TEACHER ENGAGEMENT IS EVERYTHING: SCHOOL LEADERS' PERCEPTIONS OF THEIR ROLE IN TEACHER ENGAGEMENT IN HIGH SCHOOLS IN CHAOYANG DISTRICT: A QUALITATIVE STUDY

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DECLARATION FORM

This Thesis was submitted for the award of the Ph.D. (Educational Administration) of Selinus University and has not been submitted in whole or in part for any successfully achieved award of this to any other Universities or Educational Institutions.

No materials are included for which a certificate or degree has been previously conferred upon me. The work I have submitted is my effort. I certify that all the material in this Research project, which is not my work, has been identified and acknowledged.

Signed: ADEBAYO ADEMIJU SAMUEL

Date: *Friday, 9 August 2024.*

ABSTRACT

This thesis explores the perceptions of school leaders regarding their role in promoting, supporting, and sustaining teacher engagement within high school settings. Teacher engagement plays a pivotal role in student success, school climate, and overall educational outcomes. Through qualitative research methods, including interviews and observations, this study investigates how school leaders conceptualize their responsibilities in fostering a positive work environment that supports teacher motivation, well-being, and professional growth. The research also delves into the strategies, challenges, and best practices identified by school leaders in their efforts to enhance teacher engagement. By examining these perspectives, this research work aims to offer a solid contribution to the current pool of literature on educational administration and provide insights into effective approaches for promoting teacher engagement in high schools.

The impact of the engagement of students on academic performance and overall achievements is studied by and large, thus leaving a gap with the absence of crucial emphasis on engagement from the teacher's perspective. By identifying relevant research and literature on the "growth of educational standards and engagement of teachers," researchers focused more on the significance of student engagement. However, be as it may, students are put at the core of education but that does not mean that the importance of the teachers in the classrooms can also be neglected, hence the reason why this study is very important. Several studies have examined the relationship between deep learning and student engagement (Carni, et al., 2006). On the other hand, investigating the engagement of teachers and school leaders' views about promoting,

supporting, and sustaining such engagement is a viable topic that has been poorly studied but this study has provided recommendations for school leaders as well as education administrators at the district and provincial levels. The Senior Consultant of the Gallup Organisation, Tim Hodges contended that the engagement of teachers and collaboration is "a key motivator of classroom interactions and engagements of students," (2018, para 4). The influence of the teachers on the students cannot be undermined and school leaders' influence on the teachers is very crucial too. Yet, current literature that centered on the engagement of teachers and the school leaders' perceived responsibilities in promoting, supporting, and sustaining this engagement remains narrow. This qualitative study aimed to explore the extent to which school leaders perceived this crucial role and the strategies required to achieve positive teacher engagement in all its domains.

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DEDICATION

I dedicate this project to my Lord Jesus Christ- the Power and Wisdom of God.

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CHAPTER 1: INTRODUCTION

1.1 Rationale for the research

The introduction of this study begins with my interest in teacher engagement based on my teaching and administrative philosophies. The interest was developed before and after the researcher was approved and enrolled by the Selinus University of Sciences and Literature for the Ph. D. program accredited by the World Certification Institute (**see Appendix 1a and 1b**). The proposed study reviewed past and present educational excerpts to provide a solid backup to the understanding of the research topic under study. This research work was based on investigating the school leaders' insights into their functions in teacher engagement and the strategies that can be taken to promote, support, and sustain positive engagement of teachers in high schools. This engagement as mentioned earlier was based on three areas of engagement in agreement with W. Kahn's principle regarding engagement and disengagement. Hence, the investigative study involved the critical analysis of William Kahn's notion of teacher engagement and its application to the different dimensions involved in cognitive, emotional, and physical perspectives on teacher engagement. Research questions provided in this study and the assumptions that were examined provided a comprehensive scope for the research; the significance, implication, and consequences of the study, and a summary of the chapters specifically pinpointing its impact on different stakeholders within and outside the educational sector. In this era of high-level educational pursuit and pure accountability,

guaranteed students' academic performance, academic growth, and achievement have been the focus part of the education act (Klang et al., 2018). From 2001- 2023, teachers and school administrators followed the Sustainable Development Goals (SDGs) on quality education. The emphasis is on ensuring equitable, and inclusive qualitative education and fostering life-long learning prospects for all. In short, "No child should be left out." The reason was that the entire world was falling short of achieving quality education and there were records of slow progress regarding this goal.

Education in China is the primary role of the provincial and district boards, which falls directly into the country's Education Board. All nationals have nine years of compulsory minimum education, which is subsidized and sponsored by the state. This planned educational system includes three years of middle school and six years of elementary school, totaling nine years altogether, followed by years in high school which is not compulsory. Various laws in China regulating the educational system include the Education Law, Academic Degrees Regulations, Teacher Education, and the Compulsory Education and Vocational Act. In the year 2020, the education committee and the Education Management Team in China reported an increase of fresh entrants of 34.4 million students into compulsorily sponsored education, making 156 million aggregate students in both primary and middle school in the compulsory education system. During the year 2013, national, provincial, and district governments supported 1,552 universities with about 725,000 lecturers and about 11 million learners (Ministry of Education, 2020). In July 1986, the nine-year compulsory education act was enacted(中华人民共和国义务教育法). The requirements for accomplishing collective education were

personalized to the conditions of the district and provided the required privileges to school-age children to receive the minimum nine-year free education. China's basic education structure involves nursery school, three years of elementary, and three years of middle school education. Standard high school and adult education for illiterate and less privileged children are all-inclusive. Education in China is all-inclusive taking clues from the Sustainable Development Goals (SDGs). However, many districts and provinces still use testing to measure students' academic progress and achievements. There were great expectations on the students with a huge emphasis on student academic achievement levels, attention revolved around policies, school setting, teaching strategies, research-based projects (PBL), instructional pedagogical practices, learning styles, and classroom interactions. The research work was timely because it came after the Covid-19 pandemic. During the period of the COVID-19 pandemic, teachers were subjected to online classes, which affected so many students in terms of their academic achievement and progress. Most studies did not concentrate on teacher engagement. Teacher positive engagement focuses on engaging teachers through supportive and sustaining strategies to prevent breakdown, and promote and sustain teacher retention in schools (Klaeijsen et al., 2018). A positively engaged teacher can promote and extend the overall greatness of the teaching profession. Chinese school teachers were experiencing more challenges posed by schools, students, parents, and other stakeholders, and, without exception, they were suffering from unnecessary and excessive workloads and serious stress (Cai & Zhu, 2013; Hu et al., 2015). Nearly 23 years after the enactment of the Millennium Development Goals (MDGs) which later became the SDGs in the year 2012, teacher-student engagement becomes a learning

axiom. In the past, researchers have explored the effects of teacher engagement and issues that lead to such engagement and disengagement (Rutter & Jacobson, 1986). Presently, researchers investigate the connections that exist between the engagement of teachers and significant performance (Van Wingarden & Poell, 2019). Past research has presented that an increase in job-seeking hurts teacher engagement (Choochom, 2016). Some studies have explored the topic of teacher engagement, its supportive factors, and the significance of teacher engagement. In "Fostering Teacher Classroom Engagement" Rutter and Jacobson (1986) acknowledged that the location of the school is an important variable that aided greater stages of teacher assumed engagement. Some of the other variables according to them were teacher attributes, school demography, and educational institutions' structure. Other studies were directed toward teacher empowerment and autonomy. Rinehart, et al., (1998) explored school leaders' influence and the stages involved in developing teacher autonomy. Farrell & Weitman (2007) defines teacher empowerment as being "encompassed by three interrelated mechanisms: increased teacher knowledge, access to decision making, increased teacher socio-economic status" (p. 37). There was less research on the school leaders' perspectives in China on the subject of teacher classroom engagement even though many scholars and literature have examined the topic. Exploring the school leaders' perceptions of promoting, supporting, and sustaining teacher collaboration and engagement can yield enlightened positive understanding for school leaders seeking to increase such classroom interaction with students in their various schools. In addition, researching school leaders' perceptions of teacher engagement has provided comprehensive

knowledge of how school leaders and administrators can achieve positive teacher engagement with positive supportive strategies.

1.2 Personal Interest in Teacher Engagement

School leaders' perception of their responsibility in promoting positive engagement was selected due to the personal attachment, interest, and training the researcher had over the years as an economics teacher in a Chinese high school and a head of a faculty. While teaching IB economics and AS & A-Level economics, I had the opportunity to interact with so many school leaders. In most of the schools where I have worked, I have had the opportunity to see the turnover of school heads such as heads of school, principals, directors, and so on. Many of them started with policies that promoted teacher engagement and growth but before the end of their tenure, they abandoned such vital policies and focused more on personal goals. Similarly, the strategies each school leader took to achieve positive engagement were immensely different, and the school leader's actions produced different results. So many tried to establish ongoing promotion and support for teacher engagement but could not get it through due to some unforeseen contingencies. In the course of my teaching experiences, I had ample interactions with most students who shared with me the experiences they had with some of the teachers in their classrooms. To them, they valued those who engaged more with them in terms of classroom interactions, collaborations, instructions, and resources. Some students said they would never want to be put in some teachers' classes because they never engage with students and do not consider individual differences in their classrooms not to talk about different learning styles. Even as a student myself despite being an adult, I can easily identify moderately and highly engaged teachers in many schools where I

have worked. Some were motivated and engaged while some were not motivated or engaged. These curiosity and personal observations sparked my interest in studying this subject. Appointed as the Head of a faculty, the researcher recognized from an applied perspective that the commitment of teachers and their engagement with students is significant and cannot be over-emphasized. Supporting teacher-positive engagement interests the researcher personally and professionally because he looks forward to the happiness of the teaching staff in his faculty. The researcher wants them motivated by every measure so that they can be highly engaged with the students and have a feeling of self-actualization, satisfaction, and joy in their work and workplace. An engaged teacher has a positive impact on the differences ability students in the classrooms and teamwork among colleagues in the workroom (Klassen, et al., 2013; Bakker & Bal, 2010). Through this project, the researcher strongly believes that the results of this study will intensify the effectiveness of every school leader and support the educational community at large (Mintrop and Ordenes, 2017).

1.3 The Purpose of the Study

The work was to explore school leaders' perceptions of their roles in promoting, supporting, and sustaining teacher engagement, and the strategies they can take to promote, support, and sustain teacher engagement for a positive outcome. All School leaders that participated in this study work in an urban district of Chaoyang. During 2018-2023, the number of students enrolled in the locality increased by about 700 students annually. This huge enrolment growth required a unique learning environment. The current qualitative study explored high school leaders' perceptions of their roles and actions in promoting, supporting, and sustaining the engagement of teachers. Building

upon the different literature, both old and current scholars on engagement, and most importantly the theoretical framework of William Kahn. Howbeit, the project research questions formulated required a comprehensive insight into the views of school leaders. Moreover, this work contributed to the body of literature regarding school leaders' views of their degree of responsibility for how the teachers engage the students in their classroom. Also, about how they promote, support, and sustain such engagement in high schools in the district. The research work may develop an added understanding of different perspectives, action plans that school leaders, education ministries, and education administrators can utilize to foster teacher engagement. Generated themes were derived from the school leaders' interview transcriptions. These applied to school owners, school directors, principals and assistant principals, school superintendents, prospective school leaders, and heads of schools across the district. Education ministers, District-Level and Provincial-Level Heads, and Superintendents may use the findings of this research to develop teachers' professional development plans for teachers to build teacher engagement in schools (Darling-Hammand, 2017). These understandings connect to school leaders' effectiveness in carrying out this noble assignment. Beyond direct school leadership, the research was useful for overall educational service providers such as Government Regulatory Organizations (GRO), China Education Companies (CEC), TAL Education Group (TEG), Dipont Education Services (DES), Qualifications Authorities, Accreditation or Quality Evaluation Organizations, and so on. They are involved in education advocacy, research projects, policy-aim objectives, accreditation, academic quality management and assurance; and other activities related to higher education but the specific concern of these organizations is to promote, support, and

sustain teacher engagement toward students' academic achievements. China's higher and lower education-related organizations can have local, regional, national, and international coverage. The aims, objectives, and project research questions were linked and synchronized together (**see Appendix 2**) to create uniformity. The purposeful objectives of this research in specific terms were:

1. to explore and analyze how school leaders conceptualize and define teacher engagement, as well as to understand their perceptions of the significance of teacher engagement within the broader educational context.

2. to assess how school leaders perceive their responsibility of promoting, supporting, and sustaining teachers' cognitive, emotional, and physical engagement.

3. to assess the impact of school leaders' actions and positive promotion, support, and sustenance of teachers:

   - cognitive engagement
   - emotional engagement and
   - physical engagement.

1.4 Theoretical Framework

The work of Kahn and its structure of the ethnographic study on the "Psychological Conditions of Personal Engagement and Disengagement at Work in 1990" was widely accepted because it stood the test of time. The above framework developed a solid theoretical context to depict the psychosomatic experiences of employees and their work

perspectives; work setting through everyday experiences outlines the process of how they portray themselves in and out of assigned tasks (Kahn, 1990, pp. 692-694). This research study involved interviews and theory-generating studies of counselors in camps during summer times and workers in an architectural firm, and it focused on the experiences of these people and their engagement and disengagement levels or withdrawal and the defense they put up during work. When studying the counselors at the summer camp," Kahn used observation, thorough interview, and self-reflection methods for the collection of data, before carrying out the analysis of the document. During the process of the study of the architectural company, he engaged in conferences and interviews over the telephone to gain the workers' consent. Therefore, he concluded well-designed interviews and analyzed his data through the dimensions of engagement pathways (Kahn, 1990, pp. 698-699). As widely accepted, he was named the "Father of Engagement." He established that the extent of employees' high or slight engagement or high or slight disengagement was a result of their ability and availability, safety, and psychological significance (p. 705). Employees' availability in this regard refers to one's possessions of physical, psychological, and emotional requirements necessary for growth and the investment into such role (Chauhan et al., 2022; Kim and Kim, 2020). Therefore, any employee who experiences greater psychological meaningfulness that includes perceived meaningfulness of contribution, challenges recognition; safety, and highly engaged to an extent or disengaged. This often leads to work engagement characterized by absorption, vigor, and dedication. Kahn then asserted that employees are driven into personal energies through work role performance and absolute connection (Kahn, 1990, p. 700). Scholars supported the three dimensions embedded inside the renowned

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engagement theory of Kahn (Burch, et al., 2015). Intellectual engagement could be demonstrated during work execution whereby emotional engagement is evident through a positive mental focus, effort, and expected state of mind. Cognitive engagement denotes the mental effort, attention, and active mental involvement an individual puts into a task, assigned activity, or any learning experience. It is a situation whereby a person is mentally engaged, absorbed with focus, and full participation in any given task. Cognitive engagement is regularly linked with deep learning and improved retention of given information because when an individual is deeply engaged, they are most likely to display knowledge from lower-order thinking to higher-order thinking, moving from knowledge to evaluation on the higher-order thinking ladder. They may apply their knowledge to real-world situations. In an educational environment, teachers always strive to promote cognitive engagement among their students to develop their learning skills and experiences. Above all, cognitive engagement displays an important role in the value of learning, in decision-making and problem-solving procedures, as well as in other facets of life where mental alertness and mental effort are necessary. Every individual should be encouraged to participate in active learning through discussions, debates, collaborations, activities, and hands-on experiences that can promote cognitive engagement. For adequate and effective self-reflection, constructive feedback on work performance can promote, support, and sustain higher cognitive engagement. Cooperation, social interaction, engagement, and collaboration with one another through the sharing of ideas can also stimulate deeper cognitive engagement.

The highlight of physical engagement is characterized by the devotion of energy to physical tasks (Burch, et al., 2015). Kahn's submission on engagement provided

guidelines for this research in so many ways. This foundational theory was not only widely acceptable by educators by widely approved because of its relevance to the expected level of engagement in the teaching profession most especially in high schools (Burch, et al, 2015). This framework provides a consistent design for this theory. Through the application, analysis, and evaluation of this acclaimed theory, more clarifications of its dimensions were made more feasible and understandable with absolute uniformity. The consistency of these dimensions offered a platform for a collective understanding of how school leaders perceive their role and specific actions taken through SMART strategies that they take in promoting, supporting, and sustaining positive teacher engagement (**see Figure 1a**).
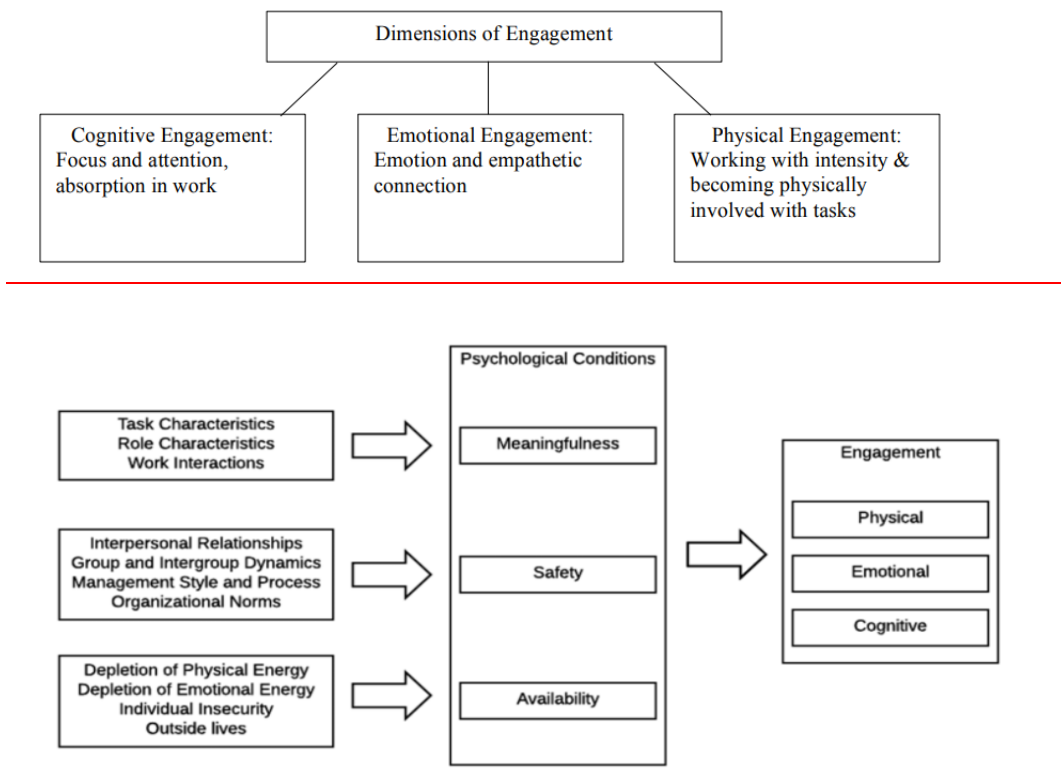
Figure 1a. *Kahn's Engagement Theory*

The primary and secondary research questions of this study point directly to the work and submissions of William Kahn on engagement and throughout the entire study, the school leaders' perceptions of their functions in promoting, supporting, and sustaining the engagement of teachers are rooted within the research design, the data collection procedure, data analysis and discussion of the study. The research explored the engagement of teacher in terms of their mental, physical, and affective engagement. The interview questions were distributed within Kahn's framework. Hence, the qualitative nature of this research was based on Kahn's theory, which utilized the same qualitative measures of research. The division was based on Kahn's dimension of employee engagement involving all its three domains. Before administering the interview questions to school leaders, a concise definition of terms related to teacher engagement was submitted to the interviewees. This ensured effective results and limited the school leaders' deviation from the concept of engagement and interpretation of engagement theory. Finally, data interpretation employed by Kahn on engagement and transcribed interviews of school leaders' perceptions of their roles as related to the topic under study were analyzed and critically evaluated (**see Figure 1b**).

Figure 1b. *Kahn's Engagement Chart.*

1.5 Research Aim:

This study aimed to gain a comprehensive understanding of school leaders' perspectives on the definition and significance of teacher engagement within the educational context; contributing to a deeper comprehension of the role of leadership in fostering effective educational environments and understanding the perception of school leaders' responsibility of promoting teacher cognitive (mental), emotional and physical engagement. Finally, to explore actions and strategies of school leaders in supporting, promoting, and sustaining positive engagement of teachers in the school. The aims of the research are listed as follows:

1. To gain a comprehensive understanding of school leaders' perspectives on the definition and significance of teacher engagement within the educational context, contributing to a deeper comprehension of the role of leadership in fostering effective educational environments.

2. To understand the perception of school leaders' responsibility of promoting, supporting, and sustaining the engagement of teachers cognitively emotionally, and physically.

3. To explore the actions and strategies of school leaders in supporting, promoting, and sustaining positive engagement of teachers in the school.

1.6 Research Questions:

These project research questions were formulated based on Kahn's submissions on engagement (1990). The main reason for this was to identify the effect of this theory on modern-day teachers and its impact on 21st-century high school students and classrooms. Kahn's theory of engagement classified engagement majorly into three categories such as cognitive engagement, emotional engagement, and physical engagement. As emphasized by Kahn, people may exhibit and be at different levels of involvement within each category, and these could affect their experiences and performance at work, and impact other stakeholders in both the classrooms and schools. The overall questions formulated from Kahn's theory helped the researcher and the interviewees to understand the topic clearly. The school leaders analyzed and evaluated the questions through well-organized and thorough interview sessions. Cognitive or intellectual engagement focuses on reasoning, thinking, retention; and concentration at work, but emotional or emotive engagement entails an expression of emotional connections (Roberts et al., 2014; Kahn, 1990, p. 700; Gustavo et al., 2010; Mesurado et al., 2018). Kahn described physical or practical engagement as functioning with passion and using physical routines to stimulate learning in the classroom by being directly involved (p. 700). Concentrating on previous excerpts, the research questions of the study are:

1. How do school leaders define teacher engagement and its importance within the educational context?

2. How do school leaders perceive their responsibility of promoting, supporting, and sustaining teacher engagement? The primary question is a pointer to the sub-questions:

> **a)** How do school leaders perceive their responsibility of promoting, supporting, and sustaining teacher cognitive engagement?
>
> **b)** How do school leaders perceive their responsibility of promoting, supporting, and sustaining teacher emotional engagement?
>
> **c)** How do school leaders perceive their responsibility of promoting, supporting, and sustaining teacher physical engagement?

3. How do school leaders determine what actions to take to support positive engagement? The secondary question is a pointer to the sub-questions:

> **a)** What actions do school leaders take to promote, support, and sustain teacher-positive cognitive engagement?
>
> **b)** What actions do school leaders take to promote, support, and sustain teacher positive emotional engagement?
>
> **c)** What actions do school leaders take to promote, support, and sustain teacher positive physical engagement?

Embedded within the second and third sub-questions is Kahn's Theory. Consideration and investigation of these main and sub-research questions ensue through a qualitative study of ten high school leaders in total. Two school leaders participated from **School A**

(1 principal and 1 Head of School); Two school leaders participated from **School B (**1 Principal and 1 Assistant Principal). Four school leaders participated from **School C** (2 Directors, 1 Executive Principal, and 1 Assistant Principal); and two school leaders participated from **School D** (1 Principal and 1 Assistant Principal). Therefore, the research outcomes from this study were designed to be presented to the School Proprietors and education district-level heads which would help to formulate new policies by fostering the importance of promoting teacher engagement in the highbrow district. Furthermore, the research outcomes may or may not be helpful to school leadership, school boards, and educational organizations on teacher engagement.

1.7 Overview of Methodology

A qualitative research study on "School leaders promoting, supporting and sustaining teacher cognitive, emotional, and physical engagement" requires a well-rounded and rooted methodology to collect adequate data, apply and analyze it effectively, and deduce meaningful conclusions and insights. It requires a Phenomenological Approach. By employing a phenomenological research design to investigate and explore the lived experiences, practices, and policies of school leaders in connection to cognitive engagement, emotional engagement, and physical engagement, as influenced by school leaders. A purposeful sampling of a diverse group of school leaders from four different schools to capture a broad range of perspectives. There were no inclusion and exclusion criteria in the selection of school leaders but there were inclusion/exclusion criteria in the selection of schools for this study. The selection of high schools was based on pure international high schools, embassy high schools, bilingual international high schools, and pure Chinese high schools. Semi-structured interviews were conducted in-depth

with school leaders from the four selected schools to elicit their true experiences and perceptions. The interview questions were open-ended and they allowed the participants to freely and openly express their opinions without bias. Documents containing school policies, memos, and communication equipment to contextualize the leadership wits and initiatives were reviewed. The data collected were subjected to thematic analytical techniques to categorize recurring themes and related patterns in the interview information and a coding framework was developed to methodically classify and organize data into meaningful themes. In the course of the evaluation, similar themes were merged, and unrelated and irrelevant themes were deleted. Ethical considerations were developed through informed recruitment protocol and consent obtained from all participants, ensuring they understood the purpose and potential risks of the study (Baud et. al, 2013). The participants were provided with assurance of anonymity (Calahan, 2019). Participants' identities were protected by using numbers from 1-10 and ensuring confidentiality. The participants were referred to as interviewees 1 to 10. Approval was sought from an ethical review board to ensure the study adheres to ethical guidelines. To further buttress data trustworthiness, the credibility of findings was enhanced by using several data sources, such as document analysis and interviews (Triangulation). Colleagues and experts were engaged to review, and discuss the research processes; and findings to minimize researcher bias, hence peer debriefing was achieved. To be reflexive during the study, a reflective journal was also maintained to document the researcher's thoughts and biases throughout the study. A data interpretation framework was drawn to validate the results of this study in appropriate theories and through existing literature on engagement, collaboration, leadership, and informative

psychology. Comparative analysis of school leaders' data was compared to identify harmonies and variations. Verbal quotes from interviews were used to support the identified themes. The study was concluded with practical recommendations for school leaders based on the findings. The researcher's potential biases and preconceptions were acknowledged as they may influence data collection and interpretation. This comprehensive methodology enabled the exploration of how school leaders influence teachers' cognitive, emotional, and physical engagement, providing valued insights for improving school leadership practices.

1.8 Assumptions of the study

The initial assumption made before the research was that the school leaders who were interviewed provided honest answers to the interview questions. To ensure open-mindedness and trustworthiness during the interviews, the researcher emphasized that the study was based on the school leaders' experiences. Ethics of anonymity and confidentiality were provided to the school leaders before and during the interviews and their involvement in the study through a duly signed information sheet and consent form. In addition, the information provided by the school leaders remained confidential with a high level of anonymity. There was no discussion of any school leader's released information with other school leaders involved in the study. The confidentiality and anonymity were confirmed by the use of numbers to replace each school leader's name and letters were used to replace the names of the schools. The consent forms and permission letters to gatekeepers outlined these protections and ethical considerations as well (**see Appendix 3**). No identifying characteristics were exposed in the reporting of the findings. In addition to ethical considerations, the school leaders' understanding of

related terms remained an assumption. The permission letters and consent forms assured a better understanding because they contained the definition of related concepts to teacher engagement with an inbuilt of Kahn's framework. Moreover, a document containing concise meanings of the domains of engagement was incorporated within the interview scripts and questions.

The assumptions below were made for this study:

1. It was assumed that the school leaders perceived their responsibility of promoting, supporting, and sustaining teacher engagement to be positive on teachers' cognitive, emotional, and physical engagement.

2. Also assumed that all school leaders determined what actions to take in promoting, supporting, and sustaining positive engagement of teachers in high schools.

1.9 Significance of the Study

There are numerous suggestions for students, teachers, school leaders, and the education board in this study. This was significant to the school leaders with high levels of perceived importance of the engagement of teachers which they want to promote, support, and sustain, while school leaders with low-level perception of the importance of engagement may acquire ways to promote, support, and sustain positive engagement amongst teachers. Positive teacher engagement affects students' engagement positively as well as their overall achievement (Klassen et al. (2013; Bakker & Bal, 2010). Organizations such as Government Regulatory Organizations (GRO), China Education Companies (CEC), TAL Education Group (TEG), Dipont Education Services (DES), Qualifications Authorities, and Accreditation or Quality Evaluation Organisations may apply and share the findings with educational administrators at national and provincial

levels. The importance of this study was rooted in the engagement among teachers and students. Bakker and Bal (2010) submitted in their work that engaged teachers were more efficient and dynamic. Additionally, Klassen et al. (2013) discovered that highly engaged teachers achieved positive interactions and high engagement among the students in any classroom they are involved in. Lei, Cui, and Zhou (2018) submitted that "Overall student engagement and interaction were associated with higher academic achievement of students (2018, pp. 524-525). During the interview sessions, school leaders shared how responsible they perceived that they were for promoting, supporting, and sustaining teacher engagement, and themes were developed and generated. The part of the dissertation that revealed strategies, actions, and steps taken by school leaders in fostering teacher engagement was available for other school leaders to implement as new strategies through approved innovation by being qualitatively focused (Shuck, 2019). Overall, this study developed exceptional themes, and strategies school leaders use to promote, support, and sustain teachers' classroom engagement and that could influence the teachers' effectiveness positively as school leaders with positive impacts this has on the students (Sieber et al., 2020). The outcome of this study may also be used by education ministries seeking to reinforce teacher engagement. The knowledge of how school leaders perceived the topic of engagement and the action plans taken to promote, support, and sustain engagement provide education ministries with the vision to support school leaders, teaching faculty, and the students in the district. At the high school level, opportunities are open for school leaders to plan training and mentorship programs. Beyond ascertaining current engagement practices, enlightening school leaders' perceptions would foster the engagement of teachers within the district and aid the

choice of school leaders selection within the district. The study of engagement has begun to thrust in recent years; however, no combined studies scrutinizing the school leaders' perceptions of their obligations of teacher engagement and the actions they take to promote, support, and sustain it. There is enough space for future studies in this area. The application of Kahn's engagement theory to teacher engagement helped school leaders reshape their perspectives of the subject matter. The viewers' understanding of the school leaders' action plans related to the engagement of teachers was fostered through this study. The school leaders' perceptions of their responsibilities and strategies concerning the promotion, support, and sustenance of the engagement of teachers were explored qualitatively in this research work.

Finally, this study tried to collate the actions suggested by school leaders to develop teachers' positive cognitive, emotional, and physical engagement. However, the derived themes helped define the culture of education policy in the whole district. Though this study did not estimate the helpfulness of the strategies of proper engagement, it provided a basis for further research. The importance of any study on "School leaders or administrators in promoting, providing support and sustaining of teachers overall engagement" is multifaceted and spreads to several stakeholders in the education industry. The highlights below give a comprehensive synopsis of its significance:

- **Educational Improvement:**

Highly engaged teachers are more collaborative in the classroom, with effective teaching strategies, leading to improvement in student learning performance and achievement (Alles, Seidel & Gröschner, 2018). When teachers are emotionally, cognitively, and

physically available, they can create more stimulating innovative, and supportive learning environments; and enhance student outcomes.

- **Teacher well-being:**

Highly Engaged teachers tend to be highly satisfied with their jobs, which reduces turnover rates and promotes and supports teacher retention through job satisfaction of teachers. Promoting and supporting teachers' emotional engagement can decrease anxiety and burnout, contributing to a healthier teaching labor force.

- **Leadership Development:**

The research can categorize precise leadership tactics and behaviors that would promote, support, and sustain teacher work engagement, serving as inputs for aspiring current school leaders. The findings of this study can inspire leadership-training programs through conferences, seminars, and workshops, helping educationalists develop the abilities needed to foster teacher engagement.

- **School Improvement:**

Engaged teaching personnel contribute a lot to a school culture and climate positively, which can entice and retain students' interest, parents' curiosity, and teachers' skills (Cann et al., 2020; Thien & Lee, 2022). A more engaged teacher can gather needed support from the entire community, leading to improved and increased involvement and adequate investment in the school.

- **Policy Implications:**

Policymakers can adopt the findings of this study in developing educational policies connected to leadership training development, teacher-work evaluation, and overall school improvement. Resources can be allocated more appropriately and equitably to support leadership initiatives that promote, support, and sustain teacher engagement (OECD, 2020; Reints, 2018). This study can contribute to the increasing body of research on employee engagement, leadership style, and their interconnectedness. Findings from this study may lead to the invention of new frameworks and models in educational and school leadership and teacher engagement. Engaged teachers can best prepare students for the challenges expected in the future, producing well-versed, and academically and socially responsible citizens. Promoting, supporting, and sustaining teacher engagement can help ease discrepancies in educational results by ensuring that all students obtain high-quality education. Teachable moments should be introduced into the curriculum (Dehaene, 2020).

- **Long-term Benefits:**

Enriched educational outcomes can have long-term economic consequences in terms of benefits and costs, as a well-educated teacher is crucial for positive economic growth through actual and potential competitiveness. Promoting teacher engagement can inculcate a love for deep and lifelong learning in students, supporting a culture of uninterrupted improvement (Acquah, 2017).

1.10 Definitions of Terms

Various terms and terminology are associated with teacher engagement: organizational norms, work engagement, job satisfaction, employee engagement, teacher engagement cum dimensions, teacher self-efficacy, and teacher empowerment. Adequate knowledge of these concepts supported the understanding of the research on teacher engagement.

(i) Organisational Norms— Organizational norms are the oral rules and expectations that safely guide behavior and standards within a definite workplace. These norms often change over time and reveal the culture, values, and traditions of the organization. They can incorporate various aspects of work life, including styles of communication, dress code, punctuality, promptness, teamwork, and ethical manner. Organizational norms can help generate a shared understanding amongst members and encourage constancy in how given tasks are carried out and how interactions are shown. Norms can significantly affect the work premises and contribute to workers' sense of belonging and unity among workers (Schein, 1990). Edgar Schein is known for his work on organizational culture, which includes the study of organizational norms. One of his famous quotes is:

> "Culture is the deeper level of basic assumptions and beliefs that are shared by members of an organization, that operate unconsciously, and that define in a basic 'taken for granted' fashion an organization's view of its self and its environment."

Chatman et.al (2014) added recently to the concept of organization norms. They submitted on how the adaptability norms influence the relationship between cultural agreement and financial performance and rewards (Ojeleye, 2017).

(ii) Work Engagement— In simple assumption, work engagement happens in the work environment. It refers to an enthusiastic state of mind that employees experience when deeply involved in and passionate about their work (Hanan, 2021; Serin, 2017). Work engagement is seen as a concept related to organizational psychology that relates to a constructive, fulfilling, positive, and enthusiastic mindset that the workforce experiences when they are fully engaged in their work. It involves a great sense of association with work, the energy coupled with the feeling of enthusiasm, and a high rate of dedication to accomplishing work-related aims. Engaged employees are normally more productive, highly focused, and always show commitment to their tasks, which later transform into improved job satisfaction and performance. Work engagement is frequently considered a major factor in improving workplace overall well-being and success. Schaufeli, et al., (2012), defined engagement in the workplace as an optimistic rest on the job. They identified three components including required energy, total dedication, and work absorption in work and the workplace (p. 74). Work engagement is categorized in this study with teachers in the classrooms. This includes teaching and learning, classroom management, student management, lesson planning, professional development of teachers, curriculum breakdown, scheme of work preparation, and many more duties (NIED, 2018).

(iii) Employee Engagement— It refers to "the connection of organization's colleagues to their assigned work roles or duties. Kahn gave this definition. In achieving proper engagement, employees, and teachers in this case express themselves cognitively, physically, and emotionally (Kahn, 1990, p. 694) in their various roles. Afterward, Shuck and Wollard (2010) defined the concept of employee engagement as "a way that a worker

engages cognitively, emotionally, and physically towards a designed organizational routine." This was referred to as teacher engagement in this study. Employee engagement measures the extent of engagement of employees in terms of their mental, emotional, and physical immersion in their work; and how committed they are to their organizational goals (Bailey et al., 2017; Khusanova et al., 2021). This goes far above the concept of job satisfaction and embraces a larger interaction, enthusiasm, and connection to one's job. Engaged employees are naturally disciplined, proactive, and dedicated to their assigned roles. Moderately and highly engaged teachers show a high level of turnover in terms of their performance and productivity through acclaimed innovation and classroom strategies and management, and the amount of time invested in preparing, planning, and contributing to organizational success (Al-Ajlouni, 2021). Employee engagement is considered the most important in management research in recent times (Saks, 2021, p. 76).

(iv) Teacher Engagement— Teacher engagement can be defined as the level of dedication, emotional investment, and enthusiasm that teachers put into teaching jobs and the learning activities of their students which gives them enough confidence to take ownership of their learning process. Engaged teachers are zealous about the teaching-learning process, committed to their students' achievement, and have active involvement in the communal educational progress. The concept of teacher engagement is relevant in the educational field and it can influence the extent of school instructions and the expected outcomes of students. Bakker & Bal (2010) investigated the daily and weekly work engagement of employees and the achievement of the starting teachers. Schaufeli, & Bakker (2004) deliberated on job resources and demands in the stress, and burnout

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of teachers due to excessive engagement. However, teacher engagement focused on work executed by classroom teachers concerning the available classroom resources (Klassen et al., 2013). Renowned and popular Hanover Research (2018) described highly engaged teachers as those who are motivated and prioritize quality teaching materials and their delivery, seek out up-to-date information and a passion for best practices, frequently record and monitor student formative progress, and provide constructive feedback to address the needs of the students they teach. Engagement of teachers radiates happiness from the teacher to the students in the learning environment.

(v) Cognitive Teacher Engagement— In application of Kahn's engagement theory (1990), this domain of engagement is rooted in focus, absorption in work, and adequate attention. Through teachers' cognitive engagements, they demonstrate "absolute knowledge which demonstrates creativity and confidence in the process of decision making" (p. 700).

(vi) Emotional Teacher Engagement— Right energy, stability of emotions, safety feelings, and meaningfulness determine emotional teacher engagement. Teaching professionals displaying enthusiasm at work, interest in what they do; and taking pride in their jobs display positive emotional engagement. In line with Kahn's theory, a teacher's emotional engagements are revealed in psychological conditions, emotion, and empathetic connection (Depow, et. al., 2021).

(vii) Physical Teacher Engagement— It connects with a high level of personal engagement. It involves the energy employees exert to complete their jobs. It also involves teachers' passion for teaching and their commitment to their students' learning and

personal academic growth paying attention to individual differences. It involves the energy displayed at work (Hakanen, Bakker, and Schaufeli, 2006; Kahn, 1990).

(viii) Job Satisfaction— This refers to a person's general contentment, pleasure, and positive emotional condition regarding their work environment and job ethics. It shows how workers feel about their assigned roles, the working conditions they operate in, their daily relationships and interactions with colleagues, supervisors, and various other things they interact with in their jobs (Taylor and Kent, 2014). Likewise, the personal attitude displayed by an employee on his job tells more about job satisfaction with the combination of positive feelings at the workplace (Hamidi, et al., 2014; Islam, et al., 2012).

(ix) Teacher Self-Efficacy— Teacher self-efficacy is the belief in an individual's capacities and capability to teach the students effectively. This positively influences the entire learning process of their students. It is an important concept that is core in an educational environment and it plays an important role in the effectiveness of the teaching personnel in the classroom (Veelen et al., 2017). Teacher self-efficacy encompasses numerous dimensions such as classroom management, instructional strategies, student engagement, problem-solving, adaptability, and persistence. Teacher self-efficacy can impact the teaching procedure and students' academic achievement significantly. Whenever teachers believe in their capabilities to bring a positive change in the status quo by making significant differences, they tend to be highly creative and be more enthusiastic and efficient in the classroom. The teachers' confidence will continue to motivate, inspire, and energize the students and create in them a positive attitude and engagement toward their work and the entire learning process. Bandura

and Locke (2003) submitted their findings about self-efficacy. They stated that it comes before motivation and performance. However, highly self-efficient teaching staff exercised task-related strength, and perseverance, and showed resilience when challenged. Hirschi (2012) considers the concept of self-efficiency as important to work engagement. Furthermore, highly efficient teachers are fundamentally highly engaged in achieving their set objectives and activate a high level of involvement in their work (Luthans & Youssef, 2017).

(x) Teacher Empowerment— Teacher empowerment refers to the procedure involved in allowing teachers to have autonomy, power, authority, and full control over several facets of their teaching responsibilities within the educational setting. It aims to grant the teachers the capability to make proper decisions that influence school goals, teaching plans, and learning procedures, thus promoting the teachers' sense of belonging, work satisfaction, and efficiency in the classroom habitat. According to Seyedali et. Al., (2021) teacher empowerment is linked with job satisfaction. For instance, the greater the teacher's self-efficacy, the more empowered the teacher is to solve problems with enhanced effort, strategy, and persistence (DiBenedetto & Schunk, 2018). Empowered teachers are believed to be more equipped with abilities, skills, talents, and knowledge to use in any situation and improve it (Teacher Leadership Institute, 2018; Turner et. al., 2018). Key components of teacher empowerment include curriculum and instruction, professional development, classroom management, assessment and evaluation, collaboration and decision-making, and leadership opportunities (Wiles & Bondi, 2019).

1.11 Delimitations

The concentration of this study is on school leaders' perceptions, responsibilities, and actions on the engagement of teachers. As defined previously within the definition of terms, teacher engagement includes teachers' psychological behavior and emotions. Teacher engagement can be broken down into cognitive engagement, emotional engagement, and physical engagement, which are expressed by teachers in classrooms and at schools in general. Participants for the study were selected from schools A-D. School A was represented by the school principal and the head of school; School B was represented by the principal and the school's assistant principal; School C was represented by the center directors, the executive principal, and the assistant principal and School D was represented by the principal and the assistant principal in a fast-growing Chaoyang District. Altogether 10 school leaders participated in the study. To maintain persistence and consistency within the study, no school leader below the director, principal, and assistant principal positions was allowed in this study. The topic of discussion and growing interest of school leaders and teachers as related to teacher education has gained recognition due to its effect and impact on students. This study did not interpret the result based on teachers' perspectives. The dissertation did not only aim to investigate or explore the relationship or impacts on students' academic performances but also on school leaders' perceptions and actions involved in achieving teacher engagement. However, this study involved school leaders' views and strategies but teacher engagement remained the core of the subject matter.

1.12 Limitations of the study

This study was limited to four schools in the district that offered the International Baccalaureate Diploma programs and Cambridge Assessment International Education curriculum and findings may not apply to other schools with different curricula. Potential biases could be reduced by having more researchers help to analyze the data. This qualitative research explored school leaders' perceptions' of teacher engagement in growing urban high schools in Chaoyang District. This research work aimed to gather information about school leaders' definitions of teacher engagement, beliefs about teacher engagement, and the deliberate actions that can be taken to build it. However, the outcomes of the study depended solely on the interview results. It would not represent the perception of all other districts and provinces in China. The school leaders interviewed worked with the Chinese and International students in Schools A, B, C, and D. With minor variances, the languages of instruction in Bilingual high schools are Mandarin and English language; whereas, the language of instruction in the pure international high schools and embassy schools is English and the country's language; the language of instructions in the pure Chinese high school is mandarin. Students attend these schools as a gateway to foreign universities and Chinese universities. Teachers in these schools were from different countries and continents of the world and there was a mixture of whites and blacks including males and females. There were also Chinese teachers in huge numbers with different numbers of years of teaching and administrative experience. Thus, generalizations of findings can only apply to an extent due to students' and teachers' demography. The study is timely because its post-Covid period after long months of online teaching which could have hampered the engagement

of teachers. School leaders who were interviewed in this study have experienced the black days of COVID-19 whereby schools' onsite arrangements were shut down and there were subsequent shifts to remote learning through distance learning education. During this period, teachers within the Chaoyang District taught their lessons via Tencent or Voov meetings or videoconferencing platforms. Many teachers face the challenges of excessive use of digital devices affecting upon the sight of many teachers. This study is happening when normalcy returns to school, and teacher engagement can be measured and school leaders could provide action plans necessary to support teacher engagement for positive results. Hence, the reason why this research work is timely and important to the education industry especially in China because the country went through a difficult moment during the pandemic period. Furthermore, the perceptions of the school leaders' responsibility would have been impacted as well. Why teacher engagement? Despite the past stress and challenges, many teachers have become more involved in different aspects of school events and this has brought additional stress to teachers while school leaders worked harder to sustain teacher motivation and involvement. However, the school leaders' demographics have limits, unlike the students' and teachers' demographics. One of the limitations of this study is that there is no accurate tool to determine the degree of teacher engagement, however, the degrees of teacher engagement recorded in this research work were based on the perceptions of school leaders, and it might be difficult to verify the levels of engagement of teachers from the school leaders' standpoint. The education ministry in Chaoyang and the school policies have their limitations. The Chinese have a culture of not presenting negative information about people. They try as much as possible to be positive even when the

situation seems impossible. Therefore, the school leaders' perceptions may have some prejudices or biases due to cultural beliefs. Thus, the school leaders perspectives were represented in this study and it may not be a true picture for all provinces in China and beyond.

