

Organizational support, teacher professional development, and engagement in senior high schools in China

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Abstract

This study examined organizational support, teacher professional development, and teacher engagement among faculty members, serving as a basis for the development of a proposed faculty development program. The respondents represented diverse demographic characteristics in terms of sex, age, educational attainment, and years of service, providing a comprehensive perspective on the study variables. The findings revealed that teachers generally perceived organizational support positively, with research and academic support identified as the strongest dimension, while administrative burden reduction emerged as an area requiring improvement. Teachers also demonstrated a high level of professional development, particularly in formal training and external learning, although reflective practice and innovation need further enhancement. Likewise, teachers exhibited strong engagement, particularly in social engagement with students and professional commitment, while other engagement areas require continuous strengthening. Organizational support, professional development, and teacher engagement demonstrated highly significant positive relationships, indicating that strengthened institutional support and professional growth opportunities contribute to increased teacher engagement. Based on these findings, a proposed Faculty Development Program was developed to enhance organizational support, professional development, and teacher engagement. The program includes initiatives focused on administrative efficiency, faculty professional growth, wellness and engagement, research capacity building, and continuous faculty development. The study recommends active participation of institutional leaders, academic offices, faculty support units, research offices, and faculty members in implementing these programs. Future researchers may further explore related variables and broader educational contexts to expand the understanding of faculty development and engagement.

Keywords: faculty development program, faculty growth, higher education, institutional support, organizational support, teacher engagement, teacher professional development

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1. Introduction

This study delves into the intricate relationships between perceived organizational support, teacher professional development, and teacher engagement within the unique educational landscape of Chinese senior high schools. Specifically, it examines how institutional backing influences educators' continuous learning and their active participation in the teaching profession, ultimately impacting educational quality and student outcomes (Feng et al., 2024). This investigation is particularly salient given the evolving educational reforms in China, which increasingly demand adaptable and highly engaged educators. Furthermore, understanding these dynamics is crucial for fostering a supportive environment that not only promotes teacher growth but also enhances their commitment and effectiveness in the classroom (Hsieh et al., 2022; Liu et al., 2025).

The role of organizational support, conceptualized as a job resource, is posited to nurture a conducive environment that fosters work engagement among teachers, thereby impacting overall teacher well-being (Wang, 2024). This aligns with existing research highlighting that perceived organizational support can significantly influence employee affective organizational commitment, job involvement, and performance, extending beyond mere compliance to proactive behaviors (Hsieh et al., 2022; Li et al., 2024). In the context of Chinese senior high schools, this implies that a robust support system can translate into heightened teacher motivation for professional development and a deeper commitment to their pedagogical roles (Feng et al., 2024). Such support, when perceived by teachers, can satisfy their socio-emotional needs, compelling them to reciprocate through increased effort and dedication to organizational goals (Hsieh et al., 2022).

This reciprocal relationship underscores the psychological contract between teachers and their institutions, where support fosters engagement, which in turn benefits the educational system (Hsieh et al., 2022). Moreover, a strong sense of organizational support can mitigate the adverse effects of workload, thereby promoting psychological well-being and reducing burnout among educators (Wang, 2024). This reinforces the idea that supportive organizational environments can substantially enhance teachers' work engagement by validating their contributions and fostering a sense of belonging within the institution (Han et al., 2025). This is particularly vital in educational settings where dedicated teachers are crucial for student success and retention, as heightened engagement correlates with improved student performance and reduced turnover rates (Ye et al., 2023). This study therefore aims to unpack these multifaceted interactions, providing empirical insights into how organizational support mechanisms can be strategically leveraged to enhance teacher professional development and engagement in the demanding context of Chinese senior high schools.

