Research Article

The Road to Self-Leadership: Teachers' Mindful Awareness, Engaging Leadership, Commitment, Work Engagement, and Need Satisfaction

Francisco DP. Daez[1], Victoria Pena Valenzuela[2]*

[1]Graduate School, Meycauayan College, Philippines
[2]Department of Public Administration and Governance, College of Social Sciences and Philosophy, Bulacan State University, Philippines

ABSTRACT

The purpose of the study is to examine which of the following variables: mindful awareness, engaging leadership, and commitment of women teachers significantly influence work engagement and basic needs satisfaction. The study employed the descriptive-correlational research design and N=273 was purposively selected teachers enrolled in the Graduate School of Meycauayan College, Bulacan, Philippines. Mean, weighted mean, Pearson r, and multiple linear regression are the statistical tools used in analyzing and interpreting the data. Findings reveal a significant relationship between mindfulness awareness, engaging leadership, and commitment to work engagement and basic needs satisfaction of female teachers, The study was able to determine that commitment predicts the teachers' work engagement and basic needs satisfaction. Implications for professional development that boost self-leadership and mindfulness training programs are integrated into teachers' wellness policies to ensure their work engagement and satisfy their basic needs.

Keywords: *Commitment, Engaging leadership, Mindfulness awareness, Needs satisfaction, Work engagement*

Introduction

Mindfulness is one way of building up strong insights into what's happening in the present and responding to a co-worker. Working with your attention to focus on particular things long enough to understand mindful awareness. Awareness is always there, open to whatever arises, and eventually, you are developing your mindful awareness. If people can bring more mindfulness to their work and how they relate to it, it can have a huge impact on work engagement and need satisfaction. However, even mindfulness teachers despite the intention to be mindful, there are times when they simply forget to do it especially when teachers have a bulk of paperwork and are busy with household chores and concerns. Oftentimes, when doing something routine and

opting to focus on your daily work, the tendency will be to fall into the usual strategy while keeping your mind occupied. Most of the time while rushing will find no increase in efficiency makes you feel stressed and often leads to mistakes. Many teachers struggle with maintaining mindfulness, particularly during stressful moments, and respond differently to unpredictable pressures. Additionally, self-leadership emphasizes the importance of internal rather than external factors that control the behavior of an individual (Mustaffa and Ghani, 2019). Self-leadership is particularly important for female teachers in as much as they embrace change and uncertainty with innovative problem-solving and confident decision-making. According to Doornich and Lynch (2024), mindfulness can promote engaging leadership approaches that cultivate a profound comprehension of collaboration and connectivity with premium diversity and cooperation. Similarly, leaders may improve their ability to lead with clarity, calmness, and authenticity by developing present-moment awareness, and stress resistance via mindfulness activities (Issac et al. 2024). The same study by Hasanati and Anisa (2024) concluded that mindfulness had a significant negative effect on work engagement through meaningful mediation, and the relationship between mindfulness, meaningful work, and work engagement in the teacher context is quite complex.

To provide additional scholarly works about this subject, this study aims to investigate how mindfulness relates to the work engagement of teachers enrolled in the graduate school of Meycauayan College and determine the significant effects of mindful awareness, engaging leadership, and commitment to basic need satisfaction, and work engagement of teachers, and determine the intervening roles of engaging leadership, commitment, and basic needs satisfaction on the relationship of mindful awareness and work engagement of teachers. This study significantly contributes to professional development programs for teachers in the context of mindfulness training, managing stress, coping with adversity, and effective decision-making with enhanced resilience and job performance.

Research Questions
The study aimed to determine the significant effects of the level of mindful awareness, engaging leadership, and commitment on the level of basic needs satisfaction, and work engagement of female teachers enrolled in the Graduate School of Meycauayan College, Bulacan, Philippines.

Specifically, this study sought answers to the following questions:
1. What is the teachers' level of:
   1.1 mindful awareness;
   1.2 engaging leadership;
   1.3 commitment;
   1.4 basic needs satisfaction; and
   1.5 work engagement?
2. How may the teachers' level of mindful awareness, engaging leadership, and commitment relate to the level of basic needs satisfaction and level of work engagement?
3. Are there significant effects of a level of mindful awareness, engaging leadership, and commitment on the level of work engagement and basic needs satisfaction?
4. How do mindful awareness, engaging leadership, and commitment mediate the relationship between mindful awareness and work engagement?