1.13 Summary

Chapter one of the study presented the overview of school leaders' perceptions of their role in teacher engagement in Chaoyang District Beijing China. The research aims, objectives, purpose, significance, and rationale of the research were presented in this chapter. Therefore, it identified and gave more clarity to what the study is aimed at what the research questions entailed, and how the study aimed to provide answers to these questions. This chapter also provided fundamental information on the need to study teacher engagement and job satisfaction by investigating school leaders' perspectives on this topic. The research questions relate to teacher engagement and school leaders' perspectives. It further analyzed the actions required by school leaders to promote, support, and sustain positive engagement of teachers on their jobs. It put into proper perspective my personal experiences and connections to the topic from the angles of teaching and learning and classroom management to leadership and administrative roles inculcating the styles of leadership and fluctuating engagement levels at different times and positions. The chapter introduced the hypothetical structure of Kahn's work. The chapter was concluded with importance for school leaders, teachers, and students as well as education boards in the District Colleges and Universities, and some educational institutions and organizations within the country or even beyond. The perspectives and actions required by school leaders and the strategies involved were further explained in

the next chapter. Chapter Two of this study provided information about the theoretical framework of the study which may be interpreted as a topic map or the literature review map on teacher engagement. The next chapter also focused on the empirical research about what other different studies have found. Are the findings consistent across studies or are there variations? What kind of variations exist? What contexts have and haven't been covered? What sorts of research methodologies have been used? How could those help in developing this study's methodologies? Are there any research gaps? This research was well rooted in the theoretical framework. The research gap served as the core justification for the study as shown in the literature review, explanation of the research problem, and proposals on how to solve it.

The review of related literature was built around five major areas of teachers' classrooms and workplace engagement such as empowerment, factors influencing teacher engagement, measures and methods of teacher engagement, burnout of teachers, and roles of the school leaders in teacher engagement. A study on school leaders promoting, supporting, and sustaining teachers' cognitive, emotional, and physical engagement holds significant implications for the quality of education, teacher well-being, leadership practices, and societal outcomes. It has the potential to inform policies, improve educational practices, and contribute to the overall betterment of the education system.

CHAPTER 2: RELATED LITERATURE REVIEW

2.1 Introduction

The second chapter began with the theoretical outline of the study. It involved the foundational theory consisting of the literature review chart such as the definition of key constructs and variables and clearly defined key constructs and/or variables in the study. It contained an explanation of why the definition was chosen clearly stating underlying assumptions, an outline of the expected relationships between the constructs and/or variables explanation of how one variable affects another variable by connecting the relationships, and finally, a discussion of the theories that are relevant to the research aims and questions. Sometimes statistical data focuses on determining the extent to which two or more independent variables may perfectly predict a single dependent variable (Kang & Zhao,2020).

The study involved the debate of the empirical research leading to the research aims and research questions. It provided expectations of what might be expected based on previous research combined with data. This research work involved the collection and analysis of data to test or assess the accuracy of the theoretical frameworks, models, and ideas. The research gap(s) of this study involved any unaddressed or inadequately explored area within the existing body of academic research. The theory of teacher work engagement from school leaders' perspective of their role of promoting, supporting, and sustaining teacher engagement relates to numerous past and present literature that has been studied and reviewed. Different Studies have reviewed teacher engagement and this concept has been associated with different concepts relating to

the teachers, roles of education administrators, and classroom interaction and collaboration. Many other concepts in education have been related to the engagement of teachers. Sometimes the concept of teacher engagement has been studied with different concepts as earlier mentioned and sometimes it has been studied in isolation. This study is worthwhile because it relates the roles played by school leaders to teacher engagement work within the school setting. The study examined and explored school leaders' perceived responsibility related to teacher work engagement and the interactions that emanated from such engagement in the classrooms. Consequently, the selection of literature in this section examined the concept of the engagement of teachers in connection to factors affecting engagement, empowerment, methods for achieving the engagement of teachers, teacher weariness and burnout, and the school leaders' role in teacher engagement regarding built trust, culture, and maintaining positive teacher morale and nurturing of teachers as an element rather than mere perceptions. Each topic combined related articles, journals, and past and present studies. The different topics prepare a solid framework for the review literature in this study (**see Figure 2**).

Teacher Empowerment- Emotional or Psychological Empowerment; Dimensions of Empowerment; and Connecting relationships with Empowerment

The Role of School Leaders- Building Trust and Culture in School; Maintaining Positive Teacher Self-Esteem; and Nurturing Teachers and Positive School Climate

General Factors influencing Teacher Engagement- Specific Identified Factors influencing Engagement; and Precise Demands and Resources affecting Engagement

Teacher Engagement

Addressing Teacher Stress and Burnout- Addressing Stress and Burnout as related to Engagement; Recommendations for Avoiding Stress and Burnout of Teachers and Non-Teachers; and Burnout Related to Emotional Capability and Social Support

Measures of teacher Engagement- The Engaged Teachers's Scale (ETS); and Utrecht Work Engagement Scale (UWES)

Figure 2. *Map of the Literature Review*

The literature review developed an analytical and logical argument. It followed with a logical interpretation of claims backed up with evidence, through the selected population sample, as earlier identified; it represented the sampled school leaders. Furthermore, Implicative argumentation applies directly to qualitative research. The theoretical strength and method can produce convincing arguments or opinions during its review, e.g., (Machi & McEvoy, 2022; Xiao & Watson, 2019). Implicative arguments are another word for conditional arguments or conditional statements. They are fundamental concepts evident in logic, reason, and critical thinking. They comprise a conditional connection between two propositions, actually expressed in the form "if...then..." or (implies). In an implicative argument, there are two main components: Antecedent represents a condition or premise. It is a statement that must be true if any argument will be considered reliable or valid, and the consequent represents the conclusion drawn or finding that follows if the antecedent is true. In this simple illustration, the argument implies that if it rains (antecedent), it will lead to the ground being wet (consequent) (Casey, 2020). The validity of the argument depends on whether the antecedent and consequent are logically connected in such a way that the antecedent being true guarantees the truth of the consequent (Machi & McEvoy, 2022). Implicative arguments can be categorized into various types such as deductive Conditionals, inductive Conditionals, and counterfactual Conditionals. Analysis of implicative arguments involves synthesizing the logical relationships between the antecedent and consequent. We need to consider whether the stated argument is valid or not valid. Thus, assessing the weakness and strength of the connections between the two identified propositions; relies on the nature of the

argument and the context in which the argument was developed (Fisher & Keil, 2016). According to Machi and McEvoy (2022), the context of implicative critical reasoning depicts a "coherent clarification of proof that generates propositions that lead to reasonable deduction" (p. 112). Implicative arguments and argumentation are different in many ways, the sampled population and research style are applied to the literature review because the research questions seek to access some sampled school leaders' perceptions of how responsible they are for supporting and promoting the engagement of teachers. This sample represented the population of school leaders specifically in Chaoyang and Beijing in general.

Many variables are connected to this topic. The engagement of teachers has a positive correlation with students' performance in school and it has a direct close relationship with the job retention of teachers (Vujcic, et al., 2022). Klassen et al. (2013) emphasized that the effectiveness of teaching and learning is dependent on fully motivated teachers. Investigating the topic of the engagement of teachers and the believed responsibilities of school leaders in supporting and promoting teachers' engagement enhanced worth and interpretation in producing a sustaining the positive engagement of teachers. With many identified and non-identified factors affecting the engagement of teachers, the study seeks to determine how school leaders perceive themselves as solely responsible for the achievement of classroom engagement by the teacher and the strategies school leaders take to support and promote this engagement. The selection of literature provided scholars with a fundamental knowledge of the topics of this study. The reviewed analysis synthesizes and summarizes literature that investigates it and the required empowerment that

followed. Then followed by the stress involved and the roles of school leaders in reducing burnout and stress. Within each topic of discussion, several journals, articles, and write-ups that connected were further validated with evidence-based theories. The importance of teacher engagement cannot be over-emphasized.

2.2 Teacher Engagement and Teacher Empowerment

Teacher engagement is an engagement that happens within the schoolwork environment. Teacher Work engagement refers to a progressive and enthusiastic state of mind that teachers experience when they are discharging their duties through passionate skill shown at work. This type of engagement is a concept in administrative psychology that refers to positive and fulfilling, stable conditions of teachers when they are fully absorbed in their work.

2.2.1 Emotional/Psychological Empowerment

Emotional or Psychological empowerment is a concept rooted in psychology and organizational behavior that refers to a person's sense of control, autonomy, and self-efficacy in their life and work (Bosso, 2017). It is the feeling that one can influence their environment, make meaningful choices, and take actions that lead to desired outcomes. Psychological empowerment encompasses several key components. Individuals with psychological empowerment often find a sense of purpose and meaning in their work or life pursuits. They understand the significance of their actions and contributions. The component involves competence, which relates to the beliefs of individuals' competency and the skill to perform tasks successfully. People who feel psychologically empowered have confidence in their skills and knowledge. Self-determination is another component of psychological empowerment and it is

closely linked to self-determination, which means having control over one's decisions and actions leading to job satisfaction and performance (Ng & Sorensen, 2008). Empowered individuals feel that they can shape their destiny to a certain extent. Feeling empowered also involves the belief that one's actions can have an impact on their environment or organization. People want to see the results of their efforts and feel that they can positively influence change through the freedom to make choices and decisions independently. In psychologically empowering environments, individuals are given some degree of autonomy in their work or personal lives to accomplish specific tasks or goals; high self-efficacy is often expected because individuals who believe in their abilities are more likely to feel empowered through prescribed mechanisms (Spreitzer & Nason, 1997). Psychological empowerment has been studied extensively in the context of workplaces and organizations. When employees feel psychologically empowered, they tend to be more motivated, engaged, and satisfied with their jobs. They are also more likely to take initiative, be innovative, and contribute positively to their organizations. Psychological empowerment is about feeling in control, capable, and motivated to take actions that align with one's values and goals. It plays a crucial role in personal and professional development, as well as in fostering a positive and productive work environment (Mathew & Nair, 2021). MacTavish & Kolb (2006) drew thoughts on Spreitzer et al. studies on psychological empowerment when making their contributions to the concept. Spreitzer's findings on psychological empowerment from 1992-1996 are based majorly on her widely cited "Psychological Empowerment Instruments" to measure the construct. This found many participated in a decision-making process (MacTavish & Kolb, 2006, p. 1380).

From employees' positive relationships to increased job satisfaction, higher motivation, positive collaboration, and engagement followed by creativity, innovation, and new designs. MacTavish and Kolb (2006) emphasized further that to achieve the empowerment of teachers, school leaders should preserve effective collaboration among teachers and make sure that teachers participate more in making decisions that concern the entire school. Teachers' collaborations should not only be horizontal but also vertical such that happens between organizational staff and the leadership team (p. 1378). The conclusions of MacTavish and Kolb illustrate some benefits involved in the process of collaboration leading to authenticity and finally resulting in psychological empowerment. The result was the achievement of job satisfaction, empowerment, and innovation. They argued that positive collaboration occurs when an employee collaborates with an authentic leader; then psychological empowerment can be achieved. Both scholars presented teacher empowerment from cooperative and collaboration perspectives. Collaborative perspective embraces environment, authentic leadership, relationships, and mission statement as its hallmark. MacTavish and Kolb (2006) also concluded that effective cooperation promotes positive empowerment (**see Figure 3**).
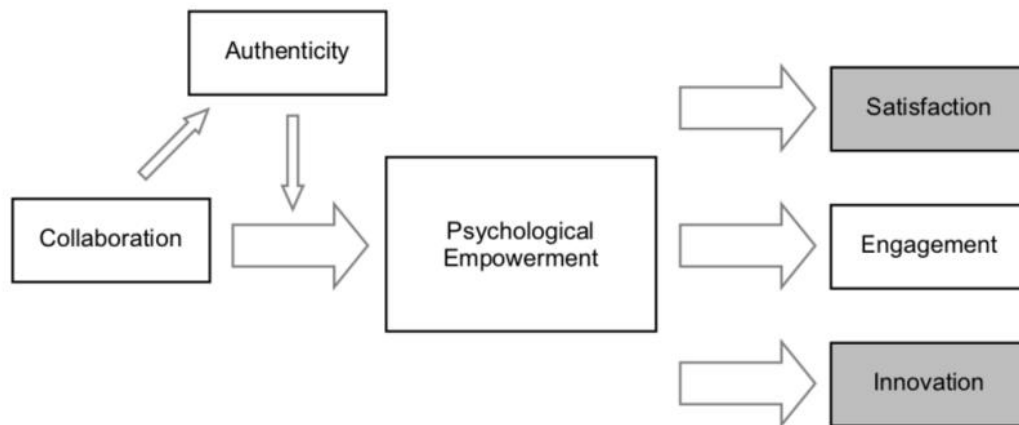
Figure 3. *Empirical relationships between collaboration, authenticity, perceptions of psychological empowerment, and satisfaction, engaged an innovative teacher leader (MacTavish & Kolb, 2006, p. 1382).*

2.2.2 The Dimensions of Engagement

Short (1994) illustrated six dimensions of empowerment. Short cited that, "Empowerment happens when the society provides freedom, autonomy, and choice to employees to demonstrate their personal and professional proficiency" (p. 488). In time past, Short (1994) presented the categories of empowerment from different perspectives: connection to decision-making, the impact made by the teacher, teacher's socio-economic status, freedom and autonomy, availability of professional learning opportunities, and teachers' self-satisfaction. Short (1994) did not openly debate the engagement of teachers as it relates to empowering teachers, but most of the concepts he presented connect to it and were termed engagement. In addition to the work of Short, motivation has been seen as a tool that drives engagement and it is the energy, emotion, and inclination that drives work effectively—and engagement is an externally evident factor that reflects internal motivational phenomena (Martin et

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al., 2017, Martin, 2022). The dimensions of empowerment identify the useful consequences for school leaders and educators, most especially the Human Resource Department. It explicitly acknowledged that educators and HR department leadership should increase employees' involvement in the decision-making process, to increase teacher impact, boost teacher status, increase the autonomy of teachers, and open opportunities for professional learning of teachers in creating positive empowerment (Martin, 2022). The analysis of Short could be transformed into qualitative research which evaluated the concept of empowerment. Therefore, every category of empowerment documented by this scholar has the width and depth for future exploration. Short's (1994) contribution can be likened to the submissions of MacTavish and Kolb, the trio studied other works and researchers to be able to properly debate empowerment. Therefore, the most important and distinct difference between Short's submission and MacTavish and Kolb's was that MacTavish and Kolb emphasized a method to sustain engagement while the study presented by Short just emphasized defining the concept of engagement accurately. Gallup (2023) discovered in his latest research on employee engagement that engaged workers or teams of workers do better than non-engaged teams on key performance indicators. The engaged team's top percentage quartile in work engagement and outcomes looked very impressive when compared with disengaged teams in the lower quartile. Find below some of the indicators and their percentages:

- 81% less non-attendance
- 58% less patient protection events
- 18% less output in high-sales organizations

- 43% less sales in the low-sales organizations

- 41% less product flaws

- 10% higher customer reliability

- 18% higher sales and productivity

- 23% higher levels of profits

To further validate this research, employees tend to be more creative and innovative when properly engaged cognitively, emotionally, and physically and when involved in decision-making. Deloitte's 2023 Global Human Trends survey placed more validity and reliability on Gallup's findings. The study draws on the conclusions made by Gallup (2023), that any organizations with higher workers' engagement and involvement in making decisions regarding organizational change and structure are more likely to experience smooth and positive results internally and externally. In specific terms, the Deloitte survey recommended that engaged workers are 2 times more creative and innovative and 1.6 times more improved than their counterparts and are more likely to embrace organizational change quickly. Hassan (2023) emphasized different ways that employees' engagement can be leveled up through a newly developed employee retention manual.

2.2.3 Connecting Relationships with Empowerment

Work relationships and empowerment are closely related. Positive relationships built on trust can significantly impact an individual's sense of empowerment. Relationships can be connected to empowerment through mentorship and coaching, collaboration, respect, inclusion, and strong supportive personal goals. Rinehart et al. (1998) described

empowerment as the "Right chances an individual has for authority and responsible choice-making" (p. 634). Moreover, Sharp (2012) and Yunus, Sukarno, and Rosyadi, 2021: p. 491 described teacher empowerment as a process whereby school leaders help employees acquire certain skills that can be utilized during decision-making processes that improve them and the tasks they perform.

They acknowledged that some experts depict the empowerment of teachers as, "Participation in administrative decision-making process." This is applied to the procedure when school employees develop the skill, competence, and proficiency to own their growth levels and resolve their challenges. These supporting experiences within the school environment foster the right, power, and authoritative responsibilities when learned skills are exhibited. This study elaborated further by comparing empowerment and job satisfaction, work environment, conflict and conflict resolution, workplace obligations, and organizational structure (p. 635). Many years ago, Rinehart et al. (1998) postulated an extensive positive connection between teacher empowerment and societal influence. They drew a very strong conclusion that the relationship between school leaders and teachers is a crucial one. They also concluded with a backup theory that emphasized observations between the school leaders' trust, social attraction, and expertise-inspired perceptions about the topic of empowerment (p. 645). This research work tried to connect the relationship between school leadership and teaching faculty in school from the teachers' perspectives. The study did not base its questions on empowerment and how it relates to teacher engagement but it relates it to some extent. In connection to the results of this study, it is obvious that perceptions may change based on Rinehart et al study on perceptions. Future

research may look further into another aspect of engagement unlike this study that is fundamental to the teacher population; however, findings do not apply to other sectors except the education sector.

2.3 General Factors Affecting Teacher Work Engagement

Several factors can affect teacher work engagement. Some major factors that influence teacher work engagement include supportive and proactive Leadership. Proactive and supportive leadership provides clear direction, effective pedagogical aspects of teaching, constructive feedback, and scaffolding that can significantly change the entire process of teacher work engagement. Also, professional training development of teachers provides a greater opportunity for continuous learning process and growth, through conferences, workshops, and training seminars which promote, support, and sustain teacher engagement by developing soft and hard skills (Guglielmi et al., 2016). Teacher workload and schools' available resources draw an effective stability between them. The balance between resources and teacher workload cannot be over-emphasized. Overwhelming teacher workloads or lack of relevant teaching materials can lead to teacher disengagement. Teacher autonomy and involvement in decision-making support and promote teachers' sovereignty in their various teaching classrooms. Involvement in decision-making often builds long-lasting experiences and promotes higher engagement of teachers in the classrooms (Núñez and León, 2019). The positive work environment in connection to a positive school culture, where teachers feel more supported and valued, contributes to greater classroom engagement levels. Provision of regular constructive feedback and frequent recognition of service can boost teacher engagement by displaying that the teacher's contributions are

noticed and acknowledged most importantly when the teachers' teaching philosophies and goals align with the school's stated mission and vision; likewise, the teachers' work experiences (Faskhodi & Siyyari, 2018), it can lead to greater teacher engagement. Security of the job and remuneration through compensation for every great work done can contribute to overall teacher-job satisfaction and teacher engagement. The emotional wellness of the teachers prevents stress, anxiety, and burnout. Balance within work-life can influence teacher engagement when displaying their professional duties and could support their mental and emotional stability. Creative reasoning and innovative capacity with effective teaching strategies can stimulate teacher engagement by making the work process more dynamic. Inclusions and obvious diversities cannot be taken out of these factors. A proper focus on inclusive activities and practices; and the appreciation of different diversity enhance the engagement of teachers by promoting purposeful contributions to the system. The different opportunities given to ascend Leadership positions within the school system can also contribute positively to teacher engagement and thereby embrace a sense of ownership and belonging. Rutter and Jacobson specifically identified some other factors that influence teacher engagement. These were discussed in detail in the next sub-chapter.

2.3.1 Specifically Identified Factors Affecting Teacher Engagement (Rutter and Jacobson)

Rutter and Jacobson (1986) acknowledged eleven factors that directly affect teacher engagement in their public school. These factors range from gender, years of teaching experience, and many more **(see Table 1).**

Table 1. *Some Factors Influencing the Engagement Teachers*

General Factors Influencing Teacher Engagement		
*Gender	*School Size	*Convenient Teaching Task
*Years of Teaching *Experience	*Urbanicity	*Encouragement of Creativity
*Sense of Community	*Student Ability	*Teaching Input and Decision
*Collaboration	*School environment	making

The first on the list was gender. It was revealed that women compared to men had a high degree of job satisfaction in schools (Rutter and Jacobson, 1986, p. 18). Both scholars acknowledged that the reason for such engagement may be attributed to the expression displayed by women in their chosen careers. This explanation may define why teaching gives women greater satisfaction in comparison to men. Then, the question of how school leaders would support male gender in the field of teaching remains unanswered. The teaching experience was the second on the table. Rutter and Jacobson (1986) acknowledged that the greater the number of teaching years, the more engaged a teacher could be on his job (p. 18-19). Teachers in turn become more engaged in the teaching environment and invest more time in the field of teaching. Community and collaboration followed as well. They acclaimed that community interactions build trust and good communication. Teaching colleagues to acquire deep knowledge become more coherent and analytical in their field and accept constructive feedback and criticisms. This is beyond support but group success. The method employed by school leaders reshapes the community and improves on societal cultures but the method and methodology may change. Rutter and Jacobson identified school size and urbanicity as important factors because they are interrelated. Urban schools with larger populations and land mass may bring faster teacher engagement. Larger

schools offer more effective resources that could help promote teacher engagement (p. 17). The seventh factor that influences the engagement of teachers as identified by Rutter and Jacobson (1986) is the abilities of the students. The abilities of students in schools can positively or harmfully affect teacher engagement. The competence and professionalism of a teacher have a connection to the abilities of the students they teach. Interactions with high-ability students bring significant rewards (pp. 17-18). Interactions promoted by school leaders may support the teachers' achieved success. With the selected literature, school leaders should also be careful about the composition of students in their various classrooms. Rutter and Jacobson categorized the importance of a meaningful teaching task referred to as a "manageable teaching task". Orderly school environment is the next factor and it falls within the power of the school leaders with the highest impact on teachers' engagement (Rutter & Jacobson, 1986, p. 20). To maintain and remain engaged, teachers should be in an environment with the minimum level of disruption. Many educators believe school leaders should put in place some behavior management strategies beyond mere classroom discipline to maintain teaching and learning as top priorities in schools. Eisele-Dyrli & Bollinger (2016) supported the emphasis laid by Rutter and Jacobson (1986) on how innovation contributed to positive teacher work engagement. By allowing teachers to be creative, they build their confidence in solving complex problems and therefore, promote teacher engagement. School leaders from their end are expected to encourage critical thinking, reasoning, creativity, and innovation, all in turn leading to growth and development. Finally, according to Rutter and Jacobson (1986) and Breevaart and Bakker (2018), teachers were considered "A storehouse of knowledge which may be

sometimes underutilized by school managers". The teachers should be treated professionally in their field (p. 22). Teachers can bring transformation to the school setting through transformational leadership styles on teacher engagement. By evaluating this study, school leaders can promote teacher work engagement by allowing teacher input in the decision-making process. There are some other factors discussed by recent scholars that also contributed to teacher work engagement. One aspect that affects teacher work engagement is perceived to be the organizational support provided. Sudibjo and Manihuruk (2022) stated that perceived organizational support is an approach to the behavior of the organizational behavior that is interpreted as a perception of how organizations place value on their workers as important human resources. Moreover, Chatzittofis et al., (2021) explained that perceived organizational support is the employee's perception of the organization's concern for their psychological well-being. Therefore, when workers receive appropriate and targeted support from the organization, workers will be more involved in what they do and retain maintain sense of belonging to such an organization (Musanze et al., 2020). Another factor that affects teacher work engagement is the type and style of leadership in the organization. Every employee expects a servant leadership style compared to an autocratic leadership style. Servant Leadership puts the workers at the core or center of everything through a people-oriented service so that lower cadre workers grow their potential assume leadership positions and become creative and innovative (Panaccio et al., 2014). In furtherance, servant leadership seeks to support and build the workers emotionally, physically, relationally, and spiritually (Eva et al., 2019). Apart from these factors, meaningful work can also affect

work engagement. Meaningful work comes with value and importance as it relates to individuals (Michaelson et al., 2014). The research piloted by Van Wingerden and Poell (2019) established that Meaningful work on or by teachers positively produces teachers' work engagement in schools. When evaluating and reviewing this study, some of the factors identified by Rutter and Jacobson were within the control of the school leaders. The relationship between resilience and work engagement of teachers can be readily validated by the fact that teachers who successfully navigate through challenges and difficulties of instruction receive maximum satisfaction from their jobs. Hence, teachers become more motivated, satisfied, and engaged in their work (Mansfield et al., 2016; Polat and Iskender, 2018).

2.3.2 Precise Demands and Resources Affecting Engagement

Teachers are the most important element in any educational institution. The teachers are expected to meet the growing needs of the students, most importantly, the advancement in technology has increased the pace of this demand from teachers. School-specific demands may be categorized into numerous categories but the main ones are schools' behavior management challenges, time pressure, and very low student motivation. Education research conducted in many different countries of the world revealed that there has been an increasing workload of teachers and the teaching profession is becoming dynamic and evolving with enormous tasks and challenges (Skaalvik and Skaalvik 2015). Studies have also shown that exhaustion, burnout, and stress in the teaching profession were caused by the workload pressure of time, lower self-efficacy, and behavior management plans of educational institutions. (Skaalvik and Skaalvik 2011a, 2015, 2017a). Behavior management and time pressure are somewhat

included in the possible job demands in today's world. Another identified stressor in the study of Skaalvik and Skaalvik, 2015 was low student motivation. Skaalvik and Skaalvik (2017a) also concluded in their study that the low level of student motivation mentioned can be related to low teacher engagement, low self-efficacy, and burnout (Saloviita & Pakarinen, 2021). According to Klusmann et al. (2008), some other factors that affect the engagement of teachers were presented and they had connections with school explicit resources and demands. To buttress their study, Klusmann et al. (2008) adopted a multifaceted analytical method to explain the similarities and differences between emotional exhaustion and teacher engagement among schools. Their second project research question focused on "how and why school resources and demands made when in jobs determine the engagement of teachers and decide the level of exhaustion and burnout, far above individual teacher attributes" (p. 144). The study mentioned above maintained that there are specifics that are related to school and teachers that can directly impact teachers' cognitive, emotional, and physical engagement and these are not far-fetched. However, job demands can be defined as the physical, social, and psychological facets of a job that require uninterrupted strength and are connected with definite physiological costs. These demands can vary widely depending on the nature of the job (p. 130). These involve the physical exertion required to perform a job, such as heavy lifting, standing for long periods, or exposure to extreme temperatures. They relate to the cognitive and emotional aspects of a job through absorption (Saleem et al., 2018). This can include dealing with high-stress situations, making critical decisions, or handling complex problem-solving. Also included in this category are interpersonal interactions and relationships within the workplace. It could include teamwork,

customer service, or managing conflicts with colleagues or clients. On the other hand, job resources are elements or factors within a work environment that help employees achieve their set objectives, reduce job demands, and promote well-being. These resources play a critical role in enhancing job satisfaction, motivation, performance, and interaction (Klusmann et al., 2008, p. 130). Some common examples of job resources include supportive colleagues that include having co-workers who assist, share knowledge, and offer emotional support a valuable resources. Teamwork and positive social interactions contribute to a healthier work environment. Supportive and understanding supervisors can make a significant difference in an employee's experience. They can offer guidance, feedback, and opportunities for skill development. Feedback and recognition for achievements can boost motivation and self-esteem. It provides employees with a sense of their contributions being valued. Klusmann et al. (2008) asserted that educational institutions with more experienced school leaders had far more engaged teachers." Bakker & Demerouti (2017) buttressed the past submission of Klusmann et al., 2008 on JD-R Theory. They concluded their findings in association with jobs' demands and resources modality, "which confirmed that when resources are related to the engagement of employees, then, demands are in same level connected strongly with employee exhaustion . . ." (p. 146). The principle of job demands is that they sap workers' energy because demands must be met at all costs. On the other hand, the theory of job resources relies on produced motivation. They produce voluntary action in achieving set goals and help with the effects of job demands on workers' wellness and performance. Therefore, it becomes obvious that the more the available resources in any school, the more engaged the teachers would be, all things being equal (Ceteris Paribus).

In other words, the greater the demands from teachers, the greater the level of disengagement of teachers in schools. Engagement and exhaustion can be studied separately because each of them has its peculiarities and features for separate studies.

2.4 Measures of Teacher Engagement

Measuring teacher engagement is important for assessing their job satisfaction, motivation, and commitment to their roles, which can have a significant impact on students' learning experiences. These measures can be broken down into ETS and UWES.

2.4.1 The Engaged Teacher's Scale (ETS)

The Engaged Teacher's Scale is a tool used to assess and measure the level of engagement and commitment of teachers in their professional roles. It provides a structured framework for evaluating various aspects of a teacher's engagement, which is crucial for understanding their job satisfaction, motivation, and overall effectiveness. It involves a Hypothesized scope and dimension for the ET Scale. Each numeral on the original items is recognized with each category listed in brackets, and the example items are listed in the row following. The structure of ETS contained over-arching engagement items laid out in five-level dimensions. This dimension includes: emotional, social (students), cognitive, social (colleagues), and physical. Schaufeli et al. (2006), Rich et al. (2010), and Kahn (1990, 1992) were the first set of scholars to discuss the ETS and this was later developed by Klassen et al. in 2013. This theory was applied by Klassen et al. to depict five dimensions of engagement relevant to measuring the scale of an engaged teacher (**See Figure 4**) (2013, p. 36).
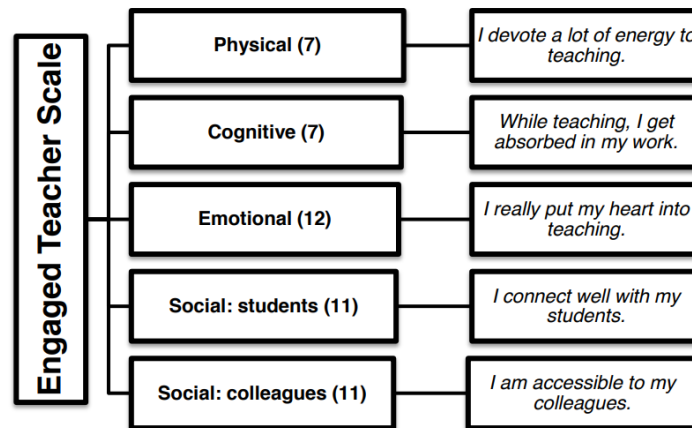
Figure 4. *Hypothesised dimensions for the Engaged Teachers Scale (Klassen et al., 2013, p. 36).*

The development of the ETS by Klassen, Yerdelen, and Durksen (2013) depicted an important stage in the processes defined by Saks (2021). The ETS was designed specifically for the teaching job with some added measures of social engagement with colleagues and students—two important dimensions the researchers considered relevant to teachers' engagement in the classrooms (Klassen et al., 2013). They found that "Engaged Teacher Scale items are distinct, reliable, consistent and valid" (p. 47). Apart from testing the validity of the method used for this study, Klassen et al., (2013) found that teachers' motivation, engagement, and attitudes were directly transmitted to the students. While there are several versions and variations of such scales, a typical Engaged Teacher's Scale may include emotional engagement consists of a dimension that assesses a teacher's emotional attachment to their work. It includes items related to job satisfaction, enthusiasm for teaching, and passion for educating students. The second is physical or behavioral engagement. This aspect evaluates a teacher's active participation and involvement in teaching-related activities. It considers factors such

as classroom management, instructional effectiveness, and the teacher's commitment to providing a stimulating learning environment. The next is the cognitive engagement dimension which focuses on a teacher's mental involvement in their work. It assesses aspects like problem-solving, critical thinking, and the teacher's willingness to adapt and learn new teaching strategies. The sub-dimension is professional engagement. This component examines a teacher's commitment to their professional development and growth. It includes items related to participation in workshops, conferences, ongoing learning opportunities, and colleague and student Engagement that considers a teacher's interactions with colleagues and students (Çayak et al., 2021). It includes items related to communication, collaboration, and the ability to build positive relationships with students. (Klassen et al., 2013). According to the findings of Klassen in 2013, measuring a teacher's work involvement with social interaction with students and colleagues considers the entire aspects of the engagement of teachers (2013, p. 48). This scale can be effectively used in different schools to compare sample populations and the items therein can be used to determine the amount of engagement shown by the teachers in their various classrooms. Klassen et al., (2013) commented that the Engaged Teacher Scale entails the teachers' self-assessment and self-reflection. However, observations can be used to assess a teacher's level of enthusiasm, interaction with students, and overall teaching effectiveness. Observers may look for signs of teacher enthusiasm, classroom management skills, and instructional engagement.

2.4.2 Utrecht Work Engagement Scale (UWES)

UWES is a widely used questionnaire to measure work engagement, including in the context of teaching. One of the largely widely used measures in a research study is the description of engagement with the engagement scale of Utrecht's Work. UWES described engagement as an optimistic and satisfying, state of rest as related to work and characterized by absorption, dedication, and vigor (Klassen et al., 2018). Utrecht studied the connections between work engagement, and well-being of the workplace including job satisfaction and related variables such as socioeconomic status, environment, experience, skills, gender, and preference. The scale of engagement as submitted by Utrecht is a self-administered tool with nine items divided into three sub-scales vigor (degree of energy, resilience, less fatigued, perseverance, persistence), dedication (enthusiasm, passion, keenness, relevance and significance, pride at one's skill, inspiration), and absorption (total concentration, time input, immersion into one's job and job satisfaction) (Wood et al., 2020). Scale- UWES-15 and UWES-17 were available, and the student version utilizes the same sub-scales. A 6-point Likert-type scale (0 = Never to 6 = Always) was used to record the items. These scores are added together to produce the entire engagement scale at work. Higher scores represent a higher level of engagement and lower scores on the scale depict the lower level of engagement. However, higher scores on the scale are products of stress and burnout. This is a product of job performance and customer satisfaction (**See Table 2** Below):

Table 2: *The Utrecht Work Engagement Scale for Self-Rating*

1.	At my work, I feel bursting with energy	(VI-I)
2.	At my job, I feel strong and vigorous	(VI-2)
3.	I am enthusiastic about my job	(DE-1)
4.	My job inspires me	(DE-2)
5.	When I get up in the morning, I feel like going to work	(VI-3)
6.	I feel happy when I am working intensely	(AB-1)
7.	I am proud of the work that I do	(DE-3)
8.	I am immersed in my job	(AB-2)
9.	I get carried away when I am working	(AB-3)
Note: **VI**= Vigour; **DE**= Dedication; **AB**= Absorption		

Klassen et al. (2018) tested the validity of Utrecht's Work and his scale of engagement. In doing this, Klassen et al. (2018) surveyed A population sample of 853 enthusiastic teachers were surveyed in this work. The work comprised two Western countries (Canada and Australia) and three Asian countries (Oman, Indonesia, and China) (p. 322). During the period of analyzing and evaluating the data collected, Klassen et al. (2018) found connections between engagement and related variables such as socioeconomic status, gender, skill, and experience (p. 331). Contrary, teacher work engagement was connected to their teaching job satisfaction (p. 331). Despite the successes recorded with the UWES, researchers recommended further application of the engagement scale to broaden the scope and recognition. Inconsistencies of data collection were avoided for the accuracy of results and the scale should be used for more complex research (p. 318). Furthermore,

there is an aspect for the students, it is known as UWES-9Swhich was initially developed by Schaufeli (2017) and revised by Carmona-Halty et al. (2019). The UWES-9S measures the whole school engagement of students and how it was to be adapted and measured at various levels of school engagement.

2.5 Addressing Teacher Stress and Burnout

Addressing teacher burnout is essential for maintaining a high-quality education system. Schools and educational organizations should implement strategies to support teachers' well-being, provide resources for coping with stress, and create a conducive work environment that fosters job satisfaction and retention. Teacher burnout is a condition of physical, emotional, and mental fatigue that results from prolonged exposure to excessive stress and job-related demands within the teaching profession. It is a significant concern in the field of education and can have detrimental effects on both teachers and their students. Teacher burnout typically manifests as a combination of the following symptoms:

Emotional Exhaustion: Teachers experiencing burnout often feel emotionally drained and overwhelmed. They may struggle to remain patient, compassionate, or enthusiastic about their work. Emotional exhaustion can lead to cynicism, detachment from students, and a reduced sense of personal accomplishment.

Depersonalization: This aspect of burnout involves developing a negative and impersonal attitude toward students, colleagues, and the teaching profession as a whole. Teachers may become detached and view their students as mere tasks rather than individuals with unique needs.

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Reduced Personal Accomplishment: Burnout can lead to a diminished sense of personal accomplishment and effectiveness in teaching. Teachers may doubt their abilities, feel unproductive, and experience a decline in their self-esteem.

Physical Symptoms: Physical manifestations of burnout can include chronic fatigue, headaches, digestive problems, and sleep disturbances. The physical toll of burnout is often a result of the chronic stress associated with teaching.

Cognitive Impairments: Teachers experiencing burnout may have difficulty concentrating, making decisions, and solving problems. Their cognitive functioning can be impaired due to the high levels of stress and emotional exhaustion.

Increased Absenteeism: Burnout can lead to increased absenteeism, as teachers may need time away from work to recover from the physical and emotional toll of their job (Neuber et al., 2021).

Decreased Job Satisfaction: Teachers experiencing burnout often report decreased satisfaction and a desire to quit the teaching profession altogether.

Several factors contribute to teacher burnout, including excessive workloads, classroom management challenges, lack of resources, inadequate support from administrators, and the emotional demands of working with diverse student populations. Additionally, external pressures such as standardized testing and administrative expectations can exacerbate burnout.

2.5.1 Assessing Burnout and Stress Concerning Engagement

More than two decades ago, Schaufeli et al. (2002) evaluated the notion regarding engagement, stress, and burnout; and defined the relationship that existed between both. The scholars assessed and defined burnout as a multi-dimensional concept

involving emotional exhaustion, depersonalization, and an absence of personal achievement (p. 72). When Schaufeli et al.'s study was carried out, it was obvious that there was limited research on engagement but few available studies defined engagement as a concept connected to energy, collaboration, involvement, and efficiency. They assumed in their research that engagement required positive activation emanating from stress, exhaustion, and fatigue to vigor; and identification, ranging from pessimism to dedicated commitment.

To give a detailed description of burnout, Schaufeli et al. (2002) applied Christina Maslach and Michael Leiter's Burnout Inventory (MBI) theory, which has been widely used to measure burnout among teachers. They emphasized the emotional fatigue, depersonalization, and reduced personal and professional accomplishment dimensions of burnout; and how these factors relate to teacher engagement (Maslach & Leiter, 2017). However, there has been a scarcity of studies examining teachers' concurrent burnout, teacher assignments, and teacher engagement profiles. Few studies have recognized teacher engagement profiles (Collie et al., 2015). However, no single past study emphasized strongly on burnout and stress emanating from engagement among teaching professionals. Also, few studies can be identified in elementary, high school, and tertiary educational settings (Salmela-Aro et al., 2017).

Going back to the scale identified by Schaufeli et al., (2002), it was classified based on the meaning given to engagement and the proposed survey items about vigor, dedication, and absorption. They also found out that, "all concepts of burnout and different scales of engagement identified are inversely related" (p. 86). Despite all, It has been identified that individual resources may provide a buffer to the possible

negative connection between the demands of tasks and burnout and the engagement of teachers can then be undecided (Upadyaya et al., 2016; Spini et al., 2017). Thus, subsequent outcomes from various research have made it clear that there exists no positive relationship between work burnout and teacher engagement. They are opposite of each other (Bermejo-Toro et al., 2016). The relationship that exists between engagement and burnout cannot be neglected despite the negative correlation pattern. Irrespective of the increasing level of burnout of teachers when the engagement of teachers is at its peak, both can still be discussed simultaneously (Pyhältö et al., 2021; Hakanen et al., 2018; Schaufeli et al., 2009; Salmela-Aro et al., 2019).

2.5.2 Recommendations for Avoiding Stress and Burnout Teachers and Non-Teachers

In 2018, Hakanen, Ropponen, and Schaufeli conducted research on, "Who is engaged at work". The sample for this study was 30 European countries. It was a large-scale research project. The study aimed to examine dissimilarities in burnout and the levels of work engagement across demographic, and work-related factors, and their comparative significance to work engagement. The methods adopted by Hakanen et al. (2019) in this study were based on 17,897 female and 17,498 male workers from the 6th European Working Questionnaire report collected in the year 2015. The findings of this survey were analyzed using linear regression and dominance analysis was used. Employees in the education industry, service industry, and health industry and those in the primary industry (Agriculture, forestry, and hunting) recorded more extreme work engagement than workers in the transport and manufacturing industry. It was interesting to point out that job burnout was previously mostly pronounced amongst

service professionals because it was believed that there are emotional and cognitive stressors attached. Relational stressors were also identified with these jobs and that was the reason why they carry a lot of work burnout (Maslach et al., 2011). The outcome of the study carried out by Hakanen et al. (2019) displayed numerous differences between the degree of work engagement and firms-related demands. As explained in the paragraph above, employees working in the service industry reported a greater level of work engagement than employees in other industries did. Comparatively, the occupational group and industrial group contributed 68% and 17% to work engagement respectively. The researchers concluded on the need for organizations to focus more on the work engagement of employees rather than putting more energy into some trivial factors. The focus should be on temporary contract employees and in certain economic sectors. However, research on workers' total health and well-being (emotional well-being, social well-being, and psychological well-being) concerning work engagement and job burnout has shown that the positive and negative state of mind and well-being of employees constitute discrete but connected singular dimensions (Schaufeli et al., 2004; Van den Broeck et al., 2017).

Hakanen et al. (2006) in their previous research identified that stress and a low level of engagement are vital concerns in teaching and learning; that suggests that school leaders should make concerted efforts to minimize demands made on the job (pp. 509-510). The plans set up to promote and support the teachers with high expectations demand, improving the overall standard of a school environment and the standard of academic work are the demands placed on jobs for teachers. In a further submission, Hakanen et al. (2006) also encouraged school leaders to provide adequate resources

and equipment relevant to different jobs. Job resources can otherwise increase collaboration, interaction, and support for the teachers. Still, when job resources are increased, it will lead to a greater degree of work engagement, lower levels of stress, depression, burnout, and job commitment (Hakanen et al. (2006), p. 509). In a school environment, it is very well believed that job resources are scarce and alterable but job demands are constantly increasing. Hakanen et al. (2006) concluded and recommended that school leaders and school administrators should apply the findings of the study in their professional development plan these perspectives can be shared in teacher workshops, conferences, seminars, and training programs and this will improve and positively influence their work.

