



Authentic Leadership of School Heads and Work Engagement: The Mediating Effect Work Ethics in Public Schools

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INTRODUCTION

Workplace disengagement results from external and internal pressures on teachers to perform well and be responsible for excellent student outcomes. As a result, many teachers have encountered high burnout rates, and stress levels have led to some leaving the field. If teachers lack of resources, it is difficult for them to perform their jobs which lead to their low-level performance as well as their students. As a matter of fact, most school heads experienced disengagements of teachers resulting to feelings of insecurity and refusal to work with their colleagues in the school. Lack of social support of school heads may lead to decrease of engagement in their work (Parrish, Lemmons, Washburn, Oxhandler, & Sturdivant, 2023).

Work engagement in teachers is a crucial element for enhancing both educational outcomes and the overall quality of the learning environment. Teachers who are engaged exhibit enthusiasm, dedication, and deep involvement in their work, which positively impacts student achievement, classroom management, and the teacher-student relationship (Ramaite, Rothmann, & van der Vaart, (2022). According to Tarrant, Schweinsberg, Landon, Wearing, McDonald, & Rubin, 2021), work engagement is a psychological state characterized by vigor, dedication, and absorption, which are all critical for fostering an effective and positive classroom atmosphere. Moreover, teacher engagement is linked to greater job satisfaction and lower burnout rates, which in turn reduces teacher turnover and absenteeism (Rubin, 2022). Teachers who are engaged also tend to be more innovative in their teaching practices, regularly updating their methods and learning new strategies to improve student outcomes.

The researcher combed through a lot of material to see if any elements could be linked to work engagement because she understood the significance of studies on the topic. The school principal's genuine leadership was regarded to be the first crucial factor. Recent research has shown that authentic leadership increases teacher work engagement. It was discovered that authentic leadership strongly influenced both supervisory trust and psychological defense. The study found that through supervisor trust, indirect effects on work engagement from authentic leadership were statistically significant (Al-Mahdy, & Alazmi, 2023). workplace ethics is another variable that drew the researcher's interest. Over time, work engagement and teacher workplace ethics were discovered to be related. It was also recognized that authentic leadership and teacher work engagement were linked (Granziera & Perera, 2019).

Authentic leadership, characterized by transparency, ethical behavior, and self-awareness, has been shown to positively influence work engagement. A study by Yollu and Korkmaz, (2024) found that authentic leadership enhances work engagement and organizational citizenship behavior by satisfying employees' work motivation needs. This research underscores the importance of authentic leadership components in fostering a motivated and engaged workforce.

Similarly, a study by Tavarez (2023) examined the complex relationship between authentic leadership and work engagement. The researchers found that authentic leadership positively impacts work engagement through the mediating effects of meaningful work and work-family enrichment. This highlights the multifaceted nature of the relationship between authentic leadership and work engagement.

Authentic leadership, characterized by transparency, ethical behavior, and self-awareness, has been shown to positively influence work ethic in public schools. A study by Mulyani, Ridwan and Yeni (2024) found that authentic leadership enhances work engagement and organizational citizenship behavior by satisfying employees' work motivation needs. This research underscores the importance of authentic leadership components in fostering a motivated and engaged workforce.

Similarly, a study by Ramlawati, Serlin, Arminas, Junaidi, and Ready, (2023) examined the complex relationship between authentic leadership and work engagement. The researchers found that authentic leadership positively impacts work engagement through the mediating effects of meaningful work and work-family enrichment. This highlights the multifaceted nature of the relationship between authentic leadership and work engagement.

Research indicates a significant correlation between work ethics and work engagement. A study by Damianus (2023) found that work ethics positively influence employees' cognitive, emotional, and physical engagement with their tasks. This suggests that individuals who demonstrate strong work ethics are more likely to be deeply involved and committed to their work.

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The purpose of the study was to construct the mediating effect of work ethic on the relationship between authentic leadership and work engagement. Specifically, this study dealt with the following objectives: level of authentic leadership in terms of authentic leadership with the indicators such as self-awareness, internalized moral perspective, balanced processing; and relational transparency; to measure the level of engagement which focuses on vigor, dedication & absorption; to evaluate the level of level of work ethic in terms of work as central life interest, moral approach to work, and intrinsic work motivation; to determine the significance of the relationship between authentic leadership of school heads and work engagement; authentic leadership of school heads and work ethic and workplace ethics and work engagement. To find out the mediating effect of work ethic on authentic leadership of school heads significantly influences work engagement.

