



**THE MEDIATING EFFECTS OF TRANSFORMATIONAL
LEADERSHIP OF SCHOOL HEADS AND WORK ENGAGEMENT
ON THE RELATIONSHIP BETWEEN PROFESSIONAL
SELF-ESTEEM AND TEACHER EFFICACY AMONG
PUBLIC ELEMENTARY TEACHERS**

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Abstract:

The main objective of the study is to find out the significance of the mediating effects of transformational leadership and work engagement on the relationship between professional self-esteem and teacher efficacy. Utilizing a correlational technique along with a quantitative, non-experimental and mediation research design, data were obtained from 335 public elementary teachers working in four large schools. The researcher used a cluster sampling technique and the statistical tools mean, Pearson r, and path analysis. From the results of the study, it was found that there are very high levels of professional self-esteem, teacher efficacy, transformational leadership of school heads, and work engagement. Moreover, there are no significant relationships between professional self-esteem and transformational leadership, and between transformational leadership and teacher efficacy. There are also no significant relationships between work engagement and teacher efficacy, and professional self-esteem and work engagement. However, there is a significant relationship between professional self-esteem and teacher efficacy. Furthermore, transformational leadership and work engagement have no significant combined mediation on the relationship between professional self-esteem and teacher efficacy. The findings of this study provide implications for policymakers in drafting plans, school heads in creating programs, and teachers in improving their

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transformational leadership, work engagement, professional self-esteem, and teacher efficacy.

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1. Introduction

Low teacher efficacy results in teachers who are anxious and lack the ability to be competitive (Almajnuni & Alwerthan, 2024). A teacher with low efficacy thinks about their weaknesses in performance. Relatedly, the research by Donkoh (2023) found out that poor teacher efficacy results in teachers failing to achieve learning goals, weak confidence, and frail teaching efficacy. Negative teacher efficacy results in failed experiences and underestimating their performance capabilities. Also, poor teacher efficacy results in many teachers leaving the profession. Some teachers are leaving due to ineffectiveness, whether the feeling is real or perceived (Crabb, 2023). Furthermore, teachers with low efficacy spend more time on non-academic subjects, criticize learners in case of failure, make less effort to find materials, apply more teacher-centered methods, and avoid activities that they think will exceed their capacity (Orakci *et al.*, 2023).

Teacher efficacy is important in forecasting student motivation and performance. Teachers with positive efficacy provide opportunities for student communication, such as dividing the class into groups, allowing the opportunity for more personalized instruction (Oliveira *et al.*, 2021). Teacher efficacy is crucial, as high teacher efficacy helps to produce a state of peace and quiet in the face of challenging daily tasks (Arifin *et al.*, 2020). Also, teachers with high efficacy are better risk takers, leading to higher levels of standards in class and better student achievement. High teacher efficacy is also related to high teacher job satisfaction (Alibakshi *et al.*, 2020).

Further, the research by Khan *et al.* (2020) found out that transformational leadership includes inspirational motivation, which enhances self-esteem. Inspirational motivation is a transformational leadership attitude that builds self-esteem in teachers about their performance. In a previous study by Khurana *et al.* (2024), it was found out that there is a significant relationship between professional self-esteem and transformational leadership. The study emphasized that self-esteem is a predictor of transformational leadership, particularly among leadership positions in the teaching sector.

Also, a previous study by Kaya and Kocyigit (2023) found out that there is a relationship between transformational leadership and teacher efficacy. Such a relationship is predicted by the power distance orientation of cultures. In a similar study by Firmansyah *et al.* (2022), transformational leadership is correlated with teacher efficacy. Teachers with high efficacy are more resistant to pressure, motivate themselves to improve their students' success, and ensure their students receive learning materials.

Additionally, a related study by Pathardikar and Srivastava (2022) found out that teacher self-esteem has a significant influence on work engagement. Teachers with high self-esteem are engaged at work and at the same time show better teaching skills. In a related study by Manaig *et al.* (2023), the results revealed that there is a significant relationship between professional self-esteem and work engagement. This suggests that activities to improve teacher confidence and self-worth have the potential to increase their dedication to various work responsibilities.

Moreover, another study by Xiao *et al.* (2022) emphasized that teacher efficacy positively predicts the work engagement of teachers. Teachers with higher efficacy have better performance at work as they are more persistent and diligent. Further, the results of the research by Tran (2023) highlighted that there is a relationship between work engagement and teacher efficacy. Teachers with high efficacy are confident in their capacity to pique students' interest, stimulate curiosity and foster a love for learning.

In another study by Dele (2023), there is a significant correlation between self-esteem and teacher efficacy. There is a need for various training programs to enhance teacher self-esteem and reduce teaching anxiety. Also, Nemerzitski and Heinla (2020) in their study concluded that professional self-esteem is associated with teacher efficacy in the classroom. Effective teaching can only happen if certain personal characteristics such as teacher efficacy and professional self-esteem are highly developed and supported in schools.

In an academic context, professional self-esteem shows a moderate to non-significant relationship with the transformational leadership of school heads. The reason is that the leadership of school administrators, especially their vision, does not always translate to a change in how professionals view their self-worth and competence (Zhang *et al.*, 2025). Similarly, Shamsuri and Hashim (2026) stated that transformational leadership is strongly influenced by organizational and performance-based outcomes. However, professional self-esteem is deeply rooted in teachers' personal experiences, identity, and long-term professional development. These traits are not characterized or affected by leadership behavior alone. This implies that effective school leadership does not always significantly enhance teachers' self-esteem.

Transformational leadership has a very strong effect on organizational commitment. The main reason is that leadership can inspire teachers to uphold the minimum standards necessary to enhance their teaching capabilities. However, it does not always directly affect teacher efficacy. Teacher efficacy is more related to teaching related-experiences (Cabayag & Guhao, 2024).