2.5.3 Burnout Associated with Emotional Capability and Social Support

Teachers' emotional intelligence and capability or competence, also known as emotional intelligence or emotional literacy, refers to a teacher's ability to distinguish, understand, recognize, manage, and effectively use their emotions and the emotions of others in educational settings. This competence plays a vital role in the teaching profession and can significantly impact both teacher-student relationships and classroom dynamics. The key components of teacher emotional competence include emotional awareness. It involves the ability to identify and label their feelings accurately, which helps them understand how emotions can influence their actions and decisions. Emotion Regulation is another component of teacher emotional competence. Teachers with emotional competence can manage their emotions effectively. They can control emotional reactions, especially in challenging situations, and maintain composure in the classroom. This skill is crucial for creating a positive

learning environment. This is followed by empathy which is the capacity to recognize and understand the emotions and perspectives of students. Emotionally competent teachers can empathize with their students' feelings and experiences, which fosters trust and open communication. Teachers with emotional competence excel in interpersonal interactions. They can navigate conflicts, build positive relationships with students, parents, and colleagues, and communicate effectively to resolve issues. Emotionally competent teachers offer emotional support to their students. They create a safe classroom for students to occupy and express their feelings, which can be particularly important for students facing emotional challenges. In summary, teacher emotional competence is the ability to navigate the emotional aspects of teaching with self-awareness, empathy, and effective communication. It enhances the overall teaching and learning experience by fostering positive relationships, reducing conflicts, and promoting emotional well-being in the classroom.

Social support is the assistance, encouragement, and emotional help that individuals receive from their social-connecting networks, such as family, friends, colleagues, and larger communities. Social support encompasses various forms of aid, including complex reaction support, practical assistance, advice, and companionship, and it plays a crucial role in promoting well-being, resilience, and coping with life's challenges. Teachers require social support to increase their emotional competence in their jobs.

Recently, researchers such as Fiorilli, Gabola, Albanese, and Pepe (2017), concluded a research on the exploration of the relationships that exist between intelligence and the support that was received socially with the inclusion of the concept of burnout. For better

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evaluation of emotional capability, Fiorilli et al. (2017) collected adequate data using the Emotional Competence Survey (ECS), the Maslach Burnout Inventory-Educators Survey (MBI-ES), and the Social Support Questionnaire (SSQ). Fiorilli et al. (2017) established from their findings that teachers with the greatest degree of work burnout are those with the highest levels of display of negative emotions i.e. those who could not control their emotions and remain emotionally unstable and any little extraneous variable may trigger their display of these emotions. Therefore, they are always full of emotional exhaustion and feelings of disaffection and these two are positively correlated to each other. Therefore, personal achievement and emotional tiredness are inversely correlated (p. 133). Vital findings of Fiorilli et al. showed that teaching professionals who have negative emotions to a greater degree which signifies very little emotional intelligence were more fatigued at their workplace and concluded on their negative perceptions of unsatisfactory levels of social support received (p. 133). Fiorilli et al. (2017) further submitted from the outcomes of their research that school administrators and school leaders should provide positive intervention supports that are targeted toward limiting work burnout in teachers. In specific words, the intervention programs should be directed towards the objectives of increasing the teachers' emotional competence and intelligence, improving the stability of teachers, and reducing work stress and burnout. This will in turn cause a paradigm shift in aiding teachers to learn new materials and utilization of available resources and appreciation of the available support given by the school leaders rather than the focus on the school itself (p. 135). The deductions drawn by Fiorilli et al. (2017) identified the social and emotional causes and elements but Hakanen et al. (2018) highlighted the demands and resources of jobs equally interrelated to teacher work

burnout and engagement. All the scholars involved in these studies presented reliable, objective, and valid scientific research, however, they all provided deeper insights into the various topics handled. Teacher work Burnout and Teacher work engagement are multifaceted compositions of human experiences; hence, different perspectives still exist by different academic scholars. Individuals and most especially teachers become more cautious in the manner in which they invest their excess resources. Experiential researchers have found that employees who experience resource loss devise possible strategies to protect their residual resources and skills (Halbesleben and Bowler, 2007). The major aspect mentioned frequently in literature excerpts is the logjam of resource investment and accumulation (Halbesleben et al., 2014). Most individuals are partial, more thoughtful of resource losses, and less sensitive to the gains of resources (Hobfoll et al., 2018). Hobfoll et al. (2018) illustrated that a loss of resources triggers stress which in turn leads to anxiety and depression. These psychological reactions incentivize people to avoid resource loss.

2.6 The Role of the School Leaders

School leaders play a multifaceted and pivotal role in the educational ecosystem. Their responsibilities encompass various aspects that contribute to the overall success and effectiveness of a school. School leaders are educational visionaries. They develop a vision for their institution's educational goals and direction. They set a clear vision for academic excellence, student achievement, and overall school improvement. They can be said to be administrators who oversee the daily and weekly operations of the school, including managing budgets, allocating resources, and ensuring that school policies and procedures are followed efficiently. In brief, school leaders prioritize instructional

leadership by guiding teachers on curriculum development, teaching strategies, and assessment methods that align with educational goals.

2.6.1 Building Trust and Culture in Schools

Building trust and organizational culture is the desire of most organizations and most have these concepts embellished in their mission and vision statements. These concepts of trust and culture have been the vital keys to understanding the social elements of humanity in any social setting (Erichsen & Reynolds, 2020). Many researchers, social scientists, sociologists, and philosophers relate this to the probability of revamping the present society, both concepts through the responsibility of local societies and joint discussion (Taylor, Nanz & Taylor, 2020, p. 25–28). Trust exists in mutual consent between two people but in most cases, it could be based on preference and bias. It suggests the beliefs about the past and the perceived judgment about the past occurrence that may allow trust between two people or trust in one organization in the coming future. Trust is an important element in any organization as initially described and can be built indirectly through capability, competence, aptitude, integrity, collegial interactions and the organizational culture and management or leadership styles (Kodish, 2017, p.363). Organizational culture emanates from the positive interactions of employees in the organization (Keyton, 2017). This study points directly to the school leaders in promoting, supporting, and sustaining teacher engagement within the school premises in four vital areas-leadership, trust, compassion, and school culture. Ghamrawi (2011) suggested that a reciprocated kind of relationship between school leaders and teachers supports and promotes progressive teacher engagement. The steps required to build such trust were

presented to school leaders in this study in a practical manner. Barr and Saltmarsh (2014) emphasized that school leadership determines the atmosphere of trust for the school through school policies, professional development programs, and mission statements. The study presented by Eldor and Shoshani (2016) identified the content of consideration as a key factor required in the school leaders' responsibilities. Ghamrawi (2011) explained further from his research on the concept of trust between school leaders and teachers that self-efficiency of teachers, positive collaboration, absolute commitment, and collective achievement of school vision and mission and building a mind of sense of belonging emanate from the trust (p. 333). Based on his submission, it was obvious in his study that school leaders can build a trust culture in the organizational environment. Ghamrawi (2011) established further that a positive learning culture and peaceful environment are rooted in trust which supports the teacher in discharging his professional duties with ease. The role of the school leadership team is imperative in developing the teaching and learning processes, developing staff morale, and motivating teachers to understand the system and demonstrate the required strategies that would work efficiently well and improve students' learning process (p. 343). With all these in place, different managerial and leadership traits are developed and teachers can engage in critical and reflective practices and grow further to develop real classroom engagement where students engage more in higher-order thinking levels. Apart from building the school culture through a high level of trust, the school leaders would begin to identify these trust traits in the teachers and would use this to develop organizational ethics. Organizational trust requires the efforts of school leaders to demonstrate and

exemplify moral traits and behavior through the eyes of selfless service to the organization in which they belong (p. 343). However, the study explored building trust in the teachers to grow the teachers into leaders themselves through positive connections. Beyond the connection mentioned above, the study of Ghamwari (2011) also emphasized the building of trust and seeing the positive impact of the trust built through self-efficacy, a sense of belonging, commitment, interaction, and collaboration, and collective shared vision (Ghamrawi, 2011, p. 345). He equated teacher empowerment with inherent factors identified in research focused on promoting and supporting teacher engagement. Teacher leadership and teacher engagement were connected by Ghamwari to expand the knowledge created in the stated and elaborated relationship among teacher engagement, leadership, and empowerment. However, Barr and Saltmarsh (2014) investigated the school leaders' responsibility in promoting, supporting, and sustaining engagement through the perspectives of the parents. Hence, Barr and Saltmarsh (2014) stated that school leaders could also influence parent and student engagement. They established that the school leaders are responsible for determining and setting the 'school tone' and 'school climate' through leadership styles and methods, demonstrated values and qualities (p. 496). Groups of Parents as interview participants for the research study agreed that school leaders play a larger percentage of transformational functions in changing the "school culture through a conscious change in how the parents' engagement is displayed" (Barr & Saltmarsh, 2014, p. 498). Therefore, the responsibility of school leaders is far above the engagement of teachers. It impacts heavily the whole school community. Included in this category are the students,

teachers, parents, community, and education boards. In short, all stakeholders in a school require the effective functionality of the school leaders. This study connects teacher-student engagement to the role of the school leaders and still maintains its focus on parent-student engagement (Ghamwari, 2011). However, the school leaders are expected to build a culture of trust and develop a school culture with much consideration for all stakeholders- parents, teachers, and students. The research conducted by Barr and Saltmarsh (2014) concentrated on the strategies school leaders use in building engagement structures in their schools from parents' perspectives. Ghamrawi (2011) focused on the building of trust among the teachers by school leaders, both categories of research were connected to promoting, supporting, and sustaining engagement among all stakeholders.

2.6.2 Maintaining Positive Teacher Self-esteem

This is essential for creating a healthy and productive educational environment (Loosemore & Bridgeman, 2017). High teacher self-esteem and morale not only enhance job satisfaction but also positively influence student outcomes. The teachers are considered a valuable asset in a school (Henderson, 2020). Workers' negative morale decreases outcomes and productivity, increases absenteeism rate raises costs, and varies employees' behavior towards work and the workplace (Street & Lacey, 2018). A strong positive professional culture of increasing teachers' morale in a school setting is something that helps teachers overcome challenging situations that may emanate in their workplace (Erichsen & Reynolds, 2020).

Following the discussion of culture and trust, the study emphasized the role of the school leaders in building and increasing staff morale and this was hugely debated by

June Million (2005). She was a former director of the National Association of Principals in Elementary Schools; she provided a deep insight discussion on the role of school leaders in building and supporting staff morale amid challenges (p. 16). Million (2005) categorized her research into 8 headings such as "Protect", "Empower", "Praise", "Defend", "Balance-Stress", "Respect", "Celebrate", and 'Incentivise". Million reports how school leaders protect their teachers by protecting them from unwanted negative focus either internally or externally and concentrating on positive measures. To achieve empowerment and reduction in stress, the study recommends that teachers should be involved in decision-making and problem-solving strategies put in place by the leaders and make them resourceful (Million, 2005, p. 17). Million (2005) also suggested the use of humor and praise to motivate teachers and boost their morale. Teachers should also be respected as professionals in their various fields of career and school leaders should defend their integrity always (p. 17). Above all, the teachers should be well rewarded with awards and achievements (p. 17). The article does not investigate how school leaders perceive their role in promoting, supporting, and sustaining teacher engagement, hence, the need for this study but it was obvious from the conclusion drawn by Million, 2005 that school leaders have compassion and a sense of support for their teachers. School leadership teams can positively boost teachers' morale by providing adequate support which is visible and lead them by showing good examples (Morris et al., 2020). School leaders are the influencers of school culture and determinants of the school climate, and they are required to use positive strategies to set the tone of the school environment and the expectations required from the teachers and other staff in the school (Buenvinida & Tamayo, 2020).

A school leader is expected to operate an open-door policy and make himself/herself approachable and physically present on the school premises (Morris et al., 2020). By implementing these strategies, school leaders can create a positive, supportive, and motivating environment that enhances teacher morale, job satisfaction, and overall well-being, ultimately benefiting both educators and students (Bush et al., 2019; Bao et al., 2021).

2.6.3 Nurturing Teachers and Positive School Climate

Nurturing teachers plays a crucial role in modeling the educational experiences and outcomes of their students. Their ability to provide emotional support, encouragement, and guidance fosters not only academic growth but also personal development. Nurturing teachers contributes to a positive school climate and can mitigate the effects of challenging circumstances that some students face. They create an environment where students are open-minded and balanced to take risks, ask questions, reflect deeply, and explore their interests, ultimately enhancing their overall development. The importance of nurturing teachers in education is a well-established concept in educational psychology and pedagogy, and many studies have examined the impact of teacher-student relationships and emotional support on student outcomes. Researchers continue to study and emphasize the significance of nurturing teaching practices in fostering student success and well-being. While nurturing, these teachers also maintain high academic expectations for their students. They believe in their students' potential and provide the necessary support to help them reach those expectations (Brophy, 2010).

This concept focused on the actions school leaders adopted. Eldor and Shoshani (2016) wrote a very recent study that linked school leaders, teachers, and job engagement. The study focused on the phenomena of empathy. Thus, Eldor and Shoshani (2016) discovered the display of empathy and compassion as they relate to the emotional strength of teachers, their job satisfaction, commitment, and creativity (p. 126). On the other hand, empathy and compassion are inverse to teacher burnout (p. 126). However, compassionate and empathetic teachers would relate well with students, build positive relationships, and improve outcomes, student performance, and the growth of the school as a whole. They are good and vital managerial strategies to build up relationships among teaching professionals and this will always align with the school leaders' aims and objectives for improving the performance of teachers (p. 134). Comparing this research with others in the field of educational research regarding the engagement of teachers, it becomes obvious that this study was among the few kinds of research that recognized and identified the significance of the school leader-teacher relationship. Like all humans, teachers have the skills, potential, capacity, and capability to be curious, inquisitive, and full of anxiety. However, teachers can be self-motivated, active, creative willing to learn new skills; and enthusiastic to use their learned knowledge responsibly and to the advantage of the learners (Teixeira et al., 2020, p.104).

2.7 Summary

In summary, this review of related literature examined major aspects of teacher engagement. It covered broad-related concepts to teacher engagement. The reviewed concepts were teacher empowerment; issues affecting teacher work engagement;

methods and measures of teacher engagement with emphasis on the ET Scale and UWES; Burnout concept regarding teachers; and the role of the school leaders with major emphasis on sustained culture and built trust, sustaining staff morale and the development of teachers. The selected literature affirms the significance of the various identified concepts to teacher engagement and the connections that existed between all the chosen concepts and teacher engagement. Excerpts from different literature started with the positive relationships that existed between teacher engagement and teacher empowerment. Various dimensions of teacher empowerment were also discussed and it was affirmed in the literature that an empowered teacher is highly engaged in the workplace. The literature review also discussed further the factors influencing teacher engagement with a discussion of some random factors before emphasizing the 11 identified factors that influence teacher engagement as researched by Rutter and Jacobson. Many of these factors are within the confines of the school leaders and some are within the power of school leaders to achieve. The core center of the review was the analysis and evaluation of the methods and measures of teacher engagement such as ETS and UWES. Some studies emphasised on Engaged Teachers' Scale and some see the benefits of using the Utrecht Work Engagement Scale. However, they both gave an in-depth view of the measures of teacher engagement. Following from the measures was the teacher burnout concept, which seems inverse to teacher engagement. This concept is crucial in this study because of the position it displays within the achievement of the teacher engagement concept. Many studies try to prevent teacher stress and burnout and promote, support, and sustain teacher engagement. This literature review laid a solid foundation in showing the relationship

that exists between both burnout and teacher engagement. To cap it all, the role of the school leaders is also analyzed on how trust is built as well as fostering the school culture and climate. Most available studies were connected to trust and culture, relationships of school leaders and teachers, empowerment, and engagement, and many more. With the past and current literature selected in this study, there is still an opportunity for further research in the field of school leaders and teacher engagement. In a more specific term, this study has selected an array of literature to deal with the issue of school leaders' perceptions of their role in teacher engagement. There is still an open gap for further study about the effect of the impact of school leaders' role in achieving positive teacher engagement on the student's academic performance and many more areas to research. All will contribute to the achievement of positive teacher engagement. This study will have wider coverage in terms of providing school leaders, education administrators, education districts, parents, teachers, and the public with viable information regarding teacher motivation and engagement backed up with adequate and relevant research. The research seeks to answer the following questions:

1. How do school leaders define teacher engagement and its importance within the educational context?

2. How do school leaders perceive their responsibility of promoting, supporting, and sustaining teacher engagement? The primary question is a pointer to the sub-questions:

a) How do school leaders perceive their responsibility of promoting, supporting, and sustaining teacher cognitive engagement?

b) How do school leaders perceive their responsibility of promoting, supporting, and sustaining teacher emotional engagement?

c) How do school leaders perceive their responsibility of promoting, supporting, and sustaining teacher physical engagement?

3. How do school leaders determine what actions to take to support positive engagement? The secondary question is a pointer to the sub-questions:

a) What actions do school leaders take to promote, support, and sustain teacher-positive cognitive engagement?

b) What actions do school leaders take to promote, support, and sustain teacher positive emotional engagement?

c) What actions do school leaders take to promote, support, and sustain teacher-positive physical engagement?

The following chapter emphasizes the methods and methodology of this research. The methods relied majorly on the data collection procedure with emphasis on the sample population, participants of the study, research design, and data analysis techniques while the methodology focused on qualitative research with its analysis based on non-numerical data such as school leaders' perceptions presented through thematic analysis of interviews transcripts, their observations, and experiences (**see Appendix 4**). This simply represents the procedures or techniques used to select, process, analyze, and evaluate the information collected through the interview method.

CHAPTER 3: RESEARCH METHODS AND METHODOLOGY

3.1 Introduction

This study emerged because of the need to investigate the human experience and their perspectives. In this study, school leaders' beliefs of their obligation to promote, support, and sustain the engagement of teachers and the strategies they take to achieve this. It depends heavily on the perspectives of school leaders and strives to understand through a qualitative technique, but not to quantify. Since this study relies so much on the experiences of human and human perspectives, it is imperative to understand through a qualitative method so that related themes can be generated. The qualitative method in this research is composed of interviews with school leaders. Transcriptions, coding, and categorization to reveal and generate related themes required for data analysis would follow the interview sessions. Entrenched within the research questions, aims and objectives were applied from William Kahn's renowned theory on engagement. This chapter presented the justification for the research as designed through an appropriate methodology and methods. It provided detailed information about the instruments used in data collection, the adopted sampling technique, participants' descriptions, and role of the researcher, ethical issues involved before the description of the research methodology, the method of analysis of collected data, and validation procedures. The study investigated deeply into the school leaders' perceptions of their role in teacher engagement in high schools in the Chaoyang District of Beijing. The chapter concluded with the methods involved in reporting the findings and the research management plan. The research questions contained three primary questions and three secondary

questions (sub-questions). The sub-questions applied to William Kahn's engagement theory justified the dimensions of the engagement of teachers by school leaders' perceptions and programs or strategies they take to achieve positive teacher engagement. Cognitive engagement considers the absorption of teachers in their work and focuses on attention; emotional engagement is associated with the feelings of teachers, the emotions they display while at work, and the empathetic connection of teachers (Kahn, 1990). Physical engagement was expressed by Kahn as teachers work with intense passion by becoming physically present in classroom tasks (p. 700). The exploration pattern for this study as earlier said applied qualitative techniques and approaches using the interview method.

Listed below are the project research questions created for this study:

1. How do school leaders define teacher engagement and its importance within the educational context?

2. How do school leaders perceive their responsibility of promoting, supporting, and sustaining teacher engagement? The primary question is a pointer to the sub-questions:

> **a)** How do school leaders perceive their responsibility of promoting, supporting, and sustaining teacher cognitive engagement?
>
> **b)** How do school leaders perceive their responsibility of promoting, supporting, and sustaining teacher emotional engagement?
>
> **c)** How do school leaders perceive their responsibility of promoting, supporting, and sustaining teacher physical engagement?

3. How do school leaders determine what actions to take to support positive engagement?

The secondary question is a pointer to the sub-questions:

a) What actions do school leaders take to promote, support, and sustain teacher-positive cognitive engagement?

b) What actions do school leaders take to promote, support, and sustain teacher-positive emotional engagement?

c) What actions do school leaders take to promote, support, and sustain teacher-positive physical engagement?

3.2 Rationale and Description of the Methodology

The methodology adopted for this research was a qualitative approach. This becomes important for the aims and objectives of the research to be met. Due to the philosophical and theoretical principles guiding the research process, the chosen methodology was adopted. Using the qualitative methodology was the most suitable and appropriate methodology for this research. This study aims to understand the perception of school leaders' responsibility of promoting, supporting, and sustaining overall dimensions of engagement and to explore the actions and strategies of school leaders in promoting, supporting, and sustaining the positive engagement of teachers in the school. This study expanded the researcher's knowledge about the present and past experiences of school leaders in the engagement of teaching and support-teaching staff. Teacher engagement that is studied through aspects of the school leaders' perspectives must generate a deep understanding through the shared experiences of the experienced school leaders already selected for this study. To achieve this, a grasp of individuals' shared knowledge and

experiences is necessary to develop effective policies through effective practices geared toward gaining greater assimilation of them (Creswell & Poth, 2018, p. 60). The application of the method used in this research retained the greatest advantage to the researchers because it provided a collection of adequate data required to understand and explore human experiences. However, the researcher examined the collected data and labeled them into six themes generated for discussion on research question 2. Research question 2 was about how school leaders perceive their responsibility in promoting, supporting, and sustaining teacher engagement, and seven themes were generated for discussion on research question 3 which were the actions taken by school leaders in promoting, supporting, and sustaining teacher engagement (Creswell, 2014, p. 195). The qualitative approach used depends on 'interpretivism' or 'social constructivism'. Social constructivism is built on the view that all human knowledge shows meaningful reality which is dependent upon human practices emerging from collaboration and interaction of human beings and their environment (Crotty, 1998:42). Knowledge is created in the human being when evidence arises with current knowledge that developed through human experiences (Wikipedia, 2013). An interpretive approach emanates from the fact that the society is ontological which is different from the natural world, and requires specific operational tools to be understood (Haddadi et al., 2017, p. 1082). Human interpretations cannot be categorized as subjective irrelevancies that can be put off when observing phenomena objectively (Thompson 2017: 11). Social constructionism considers the view of interpretivism that significance is created by human actors and shares the same objectives of the understanding of lived experience. However, social constructionism is different from interpretivism because it

emphasizes interactions of human knowledge. Social constructionism and interpretivism have expounded ideas of what makes a valid and reliable research design (Aldridge 2018, p. 246). It places much emphasis on the thematic analysis by way of looking for emerging and related themes in conducted interviews or some other data to understand a phenomenon. Phenomenology discards the assertions of interpretivism and social constructionism in that one cannot get above cultural awareness in our experiences of the world, aiming unequivocally to understand phenomena, as they seem to the conscious minds or the immediate experience. All phenomena emanated from antecedent events, we can, however, differentiate within the intricacy of the social system relations among consequences, antecedents, and observed phenomena. One major disadvantage of the interpretive approach such as phenomenology assumes subjectivity in its effort to understand the concept of reality through the subjectively constructed nature of this methodology (Thanh and Thanh, 2015, p. 25). Secondly, it could also create an avenue for researcher bias. Nevertheless, according to Thanh and Thanh (2015, p. 25), objectivity can still be possible when research is conducted on human behavior. However, when a "social constructivist" approach is adopted, it would be easy to determine what is true and may adapt to this erroneous view. This is the most pressing challenge of this approach but interpretivist-social constructivists are more concerned about the reliability, objectivity, authenticity, and justifiability of their findings (Chapman 2018, p. 3; Baggini 2017, pp. 25, 113ff, 164).

3.3 Context of the Study

Chaoyang District, Beijing where the research took place is an urban city with a developed infrastructure. The school leaders selected participated from four different

high schools in the district. As mentioned in the first chapter of this study, Chaoyang District is known for its fast-growing nature with excellent infrastructure that could compete with any major cities in the world. The District of Chaoyang in Beijing is made up of international high schools and Bilingual high schools with numerous international and Chinese students from different cultures, backgrounds, and socio-economic statuses. There was an urge to find out more about teachers' cognitive, emotional, and physical engagement from the school leaders' perspectives. How they promote, support, and sustain teacher engagement and the strategies they use in achieving teacher engagement are crucial because the teaching job is becoming more complex and requires a radical change in teachers to be able to meet the challenges and improvement of teaching in the 21st Century. Hence, teachers' cognitive, emotional, and physical engagement were chosen to achieve these burning issues and their validation. This provoked the researcher and other school leaders in the district of Chaoyang to investigate how the topic of teacher engagement can be promoted, supported, and sustained for high school teachers' better performance in classrooms. Students are at the center of it all. Most schools in China have engaged in a series of professional development of teachers in many areas but all to no avail. These PDs were developed to support the skills of teachers and foster better academic progressive achievement among students (Min. of Edu. of the People's Republic of China, 2022), but sometimes the different professional development put in place by schools are not enough to develop the entire engagements in schools. Teacher engagement has been seen as a vital attribute that creates and develops the teachers' styles of teaching and promotes deep learning among the students (Molly, Dingel, & Aminul 2014). An important part of the perspective

is that the study is post-COVID-19 Pandemic and schoolteachers have returned to on-site teaching rather than remote teaching and learning. The impact of online education on students has been dramatic. Teachers' morale, motivation, and engagement were highly affected due to the new normal style of teaching during the pandemic period. Hence, a need to re-energize and incentivize teachers to have more impact on students through effective engagement. Domains of teacher engagement in these three phases are expected to raise students' academic scores, skills, and progress, in high schools. However, there were some assertions that some high school students thrived during the pandemic period due to the portfolio of evidence (POE) support they got from their various schools. Teachers and school leaders were very careful and mindful of strategies used for discussion of the different topics and completion of curriculum as stipulated by the examination bodies. Apart from students' low academic performance, behavior management becomes a crucial element for success because most students find it difficult to adapt to school rules and regulations. School leaders and teaching teams were confronted with new teaching procedures to return the students to the status quo. The school district education board was provided with the findings of this research to help ameliorate some of the challenges they face concerning teacher engagement. The general aim of this study was to gain a comprehensive understanding of school leaders' perspectives on the definition and significance of teacher engagement within the educational context, contributing to a deeper comprehension of the role of leadership in fostering effective educational environments. To understand the perception of school leaders' responsibility of promoting, supporting, and sustaining teachers ' overall engagement and to explore the actions and strategies of school leaders in supporting,

promoting, and sustaining positive engagement of teachers in the school. The objectives of the study include:

1. To explore and analyze how school leaders conceptualize and define teacher engagement, as well as to understand their perceptions of the significance of teacher engagement within the broader educational context.

2. To assess how school leaders perceive their responsibility of promoting, supporting, and sustaining teachers' cognitive, emotional, and physical engagement.

3. To assess the impact of school leaders' actions and positive promotion, support, and sustenance of teachers:

   - cognitive engagement
   - emotional engagement and
   - physical engagement.

3.4 The Research Design

This research was designed with an effective framework of research methods and methodology with effective research techniques to be able to provide answers to the various research questions formulated for the study. Research design fosters the research processes to achieve suitable results on the subject matter and prepare adequate recommendations for further research. The study used a qualitative research methodology and design to explore the aims, objectives, and research questions formulated for this project.

3.4.1 Participants

The suitable participants for this study were ten school leaders from four different selected high schools in the Chaoyang District of Beijing. There were no inclusion or exclusion criteria in the selection because the leaders were the total number of leaders in the schools selected ranging from the assistant principals, principals, head of school, and the directors of the selected schools. In terms of gender, the selected schools were represented fairly and they were identified as males and females. The school leaders for this study had years of leadership and administrative experience ranging from six (6) years to fifteen (15) years in Chaoyang District. In agreement with the chosen research methodology- the qualitative approach, the participants were included based on their leadership positions in the selected high schools. The inclusion or exclusion criteria for the selection of schools were based on pure international high school, embassy high school, bilingual international high school, and pure Chinese high school. The selection of the high schools was done using a focused sampling technique (Merriam & Tisdell, 2016, p. 96). Merriam and Tisdell (2016) submitted that a focused and purposeful sampling adopts the idea that the researcher wants to explore, understand, and gain clear insight about a chosen phenomenon, and thereby make a selection of an appropriate sample of participants that can provide adequate information for which the research questions can be answered and handful knowledge can be gained (p. 96). Purposeful sampling requires the selection of participants based on certain qualities or positions required for the research. They are criterion-based sampling which is the bane of this research about school leaders (p. 97). A "unique sampling" was adopted with school leaders serving as a criterion, the number of administrative experience as another

criterion, and the selected school as the final criterion were the purposeful sampling techniques of the study. It was very evident that the four selected high schools had leaders that fulfilled all the criteria and thus, it was certain that no school leaders in the chosen schools were left out of this study. Hence, the reason for the statement that "No inclusion/exclusion criteria involved". Therefore, the school leaders' perspectives on their role in promoting, supporting, and sustaining teacher engagement were enriched and unique. In summary, see below:

- School A- 1 Principal and 1 Head of school.
- School B- 1 Principal and 1 Assistant Principal.
- School C- 2 Directors, 1 Executive Principal, and 1 Assistant Principal.
- School D- 1 Principal and 1 Assistant Principal.

3.4.1.1 Selected Sample Schools

There are so many high schools in Chaoyang District. These schools can be categorized into four headings such as pure international high schools, embassy high schools, bilingual international high schools, and pure Chinese high schools. Therefore, the selection of the four chosen schools was based on these categories. One school was selected from each category for proper findings and validation of the research outline (**see Appendix 5**).

Table 3. *Selected Schools*

Schools	Type of school
School A	Pure International High School
School B	Embassy High School
School C	Bilingual International High School
School D	Pure Chinese High School

3.4.1.2 Selected Sample School Leaders for Interviews

School leaders participants included all the ten school leaders in the four schools selected (**2 Directors, 4 Principals, 1 Head of school, and 3 Assistant Principals**). There was no inclusion or exclusion criteria in this category. The school leaders agreed to be part of the survey. They were allowed to participate in the interviews after they had read the information sheet and signed the consent form (**see Appendix 6**). The school leaders were invited to interview sessions arranged by the researcher. This was successfully executed because the school leaders gave their permission (**see Appendix 3**) for the interview to be done in the leaders' various offices or school interview rooms depending on their convenience. Kahn William's Engagement Theory was entrenched within the research questions for this study and the semi-structured in combination with open-ended interview questions were designed to meet the aims of the study (**see Appendix 7**). The researcher examined the school leaders' perceptions through the principles of William Kahn (1990).

Table 4. *The Population of School Leaders for Interviews*

Schools	Number of school leaders	Portfolios of school leaders
A	2	1 Principal + 1 Head of school
B	2	1 Principal + 1 Assistant Principal
C	4	2 Directors, 1 Principal + 1 Assistant Principal
D	2	1 Principal + 1 Assistant Principal
Total	**10**	**2 Directors, 4 Principals, 1 Head of school and 3 Assistant Principals**

3.5 Instruments Used for Data Collection (Primary Data)

Clark & Watson (2019) emphasized the effective use of data collection instruments to create absolute validity. The purpose of using an effective and efficient data collection

instrument was to create objectivity, reliability, replicability, and validity for the research study (Aldridge 2018). In the depth of this study, the researcher consulted the participants using purposeful sampling methods as initially mentioned, and the study participants were confirmed through a recruitment protocol (**see Appendix 8**). The sampling enabled the criteria that all the participants for this study would be school leaders from the position of assistant principal upwards. Participants were from four high schools in the Chaoyang district based on the type of high schools. All school leaders selected worked in the Chaoyang District of Beijing. The researcher determined the sample population concerning the selected schools and school leaders through a sample clarity document (**see Appendix 9**). The importance of the sample clarity document was to draw a plan for the participants. The purpose, aims, objectives, and significance of the study were introduced to the participants as well as all the vital information concerning the research and how the interviews were to be conducted. The consent form was administered to the school leaders for their signatures and granted permission (**see Appendix 3**). An overview of the study was introduced to the participants regarding confidentiality, anonymity, the use of numbers instead of participants' original names, the duration of the interviews, and the opportunity to do a follow-up task. Upon the completion of all the paperwork concerning the seeking of consent, the interviews began immediately. The interview questions built for this study were open-ended and semi-structured type (Creswell, 2014, p. 191). The Scheduled questions in the interview document stayed focused to evaluate the different data collected. The interviews were completed within a space of eight weeks to retain and maintain the credibility and validity of the interview transcripts. During the process of

the interview, a clarification document was provided to every school leader to have better access and clarification about the questions asked and the concepts involved (**See Appendix 7**). The responses of the school leaders were recorded using a tape recorder and an iPhone for proper audio recording. The recorded responses were later transcribed into words to observe the meanings and patterns that emerged from the interviews. Initial codes were created to represent the meaning and patterns seen in the data and interesting excerpts with the same meaning were identified within the codes. The codes were collated with supporting excerpts before they were grouped into themes using Delve qualitative data analysis software (http://www.delvetool.com). This was done to discover the relevant themes and repeated patterns generated from all the responses of school leaders' interview transcripts. The repeated patterns (themes) discovered from the interview transcripts were very important to the success of the study. The interview recording clips were properly stored on the researcher's iPhone and protected by a strong passcode for effective security. The recordings were also stored in a personal hard drive disc to serve as a backup copy, stored and locked up in the researcher's home. A backup professional transcriptionist service was employed so as not to omit any vital items in the recorded interviews. **Appendix 6** contained the interview introductory information sheet for participants and **Appendix 7** contained the interview-focused questions relevant to answering each of the project research questions, as well as the sub-questions formulated in this study. In addition to the use of tape for audio recording during the interview meetings, summary notes were also kept during the interview sessions to serve as a backup device in case of any poor recording or faulty state of the recording device which might lead to loss of vital information (Creswell, 2012). Interviews

are efficient research methods often used to collect data for any qualitative research methodology. Above all, each interview session lasted for a total of 30-40 minutes.

3.6 Role of the Researcher

The role of the researcher in research cannot be over-emphasized. The researcher's role in dealing with qualitative research was to access the thoughts, perceptions, and feelings of research participants. It is not an easy task because it involves investigating some personal beliefs and opinions. Getting opinions of people on personal issues or perceptions requires a great deal of effort. It also involved asking about present issues or diving into reliving participants' experiences of the past which are difficult most times. However, the collection of data involves the primary data method and the process requires the researcher's ability to protect the participants by maintaining anonymity and confidentiality of the data collected and by using numbers instead of participants' real identity. Proper mechanisms for such protection were identified by the participants. Any researcher who is new to carrying out research involving the use of a qualitative methodology is expected to read widely and seek support from any known or unknown experienced qualitative researcher before proceeding with their project. Qualitative research involves the ability to establish close relationships. The researcher must be proficient in formulating interview questions and must be an intuitive thinker. The qualitative researcher of this study was able to articulate the findings and represent opinions appropriately.

3.6.1 Researcher's Personal Interests, Bias, and Values

The researcher's attention to the topic of the engagement of teachers and the school leaders' responsibility and actions required from school leaders started from my

experience as a subject teacher and as a member of the middle management team (MMT). I have worked in many international high schools and I have seen the impact of school leaders on teacher engagement. So many leaders I have worked with left the matter of teacher engagement unattended and the impact fell hugely on the students. I have also seen some who paid attention to teacher engagement and developed policies to support it and the results come out positively. While working as a subject teacher and as a head of department, teacher engagement has been, what I looked forward to because a highly engaged teacher will always deliver the best strategies, support, and resources needed in the teaching-learning process. As a future school leader, I intend to delve into the matter of teacher engagement to gain insight into this topic and learn from my predecessors. During my years of working as a subject teacher, I always looked forward to professional development programs channeled toward my cognitive, emotional, and physical engagement with the students. Most of the school leaders I have worked with differ in terms of what their focuses were. In worst cases, some school leaders never pay attention to the teaching personnel. All they do is to grow the population of the school to the detriment of the teachers. The school leaders' beliefs and values were different. Every school leader at different times used different strategies to achieve a teacher engagement plan. Despite my interest in this topic, I maintained my focus and took caution of my personal biases and values in affecting the outcomes of this research. As a head of faculty, I strongly believe that school leaders in the effective discharge of their functions and roles should promote, support, and sustain positive teacher engagement for the effectiveness of the teaching professional.

In objective discussion with many colleagues, it was obvious that almost all the teachers look forward to the school leaders' participation in teacher engagement practices. Hence, the researcher has developed an interest in the actions that promote, support, and sustain teacher engagement. Consequently, it was important to check my biases to guarantee validity and reliability (Merriam & Tisdell, 2016, p. 16). For an extensive guarantee of the study's reliability and validity, the process of epoché was applied. It is a Greek term used to depict abstaining from generalization ((Zahavi 2017, 66–67, 172). The researcher's biases were properly organized and put aside from disturbing the process of understanding the school leaders' perspective of their role (Merriam & Tisdell, 2016, p. 27).

3.7 Data Analysis

An important step required in the analysis of data is the assertion of "epoché" which means the suspension of judgment or process of bracketing". The first requirement in this data analysis is for the researcher to reasonably retain an open-minded principle during the period of data collection to avoid bias or data contamination with beliefs and biases (Terrell, 2015, p. 167). The researcher's experiences and beliefs are enormous as a high school teacher and a faculty head. He feels experienced and responsible in promoting and supporting teacher engagement in his faculty and used strategies within the faculty to engage the teachers in a small way. By fulfilling "epoché" consideration, an audio recording gadget was used for recording the interviews an organized transcription. The transcribed data was checked alongside the audio-recording content of the interviews to avoid loss of any data. These were done after the completion of all

the interview sessions. This provided the study with an "overall sense of data collection and deep reflective processes" (Creswell, 2014, p. 197). It also allowed the transcribed data to be double-checked. The study employed "horizontalization" which is a process by which collected data were reviewed with equivalent information before unifying and generating it into themes and applying it to a larger value (Merriam, 2009). At the same time, the coding of data resumed. Rossman and Rallis (2012) explained coding of data as the method of unifying the data, which could be pictures or even text by the use of bracketing the chunks and writing words signifying a classification in the margins. Delve qualitative coding software was used to collate repeated themes from the raw data of the interviews. In Delve coding, the actual language of the participant was recorded instead of using random words (Creswell, 2014, p. 198). This allowed relevant and repeated themes to emerge from the exact interviewees' main words and that made the coding real without bias (Creswell, 2012). Afterwards, I uploaded the line-by-line into the Delve coding software tool and the software coded the imputed data into axial coding by breaking down main themes into sub-themes for clarity and easy understanding for analyses. The use of emergency educational slang and unwarranted acronyms was avoided when this process was applied. All coding was done on my personal computer, which has strong security password protection. By utilizing a line-by-line and Delve coding tool, the authenticity of the data was kept and the perspectives expressed by the school leaders on teacher engagement were maintained. According to Thirsk and Clark (2017, p. 4), researchers should be careful of mixing up personal beliefs and biases with well-composed study outcomes, the bracket must be revealed (Thirsk and Clark, 2017). Throughout the transcription and coding process, related featured codes to Kahn's

theory of engagement were selected and built into different themes. The patterns and themes generated from codes were grouped, and arranged in charts, depending on where they occurred in the interview transcripts. Similar codes were merged and unrelated codes were removed (Creswell & Poth, 2018, p. 61). The generated themes from Delve qualitative coding software were categorized into six themes for Research Question 2 and seven themes for Research Question 3 based on the code classifications (Creswell, 2014). Axial coding technique was later adopted which allowed for the emergence of primary themes broken down from the main theme which emphasized the school leaders' perspectives and role in achieving the aforementioned dimensions of the engagement of teachers. After completion of the generation of themes and categorization, then, a descriptive summary of the school leaders' perspectives based on their role, beliefs, and experiences in promoting, supporting, and sustaining teacher engagement was written and the outcome was used to support the school district and school leaders to develop pra ogram that would promote teacher engagement in their schools. The detailed argument of themes relating to one another and supporting the relationship is what the description path described and sometimes pictorial illustrations are required for such relationships to be described. The researcher's conclusive task in the section on data analysis involved the explanation of the data collected through qualitative research findings and interpretations. The process thoroughly involved an evaluation of the information collated (Creswell, 2014, p. 200). The researcher's aims and objectives are broadly illustrated in this study.

3.8 Ethical Issues and Consideration

Consideration given to ethical issues in research guarantees the objectivity, reliability, and validity of any study. These considerations enhance the generalization of findings and protect the rights of the participants. Thus, the integrity of the study was maintained from the start to the end. Some of the ethical issues considered in this study include confidentiality, anonymity, informed consent, dissemination of findings, and data fraud detection (Baud, 2013). Research ethics are vital for the rights, dignity, integrity, and honesty of the research participants in the community. To get accurate data from this study, the school leaders were provided with the assurance of using numbers and letters to represent their original names and schools respectively for assured confidentiality and anonymity of data (Calahan, 2019). The safety of the data and the protection of the participants' rights lie on me as the researcher. Hence, the a need to protect the identities of the school leaders used as participants in this study as well as the schools used for the study and district as well. The researcher achieved this because the researcher himself conducted the interviews. None of the information collected from the school leaders' interviews was exposed to a third party. In the course of the interviews, my personal beliefs and opinions did not filter into the conversation with the school leaders on teacher engagement because I tried to maintain the role of mediator in settling disputes; so as not to skew the data. The school leaders in the chosen school agreed through voluntary consent when the content of the research was introduced to them. Permission was taken from the General Supervisor of Selinus University of Sciences and Literature after the research proposal was approved (**see Appendix 10**). The gatekeepers of the selected schools agreed with the data collection processes. All ethical issues were

completed before the research processes were assumed and the research ethics were maintained throughout the entire research process (Brooks et al., 2014). To cap it all, the entire interview data was destroyed immediately grading of this study was completed.

3.9 Piloting

A pilot study is the first vital step in any educational research process. It is carried out externally and internally by making it independent of the real study and by including it in the main study of the research design respectively. A pilot study is used for a pilot run in preparation for the main study whenever there is a need to collect data (Polit et al., 2001: 467). In the course of this study, I conducted a trial run of my interview questions with teachers who were not included in my sample population. The school leaders' interview questions were piloted with three randomly selected teachers in different high schools. The chosen teachers gave their feedback after the sessions. The teachers enjoyed the way the questions were arranged and the structure of the open-ended questions that gave enough room for the expression of opinions and experiences. They were quick to have a good grasp of the focus of the research but they found it difficult to display expected qualities of school administrators because they are not in such positions. The teacher was able to identify some areas of the questions that should be redesigned and reordered based on the linkage of the questions procedure. These were beneficial to the real interviews and made the process smooth. The teacher enjoyed the questioning process but requested that the number of questions be reduced (Deem et. al, 2016). During the pilot interview periods, the teachers discovered that some of the questions were duplicated and some questions were too ambiguous, complicated, and required reframing and restructuring. The researcher took the feedback given very

seriously and corrected the overall questions reducing the expected errors in the main study.

3.10 Institutional Review Committee

Selinus University of Sciences and Literature granted permission for this study. The institution relies on students' abilities to carry out independent research. The University looked up to the students' creativity through distance learning programs. The Selinus University Team permitted the research topic after the research proposal was submitted and approved by the General Supervisor (Uniselinus). This dissertation study aligned with my course of study and it is in alliance with SUSL approval requirements since confidentiality and anonymity were implemented; numbers were used to represent school leaders' names and alphabets were used to represent the schools' names.