In addition, at the significance level of 0.05, the following null hypotheses were investigated. There was no significant link between authentic leadership of school heads and work engagement; authentic leadership of school heads and work ethic and work ethic and work engagement. Work ethic has no significant mediating effect on the relationship between authentic leadership of school heads and work engagement.

On the other hand, authentic leadership as a process stemming from positive organizational behavior, trust, new achievements in the field of leadership and emotions, identity theories developed to describe the processes through which leaders transfer their influence on the attitudes of their employees such as job satisfaction, and behaviors such as work results (Baquero, 2023; Jun, Hu, & Sun, 2023).

In addition, others criticize servant leadership from a social perspective, identifying it as either antifeminist or religious in nature. In a recent paper, argues that the values attributed to servant-leadership are gender biased, and accuses the theory of perpetuating, a theology of leadership that upholds androcentric patriarchal norms” and insidiously perpetuates a long-standing masculine-feminine, master-slave political economy (Sengupta, Bajaj, Singh, A Sharma, Patel, & Prikshat, 2023).

In the same vein, leadership was influence, the ability of a person to influence others. True leadership derived authority from a righteous example, not merely from prestige, personality, or position. Leadership was not so much about style, but rather character as an interpersonal process that a leader used to direct the activities of individuals or groups towards given objectives within a certain situation through the process of communication (Al Sabei, AbuAlRub, Al Yahyaei, Al-Rawajfah, Labrague, Burney, & Al-Maqbali, 2023).

Moreover, school must pay attention on work engagement of teachers in the organizations. It is therefore important that teacher actively involved regularly and have enough time to engage from more resourceful job, commitment and involvement for teacher's growth so as to augment their efficiency and make them responsible for quality education. The work related attitudes of teachers seems to be strongly related to involvement of job performance of teachers (Mazzetti, Robledo, Vignoli, Topa, Guglielmi, & Schaufeli, 2023).

Likewise, teacher engagement entails enthusiasm and commitment to their work. It is associated with the positive behavior of teacher's impact on student engagement and learning. Students should be considered as important dimensions of work engagement, alongside as investment in the organizations (Aunguroch, Gunawan, Juanamasta, & Montayre, 2024).

If teacher experience a high work of teaching engagement might manufacture an essential motivational role because they enhance a teacher's development, learning, and development. It is challenging for them to implement their jobs which lead to withdrawal behavior. Thus, work engagement will decrease which may lead to poor engagement of students. Continuous hard work and dedication are one of the key factor on work engagement (Sypniewska, Baran, & Kłos, 2023).

Moreover, ethics of teaching through beliefs and behaviors from the perspective of psychologists as educators. Results showed that the ethics of teaching include a set of behaviors and beliefs, such as course content, evaluation of students, educational environment, disrespectful behavior, research and publication issues, financial and material transactions, social relationships with students (Muslihuiddin, Wardhana, Ramdhan, & Repo, 2024).

In addition, the work ethics of teachers are essential in shaping student outcomes. Studies have shown that teachers' ethical values directly influence their professional conduct. For instance, Harris & Johnson (2021) examined how teachers' integrity and accountability led to higher standards of classroom management and stronger teacher-student relationships. Teachers who demonstrate strong ethical responsibility in their work are more likely to create a positive and conducive learning environment (Capulso, 2023).

Blau (1964) The Social Exchange Theory serves as the fundamental foundation for this study, Social Exchange Theory suggests that work engagement is influenced by the reciprocal relationships between employees and the organization. When organizations provide employees with positive work experiences (such as fair treatment, rewards, and opportunities for growth), employees are more likely to reciprocate with higher levels of engagement. This reciprocal nature of engagement makes it a social process.

Deci and Ryan (1985) Self-Determination Theory (SDT) Theory also supports the interplay of variables understudies in which, is a comprehensive framework that centers that emphasizes intrinsic motivation as a key driver of work engagement. According to SDT, people are most engaged when their psychological needs for autonomy, competence, and relatedness are satisfied. When these needs are met, employees feel more intrinsic motivation and thus are more engaged in their tasks.