Furthermore, Karakose *et al.* (2025) pointed out that although professional development and collective efficacy act as mediating variables in assessing the relationship between transformational leadership and teacher efficacy, it may not result in significance. Thus, the relationship between these two is not always significant.

Professional self-esteem is an internal construct that happens to be less associated with work engagement. In fact, mediating variables are needed, such as self-related

constructs, to exert an effect on the relationship between professional self-esteem and work engagement (Miraflor & Quines, 2022). Moreover, work engagement focuses on the behavior of the work environment, institutional climate and external support systems. It is a behavioral and emotional response to the work environment rather than a direct outcome of internal self-perceptions. As a result, the influence of professional self-esteem on work engagement may be weak or insignificant (Huang *et al.*, 2026).

The author, Karakose *et al.* (2025) stated that teacher efficacy is intrinsically linked to collective efficacy and professional development opportunities. Teacher efficacy is not a direct result of participation. Work engagement and teacher efficacy may continue to have a poor or insignificant relationship in the absence of enabling systems. Furthermore, Huang *et al.* (2026) discovered that innovation-related behaviors, rather than only efficacy, had an impact on work engagement. Teacher efficacy represents competence and conviction in ability, while work engagement reflects vigor and involvement, which are two concepts that don't necessarily coincide. Hence, efficiency in teaching methodologies is not shaped by how teachers engage in the workplace.

Professional and external factors such as teamwork, leadership support, and resource access influence teacher efficacy. Although self-esteem promotes general well-being, it does not always increase teachers' confidence in their ability to teach (Luo *et al.*, 2024). Additionally, Huang *et al.* (2026) contended that rather than internal assessments like self-esteem, teacher efficacy is closely associated with behavioral competence and contextual circumstances. The lack of a substantial association shows that instructors may have high self-esteem and feel secure in their work, but they may still have concerns about how well they are teaching.

The researcher has not come across a study that deals with professional self-esteem, teacher efficacy, transformational leadership, and work engagement in the local setting. A previous study by Sanchez-Rosas (2022) highlighted that new contributions to the literature on instructional leadership, teacher efficacy, and other variables should be encouraged. Also, another study by Dyson (2021) recommended that teacher efficacy and work engagement may be analyzed by school level and across school types, as it may yield different results and should be considered for future research. Thus, the researcher is interested in determining the significance of the mediating effects of transformational leadership and work engagement on the relationship between professional self-esteem and teacher efficacy among public elementary teachers. Further, this study can raise concern among the intended beneficiaries of this study and possibly develop action plans to improve professional self-esteem, teacher efficacy, transformational leadership, and work engagement; thus, the need to conduct this study.

The main thrust of the study was to find out the significance of the mediating effects of transformational leadership and work engagement on the relationship between professional self-esteem and teacher efficacy. Specifically, it sought to answer the following objectives. First, to determine the level of professional self-esteem in terms of acceptance of the profession, pride in the profession, belief in professional capabilities,

and belief in the functionality of the profession. Second, to assess the level of teacher efficacy in terms of efficacy for instruction, efficacy for motivation, and efficacy for classroom management. Third, to describe the level of transformational leadership. Fourth, to determine the level of work engagement. Fifth, is to find out the significance of the relationship between professional self-esteem and teacher efficacy, professional self-esteem and transformational leadership, transformational leadership and teacher efficacy, professional self-esteem and work engagement, and work engagement and teacher efficacy. Sixth, to find out the significance of the mediating effects of transformational leadership and work engagement on the relationship between professional self-esteem and teacher efficacy.

2. Literature Review

Teacher self-esteem is the tendency of teachers to see themselves as having the ability to overcome challenges in life. Teachers who have high self-esteem will have good self-confidence, can solve problems better, can take risks with decisions made, and care for themselves (Zulkarnaen *et al.*, 2021). In a previous study on Student Teachers' Attitude and Self-esteem towards Online Learning: Application of Rasch Measurement Model by Rameli *et al.* (2020), there is a moderate level of teacher self-esteem. Teacher self-esteem is an important aspect to maintain good teaching practices and effective learning processes for the students.

Relatedly, in a study by Aribowo and Fauziah (2023), self-esteem results in teachers' value of the profession, wherein efforts to develop teachers' professional abilities must be accepted so that the learning process is of higher quality. The improvement of teachers in giving lessons allows them to provide a better quality of service. In a related study by Pawlowska (2020), self-esteem leads to value in the profession, which is an important social emotion affecting behavior and work and contributing to satisfaction and growth. Pride motivates a person to experience it more, which, in turn, leads to group solidarity.

In a previous study by Dignath *et al.* (2022), many teachers have beliefs that may be interfering with their professional capabilities. Teachers need a strong sense of self-esteem to feel capable of overcoming challenges and processing messages. In a similar study by Gracia *et al.* (2019), self-esteem results in a belief in the functionality of the teaching profession. The beliefs that teachers have regarding their teaching, how they teach, or what the teacher's role is in the context of present-day education play an important role in their training.

Moreover, teacher efficacy is linked to how teachers perceive their roles and interact with students. The use of decision rules and different instruction options influence learner progress, teacher efficacy and interventions. Teacher efficacy relates to teachers' performance beliefs and willingness to improve instruction. Teachers with high efficacy associate their high sense of teaching efficacy with their increased knowledge of

teaching strategies such as inquiry, interactive, and hands-on learning (Khanshan & Yousefi, 2020; Seneviratne *et al.*, 2019).

Further, in another study by Nurindah *et al.* (2019), teachers with high efficacy provide opportunities for student communication by using a variety of models to meet the needs of all learners. They are more likely to divide the class into small groups, allowing the opportunity for more individualized instruction. In a previous study by Aytac (2021), teacher efficacy beliefs can highly influence their motivation. Teacher efficacy for motivation plays an important role and has a direct impact on the teaching and learning process.