3.11 Validation

Data validation involves investigating the quality and accuracy of data collected for any research before proceeding to analysis and evaluation. It not only guarantees the accuracy alone but also endorses the comprehensiveness of the data collected. However, the validation of data consumes a lot of time and makes the process of analysis go down. In significant contrast to this, qualitative research includes interviews and behavioral studies that could be prone to incompleteness of data or sometimes poor-quality data due to its methodology (Morse, 2020). This is because of the pre-assumption that data collected through this method are most times inaccurate due to the lack of objectivity of observational studies. Therefore, it is imperative to validate the data collected through interviews and other observational studies by introducing relevant interview questions

with objectivity to limit inaccuracy. The questions were bulletproof and standard mechanisms were put in place to guarantee data reliability (Grossoehme, 2014). Hence, the reliability of qualitative research depends on its consistency (Leung, 2015; Grossoehme, 2014). The validation of this study was essential because of the application of viable methods to reinforce the study's reliability and validity. The first was that the biases were clarified (Creswell, 2014, p. 202). As regards epoché, the beliefs and experiences of the researcher on teacher engagement were separated when the school leaders were being interviewed. The researcher also left some time for reflective practices which were extensively done concerning the research topic. During the period of analyzing the data, the accuracy of the interview transcriptions was ensured and the transcriptions were done judiciously with no error of omission. A professional transcriptionist was also involved for accuracy. The audio recording of the interviews was repeatedly transcribed to minimize errors to the lowest level and the transcribed version of the interviews was accurately checked with Delve qualitative data coding software to generate relevant and related patterns and themes. The focus of this study was on a qualitative approach to describing the findings of this study. Merriam and Tisdell (2016) stated clearly that deep explanations made up the study in terms of its context, and the extent of the match between the readers' experiences and the context was determined in the study (p. 259). Member checks were carried out after the biases were identified and discussed, transcriptions were checked, and codes and themes were determined. Member checks were done to ascertain the internal validity of the study. This also helps to ensure that the researcher has a deep understanding of the phenomenon as stated by the study's interviewees (Merriam & Tisdell, 2016). This

allowed the researcher to get back to the study's participants to ask about uncertain explanations and seek clarifications of the findings (Merriam & Tisdell, 2016). Thus, the school leaders were asked to validate the explanations based on their experiences as they relate to their leadership positions. This check occurred before the final interpretations were analyzed.

3.12 Reporting the Findings

The report of the findings was written in the form of a combined report that presented the importance of the phenomenon. The findings were the vital structure of the research (Creswell & Poth, 2018, p. 62). The study's focus was maintained on the perspectives of the participants. The school leaders' perceived roles were expressly discussed during the interviews. The study provided a detailed analytical picture of the themes and sub-themes generated. They presented a more essential structure to the study (Creswell & Poth, 2018, p. 62). Hence, to comment on the 'importance' of the school leaders' perceived responsibilities in the engagement of teachers and the actions required of them to promote, support, and sustain it, the study displayed a mixture of texts and structural explanation, as emphasized by Creswell and Poth. Text description gives a narrative that clarifies school leaders' perceptions of a phenomenon and focuses on the experiences of the participants while structural description is the primary analysis of the data displayed. It gives an in-depth analysis of the connections that exist among the cultural, social, and emotional interrelationships to what the participants explained (2018, p. 60). The emergence of the themes from the transcription gave rise to the descriptions of the findings. Readers of this study got a good grasp of the core findings of the study without stress due to the deep descriptions. For further illustrations of the results of this study,

tables, figures, and charts were used as models to display visually the relationship between themes generated and how they connect to William Kahn's past evidence of the theory of engagement.

3.13 Summary

In summary, the qualitative study investigated the school leaders' perceived roles in teacher-classroom engagement issues and the actions school leaders take to promote support and sustain it. The study took place in an urban district of Chaoyang with ten different high school leaders. School leaders' participated in open-ended, semi-structured, interviews (Creswell, 2014, p. 191). The interview sessions, in the school leaders' offices, happened within a space of eight weeks (two weeks in each school for two school leaders) to maintain reliability, credibility, validity, and application of interview procedures and consensual permissions as attached in the study's appendices. The qualitative research findings in this study were reported in a more detailed description to reflect school leaders' perceptions of their role in promoting, supporting, and sustaining teacher engagement in high schools in the Chaoyang district. Throughout the process of this research, epoché was applied to ensure validity because the researcher's biases were organized and bracketed. Finally, the third chapter describes a summary of research methods and methodology used in the data collection process. The information about the participants was provided in this chapter and the inclusion or exclusion criteria for selection of participants for interviews and schools were explained. Chapter 3 ended with the data analysis method, ethical consideration in the research, validation, and reporting of the findings. Chapter 4 concentrated mainly on the analysis and discussion of the findings based on the generated themes and sub-

themes from the school leaders' interview transcripts as presented by Delve coding software, and the review and analysis of the generated themes and sub-themes concerning Kahn's theory of engagement.

CHAPTER 4: RESEARCH FINDINGS- ANALYSIS AND DISCUSSION

4.1 Introduction

The previous chapter outlined and explained the data collection method; the research methodology; and the data collection methods and analysis. The present chapter (Chapter 4) revealed the study's findings from the conducted well-structured face-to-face interview sessions with ten school leaders. The school leaders' perceived responsibilities in promoting, supporting, and sustaining teachers' engagement levels and the actions that could be taken to promote, support, and sustain teacher engagement as spread out in Kahn's engagement theory. The research used a qualitative method to investigate the opinions of ten high school administrators about their responsibilities toward the achievement of positive engagement levels of teachers and the possible actions they execute to achieve this. However, Kahn's Theoretical model on engagement was long postulated but the theory was entrenched inside the main and subordinate project research questions including the sub-questions through the use of well-structured, well-conducted, open-ended interview questions. The researcher was adequately equipped to explore the school leaders' perceptions through the postulations made by William Kahn and his theory on engagement. The researcher acknowledged the research biases and worked actively to offset these biases in the early stage of the research process (Denzin and Lincoln, 2018). The researcher continued to examine bias and personal beliefs so as not to affect the research results. In addition, member checks were completed after the interviews and this was done by summarising the interview of each interview participant. Participants were invited to make corrections to any interpretations that were incorrectly

summarised. The creation and collation of codes with supporting excerpts enabled the researcher to identify sections of the transcription that contained the related patterns relevant to the research questions. These codes were grouped into related patterns (themes) within the transcribed data. Delve qualitative data coding software (www.delvetool.com) was used to achieve accuracy in the selection of the various themes and the researcher applied the study's participants' original recorded statements, and sentences, to generate the generated codes. The coded themes showed the school leaders' perceptions about teachers' cognitive, emotional, and physical engagement and strategies adopted to promote, support, and sustain engagement.

This section presented the qualitative results of the entire school leaders' population of the selected schools. The number of school leaders (n=10) for interviews and the qualitative results of school leaders' interviews were analyzed with the use of thematic analysis of entire school leaders for interview transcripts. The interview transcripts were analyzed through the creation of codes, collation of codes to support the data, and grouping of codes into related themes following similar patterns to aid proper review, analysis, and evaluation of the qualitative approach to prove the perceptions of school leaders of their role in promoting, supporting, and sustaining teacher engagement in high schools. The data was cross-referenced in agreement with the processes involved to justify the instrument for the research questions listed below:

1. How do school leaders define teacher engagement and its importance within the educational context?

2. How do school leaders perceive their responsibility of promoting, supporting, and sustaining teacher engagement? The primary question is a pointer to the sub-questions:

> **a)** How do school leaders perceive their responsibility of promoting, supporting, and sustaining teacher cognitive engagement?
>
> **b)** How do school leaders perceive their responsibility of promoting, supporting, and sustaining teacher emotional engagement?
>
> **c)** How do school leaders perceive their responsibility of promoting, supporting, and sustaining teacher physical engagement?

3. How do school leaders determine what actions to take to support positive engagement? The secondary question is a pointer to the sub-questions:

> **a)** What actions do school leaders take to promote, support, and sustain teacher-positive cognitive engagement?
>
> **b)** What actions do school leaders take to promote, support, and sustain teacher positive emotional engagement?
>
> **c)** What actions do school leaders take to promote, support, and sustain teacher positive physical engagement?

Table 5 below shows the data collected for each research question, the processes of thematic analysis involved in the study, and their relevance to the Project Research Questions:

Table 5. *Cross-section of the interview transcripts through thematic analysis.*

Project Research Questions	Data Collection	Creation of initial codes	A decision about what to code	Collation of codes with supporting data (excerpts)	Group codes into themes, evaluate and revise themes	Write the narrative
1. Definition and importance of teacher engagement within the educational context? **2.** Belief and perceived responsibility of school leaders in promoting, supporting, and sustaining cognitive, emotional, and physical teacher engagement. **3.** Determined actions and strategies of school leaders in promoting, supporting, and sustaining positive cognitive, emotional, and physical teacher engagement.	Interview Audio-recording and transcription was done	Set of initial codes that represent meanings and patterns were created	Data was read again and interesting excerpts (same meaning, same code) were identified and appropriate codes were applied to them	All excerpts were brought together as they applied to a particular code and adjustments were made as deemed fit	The themes were grouped according to how they apply to the research questions. Similar themes were merged and unrelated themes were removed as deemed fit	Themes were supported with relevant analysis and discussion and an effective argument was built with related quotes

Following the labels generated with Delve coding software, the researcher classified the tags into six themes generated for research question 2 about how school leaders perceived their responsibilities as educators for promoting, supporting, and sustaining teacher engagement and seven themes generated for research question 3 about the actions taken by school leaders in promoting, supporting and sustaining teacher engagement. These themes assisted in the analyses and evaluation of the school leaders' perspectives, experiences, beliefs, and various actions employed to promote, support, and sustain teachers' overall engagement. The created and generated themes provided a detailed representation of the processed data by the school leaders. The Axial coding

system resulted from the research as the core themes were broken down into sub-themes (Noble & Mitchell, 2016). According to Noble and Mitchell (2016), axial coding helped to develop relationships between main themes and sub-themes. This was done by breaking down larger categories of themes into related subcategories (Strauss & Corbin, 1998; Scott & Medaugh, 2017).

4.2 Population and Sample

Ten school leaders from an urban, Chaoyang District were sampled for this study. All the school leaders who participated in this study voluntarily gave their consent after the research ethics were presented to them through the interview participants' information sheet. The participants included ten high school leaders ranging from school Directors to the high school principals and the assistant principals of four selected high schools based on pure international high schools, embassy high schools, bilingual high schools, and pure Chinese high schools. Six of the school leaders identified themselves as male while four were identified as female. The school leaders' ages ranged from 38 to 58. In addition, the school leaders' had their teaching experiences between 14 and 25 years and 6 to 15 leadership and administrative experience. Eight of the ten school leaders interviewed had their master's degrees in different specializations but two had doctoral degrees in different specializations. The table below (table 6) provides a summary view of the school leaders' detailed background and information.

Table 6. *Characteristics of School Leaders' Participants*

School leaders	Interviewees' Numbers	Gender	Race	Age	Educational Qualifications	Years of Teaching Experience	Years of Leadership and Administrative Experience
Principal	**1**	Male	British	58	Master	25 years	15 years
Head of school	**2**	Female	British	52	Master	25 years	9 years
Principal	**3**	Male	British	58	Ph.D.	22 years	11 years
Assistant Principal	**4**	Male	German	40	Master	14 years	6 years
Centre Director 1	**5**	Female	Chinese	47	Master	19 years	8 years
Centre Director 2	**6**	Male	South African	53	Master	20 years	10 years
Executive Principal	**7**	Male	Chinese	57	Ph.D.	20 years	10 years
Assistant Principal	**8**	Female	American	45	Master	15 years	6 years
Principal	**9**	Female	Chinese	52	Master	18 years	12 years
Assistant Principal	**10**	Male	Chinese	38	Master	17 years	8 years

The school leaders' average years of experience as teachers was approximately 20 years and their average years of administrative experience was approximately 10 years. These years of school leaders' educational practices were broken down into years of teaching experience and administration experience either as a member of the Middle or Senior Management Team.

4.3 Definitions and Importance of Teacher Engagement within Educational Context

Ten school leaders from the four selected schools gave their different definitions of teacher engagement. Some gave detailed definitions and stated the importance of teacher engagement while few gave a concise definition of teacher engagement as applicable to them. The data collected from the section on definition and importance as contained in

the interview transcriptions showed a positive influence of teacher engagement in the teaching-learning process.

4.3.1 Interview Results on How School leaders define Teacher engagement and their views about the importance of teacher engagement within the educational context.

This section recorded the research results relevant to answering Research Question 1: **"How do school leaders define teacher engagement and what is its importance within the educational context?"** The school leaders' definitions and views about the importance of teacher engagement are analyzed below.

Questions regarding the individual school leader's definition and importance of teacher engagement within an educational context were asked during the interview sessions. The purpose of the questions was to elicit the responses of school leaders about their knowledge and understanding of teacher engagement and how they could describe the importance of the concept to teachers in their various classrooms. In the schools is about the achievement of stated goals and mission. To the students' is about the growth of educational capabilities and social development. Table 7 below consists of the various definitions of teacher engagement as defined by the school leaders and its importance within the educational context.

Table 7. *Viewpoints of school leaders regarding their definitions of teacher engagement and its importance within the educational context*

S/N	Excerpts from High School Leaders definitions of teacher engagement…	Importance of Teacher Engagement to School Leader…
1	**Interviewee:** Well, teacher engagement, I think it's around the ability to create the circumstances in which students can develop skills and capacities that are going to make them thrive as they get older and in the future. Teacher engagement breeds transferable learning skills and mind development.	Absolutely crucial and important! For self-sufficiency Different. Complexity and nuance.
2	**Interviewee:** I haven't got a definition, I'm not very good at concise, I'm good at talking around. I would say that teacher engagement is the skills and capacities that teachers invest in the students' learning and understand how their professional learning impacts that of the students for now and in the future. Positive Teacher engagement develops applications of learning to the real world.	It's absolutely vital. I don't think you can be a good teacher and not be engaged.
3	**Interviewee:** On a basic level well-planned lessons, prompt to work, good marking, raising concerns, starting initiatives, contributing to the community	❖ It is important for a school to improve in a sustainable manner
4	**Interviewee:** To develop the student's skills, potential, and capacities as a personality and as a learner of the subject I teach. I have, to think about how can I first develop the personality of my students so that he/she will be successful as a person in society and in this world afterward. Teacher engagement includes for me that I do my best to develop the potential or the competencies of my students in the subject I teach. It encourages inquiry-based learning and strategies.	❖ That's the most important thing. And the engagement for sure depends on my identification of my job. ❖ choice I made to become a teacher.
5	**Interviewee:** Well, if I define something it needs to be very concise and so it would be very difficult for me to define, so my understanding of a teacher engagement is to make sure that the teachers are: **Number 1:** They're physically in school and they're in the classroom and they're with the students. **Number 2:** Not only they are physically here their minds should also be here they should be focusing on the school tasks and they should not only teach they should also contribute to the school rapport. The rapport amongst teachers developing skills and potentials among the students; the rapport between teachers and students in skill development and growth of individual potential and so that would be my understanding of teacher engagement. It involves the development of transferable skills which will be relevant or can be applied to the real world.	❖ It is of crucial importance in any school. ❖ The care shown by the teacher to students shows their professionalism. ❖ The potential students and parents do make their choice of schools based on teacher engagement. ❖ The teacher engagement will contribute hugely to the school's reputation, healthy running, and development of the school.

6	**Interviewee:** It's simple. Does the student see the teacher as human? That's it. And not just someone who's there to impart knowledge. So engagement happens when after or during a lesson a student feels a sense of connection with the teacher and that can be on several levels. One of the words I like is empathy and I think when you have empathy for a student that student immediately feels a connection so you have engagement. Yeah, that's engagement for me.	❖ It brings the feeling of the presence of a human being ❖ Students learn a lot more from teachers when they feel some sort of connection ❖ It breeds effective communication
7	**Interviewee:** My definition of teacher engagement is brief. Creating a level of support, motivation, and enthusiasm for teachers to get the students relevant and creative in their various classrooms through skills acquired and potentially displayed in the classrooms and outside the classroom (in the wider world). These skills are transferred and sustained in every learner through positive teacher engagement.	❖ It is the essence of a school setting. ❖ A good school climate should display great value for teacher engagement. ❖ Starter activities and teachable moments show the extent of teacher engagement. ❖ Further, genuine learning requires that teachers collaborate and engage well with the students in the classroom so that students can be genuinely engaged in the learning process as well.
8	**Interviewee:** Teacher engagement refers to the active and enthusiastic involvement of educators in their teaching roles and the overall educational process by building a positive learning and educative environment through the application of transferable skills. Engaged teachers are emotionally committed to their profession, passionate about their subjects, and dedicated to their students' learning and development. Teacher engagement goes beyond the daily tasks of teaching; it involves a genuine connection with students, a commitment to professional growth, and a sense of purpose in shaping the future through education.	❖ Teacher engagement plays a crucial role. ❖ Engaged teachers create dynamic and effective environments for learning and are equipped to manage their classrooms effectively. They are more open to exploring new technologies and teaching strategies. ❖ Engaged teachers are committed to their professional growth. ❖ Teacher engagement creates job satisfaction and well-being and contributes to a positive school culture.
9	**Interviewee:** From my understanding, teacher engagement is the ability of a teacher to recognize the needs of the learner and his/her ability to deploy resources for the growth of skills and potential through the show of enthusiasm and commitment. I hope my definition makes sense. I mean teachers' total involvement in the teaching and learning process to achieve stated or designed objectives.	❖ Absolutely! ❖ What are the schools' goals and mission? If not to promote positive interactions between the teachers and the students. ❖ The involvement and engagement of students in the learning process should increase the attention and focus of the students and this requires absolute teacher strategies and skills in engaging them and taking

		❖ them through critical thinking procedures. ❖ Teachers who adopt a student-centered approach to teaching stand the chance to increase opportunities for student engagement and collaboration through cooperation and respect for one another.
10	**Interviewee:** 'Engagement' in the teaching profession essentially is important because it shows commitment and dedication in the classroom. This in turn leads to students' development of new skills, transferable skills, knowledge, and positive behavior needed in the real world. What is good teacher engagement? A good and engaged teacher creates a stimulating classroom environment that provides opportunities for inspiration, active participation, and curiosity. Educators should understand that an engaged student is more likely to maintain and retain information through developing critical thinking methods.	❖ Yes, teacher engagement is crucial for creating a successful and effective learning environment for all students. ❖ Engaged teachers are more likely to be passionate about their teaching, and inspire, and motivate their students to learn. ❖ They use innovative and effective teaching strategies that meet the needs of all learners. ❖ Build strong relationships with their students and create a positive classroom climate. ❖ Committed to their professional development and continuously improving their teaching skills. ❖ Engagement leads to higher achievement through a positive classroom climate.

The ten interviewees believed that teacher engagement is the core of any educational setting. Their various definitions reflect the creation of an environment that supports the active participation of teachers and students through the creation of dynamic and stimulating classrooms that give room for the development of transferable skills that would be beneficial in the real world. Most definitions given see teacher engagement as a way of developing a positive and effective learning environment, skills, and potentials; emotional commitment, genuine connection with students, and commitment to professional growth. The data from the table suggest that teacher engagement entails

the teachers' commitment, dedication, and involvement by recognizing learners' needs and showing positive interest and active involvement required to create knowledge and develop new skills and capacities amongst the students. The school leaders stated further that teacher engagement involves the creation of a support system, motivation, and enthusiasm for both the teachers and the students. They believe that a teacher needs to be engaged and motivated before these can be transferred to the students. Skill acquisition and display of potential in the classrooms and wider society are evident in teacher engagement. According to Cai & Zhu (2013) and HU et al., (2015), positively engaged teachers can promote and extend the overall greatness of the teaching profession. The physical presence of teachers in schools and classrooms develops skills and potential among the students for present and future growth through inquiry-based learning and cooperative learning strategies (Ryan & Deci, 2017). The data validated the theory of the existence of a positive relationship between teacher engagement and the meaningful work of teachers in the classroom (Van Wingarden & Poell, 2019). Mathew & Nair (2021) supported the various definitions given by the school leaders with their submission that teacher engagement plays a crucial role in professional development thereby fostering a positive and productive work environment. According to Skaalvik and Skaalvik (2017), low levels of student motivation and low self-efficiency can be caused by low teacher engagement. Saloviita & Pakarinen, (2021) emphasised and opposed teacher engagement as a direct achievement. To them, teacher engagement can only be possible when school leaders eliminate stress and burnout caused by excessive workload. The greater the teacher's self-efficacy, the more empowered the teacher is to

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solve problems with enhanced effort, strategy, and persistence (DiBenedetto & Schunk, 2018).

The second part of the research question 1 has to do with the importance of teacher engagement to school leaders. The ten interviewees gave their different views about how they perceive teacher engagement to be important to their various schools. Interviewees 1 and 2 supported the fact that teacher engagement is crucial with different complexity and nuance depending on the levels of the students concerned. An engaged teacher to them is a good teacher. Hanover Research (2018) described a positive and highly engaged tutor as one who is motivated and organizes quality instructional materials and their usage, seeks out the current information, and has a passion for best practices. Interviewees 3, 5, 7, 8, 9, and 10 gave an in-depth analysis regarding the crucial importance of an engaged classroom. It was seen as the care shown by the teacher which contributed hugely to the reputation and healthy running and development of the school. Teacher engagement is seen as the essence of a school setting and a good school climate. An engaged and motivated teacher results in progressive impacts for different ability students in the classrooms (Klassen, et al., 2013; Bakker & Bal, 2010;). Genuine learning requires that teachers collaborate and engage well with the students in the classroom so that students can be genuinely engaged in the learning process as well. Engaged teachers are expected to create dynamic and effective environments for suitable learning for the learners especially when better equipped with effective technologies and teaching strategies in their classrooms. Highly engaged teachers are more open to creativity and dynamism in exploring new teaching methods which shows greater commitment to their professional growth. Teacher engagement contributes to a

progressive school culture and generates job contentment and well-being. According to Seyedali et. Al., (2021) teacher empowerment is linked with job satisfaction. The involvement and engagement of students in the learning process should increase the attention and focus of the students and this requires absolute teacher strategies and skills in engaging them and taking them through critical thinking procedures. Lei, Cui, and Zhou (2018) found that students' classroom collaboration, engagement, and interaction were associated with improved academic performance of students. Teachers who adopt a student-centered approach to teaching stand the chance to increase opportunities for student engagement and collaboration through cooperation and respect for one another, which then helps everyone more successfully, achieve the subject's learning objectives. Teacher engagement is considered the most important in management research in recent times (Saks, 2021). Teacher engagement is crucial for creating a successful and effective learning environment for all students. Engaged teachers are more likely to be passionate about their teaching and inspire and motivate their students to learn. By the use of innovative and effective teaching strategies that meet the learners' needs. Engaged teachers are committed to their professional development and continuously improve their teaching skills. Engagement attracts and retains high-quality teachers. Past studies have shown that an increase in job seeking by job seekers has harmed teachers' engagement (Choochom, 2016). Employee engagement is used to measure the extent to which employees are mentally, emotionally, and physically immersed in their work; and how committed they are to their organizational goals (Bailey et al., 2017; Khusanova et al., 2021). High levels of teacher engagement have been linked to a range of positive student outcomes such as increased

student achievement, improved attendance and behavior, reduced dropout rates, greater engagement in learning, and higher levels of critical thinking and problem-solving skills. Interviewee 10 suggested that disengaged teachers are less likely to be effective in the classroom and their students are more likely to experience negative outcomes. Therefore, fostering teacher engagement is essential for creating a school that promotes student success and prepares students for the challenges and opportunities of the future. All school leaders interviewed supported the three dimensions of engagement as found within Kahn's engagement theory (Burch, Heller, Burch, Freed, & Steed, 2015). Interviewees 3 and 6 described teacher engagement with a simple question, "Do the students see the teacher as human or as someone who is in the classroom to impart knowledge?" To them, engagement happens when during and after a lesson, the students feel a sense of connection with the teacher and that can be on several levels. Interviewee 3 said, *"One of the words I like using in describing teacher engagement is empathy and I think when you have empathy for a student that student immediately feels a connection."*

4.4 School leaders' Perceptions of their role in promoting, supporting, and sustaining Teacher Engagement.

The participants' beliefs of their role in promoting, supporting, and sustaining teacher engagement were subjected to the Delve Qualitative Analysis Tool, and initial codes were created, the decision about what to code was made by reading the data again and interesting excerpt with the same meaning and same codes were identified and appropriate codes were applied to them. All excerpts were brought together as they applied to a particular code and adjustments were made as deemed fit. Codes were later grouped into themes. Similar themes were merged and unrelated themes were

removed as deemed fit. The selected themes were supported with relevant analysis and discussion with effective arguments built on related quotes.

4.4.1 Generated Themes on how school leaders perceive their role in promoting, supporting, and sustaining cognitive, emotional, and physical teacher engagement.

The sub-section recorded the research results relevant to answering Research Question 2: **"How do school leaders perceive their responsibility of promoting, supporting, and sustaining cognitive, emotional, and physical teacher engagement?"** The school leaders' perceived roles in promoting, supporting, and sustaining teacher engagement were discussed in this chapter. The above primary request is a pointer to the sub-questions on school leaders' perceived responsibility of promoting, supporting, and sustaining teachers' cognitive, emotional, and physical engagement. These three engagement dimensions and the various themes generated were evaluated below as related to the theoretical framework of Kahn.
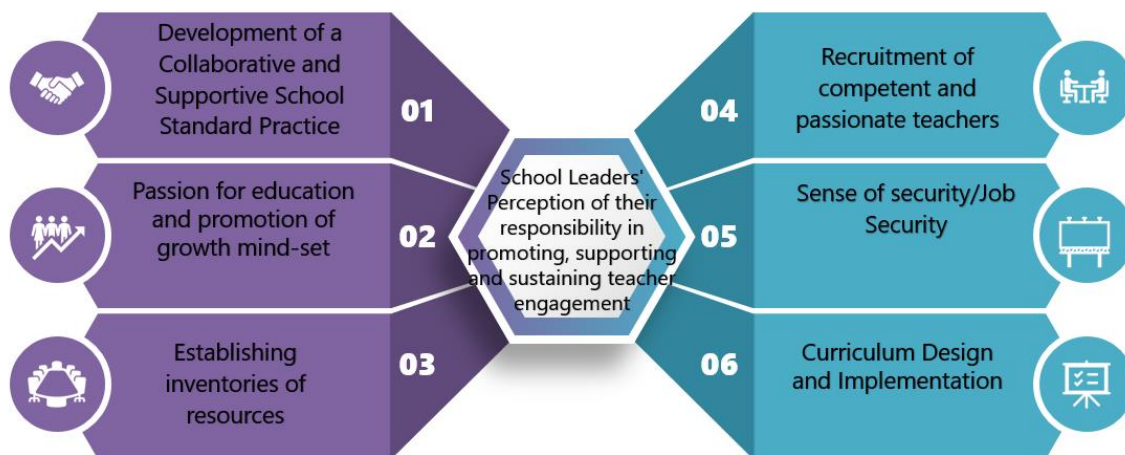
Figure 5. *School Leaders' Perceived Responsibilities in promoting, supporting, and sustaining teacher engagement.*

From the transcribed interviews on data collected regarding research question 2, six broad themes emerged as presented by the school leaders on their perceived roles and responsibilities for promoting, supporting, and sustaining teacher engagement. The themes include the expansion of a collaborative and supportive school standard practice, passion for education and promotion of a growth mindset, establishing inventories of resources, recruitment of competent and passionate teachers, creation of a sense of job security, curriculum design, and implementation. All the themes identified above were perceived responsibilities of school leaders in promoting, supporting, and sustaining teacher engagement. The codes in related patterns forming the themes were recorded from the exact words of the participants during the interview sessions as the quotations were identified by Delve software during the process of coding and theme generation. Each theme was described in the sections following this introduction. The under-listed themes were discussed according to the engagement theory as identified by William Kahn.

4.4.2 THEMES ON SCHOOL LEADERS' PERCEPTIONS

Theme 1: Development of a Supportive and Collaborative School Standard Practice

The first theme generated by the Delve qualitative analysis tool was the improvement of a collaborative and supportive school standard practice. Eight out of the ten school leaders interviewed as participants cited this theme as their crucial responsibility of promoting, supporting, and sustaining teacher engagement within the classrooms. The different school administrators saw this as a responsibility to promote an environment that actively fosters a collaborative and supportive school culture whereby teachers feel

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valued, empowered, and respected. This theme includes the encouragement of horizontal and vertical communications, creating opportunities for collaboration, and cooperation, and promoting open-mindedness amongst the staff.

Interviewee 1, a principal of a pure international high school, shared, *"I believe that my responsibility extends to developing an environment that promotes collaboration and support for teachers on the school standard and practice as contained in the mission statement of the school."* He went further to discuss that promoting a collaborative and peer-learning culture can open up an avenue for shared experiences and ideas. The development of a collaborative environment as emphasized by interviewee 1 is a major responsibility of a school leader. In another interview with Interviewee 2, a head of school of a pure international school said with an emphatic tone, *"We are very big on development and promotion of collaboration based on the school practice. That is very important to us and we have a good system for that. I think that helps with teachers realizing that we value them, so therefore, they are more engaged in their learning, and that has a positive impact on the students."* A similar statement was made by Interviewee 4, an assistant principal of an embassy high school supported this theme by making a quote, *"I believe that collaboration with a client is crucial, as I said, the students are the clients of the teachers and the teachers are my clients too."* He stressed further that as a school leader, he is responsible for providing support to his clients. The views presented by the three interviewees were consistent with the theory proposed by Alles, Seidel, and Gröschner, (2018) that teacher collaboration includes clarity of school practice. Collaborative practices in school are effective for teacher learning because they provide the teachers with an environment of in-depth engagement and discussions about

teaching approaches and their relevance to the student (Lecat, Raemdonck, Beausaert & März, 2019). From the finding stated by interviewee 7, *"Collaborative learning communities and environment give positive access to relevant resources across the school and this will do the magic."* He went further to explain that a collaborative environment is perceived to be his major responsibility as a school executive principal because it could be used to turn around the image of the school positively. The result of Interviewee 8, an assistant principal from a bilingual high school now provided evidence that *"Collaborative and supportive practices are ways of cultivating a positive school culture through collaborative exercises."* She said that *"my primary responsibility is to promote and sustain an inclusive school culture where teachers feel supported."* This involves supporting collaboration and trust among all staff members. Veelen et al. (2017) argue that whenever collaborative learning exists among teachers, the focus of the school shifts from individual goals to school-wise goals contributing to the learning base of teachers and the school. The study conducted by Veelen et al. (2017) obtained a similar pattern of results in his work when he stated that there exists a positive correlation between collaboration and effective practice among teachers in school communities. The study presented by Veelen et al. (2017) was carried out in sampled high schools just like the focus of my research. In their study, it was suggested that the teachers enjoyed mutual collaboration with one another. Mutual collaboration and support were seen as a means to promote teacher development in the learning communities. According to them, a lack of teacher collaboration and support will constrain professional development within the school setting. Joint efforts from school leadership and teachers will also help to promote overall success and achievement of set standards (Jita & Mokhele, 2014; Vangrieken et

al., 2017). Furthermore, Interviewee 6, a director of a bilingual high school said, *"Collaborative and supportive school standard practice increase my motivation level and that of the entire teaching faculty. I work well with other teachers in an environment that promotes collaboration and shared practices...and I have found out that teachers work smoothly together in such an environment too. No one is allowed to get off track due to the supportive mechanisms put in place."* This appears to be the same case for Interviewees 3 and 5, a principal of an embassy high school and a director of a bilingual high school respectively perceived that, a *"Collaborative and supportive environment increases the motivation levels of everyone involved."* They agreed that they become more confident to contribute their opinions in the class. The school leaders' argument for collaboration and motivation supports the theory developed by Mintrop and Ordenes (2017) which emphasizes collaboration and motivation as essential tools for school standard improvement and improvement in educational equity and equality leading to outstanding student success. The major attribute of team behavior is the motivation to collaborate style influenced by teachers' intrinsic attributes. Experienced teachers are less likely to collaborate and younger teachers were found to be more motivated and thus collaborate easily (Mora-Ruano et al., 2018).

Theme 2: Passion for education and promotion of a growth mindset

The second theme centered on a passion for education and the promotion of a growth mindset. During the interviews, almost all the school leaders interviewed made a connection to the zeal or passion for education and fostering a growth mindset. Eight of the ten leasers perceived this theme as their responsibility in promoting, supporting, and

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sustaining teacher engagement. Eighty percent of the school leaders acknowledged passion for education as their uncompromised responsibility. They believed that it is their responsibility to encourage teachers to practice a growth mindset by embracing opportunities for feedback and reflection, smart goal setting, and self-assessment. Interviewee 5 raised an important statement. She said, *"We have the responsibility to protect teachers' passion for education. In doing so we maintain that passion. The teachers work here. It's not only because they're passionate about education but they are also here to grow professionally."* She stressed further that it is also an important factor in maintaining good teacher engagement through their passion for education. To her, if the teachers are passionate about education, they have a growth mindset because they will be hugely affected when they get down to their everyday teaching. In addition to that, Interviewee 2 saw this theme as a great part of her responsibility as the head of the school. She said, *"Ultimately it is all my responsibility and my role to create an environment where everyone is passionate about education and thereby produces a growth mindset. I have people who help me with that, but ultimately I have to be responsible for it."* She said before this stage of fostering a passion for education, she considered the initial stage to be recruiting the right teachers and making sure that the newly recruited teachers are passionate about education. Interviewee 3 supported this view. Interviewee 10 verified the statements above by the previous interviewees. He explained that *"Teachers' passion for education represents being passionate about their teaching and inspiring their students to learn effectively and a commitment to the overall growth of every individual."* This is consistent with what has been found in the previous studies. Khan (2020) emphasized the significance of passion in educational settings or

classroom learning processes. Passion for education is the curiosity in learning new information by teachers and students, and it is the zeal that the teachers and students show toward a planned objective be it specific or general in which they commit their time and energy. It is a crucial factor in the educational environment. It does not only drive teachers to discharge their duties in the classrooms but also drives the students toward effective learning situations (George, 2016). The study by Hanan A. Najmuldeen (2021) suggested that the degree of passion for education among high school students was very high and this confirms the work of Serin (2017) that passion for education is discoverable and learnable depending on the level of education. Interviewees 1 and 9 acknowledged their perception of passion for education as their responsibility as school leaders. A similar pattern of findings was obtained from Interviewee 1. He stated, *"My responsibility is also about how to grow and develop the positive mindset of my teachers by making them passionate for the industry in which they belong."* Interviewee 9 said from her perspective, *"We work together to encourage one another to grow our passion for education in our school environment and thereby change the teachers' mindset. We have different themes every week which 'Growth Mindset' is one."*

Theme 3: Establishing Inventories of Resources

The school leaders overwhelmingly discussed the third theme. Nine school leaders perceived and emphasized strongly on this responsibility. Throughout the interview sessions, the focus was the responsibility of establishing inventories of resources. Interviewer 7 said, *"I assist the directors in identifying resource needs and establishing an inventory of resources to facilitate efficient management and control. I believe that my*

role is to make sure that teachers are supported with resources to boost their cognitive and intellectual engagement with the students. An easy access to relevant resources will do the magic." Ensure that teachers have access to a rich array of learning resources, such as online databases, books, and journals to facilitate cognitive exploration and stimulate new approaches to teaching. To him, resources are provided to support the physical power of teachers in the classrooms. New technology and equipment are provided in the classroom to support the teachers and make them compliant with the requirements of 21st-century education. Interviewee 8 basic statement confirms teachers as the most important resources that any school must have. Giving total support to this aspect would promote and sustain teacher engagement. She believed that the absolute provision of resources is her major responsibility in ensuring the achievement of all kinds of engagement of teachers. School managers should ensure that teachers have the necessary resources, including materials and support staff, can reduce stress and contribute to higher teacher engagement. Allocating resources effectively, whether in terms of materials, support staff, or funding for special projects, to facilitate their teaching. Interviewee 1 said, *"In our organization, we put a lot of resources into what we refer to as professional learning. The array of resources support the teachers' work and make them facilitate their lessons effectively."* However, Interviewee 2 opposed these views and she said, *"We don't have actual resources that we focus on but we look after staff's physical well-being in terms of things they like and we allow the teachers to determine what resources they require for their lessons to be effectively taught."* The report submitted by the Organisation for Economic Cooperation and Development (OECD) in 2022 suggested that schools should show more equity in the distribution of resources

to sustain the academic prowess of their students (OECD, 2020). Interviewee 5 stressed further the establishment of inventories of resources and said, "*Schools should try to find resources to help the teacher to maintain their good knowledge of the subject and their understanding of the syllabus.*" Whenever teachers need resources, they can refer to the reference books and we do whatever we can to ensure that the request is met. Interviewee 9 put it straight, "*I also engage in budgeting for resources and professional development purposes. My ability to deploy resources for the growth of skills and potential through a show of enthusiasm and commitment. Resources are provided to help the teachers achieve great feats in the course of discharging their duties in their various classrooms. There are so many actions and steps that the school takes from year to year. I provide the teachers with adequate resources in their various subject areas such as textbooks, laptops, and online software. I perceive this area as part of my responsibility*" There are also numerous level meetings where classroom best practices are shared among the teachers and they learn from one another in this process. The classrooms are conducive to learning with interactive whiteboards for easy physical engagement. The rooms are well furnished with different resources to support the teachers' different needs. The success of teaching and learning resources in achieving their intended purpose depends on efficient use within the educational system and it depends on the processes involved in its usage based on the basic principles involved.
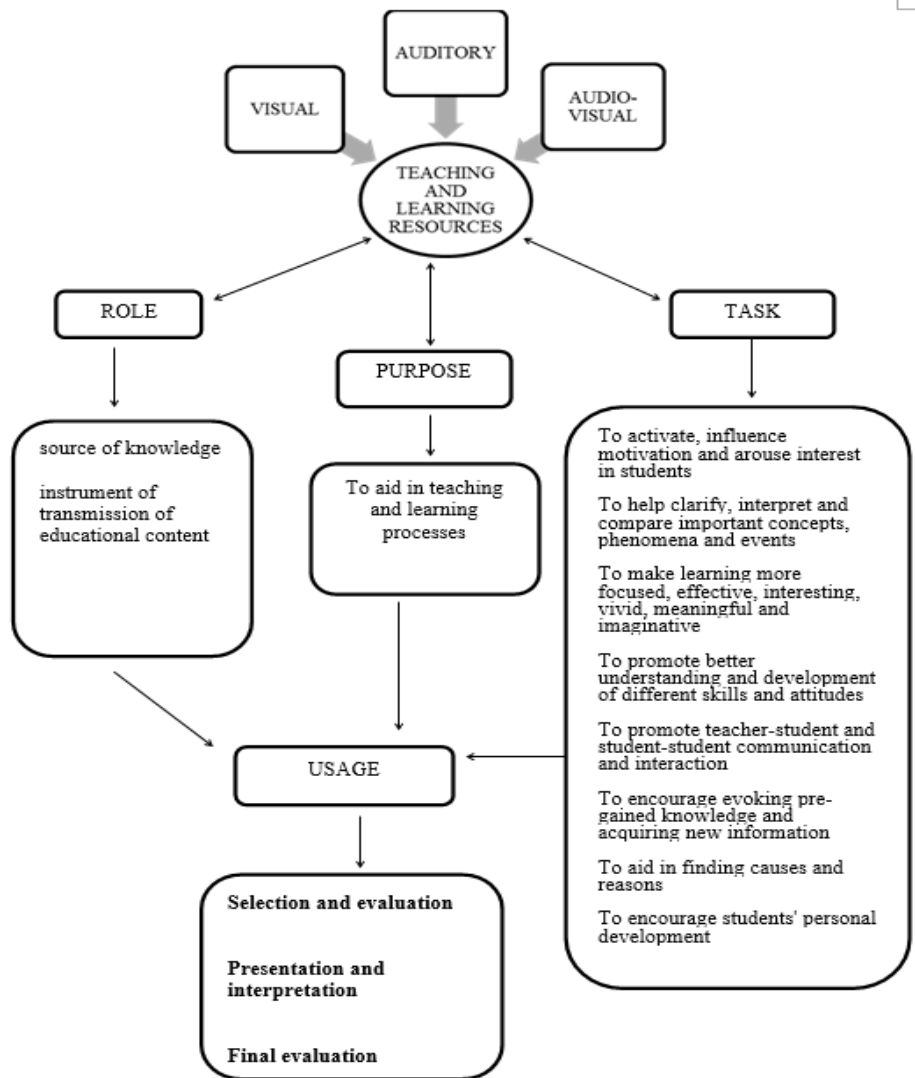
Figure 6. *Synopsis of Roles, Tasks, and Usages of Teaching and Learning Resources.*

Classroom teaching and learning resources have different characteristics and are differentiated as such. The classifications give access to the task and usage of the teaching and learning resources. These resources are classified into auditory resources, visual resources, and audio-visual resources as universally accepted (Reints, 2018). Throughout the interview, school leaders described the importance of establishing

inventories of resources for schools, teachers, and students. Interviewee 10 supported the submission of Reint (2018) and emphasized that "*The school's budget should be developed and monitored to secure efficient resources and to ensure efficient use of the resources in alignment with educational programs.*" Teachers would thrive if provided with the necessary resources to effectively do their jobs professionally. This includes getting access to available technology, teaching materials, and classroom resources.

Theme 4: Recruitment of Competent and Passionate Teachers

The fourth theme focused on the recruitment of competent and passionate teachers as the perceived responsibility of school leaders. All the school leaders interviewed mentioned recruitment as a role they are expected to participate in when doing their duties. This theme was mentioned across all interviews. Interviewee 1 said, *"So many things are within my capacity but I make sure that I recruit competent hands when the need arises. That creates a secure environment void of tension and upheavals. This becomes an important part of the interview. We have inculcated value-based questioning into our recruitment process. Hmmm……., well, I think that my role in terms of recruiting teachers is taken very seriously and for me, that is one of the safeguards that I have around making sure that the students have access to all these important aspects of education. I feel that as a school principal, I am a gatekeeper. The teachers that I offer a contract to work here are doing what I want them to do."* Therefore, Interviewee 2 exclaimed "*I'm ultimately responsible for staff recruitment. Obviously, as part of that, the students' experiences are very much influenced by the teachers. Therefore, I'm involved in the recruitment of teachers and the retention of really strong teachers by supporting and*

motivating them through lesson observations. So, it's a kind of overall role. I have to be responsible for it. I think there is the initial stage, which is recruiting the right teachers and making sure that we recruit and employ teachers who are engaged, who are passionate about what they're doing. Then in terms of supporting, promoting, and sustaining it, it's about making sure our teachers know they are valued, making sure that they know that their contributions to things are valued and their voice is heard." The above statements aligned with the conclusions drawn by two great scholars- Masinire (2015) and Muremela et al (2020). They concluded in their study that the process of recruiting teachers requires diligent attention. To them, efficient, qualified, and competent teachers are concluded to be the central factor for achieving any significant education and learning outcomes (Masinire, 2015; Muremela et al., 2020). The learners' achievements; and what know and learn in school depend so much on the passion, effectiveness, and competence of the recruited teachers (Muremela et al., 2020). Recruiting efficient teaching employees and arraying quality teachers justifiably is important to improving student academic achievement through deep learning. Competent teachers can represent the most substantial in-school element in improving student academic performance (Bruns, Macdonald, and Schneider, 2019). Interviewee 4 did not step too far from the submission of other school leaders and researchers mentioned above. He said *"I take it as my important role when recruiting teachers. I make sure that I recruit competent teachers who qualify for the jobs available."* Interview 5 gave a detailed analysis of recruitment from both the teacher and student perspectives. She said, *"When we recruit students, one of the biggest concerns from the parents is whether the school has good teachers by saying good teachers, good is a vague word. The parents will get*

information about the reputation of the school from the graduates or the current students about the competency of the teachers in the school. Whether they are responsible or not." They want to know whether the teachers in the school care so much about the students. They want to know if the teachers are qualified and professional in their various subjects. In short, potential students and parents make their decision for choice of a school based on teacher engagement.

