Mediating Role of Adaptability Behavior on the Relationship Between Instructional Leadership and Work Engagement of Teachers in the Public School System

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Abstract

Work engagement among teachers is a significant concern in education. This study examined the adaptability behavior as a mediator on the relationship between instructional leadership and work engagement. Through predictive research design, data surveyed from 231 public elementary school teachers, selected through simple random sampling, were analyzed using mediation analysis. Results revealed that adaptability behavior partially but significantly mediates the relationship between instructional leadership and work engagement, thereby partly affirming Social Cognitive Theory. Future research may examine additional variables and use qualitative approaches to explain the remaining variance in the mediation.

Keywords: Mediating Role of Adaptability Behavior, relationship between instructional leadership and Work Engagement of teachers, public school system

Introduction

Work engagement remains a persistent concern among teachers because it directly affects teaching effectiveness and educational outcomes. Numerous recent studies of teachers have shown that many teachers continue to have low to unstable levels of work engagement as a result of stress and emotional exhaustion, and the demanding nature of their work environment, which has contributed to a decrease in their motivation, energy, and commitment to their responsibilities (Ornaghi et al., 2023), and research supports that they are also more likely to have lower levels of motivation, involvement in the profession, and overall commitment to their work, as they experience burnout and psychological distress in their work roles (Geraci et al., 2023). According to Bakker (2023), the long-term viability of work engagement remains vulnerable to both declining resources for motivation and occupational stress, especially in highly demanding work environments like those in the teaching profession.

The issue of work engagement among workers is being challenged globally for a variety of reasons, beyond the educational domain. In China, a body of recent literature indicates that teachers experience high demands and emotional exhaustion, as well as psychological distress, which contribute to declining levels of work engagement and increase the likelihood of burnout among educators (Ma, 2023). Furthermore, teachers in Australia have reported that negative working conditions and a lack of psychosocial support have greatly

increased their desire to leave the profession and resulted in significant levels of disengagement from their work roles (Turner et al., 2025).

Work engagement among teachers in the Philippines remains a persistent concern, as recent evidence from various regions of the country shows that workload demands, stress, and limited institutional support continue to hinder teachers' ability to sustain high levels of engagement in their work (Aliazas, 2023). In recent studies in Davao del Norte, teachers reported that, despite adequate working conditions, stressors related to workload and a lack of recognition continued to erode their sense of purpose and commitment to teaching (Orocio & Melchor, 2024). These findings underscore that even in regions with varying socio-economic contexts, low work engagement persists as a systemic issue. Evidence from Zambales indicates that teachers are still dealing with challenges in balancing professional expectations with personal well-being. While intrinsic motivation persists, external pressures from factors such as changing policies and lack of administrative empathy negatively impact teacher engagement (Lopez and Ravana, 2025).

The challenges of work engagement across different contexts highlight the urgency of conducting this study. Teachers experience persistently low levels of work engagement, resulting in diminished instructional quality, increased burnout, and weakened commitment to the profession, which negatively affect student learning and overall school performance (Mendoza et al., 2024). Therefore, this study seeks to fill that gap by assessing current levels of work engagement among public school teachers and exploring factors that may promote or hinder their engagement. Hence, the study was conducted.

Significance of the Study

This study is significant because it addresses achieving Sustainable Development Goal 4 (Quality Education) by examining factors that influence teachers' work engagement in public schools. In the Philippine context, the findings may support the Department of Education in developing evidence-based teacher retention policies, professional support programs, and strategies that enhance teacher well-being. At the institutional level, the results provide valuable insights for Holy Cross of Davao College in strengthening faculty development and promoting a supportive academic environment aligned with its mission. By identifying the mediating role of adaptability behavior in the relationship between instructional leadership and work engagement, this study offers practical implications for improving leadership practices. Ultimately, it may contribute to improved teacher retention, better student outcomes, and sustainable educational development.