Supported by Bakker and Demerouti (2007) The JD-R model is widely supported in explaining work engagement. It posits that work engagement arises when there is a balance between job demands (the workload, emotional strain, etc.) and job resources (support, autonomy, feedback). The model suggests that **job resources** (such as social support, feedback, and opportunities for growth) are key drivers of engagement. These resources help employees cope with job demands and also stimulate their motivation, leading to higher levels of work engagement.

Figure 1 shows the conceptual model showing the relationships of the variables. The independent variable is the authentic leadership which were composed four characteristics *self-awareness* or refer as having a clear perception of your personality, *internalized moral perspective* or refer as refers to a self-regulatory process whereby individuals use their internal moral standard and values to guide their behavior rather than allow outside pressure to control them, *balanced processing* or refer as refers to an individual's ability to analyze information objectively and explore other people's opinions before making a decision and *relational transparency* or refer as occurs when individuals share their core feelings, motives, and inclinations with others. (Ross, & Bruce, 2007).

The dependent variable is work engagement with the following indicators; *vigor*, or refer as enthusiasm or intensity; *dedication* or refer as the state of being dedicated *absorption* or refer as the process of absorbing or state of being absorbed (Bakker, Demerouti, & Schaufeli, 2003).

The mediating variable of this study is the work ethics with the following indicators: *workplace ethic in terms of work as central life interest*, *moral approach to work*, and *intrinsic work motivation*.

As the global workforce becomes increasingly diverse and interconnected, understanding how **work ethic** influences the relationship between authentic leadership and work engagement is essential for organizations worldwide. Work ethic, in this context, refers to the set of values and attitudes that individuals bring to their professional tasks, including dedication, responsibility, and integrity.

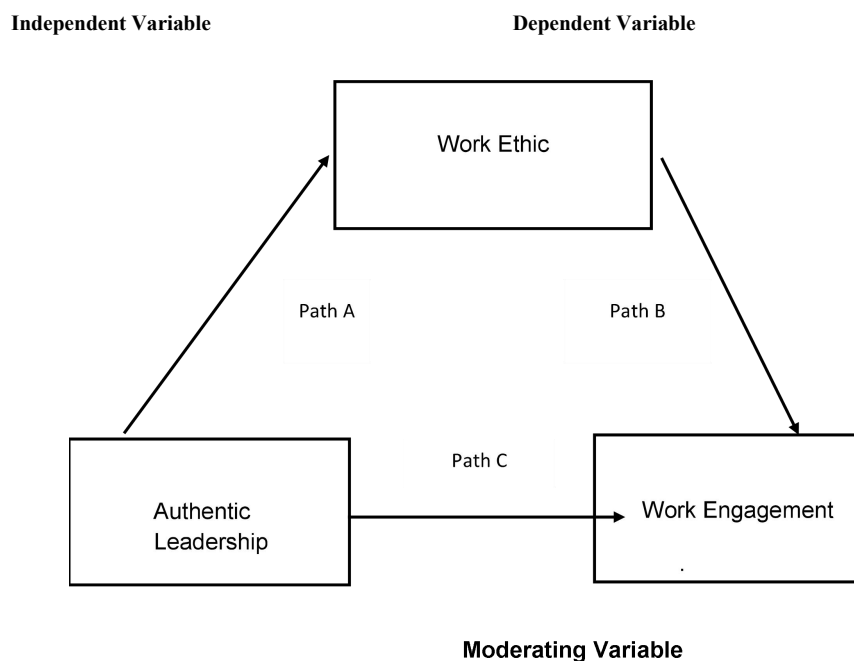


Figure 1. Conceptual Framework Showing the Variables of the Study

This may help the Department of Education officials in formulating policies that would enhance quality education. The findings of the study will let them look deeper on the development of work engagement that could increase formulation of policies, guidelines, and programs that would enhance teachers' competence in promoting and develop their own skills. In the same manner, the conduct of this study will help teachers provide ideas on the importance of incorporating good performance in their teaching through work engagement with.