This focus is imperative as the physical and mental health of students, intrinsically linked to the work engagement of their educators, profoundly impacts a nation's health education trajectory (Zhang et al., 2023). Thus, comprehending the factors influencing teacher well-being and engagement, such as perceived organizational support, is critical for sustainable educational development and fostering a robust learning environment (Wang, 2024). Addressing this gap is crucial for advancing theoretical understanding of teacher performance in educational contexts and developing effective strategies to enhance teacher performance in Chinese universities. This study specifically defines perceived organizational support for teachers as their subjective belief that the organization values their contributions and genuinely cares about their well-being, encompassing aspects like work environment, developmental opportunities, and career support. This includes both tangible resources, such as adequate funding and facilities, and intangible elements like emotional support and recognition for their efforts (Li et al., 2025). This underscores its potential to foster a positive work environment, thereby reducing stress and enhancing job satisfaction among educators (Wang, 2024).

Given the prevalent issues of teacher burnout in China due to increasing job demands and a rapidly changing educational environment, understanding how organizational support mitigates these challenges and fosters engagement becomes increasingly important (Ji et al., 2025). This study aims to elucidate these relationships to inform policy and practice for bolstering teacher well-being and, consequently, the quality of education in China (Oubibi et al., 2022; Wu et al., 2025). Ultimately, this research seeks to provide empirical evidence that can guide the formulation of more effective professional development programs and resource allocation strategies, thereby contributing to the global discourse on teaching dynamics (Lu et al., 2024). By examining these interwoven factors, this study intends to offer actionable insights for educational leaders and policymakers aiming to cultivate a more resilient and engaged teaching workforce in senior high schools across China.

This comprehensive analysis will therefore investigate the direct and indirect pathways through which organizational support influences teacher engagement, mediated by professional development opportunities. It also aims to fill the gaps in past research concerning the inconsistent findings on the relationship between perceived organizational support, work pressure, and teacher performance (Ishfaq et al., 2023). It seeks to understand how the provision of learning opportunities, academic development, and autonomous decision-making opportunities for career advancement contribute to heightened teacher engagement and improved teaching performance (Qiaolan et al., 2023).

Objectives of the Study - This study investigated the current state of organizational support, teacher professional development, and work engagement in senior high schools in China and proposed a faculty development program based on the results of the study. It specifically evaluated teacher professional development in terms of formal training and external learning, collaborative teaching–research, academic research and publication, peer learning and mentorship, and reflective practice and innovation; and determined teacher work engagement in terms of cognitive, emotional, and social engagement with students and colleagues, as well as professional commitment. It also tested the significant relationships among the key variables, and proposed a faculty development program based on the research findings to enhance organizational support, teacher professional development, and work engagement in senior high schools in China.

2. Methods

Research Design - A quantitative, cross-sectional survey design was employed to examine the intricate relationships between transformational leadership, organizational support, professional development, and teacher engagement among senior high school educators in China (Long et al., 2025). This approach facilitates the simultaneous collection of data from a large sample, allowing for the assessment of correlations and the testing of theoretical models linking these variables (Noor et al., 2024). This design is particularly suitable for exploring complex social phenomena in educational settings, as it allows for the identification of patterns and relationships that might not be immediately apparent through qualitative methods (Yong et al., 2025). Furthermore, it provides a robust framework for statistically analyzing the influence of various factors on teacher engagement, offering empirical evidence to support or refute the proposed hypotheses. The study will also address the unique socio-cultural challenges faced by teachers in China, thereby extending existing research on teacher engagement beyond Western contexts (Su, 2024; Zhang et al., 2025).

Participants of the Study - The study will involve a diverse sample of teachers and principals from various senior high schools across different provinces in China, ensuring a representative cross-section of the educational landscape (Zhang, 2023). This stratified sampling approach will allow for generalizability of findings across varied regional educational policies and socio-economic conditions. A detailed breakdown of demographic characteristics, including years of experience, subject taught, and school size, will be collected to provide a comprehensive profile of the respondents and enable further subgroup analysis. The selection criteria for participants will prioritize those with at least three years of teaching experience to ensure a foundational understanding of the school environment and established perceptions regarding leadership practices and professional development opportunities.

