SCHOOL HEADS' SUPPORT AND TEACHING ENGAGEMENT AMONG NEWLY HIRED ELEMENTARY SCHOOL TEACHERS

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ABSTRACT

This study aimed to find out the level of support of the school heads in terms of emotional, professional, instrumental, and appraisal support; the level of teacher engagement in terms of cognitive, emotional, social engagement with students and social engagement with colleagues among the teachers. The significant relationship and influence of these variables are also investigated. Descriptive-correlation research was utilized as research design. The study used validated survey questionnaires that were filled out by the school heads and teachers as respondents who were randomly selected from different schools in the Municipality of Magpet. Results of the study revealed that school heads are very supportive in terms of providing emotional support; professional support, instrumental support and appraisal support to teachers. The newly hired teachers are also highly engaged in terms of cognitive engagement, emotional engagement, social engagement with the students and colleagues. The relationship of the school heads' support and the teachers' teaching engagement show a strong correlation with the cognitive; emotional; social engagement with the students; and social engagement with the colleagues. The test of significant influence showed that school heads' support has significant influence on cognitive; emotional; social engagement with the students; and social engagement with the colleagues. In particular, professional support and appraisal support are best predictors of cognitive engagement of teachers; and only appraisal support significantly predicts emotional engagement; and teachers' social engagement with the students; and professional support are considered as the best predictors of social engagement with the colleagues.

Keyword: School Heads' Support, Teaching Engagement Among Newly Hired, Elementary School Teachers.

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INTRODUCTION

School heads must be capacitated and equipped with vital knowledge, skills, attitudes and values for them to support the changing environment to the teachers and learners as well. The school heads need to understand the school as an organization. Thus, in order for the school head to become effective, they need also to embrace the leadership role that includes stewardship of human and material resources of the school. Engagement of teachers is vital amidst various challenges teachers face in their respective work stations. It has been established by many researches that teacher engagement is critically important as education is delivered more effectively by teachers if they are highly engaged in their work (Pianta, Hamre, & Allen, 2012).

Teaching engagement is a motivation concept that refers to the voluntary allocation of personal resources directed at the range of tasks demanded by a particular vocational role (Christian, Garza, & Slaughter, 2011). Teachers' engagement to be specific is the emotional, cognitive and social attachment to the profession and this is manifested through vigor, dedication and absorption (Klassen, Yerdelen, & Durksen, 2013).

Newly hired teachers need support for them to effectively perform their tasks; and elementary teachers are of different context in the basic education as they are considered generalist – they teach all subjects and prepare lessons for these.

Furthermore, reviewed researches show that there is a limited literature investigating the relationship and influence of the support of school heads on the engagement of teachers. To mention a few, studies related to teacher engagement focused its impact towards student achievements and performance (Danielson, 2013; Farhan, Aslam, Jabbar, & Khalid, 2018; Li, & Zhong, 2020); emotional engagement with learning (Marzano & Pickering, 2011); and school climate (MacNeil, Prater, & Busch, 2009). Hence, this study addressed the gap in the body of knowledge on having teaching engagement as dependent variable for school head support.

Statements of the Problem

This study aimed to find out the school heads' support and teaching engagement among newly hired elementary school teachers.

Specifically, it aimed to answer the following research questions:
1. What is the level of school heads' support in terms of emotional, professional, instrumental and appraisal support?
2. What is the level of teachers' teaching engagement in terms of cognitive, emotional, social engagement with students, and social engagement with colleagues?
3. Is there a significant relationship between the school heads' support and the level of teaching engagement of teachers?

4. Is there a significant influence of school heads' support on teaching engagement of teachers?

Significance of the Study

This study would benefit the teachers, the school heads, DepEd Human Resource Officers, and the future researchers since this study will generate new knowledge about how the support of the school heads will affect the teaching engagement of newly hired teachers.

Teachers. The teachers will benefit from the study since from the results, they will be able to gain insights about their teaching engagement and how this can be influenced by the kind of support they are receiving from their school leaders.

School heads. As manager of the school and as leader of the teachers, the school heads will also gain advantage from the study. While they are working in quest for better performance among teachers to impact on learning, they also have to address the needs of the teachers. When giving technical assistance and other form of support the result of the study may serve its purpose for informed decision-making.

DepEd Human Resource Officers. Like the school heads, the Human Resource Officers and other officials in the Department of Education may find this study beneficial. When they decide for personnel training and other forms of support to enhance performance of teachers, the result of the study may give them the idea on what programs can be beneficial for teacher. When they also evaluate existing programs aimed at developing teaching performance, they could also have this study as one of their bases.

Future researchers. Those researchers who would like to conduct a study similar to this study may take the results as their literature sources and as a guide when conducting their study.

Scope and Delimitation of the Study

This study focused on investigating the school heads' support and teaching engagement of the newly hired teachers.

In investigating these variables, the data of the study were taken from the newly hired elementary school teachers in the Municipality of Magpet this school year 2022-2023.

Conceptual Framework

This study conceptualized that school heads support has relationship and influence to teaching engagement. To provide an overview of the relationships of the variables under study and their corresponding dimensions, figure 1 presents the schematic diagram.

The independent variables of the study is the school heads support and is indicated by emotional support, professional support, instrumental support and appraisal support. This variable and its corresponding dimension is gleaned from Tindle (2012). The said author established that school administrators' support plays vital role to teachers' work and performance in school.