In this, enlightenment will be present to the minds of teachers and help them to fulfill their teaching tasks with a great output that will also lead for the betterment of the whole organization especially to the learners. Finally; this study will also serve future researchers as a valuable reference that will help them conduct their own related studies. The weaknesses and other limitations will challenge them to either replicate or conduct the study using other research methodologies.

METHOD

This section discusses the research method and procedure utilized by the researcher. It encompasses research respondents, materials, and instruments, as well as the design and procedure.

Research Respondents

The respondents of the study were the selected 315 teachers in Mati North District of the Department of Education Region XI, Division of Mati City, for the 2022–2023 school year made up the sample population for this study. The respondents are determined random sampling. The teacher-respondents are permanent in status, teaching any subject area. Further, the respondents are able to understand the content of the survey questionnaire and they had the capacity to interpret based on their experiences in the school setting. Below are the number teacher-respondents of this study using stratified random sampling. The distribution of respondents according to schools under study are as follows:

The study were conducted on the second semester of School Year 2022-2023. In Mati City there were 315 teachers respondents, The teacher must have at least three year of teaching experience and sign the Certificate of Consent Form to participate in the study. Further, the excluded from this study are teachers outside Davao Oriental those who are teaching in private schools, those who are on leave, withdraw from the study, holding administrative positions, or have less than a year of teaching experience in the public school, those who manipulated or with considerably incomplete data and did not signify their intention to join the study through the certificate of a consent form. Furthermore, there was no requirement for justification if participants wanted to withdraw early for any reason at all. Hence, the researcher perceived that the teachers in Mati City lack teamwork, empathy, and support from the administration, and at the same time, having too many roles during this time of the pandemic, teachers are experiencing poor work behaviors, which impedes progress and development in the organization

Materials and Instrument

The study utilized several standardized survey questionnaires from various sources which underwent modification to fit in the respective setting. In this study, three (3) instruments were used, each of which was developed to address the research problems. The first measure the level of the questionnaire deals with the independent variable.

The survey questionnaires used in the study will be gathered from similar studies. The instrument was restructured to make it more appropriate to current and local settings.

The first questionnaire measured experienced the first part of the instrument deals with leadership in terms of authentic leadership with the indicators such as self-awareness, internalized moral perspective, balanced processing; and relational transparency. The second part of the instrument deals with work engagement of teachers adapted from Schaufeli and Bakker (2003). Shortened version (Utrecht Work Engagement Scale–9 [UWES]) which gave emphasis on the following indicators: vigor, dedication and absorption. This instrument should be presented to the panel of examiners then to the group of experts for validation of the items. The third questionnaire, the scale for work ethic which focuses on *work as central life interest, moral approach to work, and intrinsic work motivation* (Miller et al., 2002). The scales used to interpret experienced authentic leadership and work ethic, and work engagement are as follows. This instrument was presented to the panel of examiners then to the group of experts for validation of the items. The comments of experts shall be properly taken and incorporated in the finalization of the said instrument. Its draft was first shown to the research adviser for wisdom. It was advised to proceed with the validation process, obtaining an average mean of 4.50 from 5 known expert validators who looked intently at the questionnaire's validity. Since Cronbach's Alpha spanned from 0 to 1, it was used for reliability testing to evaluate the internal consistency of the measures. The closer the alpha coefficient is to 1, the more internally consistent the items it evaluates. (Zaiontz, 2022).

The following outcomes were observed: authentic leadership (30 items) obtained a coefficient of 0.813, work engagement; a coefficient of 0.91 (15 items), suggesting an acceptable internal consistency, organizational climate (70 items) with 0.81 obtained coefficient characterized with good internal consistency likewise with keeping quality teacher (15 items) work ethic with obtained coefficient of 0.92, such implication follows the principles observed by Glen (2023).

The questionnaire used in the study was validated by the experts. Wordy items based on a five-point Likert scale ranging from 1-5 (where always manifested =5, oftentimes manifested = 4, sometimes manifested =3, seldom manifested =2, and never manifested =1

Design and Procedure

The study employed the quantitative non – experimental design method of research using correlation technique. The plan and structure of this research is to provide a credible answer to a research question. Its purpose is to describe obtainable characteristics such as achievement, attitudes, behavior, and relationships. The non – experimental quantitative method is appropriate for the present investigation for it deals with the authentic leadership of school heads and work engagement: the mediating effect work ethic in public schools. Variables are not manipulated; they are only identified and are studied as they occur in a natural setting (Educational Research, 2011).

