recognized, school heads should value it. Teachers are more likely to guide their students successfully when they are totally involved, which can enhance the educational outcomes of the students.

According to a study by Musengamana et al. (2024), teachers' involvement in decision-making fosters the view that the process is collaborative and that each member has the opportunity to participate and share their ideas, offering the school head a legitimate and well supported decision-making process. They also added that active involvement of teachers is significant in achieving comprehensive understanding, facilitating adaptability, and effective implementation of decisions enhances the students' learning outcomes and educational institutions overall performance.

The regression analysis yielded an R^2 value of 0.239, which means that 23.9 percent of the variance in teachers' school engagement is explained by the school heads' management practices, namely decision-making, directing, and planning. This result indicates that these management practices have a moderated influence on teachers' school engagement. Taking it in the coefficient level, school heads management practice in terms of decision-making is a good predictor of teachers' school engagement with a p value lesser than 0.05. Hence, the regression analysis yielded that the null hypothesis test (H_0) was rejected. With the following findings, a positive linear relationship exists between the variables as can be reflected and summarized with the following regression equation;

Model: $Y = 0.0273x_1 + 3.074$

Where; 3.078 = constant

Y = Teacher' School Engagement

x_1 – Decision-making process

On the other hand, directing ($\beta = 0.42$, $t\text{-value} = 0.225$, $p\text{-value} = 0.0823$) planning ($\beta = 0.122$, $t\text{-value} = 0.750$, $p\text{-value} = 0.454$) are not good predictor of teachers' work efficacy. This emphasized that teachers' perceptions of effectiveness and productivity at work are not significantly impacted by these school heads management practices only. It is also possible that teachers are already effective in these areas or that their motivation, participation and involvement are unaffected by these practices performed by the school heads. Teachers may feel more responsible and dedicated to their jobs when they are engaged and included in decision making that their voice and unique ideas will be heard. In the contrary, planning and directing could come across as more top-down, which might decrease teachers' sense of involvement and ownership.

This result consistently aligns to the study of Aquino et al. (2021), which emphasized that the school administrators' main responsibility is to support, evaluate, and improved teachers' effectiveness. Aquino and colleagues further explained that productive schools have administrators who are visible, functionable and committed to the learning environment, and actively involved in planning and overseeing instruction. This further supports the conclusion that school heads should prioritize collaborative and participatory decision-making over directing and planning since it has a greater and more favorable effect on teachers' school engagement.

IV. CONCLUSIONS

The researcher advances the following conclusions in the light of the findings of the study:

1. School heads are performing their duties and responsibilities as leaders and managers in school.
2. Teachers consistently exhibit dedication, motivation and commitment to their roles and responsibilities in school.
3. School management practices are associated on teachers' school engagement.
4. When school heads include teachers in decision making, teachers become more motivated, active, committed, and more engaged to their roles and responsibility.

V. RECOMMENDATIONS

Based from the findings and conclusions, the researcher offers the following suggestions:

1. The school heads may continue to practice decision-making process, directing and planning to sustain a high performing school to be in the outstanding level.
2. Teachers may continue to exhibit their dedication, commitment to their school responsibilities.
3. School heads are encouraged to be consistent of their management practices to maintain teachers' engagement.
4. The school heads may continue to engage teachers in decision making.

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