The dependent variable, teachers' level of teaching engagement includes cognitive engagement, emotional engagement, social engagement with students, and social engagement with colleagues. The concepts are based on Klassen, Yerdelen, and Durksen (2013) who established the importance of investigating the teaching engagement based on the cognitive, emotional and social engagement of teacher at work.
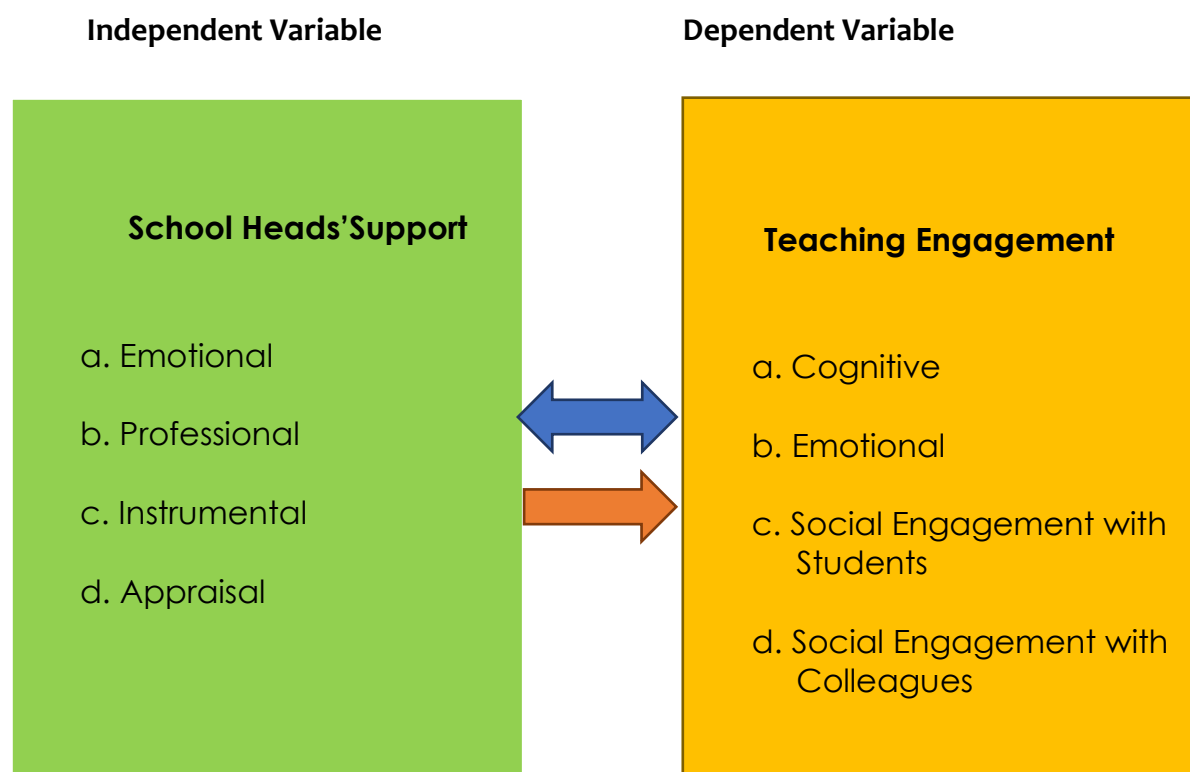
Independent Variable	Dependent Variable
School Heads'Support a. Emotional b. Professional c. Instrumental d. Appraisal	**Teaching Engagement** a. Cognitive b. Emotional c. Social Engagement with Students d. Social Engagement with Colleagues

Figure 1. Schematic diagram showing the interplay of independent and dependent variables of the study entitled school heads' support and teaching engagement among newly hired elementary school teachers.

Hypotheses

The following were the hypotheses made out of the mentioned problems.

1. There is no significant relationship between the school heads support and the teaching engagement of teachers.

2. School heads' support has no significant influence on teaching engagement of teachers.

METHODOLOGY

In studying the variables of the study, quantitative research design was employed. Specifically, it employed descriptive correlation as it first described the variables - the school heads' support and the teaching engagement of the teachers. After describing these variables, their relationship was investigated. Hence, the use of the descriptive-correlation research.

Literatures pointed out that when researchers aimed to find out or establish the relationships of variables, correlational design is appropriate design. When investigating relationships, it is expected that results may point out that the variables have correlational study and denote a positive correlation, a negative correlation, or no correlation (William, 2007; Seeram, 2019).

The respondents of the study were the elementary school teachers. As part of the selection criteria, teachers who were selected have been connected with the Department of Education elementary schools; and has been hired for not more than 5 years now since the goal of the study is to find out the teaching engagement of the newly hired teachers.

In this study, there were 60 respondents who are newly hired teachers presently connected to different schools. These 20 schools were selected since these are the only schools with newly hired teachers. The table below shows the distribution of the respondents.

The sampling procedure (Statistics Solutions, 2010) utilized in selecting the respondents of the study was simple random sampling. Through simple random sampling, the researcher selected teachers from each elementary schools to answer the survey questionnaires.

The research instrument used in the study was self-structured but taken from the review of literature and studies (Boyd et al., 2011; Morrison, 2012; Bakker, Albrecht, & Leiter, 2012); and validated by the panel members to ensure the credibility of the items and ensure that all items could measure what they intend to measure. Also, to ensure

reliability, pilot testing was done and the data underwent analysis through Cronbach's Alpha resulting to the value of 0.929 which means the tool is highly reliable.

After the approval of the master's thesis outline by the research panel, the researcher asked the approval of the Schools Division Superintendent of Cotabato Division for the conduct of the study. A communication letter asking permission to conduct the study was sent to the school head of the respondents' schools. After the approval of the request, the survey questionnaires were distributed. The data were collected, tallied and statistically treated.

Statistical tools used included descriptive statistics and inferential statistics. Weighted mean (Kaur, Stoltzfus, Yellapu, Acad Med., 2019) was utilized to describe the level of school heads' support and the teaching engagement.

Pearson R Correlation (Pearson, 1948) statistics was employed to figure out the significant relationships of variables, and in finding out the significant influence of one variable to another, Regression analysis was utilized (Pearson, 1948).

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA
School Heads' Support

The preceding presentations show the data for the first statement of the problem investigating the level of school heads support which was indicated by emotional, professional, instrumental, and appraisal support.