Descriptive survey was valuable in proving facts on which scientific judgments may be based. It provides essential knowledge about the nature of objects and persons and also plays a large part of the development of the instruments for the measurements of many things, instruments that are engaged in all types of quantitative research as data gathering instrument. The descriptive-correlational survey method is appropriate for the present investigation for it deals with the description and determination of both independent and dependent variables (Creswell, 2018).

The initial step in data gathering was asking permission from the Dean of the Graduate School of the University of Mindanao, also with the Deped Mati City, as well as the different school in Deped Mati City to allow the researcher to conduct the study. Upon approval, the researcher traveled to different schools in Deped Mati City to personally hand the letter with google form links to the questionnaires.

On the hand, to guarantee that there would be 315 responses, the survey was kept open for at least one month. The study's collection of data started in the 1st week of October and was completed in November 2023. To determine the significance of the mediating effect variable, Pearson-r was used. In

addition, linear regression determines the predictors of the dependent variable given the list of independent variables. The study evaluated whether experienced authentic leadership, work ethic, and work engagement.

On the other hand, the researcher observed complete ethical standards in the study by tracking the protocol assessments and standard criteria set by the University of Mindanao Ethics Review Committee (UMERC) with certification number 2022-013. The participants were given the free will to voluntarily contribute without any form of cost during the study. Additionally, following the Data Privacy Act of 2012, the researcher ensure that the respondents' private information was kept secret. The researcher also ensure that the information gleaned from the survey questions is correct and that the sources of the information are acknowledged correctly. Overall, before, during, and after the study, the researcher adhered to all ethical standards established by UMERC.

RESULTS AND DISCUSSION

This section presents and discusses the findings from the data analysis on authentic leadership of school heads, work engagement and work ethics.

Authentic Leadership

As seen in Table 1 is the level of authentic leadership such as self-awareness, internalized moral perspective, balanced processing; and relational transparency with an overall mean of 4.24 described as very high with a standard deviation of 0.22. The very high level could be attributed to the high rating given by the respondents. Analyzing the results of all its indicators, it marks that the highest mean obtained mean is 4.27 for *self-awareness* with a standard deviation of 0.42, and the least obtained mean is *relational transparency* with an obtained mean of 4.07 and a standard deviation of 0.36.

The results disclosed that relational transparency, a key component of authentic leadership, indicates that leaders who are open, honest, and transparent in their interactions with employees foster trust and enhance the quality of relationships within the workplace. Relational transparency involves sharing information, expressing feelings, and being consistent in actions and communication, which makes leaders more approachable and relatable to their team members.

Table 1

Level of Authentic Leadership

| Items | SD | Mean | Descriptive Level |
|---------------------------------|-------------|-------------|-------------------|
| Self-awareness; | 0.42 | 4.27 | Very High |
| Internalized Moral Perspective; | 0.51 | 4.25 | Very High |
| Balanced Processing; | 0.49 | 4.15 | High |
| Relational Transparency. | 0.36 | 4.07 | High |
| Overall | 0.22 | 4.24 | Very High |

This aligns with the finding of Crawford, Dawkins, Martin and Lewis, G. (2020) that school heads were influence, the ability of a person to influence others. True leadership derived authority from a righteous example, not merely from prestige, personality, or position. Leadership was not so much about style, but rather character as an interpersonal process that a leader used to direct the activities of individuals or groups towards given objectives within a certain situation through the process of communication.

The result is consistent with the study of Zeb, Abdullah, Hussain and Safi (2020) who emphasized that relational transparency is a critical component of **authentic leadership**. Their research suggests that when leaders exhibit transparency, openness, and honesty, it significantly impacts the level of **trust** and **commitment** employees have toward their leaders and the organization.

Work Engagement

Table 3 showcases the level of work engagement with an overall mean of 4.05 described as High with a standard deviation of 0.32. The cited overall mean score was the result gathered from the computed mean scores of its indicators from highest to lowest mean scores as follows: 4.16 or High for absorption; 4.15 or High for vigor; and 3.84 or High for dedication.