Research Hypotheses
The following hypotheses are presented:
H1: Mindful awareness positively influences work engagement,
H2: Mindful awareness, engaging leadership, and commitment significantly relate to work engagement and need satisfaction,
H3: Mindful awareness, engaging leadership, and commitment have a significant influence on basic need satisfaction. and
H4: Mindful awareness, engaging leadership, and commitment mediate the relationship between mindful awareness and work engagement.

Methodology
The study employs descriptive-correlational research conducted using a survey questionnaire. The 330 teacher-respondents enrolled in the Graduate School and 273 female teacher-respondents completed the questionnaires and were selected as the sample after

cleaning the data. Online Google Forms were used to collect the data, The survey questionnaire includes 15 items and evaluates the teachers' mindfulness using the Mindful Attention Awareness Scale which was standard and was adjusted based on the range of 6 scales of Likert (1 = almost never to 6 = almost always). Engaging leadership includes 12 items using 5 Likert scales (1-strongly disagree to 5- strongly agree) through its dimensions as strengthening (3 items), connecting (3 items), empowering (3 items), and inspiring (3 items). Moreover, basic needs satisfaction has 13 items, and teachers' commitment includes 16 items through its dimensions as supervision (3 items), compensation (3 items), career development (3 items), and organizational commitment (4 items). The work engagement questionnaire includes 14 items and evaluates the teachers' work engagement through its dimensions as vigor (5 items), dedication (4 items), and absorption (5 items) Regarding the validity and reliability, questionnaires used in the study are standard and have always been used in other studies, including Whetten and Cameron (2016), Vitell and Davis (1990), Meyer and Herscovitch (2001), Wang and Ahmed (2004), respectively. In this study, all Cronbach's Alpha had been more than zero. Nine for mindfulness awareness (.965), engaging leadership (.980), commitment (.950), basic need satisfaction (.948), and work engagement (.991). Therefore, the fitting of measurement models for the same structural valid-ity of these questionnaires has been re-examined and addressed in the research findings section. Descriptive and inferential statistics were used to analyze the gathered data. After entry into the computer, the data was analyzed using SPSS.

Results and Discussion

The findings revealed that of the 273 women teacher-respondents, 78.4 percent came from public schools and only 21.6 percent from private Schools. Achieving the top spot were the teachers in the age range 31-40 years old a frequency of 109 or 39.93 percent, followed by those in the age range 41-50 years old with a frequency of 69 or 25.27 percent, and on the lowest rank were only 40 or 14.65 percent who belonged to the age range 51-67 years old. This implies that the majority of teachers were middle-aged—the highest educational attainment. Almost 76.6 percent of the teachers with a frequency of 209 were BS degree holders with Master's units, followed by those with BS degrees with a frequency of 64 or 23.4 percent. This connotes that the teachers still need to upgrade their academic qualifications to increase the number of those holding master's degrees with doctoral units and doctorate degrees.

Teachers' Mindful Awareness

The mindful awareness of the teachers contains fifteen indicators as exhibited and measured in the table. This is presented in Table 1.

Table 1. Level of Mindfulness Awareness of Teachers

Item	Mean	Verbal Interpretation
1. I could be experiencing some emotion and not be conscious of it until some time later.	3.44	**Somewhat Infrequently**
2. I break or spill things because of carelessness, not paying attention, or thinking of something else.	2.66	**Somewhat Infrequently**
3. I find it difficult to stay focused on what's happening in the present.	2.66	**Somewhat Infrequently**
4. I tend to walk quickly to get where I'm going without paying attention to what I experience along the way.	2.53	**Very Infrequently**
5. I tend not to notice feelings of physical tension or discomfort until they grab my attention.	2.66	**Somewhat Infrequently**
6. I forget a person's name almost as soon as I've been told it for the first time.	2.69	**Somewhat Infrequently**
7. It seems I am "running on automatic" without much awareness of what I'm doing.	2.49	**Very Infrequently**