Emotional

Table 3 shows the level of school heads' support in terms of emotional. It has an average mean of 4.76, described as very supportive. As shown in the data, school heads are very supportive and these are manifested by showing trust that teachers can handle pressure; appreciating teacher's work; communicating to them their strength and weaknesses; considering thoughts and feelings; and showing positive interactions with the teachers.

The results imply that school heads always show emotional support to teachers by supporting the development of teachers' self-esteem, letting them feel that they are trusted and appreciated by also taking an interest in teachers' work.

The results are consistent with Hughes' (2012) argument that teachers can receive emotional support in the form of appreciation, recognition, and interaction. Richards (2003) discovered that when emotional support was given, teachers felt a stronger sense of connection to their principal, school, and job.

Table 3   Level of School Heads' Support in terms of **Emotional**

Statement	Mean	Description
1. showing trust that teachers can handle pressure	4.80	Very Supportive
2. appreciating teacher's work	4.67	Very Supportive
3. Communicating strengths and weaknesses	4.82	Very Supportive
4. Considering thoughts and feelings	4.88	Very Supportive
5. Showing positive interactions with the teachers	4.65	Very Supportive
Weighted Mean	**4.76**	Very Supportive

Level	Range	Description
5	4.21-5.00	Very Supportive
4	3.41-4.20	Supportive
3	2.61-3.40	Moderately Supportive
2	1.81-2.60	Less Supportive
1	1.00-1.80	Least Supportive

Professional

Table 4 portrays the level of school heads' support in terms of professional. The data shows that professional support of the school head obtain a weighted mean of 4.79 with a description of very supportive.

The school heads are very supportive in providing useful information to improve classroom practice; offering practical information about effective teaching practices; providing opportunity for professional development; providing suggestions to enable teachers adapt to change in education; and in giving technical assistance.

It can be drawn from the study's results that school heads provide teachers with useful information for the improvement of classroom practices; and ensure professional development opportunities for effective teaching practices, instruction and classroom management.

This is in consonance to İlgan (2013) who posited that in order to implement the new generation of teaching methods teachers have to learn and engage students in various activities, and in doing so, teachers need the support of the school administration. Teachers' attitudes may be influenced by school administrators' views on professional development, including their belief in it and the importance they place on it.

Table 4   Level of School Heads' Support in terms of **Professional**

Statement	Mean	Description
1. providing useful information to improve classroom practice	4.75	Very Supportive
2. offering practical information about effective teaching practices	4.75	Very Supportive
3. providing opportunity for professional development	4.85	Very Supportive
4. providing suggestions to enable teachers adapt to change in education	4.80	Very Supportive
5. giving technical assistance	4.80	Very Supportive
Weighted Mean	**4.79**	Very Supportive

Level	Range	Description
5	4.21-5.00	Very Supportive
4	3.41-4.20	Supportive
3	2.61-3.40	Moderately Supportive
2	1.81-2.60	Less Supportive
1	1.00-1.80	Least Supportive

Instrumental

In terms of instrumental support, the data are reflected in Table 5. As shown in the table, the level of school heads' support in terms of instrumental gained the weighted mean of 4.89. This level of support is described as very supportive.

In particular, the school heads manifest being very supportive to teachers by helping teachers with work-related tasks; providing necessary materials to be used in teaching; providing space, and resources; ensuring adequate time for mentoring teachers; and by giving clear communication to teachers.

Results imply that school heads support teachers through the provision of necessary materials, and resources; adequate time for teaching and other concerns. Teachers have various tasks in school and they need resources to perform such tasks and school heads ensure that these resources are provided.

School heads who open the lines of communication are useful resources for new teachers (Boyd, Grossman, Ing, Lankford, Loeb & Wyckoff, 2011). By supplying teachers with the tools they need to carry out the curriculum and maintain effective teaching, principals go beyond simply offering support. According to (Boyd, Grossman, Ing, Lankford, Loeb & Wyckoff, 2011), teachers who believe their schools provide them with adequate resources and pleasant surroundings feel more prepared to perform their jobs

and are more likely to stay. The principal typically allots funds to enhance working conditions for teachers.

Table 5   Level of School Heads' Support in terms of **Instrumental**

Statement	Mean	Description
1. helping me with my work-related tasks	4.92	Very Supportive
2. providing necessary materials to be used in teaching	4.92	Very Supportive
3. providing space, and resources	4.90	Very Supportive
4. ensuring adequate time for mentoring teachers	4.82	Very Supportive
5. giving clear communication to teachers	4.92	Very Supportive
Weighted Mean	**4.89**	Very Supportive

Level	Range	Description
5	4.21-5.00	Very Supportive
4	3.41-4.20	Supportive
3	2.61-3.40	Moderately Supportive
2	1.81-2.60	Less Supportive
1	1.00-1.80	Least Supportive

Appraisal

Table 6 presents the level of school heads' support in terms of appraisal. Based on the results, school heads are very supportive in providing such type of support as evident in the mean value of 4.75.

School heads show that they are very supportive by providing regular appraisal for improvement; giving constructive feedback about work; giving information about what constitutes effective teaching; providing clear guidelines regarding job responsibilities; and informing teachers about job promotion criteria and requirements.

From the results, implication can be drawn that school heads give appropriate appraisal support to teachers. The support of the school heads is evident through ongoing personnel appraisal, such as frequent and constructive feedback about their work to improve performance.   Instead of looking for teachers' weaknesses and attempting to have them fired, Oliva and Pawlas (2004) suggest that school heads should help teachers capitalize on their strengths, develop, and stay in the profession. This is a form of appraisal support that teachers need. Zepeda (2006) also addresses the need for supervisory support for teachers for their evaluation since without supervision, this smells professional negligence and absence of appraisal support.

