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School Heads' Management Competence, Teachers' Work Engagement, and Organizational Climate in Public Schools: A Mediation Analysis

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ABSTRACT

This study determined the relationships among school heads' management competence, teachers' work engagement, and organizational climate in public schools in the Aloguinsan District, Cebu Province Division, during the school year 2026–2027. It also determined the mediating role of teachers' work engagement and proposed a Management Development Framework. A quantitative descriptive-correlational research design was employed, involving 128 teacher-respondents selected through universal sampling. The study used a structured questionnaire to gather data and analyzed them using frequency, percentage, mean, standard deviation, Pearson's product-moment correlation, and regression-based mediation analysis. The findings revealed that school heads were perceived as highly competent in managing school operations, fiscal management, and technology use. Teachers demonstrated very high work engagement, while organizational climate indicators were rated Very Frequently. The study found significant positive relationships between management competence and work engagement, management competence and organizational climate, and work engagement and organizational climate. Mediation analysis revealed that teachers' work engagement partially mediated the relationship between management competence and organizational climate, with significant indirect, direct, and total effects. The study proposed a Management Development Framework focused on management development, teacher engagement, and organizational climate enhancement.

KEYWORDS

Educational Management, School Heads' Management Competence, Teachers' Work Engagement, Organizational Climate, Quantitative Descriptive-Correlational, Cebu, Philippines

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1. Introduction

Education is vital to human development, social equity, and sustainable national progress. Quality education depends not only on effective classroom instruction but also on competent school leadership, efficient resource management, supportive working conditions, and a positive organizational environment. Sustainable Development Goal 4 (SDG 4) calls for inclusive and equitable quality education, underscoring the need for qualified teachers, effective educational systems, and conducive learning environments. Yet persistent challenges—including learning outcomes, educational resources, teacher workload, and institutional governance—continue to affect basic education, particularly in developing countries. In the Philippines, international assessment results, including PISA 2022, and reports on learning poverty point to ongoing gaps in learners' academic proficiency. The Second Congressional Commission on Education (EDCOM II) has also raised concerns about teacher workload, staffing shortages, limited resources, and educational governance. These challenges highlight the importance of school heads' management competence in supporting effective school operations, fiscal management, personnel, and technology use. In line with DepEd Order No. 24, s. 2020, which established the Philippine Professional Standards for School Heads (PPSSH), and the Basic Education Development Plan 2030, effective school management is essential to strengthening educational delivery and creating supportive learning environments.

School heads' management competence extends beyond administrative efficiency; it also shapes teachers' work experiences and the broader organizational climate. Teachers' work engagement—marked by energy, dedication, and absorption in their professional responsibilities—supports commitment, collaboration, persistence, and institutional productivity. However, engagement can be influenced by management practices, resource availability, leadership support, role clarity, and opportunities

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to participate. Organizational climate, reflected in relationships, communication, collaboration, leadership, and shared expectations, also helps foster trust, professional cooperation, and teachers' sense of belonging. Because school heads shape organizational structures, resource use, and relationships among staff, their management competence may help create a positive climate. Teachers' work engagement may also mediate the relationship between effective management practices and favorable organizational conditions. Although previous studies have examined school leadership, teacher engagement, and organizational climate, few context-specific studies have explored how school heads' competence in school operations, fiscal management, and technology use relates to organizational climate, particularly through the mediating role of teachers' work engagement.

In the public schools of Aloguinsan District, Cebu Province Division, understanding these relationships is essential for identifying the management and organizational factors that support effective school functioning. Examining school heads' management competence, teachers' work engagement, and organizational climate—and how these factors relate to one another—may provide empirical insights for strengthening school leadership and improving workplace conditions. Accordingly, this study examined the relationship between school heads' management competence and organizational climate, with teachers' work engagement as a mediating variable. Specifically, it sought to determine whether teachers' work engagement statistically mediates the relationship between school heads' management competence and organizational climate. The findings are intended to inform the development of a Management Development Framework to strengthen school management practices, sustain teacher engagement, and foster a positive, supportive organizational climate in public schools.