Item	Mean	Verbal Interpretation
8. I rush through activities without being attentive to them.	2.45	**Very Infrequently**
9. I get so focused on the goal I want to achieve that I lose touch with what I am doing right now to get there.	2.94	**Somewhat Infrequently**
10. I do jobs or tasks automatically, without being aware of what I'm doing.	2.60	**Very Infrequently**
11. I find myself listening to someone with one ear, doing something else at the same time.	3.22	**Somewhat Infrequently**
12. I drive places on "automatic pilot" and then wonder why I went there.	2.19	**Very Infrequently**
13. I find myself preoccupied with the future or the past.	2.91	**Somewhat Infrequently**
14. I find myself doing things without paying attention.	2.38	**Very Infrequently**
15. I snack without being aware that I'm eating.	2.06	**Very Infrequently**
Overall	**2.66**	**Somewhat Infrequently**

As indicated in the table, the mindfulness awareness of teachers had an overall mean of 2.66 with a descriptive rating of somewhat infrequently which implies that most of the teachers felt mindful and very aware of their everyday experiences particularly snacking without being aware that they eat and I drive places on "automatic pilot" and then wonder why I went there which obtained a lowest mean value of 2.06 and 2.19, respectively followed by I do jobs or tasks automatically, without being aware of what I'm doing, It seems I am "running on automatic" without much awareness of what I'm doing. I rush through activities without being attentive to them.

Engaging Leadership
As reflected also in Table 2 engaging leadership in the eye of the beholder in terms of strengthening, connecting, and empowering generated a descriptive of strongly agree with mean values of 4.31, 4.28, and 4.23. Engaging leadership behavior in terms of inspiring is viewed as reasonably agreeing with a mean value of 4.21. Results of the study showed that engaged leaders as perceived by the teachers can be strengthened, connected, and more importantly empowered. Engaged leaders can increase good relationships with teachers to be more inspired in dealing with the plans and tasks they have to accomplish. The overall mean of engaging leadership is 4.26 which has a descriptive rating of strongly agree or with a very high and positive engaging leadership behavior.

Table 2. Level of Engaging Leadership

EL	Mean	Verbal Interpretation
Strengthening	4.31	Strongly Agree
Connecting	4.28	Strongly Agree
Empowering	4.23	Strongly Agree
Inspiring	4.21	Agree
Overall	**4.26**	**Strongly Agree**

Employee Commitment
Table 3 indicates the level of employee commitment in terms of top management support, compensation and benefits, career development, working conditions, and organizational commitment.

Table 3. Level of Employee Commitment

	Mean	Verbal Interpretation
Top Management Support	4.11	High
Compensation and Benefits	3.88	High
Career Development	4.06	High
Working Conditions	3.94	High
Organizational Commitment	4.21	Very High
Overall	**4.04**	**High**

Based on the findings of the study, organizational commitment obtained the highest mean score of 4,21 with a verbal interpretation of very high, followed by top management support with a mean value of 4.11 and interpreted as high. This suggests that they are very committed to being part of the school, grateful to work for the love of the school they belong to, pay careful attention to them, and the head/administrator possesses leadership skills.

Basic Needs Satisfaction
Basic needs satisfaction in the workplace was exhibited in Table 4. They are characterized by the head/administrator possessing leadership skills., personally, the work that they do is useful for other people, and contributes to something that goes beyond themselves. This is evidenced by the mean scores of 4.38 and 3.37 with verbal description to a very great extent.

Item	Mean	Verbal Interpretation
1. I feel like I can be myself at my job.	4.07	**Great Extent**
2. The tasks I have to do at work are in line with what I want to do.	4.07	**Great Extent**
3. I feel free to do my job the way I think it could best be done	4.10	**Great Extent**
4. At work, I feel part of a group.	4.19	**Great Extent**
5. At work, I can talk with people about things that matter to me.	4.14	**Great Extent**
6. Some people I work with are close friends of mine.	4.12	**Great Extent**
7. I master my tasks at my job.	4.10	**Great Extent**
8. I feel competent at my job.	4.20	**Great Extent**
9. I am good at the things I do in my job.	4.19	**Great Extent**
10. I have the feeling that I can even accomplish the most difficult tasks at work.	4.05	**Great Extent**
11. My head/administrator possesses leadership skills., personally.	4.37	**To a Very Great Extent**
12. The work that I do is useful for other people.	4.37	**To a Very Great Extent**
13. With my work, I contribute to something that goes beyond myself.	4.38	**To a Very Great Extent**
Overall	**4.18**	**Great Extent**

The results of the study also implied that most teachers feel competent, accomplish the most difficult tasks at work, are part of the group, and master their tasks at the job. Their expectations in the workplace have a great effect on their basic needs and satisfaction as they can talk with people about things that matter to them.