Table 6   Level of School Heads' Support in terms of **Appraisal**

Statement	Mean	Description
1. providing regular appraisal for my improvement	4.82	Very Supportive
2. giving constructive feedback about my work	4.77	Very Supportive
3. giving information about what constitutes effective teaching	4.72	Very Supportive
4. providing clear guidelines regarding my job responsibilities	4.75	Very Supportive
5. informing teachers about job promotion criteria and requirements	4.72	Very Supportive
Weighted Mean	**4.75**	Very Supportive

Level	Range	Description
5	4.21-5.00	Very Supportive
4	3.41-4.20	Supportive
3	2.61-3.40	Moderately Supportive
2	1.81-2.60	Less Supportive
1	1.00-1.80	Least Supportive

Teachers' Teaching Engagements

The second statement of the problem investigated the teachers' teaching engagement as one of the variables of the study. The level of teaching engagements is indicated by cognitive, emotional, social engagement with the students and colleagues.

Cognitive

The level of teachers' teaching engagement in terms of cognitive engagement is displayed in Table 7. The weighted mean is 4.78 which is equivalent to the description of highly engaged.

The results further show that teachers are highly engaged when dealing with problems in teaching with mental resilience; focusing on the needs of my learners with vigor; attending to details of my teaching needs; in teaching learners with highest enthusiasm; and in giving enough time and attention to their teaching job.

As indicated in the result, it implies that teachers attend to task with focus and vigor since they need to perform their duties and responsibilities as appropriate as they should. This is also referred to as vigor and absorption to work.

In the words of Schaufeli and Bakker (2004), vigor is defined as having a lot of energy and mental fortitude at work, being willing to put in effort, and even being persistent when solving issues. A person's level of stamina and energy while working, ability to exert significant effort, and perseverance and determination in the face of

challenges at work are all indications of their passion for their position. The zeal of each employee can influence how successful they are at work. As to the results of this study, these are all manifested by the teachers.

Table 7   Level of Teachers' Teaching Engagement in terms of Cognitive

Statement	Mean	Description
1. Dealing with problems in teaching with mental resilience	4.72	Highly Engaged
2. Focusing on the needs of my learners with vigor	4.57	Highly Engaged
3. Attending to details of my teaching needs	4.73	Highly Engaged
4. Teaching learners with highest enthusiasm.	4.75	Highly Engaged
5. Giving enough time and attention to my teaching job	4.78	Highly Engaged
Weighted Mean	**4.71**	**Highly Engaged**

Level	Range	Description
5	4.21-5.00	Highly Engaged
4	3.41-4.20	Engaged
3	2.61-3.40	Moderately Engaged
2	1.81-2.60	Less Engaged
1	1.00-1.80	Least Engaged

Emotional

The teachers' level of engagement in terms of emotional engagement is depicted in Table 8. As shown in the data, the weighted mean score obtained in this dimension is 4.75 which is described as highly engaged.

The teachers show high engagement as manifested in their understanding of the importance of teaching as part of his/her life; showing excitement about teaching learners; devoting to teaching profession through professional values; expressing love to teaching by heart; and showing positivity in doing their job.

Table 8   Level of Teachers' Teaching Engagement in terms of Emotional

Statement	Mean	Description
1. Understanding the importance of teaching as part of his/her life.	4.65	Highly Engaged
2. Showing excitement about teaching learners.	4.67	Highly Engaged
3. Devoting to teaching profession through professional values	4.87	Highly Engaged
4. Expressing love to teaching by heart.	4.70	Highly Engaged
5. Showing positivity in doing my job.	4.88	Highly Engaged
Weighted Mean	**4.75**	**Highly Engaged**

Level	Range	Description
5	4.21-5.00	Highly Engaged
4	3.41-4.20	Engaged
3	2.61-3.40	Moderately Engaged
2	1.81-2.60	Less Engaged
1	1.00-1.80	Least Engaged

Based on the results, it implies that teachers show emotional engagement to their job particularly to the learners and their profession as a whole. They are positively attached to their tasks and responsibilities which is also termed as dedication to work. As emphasized by Shukla (2014), the emotional component of teaching engagement is about accepting that the profession is an essential part of life, a teacher who is dedicated will recognize the value of his work. Dedication to one's profession also refers to the emotional connection that people develop with it. The teacher who is more committed to the profession works hard for his students and is committed to keeping up with his profession (Butucha, 2013).

Social Engagement with Students

Presented on Table 9 is the level of teachers' social engagement with the students. The weighted mean is 4.75 which is equivalent to the description of highly engaged.

The results specifically show that the teachers are highly engaged in terms of social engagement with the students. Teachers are always showing warmth to their students; aware of my students' feelings; they are caring about the problems of their students; showing empathy; and showing care.

It can be drawn from the study's findings that teachers establish connections with their students. They are concerned with the students' feelings and they show empathy as part of their duties and responsibilities as teachers.

This is in consonance to the idea of (Klassen, Yerdelen & Durksen , 2013) who claimed that maintaining relationships with students is vital. In addition, developing social relationships is central to teachers' work (Jennings & Greenberg, 2009).

Table 9   Level of Teachers' Teaching Engagement in terms of Social   Engagement with Students

Statement	Mean	Description
1. Showing warmth to my students	4.85	Highly Engaged
2. Being aware of my students 'feelings	4.82	Highly Engaged
3. Caring about the problems of my students	4.65	Highly Engaged
4. Showing empathy towards my students	4.72	Highly Engaged
5. Showing care about my students	4.73	Highly Engaged
Weighted Mean	**4.75**	**Highly Engaged**

Level	Range	Description
5	4.21-5.00	Highly Engaged
4	3.41-4.20	Engaged
3	2.61-3.40	Moderately Engaged
2	1.81-2.60	Less Engaged
1	1.00-1.80	Least Engaged

Social Engagement with Colleagues

Table 10 shows the level of teachers' engagement in terms of social engagement with colleagues. The weighted mean generated was 4.60 and this is indicative that the teachers are highly engaged.