Statement of the Problem

This study aimed to determine the significance of the mediating role of adaptability behavior between instructional leadership and work engagement of teachers in the public school system. Specifically, the following objectives were pursued:

1. to determine the levels of instructional leadership in terms of construction of instructional vision, development of school culture, teacher growth and development support and monitoring instruction and innovation; of adaptability behavior in terms of identification of competencies, strategy adaptation and priority adaptation; of work engagement of teachers in terms of vigor, dedication and absorption.
2. to determine the significance of the correlation between adaptability behavior, instructional leadership, and work engagement of public-school teachers.
3. to determine the significance of the direct effect of instructional leadership, on work engagement controlling for adaptability behavior.
4. to determine the indirect effect of instructional leadership, on perceived work engagement through adaptability behavior.
5. to determine the total effect of instructional leadership on perceived work engagement.

Hypotheses

Ho1: Adaptability behavior and Instructional Leadership do not have a significant correlation with work engagement among public school teachers.
Ho2: The direct effect of instructional leadership on perceived work engagement, controlling for adaptability behavior, is not significant.
Ho3: The indirect effect of instructional leadership on perceived work engagement through adaptability behavior is not significant.
Ho4: The total effect of instructional leadership on work engagement is not significant.

Theoretical and Conceptual Framework

This study is anchored in Albert Bandura's Social Cognitive Theory (1978), which conceptualizes human behavior through the principle of reciprocal determinism. Bandura posits that human behavior is shaped by continuous, dynamic interactions among environmental, personal, and behavioral factors, each serving as an interdependent determinant of the others.

In this study, the variables used are Instructional Leadership, indicated by the construction of instructional vision, the development of school culture, and support for teachers' growth and development, which serves as an environmental factor that encourages teachers to develop adaptive behaviors and maintain a stronger commitment to their work (Leithwood et al., 2021). The identification of competencies, strategy adaptation, and priority adaptation indicates adaptability. It is a behavioral factor that involves teachers' ability to adjust teaching strategies, manage changes, identify competencies, and respond effectively to educational challenges (Martin et al., 2023). The personal factor, as a component of the theory, was excluded from this study. Hence, this study was partly anchored on Social Cognitive Theory.