In a related study by Lazarides *et al.* (2020), teacher efficacy for classroom management is an important part of teacher professional competence. Teacher efficacy for classroom management is established during teacher education as teachers begin their practical experiences with students in classrooms and experience strategies such as practicing classroom management skills. Also, in a similar study by Mireles-Rios *et al.* (2019), highly efficacious teachers are confident in managing their classrooms. Teacher evaluation can also create opportunities for teachers to reflect on their efficacy for classroom management.

Transformational leaders focus on employee values. Such leaders increase teachers' non-public values and self-principles. Transformational leadership includes the ability to motivate others and develop their moral values to help bring about change in the behaviors, attitudes, values, and expectations of the followers. Transformational leaders tend to show four main characteristics: charisma, inspirational leadership, intellectual stimulation, and the consideration of the needs of followers (Alessa, 2021; Dhanhani & Abdullah, 2022).

Additionally, in a recent study by Sparks (2021), transformational leaders communicate effectively, let the students learn, help parents understand what the school is doing, and allow the process of teaching and learning to move forward. A transformational leader designs structures for collaboration within a school to be culturally responsive and inclusive of all students. Also, in another study by Lee and Kuo (2019), transformational leadership is a way for a leader to share power with members. High transformational leadership enables members to realize their highest potential, thus ensuring a harmonious atmosphere in school.

In a similar study by Sirait *et al.* (2021), high transformational leadership encourages the school and its people to participate optimally in achieving the school's vision. With high transformational leadership, teachers will feel trusted, valued, and respected by their leaders. In a previous study by Kareem *et al.* (2023), transformational leadership affects teacher attitude and behavior. High transformational leadership results in a professional atmosphere, in which students and teachers perform better and innovate in the classroom.

In addition, work engagement is an important factor in improving the performance of teachers and the efficiency level of schools, which are manifested by

enthusiasm, dedication, and job absorption. Work engagement is an important aspect in achieving the success of schools. It is a positive psychological state experienced by a person, which is reflected in emotional, cognitive and physical involvement in carrying out work enthusiastically and with energy. Teachers who have high engagement can manage positive energy and inspiration from different activities into useful resources (Bakker *et al.*, 2020; Sudibjo & Riantini, 2023).

In addition, a related study by Sood and Sharma (2023) found out that work engagement results in enhanced performance and self-efficacy. Large numbers of students are attracted to and get enrolled in schools where teachers have high work engagement. In another study by Zahed-Babelan *et al.* (2019), high work engagement develops cultural contexts and practices for shaping a collaborative culture. Teachers who are highly engaged in their work have enjoyable and effective connections with their work.

In a previous study by Gozon and Yango (2023), it was determined that teachers have a high level of work engagement. High work engagement leads to job satisfaction and teacher retention in schools. In a similar study by Fridayanti *et al.* (2022), teachers who have high work engagement have high enthusiasm for work, high performance and productivity. Work engagement results in high service quality.

In terms of global impact, teacher efficacy studies can enrich the understanding of how teachers and students look at the importance of efficacy. Results of research on teacher efficacy can also contribute to new knowledge for the improvement of the quality of teachers and student learning (Nurindah *et al.*, 2019). Furthermore, teacher efficacy studies contribute to the efforts toward the achievement of the United Nations Sustainable Development Goal number four entitled ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all (United Nations, 2024). In terms of society, teacher efficacy plays an important role in teacher innovation. Studies on teacher efficacy tackle the challenges of carrying out duties as a teacher (Hidayat & Patras, 2024).

3. Material and Methods

The sample size for this study consisted of 335 public elementary teachers, selected from a total of 2572 elementary teachers working in the four large schools that are part of the Davao del Sur division for the 2025–2026 school year. The online Raosoft Sample Size Calculator was used to calculate the sample size. In the study by Memon *et al.* (2020), it was calculated with a 50% response distribution, a 95% confidence level, and a 5% margin of error. Cluster sampling was used in this investigation. This sampling technique uses probability to segregate the total population into distinct groups, or clusters. These clusters are created by combining people into a single group based on a specific geographic area (Simkus, 2023). The researcher highlighted that the population can be represented by such a sample size and number of respondents.

Additionally, the researcher took into account the inclusion and exclusion criteria while choosing the study's respondents. Specifically, included in this study are regular public elementary school teachers, aged 25 to 60 years old, who are employed for the academic year 2025–2026 at the four large schools that have been identified (Cluster 1, Cluster 2, Cluster 3, and Cluster 4) under the four clusters of the Davao del Sur division, and whose plantilla numbers are registered with the Department of Education, since they were the ones who offered valuable information during the conduct of the study.

Teachers in the four large schools who do not teach in the elementary department were excluded since they work in distinct environments and were not under the same supervision. Additionally, teachers who work in private schools or in the junior and senior high departments—including those who have management or supervisory positions were not included in the study. If participants decided to back out during the study, the researcher considered those who decided to withdraw when the surveys were distributed. They were not forced to answer the research questionnaire, and as part of the process, they were encouraged to return it to the researcher for automatic disposal. Moreover, they could withdraw at any time from the research process if they felt uncomfortable about the study, since they were given the freedom to participate without any form of consequence or penalty.

The "Adaptation and Validation of Aricak's Professional Self-Esteem Scale for use in the Pakistani Context" by Iqbal *et al.* (2020) was where the modified self-esteem questionnaire was found. It contained the following indicators: acceptance of the profession, pride in the profession, value of the profession, belief in professional capabilities, and belief in the functionality of the profession, with a total of 37 items. The questionnaire for teacher efficacy was based on the study "The teacher efficacy scale: A reliability and validity study" by Nie *et al.* (2012). Its indicators were efficacy for instruction, efficacy for motivation and efficacy for classroom management, with a total of 12 items. The questionnaire for the first mediating variable, transformational leadership, was adapted from the "Cultural adaptation of Headmasters' Transformational Leadership Scale and a Study on Teachers' Perception" by Aydin and Ozcan (2012) with a total of 23 items. Meanwhile, the second mediating variable, work engagement, was taken from "The Measurement of Work Engagement with a Short Questionnaire: A Cross-National Study" by Schaufeli and Bakker (2006), with a total of 17 items.