This criterion is essential for capturing nuanced insights into the long-term effects of organizational support and leadership styles on teacher engagement and professional development (Marfarrina et al., 2023). The study will aim for a sample size large enough to permit robust statistical analysis, drawing on previous research in similar contexts that utilized samples of 450 teachers to examine leadership impacts on teacher self-efficacy and professional development (Bao, 2024; Noor et al., 2024). This ensures adequate statistical power to detect meaningful relationships between the variables under investigation. Specifically, drawing on insights from studies involving 450 educators from Chinese colleges and universities, the present research aimed for a similar demographic representation to strengthen the ecological validity of the findings (Long et al., 2025).

Data Gathering Instrument - The primary data collection instrument will be a comprehensive questionnaire, meticulously designed to assess teachers' perceptions of organizational support, their engagement in professional development activities, the transformational leadership behaviors exhibited by their principals, and their overall levels of engagement (Liu et al., 2025). Each section of the questionnaire will utilize established scales with demonstrated reliability and validity to ensure accuracy and consistency in measurement across diverse educational settings in China. This approach will facilitate quantitative analysis of the relationships between these constructs, allowing for a rigorous examination of the hypothesized model. The questionnaire will comprise several sections, beginning with demographic data including gender, age, academic degree, and teaching experience, followed by questions targeting each specific construct (Wang, 2024).

Part I. The first part will focus on collecting demographic information, which is crucial for contextualizing the subsequent data and identifying potential moderating variables (Marfarrina et al., 2023). These demographic details will enable a more granular analysis of how different teacher profiles may experience and respond to varying leadership styles and organizational support within the Chinese educational system.

Part II. This section will assess organizational support and teacher professional development, utilizing a multi-item Likert scale to capture the nuances of teachers' perceptions regarding institutional backing and their participation in growth opportunities (Heng et al., 2023; Purwandoko et al., 2023). This section will employ validated scales to measure aspects such as access to resources, administrative support, opportunities for training, and perceived effectiveness of professional development programs.

Part III. This section will focus on evaluating the Teacher professional Development which included; formal training and external learning, collaborative teaching research, academic research and publication, peer learning and mentoring and reflective practice and innovation. Adapted from Lu et al. (2021) The impact of School Leadership on teacher professional development in Chinese Senior High Schools: the mediating role of teacher agency.

Part IV. This section explored the personal experiences and feelings of teachers while working with teachers. Teachers Engagement will be assessed according to the following; cognitive engagement, emotional engagement, social engagement and professional commitment, and social commitment with fellow teachers and. This is adapted from the study of Klassen et al. (2013).

Data Gathering Procedure - The study investigates the interrelationships among organizational support, teacher professional development, and teacher engagement among senior high school teachers in China. Standardized online questionnaires were distributed through Questionnaire Star (www.wjx.cn) to teachers across multiple regions in China. Participants received the survey through school working groups and teacher WeChat communities after being informed of the study's objectives, confidentiality, and voluntary participation. The collected data were cleaned, coded, and analyzed using SPSS 27.0 through descriptive statistics, and Spearman correlation analysis.

Cronbach's Alpha was used to assess the questionnaire's internal consistency. For organizational support, Emotional & Value Support (0.875), Administrative Burden Reduction (0.897), Career & Professional Development Support (0.849), and Research & Academic Support (0.840) achieved Good reliability, while

Resource & Workload Support (0.732) was Acceptable. For teacher professional development, Formal Training & External Learning (0.818) and Reflective Practice & Innovation (0.879) were rated Good, while Collaborative Teaching-Research (0.749), Academic Research & Publication (0.774), and Peer Learning & Mentorship (0.781) were Acceptable. For teacher engagement, Cognitive Engagement (0.841), Emotional Engagement (0.833), Social Engagement with Students (0.814), and Professional Commitment (0.841) achieved Good reliability, while Social Engagement with Colleagues (0.795) was Acceptable. Overall, all fifteen sub-dimensions obtained Alpha values of at least 0.732, with none falling under Questionable, Poor, or Unacceptable categories, confirming the questionnaire's sound internal consistency and reliability for subsequent analysis.