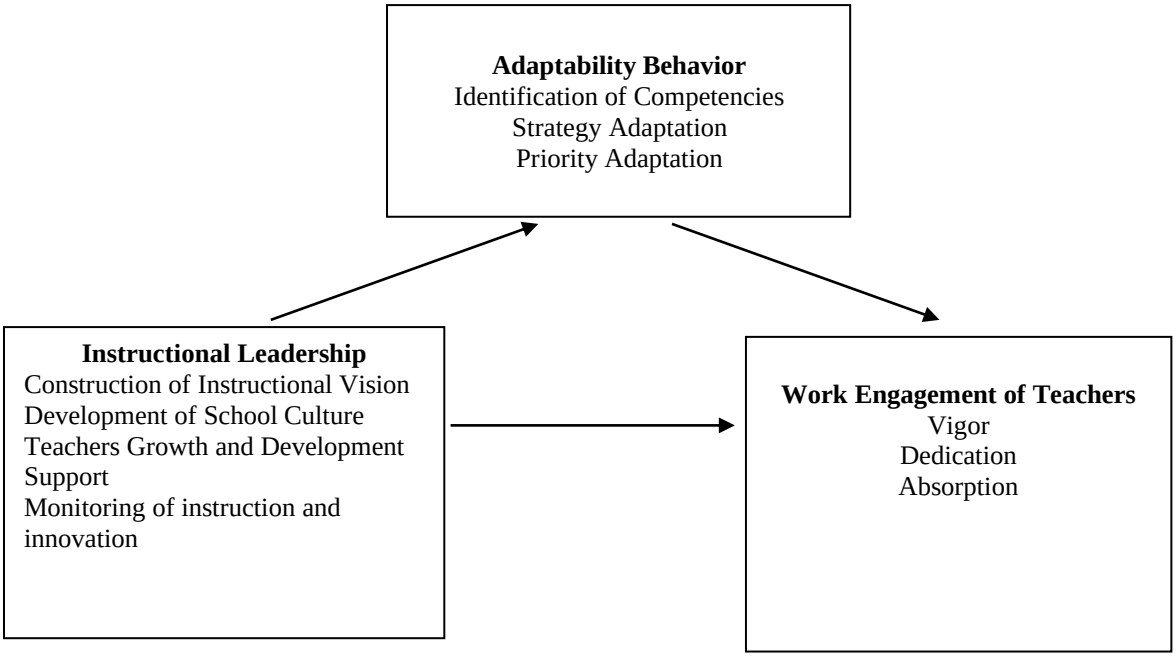

Figure 1. Conceptual Framework of the Study

Methodology

This section includes the research design, the study locale, the sample and sampling, the data-gathering technique, data analysis, and ethical considerations.

Research Design

This study employed a predictive research design, a quantitative approach that uses statistical analysis to forecast or estimate future outcomes by examining the relationships between independent and dependent variables. It focuses on determining how well certain variables can predict an outcome of interest, rather than only describing or explaining relationships (Blair, 2023). Predictive research design is applied when the goal is to estimate the likelihood of future results or trends, particularly in studies focused on influence or prediction rather than explanation. Its advantages include supporting decision-making, identifying key predictors, and providing data-driven insights (Witteloostuijn et al., 2022).

Locale of the Study

This study was conducted in public schools within the Tugbok West District Division of Davao City. These schools operated under the Department of Education – Division of Davao and comprise 7 public elementary schools. The respondents were chosen to represent diverse contexts within the public school system while operating under similar policies and leadership structures. The city was selected for its accessibility, the cooperation of school administrators and teachers, and its suitability for exploring these relationships in an actual public-school setting.

Sample and Sampling Technique

The study sample consisted of 231 Public elementary school teachers, all employed as regular teachers during the 2025-2026 school year. Belonging to one particular district. In the study by Mukherjee (2023), stratified random sampling is a sampling technique in which the researcher divides the population into smaller groups, or strata, based on common characteristics such as age, gender, grade level, or department. After dividing the population, random samples are selected from each group. The advantage of this method is that it ensures all important subgroups are proportionately represented, thereby enhancing the representativeness and generalizability of the results (Siegel & Wagner, 2022). It also increases the accuracy of estimates and reduces sampling error because variability within strata is generally lower than variability in the overall population, thereby improving the precision of findings and strengthening both internal and external validity (Huo et al., 2023).

Data Gathering Technique

In this research, the survey technique was used. A survey is a method of collecting data from a group of respondents through structured questionnaires to measure opinions, behaviors, or characteristics. It is applied in this research because the data were obtained from a large population and generalized to the population at large. Its advantages include the ability to collect large amounts of standardized data quickly and at low cost from geographically dispersed respondents, making it suitable for statistical analysis and population-level conclusions (Goodfellow, 2023).

In this study, three adapted and modified survey questionnaires were employed, all of which utilized a four-point Likert scale. The instructional leadership questionnaire, adapted from Mejica et al. (2019), comprised 33 items and had a Cronbach's alpha of 0.981. The adaptability behavior questionnaire by Senge (2006) comprised 11 items and had a Cronbach's alpha reliability of 0.917. Lastly, the work engagement of teachers, adapted from Schaufeli et al. (2002), comprised 17 items and had a Cronbach's alpha of 0.914.

Data Analysis Technique

In this research, the following data analysis techniques were descriptive, correlation, and mediation analyses. Descriptive statistics summarize and organize data to provide an overview of patterns, central tendencies, and variability. (Bhandari, 2023) These were done using the mean and standard deviation. Moreover, correlation analysis examines the strength and direction of the linear relationship between two continuous variables, which was conducted using the Pearson Product-Moment Correlation (r) (Schober et al., 2018). Lastly, Hayes (2022) stated that mediation analysis investigates whether the effect of a predictor on an outcome is transmitted through a third variable (mediator), estimating both direct and indirect effects without assuming normality of the sampling distribution. The beta-estimate statistical tool was used to estimate the direct, indirect, and total effects of the determinant.