The instrument was evaluated using a 5-point Likert scale with the following range of means and their descriptions: 4.20 to 5.00, or Very High, which indicates that measures are always manifested; 3.40 to 4.19, or High, which indicates that measures are often manifested; 2.60 to 3.39, or Moderate, which indicates that measures are occasionally manifested; 1.80 to 2.59, or Low, which indicates that measures are seldom manifested; and 1.00 to 1.79, or Very Low, which indicates that measures are not manifested at all.

Since the survey instruments were adapted, four university experts and one external validator content-validated the survey instrument. The validation results indicated an average mean of 4.45 with a descriptive rating of very high. The Cronbach alpha coefficient was used to determine the scales' reliability after pilot testing. The findings showed that the scores for professional self-esteem, teacher efficacy, transformational leadership, and work engagement were 0.978, 0.965, 0.957, and 0.986, respectively.

The correlational technique was used in this study along with a quantitative non-experimental research design. In the research by De Vaus (2001), this type of design offers summary data, particularly measures of central tendency like the mean, standard deviation, and correlation between variables, or it uses techniques to analyze correlations between multiple variables using tests like regression analysis and Pearson r. Although independent and dependent variables are typically used in correlational studies, the impact of the independent variable on the dependent variable is considered without the independent variable being changed (Patidar, 2013). As the goal of this study was to find out the significant link between teacher efficacy, the dependent variable, and professional self-esteem, the independent variable, this research methodology was suitable.

The mediation method ascertained whether the link between professional self-esteem and teacher efficacy was significantly impacted by the addition of the mediator variables, transformational leadership and work engagement. Therefore, mediated interactions occur when one element considers the interaction between two others. Further, mediating relationships arise when a third variable significantly influences how the other two variables relate to one another (MacKinnon, 2008).

The researcher adhered to the protocol that was established for the purpose of gathering data. A letter from the Dean of Professional Schools was sent to the Superintendent of the Schools Division in the Division of Davao del Sur requesting authorization to conduct the study. The letter was given to the heads of the four schools that were selected, and then the researcher gave them a courtesy call to discuss the strategy for conducting a face-to-face data collection method. Additionally, in order to guarantee adherence to certain ethical guidelines in research, the researcher secured a Certificate of Approval from UMERC prior to the actual data collection.

This study made use of these statistical methods. Mean to assess work engagement, transformational leadership, teacher efficacy, and professional self-esteem. Moreover, the important correlations between transformational leadership, work engagement, teacher efficacy, and professional self-esteem were ascertained using Pearson Product Moment Correlation (Pearson r). Regarding the objective on mediation, Path analysis was used to ascertain the importance of the mediation of work engagement and transformational leadership on the association between teacher efficacy and professional self-esteem. Path analysis is a type of multiple regression statistical method used to assess causal models by analyzing the connections between a dependent variable and multiple independent variables. It applies multiple regression with standardized

variables, using the β coefficient to test the significance of path coefficients (Chaitanya & Tevari, 2024).

The researcher ensured that ethical standards were strictly observed to protect the rights and well-being of the respondents. UMERK Certificate of Approval (UMERK 2025-412) was issued to the researcher in compliance with the ethical considerations. Moral concerns were observed during the conduct of this study. The researcher sought the permission of the concerned officials regarding the conduct and involvement of the target respondents. The respondents were oriented on their roles and were informed that their participation is free and voluntary. They were asked to provide informed consent and were assured that the data collected from them would be kept private and confidential. The researcher ensured that no possible risks were involved and that mitigating measures, psychological, financial and physical preparations were also considered. There was no conflict of interest (COI) or traces of it, and deceit was avoided. For purposes of the publication, the adviser becomes a co-author of the study.

4. Results and Discussion

Table 1: Professional Self-Esteem

Indicators	SD	Mean	Descriptive Equivalent
Acceptance of Profession	0.20	4.46	Very High
Pride in the Profession	0.28	4.50	Very High
Value of the Profession	0.21	4.54	Very High
Belief in Professional Capabilities	0.32	4.52	Very High
Belief in Functionality of the Profession	0.32	4.45	Very High
Overall	0.16	4.49	Very High

Shown in Table 1 is the level of professional self-esteem, which has gained an overall mean rating of 4.49 or very high and a standard deviation of 0.16. This means that the measures of professional self-esteem are always manifested. The indicator with the highest mean is the value of the profession, with a mean score of 4.54 described as very high and a standard deviation of 0.21. On the other hand, the indicator with the lowest mean is belief in the functionality of the profession, with a mean score of 4.45, albeit very high and a standard deviation of 0.32.

The very high level of value of the profession implies that the teachers perform their professional responsibilities well. This is consistent with the authors (Aribowo & Fauziah, 2023; Pawlowska, 2020), wherein teachers' pride motivates a person to experience it more, which, in turn, leads to group solidarity. Moreover, it results in the teacher's value of the profession, wherein efforts to develop teachers' professional abilities must be accepted, so that the learning process is of higher quality. The improvement of teachers in giving lessons allows them to provide a better quality of service.

Moreover, the very high level of belief in the functionality of the profession implies that the teachers have a profession that they can be proud of. The result is aligned with authors (Dignath *et al.*, 2022; Gracia *et al.*, 2019) stating that teachers need a strong sense of self-esteem to feel capable of overcoming challenges and processing messages. Thus, this results in a belief in the functionality of the teaching profession. The beliefs that teachers have regarding their teaching, how they teach, or what the teacher's role is in the context of present-day education play an important role in their training.