Before data collection, ethical approval will be secured, and informed consent will be obtained from participating teachers, ensuring voluntary participation, anonymity, confidentiality, and the right to withdraw (Marfel, 2025). A pilot study will assess the questionnaire's clarity and cultural appropriateness before full administration, after which the refined questionnaire will be distributed electronically with a one-week completion period (Anog et al., 2024; Zhang et al., 2023). Any discrepancies will be resolved to ensure linguistic and conceptual equivalence and data reliability (Liu et al., 2025). Follow-up reminders and clear instructions will also be provided to improve response rates and data quality (Arifin et al., 2024).

Data Analysis - During the data analysis phase, statistical procedures were used to examine the relationships among organizational support, teacher professional development, and teacher engagement. Weighted mean and rank were used to assess respondents' overall perceptions of each research dimension. The Shapiro-Wilk test was conducted to determine data normality. Since all p-values for the primary variables were below 0.05, the data were considered non-normally distributed; thus, non-parametric tests were applied. Spearman's rho was used to determine the strength, direction, and significance of the relationships among the three core variables. A 4-point Likert scale was used to measure respondents' attitudes, interpreted as "Always" (3.50–4.00), "Often" (2.50–3.49), "Sometimes" (1.50–2.49), and "Never" (1.00–1.49). All analyses were conducted using SPSS 28.0, with a 0.05 significance level, providing a statistical basis for interpreting the study's findings.

For future research, a mixed-methods design is recommended to provide a more comprehensive understanding of organizational support, teacher professional development, and teacher engagement. Structured Likert questionnaires may measure standardized perceptions, while administrative records such as training, workload, and attendance data can help validate survey results. Semi-structured interviews with teachers and administrators can further explore factors affecting administrative support, professional development participation, and teachers' cognitive and emotional engagement. Combining quantitative findings with qualitative insights can provide a more holistic understanding of how organizational support influences teachers' professional growth and sustained engagement.

Ethical Considerations - This study strictly followed standard research ethical guidelines to fully protect the rights, privacy, and welfare of participating senior high school teachers in China. Formal legitimacy for the survey was secured by first seeking permission from the administrative departments of the sampled senior high schools, and securing informed consent from all teacher participants prior to data gathering. All online questionnaire responses were fully anonymous, and all personally identifiable information of participants was kept strictly confidential throughout all stages of the research. The researcher delivered full, clear explanations of the study's core objectives, survey procedures, data usage rules, and anticipated academic outputs before respondents completed the survey, to guarantee fully voluntary participation. All foreseeable risks and burdens placed on teachers were minimized, and all collected raw data and final analyzed results would be exclusively applied for this academic research only, with no commercial use of any form. These systematic ethical arrangements ensured full compliance with academic research ethics and comprehensive protection of the legitimate rights of all participating senior high school teachers.

In terms of data confidentiality, only general demographic categorical information was collected for statistical grouping; no sensitive personal identifiers such as real names, ID numbers, school names, or contact information

were recorded or retained. All participants were fully briefed on questionnaire filling guidelines, the complete research workflow, and the core research aims before they scanned the survey QR code to take part. The voluntary nature of participation was repeatedly emphasized, and teachers retained the right to suspend or withdraw from the survey at any time without penalty, which further protected participants' basic rights. Confidential data management was prioritized during the entire data collection, sorting, and statistical analysis process, and all raw survey files were stored in encrypted local folders accessible solely to the researcher. Furthermore, formal ethical clearance for this research project was granted by the research ethics committee of Lyceum of the Philippines University prior to the commencement of data collection.