The teachers are highly engaged and interacted well with their colleagues; help their colleagues in school task; value the relationships with their colleagues; care about the problems of their colleagues; and cooperate with their colleagues in school task.

Table 10   Level of Teachers' Teaching Engagement in terms of Social Engagement with Colleagues

Statement	Mean	Description
1. Interacting well with my colleagues	4.73	Highly Engaged
2. Helping my colleagues in school task	4.63	Highly Engaged
3. Valuing the relationships with my colleagues	4.58	Highly Engaged
4. Caring about the problems of my colleagues	4.57	Highly Engaged
5. Cooperating with my colleagues in school task	4.48	Highly Engaged
Weighted Mean	**4.60**	**Highly Engaged**

Level	Range	Description
5	4.21-5.00	Highly Engaged
4	3.41-4.20	Engaged
3	2.61-3.40	Moderately Engaged
2	1.81-2.60	Less Engaged
1	1.00-1.80	Least Engaged

Results show that, teachers establish good relationship with their colleagues. They invest energy in establishing connections with colleagues and show good attitude with their fellow teachers at work.

This type of engagement as emphasized by Goris (2007) that teachers work with their fellow teachers and be part of the cooperative community. A good working relationship demonstrates engagement with colleagues. Due to their strong working relationships, they were able to help each other out, confide in one another, and share challenges they were facing in the classroom. Together, teachers should identify their professional needs and devise strategies for achieving them (Akinyemi, Rembe, & Nkonki, 2020).

Relationship of the School Heads' Supports and Teachers' Teaching Engagement

Table 11 displays the relationship of the school heads' support and the teachers' teaching engagement, through a correlation matrix depicting the relationships of the variables being investigated in statement of the problem number 3 of this study.

Emotional support of the school heads is significantly correlated to cognitive; emotional; social engagement with the students; and social engagement with the colleagues all of which with p-value lesser than the 0.0i% level of significance. This leads to the rejection of the null hypothesis of the study.

School Heads Support and Cognitive Engagement

Table 11 reveals that school heads support in terms of emotional support has significant relationship with teachers' teaching engagement in terms of   cognitive) r=0.458[**] and p=0.000). having a probability value that lesser then the set of 0,01 level of significance, thus the stated hypothesis is rejected.

This means that teachers are more focused on their job when supported by school heads. The need to focus to the tasks assigned to teachers is very important as they deal with complicated tasks of attending to learners diverse needs. School heads should be able to provide the needed support so teachers will be able to concentrate to the tasks and thereby produce best educational outcome through students' performances.

This is also apparent in the study of Richards (2003) who found that when teachers feel that they are appreciated, their work engagement is likely to increase. Teachers felt more of a connection with their principal, school, and job when emotional support was provided.

Emotional Support and Emotional Engagement

In addition, school heads emotional support has significant relationship with teachers' emotional support (r=0.533** and p=0.000). having the probability value that is lesser than the set of 0.01 level of significance, the stated hypothesis is rejected.

Emotional support shows a high positive correlation with emotional engagement of the teachers. This implies that when teachers are appreciated about their work, they will likely develop dedication and absorption to their work. They will most likely love their job upon knowing that they are supported and appreciated by their school heads. Being appreciated also means being motivated to do the best at work. When teachers receive the appreciation and affirmation of what are doing in their class and at school, they are more motivated to perform their best.

A committed teacher understands the importance of his job and works with his students and the administration of the school to provide them with high-quality support for educational experiences. People who consider their time spent teaching to be the most significant part of their lives are committed to it (Garrison & Liston, 2004). It is said that a teacher who is committed to his career will carry out his tasks and responsibilities to the best of his ability and conduct himself according to professional standards.

Emotional Support and Teachers' Engagement in terms of Social Engagement with the students

Further, in the same table emotional support has a significant relationship with social engagement with the students (r=0.506** and p=0.000). Having the probability values that is lesser than the set of 0.01 level of significance, the stated hypothesis is rejected.

The result shows a positive correlation of emotional support of school heads and teacher's social engagement with the students. This indicated that when school heads support teachers emotionally, teachers will at the same time establish good relationships with their students.

On the account of Crosswell and Elliot (2004), a healthy teacher student communication develops, and students can behave in the desired direction. The same authors also emphasized the necessity of dedication by expressing that it is not enough for teachers to participate in the educational processes with their brains, but also to participate with their hearts.

Emotional support and teachers' engagement in terms of Social Engagement with colleagues

Moreover, emotional support has a significant relationship with social engagement with the colleagues (r=0.412** and p=0.001). Having a probability value that is lesser than the set of 0.01 level of significance, the hypothesis of the study is rejected.

The result of this study shows a positive correlation of emotional support of school heads and teacher's social engagement with the colleagues.

The results imply that when school heads are very supportive to their teachers, the latter will develop and show good relationship with their fellow teachers. They will support each other and will show concern and care to their fellow teachers.

This implies further that the professional support of the school heads to their teachers are also found to have correlation to the cognitive; emotional; social engagement with the students; and social engagement with the colleagues.

The result of this study is aligned with (Klassen, Yerdelen & Durksen , 2013) that conceptualization of engagement pointed out that in the workplace, teachers are in collaboration with their colleagues. They work together to achieve learning goals and they learn and support each other.

Professional support of the school heads and cognitive engagement of teachers

As statistically shown in Table 11, professional support has a significant relationship with cognitive engagement of teachers results (r= 0.634[**] and the p-value of 0.000) which means the variables have high positive correlation. Having a probability value that is lesser than the set of 0.01 level of significance, the stated hypothesis is rejected.

The result demonstrated that when teachers are professionally supported by their school heads, they will be more cognitively engaged. This implied further that when teachers receive support for their professional growth, they will develop attachment to their work and will be more determined to perform their tasks.