Interviewee 5 went further to say, *"What my responsibility is as a director of this institution is to recruit teachers that have passions for education. We do not just recruit PhDs or teachers graduating from top universities, we recruit those who have the competence and passion for the job."* Do teachers' level of degree have an impact on student learning? Chang et al. (2020) studied the impact of teachers' degrees on student academic achievement, and they found that students learned better, when their teachers have a deep content-area higher degree. Interviewee 5 elaborated by saying that one factor that she will be looking at when recruiting teachers is whether they are passionate about education because this will affect hugely when we get down to everyday teaching. She said, *"When recruiting teachers, I'm trying to recruit teachers with the suitable measure of knowledge in the subject matter. I do not just recruit. For example, I just do not recruit native speakers as an English teacher; I will be looking at their background their educational background. Whether they graduated with an English literature major or English language major or if they get a bachelor of art degree or master of art in that subject. I wouldn't just recruit a PE teacher or sports teacher here to teach the English Language because we offer a comprehensive course."* Finally, apart from the knowledge of the subject matter, I will also look at their passion for education and their caring

attitude. A further novel finding was from Interviewee 7. He stated on his account that, *"Another responsibility I perceive as a school leader is to recruit competent hands in each subject. Recruitment of teachers is taken seriously so that the school's mission statement and vision can be achieved."* This proposal resonated properly with the belief of Interviewee 8, *"As a school leader, my overall role and responsibilities in promoting, supporting, and sustaining teacher engagement come from the recruitment process before other things are considered. I pay so attention to the recruitment of passionate and competent teachers with experience in their various fields."* Interviewee 9 said in his submission, *"I believe as mentioned initially that my overall responsibilities are to ensure that the school runs smoothly, to cater for the welfare of both teacher and students and recruit excellent staff that will fit in well into the school vision and mission."* Lastly, Interviewee 10 said, *"As a school leader I believe my biggest responsibility is the ability to recruit competent and passionate teachers. Getting to recruit competent teachers, helps to build a formidable team that can develop a standard culture for the smooth running of the system."* However, some challenges associated with the recruitment of competent teachers are affected by the lack of access to relevant professional development, support from the school leaders, safety, and availability of resources (Acheampong & Gyasi, 2019).

Theme 5: Creation of a Sense of Job Security

The fifth theme generated by Delve coding software is a sense of security which was interpreted as Job security. Employees in the workplace must have the feeling of safety and security of jobs. Eight out of the ten participants believed and flagged this theme as

their responsibility. They believe that it is one of their core responsibility to create a feeling of security among the teaching and non-teaching staff in the school. The school leaders also see this as a proactive approach to creating an environment of trust and respect without any form of possible threat that may negatively impact them at the workplace.

The data collected from the interviews of the study participants gave an in-depth analysis of the beliefs of the school leadership regarding creating a safe environment that is worthy of note.

The findings under this sub-section agreed with many theories proposed in previous research. As said by Interviewee 1, *"I create a secure environment void of tension and upheavals. I believe job security, teachers' overall welfare, and sense of belonging; all could have a direct impact on teacher engagement. I do not want to shy away from the fact that Money/salaries of teachers in terms of its volume and streams could heavily impact teacher engagement to creating a secured environment."* On the same account, Interviewee 5 supported the above views with her statement on job security. She said, *"I would say the sense of security in working in this environment is what I perceive as the most important factor in promoting, supporting, and maintaining teacher engagement. I try very hard to create an atmosphere where teachers can feel this sense of security. Teachers should also have this sense of security working in this environment and the team. So this is also something quite important to us and the students' responses are also very important to maintain the safety of the teachers because it's mutual."* The sense of security of working here in this school is paramount. There are many factors to make teachers feel

safe in school. Paying the teachers' salaries on time plays a major role in the feeling of security by teachers. If teachers are not well paid or not paid promptly, then this will cause very severe insecurity in the teachers. In agreement with other school leaders, Interviewee 10 said, *"To maintain a safe and healthy school environment that promotes teacher overall engagement, the leaders have to be supportive of the safety of jobs and create an environment for constant appraisal for growth. An engaged teacher was borne out of a safe environment where value and respect are promoted."* This can be achieved by fostering a positive learning climate with safe spaces for sharing ideas, concerns, and feelings. Notwithstanding, Interviewee 4 said, *"Motivation emerged when there is security of jobs and when the environment is safe for the workers. It is one of my responsibility to ensure that the teachers are safe in my school and I should be able to provide and create in the teachers a mind of security. Yeah. First of all, I think, the atmosphere in the school has to be one which, uh, makes the teacher feel safe, and feel happy. My job is to make sure that the teacher feels, um, inspired. I have the responsibility of making the teacher feel, as I already said; safe makes the teacher stable, emotionally. So we have to create an atmosphere, a situation, uh, a structure around, uh, in the school, which is transparent and, uh, make a safe environment."* Interviewee 8 on the same view said, *"Concentrated on nurturing a safe environment where teachers can thrive." Promoting safety in the school environment and safety of jobs could spark a change in the entire school structure."* It was evident from the information supplied by the school leaders that a sense of security must be guaranteed by every school leader to promote job satisfaction. Interviewee 7 buttressed this above statement and said, *"To help them stay safe, healthy, and fit for*

the job, they need to be encouraged and energized in performing their roles while contributing to the overall effectiveness of the school."

Setting new work conditions creates anxiety about job security and a safe working environment (Kim and Kim, 2020; Chauhan et al., 2022). Kim & Kim (2020) suggested that job security involves a process whereby an organization implements workers' safety policies, in a way that workers get a sense of belonging, and safety and feel satisfied working in that organization.

Hendarti et al. (2021) demonstrated that job security emanates from the concerted effort of the managers in their decision-making process. When staff stability of tenure is assured, employees trust the system, and the rate of turnover is reduced to the lowest minimum. Abruptly disengagement of employees is reduced. Frequent disengagement of workers promotes job insecurity and there could be an increase in employees' absenteeism, lack of jobs, and lack of commitment due to this (Hendarti et al., 2021).

Theme 6: Curriculum Design and Implementation

The last theme generated from the school leaders' interviews about what they perceived to be their responsibility in promoting, supporting, and sustaining teacher engagement was curriculum design and its implementation.

The participants, in particular interviewees 2, 4, 5, 7, 8, 9, and 10, expressed ideas in their narratives that revealed the importance of curriculum design and implementation of that curriculum. They believe strongly that curriculum design and how it is implemented is their responsibility as school leaders. Their expression is relevant to this research. Interviewee 8 expressed her general responsibility regarding curriculum

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development and implementation. She said, *"I participate in making sure that the curriculum is aligned, reviewed, updated, and implemented. We contribute our intellectual insight to shape the educational program of the school through the curriculum implemented."* The teacher explores the design of the curriculum and makes provision for changes received from time to time from examination bodies. This gives me the responsibility of supervising the teachers as they engage and explore curriculum design, assessment techniques, and the pedagogy involved in the curriculum area.* Interviewee 7 said, *"My overall job is to oversee the teaching and administrative wellness of the high school by conducting an overall check of the curriculum and monitoring the delivery of the curriculum in all subjects. He said further, "As a principal, my role and responsibilities go beyond curriculum design only but its implementation across the school."* According to him, *"I identify curriculum area that requires an input of theory of knowledge and cultural intonation and review as suggested by the education board for better implementation."*

Interviewee 1's statement elaborated on the effectiveness of the curriculum. He stated *"I also perceive that curriculum in its design and implementation could promote teacher engagement. It is my belief to always produce a robust curriculum that makes the students all round learners. I believe so much in the implementation of the curriculum."* Interviewee 2 delivered an outstanding statement in her discussion on curriculum design and implementation. She said, *"So, I'm responsible for teaching and learning within the school. Everything that comes under that heading is my responsibility. The choice of curriculum, I'm ultimately responsible for that too. However, obviously, as part of that, the students' experiences are very much influenced by the teachers and the curriculum."* Curriculum design entails regular review and update of educational practices that align with the

local, regional, national, and global economic agendas of the National Institute for Educational Development (NIED, 2018). Curriculum designs provide instructional procedures, lesson planners, and assessment objective options related to a set of ideas. The designs focus on the consistency of the curriculum to help teachers successfully implement and sustain the curricular arrangement to meet various assigned objectives (Wiles & Bondi, 2019).

Interviewee 4 said, *"The teachers have for sure be able to understand and teach which is noted down in the curriculum of his subject. Yeah… they teach according to what is documented in the curriculum. This is important!"* Interviewee 5 on her account said, *"Well, first of all, we learn more about the assessment objectives and this helps us to understand the curriculum. Therefore, the curriculum is designed to help the teaching process and assessment of the students as broken down in the syllabus. Once the curriculum is understood, the teachers build confidence in their teaching and engage positively with the students."*

The school leaders were very clear on this theme. They displayed total authority on this as a responsibility they can never deny. Interviewee 9 also supported the importance of curriculum design and its implementation as a crucial part of her role. She said, *"One of my roles is to oversee the entire school in terms of its operation, curriculum development, and its delivery are also crucial on my list of responsibilities. Development of the Chinese curriculum is top on my list of duties. This helps every Chinese teacher in the school to be aware of the school's expectations as well as that of the education committee in the district.*

Teachers attend workshops and seminars on curriculum, change, design, and implementation.”

Extensive finding was obtained from Interviewee 10. He believed that *“The development, review, design, and implementation of school's curriculum is of great essence. Overseeing the development and implementation of the entire school curriculum though rigorous but engaging thus creates an environment for teamwork and ideas. We are always concerned about the curriculum that provides for differentiation and meets the needs of all students irrespective of their learning styles.”* I believe that, *“teacher understanding of the curriculum promotes intellectual curiosity, critical reasoning, and internationalism among students. We involve the teachers in the curriculum design and implementation processes; we value their professionalism and expertise, experiences, and insights into the student needs.”* The study by Priestley et al., (2021) verified the school leaders' perception of curriculum. Curriculum design and implementation processes require teachers' involvement because they are the implementers and executors of the knowledge areas contained in the curriculum. He further stated, *“The involvement of teachers in curriculum development gives the teachers the mindset of ownership of the curriculum document because of their total understanding of the principles, theories, assessment objectives and the aims that underpin the curriculum.”* (Priestley et al., 2021). Curriculum should not be seen as a final product but as a process of creating knowledge through teaching and learning (Priestley et al., 2021). Successful curriculum design demands that all major stakeholders are included through representatives at various levels (Carl, 2017).

4.4.3: Themes Planned Summary

The main purpose of this study was to investigate and explore school leaders perceived responsibility for promoting, supporting, and sustaining teacher engagement. The discussed themes above were derived from ten high school leaders' interviews. These leaders' portfolios range from Directors, Heads of Schools, Principals, and Assistant Principals with substantial years of educational practice. The following themes were revealed through Delve Coding Software: the development of a collaborative and supportive school standard practice, passion for education and promotion of a growth mindset, establishing inventories of resources, recruitment of competent and passionate teachers, and creation of a sense of job security, curriculum design, and implementation. The outcome of the findings revealed that the themes that resulted from the school leaders' interview transcripts confirmed that all ten school leaders see themselves as major participants in teacher engagement decision-making aspects of their job descriptions. However, the extent to which these responsibilities can be viewed is dependent upon the different school leaders' beliefs and their shared responsibilities. For example, one school leader said, "I have come to realize that there are no limits to my responsibility in the school as a school leader. My role cuts across almost everything." Another school leader took ownership of these responsibilities, *"I believe that my responsibility extends to almost everything done within the school environment and even outside the school that relates to the school system."* Other school leaders described the complexities of their duties within the school, *"I think my role is without boundaries. All I do is motivate myself, the teachers, and the students."* They continued, *"As long as education keeps evolving so do the responsibilities of school leaders… the position is very*

demanding but the achievement at the end is overwhelming." The School leaders did share

the positive impact of teacher engagement on their students and academic performance.

See Table 8 for the percentage of School Leaders' perceptions in promoting, supporting,

and sustaining teacher engagement on the already discussed theme.

Table 8: *Percent of School Leaders' Perceptions in promoting, supporting, and sustaining teacher engagement, by Theme, in Answer to Research Question 2.*

S/N	Themes	How many participants mentioned it?	Percent
Theme 1	Developing a Collaborative and Supportive School Standard Culture	8 out of 10	80%
Theme 2	Passion for Education and Promotion of a Growth Mindset	8 out of 10	80%
Theme 3	Establishing Inventories of resources	9 out of 10	90%
Theme 4	Recruitment of competent and Passionate Teachers	10 out of 10	100%
Theme 5	Creation of a Sense of Job Security	8 out of 10	80%
Theme 6	Curriculum Design and Implementation	9 out of 10	90%

4.4.4: Themes' Analyses Concerning Kahn's Engagement Theoretical Framework

As stated in Chapter One, this study is incomplete without its application to the critical

study of Kahn's teacher engagement theory and its dimensions- cognitive, emotional,

and physical perspectives on engagement. Academic scholars and researchers supported

the importance of the three dimensions of Kahn's theory of engagement. The dimensions

defined the types of engagement that characterized the school environment. In any

educational institution, the presence of these domains of engagement from the teachers

determines the achievement that would be recorded by that educational body   (Burch,

et al., 2015). In addition, school leadership seeks to promote, support, sustain, and build the teachers cognitively, emotionally, and physically (Eva et al., 2019).

Cognitive Engagement

*Development of a Collaborative and Supportive School Standard Practice

*Passion for Education and Promotion of Growth Mind-set

*Establishing Inventories of Resources

*Recruitment of Competent and Passionate Teachers

*Curriculum design and implementation.

Emotional Engagement

*Passion for Education and Promotion of Growth Mind-set

*Sense of Security/Job Security

Physical Engagement

*Development of a Collaborative and Supportive School Standard Practice

*Establishing Inventories of Resources

*Recruitment of competent and passionate teachers

*Curriculum Design and Implementation

*Sense of Security/Job Security

Figure 7: *Themes Analysis Following Kahn's Theory of Engagement.*

As mentioned and explained in Chapter 1, the theoretical framework of Kahn's Theory of Engagement outlined three dimensions. Research question 2 was formulated to investigate school leaders' views about their perceived responsibility for teachers' cognitive, emotional, and physical engagement. The school leaders' responses, as

contained in already generated themes identified above were classified within the stated dimensions of Kahn's theory. However, the connections between the dimensions of the engagement theory of Kahn and the school leaders' perceived responsibilities were further explained in the sections below.

Cognitive Engagement: This is also known as intellectual engagement. Collectively, School leaders perceived themselves as responsible for this dimension of teacher engagement as identified by Kahn. Questions posed in the interview questions about cognitive engagement on school leaders' perceptions identified five areas as the most important and primary sources of this engagement domain. School leaders used the words "metacognitive engagement and intellectual engagement of teachers" frequently during the interview sessions. The emphasis of school leaders was on the passion for education and the promotion of a growth mindset. Therefore, the five themes generated concerning cognitive engagement are:

- *Development of a Collaborative and Supportive School Standard Practice

- *Passion for Education and Promotion of a Growth mindset

- *Establishing Inventories of Resources

- *Recruitment of Competent and Passionate Teachers

- *Curriculum design and implementation.

Along with the passion for education and a growth mindset, the themes of development of a collaborative and supportive school standard practice, establishment of inventories of resources, recruitment of competent and passionate teachers, and curriculum design

and implementation also exemplify this domain. Related to the passion for education and the promotion of a growth mindset, school leaders emphasized strongly the provision of resources and curriculum design and implementation. They explained that the availability of efficient resources opens up the intellectual capacity of the teachers and this has a positive connection to the recruitment of competent and passionate teachers. It was concluded that teachers could work collaboratively when they have resources and platforms that support such engagement. The school leaders perceived themselves as responsible for the cognitive engagement of teachers. According to Mesurado et al (2018), cognitive engagement concentrates on reasoning and retention; and total concentration at work, while emotional engagement implies an expression of emotions and empathetic connections (Mesurado et al., 2018).

Emotional Engagement: It involves a teacher's capacity to form positively engaging relationships with students, show compassion and empathy, and be emotionally present and proactive to the diverse emotional needs of the students. Emotional engagement creates a supportive learning environment for students to thrive and be motivated to learn. Emotionally engaged teachers are connected to a few of these themes generated within the school leaders' perceived responsibility. However, the perspectives identified by school leaders and their responsibilities were in many ways connected to emotional engagement. The school leaders emphasized their responsibility of creating a sense of security within the school environment and promoting the growth mindset of teachers. To them, these two themes would make the teachers to be emotionally stable and increase their emotional quotient (EQ). Therefore, as teachers become emotionally stable, they will engage emotionally with the students. In addition, one school leader shared

during her interviews that the first thing she does with newly recruited teachers is to provide robust induction training to create an environment where trust is built and everyone has a sense of security in the job. However, some other school leaders believe that the teachers themselves should develop emotional stability and engagement. They as school leaders would provide support to them. These themes are interconnected to one another. Fiorilli et al. (2017) submitted that teachers who have negative emotions to a greater degree showed signs of stress, and burnout and were more fatigued. Eldor and Shoshani (2016) discovered the show of empathy, love, and compassion as they relate to the emotional strength of teachers. The school leaders frequently provide an opportunity where everyone can grow passionately and sense of assured job security not only in words but also in action around the school. This would create a multiplier effect on the school's standards and practices. These involve the physical energy required to perform the teaching job. They relate to the emotional aspect of a job through total absorption (Saleem et al., 2018).

Physical Engagement: Physical engagement as described initially in the previous chapters is seen as energy, the intensity, and the vigor shown by teachers at work. Such include the teacher's physical presence, attendance, and punctuality to school. Concerning this domain, school leaders all perceived that they have a responsibility as agents of modeling the expected physical engagement to the teachers.

Availability and conspicuousness were stated as their roles as school leaders. The school leaders believed that it is part of the modeling techniques when they are present in school. They are also teaching others to be physically present in their various classrooms

and lessons. One school leader said, *"It is the main expectation of a school from any teacher to be physically present in school apart from being sick or unavoidably absent."* When distributing the themes of the school leaders' interviews, physical activity engagement was widely and deeply discussed by school leaders within the various themes that appeared. The aspects of the generated themes on the beliefs of the school leaders that promote, support, and sustain physical engagement include the promotion of a collaborative, supportive, and all-encompassing school standard practice; passion for education and promotion of a growth mindset; establishing inventories of resources; recruitment of competent and passionate teachers; curriculum design and implementation; and sense of security. Physical engagement of teachers became so imperative after two years of online classes which challenged the domain. Accordingly, School leaders believed their responsibility of promoting, supporting, and sustaining the physical engagement of teachers includes physically preserving and protecting them. The most directly connected to the physical engagement of teachers are the school leaders' observations, pre and post-observation feedback, and constructive evaluation of teachers for growth. Passion for education and the promotion of a growth mindset comes from these classroom exercises. Supportive school standard Practice is interconnected with the themes of the promotion of a growth mindset and a sense of security. Teacher engagement is used to measure the extent to which teachers are physically absorbed in their work; and how they show commitment to the schools' standard practice (Bailey et al., 2017; Khusanova et al., 2021). Recruitment of passionate and competent teachers provided an avenue for physical engagement. Curriculum design and approved implementation are also believed by school leaders to directly influence physical

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engagement. School leaders repeatedly acknowledged modeling the "energy", "intensity" and "vigor" they expect to see from the teachers within the school system as a vital element of promoting, supporting, and sustaining positive physical engagement (Morris et al., 2020).

4.5 School leaders' Actions in promoting, supporting, and sustaining Teacher Engagement.

The participants' actions and strategies adopted in promoting, supporting, and sustaining teacher engagement were subjected to the Delve Qualitative Analysis Tool to generate themes and patterns from codes created by the software. Similar themes were merged and unrelated themes were removed from the entire themes generated. The selected themes were supported with relevant analysis and discussion with effective arguments built on related literature.

4.5.1 Generated Themes on School Leaders' Actions in promoting, supporting, and sustaining emotional, cognitive, and physical teacher engagement.

This section recorded the research results relevant to answering Research Question 3: **"How do school leaders determine what actions to take to support, promote, and sustain positive emotional, cognitive, and physical teacher engagement?"** The school leaders' strategies for promoting, supporting, and sustaining teacher engagement are discussed below. The secondary question is a pointer to the sub-questions on strategies school leaders take to promote, support, and sustain teacher engagement at all levels of its dimensions. These three dimensions of engagement and the various themes generated were analyzed and evaluated as spelled out by Kahn in his initial

theoretical submissions. Seven themes were generated concerning the actions and strategies school leaders can deploy to achieve teacher engagement.
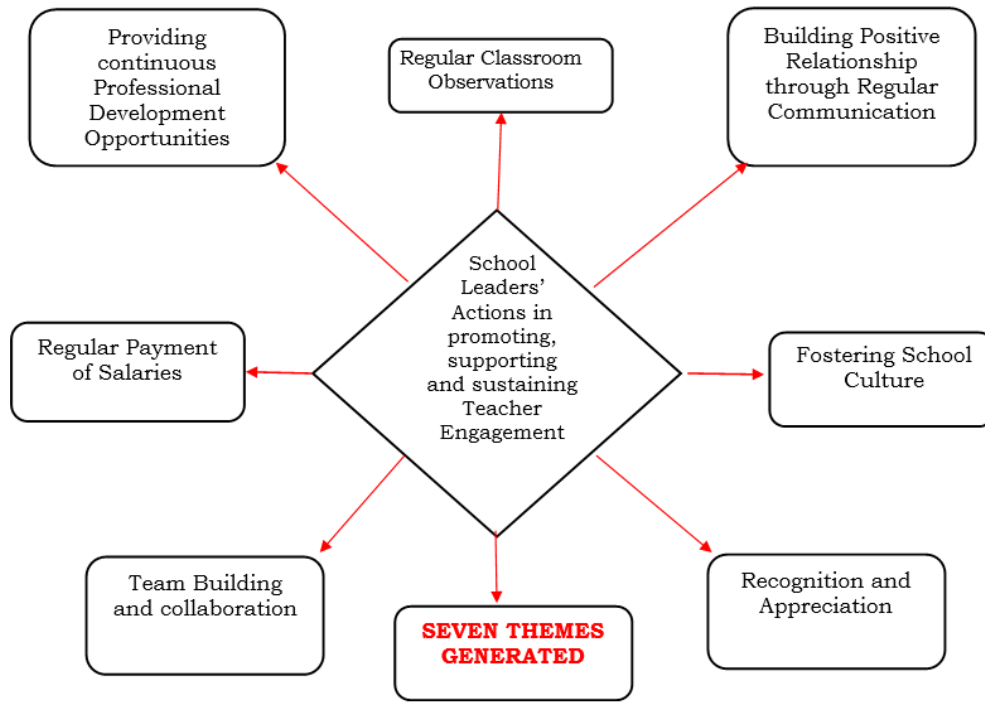
Figure 8. *School Leaders' Actions in promoting, supporting, and sustaining teacher engagement: Regular Classroom Observations, Building Positive Relationships through Regular Communication, Fostering School Culture, Recognition and Appreciation, Team Building, and collaboration, Regular Payment of Salaries, and Providing continuous Professional Development Opportunities.*

From the transcribed interviews on data collected regarding research question 3, seven broad themes emerged as presented by the school leaders on the actions and strategies for promoting, supporting, and sustaining teacher engagement. The themes include Regular Classroom Observations and feedback, Building Positive Relationships through Regular Communication, Fostering School Culture, Recognition and Appreciation, Team Building and Collaboration, Regular Payment of Salaries, and providing continuous Professional Development Opportunities. All the themes were recorded from the exact words of the participants during the interview sessions as the quotations were identified

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by Delve coding software. Each theme was discussed in the sections following from the perspectives of the school leaders. The themes were analyzed and discussed according to Kahn's theory of engagement.

4.5.2 THEMES ON ACTIONS AND STRATEGIES OF SCHOOL LEADERS IN PROMOTING, SUPPORTING AND SUSTAINING TEACHER ENGAGEMENT

Theme 1: Regular Classroom Observations and Feedback
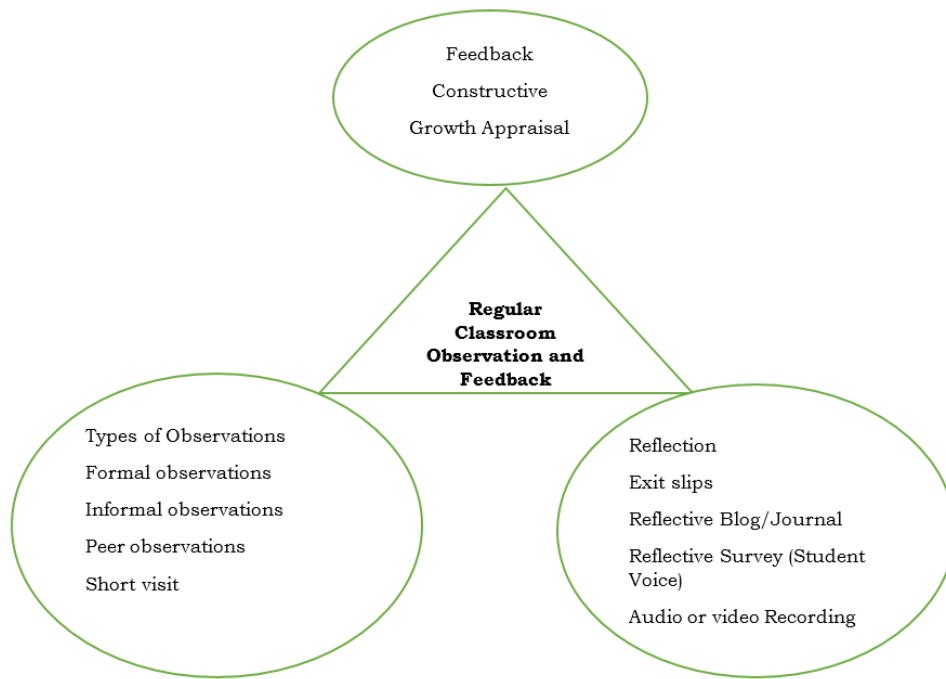
Figure 9. *Regular Classroom observations and constructive feedback.*

Ten out of the ten school leaders interviewed supported the strategy of regular classroom observations and constructive feedback. The theme was broadly and emphatically described by all as an effective action that could promote, support, and sustain all the domains of teacher engagement. This theme was broken down into sub-themes such as types of observations, feedback from lesson and classroom observations, and reflection of both the teacher and the leader observer.

Interviewee 1 supported the regular visit to individual teacher's lessons to review teaching strategies and have conversations with the teacher to provide support to their development where necessary. He said, *"But we have systems in place that if a teacher is not engaged, we have conversations with them. We go in and see what the issue is. Often, more than anything, it's actually something outside of work that's impacting on their engagement with their job."* Then in terms of supporting, promoting, and sustaining teacher engagement. In addition to the statement of Interviewee 1, Interviewee 2 buttressed the point of Interviewee 1 that *"It's about making sure your teachers know they're valued, making sure that they know that their contributions to things are valued and their voice is heard. It's about going into lessons and giving really good feedback about things that have gone well, giving support if something's not gone quite right."* Interviewee 3 cast a new light on this when he said, *"At no point would I expect to walk into a classroom and see a teacher sat behind their desk with the students working silently. Unless it's an assessment further set up by the school and if I see a teacher doing that, I will be having a quiet word with such teacher asking if everything is okay?"* I expect a teacher to be either standing up talking and moving around, walking around the classroom helping students, or sitting with a group of engaged students. I don't expect to walk into a classroom and see a teacher standing at a table."* Interviewees 4 and 5 shared the same opinions on this. They agreed that their major action plan to get teachers properly engaged includes lesson observations which helps to control the academic quality in every classroom. To them, *"We encourage peer-to-peer observations within the different faculty."* The school leaders' views corresponded with the submission of Dignath and Veenmaan (2020). Classroom and lesson observation exercises are effective measures

for assessing dynamic teachers' engagement in their usual habitat (Dignath and Veenman, 2020). Past and present studies supported the success of classroom observations in studying teachers' practice in the learning environment as well as their agreement on cognitive and metacognitive plans (Dignath and Büttner, 2018; Zepeda et al., 2018; Brevik, 2019).

Together, Interviewee 6 presented his account that, *"So we've got observations that we do, but then we encourage peer observations as well and then those same teachers who were asked to be observed can talk about their experience of engagement." I identified five teachers who I thought were doing well and these teachers were very good at managing students. Others were encouraged to observe those teachers' lessons."* Therefore, Interviewee 7 said, *"When teachers make lessons interesting and memorable, students become more engaged and eager to learn. We make other teachers observe such teachers. I also do an overall check of the lesson delivery in all subjects through regular lesson observations and I also provide feedback to the teachers for improvement in areas identified as "Focus for improvement"."* Interviewee 8 focused more on the types of observations that they do in school. She said, *"We allow our teachers to have some freedom in their classrooms but regular classroom observations are conducted such as formal observation, a short visit to observe opening rituals or closing plenary, Unannounced visit which is informal and peer-to-peer observations."* To her, this strategy has created a conducive atmosphere for learning in our school. Regular classroom experiences and student outcomes through constructive feedback can stimulate emotional, intellectual, and physical engagement. Interviewee 9 emphasized more on positive feedback to teachers for growth. To her, the teachers become emotionally stable

if they trust the system. She said, *"But my role is also to ensure that they remain stable and physically fit and present in the classrooms when discharging their duties as teachers. This is done through regular classroom checks and monitoring. The physical presence of the teachers in the classrooms means a lot to the students and even the management. The energy displayed by the teacher in the classroom has a lot to do with the result."* She said the process is cumbersome but rewarding. Interviewee 9 said, *"There are also numerous level meetings where classroom best practices were shared among the teachers and they learn from one another in this process through positive feedback provided after classroom observations."* Teachers were also encouraged to reflect on their teaching from time to time. Teachers are continually encouraged to apply reflective practice in their teaching for a better understanding of their teaching process through the use of reflective journals, exit slips, or students' voices (Loughran, 2002; Lubbe and Botha, 2020). The reflective practice assists teachers in promoting, supporting, and sustaining their best practices to meet the school's demands (Kuusisaari, 2014). The research undertaken by Moradkhani, Raygan, and Moein (2017) discloses that reflective practice improves teacher's self-efficiency. Interviewee 10 emphasized too on regular teacher observations and the provision of regular feedback for the growth of teachers. He said, *"Classroom observations are conducted to assess teachers' pedagogical practice, engagement with students, and the overall atmosphere of the classroom."* Teachers can be more engaged when they reflect more on the feedback received from each observation.

Theme 2: Building Positive Relationships through Regular Communications

*360° Relationships

*Horizontal and vertical Relationships

*Relationship with stakeholders

Building Positive Relationships through Regular Communications

*Communications

*Listening through open door policy

*Regular Meetings

*Emails

*Structures

*Innovative structure

*Middle Managers
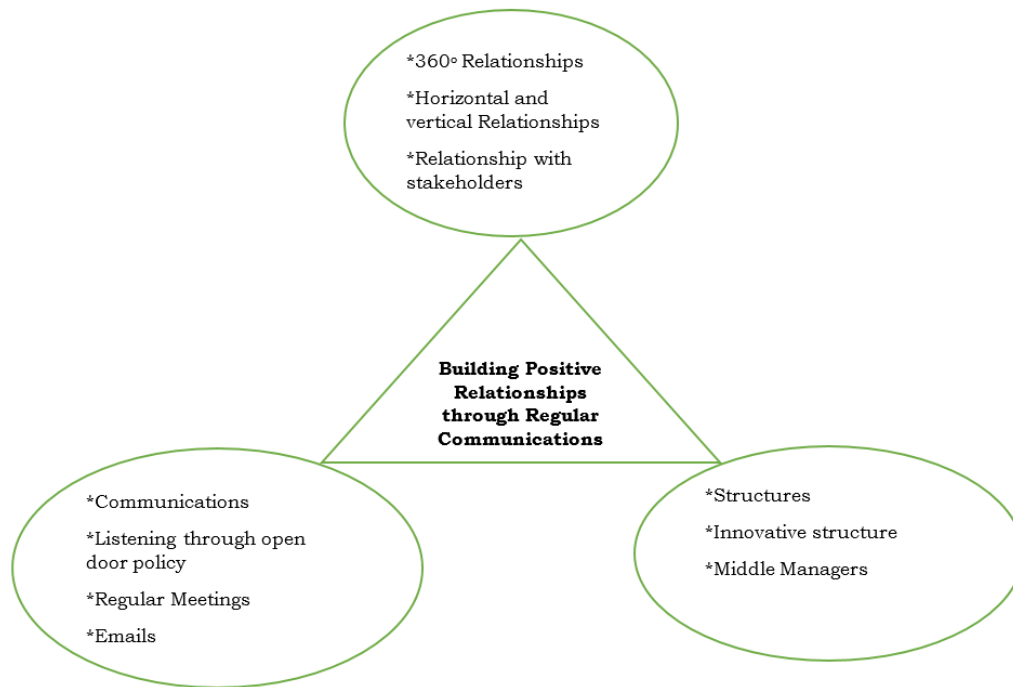
Figure 10. *Building Positive Relationships through Regular Communications.*

The second theme under this sub-chapter centered on relationships built from effective communication. All of the school leaders interviewed gave positive responses about the effectiveness of positive relationships and communications within the school environment. The school leaders mentioned relationships with every stakeholder in the school. Relationships built with students, teacher relationships with colleagues, relationships with the school leadership, and relationships with parents and the community. The ten interviewed school leaders spoke about their relationship across the entire school. According to them, they have 360-degree relationships. They included in their discussion the personal and professional relationships they have with their staff and parents. The school leaders' submissions buttressed the conclusion by Rowland and Hall (2012) that 360-degree relationships in any organization encourage a healthy and

positive work environment, positively influencing workers' perceptions of fairness (Rowland and Hall, 2012). However, this does not only mean that school leaders know the teachers so well but also require a reciprocal approach. The teachers have to be connected through positive relationships and communication. The school leaders emphasized strongly the success of building relationships rather than engaging in autocratic leadership. To make this theme obvious in schools, all the school leaders emphasized being approachable through the operation of an open-door policy. With these teachers and other staff, members can freely walk up to any school leaders to discuss burning issues either personally or professionally.

Other emphases were on regular meetings and email communications. Communications through listening because of the open door policy, communications through regular whole school meetings, faculty, and departmental meetings. The entire school leaders stressed the successes of relationships built through these media. Every meeting is focused on an engagement agenda where meaningful discussions take place for better improvement of teachers through effective engagement.

From the school leaders' interviews, it was also identified that the strategy of building relationships through regular communications was based on the innovative structure put in place by the school leadership. Middle management positions were designed to drive this strategy. Efficient middle managers are selected through interviews and they are empowered to drive and communicate on faculty issues relating to curriculum delivery, strategies relevant to different topics, and the assessment objectives and aims of the syllabus. The school leaders sometimes make themselves available in these

meetings. Interviewee 1 spoke about the support from affiliation to top universities. He said, *"Well again, our relationship with MIT and Boston has helped us and our teachers to build solid relationships among ourselves through many communications channels developed by these Universities. I can say categorically that even within the same classroom with the same teacher, no two years should be the same due to interaction among the teachers. If you stand still while teaching, it's like riding a bike if you stand you will fall over. I think it's the same thing. Having individual communications with teachers to make sure they understand that specific area of teaching and learning. For emotional engagement, we also use feedback from parents. So we include in our parent satisfaction survey to ask parents how well they feel how their children are engaging with the school and classroom emotionally and that can be used to determine the emotional stability of teachers in the school. Not just academically, that will manifest itself in students building positive relationships with their teachers. This is also getting feedback from as many stakeholders as possible."* Interviewee 4 recounted, *"Yes, exactly relationships and communications are nice tools in promoting and sustaining teacher engagement in our school. We always have regular meetings with teachers. We introduce snacks and drinks into our conferences with every teacher to build positive relationships and relaxation. As an assistant principal, I play a direct role in promoting and supporting teacher engagement, thereby creating a positive and stimulating academic and social environment which ultimately leads to overall students' successes through regular communications, community collaboration, and communication."* The statement of Interviewee 5 gave a different account of how this works in her school. She said *"We encourage teacher communication through internal PDs, which was very beneficial in the long run. This period*

gives a good opportunity for us to know what other departments in the school are doing. So, having this kind of communication every semester is also quite beneficial for us to reflect on what we have been doing and this is also quite good for the teacher to develop themselves. So they learn the learning cycle of the students and they will therefore improve their learning and reflect on their various teaching. Creating more opportunity for communication and interaction between teachers and students." She explained further, *"I also feel that I should be communicating with the teachers more to learn about their personal needs and to learn about how they improve or develop after they arrive here (in school). Very few communications between senior management and the individual teacher exist. This I think should be improved because this will give the teacher a sense of being more valued and this creates a good opportunity for them to let the management know how they have developed. Again if they have any suggestions this would be a very good opportunity to communicate together and build a good rapport."* Organized activities with staff not during working hours, but off work with families. This will create very good working relationships and so during recreation, you're creating personal bonds between teachers. As a school, we also acknowledge teachers' personal needs and we help them when they have personal needs, for example, the education of their kids. She said, *"This Friday I'm invited to a birthday party because we are using the medium to build relationships."*

Taylor and Kent (2014) argued that teacher engagement is related to the Communication and Dialogue Theory. However, the scholars considered teacher engagement to be a part of positive dialogue that can be effective in the decision-making process that creates social relationships. According to Taylor and Kent (2014),

"Teacher Engagement is both an alignment that influences collaborations and the method that guides the collaboration process among groups"

Interviewee 6 aligned properly with the conclusion made by Taylor and Kent (2014). He said, *"I think for engagement to occur, teachers should be connected because any shutdown from the aspect of the teacher denotes a lack of connection with the students and colleagues. So for me, it is essential that teachers must have platforms in school where they communicate ideas and relate positively."* Interviewee 7 supported open and transparent leadership through regular communication. These actions collectively contribute to creating a positive and supportive environment that fosters teachers' positive engagement from year to year, ensuring their well-being and dedication to their roles. Promoting, supporting, and sustaining teachers' positive engagement from year to year is a continuous effort that involves a combination of strategies and actions. Building relationships and regular communication are part of those actions. She said, *"Open and transparent communication channels with teachers are my strategies."*

Interviewee 8 summarised a significant submission. She believed that *"An engaged teacher often builds strong relationships with colleagues, students, parents, leadership team and the community."* Effective communication between school leaders and teachers ensures open communication channels that help to build trust. Interviewee 9 supported the previous submissions that, *"As a school leader, promoting and supporting positive teacher engagement is to encourage communication among the teachers where everyone can freely express his/her opinions with the mindset of being heard. This promotes the sense of belonging among the staff."* Interviewee 10 did not deviate far from other school leaders. He said, *"Yes, teacher engagement is crucial for creating success for all students.*

Building strong relationships and developing better communication channels create a positive classroom and school climate." Building trusting relationships with teachers and other stakeholders can establish a transparent communication environment where everyone is well-informed about school policies, challenges, decisions, and successes. Teachers are expected to understand each other during their meetings and offer positive solutions to the challenges that could emerge from their practice and they can share mutual support. By sharing positive relationships, the development of a negative mindset should not be allowed within the team because it could harm the team's joint success (Velázquez & Pulido, 2019). Socha and Beck (2015) in their article suggested the promotion of positive communication to overcome the challenges of unhealthy relationships because adopting positive communication would destroy negative communication channels.

Theme 3: Fostering School Culture
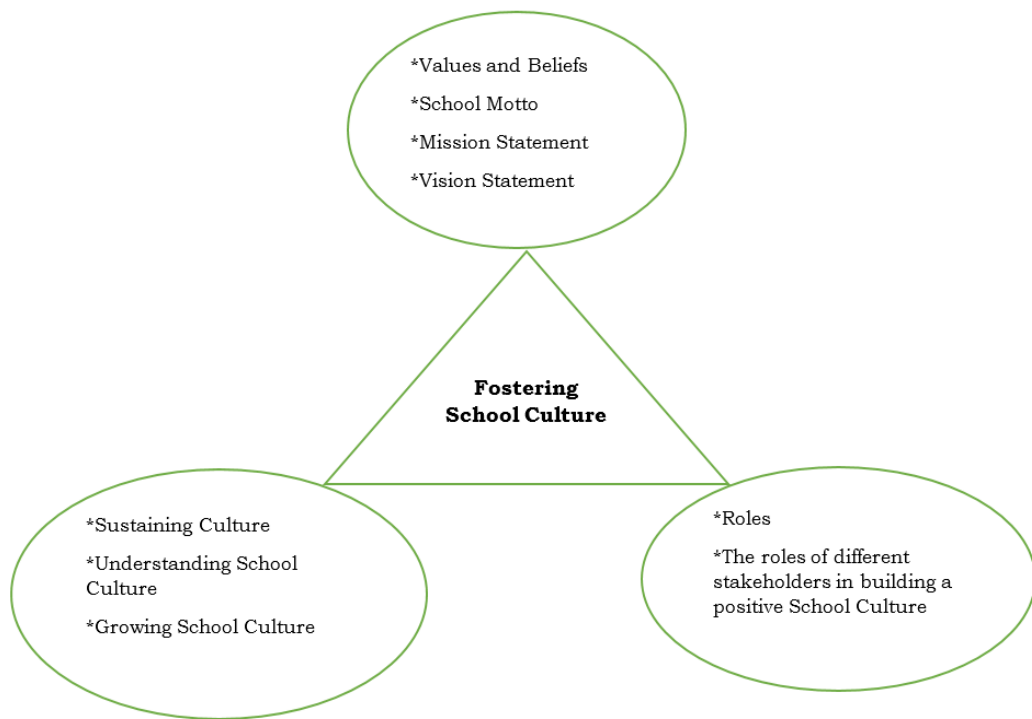
Figure 11. *Fostering School Culture.*

A promoted school culture builds an environment that is secure and enabling. When teachers feel respected and cared for, and openly connect with their colleagues, it is going to have a positive influence on their teaching skills and lesson delivery. Teachers also benefit from a fostered school culture, as it improves their work ethics and job satisfaction and lowers the chances of stress and burnout. The National Institute of Urban School Leaders at the Harvard Graduate School in 2018 defined school culture as, "The *core beliefs, connections, and behaviors of all stakeholders.*"

The third theme that emerged was the fostering of school culture. School leaders felt it was a strategy that could be used to promote, support, and sustain teacher engagement. School leaders expatiated on how the school traditions, core beliefs, mission, and vision

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statement connect to building and promoting the school culture. Eight out of the ten school leaders supported fostering school culture as a unique strategy for achieving positive teacher engagement. To them, when teachers understand the core beliefs and traditions of a school, then they become committed to driving this through their lessons and other external engagements. All school leaders agreed with the existence of a positive relationship between school culture and teachers' engagement levels. Culture was essentially related to the themes of team building and collaboration; and building relationships through positive communication. All are embedded in the core values of any organization. Therefore, culture is seen as the way a school is operated, the values ethos, and beliefs of such a school, and the anticipated behaviors within the school environment.