Table 2: Teacher Efficacy

Indicators	SD	Mean	Descriptive Equivalent
Efficacy for instruction	0.45	4.40	Very High
Efficacy for Motivation	0.39	4.54	Very High
Efficacy for Classroom Management	0.44	4.39	Very High
Overall	0.33	4.44	Very High

Presented in Table 2 is the level of teacher efficacy, with an overall mean of 4.44 described as very high and a standard deviation of 0.33. This indicates that the measures of teacher efficacy are consistently manifested. The results revealed that teacher efficacy is rated very high across all items. In addition, the indicator efficacy for motivation gained the highest mean score of 4.54 with a standard deviation of 0.39. On the other hand, the indicator with the lowest mean is efficacy for classroom management, with a mean score of 4.39 and a standard deviation of 0.44.

The very high level of efficacy for motivation implies that teachers improve their understanding of a student who is failing. The result is aligned with the authors (Nurindah *et al.*, 2019; Aytac, 2021), highlighting that teacher efficacy beliefs can highly influence their motivation. Teacher efficacy for motivation plays an important role and has a direct impact on the teaching and learning process. Hence, they are more likely to divide the class into small groups, allowing the opportunity for more individualized instruction.

In addition, the very high level of efficacy for classroom management implies that the teachers get students to follow classroom rules. The result is consistent with authors (Lazarides *et al.*, 2020; Mireles-Rios *et al.*, 2019) who emphasized that teacher efficacy for classroom management is established during teacher education as teachers begin their practical experiences with students in classrooms and experience strategies such as practicing classroom management skills. Thus, highly efficacious teachers are confident in managing their classrooms. Teacher evaluation can also create opportunities for teachers to reflect on their efficacy in classroom management.

Table 3: Transformational Leadership

Indicators	SD	Mean	Descriptive Equivalent
Referring explicitly to our school's goals during decision-making processes.	0.47	4.32	Very High
Explaining the relationship between the school's vision and initiatives of the school district, collaborative projects or the government.	0.50	4.48	Very High
Discussing the consequences of the school's vision for everyday practice.	0.51	4.50	Very High
Using all possible moments to share the school's vision with the team, the students, parents and others.	0.49	4.38	Very High
Incorporating the school's vision and goals for the future to talk about the current issues and problems facing the school.	0.49	4.39	Very High
Taking opinions of individual teachers seriously.	0.51	4.48	Very High
Listening carefully to team members' ideas and suggestions.	0.51	4.45	Very High
Being attentive to problems that teachers encounter when implementing innovation.	0.48	4.37	Very High
Showing appreciation when a teacher takes initiative to improve education.	0.50	4.46	Very High
Helping teachers talk about their feelings.	0.51	4.42	Very High
Encouraging teachers to experiment with new didactic strategies.	0.51	4.50	Very High
Encouraging teachers to try new strategies that match their personal interests.	0.49	4.39	Very High
Helping teachers to reflect on new experiences.	0.50	4.54	Very High
Motivating teachers to look for and discuss new information and ideas that are relevant to the school's development.	0.50	4.49	Very High
Stimulating teachers to constantly think about how to improve the school.	0.50	4.48	Very High
Offering enough possibilities for teachers' professional development.	0.50	4.48	Very High
Helping teachers talk about and explain their personal views on education.	0.49	4.40	Very High
Encouraging teachers who are generally willing to try new ideas.	0.50	4.43	Very High
Appreciating teachers who are continuously learning and developing new ideas.	0.49	4.38	Very High
Motivating teachers who have a positive "can do" attitude.	0.50	4.43	Very High
Commending teachers who are willing to take risks to make this school better.	0.49	4.42	Very High
Reinforcing teachers who are constantly trying to improve their teaching.	0.49	4.42	Very High
Influencing teachers who are encouraged to go as far as they can.	0.49	4.38	Very High
Overall	0.15	4.43	Very High

It can be gleaned from Table 3 that the level of transformational leadership of the school head has an overall mean score of 4.43 or very high and a standard deviation of 0.15. This shows that the measures of transformational leadership of the school head are always manifested.

The very high level of transformational leadership of school head is due to the very high and high obtained and computed mean scores of its specific items. Moreover, the specific item “helps teachers to reflect on new experiences” gained the highest mean score of 4.54 labeled as very high with a standard deviation of 0.50. Meanwhile, the specific item with the lowest mean is “refers explicitly to our school’s goals during decision-making processes.” with a mean score of 4.32 or very high and a standard deviation of 0.47.

The result is aligned with the authors (Sirait *et al.*, 2021; Kareem *et al.*, 2023) who mentioned that a high transformational leadership, teachers will feel trusted, valued, and respected by their leaders. Hence, transformational leadership affects teacher attitude and behavior. High transformational leadership results in a professional atmosphere, in which students and teachers perform better and innovate in the classroom.

Table 4: Work Engagement

Indicators	SD	Mean	Descriptive Equivalent
Feeling bursting with energy when at my work.	0.45	4.16	High
Feeling strong and vigorous at my job.	0.46	4.22	Very High
Feeling like going to work when I get up in the morning.	0.47	4.32	Very High
Continuing working for very long periods at a time.	0.43	4.17	High
Being very resilient, mentally at my job.	0.46	4.21	Very High
Persevering, even when things do not go well at my work.	0.52	4.35	Very High
Finding the work that I do full of meaning and purpose.	0.50	4.46	Very High
Being enthusiastic about my job.	0.50	4.46	Very High
Feeling my job inspires me.	0.51	4.30	Very High
Being proud of the work that I do.	0.55	4.57	Very High
Finding my job is challenging.	0.48	4.63	Very High
Feeling time flies when I am working.	0.53	4.62	Very High
Forgetting everything else around me when I am working.	0.55	4.18	High
Feeling happy when I am working intensely.	0.53	4.37	Very High
Being immersed in my work.	0.69	4.27	Very High
Getting carried away when I am working.	0.53	4.17	High
Knowing it is difficult to detach myself from my job.	0.27	4.08	High
Overall	0.30	4.33	Very High

It can be observed from Table 4 that the level of work engagement has gained an overall mean score of 4.33 or very high and a standard deviation of 0.30. This presents that the measures of work engagement are always manifested. The very high level of work engagement is due to the very high and high obtained and computed mean scores of its specific items. Furthermore, the specific item “find my job is challenging” gained the highest mean score of 4.63 labeled as very high with a standard deviation of 0.48. On the other hand, the specific item with the lowest mean is “know it is difficult to detach myself from my job” with a mean score of 4.08 or high and a standard deviation of 0.27.