Meanwhile, work engagement in terms of absorption was also oftentimes manifested by the respondents, which exhibited the highest mean, 4.16, or High. The indicator of work engagement that exhibited the lowest mean, 3.84, or High, was on dedication. The overall mean score was described

Table 2

Level of the Work Engagement of Teachers

| Indicator | SD | Mean | Descriptive Level |
|----------------|--------------|-------------|-------------------|
| Absorption | 0.492 | 4.16 | High |
| Vigor | 0.513 | 4.15 | High |
| Dedication | 0.656 | 3.84 | High |
| Overall | 0.319 | 4.05 | High |

to be a high level of work engagement this indicates that **work engagement** is a multi-dimensional construct influenced by both individual and organizational factors. The concepts of **vigor**, **dedication**, and **absorption** reveal that engaged employees are not only committed to their tasks but also bring high levels of energy, passion, and focus to their work. When these dimensions are high, employees are more likely to exhibit sustained effort, greater job satisfaction, and improved performance.

This result conforms to the idea of Prieto-Díez, Postigo, Cuesta, and Muñiz, (2022) highlighted many advantages to employee engagement. Engaged employees exhibit high energy and strong mental resilience, and they tend to voluntarily invest considerable effort in their assigned tasks. Moreover, highly engaged employees tend to have a sense of their work's significance and challenges, and they express enthusiasm and pride in their work, thus enhancing their performance is evident.

Work Ethics

As seen in Table 3 is, the level of work ethics attributed to work as central life interest, moral approach to work, and intrinsic work motivation. A high level was indicated by the overall mean of 3.89 and the standard deviation of 0.50, denoting that work ethics is often evident. It is noted that *believing that one's work provides the best source of achieving perfection in life* got the highest obtained a mean of 4.26 or very high, with a standard deviation of 0.87, and *the believing that one should never be late for work unless there is some real emergency* got a mean of 3.58 or high, with a standard deviation of 1.17 got the lowest mean rating.

The combined high and very high levels of responses resulted in a very high level of work ethics. This indicates that work ethics is very evident in the school, as work ethics is also a guiding tool for the schools in

Table 3

Level of Work Ethics

| | SD | Mean | Descriptive Level |
|-------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|-------------------|
| Considering occupational career to be one of the most important activities in life. | 0.52 | 4.12 | High |
| Believing that a person is known in society by the work they does. | 0.65 | 4.12 | High |
| Believing that work provides a powerful channel to express one's knowledge, ability and creativity. | 0.90 | 4.18 | High |
| Believing that one's work provides the best source of achieving perfection in life. | 0.87 | 4.26 | Very High |
| having to work to earn a living, would still prefer to continue working | 0.96 | 4.14 | High |
| Having fast-changing world, sincerity, hard work, and integrity continue to be the golden keys to success in one's work life. | 0.85 | 3.80 | High |
| Feeling a moral obligation to give a full day's work for a full day's pay. | 1.06 | 4.04 | High |
| Believing that one should never be late for work unless there is some real emergency. | 1.17 | 3.58 | Very High |
| Believing that a job well done is a reward in itself. | 1.13 | 4.00 | High |
| Overall | 0.50 | 3.89 | High |

upholding their goals. This is in line with the claims of Valeri and Baggio (2020) that every organization values ethics as much as it values its mission statement. Further, the measures “feel content when I have spent the day teaching,” “strive to be self-reliant” “will work hard to succeed” and “believe that treating others as you would like to be treated is important” which all have gained a very high level indicates that the employees have felt satisfaction and are eager to work and connect with others.

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Significance on the Relationship Between

Authentic Leadership and Work Ethics

Presented in Table 3 were the results of the test of relationship between the variables involved in the study. The overall *r-value* of 0.810 with a p-value of $p = .005$ which was lesser than $\alpha 0.05$ signified the rejection of the null hypothesis. It means that there is significant relationship between authentic leadership and work ethics. Further, when each indicator of attachment level was correlated with the overall authentic leadership, shows significant relationship.