Interviewee 1 commented, *"Fostering a culture well embraced by all in the school environment develops a collaborative learning community where teachers can engage properly with available resources provided by the school."* Understanding the school culture fosters positive teacher engagement. On the part of Interviewee 2, she provided an analogy, *"So many things such as salary, school environment and climate, resources, leadership styles, and most especially vision and mission of the school contained in the school core values determine the level of expected teacher engagement."* Like interviewee 1, interviewee 5 talked about the education philosophy of the school as the culture on which the foundation of the school is built. She emphasized that *"I would like to make sure that everyone shares the same values in the school. We love the students we respect their individuality and this will therefore promote and support teachers and improve their emotional engagement in school."* Interviewee 7 considered school culture from the

perspective of reinforcement and motivation. He said, *"I promote school culture from the perspective of feedback and self-reflection and the ability to reinforce a culture of positivism and motivation."* Interviewee 8 said, *"Creation of supportive and engaging school culture, promotes all aspects of engagement dimensions required of any teacher. To her, the culture of any school determines the visible outcomes. Therefore, an engaged teacher would contribute to the promotion of a positive school culture. Therefore, school culture and engagement are interwoven and contagious."* She said further, "*My primary responsibility is to promote an inclusive school culture where teachers feel motivated and valued.*" Other school leaders discussed their actions and strategies for growing the school continuously as a result of the components of the school mission and vision statement. Interviewee 10 therefore, presented his views from a different perspective. He said, *"I try as much as possible to emphasize the school standard practice as contained in the values and beliefs of the school. This reminds the teachers and helps them to design their teaching resources around these values."* Creating a constructive school culture, and developing a standard practice culture for the smooth running of the school. Leading and reshaping school standard culture all begins with values and beliefs. Fostering the core values of our schools helps protect the culture-building process. An arrangement of mission and vision statements, school values, and ethos creates common ground for every stakeholder to thrive. Most importantly, the teachers and students operate on the key principles that define the school. A composite of school values can create a united community of teachers, students, non-teaching staff, school leaders, and members of the community, where actions are built upon mutual respect, and support for each other for a healthy school environment. School leaders agree with the effectiveness of this

theme in promoting ultimate engagement. Studies have shown that a well-articulated school culture improves teacher performance, job security, academic achievement, and the general well-being of everyone within the system. Recent literature has provided the significance of a well-designed culture of a school and its impact on teacher engagement. The evidence provided supports the success of fostering a positive school culture and the significant effects on other aspects of the school (Cann et al., 2020; Thien & Lee, 2022). In the study of Cann et al 2020, there was a call for greater promotion of inclusive school culture for a positive engagement of teachers. It was researched that the size of the school determines the success of a healthy school culture. Large schools are more likely to struggle with the promotion of a healthy school culture than small schools. However, the use of small and large are relative and subject to different environments.

Conclusively, school leaders have the role of creating a clear school mission and vision; and setting guidelines to monitor the values and beliefs of the school as accepted by the teachers, students, parents, and the bigger community. They should ensure that the stakeholders are in tune with the desired ethos and values of the school. Educators and school leadership are to sustain expected change for a better school environment.

Theme 4: Recognition and Appreciation
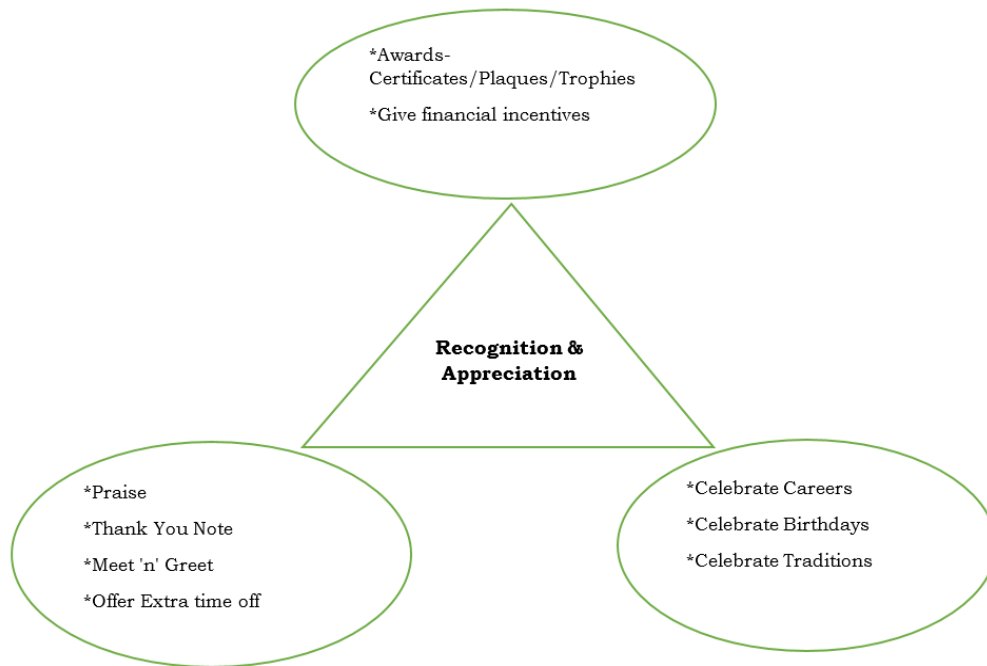
Figure 12. *Recognition and Appreciation.*

Eight out of the ten school leaders interviewed supported the action of using recognition and appreciation in driving teacher commitment and engagement. This theme was critically emphasized by all who spoke about it. They described the effectiveness of celebration, appreciation, and recognition in promoting, supporting, and sustaining all the dimensions of teacher engagement. Different school leaders broke down this theme into sub-themes. They commented on praise for hard work, awards, certificates, and celebrations of birthdays and traditions. Some mentioned appreciation in terms of giving a 'Thank You' card or even saying it more specially. The fourth theme creates motivation for workers and gives them a sense of belonging. Concerning this study, teachers would do more if appreciated for their little achievements. It could be by identifying the best teachers of the month or the best teachers of the year.

Interviewee 1 emphasized *"I can also categorically state it here that we also recognize and appreciate our teachers for every success recorded be it personal or professional. We use this as part of our strategies for promoting and sustaining their emotional engagement. To us, a happy teacher is an engaged teacher."* Interviewee 2 certainly said, *"I appreciate the support of the teachers with words of praise and positive reinforcement. In the end, the students benefit from the encomium poured on teachers. I know that as I go into the classroom, students are consuming those lessons."* Interviewee 5 re-emphasized the submission of Interviewee 2. She said, *"In the path of appreciation. I could also attest to that and also I saw that if you appreciate the teachers by just giving a clap sometimes it goes a long way to motivate them and prepare them for positive engagement."* The teacher wanted to be valued in the school environment and be treated like professionals. She described the impact of celebration for the teachers on teacher engagement with students. The little appreciation and gifts given by the school leadership on Teachers Day, Women's Day, and some special occasions, go a long way in promoting, supporting, and sustaining teacher engagement."* To her, *"It is just an acknowledgment of their dedication and thanking staff for their hard work."* Therefore, Interviewee 7 clarified his thoughts on the action of recognition and appreciation of teachers. He mentioned, *"Celebration of Achievements generates successes throughout the academic year and the culture of teacher engagement gets promoted and sustained. He supported strongly the idea that teachers should be recognized and appreciated from time to time for their contributions to the overall success of the school and this could be done through award ceremonies, certificates of outstanding achievements, and more so praise and offers of time off."* However, Interviewee 8 did not go far from the previous leader. She supported the action

of positive reinforcement through 'Thank you' cards and the celebration of individual contributions. Providing teachers with the support, they need and recognizing their hard work and dedication promotes a positive classroom and work environment and keeps teachers engaged. Interviewee 9 buttressed further, *"I provide an opportunity every month where teachers' successes are valued, celebrated, and recognized. I have come to know that the teachers' morale and work ethics have greatly increased as a result of praise and celebration."* Interviewee 10 presented the same conclusion that *"Recognition of teachers' contributions, expression of gratitude for every achievement and celebration of outstanding achievement boost teachers morale and foster their degree of engagement with the students emotionally, physically and cognitively."* Interviewee 4 also believed in the power of praise and positive statements. He said, *"We organize monthly play together as teachers in the school's gymnasium. We have, uh, uh, fruits and drinks. Everybody eats as much as they can. Some take coffee and tea."* The idea behind all this is to celebrate the teachers' achievements and create an environment where workers' achievements are recognized no matter the magnitude of such achievements. The above responses from school leaders support the study that workers naturally become more engaged in their jobs, and thrive to be more committed to achieving improvement in their jobs when they feel valued (Acquah, 2017).

Theme 5: Team Building and Collaboration
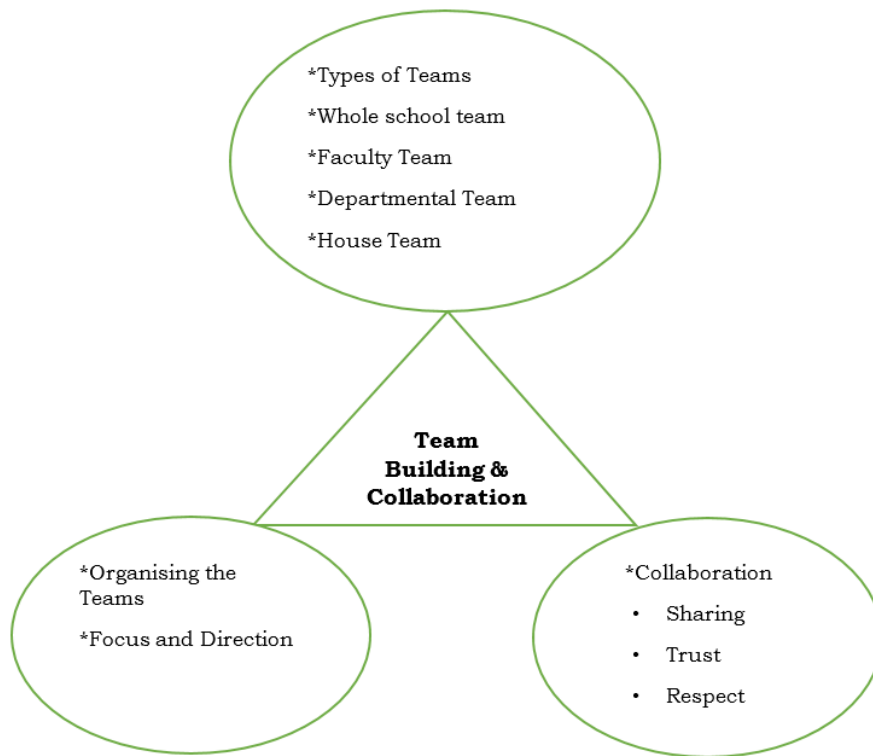
Figure 13. *Team Building and Collaboration.*

This theme from the significance of team building and collaboration. Teams are made of people within an organization with the same goal setting and are driven by these goals. The people or group of people within a certain team maintain a professional relationship with each other. The school leaders' participants considered this as an action or strategy that could promote teacher engagement and even sustain it. They all agreed that the teachers they oversee are classified in a team whereby they assume the position of a team leader. Some of them agreed on the principle guiding a team as 'Sinking or Swimming together'. One of the strategies of cooperative learning is that it promotes critical thinking (Chen, 2018). The school leaders determine the focus of the team and

each individual in the team is accountable (Klang et al., 2018). School leaders mentioned the different types of teams in their various schools as well as the focus, responsibilities, and value of each team. Interviewee 1 highlighted, *"I believe that my strategy extends to developing an environment that promotes collaboration and support for teachers on the school standard and practice as contained in the mission statement of the school. Collaborative learning communities enable intellectual growth through shared knowledge. This can only be achieved by developing teams and setting the focus for the teams to thrive."* The intention depends on the team members' requirements the consideration of individual skills; and how effectively they collaborate. Interviewee 2 also shared that she tries to "*Develop a lot of expertise within the teams in school. So we learn from each other all the time. We also have days when we can engage in really high-quality professional learning for a full day as a whole staff working together in teams on different aspects of the school growth."* To her, *"It is her responsibility to use the medium to promote collaboration and teamwork."* Interviewee 4 said briefly and concisely, *"Teamwork, community collaboration, and communication are essential tools for promoting every domain of teacher engagement."*

Interviewee 5 connected with the previous leaders' views. She emphasized the importance of having good teams working in the school environment. She mentioned the success of house activities run in her school and the faculty activities put together by different teams; and how these activities have greatly promoted teacher cognitive, emotional, and physical engagement. Interviewee 6 said, *"I encourage the teams to be aware of the core values of the school and the need for collaboration." The teams engage and collaborate to achieve the planned goals and objectives.* He said, *"But then we need*

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to look at the nature of that engagement and to see whether John and Mary both need the same type of engagement or if it's going to be different."

Sometimes teams do not always find it easy to get along together but any school leader has to make sure they get along better despite differing opinions. Interviewee 7 admitted that some teams achieve their goal quickly while other teams do not, and so he emphasized *that "Team Building and Collaboration are essential parts of the success of any organization."* Teachers should learn to work together to achieve the same goal and also to foster the school's bigger goals. Interviewee 8 stated, *"Team building activities can bring the desired outcomes."* Interviewee 9 discussed this further. He said, *"I have come to know that the teachers' morale and work ethics have greatly increased as a result of having better teams built on trust and respect."* The school also creates avenues for informal interactions and collaboration toward a positive state of being. *"Recruitment of competent teachers helps to build a formidable team that can foster a standard culture for the smooth running of the system,"* Interviewee 10 asserted the statement of interviewee 9. Knowledge, skills, and attitude are essential parts of any team's success (Xiao, Parker, & Manser, 2013; Rawlings & Downing, 2017).

Theme 6: Regular Payment of Salaries
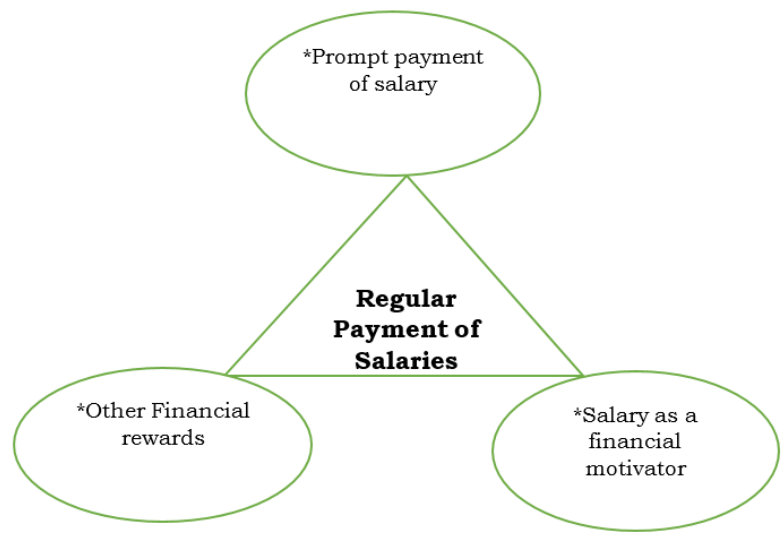
Figure 14. *Regular Payment of Salaries.*

The sixth theme is based on financial motivation to foster positive teacher engagement. According to Ibrar and Khan (2015), the impact of financial rewards on teacher performance and classroom engagement cannot be over-emphasized. Their findings discovered a positive significant correlation between wage and employees' job engagement. The teachers remain engaged cognitively, emotionally, and physically when the school leadership regularly pays salaries, bonuses, and other financial rewards. Salaries become positive reinforcement mechanisms for promoting and sustaining teachers' engagement levels. The promptness of additional financial rewards no matter how small motivates the teachers to a greater extent (Ojeleye, 2017). Interviewee 1 asserted, "*I do not want to shy away from the fact that Money/salaries of teachers in terms of its volume and streams could heavily impact teacher engagement too.*" He was of

the assertion that regular and prompt payment of teachers' salaries supports all the domains of teacher engagement as spread out by Kahn. Interviewee 2 affirmed the statement of Interviewee 1 that *"So many things such as salary, school environment and climate, resources, and many more promote teacher engagement."* Interviewee 5 stated that, *"Though salary is not part of her responsibility she still affirmed that she is always working with the financial director to ascertain the promptness and regularity of the payment of salary."* She said, *"The reason why I do that is because I know that teachers have a sense of safety and are emotionally stable when they receive their income promptly."* She emphasized on timely payment of teachers' salaries as a strategy for achieving the best out of them. Interviewee 8 made a short statement about the importance of salary in promoting, supporting, and sustaining teacher engagement. However, she stressed that no amount of money could satisfy the teachers for too long. Interviewee 9 said, *"The major action to achieving positive engagement is the determination of good salary scale and the regular payment at the right time."* Interviewee 3 said prompt payment of teachers' salaries is strategic in promoting, supporting, and sustaining teacher engagement. Like some of my teachers do say, *"I remained in this school for a longer period just because the salaries of staff are promptly and regularly paid."* Interviewees 10 and 7 clarified, *"Promoting, supporting, and sustaining the positive physical and emotional engagement of teachers through regular and prompt payment of salaries and allowances."* Interviewee 7 reemphasized that financial motivation and the ability to meet their needs give teachers the emotional strength to carry out their assignments. In conclusion, Interviewee 6 added *"One last thing I do not want to shy away from is the issue of salaries. I know sometimes we do not want to talk about money*

but money plays a crucial role in promoting and sustaining teacher engagement. Yes....
It's true!"

Theme 7: Providing Continuous Professional Development Opportunities
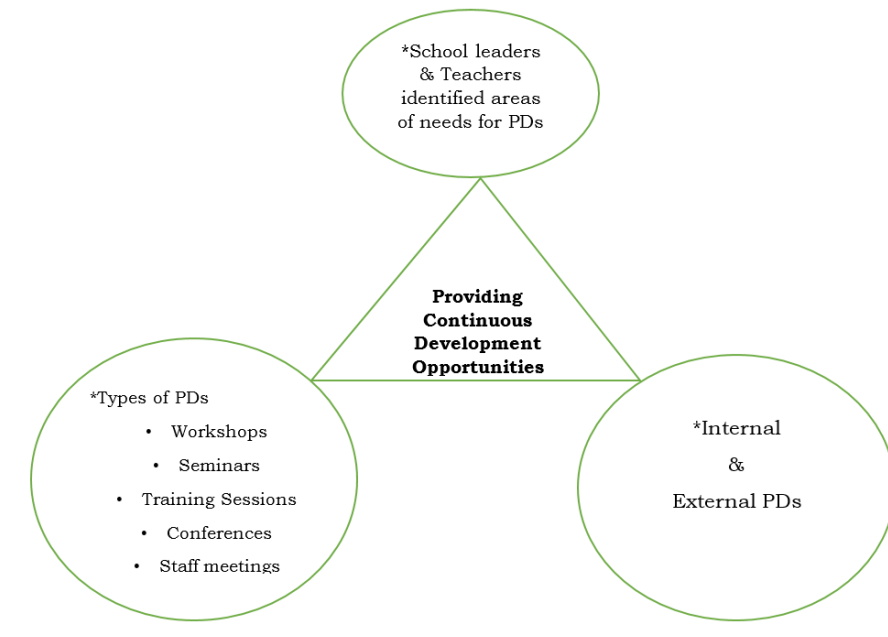
Figure 15. *Providing Continuous Professional Development Opportunities.*

The last and final strategy in promoting, supporting, and sustaining teacher engagement as derived from Delve coding software was the provision of professional development opportunities for teachers. Some school leaders referred to this as the provision of PD and some referred to this theme as the provision or creation of a professional learning environment for teachers. Irrespective of what the school leaders called the theme, they were all referring to the same theme. Professional development can be internal or external depending on the needs and the professional facilitating the event. It could be classified into either holding the PD within the school or sending the teachers to attend organized PD in other environments. Some of the advantages of internal PD are that the

facilitator has a good knowledge of the school and staff members and has a stake in the success of the school. Some other advantages include easy accessibility, trust, and cheaper to put together an internal professional development opportunity (**see Appendix 11**). However, the internal PD may not be objective enough due to the relationships and internal politics of the organization and the facilitator may also lack the skills required for the successful coaching of the staff on their particular needs (Darling-Hammand, 2017). External PD requires the involvement of expertise outside the specific school environment. The facilitators of such PD have no stake in the school and so could question any traditions and introduce fresh perspectives during the workshop, seminar, or training sessions. However, an external PD is less accessible and more expensive, and sometimes the training may not fit well with the school culture (**see Appendix 11**).

Interviewee 3 shared that, *"Staff professional development needs differ and when the right professional development opportunities are created at the right time, then teachers learn new skills for better engagement."* It depends on the leaders' budgetary allocations and provisions of professional learning opportunities to cater to the diverse needs of the teaching faculties. He asserted that *"I prefer to bring in PD that meets the short-term needs and practice of every teacher."* Those are professional development on skills acquisition and development of teacher engagement. In high schools according to interviewee 3, he declared, *"I prefer to provide professional development to teachers on how to relate with adolescents and how to handle issues of discipline among them."* The different teacher has different professional development needs. So school leaders are enjoined to be proactive in decision-making when professional development is needed. Interviewee 1 supported the view that professional development opportunities both internal and

external help to create a secure environment filled with collaboration and engagement. He said, *"Well, I think it's an important role, I think it has to do with training, ongoing training, to learn. For example in our organization, we put a lot of resources into what we refer to as professional learning. It used to be called CPD- Continuous Professional Development. This sees teachers as learners as opposed to teachers. The teachers put themselves into a position where they are constantly learning and they gain a lot in terms of training, experience, peer learning, and we use that a lot to ensure that teachers are developing these skills and becoming more experienced in their practice."* It is about me providing how the teachers can engage with professional learning. He stated again, *"I can refer to promoting professional learning through the vehicles designed by Nord Anglia University in our school and by our relationship with MIT and Boston. However, those are more generic things I supposed. It's about well-understood professional learning organized for the teachers."* Interviewee 2 echoed her idea on personal and professional development; and how the teachers' professional learning impacts the students for now and in the future. She said, *"We are very big on professional development and professional learning as an organization around the world. That is very important to us and we have a really good system for that. I think that really helps with teachers realizing that we value them, and so therefore they are more engaged in their learning, and that only has a positive impact on the students."* She emphasized the importance of PD to them as a school. She said, *"That's important to us. We get external companies to come in to deliver training for us as well, so we all feel reinvigorated. We are on the Three Ds professional development for teachers."* Interviewee 4 did not deviate from other school leaders. He said *"We provide professional development opportunities for teachers because*

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we want the teachers to learn new skills and be current in their practice. Sometimes we bring in facilitators of PDs from Germany to organize workshops and seminars for our teachers." She clarified that *"Internally organized teacher-training meetings are designed and targeted towards areas of urgent needs of teachers. Online workshops are also provided for teachers depending on the situation of things."* Interviewee 5 spoke plainly when teachers' professional development was discussed. She emphatically agreed that she is in charge of that aspect of teachers' professional growth and the growth of the school's human resources. Offering external and internal professional development opportunities to teachers and non-teaching personnel. She emphasized that if teachers gain access to skills and resources, teacher engagement would be an easy task for them. She said, *"We work very closely with the exam boards to offer professional development opportunities for the teachers and the teachers can develop the knowledge of their subject and their practice. Then we offer them the opportunity to learn more about the syllabus; and to learn more about the assessment objectives and this helps them to understand the curriculum. This will therefore affect their teaching and their way of assessing the students."* Once they have this confidence in teaching this will also prepare them for better engagement with the students. Therefore I also encourage every faculty to engage in peer observation and encourage teacher communication through internal PDs. Interviewee 6 provided evidence of some successes recorded from past professional development programs of the school. To him instead of complaining about teachers' weaknesses, it is better to support their growth through relevant PDS. But that is why I think professional development then is going to come into this because when you as a leader identify certain weak areas in your teachers, you can try and fill the gaps that,

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you know. After all, the hiring process is never perfect. He said, *"Sometimes bad apples do fall through or make it through the system. But your checks and balances come in when you, number one, get feedback from students and two, provide them with professional development opportunities be it internal or external, individually or collectively."* Interviewee 7 agreed that many factors contribute to teacher engagement such as job satisfaction, teacher commitment, and availability of professional development opportunities. He discussed that *"The factors that impact my teacher engagement the most are professional development opportunities and motivation for teachers."* As a school leader, I do not take the professional growth of my teachers for granted. He specified that *"I also organized on and off-campus PD for teachers and facilitated some school-wide PDs to improve teaching practice. I also ensure that staff are made aware of the recent teaching & learning strategies."* I perceive and through actions taken during my long-standing years as a school principal that Professional Development Opportunities are an essential strategy to ensure positive and rewarding teacher engagement in schools. Furthermore, Interviewee 8 stressed that as an assistant principal, *"I am in charge of teacher professional development, resource allocation, training, curriculum development, and many more. Promoting, supporting, and sustaining teachers' cognitive or intellectual engagement is crucial for their professional growth and effectiveness."*

Other school leaders such as Interviewee 9 and Interviewee 10 gave their overall support to this action of promoting, supporting, and sustaining teacher engagement. Interviewee 9 said, *"My overall role is to oversee the entire school in terms of its operation, curriculum development, and delivery. In short, the overall welfare of the students and staff in the school. I also engage in budgeting for resources and professional development purposes."*

I try to support teachers' cognitive engagement by providing professional development workshops and seminars in different subject areas to help the teachers' knowledge of their curriculum area, syllabus breakdown, and expectations of examination bodies. I challenge professional developers to develop training programs for teachers for students' success. Interviewee 10 gave his version as an experienced educator. He said, *"I support schools providing professional development opportunities for teachers and encouraged the teachers to take any provided professional development opportunities seriously for personal and professional growth."* This was consistent with the findings of Coldwell (2017) in his study on investigating the impact of professional development on teachers' career paths. Concerning Coldwell (2017), the possible influence of PD on teacher development involves a multifaceted relationship of factors. These factors do not only relate to the type and quality of Professional Development but also depend on the personnel involved and their organizational objectives. PDs cater to the varied needs of teachers within subject-specific circumstances (Coldwell, 2017).

4.5.3 Themes Summary

This study explored the actions and strategies of school leaders in promoting, supporting, and sustaining positive emotional, cognitive, and physical engagement of teachers. The themes were derived through the interviews with ten high school leaders selected through inclusion/exclusion criteria. Themes revealed through Delve coding software include regular classroom observations, building positive relationships through regular communication, fostering school culture, recognition and appreciation, team building and collaboration, regular payment of salaries, and providing continuous

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professional development opportunities through a professional learning environment. The table below (**Table 9**) shows the percentage of school leaders who emphasized each of the themes generated.

Table 9: *Percent of School Leaders' Actions and Strategies in promoting, supporting, and sustaining teacher engagement, by Theme, in Answer to Research Question 3.*

S/N	Themes	How many participants mentioned it?	Percent

Themes 1	Regular Classroom Observations
	    <u>Sub Themes</u>
	    • Types of observation
	    • Feedback
	    • Reflection
		10 out of 10	100%

Themes 2	Building Positive Relationships through Regular Communications
	    <u>Sub-theme</u>
	    • 360º Relationships (Horizontal and vertical Relationships);
	    • Communications
	    • Innovative Structures
		10 out of 10	100%

Themes 3	Fostering School Culture
	    <u>Sub-theme</u>
	    • The roles of different stakeholders in building a Positive School Culture
	    • Values and Beliefs
	    • Sustaining Culture
		8 out of 10	80%

Themes 4	Recognition and Appreciation
	    <u>Sub-theme</u>
	    • Awards- Certificates/Plaques/Trophies
	    • Financial incentives
	    • Celebration
		8 out of 10	80%

Themes 5	Team Building and Collaboration
	    <u>Sub-theme</u>
	    • Types of teams
	    • Collaboration- Sharing, Trust, Respect
	    • Organising the team's Focus and Direction
		10 out of 10	100%

Themes 6	Regular Payment of Salaries
	    <u>Sub-theme</u>
	    • Prompt payment of salary
	    • Salary as a financial motivator
	    • Other Financial rewards
		9 out of 10	90%

Themes 7	Providing Continuous Professional Development Opportunities/ Professional Learning Environment
	    <u>Sub-theme</u>
	    • School leaders and teachers identified areas of need for PD
	    • Internal and external PD
	    • Types of PD
		10 out of 10	100%

4.5.4 Themes' Analyses Concerning Kahn's Theory of Engagement

This study is incomplete without its application to the critical study of Kahn's theory on teacher engagement and its dimensions. The relationships between the actions generated and discussed above and domains of Kahn's cognitive, emotional, and physical engagement. The dimensions emphasized by William Kahn and the effectiveness of the school leaders' action plans and strategies in promoting the domains of teacher engagement characterized the success of the school objectives. The promotion and support received by teachers from school leaders in achieving these dimensions of engagement, determine the outcome of the students and classroom interactions.

Positive teacher-student interaction helps to foster teachers' classroom effectiveness (Sieber et al., 2020). The teacher-student interaction in the classroom is the foundation of teacher engagement, student interaction, and positive classroom relationships (Pöysä et al., 2019).

Cognitive Engagement

*Regular classroom observations

*Fostering school culture

*Team building and collaboration

*Regular payment of salaries

*Providing continuous professional development opportunities

Emotional Engagement

*Building positive relationship through regular communication

*Recognition and appreciation

*Team building and collaboration

*Regular payment of salaries

*Providing continuous professional development opportunities

Physical Engagement

*Regular classroom observations

*Building positive relationship through regular communication

*Fostering school culture

*Recognition and appreciation

*Team building and collaboration

*Regular payment of salaries

*Providing continuous professional development opportunities

Figure 16: *Themes Analysis According to Kahn's Theory of Engagement.*

Themes were analyzed concerning the theoretical framework mentioned in Chapter 1. Kahn's theory remained the bedrock of this study. Therefore, the themes generated and discussed above were applied to the domains of this widely acceptable theory. Research question 3 was formulated to explore the actions and strategies of school leaders in promoting, supporting, and sustaining teachers' engagement domains in their various environments. The transcribed responses of the school leaders generated the above themes which were classified into the different engagement domains of Kahn. The

connections between the domains of Kahn's theory of engagement and the school leaders' actions and strategies were further explained in the sections below:

Cognitive Engagement: Cognitive engagement or intellectual engagement of teachers creates focus and attention which results in teachers' total absorption in work. Collectively, School leaders determined the actions and strategies to take to achieve this engagement domain irrespective of the levels of the students. Questions posed during the interview were, "What actions do school leaders take to promote, support, and sustain positive cognitive engagement?" Out of the seven themes generated in this category, five of them were actions that would promote and sustain cognitive engagement. Therefore, the five themes generated were:

- *Regular classroom observations

- *Fostering school culture

- *Team building and collaboration

- *Regular payment of salaries

- *Providing continuous professional development opportunities

School leaders provided this information from their leadership experiences. To them, regular classroom and lesson observations set the focus and attention of the teachers. Promoting the school culture prepares every teacher cognitively to the practice and expected behavior within the school environment. Team building and collaboration also develop the intellectual capacity of the teachers through teamwork, interaction, cooperation, and support. The teachers would be able to share their best practices, skills,

and strategies that would help other teachers to be intellectually engaged in their classrooms. In addition to that, it was agreed by every school leader interviewed that regular payment of teachers' salaries helped them to engage in courses and programs that personally and professionally develop them. Due to their financial capacity through regular payment of salary, the teachers become financially responsible for their growth without actually waiting for the school to organize such programs that would develop them. They take up the challenge of their professional growth when financially stable.

The school leaders emphasized strongly the power of professional development opportunities in promoting teacher cognitive engagement. They believed that the world is evolving and teachers need to be engaged in different professional development programs to meet up with the evolving world. Most especially, the teaching job has become more dynamic; and requires dynamic teachers to thrive. Therefore, regular involvement in professional learning opportunities would bridge the gap between teachers and the evolving world. The school leaders suggested the actions discussed above as detailed in promoting the cognitive engagement of teachers. Sims and Fletcher-Wood (2020) stated in their study that there were raised concerns and discussions about the impact of teacher development through professional development opportunities to determine effective approaches.

Emotional Engagement: It involves a teacher's emotions and empathetic connections. The feelings of the teachers determined the extent of engagement. Therefore, emotional engagement is the concern of every school leader. This includes the capacity to relate positively with students by showing empathy and compassion within and outside the

classroom. School leaders emphasized in their discussions that they expect the teachers to be emotionally present within the school to cater to the overall needs of the students. Teachers' emotional engagement develops an environment of trust and support. Emotionally engaged teachers connected to five of the seven generated themes. However, these are perceived actions and strategies of school leaders in promoting, supporting, and sustaining teacher emotional engagement. The school leaders emphasized the successes that have been recorded through the actions of building positive relationships through regular communications. They stated that *"Most teachers have been emotionally healed through created relationships and communications."* They also spoke about recognition and appreciation of work done by the teachers or the achievements of teachers irrespective of the magnitude of such achievement. To them, recognition means celebrating teachers' achievements by showing little appreciation can make the teachers emotionally stable and as such emotionally engage with their students. Therefore, the question, "What actions do school leaders take to promote, support, and sustain teacher emotional engagement?" focused more on further on team building and collaboration, regular payment of salaries, and provision of a continuous professional learning environment for both teachers and students. The provision of in-service training and retraining programs directed toward the goals of the schools would give the teachers a sense of emotional attachment to the school, their work, and the students they teach. The following themes were suggested to promote and sustain the emotional engagement of teachers:

- *Building positive relationships through regular communication

- *Recognition and appreciation

- *Team building and collaboration

- *Regular payment of salaries

- *Providing continuous professional development opportunities

Emotional intelligence levels among teachers are crucial to their performance and productivity (Karimi et al., 2020). The emotional stability of the teachers enables them to identify, examine, and interpret the emotions of the students and then use these to engage with the students and adapt to the different emotional needs of the students in the classrooms (Furnham & Taylor, 2020; Robinson et al., 2020). The above actions helped to support teachers' work, personal and professional lives. The students have also benefitted from this engagement which has now attracted numerous attention of different scholars (MéridaLópez et al., 2019; Vesely-Maillefer & Saklofske, 2018).

Physical Engagement: Physical engagement was described as functioning with intensity, and becoming engaged with students and tasks. Above all, to be physically available and present in the classroom environment needed the vigor, energy, and capabilities to display the assigned work with dignity, love, and passion. Concerning this domain, school leaders all stated views generated seven themes and all seven were actions and strategies that could be used to promote, support, and sustain the physical engagement of the teachers.

Physical engagement helped the teachers to share experiences, and display actions and behavior that would bring permanent change in the life of the students. According to

Kimble's definition of learning which was updated in 2023 by the Article History, learning was defined as, "*a relatively permanent change in someone's behavior that occurs because of experience and practice."* The school leaders suggested that regular classroom observations, built relationships and regular communications, promotion of school culture, teachers' recognition and appreciation, team building and collaboration, regular payment of teachers' salaries, and provision of continuous professional development opportunities would support and sustain the teachers' physical engagement in their various classroom irrespective of the subject they teach. One school leader said, *"Relationships built on trust, respect, and value, can promote the physical engagement of teachers positively."*

The question, "What actions do school leaders take to promote, support, and sustain teacher positive physical engagement" generated a lot of debate from the school leaders. Some school leaders opposed the direct successes of each of them but emphasized that the approach to dissipating these actions would determine its successes or failures. To them, they are good strategies but should be professionally handled to achieve the intended purposes. Teacher physical engagement was used to measure the extent to which teachers are physically absorbed in their work; and the display of commitment to the schools' goals (Khusanova et al., 2021). Regular payment of teachers' salaries provided a great motivation for physical engagement at all times. According to Maslow's theory of motivation, Physiological needs are the foundation of growth in the motivation hierarchy. Those needs can only be met if the salaries are regularly paid (**See Appendix 12)**. School leaders who successfully cater to the deprivation needs of the teachers, which include their physiological needs and safety needs, are working towards the

positive engagement of the teachers they oversee. Every action that an educator deploys toward achieving those aforementioned needs will promote the students' capability for learning (**Appendix 12**).

In conclusion, school leaders have expectations from the teachers employed in the school and whenever those expectations are not met by the teachers, they provide support and encouragement mechanisms for the teachers within the school system as a vital element of promoting, supporting, and sustaining positive physical engagement (Morris et al., 2020).

4.6 Summary

School leaders recognized the significant impact of cognitive, emotional, and physical engagement for teachers within the educational environment. Interviews with ten high school leaders in an urban district generated six interrelated themes from the perception or belief of school leaders' responsibilities in these areas of engagement. The generated themes from the interview transcriptions from research question 2 were the promotion *of a collaborative and supportive school standard practice, passion for education and promotion of a growth mindset, establishing inventories of resources, recruitment of competent and passionate teachers, and sense of security, curriculum design, and implementation.* In addition to the themes above, were other themes generated from the interview transcriptions from research question 3 regarding the actions or strategies school leaders suggested in promoting, supporting, and sustaining teachers' cognitive, emotional, and physical engagement. These were *regular classroom observations, building positive relationships through regular communications, fostering school culture, recognition and appreciation, team building and collaboration, regular payment of salaries,*

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and Professional Development Opportunities. The themes from believed responsibilities and actions of school leaders in promoting, supporting, and sustaining teacher engagement aligned with Kahn's Theory (1990) domains. Using this elaborated theory of engagement (1990) lens, the themes embraced all engagement domains as enumerated by Kahn. In summary, school leaders stressed an all-inclusive method for teacher engagement, thereby acknowledging the interconnectedness of cognitive, emotional, and physical facets in promoting, supporting, and sustaining an effective learning environment. Chapter 5 continued with the implications for school leaders for promoting, supporting, and sustaining cognitive, emotional, and physical teacher engagement.

CHAPTER FIVE

IMPLICATIONS FOR THE PROMOTION OF COGNITIVE, EMOTIONAL, AND PHYSICAL TEACHER ENGAGEMENT FOR SCHOOL LEADERS

5.1 Introduction

Promoting, supporting, and sustaining cognitive, emotional, and physical classrooms is fundamental for school leaders because it directly impacts the entire effectiveness of a school. Teachers who are actively engaged in these three dimensions tend motivated, committed, and active in their given roles and responsibilities, leading to enriched student learning and a positive school philosophy. In this introduction, we explored the implications for school leaders in fostering and maintaining high levels of engagement in all dimensions among teachers, highlighting the benefits and strategies involved in each dimension.

5.2 Promotion of the Cognitive Dimension of Teacher Engagement and its Implications for School Leaders

5.2.1 Promoting, Supporting, and Sustaining Cognitive/Mental Teacher Engagement

Regarding the promotion of teachers' cognitive engagement, most school leaders associated this dimension of commitment with continuous professional learning opportunities, regular classroom observation and reflective practices, and recognition and appreciation. School leaders saw cognitive teacher engagement as their added responsibility. They explained that every teacher recruited was supposed to have good

knowledge of the subject they teach. Therefore, the adoption of regular professional development opportunities in terms of its facilitation, organization, funding, and sustainability were accepted as their major responsibility for promoting, supporting, and sustaining teacher engagement. School boards and education authorities in the district can support the school leaders in promoting and sustaining staff professional and personal development. They may provide school leaders with professional development opportunities at the district level through positive communications and proper funding of such when the need arises. They could determine the focus of the personal and professional development opportunities at all times. School leaders could also fund their internal PDs themselves. It was noted by school leaders during their interviews that the district does have professional development opportunities designed for their teachers' professional and personal growth. However, school leaders emphasized that team building, collaboration, regular payment of salaries, and regular classroom observations could make a difference.

5.2.1.1 Implications for School Leaders.

Many of the School leaders that were interviewed discussed regular classroom observations of teachers by the leaders and teachers themselves in peer observations as professionals in staff personal and professional growth. One school leader spoke about teachers sharing their best practices on their teaching strategies, classroom management, and subject and content-related knowledge. Teachers' passions can be developed in different training programs involving different teaching practices or content areas regarding the different syllabi. Another school leader talked about the formation

of collaborative teams that promote teacher growth and foster school culture. He explained that positive teams could achieve more in terms of teacher development that promotes teacher engagement. In addition, this then creates greater support and readiness on the part of the teachers. Along with the above explanation, regular payment of teachers' salaries also has implications on the school leaders and thus promotes teachers' positive focus on the initiatives put forward by the district. During the time of this study, the school leaders had huge support from the district through their proposed mission, vision, and overall focus of education in the district. Reflective practices from feedback on classroom observations support the teacher's cognitive engagement. These reflective practices may occur during meetings of teachers or training sessions either internal or external. Specifically, formal reflective practices and conversations between teachers are a follow-up to a scheduled lesson observation to evaluate teachers. For cognitive engagement communications to be achieved, the responsibility of its achievement lies on the authority of the school leaders, as the main supervisors of their teachers. Cognitive engagement is derived from professional learning opportunities or communications, school leaders must promote and sustain mental and intellectual engagement with the teachers by challenging them daily in their teaching strategies during regulated classroom observation or in their subject areas. All school leaders identified that the intellectual or cognitive engagement of teachers varied depending on the actions put forward by the school leaders based on the teaching faculty's needs. In the same way, the teachers distinguish their lessons by tasks and teaching styles based on the student's needs, school leaders are expected to differentiate their actions and strategies in promoting, supporting, and sustaining the cognitive and mental

development of the teacher based on their individual or collective needs. Generally, school leaders believed that the academic stimulus available to the teachers must be related, meaningful, and available. In concluding the investigation, school leaders' interviewees endorsed mental teacher engagement. The implications and consequences are widely open within the area of continuous professional development opportunities. To cognitively engage teachers, school leaders' assumed greatest strategy is the provision of a professional learning environment for their teachers where teachers see themselves as learners. Whether school leaders are seeking external PDs or developing cognitive teacher engagement through internal PDs through workshops, seminars, training sessions, and conferences. Staff's professional development programs are at the core of promoting, supporting, and sustaining cognitive teacher engagement. Certainly, professional learning programs themselves come with a bunch of implications. For instance, as suggested by the school leaders, professional development has to be accessible, effective, related to needs, and distinguished by the facilitators in meeting the requirements of the teaching personnel. The quality assurance of professional learning programs is crucial for promoting, supporting, and sustaining this type of engagement. Apart from the implications for specialized communications and training, there are other several consequences to deliberate related to reflective practices that promote and support the cognitive engagement of teachers. To promote teacher intellectual engagement, reflective practices among teachers need to be stimulated. School leaders can achieve this through regular communication and positive relationships and collaborations among teachers. As emphasized by most school leaders, rigorous PDs are conducted at the beginning of every semester for teachers to work

collaboratively in aligning their topics, teaching styles, and assessments for uniformity across different levels. Unlike professional development pieces of training, reflective practices, regular classroom observation, and constructive feedback are very important aspects of developing teachers' cognitive growth and intellectual prowess.