Work Engagement of Teachers
Teachers' engagement at work comprises three categories such as excitement (vigor), dedication, and absorption (Table 5) with an overall mean of 4.12 which has an adjectival rating of High. This means that most of the teachers find their work full of meaning and purpose. Thus, their work has persevered, even when things do not go well.

Table 5. Level of Work Engagement of Teachers

	Mean	Verbal Interpretation
Excitement (Vigor)	4.16	High
Dedication	3.97	High
Absorption	4.21	Very High
Overall	4.12	High

Of all the indicators, absorption garnered the highest mean score of 4.21 with a verbal interpretation of very high. This is portrayed by being energetic, mentally active, resilient, and able to continue working for very long periods. The second category with a mean value of 4.16 with the same descriptive rating as high is excitement. It is characterized by being happy in the workplace with a challenging job and being proud of the tasks that they do. This is evidenced further by the female teacher respondents having a feeling of being happy and immersed in their work.

In summary, Table 6 shows that engaging leadership obtained the highest mean value of 4.26 which is interpreted as very highly engaged followed by employee commitment with a mean score of 4.18 with a verbal description of high level of commitment.

Table 6. Summary of the Level of Mindful Awareness, Engaging Leadership, Basic Need Satisfaction, Employee Commitment, and Work Engagement

Indicators	MEAN	SD	Description
Mindful Awareness	2.66	1.08	Moderate level of awareness
Engaging Leadership	4.26	.712	Very Highly Engaged
Employee Commitment	4.18	.569	High level of commitment
Basic Need Satisfaction	4.04	.599	Highly satisfied
Work Engagement	4.12	.541	Highly Engaged
Grand Mean	**3.85**		**High**

Furthermore, teachers' mindfulness awareness got the lowest mean score of 2.66 with a descriptive rating of moderate level of awareness. This implies that seldom teachers drive places on "automatic pilot" and then wonder why they went there; not often tend to walk quickly to get where they going without paying attention to what they experience along the way. In other words, teachers possessed high levels of mindful awareness.

Pearson Correlation Analysis of Mindful Awareness, Engaging Leadership, Commitment, Basic Need Satisfaction, and Work Engagement of Teachers

Findings in Table 7 show that mindful awareness has an indirect correlation with work engagement with r= -0.160 and a positive correlation with basic need satisfaction as exhibited an r= 0.724. Engaging leadership is significantly correlated with work engagement and basic need satisfaction with r 0.575 and 0.440, respectively with both p-values of 0.000. Moreover, commitment is significantly associated with work engagement and basic need satisfaction with Pearson's r equivalent to 0.544 and 0.667, respectively, and p-values of 0.000.

Table 7. Pearson's Correlation between Mindful Awareness, Engaging Leadership, Commitment, Basic Need Satisfaction, and Work Engagement (N=273)

	Basic Need Satisfaction	**Work Engagement**
Mindful Awareness	0.724**	-.160 **
		0.000
		.008
Engaging Leadership	0.440**	0.575**
	0.000	0.000
Commitment	0.667**	0.544**
	0.000	0.000

Legend: * p<.05; ***p<.01

Multiple Regression Analysis

Table 8 exhibits the regression analysis showing the relationship between mindfulness awareness and work engagement with an intervening role of teachers' engaging leadership, employee commitment, and basic need satisfaction.