School administrators are among those who regulate the working environment of teachers and other school workers. The attitude of the managers and their efforts towards professional development can increase the motivation and opportunities of the teachers. Teachers need the support of school administrators to try out the new generation of teaching styles they have learned and to perform various activities with the students. The value they attach to professional development may play a role in shaping teachers' attitudes (İlgan, 2013).

Professional support of the school heads and emotional engagement of teachers

As depicted in the correlation matrix, the professional support of school heads has strong positive correlation (r=0.569[**]and p=0.000) to emotional engagement of teachers. Having a probability that is lesser than the set of 0.01 level of significance, the stated hypothesis is rejected.

When teachers received high level of support on their professional endeavor, they will more likely develop a positive attitude towards teaching and their teaching tasks. They will also become more dedicated to what they do. This implied further that when school heads show support to professional advancement of the teachers, these teachers will also exert more effort to their job and will show their love at work as one of the positive attitude.

As postulated by Darling-Hammond (2010), it is the tasks of the school heads therefore to develop of strong teachers within an infrastructure that can prepare teachers effectively and can support them long enough to master the knowledge and

skills needed for quality teaching. In addition, the value attributed to professional development by school administrators can play a motivating role for teachers (Sabuncuoğlu, 2006).

Professional support of the school heads and Social Engagement with the students

Further, the correlation matrix generated the (r=0.561** with p=0.000). This result show that there is a strong positive correlation between the variables. Having a probability value that is lesser than the set of 0.01 level of significance, the stated hypothesis is rejected.

It can be gleaned from the result that school heads support is related to how engaged the teachers are towards their students. When school heads are highly supportive in terms of professional advancements of their teachers, the teachers will have better relationships to the learners. They will be able to find ways on how to deal with the diverse needs of the learners.

Through professional support of the school heads, the teachers will learn how to handle the learners better. Klassen et al., (2013), social engagement with students are shown by teachers through their connection and maintaining good relationships such as being warm their students and being aware of the feelings of the students they deal with.

Professional support of the school heads and Social Engagement with colleagues

Professional support of the school heads and social engagement with colleagues have strong correlation as shown in the correlation matrix (r=0.461**; p=0.000). Having the probability value that is lesser than the set of 0.01 level of significance, the stated hypothesis is rejected.

It implies that teachers' engagement will increase with the professional support of the school heads. As teachers develop collaboration with colleagues, school heads play an important role of supporting the teachers by providing them the necessary information and avenue for their development. Teachers are supported by the school heads when exchanging ideas and benchmarking with each for best practices.

As explained by Wenger (1999) mutual engagement amid communities of practice assist members in being familiar with each other and engaging in productive interaction among themselves. This is meant to assist them in building trust among themselves, making them contented in addressing the problems they are facing together, and collaborating with each other. Hence, when supported professionally, there will be collaborative learning activities in a community of practice among teachers.

The result also show that appraisal support of the school heads are correlated to the cognitive; emotional; social engagement with the students; and social engagement with the colleagues.

Appraisal support of the school heads and cognitive engagement

There is a strong correlation between the appraisal support of the school heads and the cognitive engagement of the teachers (r=0.626**; p=0.000). Having a probability value that is lesser than the set of 0.01 level of significance, the stated hypothesis is rejected.

This result indicated that the appraisal support of the school heads is linked to the level of cognitive engagement. Teachers develop and show vigor and focus to their work of teaching and improving their performance as a teacher when they are supported by colleagues in terms of giving feedback to their work and giving the opportunity for advancement of their career. When teachers know about their work and how this is rated the school heads, they will more likely develop the necessary attitude which are important in the workplace.

Vigour, as a kind of positive emotion at work, has recently been proposed to play an important role in organizational settings (Shirom, 2011). To be vigorous means that individuals possess feelings of having physical strength, cognitive liveliness, and affective energy (Bakker & Leiter 2010; Shirom, 2011). These are all strengthened with the support of the school heads in giving them positive feedback and room for improvement.

Appraisal support of the school heads and emotional engagement

in addition, appraisal support has significant relationship with emotional engagement of the teachers (r=0.702** and p= 0.000). Having the probability value that is lesser than the set of 0.01 level of significance, the stated hypothesis is rejected.

The results imply that school heads support in terms of appraisal is connected to the emotional engagement of the teachers or their dedication to their work. Teachers will become committed and dedicated at work when they know they are appraised appropriately and feedback for their performance is communicated to them.

A dedicated teacher realizes the value of his profession and carries out quality educational activities with his students and with the support of the school administration. At the end of this process, a successful education process emerges. People who define the teaching period as the most important period of their lives are dedicated to teaching (Garrison & Liston, 2004). It is stated that a teacher devoted to his profession will perform his duties and responsibilities in the best way and act under professional values.

Appraisal support of the school heads and Social Engagement with students

Further, appraisal support has significant relationship with the social engagement of the students (r= 0.663[*8] and p=0.000). Having the probability value that is significantly lesser the set of 0.01 level of significance, the stated hypothesis is rejected.

The correlation matrix presents the strong correlation of appraisal support and social engagement of the teachers with their students.

Based on the results, these imply that with school heads' appraisal support, teachers will also have better social engagement with the students. This means that they establish a good relationship with the learners and become more caring to the learners

with the support of the school heads. Furthermore, this result also implied that teachers when supported by their school heads will also exhibit good attitude towards their learners.

Carlson (2004) suggested, principals demonstrate support for the evaluation process by providing feedback about teachers' work performance. "Principals must visit classrooms frequently to see teachers in action and be willing to provide teachers with feedback that will enrich their teaching and learning practices.

Appraisal support of the school heads and Social Engagement with colleagues

Moreover, appraisal support of the school heads has significant relationship with social engagement with colleagues (r=0.376** and p=0.003). Having the probability value that is lesser than the set of 0.01 level of significance, the stated hypothesis is rejected.