The result is coherent with the authors (Gozon & Yango, 2023; Fridayanti *et al.*, 2020) who highlighted that teachers have a high level of work engagement. A high work

engagement leads to job satisfaction and teacher retention in schools. Teachers who have high work engagement have high enthusiasm for work, high performance and productivity. Work engagement results in high service quality.

Table 5: Significance of the Relationship between
 Professional Self-Esteem and Transformational Leadership

Professional Self-Esteem	Transformational Leadership
	Overall
Acceptance of Profession	.021 .702
Pride in the Profession	-.023 .671
Value of the Profession	.046 .405
Belief in Professional Capabilities	-.007 .898
Belief in Functionality of the Profession	.026 .634
Overall	.017 .758

Presented in Table 5 are the results of the significance of the relationship professional self-esteem and transformational leadership of school heads. It can be gleaned from the table that when professional self-esteem is correlated with the measures of transformational leadership of school heads, the overall r-value results to 0.017 with a p-value of 0.758 which is higher than the 0.05 level of significance.

From the result of the study, there is no significant relationship between professional self-esteem and transformational leadership. Thus, the null hypothesis which states that there is no significant relationship between professional self-esteem and transformational leadership is accepted. This implies that professional self-esteem has no significant relation with transformational leadership of school heads.

The correlation between measures revealed that there is no significant relationship between professional self-esteem and transformational leadership of school heads. The result of the study is consistent with authors (Zhang *et al.*, 2025; Shamsuri & Hashim, 2026) wherein transformational leadership is strongly influenced by organizational and performance-based outcomes. However, professional self-esteem is deeply rooted in teachers personal experiences, identity, and long-term professional development. These traits are not characterized or affected by leadership behavior alone. It implies that effective school leadership does not always significantly enhance teacher's self-esteem.

Revealed in Table 6 are the results of the significance of the relationship between transformational leadership of school heads and teacher efficacy. It can be seen from the table that transformational leadership of school heads is correlated with the measures of teacher efficacy, the total r-value results to 0.017 with a p-value of 0.754 which is higher than the 0.05 level of significance.

Table 6: Significance of the Relationship between
 Transformational Leadership and Teacher Efficacy

Transformational Leadership	Teacher Efficacy			
	Efficacy for Instruction	Efficacy for Motivation	Efficacy for Classroom Management	Overall
Overall	.028	.063	-.048	.017
	.607	.247	.379	.754

From the results of the study, there is no significant relationship between transformational leadership and teacher efficacy. Thus, the null hypothesis, which states that there is no significant relationship between transformational leadership and teacher efficacy, is accepted. This implies that transformational leadership of school heads has no direct link with teacher efficacy.

The correlation between measures revealed that there is no significant relationship between transformational leadership of school heads and teacher. The result of the study is aligned with authors (Cabayag & Guhao, 2024; Karakose *et al.*, 2025) who pointed out that teacher efficacy is more related to teaching related-experiences. Although professional development and collective efficacy act as mediating variables in assessing the relationship between transformational leadership and teacher efficacy, it may not result in significance. Thus, the relationship between these two is not always significant.

Table 7: Significance of the Relationship between
 Professional Self-Esteem and Work Engagement

Professional Self-Esteem	Work Engagement
	Overall
Acceptance of Profession	-.129* .019
Pride in the Profession	-.062 .256
Value of the Profession	.011 .836
Belief in Professional Capabilities	-.045 .416
Belief in Functionality of the Profession	.015 .787
Overall	-.062 .258

Presented in Table 7 are the results of the significance of the relationship between professional self-esteem and work engagement. It can be observed from the table that when professional self-esteem is correlated with the measures of work engagement, the overall r-value is 0.062 with a p-value of 0.258 which is higher than the 0.05 level of significance.

From the results of the study, there is no significant relationship between professional self-esteem and work engagement. Thus, the null hypothesis, which states that there is no significant relationship between professional self-esteem and work engagement, is accepted. This implies that professional self-esteem has no definite relation with work engagement.

The correlation between measures revealed that there is no significant relationship between professional self-esteem and work engagement. The result of the study is coherent with authors (Huang *et al.*, 2026; Miraflor & Quines, 2022) who emphasized that professional self-esteem is an internal construct that happens to be less associated with work engagement. Work engagement focuses on the behavior of the work environment, institutional climate and external support systems. It is a behavioral and emotional response to the work environment rather than a direct outcome of internal self-perceptions. Thus, professional self-esteem on work engagement may be insignificant.

Table 8: Significance of the Relationship between Work Engagement and Teacher Efficacy

Work Engagement	Teacher Efficacy			
	Efficacy for instruction	Efficacy for Motivation	Efficacy for Classroom Management	Overall
Overall	.140*	.042	.012	.085
	.011	.440	.823	.119

Revealed in Table 8 are the results of the significance of the relationship between work engagement and teacher efficacy. It can be seen from the table that when work engagement is correlated with the measures of teacher efficacy, the total r-value is 0.085 with a p-value of 0.119 which is higher than the 0.05 level of significance.

From the results of the study, there is no significant relationship between work engagement and teacher efficacy. Thus, the null hypothesis, which states that there is no significant relationship between work engagement and teacher efficacy, is accepted. This implies that work engagement has no positive relationship with teacher efficacy.