Presented below is the matrix containing the range of means, descriptive level, and corresponding interpretation assigned to each variable involved in this study.

Scale	Level	Instructional Leadership	Adaptability Behavior	Work Engagement
1.00 – 1.74	very low	Very poor	Very weak	Very weak
1.75 – 2.49	Low	Poor	Weak	weak
2.50 – 3.25	High	Good	Strong	strong
3.25 – 4.00	very high	Very good	Always strong	Very strong

To measure and interpret the standard deviation, the following standard scheme was followed.

Standard Deviation Value Ranges and Interpretation

Range	Description	Interpretation
SD ≤ 0.50	High Consistent Responses	Strong and uniform perception
SD = 0.51 – 1.00	Moderate Consistent Responses	Acceptable consistency
SD = 1.01 – 1.50	Low Consistent Responses	Differing views or experiences
SD > 1.50	Very Low Consistent Responses	High variability and lack of consensus

For the interpretation scale of r- value, the following scheme was used:

Computed r	Descriptive Interpretation
+/-1.00	Perfect correlation
Between +/-0.75 - +/-0.99	High correlation
Between +/-0.51 - +/-0.74	Moderately high correlation
Between +/-0.31 - +/-0.50	Moderately low correlation
Between +/-0.01 - +/-0.30	Low correlation
0.000	No correlation

The standard measure for the interpretation of the strength of the mediation is as follows:

Proportion Mediated	Interpretation
< 0.20	Weak Mediation
0.20 – 0.50	Moderate Mediation
> 0.50	Strong Mediation

Ethical Considerations

This study adheres to strict ethical protocols to protect the rights and welfare of all respondents. Informed consent was obtained, with respondents signing an agreement indicating their voluntary participation. To ensure confidentiality, the questionnaires did not include any personal information, thereby keeping their identities anonymous. The study also maintained respect for authority and institutional guidelines by securing formal permission from relevant authorities, including the Department of Education (DepEd). Furthermore, the research proposal was reviewed and approved by the Society of Moral Integrity and Legal Ethics (SMILE) to ensure compliance with ethical and legal research principles.

RESULTS

Included in this chapter are the results of the descriptive, correlation, and mediation analyses. The summary of findings is also presented.

Descriptive Results

Table 1 is the descriptive table. It includes the variables involved in the study: Instructional Leadership, Adaptability Behavior, and Work Engagement. It also contains the number of samples, the standard deviation, the mean, and the corresponding descriptive level.

Table 1: Descriptive Statistics (n = 309)

Variables	SD	Mean	Descriptive Level
Instructional Leadership (IV)	*0.43*	*3.64*	*Very High*
Construction of Instructional Vision	0.48	3.65	Very High
Development of School Culture	0.46	3.68	Very High
Teachers' Growth and Development Support	0.49	3.62	Very High
Monitoring of Instruction and Innovation	0.47	3.63	Very High
Adaptability Behavior of Teachers (MV)	*0.41*	*3.60*	*Very High*
Identification of Competencies	0.47	3.67	Very High
Strategy Adaptation	0.47	3.60	Very High
Priority Adaptation	0.48	3.52	Very High
Work Engagement of Teachers (DV)	*0.41*	*3.51*	*Very High*
Vigor (VI)	0.46	3.57	Very High
Dedication (DE)	0.46	3.63	Very High
Absorption (AB)	0.56	3.33	Very High

Specifically, the table shows that the instructional leadership variable obtained a mean of 3.64, indicating a very high level. These indicate that the respondents perceived instructional leadership in their schools as very good. All indicators obtained a very high level, with a standard deviation of 0.43, described as high consistency and a strong uniform perception. Furthermore, the adaptability behavior variable had a mean of 3.60, indicating very high adaptability. These denote that their adaptability behavior is consistently demonstrated in their work. The standard deviation of 0.41 is described as high, indicating a strong and uniform perception. Finally, the work engagement variable has a mean of 3.51, described as a very high level. The results indicate that teachers are highly engaged in their work, demonstrating strong vigor, dedication, and absorption in their teaching responsibilities. All indicators obtained a very high level, with a standard deviation of 0.41, indicating a highly consistent and strong uniform perception.