The correlation between measures of authentic leadership is comprised of four main factors, namely internalised moral perspective, self-awareness, relational transparency, and balanced processing and work ethics revealed a significant relationship. This implies that authentic leadership is significantly related to work ethics. This is in line with the claim of Baquero (2023) as cited by Pangayom and Kusmaningtyas (2023) that **authentic leadership** and **work ethics** is vital for fostering an environment where ethical behavior is integral to daily operations and work engagement. By modeling ethical behavior, promoting transparency, and aligning personal values with organizational practices, authentic leaders cultivate strong work ethics among employees. This not only improves individual and team performance but also strengthens the organization’s ethical foundation, resulting in a more committed, engaged, and responsible workforce.

Table 4.1

Significance of the Relationship between the Authentic Leadership and Work Ethics

| Authentic Leadership | Work Ethics Overall |
|--------------------------------|--------------------------------|
| Self-awareness | .715* (0.000) |
| Internalized Moral Perspective | .625* (0.000) |
| Balanced Processing | .643* (0.000) |
| Relational Transparency | .605* (0.000) |
| Overall | .810* (0.000) |

*Significant at 0.05 significance level.

Correlations between the Work Ethics and Work Engagement

Table 4.2 shows the significance of the relationship between the work ethics and work engagement. It can be gleaned from the table that there is a significant relationship between work ethics and work engagement with an overall correlation coefficient of 0.373, which is the correlation between work ethics and the work ethics of teachers revealed a significant relationship on work engagement. This implies that employees with a strong work ethic are generally more committed to their roles and take their responsibilities seriously. A strong sense of work ethics motivates employees to go beyond the basic requirements of their jobs, invest effort, and consistently perform at high standards. These employees are more likely to exhibit the three key components of work engagement.

This is in line with the claim of Damianus (2023); Sahabuddin et al., (2024)

Table 4.2

Significance of the Relationship between the Work Ethics and Work Engagement

| Work Ethics | Work Engagement | | | |
|----------------|-----------------|------------|------------|---------|
| | Vigor | Dedication | Absorption | Overall |
| Overall | .462* | .526* | -.274* | .373* |
| | (0.000) | (0.000) | (0.000) | (0.000) |

Significant at 0.05 significance level.

that work ethics help foster trust between employees and the organization. When employees demonstrate integrity, reliability, and professionalism, they build trust with their colleagues and leaders, which in turn enhances work engagement. Trust is a key component in creating an environment where employees feel supported and motivated to engage fully in their roles. Ethical behavior and transparent communication increase an employee's sense of security and belonging within an organization, which are crucial factors for sustained engagement.

Correlations between Authentic Leadership and Work Engagement

In 4.3 are shown the findings on the connection between tests of authentic leadership and work engagement. The total r-value was 0.348, and the p-value was 0.001, which is less than the .05 level of significance. This implies that being able to work with others has a big effect on being able to control yourself. Also, the results showed that authentic leadership is linked to better work engagement. The r-values for these skills were: self-awareness,

Table 4.3

Significance of the Relationship between the Authentic Leadership and Work Engagement

| Authentic Leadership | Work Engagement | | | |
|--------------------------------|-----------------|------------|------------|---------|
| | Vigor | Dedication | Absorption | Overall |
| Self-awareness | .519* | .504* | -.432* | .128* |
| | (0.000) | (0.000) | (0.000) | (0.027) |
| Internalized Moral Perspective | .486* | .512* | -.113* | .399* |
| | (0.000) | (0.000) | (0.050) | (0.000) |
| Balanced Processing | .543* | .460* | -.358* | .130* |
| | (0.000) | (0.000) | (0.000) | (0.025) |
| Relational Transparency | .299* | .372* | -.141* | .415* |
| | (0.000) | (0.000) | (0.015) | (0.000) |
| Overall | .648* | .618* | -.217* | .348* |
| | (0.000) | (0.000) | (0.000) | (0.000) |