The correlation between measures revealed that there is no significant relationship between work engagement and teacher efficacy. The result of the study is associated with authors (Karakose *et al.*, 2025; Huang *et al.*, 2026) who emphasized that teacher efficacy represents competence and conviction in ability, while work engagement reflects vigor and involvement, which are two concepts that don't necessarily coincide. Work engagement and teacher efficacy may continue to have a poor or insignificant relationship in the absence of enabling systems. Hence, efficiency in teaching methodologies is not shaped by how teachers engage in the workplace.

Table 9: Significance of the Relationship between Professional Self-Esteem and Teacher Efficacy

Professional Self-Esteem	Teacher Efficacy			
	Efficacy for Instruction	Efficacy for Motivation	Efficacy for Classroom Management	Overall
Acceptance of Profession	.040 .466	.131* .016	.145** .008	.135* .013
Pride in the Profession	.021 .699	-.002 .965	.044 .423	.029 .601
Value of the Profession	.060 .277	.034 .537	.127* .020	.097 .075
Belief in Professional Capabilities	.031 .576	-.013 .812	-.005 .921	.006 .906
Belief in Functionality of the Profession	.087 .113	.032 .562	.087 .111	.091 .097
Overall	.081 .141	.048 .380	.117* .032	.108* .048

Presented in Table 9 are the results of the significance of the relationship between professional self-esteem and teacher efficacy. It can be gleaned from the table that when professional self-esteem is correlated with the measures of teacher efficacy, the overall r-value is 0.108 with a p-value of 0.048 which is lower than the 0.05 level of significance.

From the results of the study, there is a significant relationship between professional self-esteem and teacher efficacy. Thus, the null hypothesis, which states that there is no significant relationship between professional self-esteem and teacher efficacy, is rejected. This implies that professional self-esteem has a significant association with teacher efficacy.

The correlation between measures revealed that there is a significant relationship between professional self-esteem and teacher efficacy. The result of the study is aligned with authors (Dele, 2023; Nemerzitski & Heinla, 2020); there is a significant correlation between self-esteem and teacher efficacy. There is a need for various training programs to enhance teacher self-esteem and reduce teaching anxiety. Also, professional self-esteem is associated with teacher efficacy in the classroom. Effective teaching can only happen if certain personal characteristics such as teacher efficacy and professional self-esteem are highly developed and supported in schools.

Table 10: Mediating Effect: Path Analysis (Significant Combined No Mediation)

Path	Estimates		SE	C.R.	P
	Unstandardized	Standardized			
PSE → PTL	.016	.017	.053	.309	.757
PSE → WE	-.120	-.062	.106	-1.136	.256
TL → TE	.019	.009	.115	.164	.870
WE → TE	.096	.092	.057	1.693	.090
PSE → TE	.231	.114	.110	2.099	.036

Data were analyzed using the medgraph after being subjected to a linear regression analysis. The mediation analysis, which was established by Baron and Kenny (1986) pertains to the mediating effect of a variable on the correlation between two other variables.

Mediation analysis included five paths for the third and fourth variables to be considered as a mediator. Shown in Table 10 are the steps that were categorized as Paths 1 to 5. As revealed, Path 1 presents the significant direct effect of professional self-esteem and transformational leadership of school heads on mediator 1 (MV1). In Path 2, professional self-esteem shows a significant direct effect towards work engagement, the mediator 2 (MV2). Meanwhile, Path 3 presents transformational leadership of school heads, mediator 1 (MV1), towards teacher efficacy, the dependent variable. In Path 4, work engagement, the mediator 2 (MV2), shows a direct effect towards teacher efficacy. Lastly, Path 5 presents the significant direct effect of professional self-esteem behavior on teacher efficacy. Further mediation analysis using medgraph is necessary to determine the significance of the mediation effect because paths 1, 2, 4, and 5 are found to be correlated. Full mediation will be achieved if the effect of the independent variable on the dependent variable fails to be statistically significant at the conclusion of the analysis. It implies that the mediator variable is the mediating variable for all effects.

Additionally, when the regression coefficient is significantly reduced on the last step and remains significant, and only partial mediation is attained, this suggests that a portion of teacher efficacy is mediated by transformational leadership of school heads and work engagement, while other components are either directly influenced or indirectly affected by factors not involved in the paradigm. Furthermore, as observed in Path 3, the transformational leadership of school heads on teacher efficacy was seen to be not significant. With this, no significant mediation occurred, as the effect was found to be not significant $p > 0.05$.

The aim of this study is to contribute to the literature regarding the possible mediating variable for the relationship between professional self-esteem and teacher efficacy. Specifically, transformational leadership of school heads and work engagement were investigated as the possible mediating variables that could explain the effect of professional self-esteem on teacher efficacy. No significant combined mediation was found in the study, although significant direct effects were presented that may help in the enrichment of the existing studies on professional self-esteem and teacher efficacy. This implies that the effect of professional self-esteem on teacher efficacy is not heightened through transformational leadership of school heads and work engagement. This is aligned with authors (Luo *et al.*, 2024; Huang *et al.*, 2026) who highlighted that there is no significant correlation between self-esteem and teacher efficacy. Self-esteem promotes general well-being, and it does not always increase teachers' confidence in their ability to teach. The lack of association shows that instructors may have high self-esteem and feel secure in their work, but they may still have concerns about how well they are teaching.

5. Recommendations

On the very high results for all the variables: transformational leadership, work engagement, professional self-esteem and teacher efficacy, the researcher recommends that the school management may come up with an inventory of all its positive/advantages and negative/disadvantages of its implemented programs and make some improvements on those items which are below performance/standards.