2. Review of Related Literature and Studies

This study is grounded in Social Exchange Theory (Blau, 1964), Job Demands–Resources (JD-R) Theory (Demerouti et al., 2001), and Organizational Climate Theory (Litwin & Stringer, 1968). Social Exchange Theory explains how supportive and equitable management practices encourage teachers to reciprocate through commitment, cooperation, and participation (Gading, 2024; Van Waeyenberg et al., 2022). JD-R Theory emphasizes that organizational resources, including leadership support, effective school operations, fiscal management, and technology, help teachers manage work demands and enhance engagement (Castro Silva et al., 2026; De Silva, 2024; Han et al., 2020; Korsakienė et al., 2024). Organizational Climate Theory highlights how leadership, communication, professional relationships, and collaboration shape the school environment (Warsi et al., 2025; Şişman, 2026; Herring, 2025). These theories are supported by Republic Act No. 9155, or the Governance of Basic Education Act of 2001; DepEd Order No. 24, s. 2020, which institutionalizes the Philippine Professional Standards for School Heads; and Republic Act No. 4670, or the Magna Carta for Public School Teachers. Collectively, these frameworks underscore the importance of competent school management, teacher engagement, and supportive working conditions.

Studies show that school heads' management competence supports school operations, fiscal management, and technology use. Oronan and Villocino (2025) linked this competence to teachers' job satisfaction. Dayuha (2024) and Nabos and Tarusan (2024) emphasized effective operations, while De Guzman (2024) stressed sound fiscal management. Tanucan et al. (2022, 2023) and Maala and Lagos (2022) showed that digital leadership strengthens school management. Teachers' work engagement is also associated with leadership, organizational support, and professional identity (Martono et al., 2026; Li et al., 2026; Yu et al., 2025). Guhao and Masunag (2024), Tejero and Aoanan (2024), and Du et al. (2024) likewise linked leadership and organizational climate to teachers' work experiences. Overall, effective management and positive workplaces foster teachers' professional commitment and participation.

Studies highlight teachers' work engagement as a mediator in organizational relationships. Milloria (2026) and Lanaban and Apostol (2024) found it partially mediated links between leadership behaviors and team effectiveness. Chen (2025) identified it as a mediator between organizational support, teacher self-efficacy, and job satisfaction. Li et al. (2026), Sun et al. (2025), and Pham and Vu (2026) showed that organizational support and school climate affect engagement through psychological factors. However, few studies have examined school heads' management competence in operations, fiscal management, and technology use alongside teachers' engagement and organizational climate in one model. The mediating role of engagement, particularly in Philippine public schools, also needs further study. This gap motivates the present study and its Management Development Framework.

3. Purpose of the Study

This study determined the perceived levels of school heads' management competence in terms of managing school operations, fiscal management, and the use of technology in school operations; teachers' work engagement; and organizational climate in public schools in the Aloguinsan District, Cebu Province Division, during the school year 2026–2027. It further examined whether there were significant relationships between school heads' management competence and teachers' work engagement, school heads' management competence and organizational climate, and teachers' work engagement and organizational climate. Moreover, it investigated whether teachers' work engagement significantly mediated the relationship between school heads' management competence and organizational climate. Finally, based on the findings, the study aimed to propose a Management Development Framework.

4. Research Methodology

This study used a quantitative descriptive-correlational design to determine the levels of school heads' management competence, teachers' work engagement, and organizational climate, and to examine the relationships among these variables, including the mediating role of teachers' work engagement. The study was conducted in nine public schools in the Aloguinsan District of the Cebu Province Division and involved 128 teacher-respondents selected through universal sampling. Data were collected using a structured survey questionnaire with four parts: respondents' demographic profiles; school heads' management competence, based on the Philippine Professional Standards for School Heads (PPSSH); teachers' work engagement, measured using an instrument adapted from Abun et al. (2021), as cited in Largo et al. (2025); and organizational climate, assessed using Hoy's (2003) Organizational Climate Index (OCI). After obtaining the necessary permissions and informed consent, the questionnaires were administered, retrieved, organized, and analyzed in accordance with ethical standards, confidentiality requirements, and the provisions of the Data Privacy Act of 2012. Frequencies and percentages described respondents' profiles, while the mean and standard deviation determined the levels of the major variables. Pearson's product-moment correlation was used to examine significant relationships among the variables. Regression-based mediation analysis in jamovi, using 10,000 bootstrap resamples and 95% bootstrap confidence intervals, determined the mediating effect of teachers' work engagement. The findings served as the basis for developing a proposed Management Development Framework.