The very high descriptive levels across imply a positive institutional climate where leadership practices, teacher adaptability, and engagement are functioning at optimal levels. These findings provide a strong baseline for understanding the current state of instructional leadership and teacher behavior, serving as valuable indicators for future inferential testing and evidence-based educational planning.

Correlation Results

Table 2 is the correlational table. It contains determinant and criterion variables. Aside from the variables, it also shows the number of samples, the r-value, the p-value, the decision on the null hypothesis, and the corresponding interpretation.

Table 2: Correlation Table (n=309)

Variables			r	p-value	Decision on Ho @ 0.05 level of significance	Interpretation
Instructional Leadership (IV)	-	Adaptability Behavior of Teachers (MV)	0.658	0.000	Reject Ho	Significant Moderately High Positive Correlation
Instructional Leadership (IV)	-	Work Engagement of Teachers (DV)	0.596	0.000	Reject Ho	Significant Moderately High Positive Correlation
Adaptability Behavior of Teachers (MV)	-	Work Engagement of Teachers (DV)	0.670	0.000	Reject Ho	Significant Moderately High Positive Correlation

Level of Significance: 0.05, Decision Rule: Reject H0 if $p < 0.05$

Specifically, the table shows that the correlation between the Instructional Leadership and adaptability behavior variables yielded a p-value of 0.000, which is lower than the 0.05 level of significance; hence, the null hypothesis was rejected, indicating that the correlation is statistically significant. The r-value of 0.658 reflects a moderately high positive correlation between instructional leadership and adaptability behavior variables. It implies that for every unit change in instructional leadership, there is a corresponding unit change in work engagement. Similarly, the instructional leadership and work engagement variables yielded a p-value of 0.000, which is lower than the 0.05 level of significance; hence, the null hypothesis was rejected, indicating that the correlation is statistically significant. The r-value of 0.596 shows a moderately high positive correlation between instructional leadership and work engagement variables.

These results indicate that as instructional leadership practices improve, teachers tend to demonstrate greater adaptability and higher levels of engagement. Equally noteworthy is the correlation between adaptability behavior and work engagement variables; the r-value of 0.670 shows a moderately high positive correlation, and the p-value of 0.000 is lower than the 0.05 level of significance, the strongest among the three relationships. It suggests that teachers who are more adaptable in responding to changes and challenges in the educational environment are also more likely to be engaged in their work. The moderately high positive correlation highlights adaptability as a critical mediating factor that strengthens the link between leadership and engagement. In other words, instructional leadership may foster adaptability, which in turn enhances engagement, creating a reinforcing cycle of professional growth and institutional effectiveness.

Instructional leadership shows a positive relationship with both adaptability behavior and work engagement, but its association with adaptability appears slightly stronger than with engagement. In

comparison, adaptability behavior shows the strongest connection with work engagement, indicating it plays a central role in linking leadership practices to teachers' engagement and overall outcomes.

Mediation Results

Table 3 is a mediation table. It contains the path/ effect, estimate Beta, standard error, Z-value, p-value, decision on null hypothesis and corresponding interpretation.