On the result of the very high mean score for professional self-esteem, the researcher may recommend motivational strategies applicable to teachers in order to improve their self-esteem. The granting of rewards, commendations and incentives, monetary or otherwise, may be continually practiced to motivate teachers to perform more in their respective functions. If funds warrant, benchmarking or study tours may be recommended to those deserving teachers and staff members. The school management may encourage teachers to pursue higher education, either in master's or doctoral degrees, by showing their support in all activities related to their studies, which may include the grant of soft loans as financial assistance. This, in effect, may boost the morale of the teachers, thus improving their work performance.

In addition, attendance at trainings and seminars is highly recommended. Seminars on IT as an innovation in teaching strategies, stress management or anger management and seminars on mental health awareness and communication proficiency may be included as part of the activities that need to be implemented on a regular basis. Spiritual activities like the conduct of annual retreats or recollection, or even the practice of bible sharing or an activity, will also enrich the spiritual well-being of teachers.

The very high level of teacher efficacy means that schools show quality performance wherein students can already benefit from quality education. However, schools still need continuous improvement to support the learning process. School educators, administrators, parents and students may need to work collaboratively since their relationships are building blocks of effective teaching and student success. The teachers may also be exposed to trainings such as In-service Training for Teachers (INSET) and School Learning Action Cell (SLAC) sessions that can motivate them to deliver classroom instruction that facilitates collaborative and interactive learning processes in order for the learners to achieve high-quality performance.

It is also suggested that the Department of Education officials may come up with continuing policies and implement programs where the teachers, students, parents and community stakeholders work hand in hand and acknowledge their respective roles in achieving quality education with a focus on promoting efficacy that makes the school productive. More collaborative efforts to involve all stakeholders in the academe may be resorted to in order to continuously establish good working relationships between and among the state, the government, the school, the parents and most especially the students.

On the very high level of transformational leadership it is hereby recommended that a continuing professional development may be regularly granted to school heads and even to staff who have supervisory positions to enhance their transformational leadership by providing more opportunities on designing mechanisms/programs in the conduct of trainings and seminars which may include Supervisory Development Seminar/Workshops, Organizational Leadership Training/Seminar, Training to enhance communication and IT-Led Teaching Strategies, counseling or other trainings and seminars which will further enhance their leadership skills and learn the value of being responsible towards quality performance of schools.

Moreover, it is recommended that school principals become more compassionate and humane in dealing with teachers and non-teaching staff by displaying a more sincere concern for the affective being of an individual. One-on-one dialogue, focus group discussions and sensitivity sessions may be conducted quarterly to enable assessment of the individual capacities of teachers and staff in the performance of their functions. Stress management seminars, spiritual activities, team-building sessions and R and R activities may be conducted once a year for all concerned.

Work engagement obtained a very high level of mean score. In this case, the researcher recommends that school management may continue to adopt a policy to allow the teachers the full use of communication tools available, such as email, web-conferencing or the school's own website for teachers to share whatever insights or knowledge for the good of the team/school. This is open to all school staff and teachers to be able to have better and continuous communication among themselves. The different skills (support skills, problem-solving skills, listening and feedback skills, conflict management skills) from the teachers may be enhanced by allowing them to share them across all departments in the school and may come up with shared recommendations or make decisions together.

Moreover, the researcher recommends that the school management continue the best practices in class or in school as a whole. The teachers may continue to work for continuous quality improvement (CQI) in areas where they belong. The teachers are the second parents of the students, and as such, they should be able to act with the highest degree of integrity, honesty, humility and dedication to their teaching assignments. The school management may continue to plan for more seminars and training for the retooling of teachers, so they become updated on innovative teaching strategies and are able to deliver the best teaching services to the students. An evaluation process may be conducted by the school management in order to check which areas among the teachers need improvement or changes.

Future studies may replicate this research in other regions to assess whether the findings are consistent across different educational settings. Conducting the study with a larger sample size will improve the generalizability of the results and provide a more comprehensive understanding of the variables involved. Future researchers may consider employing Structural Equation Modeling (SEM) to explore more complex

relationships among transformational leadership, work engagement, professional self-esteem and teacher efficacy. A qualitative study using the phenomenological method can be conducted to examine the impact of best practices among teachers and schools.

6. Conclusion

There is a very high level of professional self-esteem and teacher efficacy. There is also a very high level of transformational leadership of school heads and work engagement. Furthermore, there are no significant relationships between professional self-esteem and transformational leadership of school heads, and between transformational leadership of school heads and teacher efficacy. Moreover, there are also no significant relationships between work engagement and teacher efficacy, and professional self-esteem and work engagement. However, there is a significant relationship between professional self-esteem and teacher efficacy. Finally, transformational leadership of school heads and work engagement have no significant combined mediation on the relationship between professional self-esteem and teacher efficacy.

The result of the study implies that the professional self-esteem of the teachers is highly evident. In addition, the teachers have excellent efficacy in terms of instruction, motivation, and classroom management. The teachers also experience great transformational leadership in their respective schools. Furthermore, the teachers have consistent work engagement. However, professional self-esteem has no significant relation with transformational leadership. Similarly, transformational leadership has no relationship with teacher efficacy. Relatedly, work engagement has no significant association with teacher efficacy. In a similar vein, professional self-esteem has no link with work engagement. On the other hand, professional self-esteem has a significant relationship with teacher efficacy. Lastly, transformational leadership and work engagement do not mediate the relationship between professional self-esteem and teacher efficacy.

The results of the study show that transformational leadership and work engagement have no significant combined mediation on the relationship between professional self-esteem and teacher efficacy. The conclusions negate the anchor theory, the Social Cognitive Theory by Bandura (1997), which highlights that the major determinants of the choices teachers make are their efficacy judgments, as efficacy cognitions are portrayed in both exercise and performance. The findings of the study also negate the Identity Theory by Burke and Stets (1999), the Work Engagement Theory by Kahn (1990), and the Leadership–Membership Exchange (LMX) Theory by Dansereau *et al.* (1975).

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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