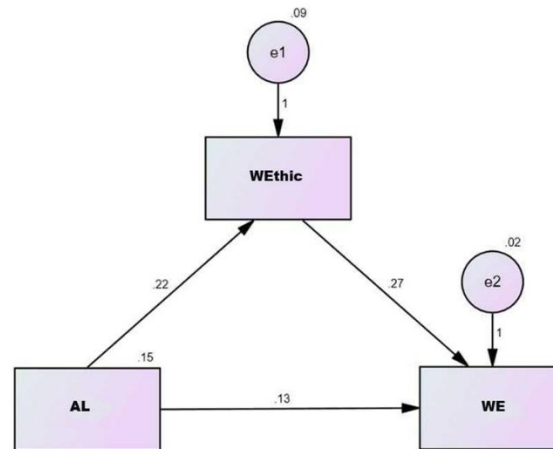
*Significant at 0.05 significance level

0.128; internalized moral perspective with, 0.399; balanced processing with, 0.130; and relational transparency with, 0.415 with the p-value is 0.001. This means that there is a strong link between the two factors authentic leadership and work engagement were found to be significantly related through an association analysis. This result conforms to the idea of Cohen et al. (2020) and Kim and Park (2020) there was a stronger association between perceived authentic leadership and work engagement for teachers with shorter job tenure than those with longer job tenure. The findings suggested the direct effect of perceived authentic leadership on work engagement, and the indirect effect of perceived authentic leadership on work engagement through the mediating role of affective empathy.

On the Mediating Effect of Work Engagement

Shown in Table 5 is the regression analysis on authentic leadership of school heads and work engagement: the mediating effect work ethics in public schools. The data in this table were used as input to the medgraph in Figure 1. As evident in the study of Baron and Kenny (1986), there are three steps to be met for a third variable to be acting as mediator, in Table 10 these are categorized as steps 1 to 3, step 4 is the final step. In Step 1 (Path C) authentic leadership as independent variable (IV) significantly predicts work engagement, the dependent variable (DV). In Step 2 (Path engagement (MV) significantly predicts work ethics in, the mediator (IV). In Step 3, work ethics, the mediator (IV) significantly predicts work engagement between meta work engagement and professional commitment with $p < 0.01$ which signified partial mediation and significant since $p < 0.01$ which is less than .05. The application of the principle of Multiple Regression is appropriate because the data has passed the preliminary analysis by establishing

high level of correlation of $p < 0.01$. Apart from the assumption of normality of data, a high level of correlation among the variables is a requirement to do away with spurious model. To A) work determine the level of the dependent variable focuses on work engagement which focuses on.



CONCLUSION AND RECOMMENDATION

The overall level of authentic leadership which was derived from high level of the *knowledge of cognition, such as declarative knowledge, procedural knowledge, conditional knowledge, and the regulation of cognition, such as planning, information, monitoring, debugging strategies and evaluation*. Since the result also shows that the authentic leadership of school heads is very high, it is recommended that the Department of Education through the school heads may initiate this undertaking on how to articulate, prioritize, develop strategies around, and measure all leadership activities and continually exposing the teachers to novelty of teaching strategies.

The level of work engagement is high in vigor, dedication; and absorption. In addition to this, it is important to emphasize the function of the aforementioned knowledge within the learning processes that may help in the potential creation of elements that generate thorough authentic leadership within the framework of work ethics. Moreover, trainings, programs, and achieving professional growth are also helpful in the sense that knowledge is deepened through learning new information about the changing educational system. Furthermore, it is also recommended that teachers upgrade professionally to be aware of the new curriculum's learning process, changes, and academic trends.

Further, the level of work ethics derived from very high levels in *organization socialization, group socialization, and task socialization*. This denotes that public- teachers manifested the act of socialization at all times in their profession. The study concluded that authentic leadership, work engagement and work ethics significantly associated. That is, the rise in the level of authentic leadership, gives rise also to the level of work engagement. Lastly, the findings of this study affirmed the propositions which this study was built upon. The findings affirmed the propositions of Ying and Zaman (2008) which states that authentic leadership affect the work engagement. Thus, authentic leadership will improve professional commitment and encourage the creation of a conducive working atmosphere within the organization.

Aggarwal et al., (2021) that work engagement can positively influence authentic leadership. Moreover, the study likewise affirmed the propositions of Yiing and Zaman (2019) leadership behavior is one of the important factors that affects work engagement In the same vein, the mediating effect of work ethicist on the relationship between authentic leadership, and work engagement is significant. This indicates that authentic leadership impact work engagement explains the basic link between public leadership behavior of supervisors and authentic leadership.

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