Label	Path/Effect			Estimate (B)	SE	Z-value	p-value	Decision on Ho	Interpretation
A	Instructional Leadership (IV)	→	Adaptability Behavior (MV)	0.635	0.055	11.53	0.000	-	
B	Adaptability Behavior (MV)	→	Work Engagement (DV)	0.486	0.062	7.87	0.000	-	
c (Direct Effect)	Instructional Leadership (IV)	→	Work Engagement (DV)	0.262	0.058	4.48	0.000	Reject Ho4	Significant Direct effect
a x b (Indirect Effect)	Instructional Leadership (IV)	→ MV	Work Engagement (DV)	0.309	0.046	6.78	0.000	Reject Ho5	Significant Mediating Effect
(a x b) + c (Total Effect)	Instructional Leadership (IV)	→	Work Engagement (DV)	0.570	0.055	10.41	0.000	Reject Ho6	Significant Total Effect

Level of Significance: 0.05, Decision Rule: Reject Ho if p< 0.05

Proportion Mediated: indirect effect/ total effect= 0.542

The table specifically shows that the direct effect of instructional leadership on acceptance of work engagement variables, controlling for adaptability behavior, was estimated at a Beta of 0.262. The corresponding p-value of 0.000 is less than 0.05 level of significance. Hence, the null hypothesis was rejected. Indicates that the direct effect of instructional leadership on acceptance work engagement, controlling for attitudes towards adaptability behavior, is Significant. Furthermore, the indirect effect of instructional leadership on perceived work engagement through adaptability behavior yielded an estimated Beta of 0.309. The corresponding p-value of 0.000 is less than the 0.05 level of significance. Thus, the null hypothesis was rejected. These show that the indirect effect of instructional leadership on work engagement, through adaptability behavior, is significant. Lastly, the total effect of instructional leadership on work engagement variables was estimated at a Beta of 0.570. The corresponding p-value of 0.000, which is below the 0.05 level of significance, therefore, the null hypothesis was rejected. It indicates that the total effect of instructional leadership on the criterion is significant.

The results showed that instructional leadership had a significant direct, indirect, and total effect on work engagement, indicating that it positively influences teachers' engagement both independently and through its impact on adaptability behavior. However, because the direct effect remained significant even after accounting for the mediating variable, the relationship was classified as partial mediation, confirming that adaptability behavior only partially explains how instructional leadership affects work engagement.

Summary of Findings

Based on statistical results, it was specifically found that;

1.Adaptability behavior and Instructional Leadership significantly correlate with Work Engagement.
2.The direct effect of instructional leadership on work engagement, controlling for adaptability behavior, is significant.
3.The indirect effect of instructional leadership on work engagement through adaptability behavior is significant.
4.The total effect of instructional leadership on work engagement is significant.

Discussions

Discussed in this chapter are the findings of the study. The conclusion and recommendations are also presented.

Instructional Leadership and Adaptability Behavior Correlation

The finding that instructional leadership has a significant, moderately high positive correlation with adaptability behavior affirms prior studies that show that instructional leadership significantly enhances teacher expertise and professional growth, including the ability to adjust teaching practices in response to diverse classroom demands. It implies that strong instructional leadership cultivates adaptive teaching behaviors among educators (Li, Y., 2023). Likewise, this current finding affirms Kilag, O. K. T., & Sasan, J. M. (2023), who emphasized that instructional leadership promotes continuous professional development and equips teachers with strategies to respond effectively to changing instructional contexts, thereby strengthening their adaptability in teaching practices.

On the contrary, this current finding contradicts Robinson et al. (2024), who found that instructional leadership had no significant direct influence on teachers' adaptive classroom practices when excessive monitoring and task-focused supervision were present. The study suggested that rigid leadership structures may constrain teachers' professional autonomy, thereby reducing their capacity to adjust to diverse classroom demands.

Adaptability Behavior and Work Engagement Correlation

The finding that adaptability behavior has a significantly moderately high positive correlation with work engagement supports the previous study's assertion that employees who exhibit higher adaptability are more likely to experience increased work engagement because adaptive individuals are better able to manage changing job demands, sustain motivation, and remain psychologically invested in their tasks. The finding suggests that adaptability strengthens the energetic and motivational components of engagement (Bakker, A. B., 2023). Moreover, the current finding corroborates Yu et al. (2024), who emphasized that adaptability significantly predicts work engagement among professionals in educational settings, suggesting that individuals who can adjust effectively to new instructional demands tend to demonstrate higher levels of commitment, enthusiasm, and persistence in their work roles.