3. Results and discussion

Table 1

Summary Table on Organizational Support

Indicators	Weighted Mean	Verbal Interpretation	Rank
Emotional & Value Support	3.50	Strongly Agree	2
Administrative Burden Reduction	3.48	Agree	5
Research & Academic Support	3.51	Strongly Agree	1
Career & Professional Development	3.49	Agree	3.5
Resource & Workload Support	3.49	Agree	3.5
Composite Mean	3.49	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

Table 1 presents the overall summary of respondents' perceptions of organizational support across five key dimensions: emotional and value support, administrative burden reduction, research and academic support, career and professional development, and resource and workload support. The table provides a comprehensive overview of how respondents evaluated the school's efforts in creating a supportive work environment that promotes teachers' professional effectiveness and well-being. The composite mean of 3.49, interpreted as "Agree," indicates that respondents generally perceived the institution as providing a favorable level of organizational support. This finding suggests that while organizational support mechanisms are consistently evident across the different domains, opportunities remain to further strengthen institutional practices to achieve an even higher level of support.

The findings further demonstrate that all five dimensions obtained positive evaluations, with weighted means ranging from 3.48 to 3.51, indicating relatively consistent perceptions among respondents. The narrow range of scores reflects a balanced organizational support system, suggesting that the institution has established policies and practices addressing teachers' professional, academic, emotional, and workload-related needs. Nevertheless, slight variations in the rankings indicate that some organizational support dimensions are perceived as stronger than others.

Among the dimensions, Research and Academic Support obtained the highest weighted mean of 3.51 and was interpreted as "Strongly Agree." This finding indicates that respondents perceived research-related support as the institution's strongest area, particularly in providing research resources, funding opportunities, dedicated research time, mentoring, and access to scholarly materials. Such support strengthens teachers' research productivity and contributes to continuous professional learning and evidence-based instructional improvement. According to OECD (2023), schools that cultivate strong research cultures through institutional support enhance teachers' professional competence, innovation, and long-term career development. Similarly, Darling-Hammond et al. (2022) emphasized that sustained support for teacher research and continuous professional learning strengthens instructional quality, promotes reflective practice, and improves overall educational outcomes.

The second highest-ranked dimension was Emotional and Value Support, which obtained a weighted mean of 3.50 (Rank 2) and was likewise interpreted as "Strongly Agree." This result suggests that respondents strongly

perceived the institution as valuing teachers' well-being, recognizing their contributions, and supporting their mental health and work-life balance. Emotional support plays a crucial role in maintaining teachers' motivation, resilience, and organizational commitment. UNESCO (2021) emphasized that schools prioritizing teachers' psychological well-being and professional recognition cultivate healthier working environments that enhance teacher satisfaction and retention. Likewise, Collie et al. (2021) found that supportive school environments characterized by respect, recognition, and emotional care significantly improve teachers' engagement, resilience, and job performance.

Conversely, Administrative Burden Reduction received the lowest weighted mean of 3.48 (Rank 5), interpreted as "Agree." Although respondents generally acknowledged that efforts have been made to reduce administrative workload, this finding suggests that administrative demands remain an area requiring further improvement. Reducing excessive paperwork and streamlining administrative processes enable teachers to devote more time to instructional responsibilities and student learning.

The second lowest-ranked dimensions were Career and Professional Development and Resource and Workload Support, both obtaining a weighted mean of 3.49 and interpreted as "Agree." While respondents expressed favorable perceptions of these dimensions, the results suggest opportunities to further strengthen career advancement initiatives, professional learning opportunities, instructional resources, and workload management systems. Continuous professional development, equitable workload distribution, and adequate teaching resources are essential in sustaining teacher effectiveness and organizational commitment. According to European Commission (2022), schools that invest in structured professional development, instructional resources, and balanced workload policies create environments that promote teacher growth and educational quality. Likewise, Avalos et al. (2023) emphasized that comprehensive professional support systems encourage instructional innovation, lifelong learning, and greater teacher engagement.