Table 8. Regression Results for the Intervening Roles of Engaging Leadership, Commitment, Basic Need Satisfaction in the Relationship between Mindful Awareness and Work Engagement of Teachers

Variable	B	SE	B	t-statistic	Prob.
Model 1					
(Constant)	4.333	.086		50.393	.000
MA	-.080	.030	-.160	-2.675	.008
WE- dependent variable, R^2 =.026, F= 7.156, p-value = .008					
(Constant)	2.215	.219		10.111	.000
MA	-.029	.026	-.058	-1.112	.267
EL	.057	.058	.075	.974	.331
C	.431	.069	.478	6.219	.000
WE – dependent variable, R^2 = 0.302, F= 38.816, p-value = .000					
Model 2					
(Constant)	1.105	.204		5.410	.000
MA	.008	.022	.017	.384	.701
EL	-.027	.048	-.035	-.552	.582
C	.120	.063	.133	1.912	.057
BNS	.627	.055	.659	11.473	.000
WE – dependent variable, R^2 = 0.532, F= 76.158, p-value = .000					
Model 3					
(Constant)	1.773	.201		8.833	.000
MA	-.059	.024	-.113	-2.493	.013
EL	.133	.053	.166	2.496	.013
C	.495	.063	.522	7.808	.000
Age	.009	.003	.136	3.112	.002
BNS – dependent variable, R^2 = 0.471, F= 79.851, p-value = .000					

Note: MA- Mindful Awareness, WE- Work Engagement, EL- Engaging Leadership, C-Commitment, BNS-Basic Need Satisfaction

The results reveal that mindful awareness has a significant influence on work engagement, with (R^2 = .026, F= 7.156, β= -.080, t=-2.675, p<0.01), it obtained an F value of 7.156 and a p-value of 0.008, indicating that 2.6 percent of the variance of work engagement of teachers can be manifested to mindful awareness. This suggests that 97.4% of the variation can be attributed to other variables not covered in this study. However, the unstandardized beta coefficient of mindfulness awareness has a value of -0.080, p<.01. It can be implied that an increase in mindful awareness by one point tends to increase the work engagement of teachers by -0.080. Thus, the overall results reject the null hypothesis, stating no significant influence exists between mindfulness awareness and work engagement of teachers. This also showed that work engagement was significantly affected by mindfulness awareness when mediation variables were absent and confirmed.

On the other hand, mindful awareness, engaging leadership, and commitment of teachers were examined if they predict work engagement. Work engagement was the dependent variable, with mindfulness awareness, engaging leadership, and commitment as predictor variables. The analysis showed that mindful awareness has no significant influence on work engagement in the presence of intervening variables engaging leadership and commitment of teachers. Additionally, there is no sufficient evidence to say that mindful awareness and engaging leaders are significant predictors of work engagement. While employee commitment is a significant predictor of work engagement. This is attributed to R^2 = 0.302, F = 38.816, and p-value = .000. From the analysis, it may be concluded that commitment (t-value = 6.219, p-value=.000) was the only one that was viewed as significant. Furthermore, basic need satisfaction was found significant predictor of work engagement with a t-value of 11.473 and p-value of 0.000.

Moreover, findings of the study demonstrate that the influence of mindful awareness on basic need satisfaction is significant in the presence of intervening or mediating variables, engaging leadership, and commitment of teachers (R^2 = .471, F= 79.851, β= -.590, t=-2.493, p<0.05). Hence, mindful awareness, engaging leadership, and commitment of teachers are predictors of basic need satisfaction. Results also revealed that age was a significant moderator on basic needs satisfaction.

Conclusions and Recommendations

The present study concluded that the interacting effect of mindful awareness on engaging leadership, commitment, basic need satisfaction, and work engagement was negatively significant. The influence of engaging leadership, commitment, and basic need satisfaction was positively significant on work engagement. The influence of mindful awareness on basic need satisfaction was significant when it intervened in engaging the leadership and commitment of teachers. The impact of mindful awareness on work engagement was not significant when it mediates to engaging leadership, employee commitment, and basic need satisfaction of teachers. This implies that engaging leadership, employee commitment, and basic need satisfaction as intervening variables in the relationship between mindful awareness and work engagement were confirmed. Therefore, significant relationships exist between mediators and dependent variables, and some direct interaction between mindful awareness and work engagement. The implications of this study emphasized the need to make oneself ready for the challenge of leading others through tough times with self-awareness from self-evaluation, toward the road to self-leadership that impacts the teachers' mindfulness, engagement, and work environment. Future research opportunities may be embraced by the school stakeholders and administrators to address the needs of the teachers at work. It is also recommended that male teachers' involvement in mindfulness awareness, engaging leadership, commitment concerning their work engagement, and basic needs satisfaction should be explored for future research undertakings.

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