5.3 Promotion of the Emotional Dimension of Teacher Engagement and its Implications for School Leaders

5.3.1 Promoting, Supporting, and Sustaining Emotional/Emotive Engagement of Teachers

Stimulating emotional or emotive teacher engagement had associations with the positive relationships established through regular communications between school leaders and their teachers which combines with the relationship between the teaching staff. As identified responsibility by school leaders, they acknowledged that they were accountable to ensure that the emotional engagement of teachers is promoted to a certain degree. However, certain personal circumstances were outside the control of school leaders but the school leaders could use some identified actions to promote the emotional intelligence of teachers. School leaders discussed how they promote teacher emotional engagement through recognition and appreciation of teachers for the successes recorded. They showed and demonstrated compassion for the teachers through positive relationships and regular communication. However, they believed that despite all, a demotivated teacher might remain demotivated irrespective of what actions school leaders take. Notwithstanding, school leaders perceived that they have the responsibility of looking after their teachers' emotional stability and engagement within

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the classrooms. Rather, actions school leaders take can help to minimize the disengagement of teachers emotionally. School leaders through a teacher's collaboration with other teachers also supported emotional engagement strategies. This can be explored through teamwork and mentorship programs. School leaders identified teamwork and collaboration as effective ways of building support among teachers before workload could lead to emotional breakdown through stress. The school leaders promote bonds among the teachers. In addition, school leaders are intentional regarding how teams are created and how different teachers are placed into different teams. At times, school leaders support the teacher's intellectual focus which in turn promotes emotional engagement. Teachers love and passion for growth cannot only be developed from their interest in their job and satisfaction but from the motivated and support received from the leadership team. Appreciation of teachers' support for the student's achievement develops emotional stability among the teachers. The social justice issues and the global pandemic had inferences for promoting this engagement. School leaders agreed that the pandemic generated emotional instability among the teachers and the society at large. School leaders recognized this uncertainty and provided adequate support for their teachers when needed.

Positive relationships and regular communications helped school leaders channel new policies toward teacher growth and effective practice. Above all, teachers' emotive engagement is linked correlatively to the concept of building positive relationships through regular communications, recognition, and appreciation of teachers, team building and collaboration, regular payment of salaries, job security, and professional development opportunities. The school leaders perceived responsibilities added

recruitment of competent and passionate teaching staff, to a certain degree. School leaders develop connections with their teaching staff; though, they are also strategic about building growth opportunities for the teaching faculties. Positively promoting, supporting, and sustaining emotional engagement has created more concerns for school leaders than ever before because of the impact of teacher engagement on students' academic achievement. Teacher engagement is a confident state that produces positive outcomes for every individual teacher, the students, peers, and the school system as a whole. Teacher engagement cannot be over-emphasized. The students are the primary focus of teacher engagement, even though teachers also engage with parents, professional bodies, school stakeholders, the entire school community, and the local district. The cultural beliefs and customs of the environment cannot be neglected in these interactions. The findings from this study supported the application of transformational leadership styles and behaviors in leadership policies and approaches. School leaders sometimes apply transformational leadership approaches in promoting, supporting, and sustaining emotional teacher engagement. The strategy to promote and sustain great levels of teacher emotional stability can only come from a transformative leader.

5.3.1.1 Implications for School Leaders.

Implications for school leaders promoting teachers' emotions and feelings toward engagement include upholding consciousness of issues that impact responsive connections or classroom collaborations as well as increasing positive and communicative connections with teachers and students. Illustrating the underlying

factors that affect teachers' emotional engagement, school leaders can provide support for teachers depending on their knowledge area. School leaders need to know about the state of health of their staff, and the social and political environment impacting the lives of their teachers as well as personal events in the life of an individual teacher. The Knowledge of these factors will provide school leaders with the skills to know the appropriate action(s) to adopt in different situations and decisions to make in promoting the emotional well-being of their teachers. Thus, this will further promote the emotional engagement of the teachers. Promoting, supporting, and sustaining emotional teacher engagement requires the adoption of several actions by the school leaders. Most school leaders show less concern for the emotional stability of their teachers. However, developing the emotional stability of teachers goes beyond interfering with their personal lives. This can be promoted and sustained by developing positive professional relationships with the teachers and showing concern for their personal and family needs. The school leaders' responsibilities should encompass empathy and care for all. School leaders should apply the teaching doctrines of promoting the mental and emotional well-being of their teachers through prescribed programs and mentorship at the workplace. With that, school leaders also employ their understanding of fostering healthy relationships among staff.

5.4 Promotion of the Physical Dimension of Teacher Engagement and its Implications for School Leaders

5.4.1 Promoting, Supporting, and Sustaining Physical Teacher Engagement

As shown and emphasized in the school leaders' interview excerpts, physical teacher engagement could be promoted, supported, and sustained through some highlighted actions suggested and written within the various generated themes as contained in the interview transcripts. This engagement domain is featured by the intensity, energy, strength, and vigor demonstrated by teachers along with their physical attendance at school. In the physical engagement domain, the school leaders emphasized the significance of teachers serving as role models through the provision of support and care borne out from collaborative and supportive standard school practice for the students.

5.4.1.1 Implications for School Leaders.

School leaders should promote and sustain the expected vigor and energy required in their schools for such positive engagement to occur. Physical attendance and teacher punctuality connect strongly to promoting and achieving physical teacher engagement as spelled out in this domain. School leaders should encourage teachers to complete tasks that are achievable by providing a better support system that would promote positive physical engagement in the teachers and themselves. This domain includes the physical connection with the students in the various classrooms when carrying out their teaching roles and student supervision duties. The expectations from teachers by school leaders should be communicated to them by relating positively and demonstrating the expectations through proper modeling. This connects positively with the provision of

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professional development opportunities for the teachers. As discussed earlier, the professional development of teachers will promote, support, and sustain all the domains of teacher engagement including physical teacher engagement. School leaders fostering school culture can help promote the physical engagement of teachers. School leaders perceive themselves as responsible for promoting the physical engagement of teachers by establishing inventories of resources, designing effective curricula and proper implementation, and promoting a sense of job security can all help to achieve positive physical engagement of the teachers.

As identified by school leader participants, classroom teachers are likely to engage well when they have a positive relationship with colleagues and leaders. Face-to-face relationships promote physical engagement rather than electronic communication. Physical engagement for teachers involves classroom engagement with students, grade level engagement, and school-wise engagement and they are achieved through diverse skill-learning development programs. Throughout the COVID-19 pandemic periods, teachers' classrooms' physical interaction with students was greatly affected because students were having remote learning but post-pandemic periods have opened avenues for teachers' physical engagement without much restriction. At the high school level, physical engagement could take different dimensions including engagement in terms of high school-organized tutorial classes, classroom engagement, sporting and academic events supervision, project work engagement, and study supervision. At every level of education, teacher physical engagement is paramount. Along with physical presence, recognition of teachers and appreciation of every effort invested by the teachers add more to the promotion and sustenance of teacher involvement and participation. The school

leaders should encourage the appreciation of teachers for their engagement with the students. Be it an award, a plaque presentation, a certificate of acknowledgment, or just saying "Thank you" to the teachers, school leaders would be motivating and upholding teacher engagement indirectly. The reasons for acknowledgment were always obvious and can be easily identified because physical engagement can easily be identified through observation by school leaders because it showcased the physical presence of teachers which can be observed through regular and well-organized classroom observation exercises. On the other hand, emotional and cognitive engagement is core and forms a portion of the teacher's intellect, and thoughts. Teachers' physical involvement can be promoted and reinforced by actions taken by school leaders but cannot be forced; however, it can be inculcated into the school mission statement and communicated goals of the school as an expectation of school leaders. As stated in the data collected, one school leader shared that, "Expectations well communicated by school leaders results in reality for all." Another school leader said, "Fostering school culture helps to channel the path that every teacher is expected to follow" School leaders are expected to lead by example and by proper communication channels both horizontally and vertically. Positive physical engagement can be promoted, supported, and sustained within all seven themes found within this study. It is also important to note here that the physical presence of teachers in the classroom did not amount to physical engagement. A teacher may be physically present but absent from engaging with the students. Therefore, it is imperative to note the presence of a teacher and direct engagement are two different concepts in education. A teacher may be physically present and at the same time physically disengaged in lesson delivery. Hence, the reason why

emotional stability of teachers is very important. The displayed vigor, energy, and level of intensity of the teacher in the classroom show the teacher's physical presence at their duty post and this should be a consideration for the teacher appraisal process. As teachers' physical presence is every school's requirement, the extent of such physical engagement can be promoted, supported, and sustained by the school leaders through a well-structured appraisal process for the growth of every individual.

The first research question concentrated directly on the definition and importance of teacher engagement. The entire school leaders believed and agreed that teacher engagement was crucial to the academic success of students in schools. Most of the school leaders used the word, "Absolutely Crucial" which depicts how important teacher engagement is to them. A school leader said, "I don't think you can be a good teacher and not be engaged." Another school leader sees teacher engagement as a way a school can improve sustainably. To another, it is the care shown by the teacher to students and it contributes hugely to the school's reputation, healthy running, and development of the school. Another school leader said, "Students feel warmth and connected when a teacher is engaged." Another school leader who was interviewed said, "Teacher engagement is the essence of a school setting." A good school climate should display great value for teacher engagement. Starter activities and teachable moments show the extent of teacher engagement in the classrooms. He stressed further that authentic learning necessitates the full engagement of the teachers in the classroom so that students can also engage authentically with their learning tasks and resources. The involvement and engagement of students in the learning process should increase the attention and focus of the students and this requires absolute teacher strategies and

skills in engaging them and taking them through critical thinking procedures. Engaged teachers are more likely to be passionate about their teaching and inspire and motivate their students to learn.

The second research question, the primary question, and the sub-questions focused on how school leaders perceived themselves as responsible for promoting, supporting, and sustaining all the different aforementioned engagement types- cognitive, emotional, and physical engagement. Almost all the school leaders agreed to this responsibility because it is the core of education and classroom interactions. They suggested six related patterns which were coded and developed into themes. They include a collaborative and supportive school standard practice; passion for education and promotion of a growth mindset; establishing inventories of resources; recruitment of competent and passionate teachers; a sense of job security; curriculum design and implementation.

The third research question, the secondary and sub-questions addressed how school leaders determine the necessary actions to take to promote, support, and sustain effective cognitive, physical, and emotional engagement of teachers. Excerpts from the school leaders' transcripts regarding research question 3 were based on the strategies for achieving positive teachers' overall engagement in terms of developed cognitive, controlled emotions, and energetic physical engagement. The seven themes generated were regular classroom observations; building positive relationships through regular communication; fostering school culture; recognition and appreciation; team building and collaboration; regular payment of salaries and providing continuous professional development opportunities.

5.5 Summary

The chapter dealt with the implications for promoting, supporting, and sustaining cognitive, emotional, and physical teacher engagement is crucial for school leaders. Engaged teachers are more motivated, committed, and effective, leading to improved student outcomes and a positive school culture. School leaders can achieve this by providing professional development opportunities, creating a supportive work environment, encouraging self-care practices, fostering strong relationships, and recognizing and valuing teachers' contributions. These efforts would not only help the teachers but would also contribute to the total success and complete well-being of the school community. The study investigated the following project-formulated questions:

Firstly, how do school leaders define teacher engagement and its importance within the educational context? Secondly, how do school leaders perceive their responsibility of promoting, supporting, and sustaining teacher engagement? The primary question is a pointer to the sub-questions: *How do school leaders perceive their responsibility of promoting, supporting, and sustaining teachers' cognitive, emotional, and physical engagement? Thirdly, how do school leaders determine what actions to take to support positive engagement? The secondary question is a pointer to the sub-questions: *What actions do school leaders take to promote, support, and sustain teacher-positive cognitive, emotional, and physical engagement?

Chapter 6 consists of the summary of the study, conclusions drawn from the study, and some recommendations for practice and future studies. The next chapter expatiated on the relationships that exist between the excerpt reviewed and the project research

questions, the conclusion drawn and its relationship to the research questions, an evaluation of the research methodology and some identified study limitations, and overall propositions for practice and future educational projects.

CHAPTER SIX: SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

A qualitative methodological study of this nature explored how school leaders viewed themselves as accountable for promoting, supporting, and sustaining the engagement of teachers and the strategies and action plans that they take to promote and sustain such. This study further investigated the definition, impact, and status of teacher engagement as proposed by school leaders and the degree to which the school leaders perceived that they support teacher engagement through the strategies they deploy in their leadership positions and above all by what method they sustain teacher engagement in their various schools and their various capacities. School leaders' perception of teacher engagement was discussed as submitted by Kahn in 1990, with utmost attention to the domains of teacher engagement. This chapter comprises the conclusive statements, summary, and recommendations proposed for future research on this topic and related topics. These conclusions are also important to other stakeholders in the district such as school district education administrators, provincial education administrators, school boards, educational service organizations, and units, China Education Companies, Government Regulatory Organizations, Accreditation and Quality Evaluation Organizations, colleges, and universities, among others.

The chapter continues with a discussion of the connections between the literature review and the findings of the research study. The evaluation of the research methodological process and limits of the study were also incorporated in chapter six. The chapter concluded with recommendations expected to be looked into when future studies are

carried out on the core concept of teacher engagement. The interviews conducted specified throughout the entire transcripts that school leaders felt that the roles and responsibilities of promoting, supporting, and sustaining teacher engagement rested solely on the wings of their job descriptions. However, the extent of the degree of responsibility of promoting and sustaining teacher engagement by the school leaders varied depending on the capacity and responsibility accorded to the school leader in question. The finding further elaborated that teacher engagement helped to describe the various referents of teacher engagement. These descriptions are essential to understanding and assessing teacher engagement because the various highlighted engagements are role-specific and likely to vary as such (Saks, 2017). Whenever school leaders take up the responsibility of promoting teacher engagement in schools, it becomes obvious that not all domains of teacher engagement can be achieved at once. To achieve all the dimensions of teacher engagement, different strategies and actions have to be taken by the school leaders at different times. The identified and perceived responsibilities and actions taken by school leaders were to promote, support, and sustain teacher engagement which fell within the dimensions of teacher engagement as emphasized by Kahn (1990) in his excerpts. Some themes that emanated from the researched study offered vital significance and implications for school leaders and what they are expected for better improvement on the topic of teachers' engagement. Some consequences presented in this study offered the opportunity to reinforce and improve school leaders' duties and practices, as they relate to teacher engagement. This chapter offered conclusions, practice recommendations, and future research recommendations in high school that emanated from the perceptions and actions taken by school leaders

who were the study's population sample and participants. The discussion of recommendations for further related studies followed strongly with a concise summary of the researcher's epiphany and reflections on the influence that the study would have on the practices and policies of school leaders.

Study participants described some variations in engagement according to their roles and responsibilities. Figure 17 below, showed that students are the closest to the teachers, and they fall into the teacher's major responsibility and direct influence on learning. They require the effort of school leaders to promote, support, and sustain such engagement despite the closeness. The exterior circles signify other areas of engagement classified as having an indirect influence on teaching and learning.
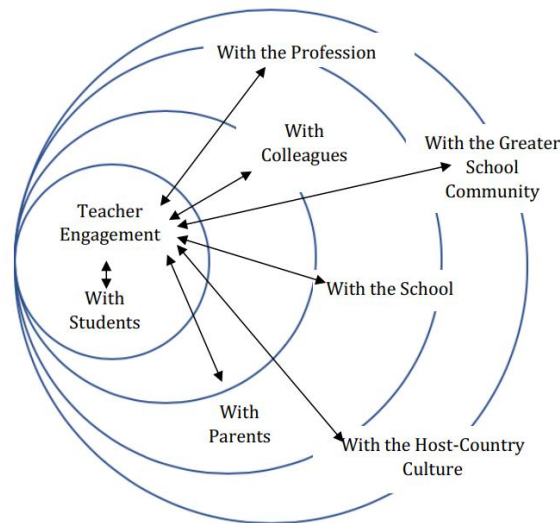

Figure 17: *Areas of Teacher Holistic Engagement.*

Teacher engagement strategies could be developed at the high school level by high school leaders from the findings of this study, which would help the decision-making process

regarding teacher engagement and proffer actions required for adequate promotion, support, and sustenance of teacher engagement to improve students' academic performance. The outlined stages in the figure above were based on the stage example suggested by Saks (2017) to equip educational practitioners with actions that could generate total engagement of teachers.

6.2 Relationship between Literature Review and Research Results

School leaders overwhelmingly supported teacher engagement. They emphasized the importance of teacher engagement. There was a significant relationship between the literature review and the research findings. First, teacher autonomy and involvement of teachers in the decision-making process develop and promote teachers' sovereignty which culminates in promoting teacher engagement. Núñez and León (2019) emphasized teacher involvement in decision-making which developed into long-lasting experiences and promoted higher engagement of teachers in their classrooms. The school leaders that were interviewed stressed emphatically on team building, collaboration, and relationships leading to making leaders out of the teacher. Recently, Musenze et al. (2020) in their submissions stressed that when workers receive timely support from the leadership of any organization, then they get more involved in what they are employed to do and maintain a total sense of belonging to such organization. This submission tallied some of the data gathered from the school leaders. They perceived that they had the responsibility of supporting the teachers by building positive relationships through regular communication. The school leaders believed that the development of a collaborative and supportive school standard practice and providing the teachers with a

sense of job security would develop their engagement levels. Gallup (2023) discovered in his latest research on employee engagement that engaged workers through team collaboration among workers leads to positive outcomes and results than non-engaged teams on key performance indicators. School leaders were not far from this in their interviews. Almost all of them agreed that team collaboration, teacher passion, relationships, and communications build engagement as submitted by Gallup. Faskhodi & Siyyari (2018) emphasized teacher work experiences. They believed that positive engagement of teachers could be achieved by building the teachers' experiences at the workplace. All the school leaders agreed that professional development opportunities provided by the leadership team for teachers would help promote and foster their experiences in teaching. Martin (2022) saw engagement as an externally evident factor that reflects internal motivational phenomena (Martin et al., 2017, Martin, 2022). School leaders agreed that a motivated teacher would always be engaged with the students. Finally, teacher engagement includes items related to involvement in workshops, conferences, and ongoing learning opportunities for teachers (Çayak et al., 2021). The most occurred words in the school leaders' transcripts were professional development opportunities. Some school leaders referred to it as professional learning opportunities for teachers or continuous professional development through seminars, conferences, training sessions, meetings, and many more.

6.3 Conclusions as Related to the Formulated Research Questions

For an appropriate understanding and appreciation of the conclusions of this research work, it was imperative to restate the formulated research questions for this study:

1. How do school leaders define teacher engagement and its importance within the educational context?

2. How do school leaders perceive their responsibility of promoting, supporting, and sustaining teacher engagement? The primary question is a pointer to the sub-questions:

a) How do school leaders perceive their responsibility of promoting, supporting, and sustaining teacher cognitive engagement?

b) How do school leaders perceive their responsibility of promoting, supporting, and sustaining teacher emotional engagement?

c) How do school leaders perceive their responsibility of promoting, supporting, and sustaining teacher physical engagement?

3. How do school leaders determine what actions to take to support positive engagement? The secondary question is a pointer to the sub-questions:

a) What actions do school leaders take to promote, support, and sustain teacher-positive cognitive engagement?

b) What actions do school leaders take to promote, support, and sustain teacher positive emotional engagement?

c) What actions do school leaders take to promote, support, and sustain teacher-positive physical engagement?

The following overall conclusions were drawn from the school leader's interviews conducted. The school was serving school leaders in the district at the time the study

was carried out. These school leaders represented four categories of high schools in the district- Pure international high schools, Embassy high schools, Bilingual high schools, and pure Chinese high schools in an urban school district:

1. School leaders have a clear definition of teacher engagement, as they perceive it, and have a good understanding and awareness of its importance to schools.

2. The interviewed school leaders perceived that they are responsible for any domains of teacher engagement to be achieved in their various schools.

3. School leaders interviewed proposed actions that could promote, support, and sustain the teacher engagement domains at their various schools and capacities.

4. The six themes (*Development of a Collaborative and Supportive School Standard Practice; Passion for Education and Promotion of Growth mindset; Establishing Inventories of Resources; Recruitment of Competent and Passionate Teachers; Sense of Job Security; Curriculum Design and Implementation*) resulted from the interview transcripts of school leaders; and how overwhelmingly they perceived themselves responsible for promoting, supporting and sustaining teacher engagement.

5. The six themes were connected to promoting, supporting, and sustaining teacher engagement.

6. The seven themes (*Regular Classroom Observations; Building Positive Relationships through Regular Communication; Fostering School Culture; Recognition and Appreciation; Team Building and Collaboration; Regular Payment of Salaries and Providing continuous Professional Development Opportunities*) resulted from the interview transcripts of school

leaders actions and strategies in promoting, supporting and sustaining teacher engagement.

7. The seven themes were connected to promoting, supporting, and sustaining teacher engagement.

8. The generated themes from school leaders' interviews maintained exceptional implications when analyzed through the dimensions of engagement by Kahn.

9. The school leaders provided useful perspectives to scrutinize their job functions as school leaders concerning teacher-student classroom engagement.

10. The responsibility and job descriptions of school leaders are far more than occupying the seat but the feat associated with leadership; there are so many responsibilities of school leaders, including promoting, supporting, and sustaining the engagement of their teachers.

11. Finally, school leaders' actions and strategies were directed towards the achievement of any of the domains of teacher engagement at different times. However, some actions may achieve two or more domains of teacher engagement or even three depending on how the strategy was implemented and executed.

12. The District Education Board has a part to play in funding schools' professional development programs to develop teachers' cognitive, emotional, and physical engagement.

6.4 Evaluation of the Research's Methodological Process and Limitations of the Study

The study's methodology analyzed the perceptions, beliefs, and actions of school leaders in promoting, supporting, and sustaining teacher cognitive, emotional, and physical engagement in High Schools in Chaoyang District.

Such a robust topic requires a well-rounded and rooted methodology for adequate data collection to answer the formulated research questions to draw meaningful conclusions and proffer relevant recommendations for practice and future study. The study requires a phenomenological research design to investigate and explore the lived experiences, practices, and policies of school leaders in connection to cognitive engagement, emotional engagement, and physical engagement. There was a purposeful sampling of different school leaders from four different schools to capture a broad range of perspectives and beliefs. There were no inclusion and exclusion criteria in the selection of school leaders but there were inclusion/exclusion criteria in the selection of schools for this study. The selection and sampling were based on whether the school is a pure international high school, an embassy high school, a bilingual international high school, or a pure Chinese high school. The qualitative methodology emphasized semi-structured and interviews open-ended questioning methods designed to elicit truly lived responses from school leaders concerning teacher engagement in correlated relationship to cognitive, emotional, and physical engagement of high school teachers. Those focused questions allowed the participants to express their thoughts and beliefs freely without bias. The collected data were analyzed thematically to identify recurring, repeated, and

consistent themes and patterns in the interview information and a coding framework was developed to methodically classify and organize data into meaningful themes for further discussion. During this period, similar generated themes were merged and unrelated themes were deleted. The interview sessions were successfully conducted because the participants were provided with ethical considerations (Calahan, 2019).

Beyond all the benefits of a qualitative methodology, some limitations are obvious. Qualitative studies are time-consuming. Another major drawback of this methodology is that the interpretations may be limited because it depends on the personal experiences and beliefs of the selected participants and this might influence the data and conclusions. Also, since the research process involves personal interaction for data collection, the point of discussion may tend to deviate from the main question to be examined. Qualitative research results are difficult to verify because it is open-ended. Participants exert more control over the collected data. Qualitative research requires a labor-intensive analytical process such as transcription, categorization, coding, recoding, and generation of related themes and patterns. This research methodology is based on participants' opinions and judgments rather than results. All qualitative studies are unique and they are rather difficult to replicate. However, the phenomenological approach attempts to expose and investigate issues through participants' beliefs and experiences (Wilson, 2014; Tuohy et al., 2013). Noble & Smith (2015) evaluated the usefulness of qualitative studies in care delivery. He emphasized that qualitative research looked into the issues of reliability and validity and made the comparison of concepts of validity and reliability plus generalisability and how they can be applied to qualitative research methodology. Nevertheless, Daniel (2016) came up later with the

notion that researchers of qualitative studies may become biased due to the direct contact with the participants except if personal issues and relationships were eliminated during the research process of data collection.

Policymakers and researchers sometimes give low validity and credibility to findings collected from qualitative methodology. Owing to the small sample size in the qualitative approach, the issue of reliability and generalisability to the entire population of the research raises enough criticism (Harry & Lipsky, 2014). In the research paper of Rumsey, et al., (2016), it was discovered that data collection that involves primary methods may not focus well on the real subject matter but rather on thematic analysis that requires coding and themes. To them, they believed that secondary data collection methods could investigate to discover new knowledge that may emerge that primary research methods may not capture. However, their emphasis was on mixed methodology. Similarly, in assessment research and language testing, researchers may prefer quantitative methodology to formulate new policies within a short period because qualitative research methodology consumes a considerable amount of time. However, despite these limitations of qualitative research (**see Appendix 13**), it is good to state clearly here that qualitative research is prominent in educational research, communication studies, psychology, political science, and sociology. As it denotes, it is an excellent combination of quantitative data analysis when both are taken into consideration for better triangulation (Manias & McNamara, 2015; Baku et al., 2018).

6.5 Overall Recommendations for Practice

The study explored how high school leaders viewed responsibility for teachers' overall engagement- cognitive, emotional, and physical. All school leaders interviewed with interview questions formulated for this study agreed to be responsible for all types of classroom engagement of teachers. Do all school leaders feel this way? How do the school board and school administrators define this responsibility for school leaders? If spread out clearly by the education district, how, then can school leaders promote, support, and sustain this concept of teacher engagement? If school leaders and district education boards perceive school leaders' responsibility for teacher engagement, providing support for school leaders will then influence teacher engagement in high schools. Provision of support for school leaders begins with the identification of the need areas. School leaders need to have a perfectly undiluted understanding of the meaning and importance of teacher engagement, its definition, its impact on academic achievement, and its importance for teachers' growth and students' academic achievement. Higher learning institutions such as polytechnics, universities, and Colleges can help to teach the principles of worker engagement, especially in agreement with those established by W. Kahn. Courses on work engagement most importantly teacher work engagement should be included in the major courses of teacher training colleges and some publications should be submitted to high schools for further internal professional development programs on the subject matter. The inclusion of this topic in school would create deep knowledge of engagement as required from teachers.

A foundational knowledge of teacher engagement will develop school leaders' knowledge about teacher engagement and help them promote and support it as they assume leadership positions in their careers. District education boards and district education heads might further support school leaders by helping to conduct training for school leaders where they could learn the expectations required by the district education monitoring teams and the responsibilities of school leaders when teacher engagement is mentioned. District Education Board can also support school leaders by funding district professional development opportunities for teachers and school heads targeted towards teacher engagement. Collaboration of teachers can also be achieved through this means whereby teachers can share their best practices. Surveys can be conducted to know the areas of need for future professional development programs. The district could help to fund and support some of the actions and strategies suggested in promoting, supporting, and sustaining teachers' professional practices depending on the size of the district and revenues received from the government. Such support could be expanded through well-structured teacher coaching and mentorship programs, wellness programs, leadership attributes, peer support programs, and/or teacher development teams intended to achieve excellent teaching practices, teacher growth, recognition, appreciation, and emotional support. District Education Boards can support teachers and leaders at the district level to develop these programs through agreed approval, policies, and funding to support them. Many do not have the proper views of school leaders' functions. To know more about the school leaders' role and responsibilities, district administrators, as well as school leaders, can educate the local community at school events such as tea parties, open houses, open days, meet 'n' greet events, as well as published journals,

memos, and newsletters. By having the information on the achievement of teacher engagement, the local community can also help by providing funds, materials, or resources to achieve this. Besides the District and Community Board, some local educational service divisions have a collection of growth resources and equipment to support school leaders in promoting and sustaining teacher engagement and all its domains. Educational service divisions provide adequate data, professional learning resources, and networking channels for school leaders. To promote positive teacher cognitive, emotional, and physical engagement, professional development opportunities, networking channels, availability of relevant data, and resources will provide total engagement opportunities for teachers. Successful teacher engagement programs and school leaders' promotion of them lie within the support and capacity of the various available educational service organizations. Organizations such as the Government Regulatory Organizations (GRO), China Education Companies (CEC), TAL Education Group (TEG), Dipont Education Services (DES), Qualifications Authorities, and Accreditation or Quality Evaluation Organisations can help to support this venture. Every education organization benefits from education and the growth of the educational system would amount to the growth of their organizations. Therefore, a positive partnership with schools concerning teacher development is the right peg in the right hole. They could support this not through funding alone but through research, published journals and articles, online blogs, and providing schools with available professional development opportunities at all times. In addition, lawmakers, most especially legislators holding education management portfolios can make an effort to support school leaders in promoting and sustaining teacher engagement. However,

provincial and national legislators can formulate policies and sponsor programs that promote, support, and sustain teacher engagement. Laws passed at the legislative level should support the growth of teachers toward the students' positive academic achievement.

Recently, In China, there has been awareness about students' and teachers' mental health and wellness. Schools have developed programs that could stabilize the students and teachers in schools irrespective of the educational demands of the 21st Century. Government and policymakers are enjoined to participate in this growing venture towards the betterment of the educational sector. This would support and sustain teachers' emotional instability that could arise from burnout. Finally, school leaders' perceptional views of classroom engagement of teachers, organization of resources, and approaches taken to promote it yielded numerous endorsed reviews for practice in shaping the school leaders' perceptions and belief systems on the subject matter. In summary, as wholly defined throughout section six, there are some itemized and proven recommendations deduced to guarantee that the school leaders are furnished with the right and positive approaches to take to promote, support, and sustain teacher engagement:

• Universities and colleges should introduce the courses of teacher engagement into their curriculum. School leaders should collaborate with them for such projects to succeed.

This will turn achieve one of the themes proposed by school leaders in their interviews- the recruitment of competent and passionate teachers. These skills might be achieved at teacher training colleges and universities.

• Continued training programs for school leaders on how to successfully run educational institutions by building strong teams, communications, and relationships. These will promote engagement at all levels.

• The District Education Board should have outlined professional development opportunities for teachers and school leaders. Job responsibilities for school leaders in promoting, supporting, and sustaining teacher engagement can also be developed from time to time.

• Schools' mission, vision, and philosophies should be made to align with the mission, vision, and philosophies of the District Education Board. Therefore, they should create a section for promoting, supporting, and sustaining teacher engagement.

• The Schools' District Education Board should make available coaching, mediating, mentorship, and student-protection programs for school leaders with the intentional plan of supporting teacher and student engagement. New and experienced school leaders would benefit from the program through interaction and collaboration.

• Wellness and Mental Health programs should be provided for high school teachers and other level teachers in the district. All school leaders should embrace this move. These programs would in turn ensure the emotional wellness, mental health, and time and stress management by the teachers.

• The local community should support teacher engagement through funding, recognition, appreciation, sense of job security to motivate teachers.

• The Educational service division should provide professional learning opportunities, data, and interaction channels through adequate networking to school leaders and teaching faculties to support teacher engagement.

• District, Provincial, and Central Government and Education service providers should take the physical, cognitive, and emotional engagement of teachers seriously and provide further support on the debate of teacher engagement through newsletters, magazines, journals, online blogs, and memos as well as through seminars, workshops, training sessions, and conferences.

• Lawmakers and executive arms of government should provide support for teachers by adopting policies and programs that promote, support, and sustain teacher engagement. School leaders are expected to make provisions through targeted strategies to promote and sustain effective teacher engagement at all levels. The responsibilities of school leaders in promoting, supporting, and sustaining teacher engagement should not be neglected.

6.6 Recommendations for Future Research

The research on school leaders' responsibility in promoting, supporting, and sustaining teacher engagement presented several prospects for future educational studies. The focus of this research study is on the perceptions of the school leaders' responsibility in promoting, supporting, and sustaining teacher cognitive, emotional, and physical engagement from ten school leaders' perspectives in an urban developed district. This study could be further researched by scholars with an increased number of participants who might be teachers or school administrators or it could be conducted in another

province in China and the focus could be on rural or suburban schools in less developed cities. A quantitative methodological approach could be adopted to be able to study a larger population of school leaders, administrators, and even teachers on the same subject matter. This study was based on high school leaders from the position of assistant principal, principal position, head of school, and up to the position of director of education in high schools. Further research could be redirected towards elementary school leaders, secondary school leaders or pre-school leaders and the position of leadership could be determined by the researchers. The participants could be made to compare the viewpoints of school leaders and the teachers on the concept of teacher engagement and who should take the duty of promoting, supporting, and sustaining teacher engagement or investigate any differences in the perspectives presented by school leaders and the teacher participants. Likewise, a mixed methodology of qualitative and quantitative approaches could be adopted to allow triangulation to occur and the research study could survey a large population of school leaders and teachers at the same time to acquire additional detailed information. To provide follow-up research on beliefs and perception, statistical data could be used to compare the percentage of share of responsibility regarding teacher growth and engagement or even conduct another research comparing the differences between elementary school leaders' perceptions of teacher engagement with secondary school leaders' perspectives of teacher engagement. In this same manner, comparisons of beliefs and experiences of school leaders may be made among different provinces in China. This can be used as an informed document to the district education board on school leaders' opinions in the district and what kind of modifications may or may not be required based on their teachers' level of engagement

in the district which may extend to supporting the educational development of the province. Apart from expanding and expounding the topic of this research and the research participants in further research, investigating how school leaders promote, support, and sustain teacher engagement from the teachers' perspectives would provide valued results for school leaders and education administrators in the district. It would be a remarkable exercise to research how subject and classroom teachers perceive these engagement domains with the students, and the support they expect from their school leaders in accomplishing physical, cognitive, and emotional engagement. For proper extension of the research study, a follow-up action could also be explored within the generated themes on school leaders' perceptions and the themes on the actions in promoting, supporting, and sustaining teacher engagement. The six themes of the development of a collaborative and supportive school standard practice; passion for education and promotion of growth mindset; establishing inventories of resources; recruitment of competent and passionate teachers; a sense of job security; curriculum design and implementation and the seven themes of regular classroom observations; building a positive relationship through regular communication; fostering school culture; recognition and appreciation; team building and collaboration; regular payment of salaries and providing continuous professional development opportunities could be studied and researched more in-depth in connection to school leaders' perceived responsibility and actions that could be taken to stimulate the promotion and sustenance of the themes to further investigate the conceptual topic of teacher-student interactive engagement.

Furthermore, as earlier analyzed in the review of related literature in this study, past and present scholars as inversely correlated have recorded burnout and teacher engagement. With the recent increase in the number of teachers in schools due to the demands of the present educational system; this project research questions could be researched through the use of the lens illustrated by William Kahn in his theory of engagement project which stood the test of time for more than three decades; and preventive actions that school leaders' could take to eliminate stress and burnout of teachers. Burnout and engagement of teachers could also be investigated separately using other themes or any of the themes generated in this study. The study on teachers' job retention and its relationship to classroom engagement produced thoughtful positive consequences for the existing educational system and practice. Many newly identified aspects of teacher engagement and disengagement can be further researched by future academic scholars. The more research on the concept of teacher engagement, the more informed school leaders, district education boards, and lawmakers can make better decisions on the strategies and actions to promote, support, and sustain positive domains of teachers' classroom engagement. In conclusion, this study brought to the limelight a few illustrations of actions that school leaders could deploy to achieve positive teacher engagement in their various schools.

6.7 Summary

After the research introduction and literature review expositions in Chapters One and Two respectively, teacher engagement has been explained as a vital concept in the teaching and learning process and to the success of any educational institution. It was

established in the school leaders' interview transcripts that all school leaders interviewed believed themselves to be responsible for promoting, supporting, and sustaining teacher engagement at the high school level. The administrators and leaders of schools need to have an understanding and awareness of the impact, significance, and tools of promoting teacher engagement in schools at various levels with supportive expectations from the educational stakeholders in the district. The extent to which the school leaders are responsible for promoting, supporting, and sustaining teacher engagement in all domains depends on the involvement, knowledge, and experience of the school leaders in question. The promotion and sustenance of teacher engagement in high schools depend also on the actions of school leaders directly or indirectly deployed towards its achievement. Teacher engagement is directly and positively correlated to student academic engagement and manifests in the overall successes recorded in various schools. However, this could have a negative consequence on the students if not properly handled because too many expectations from the teachers could lead to burnout of teachers which directly culminates into disengagement. Anyways, direct and indirect actions and strategies deployed to teacher engagement by school leaders can foster, support, and sustain all three levels of teacher engagement. As said earlier, the engagement of teachers relates to the accomplishment of the schools and their teachers. The outcome could pose either a positive or a negative consequence on the student's academic achievements. There are suggested assessment techniques that the district education board may use to determine the extent of teacher engagement. Other past and present studies have presented varied intrinsic and extrinsic factors that could negatively or positively influence teacher engagement. Some of these factors are within

the power and capacity of school leaders and administrators while others are not within their control. Concerning these studies, current studies have compared the effect of teacher stress, burnout, and fatigue with positive teacher engagement. However, as a researcher, the thematic qualitative methodological analysis used in this exposition allowed me to investigate and explore the extent of school leaders' perceived responsibility in teacher engagement from cognitive, emotional, and physical perspectives. From the interviews of ten school leaders, the responsibilities mentioned and the actions suggested were enough to promote, support, and sustain teacher engagement. The identified and discussed themes were connected, with different applications to the dimensions of teacher engagement. Throughout the interviews though very rigorous, school leaders provided deep reflections on their roles responsibilities, and actions as they relate to their school philosophies. In this chapter, there are many conclusions drawn from the study for promoting, supporting, and sustaining cognitive, emotional, and teacher engagement. Recommendations for practice and future research were also pointed out clearly on the subject of teacher engagement and topics around the subject. As mentioned, additional research may further investigate any of the specific themes generated in the area of school leaders' perceived responsibilities or actions and strategies for promoting, supporting, and sustaining them. Nevertheless, other researchers may decide to explore different shades of participants from different provinces and districts. It will interesting if future studies try to adopt different methodological approaches to see things from different perspectives. Within the content of the different literature reviewed, the impact of positive teacher engagement on student academic achievement and learning cannot be over-emphasized.

At the time when this study was conducted, there was research regarding principals' responsibilities to teacher engagement but this study extended the scope to more school leaders rather than depending solely on the principal's perspectives only. Hence, this study was the first to investigate teacher engagement from the perspectives of various school leaders in high school and the district of Chaoyang. Finally, this study provided a robust scope of high school leaders' perceptions and viewpoints of their responsibility to promote, support, and sustain teacher engagement in the Chaoyang district. Chapter 7 which is the last and final chapter provides insight into the researcher's epiphany and revelation, and the researcher's reflections on practice.

CHAPTER SEVEN: RESEARCHER'S REFLECTION

7.1 Researcher's Epiphany and Revelation

The researcher of this study is a high school Economics educator with 29 years of teaching experience and 17 years of administrative experience as an IB Diploma Programme Coordinator and Head of the Faculty of Social Sciences for 11 years and 6 years respectively. My passion has always been on how to grow my teaching strategies and how to communicate my IB economics or A & AS-level economics topics to my students with ease through better relationships, communication, and collaborative strategies. My past IB conferences in the UK and USA for IB Economics Teachers Conference and IB Coordination Conference in 2010-2012 & 2013 respectively gave me great insight into teacher engagement using numerous strategies and prepared me effectively for the tasks ahead in my teaching and administrative career. My path was clearly defined by these conferences and many more workshops that I had participated in. My regular invitations to the IB World Student Conferences and IB festivals held around the globe made me appreciate the impact of teacher engagement on students' academic achievement. I have always been a passionate teacher from the beginning of my career. After high school, I went straight to the College of Education to gain deep knowledge in teaching and learning because I had always wanted to be a teacher. That propelled later to pursue my first degree in economics and education majors whereby my two areas of interest were studied comprehensively. Consequently, in the year 2020, I decided to take a master's degree in education from the University of Sunderland which I completed in year 2022. This time my scope of teaching, educational administration

and leadership, curriculum development, educational techniques, and teaching strategies were broadened. My teaching career has taken me to many continents of the globe and has allowed me to interact with many teaching professionals in the field and different students from different nationalities and cultures. As a teacher and administrator of the IGCSE, AS & A level, and IB curriculum at Greensprings School Lagos Nigeria from the year 2007 to 2018, I emphasized strongly in my teaching philosophy the application of economic concepts to solving real-life problems with the rationale of improving the quality of life. Many times, I incorporated thinking skills and reasoning into my lessons for the purpose my developing critical thinking skills in my students. Being an IB Diploma Coordinator, this position allowed me to passionately deliver the International Baccalaureate Organisation aims and objectives; with emphasis on the IB Learner profile. Teaching at GSL allowed me to interact with students from many African countries as well as the UK, Canada, Australia, and the USA. I respect diverse cultures, using that as a guide to developing teaching strategies within a student-centered learning environment. This enabled me to effectively engage my students including those who need support. I firmly believed that every student attained their full potential and this led me to develop special support programs which utilized a formative assessment approach in addressing individual students' needs. I took a lead role in supervising students for their Extended Essays and Internal Assessment Portfolios, which involved carrying out research and analytical processes whose conclusions address questions raised in society and the real world.

In the year 2018, I arrived in China with my family because of the need to extend my experience and professionalism beyond the African continent. I am presently teaching in

a high school in Chaoyang District Beijing. In addition to my teaching role, I have also held the positions of a house leader and presently a Head of the Faculty of Social Sciences. These experiences have honed my leadership skills and reinforced my commitment to creating an inclusive and engaging learning environment for students. I can deliver my teaching experience through diverse teaching strategies catering to different learners' abilities through classroom group differentiation and task differentiation. My teaching years have been very interesting and an enjoyable one. I had received a lot of support from my past school leaders regarding my teaching and overall practices and this has greatly reshaped my teaching and administrative philosophies. Finally, my enrolment into the Doctoral program at Selinus University of Sciences and Literature was the best action I took. The flexibility of study, the payment plan facility provided by the university, resources provided through the online library, writing and working methods, support received from the supervisors, independent study provided and many more opportunities provided by the university had positively influenced my life and career. All these helped me to do extensive and comprehensive research on the topic of teacher engagement and gave me the capacity to conduct relevant interviews of school leaders from schools chosen from the inclusion and exclusion criteria mentioned in the body of this study. I was able to carry out this research study successfully because Selinus University provided me with all the resources I needed to excel. My professional knowledge in the field of education has increased tremendously due to this independent research study. The knowledge gained reaffirmed my belief that any educational investment I make goes a long way to better the lives of the students I teach and my colleagues.