5. Results and Discussion

This section presents and analyzes data on teachers' perceptions of school heads' management competence, work engagement, and organizational climate. It further examines the relationships among these variables and the mediating role of teachers' work engagement.

5.1 Perceived Level of School Heads' Management Competence

This portion discusses school heads' perceived management competence across three areas: managing school operations, fiscal management, and using technology in school operations management.

Table 1
Perceived Level of Management Competence of School Heads
in terms of Managing School Operations
n=128

S/N	Statements	Mean	SD	Interpretation
1	Implementing and monitoring school action plans	3.55	0.63	Highly Competent
2	Establishing and maintaining a school program	3.58	0.62	Highly Competent
3	Leading the development of the school improvement plan	3.63	0.62	Highly Competent
4	Allocating funds for school improvement and maintenance.	3.64	0.60	Highly Competent
5	Overseeing school operations and use of facilities	3.52	0.66	Highly Competent
6	Institutionalizing best practices in managing school operations	3.52	0.66	Highly Competent
7	Assigning appropriate support personnel to manage school operations.	3.53	0.65	Highly Competent
	Grand Mean	3.57	0.57	Highly Competent

Legend: 3.26-4.00 Highly Competent; 2.51-3.25 Competent; 1.76-2.50 Less Competent; 1.00-1.75 Not Competent

Table 1 shows an overall mean of 3.57 (SD = 0.57), interpreted as Highly Competent, suggesting that school heads generally demonstrate strong management competence. Allocating funds for school improvement and maintenance received the highest mean (M = 3.64, SD = 0.60), followed by leading the development of the school improvement plan (M = 3.63, SD = 0.62) and establishing and maintaining school programs (M = 3.58, SD = 0.62). Relatively lower ratings were given to implementing and monitoring school action plans (M = 3.55, SD = 0.63), assigning appropriate support personnel (M = 3.53, SD = 0.65), and overseeing school operations, utilizing facilities, and institutionalizing best practices (M = 3.52). Overall, the findings indicate considerable competence in financial planning and strategic management, while suggesting that operational supervision, facilities utilization, and the institutionalization of best practices need further improvement.

These findings align with De Guzman (2024), who highlighted school heads' competence in financial planning, budgeting, resource allocation, and monitoring, and Dayuha (2024), who reported proficiency in school management and operations. Likewise, Merano (2023) and Rebucan and Ching (2023) emphasized effective budgeting, accountability, and resource management, while Cardona

(2023), Carmona (2024), and Decena and Galarosa (2024) stressed the importance of strategic planning and implementing school improvement initiatives. However, Espiritu and Fababier (2026) identified challenges related to limited budgets and resource distribution. This suggests that, despite generally favorable assessments of management competence, continued professional development and organizational support are needed to strengthen school operations and resource use.

Table 2

Perceived Level of Management Competence of School Heads

in terms of Fiscal Management

n=128

S/N	Statement	Mean	SD	Interpretation
1	Preparing a financial management plan	3.50	0.63	Highly Competent
2	Maintaining a school budget consistent with the school improvement plan	3.57	0.66	Highly Competent
3	Generating and mobilizing financial resources	3.51	0.66	Highly Competent
4	Managing school resources in accordance with DepEd policies, rules, and guidelines	3.67	0.58	Highly Competent
5	Accepting donations, gifts, bequests, and grants in accordance with RA 9155	3.53	0.72	Highly Competent
6	Managing registration, maintenance, and replacement of school assets and properties	3.55	0.65	Highly Competent
7	Organizing a procurement committee and complying with the procurement process	3.56	0.65	Highly Competent
8	Utilizing funds for approved school programs and projects	3.60	0.61	Highly Competent
9	Monitoring the utilization, recording, and reporting of funds.	3.57	0.67	Highly Competent
10	Accounting for school fund	3.59	0.66	Highly Competent
11	Preparing and communicating financial reports to higher education authorities.	3.63	0.63	Highly Competent
	Grand Mean	3.57	0.56	Highly Competent

Legend: 3.26-4.00 Highly Competent; 2.51-3.25 Competent; 1.76-2.50 Less Competent; 1.00-1.75 Not Competent

Table 2 shows an overall mean of 3.57 (SD = 0.56), interpreted as Highly Competent, indicating that school heads generally demonstrate strong fiscal management competence. Managing school resources in accordance with DepEd policies, rules, and guidelines had the highest mean (M = 3.67, SD = 0.58), followed by preparing and communicating financial reports to higher education authorities (M = 3.63, SD = 0.63) and utilizing funds for approved school programs and projects (M = 3.60, SD = 0.61). Conversely, preparing a financial management plan had the lowest mean (M = 3.50, SD = 0.63), followed by generating and mobilizing financial resources (M = 3.51, SD = 0.66), although both were still interpreted as Highly Competent.