On the other hand, this current finding contradicts the study by García and López (2024), which reported that while adaptability is positively associated with work-related outcomes, its direct effect on work engagement becomes non-significant when mediated by work stress and burnout levels. It implies that high adaptability does not automatically translate into higher engagement in high-stress educational environments.

Instructional Leadership and Work Engagement as Mediated by Adaptability Behavior

The finding of this study, asserting that adaptability behavior partially mediates the correlation between instructional leadership and work engagement, affirms the study of Cheng et al. (2023), which emphasized that leadership behavior significantly enhances work engagement indirectly through psychological and motivational mechanisms such as teacher efficacy and felt obligation. Moreover, this study corroborates Fan et al. (2023), who assert that adaptability serves as a significant mediator between personal/leadership-influenced factors and work engagement, supporting a partial mediation framework consistent with the results.

On the contrary, this current finding contradicts the study by Akyürek et al. (2023), which found that interpersonal adaptability is significantly related to work engagement. However, this study emphasizes that the relationship is primarily direct rather than mediated, meaning engagement is better explained by adaptability itself rather than through intervening psychological mechanisms.

Conclusion

Based on the study's findings, Adaptability behavior partially but significantly mediates the relationship between instructional leadership and work engagement. Hence, the Social Cognitive Theory, which posits that human behavior is shaped by continuous, dynamic interactions among environmental, personal, and behavioral factors, was partially supported.

Recommendations

Based on the conclusion, the following are recommended:

1. School administrators may initiate professional development programs to develop teachers' adaptability in responding to changing instructional demands.
2. Future studies may use additional variables to account for the remaining 46% of the variance in mediation strength. Qualitative research may be used to generate themes that would explore other variables.

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Appendix A. Questionnaire

Research Title: Mediating Role of Adaptability Behavior on the Relationship Between Instructional Leadership and Work Engagement of Teachers in the Public School System

Part I. Instructional Leadership Questionnaire

Instruction: Please indicate the extent to which you agree with each statement regarding the instructional leadership practices of your school head. Use the Likert scale.

A. Construction of Instructional Vision					
In my work as a public-school teacher, my school head…		4	3	2	1
1	sets clear instructional goals aligned with student learning and classroom instruction.				
2	develops and communicates a shared instructional vision focused on teaching and learning.				
3	establishes systems that support teachers in achieving instructional goals.				
4	implements mechanisms to monitor progress toward instructional objectives.				
	allocates appropriate resources to support instructional improvement.				
5 6	gathers, analyzes, and shares instructional data to guide teaching practices.				
7	articulates data-driven instructional priorities to improve student achievement.				
B. Development of School Culture					
In my work as a public-school teacher, my school head…		4	3	2	1
1	fosters a school culture characterized by trust, collaboration, and shared accountability				
2	promotes a positive academic learning environment focused on continuous improvement				
3	models' instructional leadership practices that strengthen teaching and learning				
4	addresses instructional issues related to curriculum, assessment, and pedagogy				
5	supports collegial and professional relationships among teachers and school leaders.				
6	sustains professional learning communities that promote instructional improvement.				
7	encourages collaborative efforts among teachers to enhance instructional practices.				