7.2 Researcher's Reflections on Practice

The results of this dissertation will positively influence my practice as a teacher and a head of faculty. I have always viewed my teaching assignment through a lens of motivating teachers so that they can engage students properly to the best of their abilities and prepare them for the world ahead. It was evident throughout the study that promoting, supporting, and sustaining teacher engagement is the core responsibility of every teacher and school leader. Cognitive, emotional, and physical engagement of teachers should be the core part of any education program and educational practitioners should emphasize the "why" and "how" of teacher engagement. The participants in their interviews stated the teachers' readiness to embrace the support provided by the school leaders in promoting and sustaining teacher engagement as part of their responsibility. From the interview transcripts, the school leaders validated my past perceptions and teaching philosophy around school leaders' responsibilities in promoting, supporting, and sustaining positive teacher engagement in all aspects of its domains. It could be difficult to determine the extent of the degree of support that school leaders should provide for teacher engagement to thrive in their schools and to determine the support that would be enough can be very difficult to ascertain. Finding the above balance can be very challenging for school leaders and administrators. This study affirmed my beliefs and perceptions of the significance of teacher engagement when supported by school managers. The interview findings cultivated new ideas and actions to restructure teacher engagement and the procedure that school leaders should take. As a high school teacher, new knowledge of how high school leaders operate in terms of the kinds of systems they establish for their teachers. For high school leaders, professional development programs

are essential actions to reshape the mindset of high school teachers and this could be achieved in organized conferences, seminars, workshops, and staff meetings. However, so many different content-based areas do not make meaning in the real world of high school education. In addition, the studies around professional development opportunities; and how significant they can be when presented properly by teaching professionals have influenced my practice. With growing years of experience in leadership, I am conscious and acquainted with organizing a professional learning program centered on teacher development from one another. As I continue to reflect on the themes generated from this study, both the themes on school leaders' perceptions of teacher engagement and the themes from the actions to promoting, supporting, and sustaining teacher engagement, I think about how I could implement each of these themes on perceptions and action into my practice as a head of the faculty. These themes would continue to impact how I will continue to establish various faculty collaborations and relationships. However, I am developing the required support that would achieve teacher engagement at various levels of my job description. I will continue to use the various themes of regular communication and positive relationships, team building and collaboration, passion for education and growth mindset, and fostering school culture among the teachers. There are many unanswered and/or reoccurring questions related to teacher engagement and I hope this study would have provided answers to some past unanswered questions. Whether it be the perception of school leaders related to teacher engagement, or related to actions in promoting, supporting, and sustaining the domains of teacher engagement, having a proactive school leadership and the administrators of the district education board with similar skills and experiences would help to determine

the best course of action for high school teacher and high schools. Overall, I concluded that the topic of teacher engagement has so many implications significant to the successes of schools, school leaders, teachers, students, and educational organizations. The creation of more opportunities for school leaders to study teacher engagement would be instrumental to their success and achievement in their work. As one of the participants shared, "Teacher engagement is everything and without teacher engagement, there is no teacher." For me, promoting, supporting, and sustaining positive cognitive, emotional, and physical teacher engagement are the key principles to great accomplishment by high school leaders and teachers.

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APPENDICES:

Appendix 1a: Approval and Accreditation Letter from Selinus University

Dear Ph.D. student **ADEMIJU SAMUEL ADEBAYO**

we are pleased to inform you that your proposal to hold a Doctorate By Research (PhD) at Selinus University has been accepted.

We welcome you to Selinus University hoping that you can conduct your research in complete serenity to reach all the goals of your academic research.

The doctoral thesis you have to do must be at least 90/100 pages and must be submitted within two years of registration. As a private university that previous studies of their students and their professional credits for the writing of the thesis is not assigned a minimum time. Within two years you can present the thesis at any time.

The thesis, for reading, should be sent by email with an editable word document. The thesis should contain a Abstract, the index of arguments and must be written in a clear and orderly manner. Disordered and difficult reading is not accepted.

Within 60/90 days, the academic committee of the tutor issues the opinion and if necessary, makes the necessary changes.

Selinus University will issue the doctoral certificate within the first graduation session reachable, provided that the status of the student is in *good standing* **with the payment of fees.**

From this moment you can start your academic work.

For any information or help in writing please write to: **info@selinusuniversity.it** with subject: final thesis Ph.D.

Mrs. Maria Occhipinti
Academic Secretariat

PANAMA • LONDON • BOLOGNA • RAGUSA

Global support licensee **Uniselinus Networking University**
Via Roma, 200 - 97100 Ragusa - Italy - info@selinusuniversity.it - www.uniselinus.education

Accredited by   **World Certification Institute** *Global Authority on Occupational Certification*   California University FCE FOR DIPLOMA USA EQUIVALENT

Appendix 1b: Enrolment Certificate from Selinus University

UNISELINUS EUROPE

Accredited by WORLD CERTIFICATION INSTITUTE
Global Authority for Occupational Certification

Certificate

OF ENROLMENT AT
SELINUS UNIVERSITY

DATE 25ᵀᴴ AUGUST 2023

N° UNISE2572IT

STUDENT INFORMATION:
Name: **ADEMIJU SAMUEL**
Surname: **ADEBAYO**
Date of birth: **13/12/1971**   City of birth: **LAGOS**
Country: **NIGERIA**

CURRENT ADDRESS:
City: **BEIJING**   Postal code: **100028**
Street: **TAIYANGGONG NORTH STREET CHAOYANG DISTRICT**
Country: **CHINA**   Citizenship: **NIGERIAN**

STUDY INFORMATION:
Program: **DOCTOR OF PHILOSOPHY**
Faculty of **ARTS & HUMANITIES**
Major: **EDUCATIONAL ADMINISTRATION**
Study program: ☐ Bachelor   ☐ Master   ☒ PhD (Doctor of Philosophy)
                      ☐ by APEL   ☒ by Research
Study method: **by research**

TUITION INFORMATION
Last payment date: **05 DECEMBER 2023**
Payment option: **4 INSTALMENTS**
Payment modality: **Bank remittance or PayPal**

UNISELINUS EUROPE
Secretariat

UNISELINUS EUROPE

<u>Appendix 2</u>: Links between Research Aims, Objectives and PRQs

Research Aims *(Aims are statements of intent. They are usually written in broad terms. They set out what you hope to achieve at the end of the project)*	Research Objectives *(Objectives are specific statements that define measurable outcomes, e.g. what steps will be taken to achieve the desired outcome. Objective should be SMART: Specific; Measurable; Achievable; Realistic and Time constrained)*	Project Research Questions (PRQs) *These are fact-finding, clear, and unambiguous.* *They are stated so that answers to these questions* *will meet the overall aim of your project).*
1. To gain a comprehensive understanding of school leaders' perspectives on the definition and significance of teacher engagement within the educational context, contributing to a deeper comprehension of the role of leadership in fostering effective educational environments.	**1.** To explore and analyze how school leaders conceptualize and define teacher engagement, as well as to understand their perceptions of the significance of teacher engagement within the broader educational context.	**1.** How do school leaders define teacher engagement and its importance within the educational context?
2. To understand the perception of school leaders' responsibility of promoting, supporting, and sustaining teachers' cognitive, emotional, and physical engagement.	**2.** To assess how school leaders perceive their responsibility of promoting, supporting, and sustaining teachers' cognitive, emotional, and physical engagement.	**2.** How do school leaders perceive their responsibility of promoting, supporting, and sustaining teacher engagement? The primary question is a pointer to the sub-questions: **a)** How do school leaders perceive their responsibility of promoting, supporting, and sustaining teacher cognitive engagement? **b)** How do school leaders perceive their responsibility of promoting, supporting, and sustaining teacher emotional engagement? **c)** How do school leaders perceive their responsibility of promoting, supporting, and sustaining teacher physical engagement?
3. To explore the actions and strategies of school leaders in promoting, supporting, and sustaining positive engagement of teachers in the school.	**3.** To assess the impact of school leaders' actions and positive promotion, support, and sustenance of teachers: a) cognitive engagement b) emotional engagement and c) physical engagement.	**3.** How do school leaders determine what actions to take to promote, support, and sustain positive engagement? The secondary question is a pointer to the sub-questions: **a)** What actions do school leaders take to promote, support, and sustain teacher-positive cognitive engagement? **b)** What actions do school leaders take to promote, support, and sustain teacher-positive emotional engagement? **c)** What actions do school leaders take to promote, support, and sustain teacher-positive physical engagement?

Appendix 3: Permission Letter for Schools' Gatekeepers- School Leaders

Permission Letter

RCF Experimental School

Taiyanggong North Street

Chaoyang District, Beijing,

China.

October 24, 2023.

Dear Prof./Dr./Mr./Mrs./Ms................,

I am writing to ask for permission to conduct a study with you as a School Leader in your school in partial fulfillment of the requirements for the Doctor of Philosophy (Ph.D.) at the Selinus University of Sciences and Literature accredited by the World Certification Institute (WCI).

This study will investigate **"Teacher Engagement is Everything: School Leaders' Perceptions of their Role in Teacher Engagement in High Schools in Chaoyang District: A qualitative study".**

It will involve a qualitative data collection method, the use of interviews. The interviews will be carried out in your private office and will not disrupt any school activities for the students and pupils.
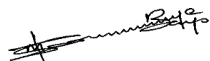
All information I collect throughout this research process will be anonymized, names will not be recorded and during the interviews names of students, teachers or schools will be avoided, and if mentioned will not be included in the transcription of the interviews. At the time of data analysis, I will avoid using any data that may identify the school, students, or teachers.

The results of this study will be presented in my thesis and reported back to my University.

Please do not hesitate to contact me if you need any further information. Please sign the consent form on the following page if you agree for this interview to be carried out.

Thank you.

Yours sincerely,

Samuel Ademiju Adebayo

Consent Form for School Leaders:

Head of school investigator:

- I have read the information sheet about the research. I have understood what the research is all about, and I consent to grant the interviews. I also understand that all the informati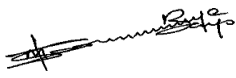on from the interview recordings including any transcriptions and analysis will be kept **anonymous** and **confidential**.
- I understand that once the interview once completed, informed consent will be assumed as my data cannot be removed, as it is anonymous.
- I understand that the school leaders have the right to withdraw from the interviews during the data collection period.
- If any of the school leaders choose to withdraw by informing you, any information collected during the interview will be destroyed immediately.
- I understand that all data collected will be destroyed as soon as the Selinus University of Sciences and Literature has successfully assessed the research project.

Director/Principal/Head of School/Assistant Principal's Name:

Director/Principal/Head of School/Assistant Principal's signature:

Researcher's Name: SAMUEL ADEMIJU ADEBAYO

Researcher's signature:

Date:

Contact for further information

Researcher	General Supervisor	Head of Faculty
Samuel Ademiju Adebayo Ph.D. Educational Administration Faculty of Arts & Humanities Selinus University of Sciences & Literature (SUSL) Email: sammybussy2005@yahoo.com	Professor Salvatore Fava Email: supervisor.fava@gmail.com President & General Consultant	Dr. Amanuel Raga Yadate Faculty of Arts & Humanities Selinus University of Sciences & Literature (SUSL).

<u>Appendix 4</u>: Sample Interview Transcripts of School Leaders

<u>School Leaders' Interview Questions</u>: *<u>The information below was read to each interviewee.</u>*

INTRODUCTION: As you already know I am looking at the "**Teacher Engagement is Everything: School Leaders' Perceptions of their Role in Teacher Engagement in High Schools in Chaoyang District: A Qualitative Study**". This interview will assist me in examining this topic. The interview will take up to 40 minutes. The information from the interview will remain confidential and anonymous.

Interviewer: Thank you very much sir for granting me this opportunity to be part of the participant for my research. The first question is an ice-breaking question. Can you tell me what your overall role is as a principal of a school?   **Interviewee 1:** My overall role is to help create a sustained environment in which the teachers and the students can engage in teaching and learning and an atmosphere where we can explore and play with ideas.
INTRODUCTORY QUESTIONS
Interviewer: I would like to ask you about your perceptions or beliefs about what you think are your responsibilities when it comes to teacher engagement.   **Interviewee 1:** Can you define teacher engagement?   **Interviewer:** Yeah, teacher engagement refers to the level of enthusiasm, teachers' dedication such as their emotional investment, the physical presence that educators have in their teaching profession, and the learning process of their students in line with their available resources.   **Interviewee 1:** OK, yeah, I think teacher engagement is all about context. It's about the relative age of the students, the experience of the teacher, the aim of a particular lesson, the focus of a particular lesson, and a variety of approaches that always give the best results. Sometimes a teacher needs to be emotionally engaged with the students and sometimes the teacher needs to be physically engaged with the students. Teacher engagement is a spectrum. In my long career, I have found out about different approaches and techniques of engaging the students. Hmmm…. we try to bring all those things together. It is about context. The way a teacher engages with children is different from the way a teacher engages with 16-year-olds and above. As managers we oversee that and make sure we put the right people in the right place, then we can achieve that.
Interviewer: How do you perceive teacher engagement in your school?   **Interviewee 1:** Very important and as a school leader, it's a top priority for me.
Interviewer: Thank you. What do you believe attributes to teacher engagement the most?   **Interviewee 1:** So many factors are responsible for teacher engagement. Such factors include enthusiasm, passion, care, professional development, creating a secure environment, and many more.
Interviewer: What might impact your teachers' engagement the most?   **Interviewee 1:** I believe job security, a conducive environment, teachers' overall welfare, and a sense of belonging are important impacts. All could have a direct impact on teacher engagement. I do not want to shy away from the fact that Money/salaries of teachers in terms of volume and streams could heavily impact teacher engagement in creating a secure environment. I am of the assertion that regular and prompt payment of teachers' salaries supports all the domains of teacher engagement as spread out by Kahn.
RESEARCH QUESTION 1
Interviewer: Thank you, sir. Now as a school leader, what is your definition of teacher engagement in an educational context?   **Interviewee 1:** of teacher engagement?

Interviewer: Yes, in an educational context?

Interviewee 1: Well, I think it's around the ability to create the circumstances in which students can develop skills and capacities that are going to make them thrive as they get older and in the future. Teacher engagement breeds transferable learning skills and develops the minds of the students.

Interviewer: Very good. Well said. Do you think teacher engagement is important in an educational context?

Interviewee 1: It is very crucial. Absolutely. I could argue that it's even more crucial when the children are young when they are not as self-sufficient as learners. When we are teaching them how to learn. So our job is not so much to teach them what to learn as may be the case when they get older as it is an example but our job is to teach them how to learn and that is different for every individual child so that more complex and nuance.

RESEARCH QUESTION 2

Primary Question: Interviewer: Thank you. So this part is about your perception and belief. What do you believe is your overall role and responsibilities as a school leader in promoting, supporting, and sustaining teacher engagement? What (if anything) is not your responsibility or role?

Interviewee 1: Well, I think it's an important role, I think it has to do with training, ongoing training, to learn. For example in our organization, we put a lot of resources into what we refer to as professional learning. The array of resources supports the teachers' work and helps them facilitate their lessons effectively. It used to be called CPD-Continuous Professional Development. This sees teachers as learners as opposed to teachers. The teachers put themselves into a position where they are constantly learning and they gain a lot in terms of training, experience, and peer learning, and we use that a lot to ensure that teachers are developing these skills to become more experienced in their practice. It is about me providing how the teachers can engage with professional learning. My responsibility is also about how to grow and develop the positive mindset of my teachers by making them passionate about the industry to which they belong. It is all about the skills. I believe that my responsibility extends to developing an environment that promotes collaboration and support for teachers on the school standard and practice as contained in the mission statement of the school. Fostering a culture of collaboration and peer learning opens up an avenue where teachers can engage in discussions, share experiences, and exchange ideas. The development of collaborative learning communities enables intellectual growth through shared knowledge. Hmm…. I also perceive that curriculum in its design and implementation could promote teacher engagement. It is my belief to always produce a robust curriculum that makes the students all round learners. I believe so much in the implementation of the curriculum. Collaborative learning communities enable intellectual growth through shared knowledge. This can only be achieved by developing teams and setting the focus for the teams to thrive.

Interviewer: What (if anything) is not your role?

Interviewee 1: So many things are within my capacity but I make sure that I recruit competent hands when the need arises. That creates a secure environment void of tension and upheavals. Difficult to think about what is not my role.

Sub-question 1: Interviewer: Now you have given an overview. It's time now to break them into 3 parts. The first is about cognitive or intellectual teacher engagement. What do you believe is your role in promoting, supporting, and sustaining teachers' cognitive or intellectual engagement in your school?

Interviewee 1: What is my role?

Interviewer: Yes, your responsibility as a school leader is to promote, support, and sustain cognitive or intellectual teacher engagement.

Interviewee 1: So my role is to make the teachers aware of what that means and what that means in practice for them in their teaching. So the cognitive development area, the metacognitive area is a big issue in schools and education. The students should understand how they know what they know, aaaah…. it is my job to make sure that teachers understand that so they can divulge that down to the students. So it is about making sure that in training, teachers understand what that means and teachers are not just service stations that fill up the students with knowledge. They have to teach metacognition and make them understand what that means in learning.

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Sub-question 2: Interviewer: Most schools neglect the part of emotional teacher engagement. As a school leader, how do you perceive your role and responsibility in promoting, supporting, and sustaining teachers' emotional engagement in your school?

Interviewee 1: For me, this is the most important area. I think the emphasis is on the development of emotional intelligence. It is the most fundamental building block of learning. It seems to be that if you can encourage teachers and therefore students to understand the role of emotional intelligence in use and practice. To show what it means and practice it. Overall learning is going to be enhanced. We would have a broader-based learning. I feel that emotional understanding or intelligence for teachers is very crucial. I safeguard that when I interview teachers in our school. This becomes an important part of the interview. We have inculcated value-based questioning into our recruitment process in school.

Sub-question 3: Interviewer: The third part of that is the physical engagement. This has to do with the vigor, energy, the intensity at work. How do you perceive your role in promoting, supporting, and sustaining the physical engagement of your teachers in your school?

Interviewee 1: Again, this is crucial with young students as compared to high school students. You cannot teach young children by sitting down. You have to get your hands and knees dirty. The students have to feel the energy of the teacher. Especially young children. So when I go round the school looking at teachers, I don't want to see any teacher sitting down. They have to sit up and involve/engage with the students with their hands and knees working with the students. Physical engagement becomes a part of the lesson. Teachers physically engage with the students by walking around the classroom all the time and going to see the students rather than making the students come to them. That used to be the case in the old days. That is a crucial part of teacher engagement. Hmmm…..The teacher is a facilitator.

RESEARCH QUESTION 3

Secondary Question: Interviewer: Now that we have discussed your beliefs and perceptions of the three dimensions of teacher engagement, we are now going to be discussing the strategies and actions. What are some overall actions that you take to promote, support, and sustain your teachers' positive engagement from year to year?

Interviewee 1: Well again, I can refer to one or two things have already said. So it's about promoting professional learning. We have also all sorts of vehicles designed for our campuses by Nord Anglia University in our school and our relationship with MIT and Boston University. However, those are more generic things I supposed. It's about well-understood professional learning organized for the teachers. They never stand still. Every academic year must be different from the previous one. Let me say it clearly.. hmm….Well again, our relationship with MIT and Boston has helped us and our teachers to build solid relationships among themselves through many communications channels developed by these Universities. I can say categorically that even within the same classroom with the same teacher, no two years should be the same due to interaction among the teachers. If you stand still while teaching, it is like riding a bike if you stand you will fall over. I think it is the same thing. Having individual communications with teachers to make sure they understand that specific area of teaching and learning. For emotional engagement, we also use feedback from parents. So we include in our parent satisfaction survey to ask parents how well they feel how their children are engaging with the school and classroom emotionally and that can be used to determine the emotional stability of teachers in the school. Not just academically, that will manifest itself in students building positive relationships with their teachers. This is also getting feedback from as many stakeholders as possible.

Sub-question 1: Interviewer: Thank you very much for that. Mmmm, now we are going to break this discussion down into three parts as we did with the beliefs area before. What actions or strategies do you take to promote, support, and sustain teachers' positive cognitive engagement in your school as a school leader?

Interviewee 1: I think one of those strategies for ensuring that continual assessment are carried out. The teachers know that this is going to be monitored and tracked by the leadership of the school. So, they are not just going to see but actually engaging with the teachers to see how it's happening. Regularly we visit classrooms to monitor lessons review lesson teaching strategies and have conversations with individual teachers in order to support their learning development and cognitive abilities and that of the students. However, we have systems in place that if a teacher is not engaged, we have conversations with them. We go in and see what the issue is. Often, more than anything, it's actually something outside of work that's impacting their engagement with their job. Another thing is fostering a culture well embraced by all in the school environment develops a collaborative learning community where teachers can engage

properly with available resources provided by the school. The professional learning community is also very crucial in this.

Sub-question 2: Interviewer: Thank you sir! How do you as a school leader promote, support, and sustain the positive emotional engagement of teachers in your school? - What actions do you take to achieve this? The strategy now!

Interviewee 1: I think it's the same thing. Having individual conversations with teachers to make sure they understand that specific area of teaching and learning. For emotional engagement, we also use feedback from parents. So we include in our parent satisfaction survey to ask parents how well they feel how their children are engaging with the school and classroom emotionally and that can be used to determine the emotional stability of teachers in the school. Not just academically, that will manifest itself in students building positive relationships with their teachers. This is also getting feedback from as many stakeholders as possible. I can also categorically state here that we also recognize and appreciate our teachers for every success recorded be it personal or professional. We use this as part of our strategies for promoting and sustaining their emotional engagement...., "A happy teacher is an engaged teacher."

Sub-question 3: Interviewer: Now it's about how you as a school leader promote, support, and sustain the physical engagement of teachers. What actions do you take to achieve this?

Interviewee 1: Yes, it's a question of all those things. We have teaching strategies we promote from time to time. We come together as a school before the students resume to have INSET training sessions where we put teachers into groups and we practice specific things. Like how are we going to be physically engaging when we teach this subject and that subject and within topics too? At this level, what things can we do physically to engage with the students? So, we share our ideas. I do think the ideas of sharing best practices work well. In this area, it's one of the best ways of encouraging teachers to do the same. I think particularly in this area, it's much better to learn when you feel it as a person rather than just telling people how to do it. I think in engaging in physical activities, we actually do these when the students are not here. We do it in work-party groups and teachers enjoy it and that is the right way to start the academic year.

Interviewer: Thank you! I can see that you are very loaded from your many years of leadership experience as a school leader. Thank you very much, sir! Is there anything else around teacher engagement that you would like to share related to your roles or actions as a school leader that is taken in promoting, supporting, and sustaining positive teacher engagement?

Interviewee 1: Hmmm....., well, I think that my role in terms of recruiting teachers is taken very seriously. And for me, that is one of the safeguards that I have around making sure that the students have access to all these important aspects of education. I feel that as a school principal, I am a gatekeeper. The teachers that I offer contract to work here are actually doing what I want them to do. And so I have to physically make sure that I'm around the school myself. They see me, and the students see me, so it's so much leading by example I am supposed to set high expectations and keep in touch with them personally on to one-on-one basis. So they understand what that expectations mean around the school.

Interviewer: So I have come to the end of my questions. Thank you very much for the insight you have provided in the course of this interview. This will go a long way in supporting my analysis and discussion chapter of my research. I am so grateful for that.

Interviewee 1: Very good luck to you!

<u>Appendix 5</u>: Research Outline

This information will help you clarify the design of the project developing out of your proposal. It will also provide your supervisor with a clear understanding of exactly what your project is about.

Name: Adebayo Ademiju Samuel (**UNISE 2572IT**)
Working Title of My Study "TEACHER ENGAGEMENT IS EVERYTHING: SCHOOL LEADERS' PERCEPTIONS OF THEIR ROLE IN TEACHER ENGAGEMENT IN HIGH SCHOOLS IN CHAOYANG DISTRICT: A QUALITATIVE STUDY"
Where will your research be carried out? PURE INTERNATIONAL HIGH SCHOOL, EMBASSY HIGH SCHOOL, BILINGUAL INTERNATIONAL HIGH SCHOOL, AND PURE CHINESE HIGH SCHOOL IN CHAOYANG DISTRICT, BEIJING, CHINA.
Overall Aims: (Aims are statements of intent. They are usually written in broad terms. They set out what you hope to achieve at the end of the project).
My Overall Aims: 1. To gain a comprehensive understanding of school leaders' perspectives on the definition and significance of teacher engagement within the educational context, contributing to a deeper comprehension of the role of leadership in fostering effective educational environments. 2. To understand the perception of school leaders' responsibility of promoting, supporting, and sustaining teachers' cognitive, emotional, and physical engagement. 3. To explore the actions and strategies of school leaders in supporting, promoting, and sustaining positive engagement of teachers in the school.
Objectives: *(Objectives on the other hand should be specific statements that define measurable outcomes, e.g. what steps will be taken to achieve the desired outcome. Objective should be SMART: Specific; Measurable; Achievable; Realistic and Time constrained)*

1. To explore and analyze how school leaders conceptualize and define teacher engagement, as well as to understand their perceptions of the significance of teacher engagement within the broader educational context.
2. To assess how school leaders perceive their responsibility of promoting, supporting, and sustaining teachers' cognitive, emotional, and physical engagement.
3. To assess the impact of school leaders' actions and positive promotion, support, and sustenance of teachers:
   a) cognitive engagement
   b) emotional engagement
   c) physical engagement.

Project Research Questions: *These are fact-finding, clear, and unambiguous. They are stated so that answers to these questions will meet the overall aim of your project). Usually between three to five questions.*
My Project Research Questions
1. How do school leaders define teacher engagement and its importance within the educational context?
2. How do school leaders perceive their responsibility of promoting teacher engagement? This primary question is a pointer to the sub-questions: **a)** How do school leaders perceive their responsibility of promoting, supporting, and sustaining teacher cognitive engagement? **b)** How do school leaders perceive their responsibility of promoting, supporting, and sustaining teacher emotional engagement?
c) How do school leaders perceive their responsibility of promoting, supporting, and sustaining teacher physical engagement?
3. How do school leaders determine what actions to take to promote, support, and sustain positive engagement? This secondary question is a pointer to the sub-questions:

a) What actions do school leaders take to promote, support, and sustain teacher-positive cognitive engagement? **b)** What actions do school leaders take to promote, support, and sustain teacher-positive emotional engagement?			
c) What actions do school leaders take to promote, support, and sustain teacher-positive physical engagement?			

Which data collection methods are you proposing to use in your research?			
Data Collection Method	Tick	How many participants?	Are the Participants' adult (A) or students 16 or under (B)
individual interviews;	✔	**2 school leaders** will be selected for interview from **School A (1 Principal and 1 Head of School)**. There are no inclusion/exclusion criteria for selected school leaders but the inclusion/exclusion criterion for selecting the school is because it is a **Pure International High School.**	**Adult (A)** **School leaders**
individual interviews;	✔	**2 school leaders** will be selected for interview from **School B (1 Principal and 1 Assistant Principal)**. There are no inclusion/exclusion criteria for selected school leaders but the inclusion/exclusion criterion for selecting the school is because it is an **Embassy High School.**	**Adult (A)** **School leaders**
individual interviews;	✔	**4 school leaders** will be selected for interview from **School C (2 Directors, 1 Executive Principal, and 1 Assistant Principal)**. There are no inclusion/exclusion criteria for selected school leaders but the inclusion/exclusion criterion for selecting the school is because it is a **Bilingual International High School.**	**Adult (A)** **School leaders**
individual interviews;	✔	**2 school leaders** will be selected for interview from **School D (1 Principal and 1 Assistant Principal)**. There are no inclusion/exclusion criteria for selected school leaders but the inclusion/exclusion criterion for selecting the school is because it is a **Pure Chinese High School.**	**Adult (A)** **School leaders**

State **all** places where data collection will take place.
1. Interviews of the school leaders will be done in the leaders' separate offices at the various high schools selected.

State your strategic lead role: • AS & A Level Economics Teacher • Head, Faculty of Social Studies (HOF) at RCF Experimental School Chaoyang District, Beijing.	
How will you collect **each type** of data? *For example, a recorded interview with a phone and writing material.* 1. A recorded interview of the total population of school leaders in the selected schools.	
Is there a school policy that allows interviews of school leaders in the schools where you are not teaching?	**Yes** ✔

<u>Appendix 6</u>: Interview Introductory Participant Information Sheet for School Leaders
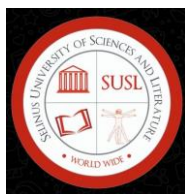
Study title: "TEACHER ENGAGEMENT IS EVERYTHING: SCHOOL LEADERS' PERCEPTIONS OF THEIR ROLE IN TEACHER ENGAGEMENT IN HIGH SCHOOLS IN CHAOYANG DISTRICT: A QUALITATIVE STUDY"

What is the purpose of the study?

This research focuses on examining and investigating the perceptions of school leaders' regarding their role in teacher engagement in high schools in Chaoyang District.

<u>Teacher Engagement</u>- Teacher engagement refers to the level of enthusiasm, dedication, and emotional investment that educators have in their teaching profession and the learning process of their students. Engaged teachers are passionate about teaching, committed to their students' success, and actively involved in the educational community.

<u>Work engagement</u>- refers to a positive, fulfilling, and enthusiastic state of mind that employees experience when they are deeply involved in and passionate about their work.

<u>Teacher physical engagement-</u> This could refer to the physical involvement or activities that teachers participate in during their teaching practices. This might include activities such as demonstrating experiments, engaging in physical education classes, supervising outdoor activities, or any other physical tasks that teachers perform as part of their teaching responsibilities.

<u>Teacher cognitive engagement</u>- refers to the intellectual and mental involvement of teachers in their teaching and educational roles. It involves the teacher's active use of cognitive skills, critical thinking, and mental effort to plan, design, and deliver effective instruction. This can encompass activities like curriculum development, lesson planning, assessing student progress, and problem-solving in the classroom. Teacher cognitive engagement is crucial for creating a dynamic and effective learning environment.

<u>Teacher emotional engagement-</u> refers to the emotional investment and connection that teachers have with their students, their work, and the overall teaching profession. It involves a teacher's ability to form positive relationships with students, show empathy, and be emotionally available and responsive to the diverse emotional needs of learners. This emotional engagement is crucial for creating a supportive and conducive learning environment, where students feel cared for and motivated to learn. It also impacts a teacher's job satisfaction and well-being.

Why have I been approached?

You have been approached because you are a school leader in the chosen school for this research.

Do I have to take part?

No, participation is voluntary. It is up to you to decide if you would like to participate to help me with my project. Once you understand the following information, you will then be asked to sign the consent form below to show you agreed to take part. You are free to withdraw at any time, without giving a reason and if you do so all data collected from you will be destroyed immediately and will not be used as part of this research.

What will happen to me if I take part?

You are being asked to participate in an interview with me, the researcher. The interview will take approximately 50-60 minutes to complete. Participation will not impinge upon your normal schedule as a school leader and will be conducted in your office and at a time convenient to us both. The information you provide will be confidential and you will remain anonymous within the write-up of my research. The data will be securely disposed of at the end of the research project once my thesis has been marked successfully.

Will my taking part in this study be kept confidential?

Yes. Any data collected from interviews may be used in the final research paper but all names and other potentially identifiable information will be changed to pseudonyms or edited out to ensure anonymity.

Who is organizing and funding the research?

The research is organized by myself as a Ph.D. student at the Selinus University of Sciences & Literature in the Doctor of Philosophy program. This project is not externally funded.

Who has reviewed the study?

A team or departmental subcommittee of the Selinus University of Sciences and Literature Research Ethics Committee has reviewed and approved the study.

Contact for further information

<u>**Researcher**</u>

Samuel Ademiju Adebayo

Ph.D. Educational Administration

Faculty of Arts & Humanities

Selinus University of Sciences & Literature (SUSL)

Email: sammybussy2005@yahoo.com

Supervisor

Professor Salvatore Fava

Email: supervisor.fava@gmail.com

President & General Consultant

Selinus University of Sciences & Literature (SUSL)

Consent Form

Signed:

Print Name:

Date:

Researcher's name: SAMUEL ADEMIJU ADEBAYO

Researcher's signature:

RESEARCH TOPIC: "**Teacher engagement is everything: School leaders' perceptions of their role in teacher engagement in high schools in Chaoyang District: A qualitative study**"

The information below will be read to each interviewee.

INTRODUCTION

As you already know I am looking at the "**Teacher Engagement is Everything: School Leaders' Perceptions of their Role in Teacher Engagement in High Schools in Chaoyang District: A Qualitative Study**". This interview will assist me in examining this topic.

The interview will take up to 45-60 minutes. I will be recording the audio of the interview- (Are you OK with this?) Later I will be transcribing the recording to use for analysis purposes. The information from the interview will remain confidential. Please remember that if you wish to stop this interview at any time you just have to say. I will stop immediately and will delete any recording I have made so far.

School Leaders' Interview Questions

Icebreaker question: Can you tell me about what you believe your overall role is as a **Director/Principal/Assistant Principal**?
INTRODUCTORY QUESTIONS
Interview questions: First, I would like to ask you about your perceptions or beliefs about what you think are your responsibilities when it comes to teacher engagement.
How do you perceive teacher engagement in your school?
What do you believe attributes to teacher engagement in your school?
What might impact your teachers' engagement the most?
RESEARCH QUESTION 1
As a school leader, what is your definition of teacher engagement in an educational context?
Do you think teacher engagement is important in an educational context?
RESEARCH QUESTION 2
Primary Question:
What do you believe is your overall role or responsibilities as a school leader in promoting, supporting, and sustaining teacher engagement? What (if anything) is not your responsibility or role?

Sub-question 1: When breaking down engagement, what do you believe is your role in promoting, supporting, and sustaining teachers' cognitive or intellectual engagement in your school?
Sub-question 2: How do you perceive your role and responsibility in promoting, supporting, and sustaining teachers' emotional engagement in your school?
Sub-question 3: Physical engagement refers to involvement in physical tasks and using vigor, energy, or intensity in work. How do you perceive your role in promoting, supporting, and sustaining the physical engagement of your teachers in your school?
RESEARCH QUESTION 3
Secondary Question: Now that we have discussed your beliefs and perception of your responsibilities in promoting, supporting, and sustaining teacher engagement, I will ask you about what steps/actions you take to promote, support, and sustain teacher engagement.
What are some overall actions that you take to promote, support, and sustain your teachers' positive engagement from year to year?
Sub-question 1: To further explore these actions, how do you cognitively or intellectually engage teachers, or simply put, what actions do you take to promote, support, and sustain teachers' positive cognitive engagement in your school as a school leader?
Sub-question 2: How do you as a school leader promote, support, and sustain the positive emotional engagement of teachers in your school? - What actions do you take to achieve this?
Sub-question 3: How do you as a school leader promote, support, and sustain the positive physical engagement of teachers in your school? - What actions do you take to achieve this?
Is there anything else around teacher engagement that you would like to share related to your roles or actions as a school leader that is taken in promoting, supporting, and sustaining positive teacher engagement?

I have come to the end of my questions. Is there anything else that you think we should have discussed?

OK, I will switch off the recording and all I wish to say now is thank you for helping me with my research. I am very grateful. I greatly appreciate your time and willingness to talk with me. Thank you!

Some Definitions provided in the questions to help the interviewees

1. **Teacher Engagement**- Teacher engagement refers to the level of enthusiasm, dedication, and emotional investment that educators have in their teaching profession and the learning process of their students.
2. **Teacher physical engagement-** This could refer to the physical involvement or activities that teachers participate in during their teaching practices. This might include activities such as demonstrating experiments, engaging in physical education classes, supervising outdoor activities, or any other physical tasks that teachers perform as part of their teaching responsibilities.
3. **Teacher cognitive engagement**- refers to the intellectual and mental involvement of teachers in their teaching and educational roles. It involves the teacher's active use of cognitive skills, critical thinking, and mental effort to plan, design, and deliver effective instruction
4. **Teacher emotional engagement-** refers to the emotional investment and connection that teachers have with their students, their work, and the overall teaching profession. It involves a teacher's ability to form positive relationships with students, show empathy, and be emotionally available and responsive to the diverse emotional needs of learners.

Recruitment Protocol

SELINUS UNIVERSITY OF SCIENCES AND LITERATURE

ETHICS APPROVAL

Date: March 2024

Type of potential participants: High School Leaders

Portfolios: Directors, Principals, Head of School and Assistant Principals

Title of Study: "**Teacher Engagement is Everything: School Leaders' Perceptions of their Role in Teacher Engagement in High Schools in Chaoyang District: A Qualitative Study.**"

1. The interview took up to 45-60 minutes. The interview was audio recorded with approval from the participants.
2. The audio recordings were transcribed for coding and theme generation.
3. The information from the interviews remained confidential.
4. The participants have the right to opt out so they were provided with an information sheet and consent form, and they understand what they are consenting to.
5. Permission Letter to the Gatekeeper of the establishment where my research was carried out plus its consent form
6. An Introductory Information Sheet for school leaders as participants in interviews
7. Information Sheets were written in language appropriate for the School Leaders.
8. The school leaders were fully informed and the different wording used created a total understanding of what I was asking of them –
9. There was an ethical consideration for this study.
10. Participants were adults and so were above 18.
11. A Consent Form appropriately worded for the participants.
12. All the instruments (each in a separate document) that are required for you to carry out your study. These were in the exact form that was presented to the participants.
13. Once the decision was completed, I proceeded with my research.
14. The participants were asked to feel free to email the researcher any additional thoughts or questions that they may have.

Appendix 9: Research Sample Clarity

Clarification of my sample population and inclusion/exclusion criteria for selecting sub-sample

(i) Selection of schools for the study

(There is inclusion/exclusion criteria in this category)

Schools	Type of school
School A	Pure International High School
School B	Embassy High School
School C	Bilingual International High School
School D	Pure Chinese High School

(ii) Sample Population for Interviews (School leaders)

10 School Leaders

School A: 1 Principal and 1 Head of School

School B: 1 Principal and 1 Assistant Principal

School C: 2 School Directors, 1 Principal and 1 Assistant Principals

School D: 1 Principal and 1 Assistant Principal

(No Inclusion/exclusion criteria in this category)

PORTFOLIO	Number
School Directors	2
School Principals	4
Head of School	1
School Assistant Principals	3
Total	10

NOTE:

1. The inclusion/exclusion criteria for selecting the schools are based on pure international high school, embassy high school, bilingual international high school, and pure Chinese high school.
2. The school leaders selected for interviews represent the entire school leadership teams in all four schools. No inclusion/exclusion criteria.

Appendix 10: Ethics/Research Approval Letter

Dear PhD student Adebayo Ademiju Samuel,
I received your email which I read carefully. First of all, I welcome you among the best students at Selinus University. I wish you a peaceful and constructive study experience. I will be happy to supervise your work and the progress of your research.
Selinus University is a Distance Learning Institution where supervision works differently. I am not a tutor but a coordinating supervisor with a team of specialists around the world. The PhD by Research consists of the realisation and implementation of a thesis that the candidate must carry out autonomously and independently. This capacity for autonomy is taken into account for the final grade.

"TEACHER ENGAGEMENT IS EVERYTHING: SCHOOL LEADERS' PERCEPTIONS OF THEIR ROLE IN TEACHER ENGAGEMENT IN HIGH SCHOOLS IN CHAOYANG DISTRICT: A QUALITATIVE STUDY" seems to me an excellent topic even if very challenging. From your initial analysis it seems to me that you have very clear ideas on the subject. I believe that, given the premises, your thesis will be an excellent work.

At this early stage, I suggest you send the first chapters one or two at a time, depending on your needs and the progress of your work.
I kindly ask you, when you send me the chapters, to always join the previous ones into one Word document and, in addition, to always attach the title page with the title of the thesis and your matriculation number.

I wish you good work and send you kind regards.

Prof. Salvatore Fava - General Supervisor
Uniselinus
B.sc . M.sc - MBA - LLM - LLD - Ph.D
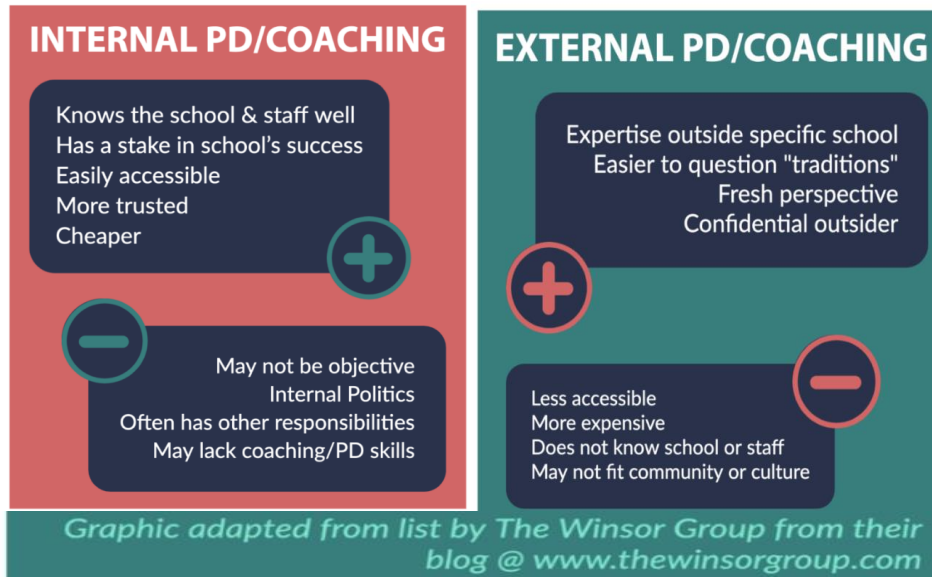Member of :
BAM - British Academy of Management -
ASIL - American Society of International Law -
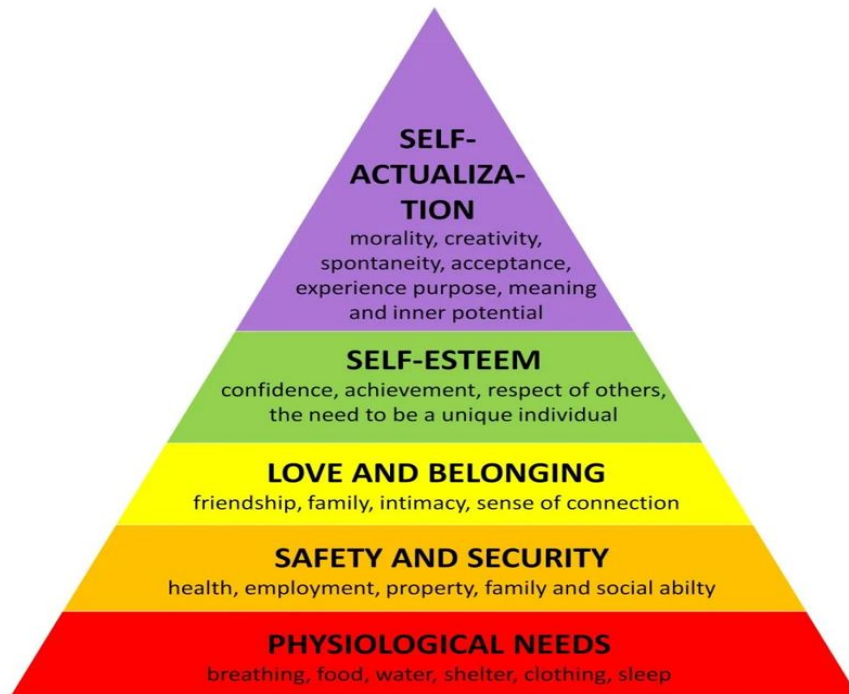ICODE - International Council for Open and Distance Education -

Listen Uniselinus Radio:
https://admin.audioroadie.com/webradio/cli-universita-uniselinus-europe-networking

<u>**Appendix 11**</u>: **Pros and Cons of Internal PD and External PD**

INTERNAL PD/COACHING

Knows the school & staff well
Has a stake in school's success
Easily accessible
More trusted
Cheaper

May not be objective
Internal Politics
Often has other responsibilities
May lack coaching/PD skills

EXTERNAL PD/COACHING

Expertise outside specific school
Easier to question "traditions"
Fresh perspective
Confidential outsider

Less accessible
More expensive
Does not know school or staff
May not fit community or culture

Graphic adapted from list by The Winsor Group from their blog @ www.thewinsorgroup.com

<u>**Appendix 12**</u>: **Maslow's Hierarchy of Needs**

SELF-ACTUALIZA-TION
morality, creativity, spontaneity, acceptance, experience purpose, meaning and inner potential

SELF-ESTEEM
confidence, achievement, respect of others, the need to be a unique individual

LOVE AND BELONGING
friendship, family, intimacy, sense of connection

SAFETY AND SECURITY
health, employment, property, family and social abilty

PHYSIOLOGICAL NEEDS
breathing, food, water, shelter, clothing, sleep

Appendix 13: Mind Map Representation for Qualitative Methodologies