These findings suggest that school heads are highly capable in regulatory compliance, financial reporting, and fund utilization, while financial planning and resource mobilization need further improvement. The results align with Yasin and Mokhtar (2022), who highlighted the importance of financial management training, transparency, and accountability among Malaysian secondary school principals. Studies in Kazakhstan likewise noted how school funding structures shape principals' financial decisions, while Hernando et al. (2026) emphasized financial accountability in public secondary schools in Zambia. Taken together, these findings underscore the need to strengthen strategic financial planning, resource generation, and accountability to ensure school resources are allocated and used effectively.

Table 3

Perceived Level of Management Competence of School Heads in Terms of the Use of Technology in School Management Operations

n=128

S/N	Statement	Mean	SD	Interpretation
1	Applying Information Technology (IT) for online communication	3.55	0.59	Highly Competent
2	Using IT to facilitate the operationalization of the school management system	3.48	0.66	Highly Competent
3	Using IT to access support materials for teachers and learners and assessment tools	3.50	0.66	Highly Competent
4	Sharing the school's experience in the use of new technology with other school heads.	3.52	0.63	Highly Competent
	Grand Mean	3.51	0.59	Highly Competent

Legend: 3.26-4.00 Highly Competent; 2.51-3.25 Competent; 1.76-2.50 Less Competent; 1.00-1.75 Not Competent

As shown in Table 3, the findings yielded an overall mean of 3.51 (SD = 0.59), interpreted as Highly Competent. This indicates that school heads demonstrate a high level of competence in using information technology for school management. Of the four indicators, using information technology (IT) for online communication received the highest mean (M = 3.55, SD = 0.59), followed by sharing experiences with other school heads in using emerging technologies (M = 3.52, SD = 0.63). Using IT to access instructional support materials and assessment tools for teachers and learners had a mean of 3.50 (SD = 0.66), while using IT to support the implementation of the school management system received the lowest mean (M = 3.48, SD = 0.66). Despite these differences, all indicators were rated Highly Competent, suggesting that school heads have the technological skills needed to support communication, access to resources, and administrative operations. However, the comparatively lower rating for using IT in school management systems points to a need to strengthen the integration of digital technologies into routine administrative processes. This highlights the importance of continued professional development in digital administration, data management, and the strategic use of technology to improve operational efficiency and stakeholder collaboration.

These findings align with Maala and Lagos (2022), who reported that school heads demonstrate strong technological leadership competencies, particularly in innovation, assessment, forecasting, management, and technology transfer. Similarly, Perez et al. (2023) found that public elementary school heads in Palawan have strong information and communication technology (ICT) competencies, though some professional and ethical dimensions need further development. Delgado (2024) likewise found that public school heads in Lucena City exhibit a high level of digital leadership, significantly associated with teachers' use of technology. Galero (2024) also reported high competency levels among public elementary school heads and identified significant relationships between these competencies, technology integration, and supervisory practices. Taken together, these findings underscore technological competence as an essential dimension of school leadership, supporting effective communication, stronger administrative systems, and the integration of technology into school operations.

Table 4

Summary of the Perceived Level of Management 5.3 Competence of School Heads

n=128

S/N	Areas of Competence	Mean	SD	Interpretation
1	School Management Operations	3.57	0.57	Highly Competent
2	Fiscal Management	3.57	0.56	Highly Competent
3	Use of Technology in the Management of Operations	3.51	0.59	Highly Competent
	Grand Mean:	3.55	0.57	Highly Competent

Legend: 3.26-4.00 Highly Competent; 2.51-3.25 Competent; 1.76-2.50 Less Competent; 1.00-1.75 Not Competent

Table 4 shows an overall mean of 3.55 (SD = 0.57), rated Highly Competent, indicating strong competence among school heads in school operations, fiscal management, and technology use. School operations and fiscal management each scored 3.57 (SD = 0.57 and 0.56, respectively), while technology use scored 3.51 (SD = 0.59). All domains were rated Highly Competent, reflecting effective administrative, financial, and technology-related performance. The slightly lower technology score suggests room to expand digital tools in school processes. Overall, school heads demonstrate the competencies needed to manage resources efficiently, ensure financial accountability, and perform management functions effectively.