8	strengthens partnerships among teachers, parents, and stakeholders.				
9	promotes professionalism and shared responsibility among all members of the school.				
C. Teachers' Growth and Development Support					
In my work as a public-school teacher, my school head…		4	3	2	1
1	involves teachers in planning and evaluating professional development programs.				
2	encourages job-embedded professional development activities.				
3	provides opportunities for professional dialogue on teaching, learning, and curriculum				
4	offers differentiated professional development aligned with teachers' needs.				
5	promotes reflective practice and self-assessment among teachers.				
6	establishes systems that ensure sustained professional development.				
7	provides support and follow-up to strengthen teachers' instructional competence.				
8	upholds ethical standards and professionalism in instructional practice.				
D. Monitoring of Instruction and Innovation					
In my work as a public-school teacher, my school head…		4	3	2	1
1	establishes supportive supervisory relationships that build trust and confidence.				
2	promotes positive professional relationships among teachers, peers, and supervisors.				
3	implements systematic monitoring and evaluation of instructional practices.				
4	demonstrates effective planning and observation skills in supervision.				
5	provides constructive feedback and encourages shared decision-making.				
6	exercises responsibility and accountability in instructional supervision				
7	considers the impact of instructional decisions on teachers and learners				
8	encourages reflective inquiry and innovation to improve teaching and learning.				
9	assists teachers in identifying instructional strengths and areas for growth.				

Adapted from: Mejica, P., & Mercado, C. (2019). Instructional Leadership of School Heads as Determinants of Pedagogical Competence of Teacher. *Asian Journal of Multidisciplinary Studies*, *2*(1), 128–143. Retrieved from https://asianjournals.org/online/index.php/ajms/article/view/3

Part II. Adaptability Behavior of Teachers

A. Identification of Competencies					
In my work as a public-school teacher, I…		4	3	2	1
1	recognize that adaptability is essential in responding to changes in the school environment.				
2	can adjust my teaching practices when faced with changes in instructional demands.				
3	comfortable dealing with new challenges in my teaching responsibilities.				
B. Strategy Adaptation					
In my work as a public-school teacher, I…		4	3	2	1
1	feel capable of completing my teaching tasks even when unexpected changes occur.				

2	can modify my strategies when schedules or instructional plans suddenly change.				
3	remain confident and focused when working in challenging or competitive situations.				
4	use appropriate strategies to cope with challenges in my teaching work.				
5	can persist and find solutions when I encounter difficulties in my tasks.				
C. Priority Adaptation					
In my work as a public-school teacher, I…		4	3	2	1
1	can manage sudden changes in work priorities without difficulty.				
2	can reorganize my tasks effectively when priorities change.				
3	can adjust to situations even when plans need to be modified.				

Adapted from: Senge's (2006) *Development of adaptability behavior scale*. *European Modern Studies Journal*, *5*(1). https://scispace.com/pdf/development-of-adaptability-behavior-scale-211lugm4ir.pdf

Part III. Work Engagement of Teachers

A. Vigor (VI)					
As a public-school teacher, I…		4	3	2	1
1	feel energized and ready to work at the start of the school day.				
2	feel mentally and physically energized while performing my teaching duties.				
3	persevere in my teaching tasks even when challenges arise.				
4	can continue teaching effectively for long periods of time.				
5	feel mentally resilient when dealing with the demands of my teaching role.				
6	feel strong and vigorous in carrying out my responsibilities as a teacher.				
B. Dedication (DE)					
As a public-school teacher…		4	3	2	1
1	My work as a teacher is challenging in a positive way.				
2	teaching inspires me to give my best in my profession.				
3	enthusiastic about my work as a public-school teacher.				
	proud of the teaching work that I do in my school.				
5	find my work as a teacher meaningful and purposeful.				
C. Absorption (AB)					
As a public-school teacher….		4	3	2	1
1	when I am teaching or doing school-related tasks, I forget everything else around me.				
	time passes quickly when I am engaged in teaching activities.				
3	feel fully absorbed when performing my teaching responsibilities.				
4	find it difficult to detach myself from my teaching work.				
5	deeply immersed in my work as a teacher.				
6	feel happy and fulfilled when I am intensely involved in my teaching tasks.				
Adapted from: Schaufeli, W. B., Salanova, M., González-Romá, V., & Bakker, A. B. (2002). The Measurement of Engagement and Burnout: A Two-sample Confirmatory Factor Analytic Approach. *Journal of Happiness Studies*, *3*(1), 71–92. https://www.wilmarschaufeli.nl/publications/Schaufeli/178.pdf					