It is revealed in this study that school heads who are supporting teachers in terms of appraisal will develop better social engagement with colleagues. Teachers will collaborate with their fellow teachers and they will also as well become a team key player. Since they know that the worker thrives in a supportive environment, a supportive school head will be able to mobile teachers who are also supportive with each other.

Teachers who are engaged invest effort in connecting with and maintaining relationships with colleagues, this means, they are also developing social relationships. This is very crucial for teachers' work (Jennings & Greenberg, 2009). Oliva and Pawlas (2004) share that to help teachers build on their strengths, improve, and remain in the profession, instead of probing teachers' deficiencies and seeking their dismissal. Non this way, they can better perform their job and can easily collaborate with their co-teachers.

Table 11 Correlation matrix showing the relationship of the school heads' support and the teachers' teaching engagement.

Support		Cognitive	Emotional	Social Engagement with the students	Social Engagement with the Colleagues
Emotional	Pearson R	0.458**	0.533**	0.506**	0.412**
	Probability	0.000	0.000	0.000	0.001
Professional	Pearson R	0.634**	0.569**	0.561**	0.461**
	Probability	0.000	0.000	0.000	0.000
Instrumental	Pearson R	0.074	0.157	0.081	0.062
	Probability	0.573	0.227	0.534	0.637
Appraisal	Pearson R	0.626**	0.702**	0.663**	0.376**
	Probability	0.000	0.000	0.000	0.003

*. Correlation is Significant at 0.05 level.
**. Correlation is significant at 0.01 level

Influence of the School Heads' Supports on the Teachers' Teaching Engagement

The last aspect being explored in this study is to find out the influence of the school heads' support to the teachers teaching engagement in terms of cognitive; emotional; social engagement with the students; and social engagement with the colleagues.

School Heads' Support on Cognitive Engagement

Table 12 shows the school heads' support on cognitive engagement. The results shows that school heads' support has significant influence of the school heads' support on the teachers' engagement in terms of cognitive engagement as revealed in the statistical data F – Value = 13.163;   Probability = 0.000**. These results led to the rejection of the null hypothesis since the probability value is significantly lesser than the 0.05 level of significance.

Furthermore, the level of support of the school heads has significantly affect the cognitive engagement of teachers by up to 48.50% and the remaining 51.50% is attributed by other factors not included in the study.

Specifically, among the indicators of school heads support, only the professional support F-value= 13.163 and appraisal support (p-value= 0.012*) came out as best predictors of cognitive engagement of teachers.

The results imply that if teachers are supported professionally, this will influence their cognitive engagement. Their ability to focus, and get the job done the way it should be is due to the support provided to them. Teacher will develop vigor in their profession and will be more focused in doing their tasks.

They will have high degree of energy and mental resilience at work, a willingness to put forth effort in work, and even persistence in dealing with problems (Schaufeli & Bakker, 2004).

Similarly, when teachers are provided with appraisal support, they will be informed about what to improve in their performance or in the way they perform their duties and responsibilities. Consequently, they will exert more effort to their work. A teacher who has developed positive attitudes towards his profession is expected to establish good relations with students and strive to be successful in his profession (Gissy, 2010). Developing this positive attitude can be possible with the help of the people around them like the school heads.

Table 12 Influence of the school heads' support on the teachers' teaching **cognitive** engagement.

Supports	Coef. B	Std. Error	t – value	Probability
(Constants)	1.631	0.964	1.693	0.096

	-0.012	0.157	-0.079	0.937
Emotional				
Professional	0.507	0.168	3.011	0.004**
Instrumental	-0.209	0.192	-1.089	0.281
Appraisal	0.365	0.141	2.592	0.012*

R² =   0.485   F – Value = 13.163
Probability = 0.000**   ** = Significant at 1% level
                                            * = Significant at 5% level

School Heads' Support on Emotional Engagement

Table 13 portrays the school heads support on emotional engagement. The data shows that school heads support has significant influence on the teachers engagement in terms of emotional engagement with (F – Value = 14.910; Probability = 0.000**), therefore the hypothesis of the study is rejected because the probability is significantly lesser than 0.01 level of significance.

It is also shown in the table that 51.60% of the variability of the emotional engagement of teachers is affected by the domains of school head's support. The other 48.40% is due to other factors not included in the tested model.

Moreover, it is also observed that among the indicators of the school head's support, only appraisal support is considered as the best predictor on emotional engagement. This implied further that teachers can develop positive attitude towards their teaching profession and in handling the learners with the presence of the appraisal support of the school heads.

Performance appraisal as part of the appraisal support communicates to the employees on how they perform at work and establish a plan of improvement (Tatek, 2012). Meaning, once the teachers are guided on how to improve their career, they will also show their best and develop positive attitude to their profession.

Table 13   Influence of the school heads' support on the teachers' teaching **emotional engagement.**

Supports	Coef. B	Std. Error	t – value	Probability
(Constants)	0.501	1.002	0.500	0.619
Emotional	0.137	0.163	0.837	0.406
Professional	0.169	0.175	0.966	0.338
Instrumental	-0.002	0.199	-0.012	0.991
Appraisal	0.590	0.146	4.031	0.000**

R² =   0.516   F – Value = 14.910
Probability = 0.000**   ** = Significant at 1% level
                                            * = Significant at 5% level

School Heads' Support on Social Engagement with the Students

The influence of the school heads' support on the teachers' teaching engagement in terms of social engagement with the students is shown in Table 14. The results revealed that the influence of the school heads support is significant at (F–Value= 12.599; Probability= 0.000**) hence, the hypothesis of the study is rejected because the probability value is significantly lesser than 0.01 level of significance.

In addition, the value 47.40% pointed out the influence of the school heads' support to social engagement of teachers to their students and the remaining percentage 52.60% due to other factors which are not included as factors investigated in this study.