These findings align with Siano (2024), who found that principals had very high managerial competence, significantly associated with supervisory skills. Espiritu and Lareza (2024) reported favorable assessments of principals' management of school operations and resources, while Espiritu and Pacon (2024) found positive assessments of their technology-integration leadership. Hernandez (2024) reported high competence in fiscal management, resource mobilization, and technology use. Dalton and Arpon (2024) likewise identified very high administrative, supervisory, fiscal, and resource-generation competencies. Although focused on university administrators, Sayang (2024) highlighted communication, human resource, conflict, and financial management as essential to effective educational governance. Together, these studies support the present findings and emphasize well-rounded managerial competence for effective leadership, institutional efficiency, and quality educational services.

5.2 Perceived Level of Teachers' Work Engagement

Table 5 presents the results about teachers' work engagement—adaptability, initiative, persistence, focus, enthusiasm, and involvement—and their commitment to school goals through dedication and alignment with priorities.

Table 5

Perceived Level of Teachers' Work Engagement

n=128

No.	Statement	Mean	SD	Interpretation
1	I am willing to accept change.	4.59	0.63	Very High
2	I am willing to take on new tasks as needed.	4.54	0.65	Very High
3	I take the initiative to help other teachers when the need arises.	4.56	0.62	Very High
4	I keep going even when things get tough.	4.49	0.65	Very High
5	I adapt quickly to difficult situations.	4.32	0.76	Very High
6	When at work, I am completely focused on my job and duties.	4.49	0.60	Very High
7	I am determined to give my best effort at work each day.	4.62	0.59	Very High
8	I am often so involved in my work that the day goes by very quickly.	4.46	0.65	Very High
9	I get excited about going to work.	4.28	0.76	Very High
10	I feel completely involved in my work.	4.50	0.59	Very High
11	I am inspired to meet my goals at work.	4.51	0.63	Very High
12	I understand the strategic goals of my school.	4.45	0.67	Very High
13	I see to it that I work to the best I can to meet the objectives of my school.	4.52	0.64	Very High
14	I see to it that what I do is in line with the school's objectives.	4.58	0.62	Very High
	Grand Mean:	4.49	0.52	Very High

Legend: 4.21 – 5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderate; 1.81 – 2.60 Low; 1.00 – 1.80 Very Low

Table 5 shows very high work engagement (M = 4.49, SD = 0.52). Of the 14 indicators, teachers rated "I am determined to give my best effort at work each day" highest (M = 4.62, SD = 0.59), followed by "I am willing to accept change" (M = 4.59, SD = 0.63) and "I see to it that what I do is in line with the school's objectives" (M = 4.58, SD = 0.62). "I get excited about going to work" scored lowest (M = 4.28, SD = 0.76), followed by "I adapt quickly to difficult situations" (M = 4.32, SD = 0.76); all indicators were nevertheless rated Very High. The findings reflect teachers' dedication, perseverance, and commitment to school goals, including their willingness to work hard and embrace change. Lower ratings for enthusiasm and adaptability point to opportunities to strengthen emotional engagement and resilience through supportive leadership, recognition, change-related assistance, and well-being initiatives.

These findings align with Fu et al. (2022), who linked perceived school culture to teachers' work engagement and emphasized supportive environments in sustaining professional commitment. Cai et al. (2023) likewise identified distributed leadership, teacher efficacy, and interpersonal trust as contributors to engagement. In a longitudinal study of 1,004 teachers, Drouin-Rousseau et al. (2024) associated job control, rewards, and shared values with greater engagement, while workload predicted disengagement. Windlinger et al. (2025) found that constructive principal leadership correlated with teachers' daily engagement and workplace interactions. In the Philippines, Tejero and Aoanan (2024) examined leadership styles, organizational climate, and engagement among Region XII public secondary teachers, underscoring the relevance of school leadership and organizational conditions. Together, these studies support the present findings: constructive leadership, positive workplace relationships, and adequate organizational support help sustain teachers' dedication, motivation, and engagement.