As observed in the result, appraisal is the only indicator that best predicts the teachers' social engagement with the students. It can be inferred that when teachers are supported in terms of appraisal which can be manifested through feedback on teachers' performance and support given for the improvement of the teachers, they will show better social engagement to the students. (Weisberg, Sexton, Mulhern & Keeling, 2009) emphasize the importance of evaluation and supervision functions as an important tool in developing teachers by providing professional development for teachers. Once this support is carried out, teachers will be able to handle their students more effectively.

Table 14 Influence of the school heads' support on the teachers' teaching engagement in terms of **social engagement with the students.**

Supports	Coef. B	Std. Error	t – value	Probability
(Constants)	1.878	0.869	2.160	0.035
Emotional	0.108	0.142	0.765	0.448
Professional	0.207	0.152	1.362	0.179
Instrumental	-0.141	0.173	-0.813	0.420
Appraisal	0.433	0.127	3.410	0.001**

R^2 =   0.474   F – Value = 12.599
Probability = 0.000**   ** = Significant at 1% level

School Heads' Support on Social Engagement with the Colleagues

Table 15 shows the school heads' support on the teachers' teaching engagement. The result revealed that school heads' support has significant influence with social engagement with the colleagues with (F–Value= 48.551; Probability = 0.003**); hence, the hypothesis of the study is rejected because the probability value is significantly lesser that 0.01 level of significance.

Also, the results revealed that 24.60% of the variability in the teachers' engagement in terms of social engagement with colleagues is due to school heads' support; however, the remaining 75.40% is attributed to other which are not included in the context of the study.

Specifically, among the factors of school heads' support, only professional support is considered as the best predictor of social engagement with the colleagues. This means, if the school heads provide professional support for teachers to improve and gain more knowledge about teaching and the profession itself, they will be more engaged with their colleagues which can be evident by being helpful and showing care to their colleagues.

Olembo, Wanga and Karagu (2015) indicated that the school principal has a vital role to plan for seminars and workshops on teaching methods, assessment of students or on test setting. These activities equip teachers with relevant knowledge and competence in their subject area which can also be shared to their co-teachers

Table 15 Influence of the school heads' support on the teachers' teaching engagement in terms of **social engagement with the colleagues.**

Supports	Coef. B	Std. Error	t – value	Probability
(Constants)	2.154	1.210	1.781	0.080
Emotional	0.244	0.197	1.239	0.220
Professional	0.411	0.211	1.945	0.050*
Instrumental	-0.182	0.241	-0.755	0.453
Appraisal	0.043	0.177	0.244	0.808

R^2 = 0.246   F – Value = 48.551
Probability = 0.003**   ** = Significant at 1% level
                          * = Significant at 5% level

Summary

This study aimed to find out the level of support of the school heads in terms of emotional, professional, instrumental, and appraisal support, the level of teacher engagement in terms of cognitive, emotional, social engagement with students and social engagement with colleagues among the teachers. The significant relationship and influence of these variables are also investigated.

In the conduct of the study, the principles of descriptive-correlation research were adhered. The study utilized validated survey questionnaires to measure the level of support of school heads and the level of teacher's engagement. The respondents of the study were randomly selected from different schools in the Municipality of Magpet. Only school heads of the selected schools and the newly hired teachers were chosen as respondents. To interpret the data, statistical tools being used were mean for descriptive data, Pearson *r* correlation to test the significant relationship and regression statistics to determine the significant influence of the school heads support to teacher engagement.

Results of the study reveals that the level of school head's emotional support has average mean of 4.76; professional support is 4.79; instrumental support got the mean of 4.89 and appraisal support is 4.75. All of these values indicate that the school heads are very supportive.

On teachers' level of engagement, the data show that in terms of cognitive engagement the mean is 4.78; in terms of emotional engagement, the mean is 4.75; teacher's social engagement with the students and engagement with the colleagues have means of 4.75 and 4.60 respectively. These values are interpreted that teachers are highly engaged.

Moreover, the relationship of the school heads' support and the teachers' teaching engagement show a strong correlation with the cognitive; emotional; social engagement with the students; and social engagement with the colleagues as indicated by the P-value of 0.0000 in all indicators.

The test of significant influence showed that school heads support has significant influence to the cognitive; emotional; social engagement with the students; and social engagement with the colleagues. However, in particular, professional support (p-value=0.004**) and appraisal support (p-value= 0.012*) came out as best predictors of cognitive engagement of teachers; and only appraisal support significantly predicts emotional engagement; and teachers' social engagement with the students. Then professional support is considered as the best predictor of social engagement with the colleagues.

Conclusions

Based on the results of the study, it is concluded that school heads' support to teachers particularly the appraisal support and professional support are significantly related are influential to the engagement of the teachers be it cognitively, emotionally and socially. When teachers receive the necessary support, they will also be able to develop higher level of engagement in different aspects of their profession. In doing their duties and responsibilities, support of the school heads is necessary especially for beginning teachers.

Moreover, gleaning from the theoretical underpinning of this study, it is concluded that engagement to work though developed personally is also influenced by other factors at work. Therefore, teachers' engagement is influenced by the school heads whom teachers establish relationships and collaboration. This study emphasize the need to school heads support for teachers to be more engaged at work specially the newly hired teachers.

Recommendations

Based on the results of the study, the following recommendations are presented:
1. School heads should continue to show support their newly hired teachers through the aspects of emotional, professional and appraisal support;
2. Newly hired teachers should maintain teaching engagement in terms of cognitive, emotional and social engagement;

3. Newly hired teachers should continue to communicate their need for support to their school heads so the school heads will be informed about the kind of support they need to provide; and

4. The future researchers may conduct the following researches as this research was not able to cover other aspects for the study: A qualitative study about how teachers are able to develop teaching engagement and the challenges they have encountered while developing those; A survey on specific practices of school heads when providing support to teachers; and an exploratory study which will find out other dimensions representing the variables of the study.

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