5.3 Perceived Level of Organizational Climate of Public Schools

Table 6 summarizes teachers' perceptions of the school's organizational climate, including leadership, collegial relationships, academic emphasis, and parent and community influence. Findings show how administrative practices, collaboration, expectations, and external pressures shape the school environment.

Table 6

Perceived Level of Organizational Climate of Public Schools

n=128

No.	Statement	Mean	SD	Interpretation
1	The principal explores all sides of topics and admits that other opinions exist.	3.40	0.67	Very Frequently
2	A few vocal parents can change school policy.	2.52	1.00	Often
3	The principal treats all faculty members as his or her equal.	3.47	0.75	Very Frequently
4	The learning environment is orderly and serious.	3.58	0.58	Very Frequently

No.	Statement	Mean	SD	Interpretation
5	The principal is friendly and approachable.	3.70	0.59	Very Frequently
6	Select citizens are influential with the board.	3.05	0.86	Often
7	The school sets high standards for academic performance.	3.55	0.61	Very Frequently
8	Teachers help and support each other.	3.65	0.61	Very Frequently
9	The principal responds to pressure from parents.	3.31	0.85	Very Frequently
10	The principal lets faculty know what is expected of them.	3.59	0.56	Very Frequently
11	Students protect authors who get good grades.	3.22	0.77	Often
12	Teachers feel pressure from the community.	2.55	1.06	Often
13	The principal maintains definite standards of performance.	3.51	0.66	Very Frequently
14	Students in this school believe that their students have the ability to achieve academically.	3.53	0.60	Very Frequently
15	Students seek extra work so they can get good grades.	2.81	0.96	Often
16	Parents exert pressure to maintain high standards.	2.69	1.01	Often
17	Students try hard to improve on previous work.	3.70	0.55	Very Frequently
18	Academic achievement is recognized and acknowledged by the school.	3.70	0.57	Very Frequently
19	The principal puts suggestions made by the faculty into operation.	3.47	0.63	Very Frequently
20	Teachers respect the professional competence of their colleagues.	3.66	0.59	Very Frequently
21	Parents press for school improvement.	3.58	0.83	Often
22	The interactions between faculty members are cooperative.	3.58	0.64	Very Frequently
23	Students in this school can achieve the goals that have been set for them.	3.44	0.61	Very Frequently
24	Teachers in this school exercise professional judgment.	3.50	0.73	Very Frequently
25	The school is vulnerable to outside pressures.	2.81	1.03	Often
26	The principal is willing to make changes.	3.52	0.65	Very Frequently
27	Teachers "go the extra mile" with their students.	3.62	0.58	Very Frequently
28	Teachers provide strong social support for their colleagues.	3.55	0.60	Very Frequently
29	Teachers are committed to their students.	3.68	0.50	Very Frequently
	Grand Mean:	3.36	0.44	Very Frequently

Legend: 3.26-4.00 Very Frequently; 2.51-3.25 Often; 1.76-2.50 Occasionally; 1.00-1.75 Rarely

As shown in Table 6, the findings revealed an overall mean of 3.36 (SD = 0.44), interpreted as Very Frequently. This indicates a generally positive school climate marked by supportive leadership, professional respect, collegial relationships, and recognition of academic achievement. Recognition of academic achievement and a friendly, approachable principal received the highest mean ratings (M = 3.70, SD = 0.57 and M = 3.70, SD = 0.59, respectively), followed by teachers' commitment to their students (M = 3.68, SD = 0.50), respect for colleagues' professionalism (M = 3.66, SD = 0.59), and mutual support among teachers (M = 3.65, SD = 0.61). The principal's equal treatment of staff received a mean of 3.47 (SD = 0.75). These results suggest that recognition, approachable leadership, and collegial support are key features of the prevailing school climate. However, concerns about the influence of vocal parents on school policies and pressure from the community—both interpreted as Often—point to the need to strengthen stakeholder engagement while preserving professional autonomy and sound institutional decision-making.

These findings align with Pangilinan and Vadil (2024), who emphasized that principal support, teacher collegiality, and positive interpersonal relationships help foster a favorable school environment. Similarly, Masunag and Guhao (2024) and Bastasa and Guhao (2024) highlighted how supportive leadership, a positive organizational climate, and teacher empowerment contribute to teachers' professional commitment and school effectiveness. Villafuerte and Laya (2024) also underscored the value of mentoring and open communication in addressing organizational concerns, while Veletić et al. (2023) emphasized how school leadership shapes perceptions of school climate. Together, these studies reinforce the importance of constructive leadership, professional respect, collaboration, and effective communication among stakeholders in sustaining a positive school environment that supports teaching and learning.

5.4 Test of Significant Relationship Between the School Heads' Management Competence and Teachers' Work Engagement

This study hypothesized that no significant relationship exists between school heads' management competence and teachers' work engagement. Table 7 presents the results.

Table 7

Test of Significant Relationship Between the School Heads' Management Competence and Teachers' Work Engagement

n=128

Variables	Pearson r	p-value	Decision on H_0	Interpretation
School Heads' Management Competence and Teachers' Work Engagement	0.336	<0.001	Reject H_0	Significant

* Significant at p<0.05

As shown in Table 7, the findings indicate a positive, statistically significant relationship between school heads' management competence and teachers' work engagement (r = 0.336, p < 0.001). Because the p-value was below the 0.05 significance threshold, the null hypothesis was rejected. This result indicates that higher levels of management competence are associated with greater teacher work engagement. The findings suggest that school heads who effectively manage school operations, allocate resources, and use technology may foster a supportive work environment that enhances teachers' dedication, enthusiasm, and commitment to their professional responsibilities.

These findings align with those of Bellino et al. (2025), who reported a significant positive relationship between school heads' leadership skills and teachers' work engagement. Similarly, Abendaño (2024) identified a significant association between leadership competence and work engagement among college teachers, while Gomez et al. (2022) underscored the importance of conflict-resolution skills and organizational climate in fostering teacher engagement. Ersan Albayrak et al. (2026) likewise emphasized the role of school leadership in promoting teachers' work engagement, with job satisfaction serving as a mediating factor. Furthermore, Oronan and Villocino (2025) found a significant positive relationship between school heads' competence and teachers' job satisfaction. Taken together, these studies underscore the importance of effective school management and leadership in fostering teachers' professional engagement and positive workplace outcomes.

5.5 Test of Significant Relationship Between the School Heads' Management Competence and Organizational Climate

This study hypothesized that no significant relationship exists between school heads' management competence and the organizational climate of public schools. Table 8 presents the results.

Table 8

Test of Significant Relationship Between the School Heads' Management Competence and Organizational Climate

n=128

Variables	Pearson r	p-value	Decision on H_0	Interpretation
School Heads' Management Competence and Organizational Climate	0.479	<0.001	Reject H_0	Significant

* Significant at p<0.05

As shown in Table 8, school heads' management competence had a positive, statistically significant relationship with organizational climate (r = 0.479, p < 0.001). Because the p-value was below the 0.05 significance level, the null hypothesis was rejected. This suggests that greater management competence is associated with a more favorable organizational climate. The findings further indicate that effectively managing school operations, financial resources, and technology helps foster cooperation, mutual respect, and supportive professional relationships. Strengthening school heads' managerial competencies may therefore help promote a positive and productive organizational climate in public schools.

These findings align with Sardido and Oliva (2025), who emphasized that school heads' managerial skills and professional competence help foster a favorable organizational climate and improve school effectiveness. Similarly, Prayogo (2026) highlighted how managerial competence, transparent supervision, and evaluation can promote fairness in schools. Masunag and Guhao (2024) also underscored the role of transformational and ethical leadership in creating a positive school environment. Gabutan et al. (2024) examined how school heads' leadership quality and organizational climate relate to teachers' innovativeness, while Veletić et al. (2023) emphasized how leadership and shared organizational conditions shape perceptions of school climate. Taken together, these studies affirm the importance of competent school leadership in fostering a collaborative, supportive, and productive organizational environment.

5.6 Test of Significant Relationship Between the Teachers' Work Engagement and Organizational Climate

This study hypothesized that no significant relationship exists between teachers' work engagement and the organizational climate of public schools. Table 9 presents the results.

Table 9

Test of Significant Relationship Between Teachers' Work Engagement and Organizational Climate

n=128

Variables	Pearson r	p-value	Decision on H_0	Interpretation
Teachers' Work Engagement and Organizational Climate	0.546	<0.001	Reject H_0	Significant

* Significant at p<0.05

As shown in Table 9, teachers' work engagement was positively and significantly associated with organizational climate ($r = 0.546$, $p < 0.001$). Because the p-value was below the 0.05 significance level, the null hypothesis was rejected. This suggests that higher teacher work engagement is associated with a more positive organizational climate. Teachers who show commitment, motivation, and a willingness to collaborate may help foster a school environment marked by cooperation, mutual respect, and shared institutional goals. In turn, a supportive organizational climate may strengthen teachers' sense of belonging, motivation, and commitment to their professional responsibilities, pointing to a mutually reinforcing relationship between the two variables.

These findings align with Ang-og and Naparan (2025), who found a significant relationship between school climate and teachers' work engagement. Similarly, Almutairi (2016) emphasized how the work environment influences teacher engagement, with organizational commitment acting as a mediator. Fu et al. (2022) also found a positive association between perceived school culture and work engagement among primary and secondary school teachers. Shao et al. (2025) further highlighted the roles of school climate and teacher efficacy in explaining the relationship between authentic leadership and teacher engagement. In the Philippine context, Capariño (2026) underscored the importance of collaborative and supportive organizational conditions in public schools. Taken together, these studies affirm that fostering a positive organizational climate is essential to sustaining teachers' engagement and promoting a collaborative school environment.

5.7 Mediation Analysis of Teachers' Work Engagement in the Relationship Between School Heads' Management Competence and Organizational Climate

Table 10 presents the results of the analysis examining whether teachers' work engagement significantly mediates the relationship between school heads' management competence and organizational climate.

Table 10

Mediation Analysis of Teachers' Work Engagement in the Relationship Between School Heads' Management Competence and Organizational Climate

n=128

	Effect Estimate(B)	SE	95% CI Lower	95 % CI Upper	Decision
Indirect Effect	0.120	0.0514	0.0425	0.236	Significant
Direct Effect	0.275	0.1044	0.0988	0.489	Significant
Total Effect	0.395	0.1182	0.1911	0.622	Significant

To assess whether teachers' work engagement mediates the relationship between school heads' management competence and organizational climate, a mediation analysis was conducted in jamovi with 10,000 bootstrap resamples. The indirect effect was evaluated using its 95% bootstrap confidence interval. As shown in Table 10, the findings indicate that teachers' work engagement partially mediates this relationship. This suggests that management competence influences organizational climate both directly and indirectly through teachers' work engagement. In practical terms, competent school heads can foster a positive organizational climate through effective management practices, while teachers' engagement further strengthens this relationship. The significant direct effect that remains after accounting for the indirect effect confirms partial, rather than full, mediation.

These findings align with Deroncele-Acosta et al. (2026), who emphasized the importance of transformational leadership, organizational climate, teacher self-efficacy, and work engagement in fostering favorable school conditions. Similarly, Pham and Vu (2026) identified psychological capital as a mediator in the relationship between school climate and teachers' work engagement, highlighting how personal resources support professional involvement. Sheridan et al. (2025) also underscored the role of personal and job resources in sustaining teachers' work engagement. In addition, Macanig (2026) found a significant positive relationship between administrative support climate and work engagement among public elementary school teachers, pointing to the

importance of responsive leadership, communication, and recognition. Taken together, these studies reinforce the role of teachers' work engagement as a key mechanism through which effective school management fosters a positive organizational climate.

6. Conclusion and Recommendations

The study found that school heads were generally viewed as highly competent in operations, finance, and technology, while teachers reported very high engagement and a favorable organizational climate. Management competence, teacher engagement, and organizational climate were significantly related; engagement partially mediated the link between competence and climate. These findings suggest that effective management and engaged teachers together foster a positive school environment. School heads should strengthen their skills—especially in technology—through ongoing professional development, capacity-building, and mentoring with support from administrators and DepEd officials. They should sustain teacher engagement by recognizing contributions, encouraging collaboration, offering professional support, and addressing workplace challenges. Teachers should remain committed, support colleagues, and participate in school initiatives. Together, school heads and teachers should promote a positive climate through open communication, fair decisions, mutual respect, and constructive relationships with families and community stakeholders. Schools should implement the proposed Management Development Framework to enhance school heads' competencies, sustain teacher engagement, and improve public-school climate. Future studies could include other districts or divisions and examine additional factors affecting management competence, teacher engagement, and organizational climate.

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