Overall, the findings indicate that respondents perceived the institution as providing a generally favorable level of organizational support, as reflected in the composite mean of 3.49 (Agree). Research and academic support, together with emotional and value support, emerged as the institution's strongest areas, demonstrating its commitment to fostering teachers' scholarly development and overall well-being. In contrast, administrative burden reduction, career and professional development, and resource and workload support, although positively evaluated, represent areas where further enhancements may strengthen teachers' professional experiences. Collectively, the findings suggest that the school has established a comprehensive organizational support system that promotes teacher effectiveness, but continued improvements in administrative efficiency, career advancement opportunities, and resource provision would further enhance institutional support and organizational excellence.

Table 2
Summary Table on Teacher Professional Development

Indicators	Weighted Mean	Verbal Interpretation	Rank
Formal Training & External Learning	3.51	Strongly Agree	1
Collaborative Teaching-Research	3.50	Strongly Agree	3
Academic Research & Publication	3.50	Strongly Agree	3
Peer Learning & Mentorship	3.50	Strongly Agree	3
Reflective Practice & Innovation	3.49	Agree	5
Composite Mean	3.50	Strongly Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

Table 2 presents the overall summary of respondents' perceptions of teacher professional development across five major dimensions: formal training and external learning, collaborative teaching–research, academic research and publication, peer learning and mentorship, and reflective practice and innovation. These dimensions collectively represent the key components of continuous professional development that enable teachers to strengthen their pedagogical competence, engage in collaborative learning, conduct scholarly inquiry, and improve

instructional effectiveness. The composite mean of 3.50, interpreted as “Strongly Agree,” indicates that respondents generally demonstrated a high level of engagement in professional development activities. This finding suggests that the teachers actively participate in diverse learning opportunities that foster continuous professional growth and support the achievement of quality educational outcomes.

The results further revealed consistently positive evaluations across all dimensions, with weighted means ranging from 3.49 to 3.51. The narrow variation among the weighted means indicates that respondents perceived all aspects of teacher professional development favorably, reflecting a balanced and comprehensive professional learning culture within the institution. The findings imply that teachers actively engage in formal and informal learning experiences, collaborate with colleagues, participate in research activities, and continuously improve their instructional practices through reflective learning.

Among the dimensions, Formal Training and External Learning obtained the highest weighted mean of 3.51 (Rank 1) and was interpreted as “Strongly Agree.” This finding indicates that respondents regarded participation in structured professional development activities, such as government-sponsored training programs, curriculum workshops, academic seminars, and qualification programs, as the strongest aspect of their professional growth. Formal learning opportunities provide teachers with updated pedagogical knowledge, strengthen instructional competencies, and enable them to respond effectively to curriculum reforms and changing educational demands. According to Darling-Hammond et al. (2022), sustained participation in structured professional development programs significantly enhances instructional quality, teacher effectiveness, and student achievement by promoting continuous learning and evidence-based teaching practices. Similarly, OECD (2023) emphasized that participation in formal professional learning activities strengthens teachers’ professional competence, adaptability, and capacity to implement educational innovations.

The findings are likewise supported by recent Chinese educational research, which highlights formal professional development as a cornerstone of teacher quality improvement. Zhu et al. (2022) reported that participation in government-sponsored professional training programs significantly improves teachers’ curriculum implementation, pedagogical competence, and instructional innovation in Chinese schools. Likewise, Wang et al. (2023) found that continuous engagement in provincial and district-level professional development programs enhances teachers’ instructional confidence and supports the successful implementation of China’s educational reforms.

The second highest-ranked dimensions, namely Collaborative Teaching–Research, Academic Research and Publication, and Peer Learning and Mentorship, each obtained a weighted mean of 3.50 (Rank 3) and were all interpreted as “Strongly Agree.” Findings indicate that respondents consistently engaged in collaborative professional learning, research activities, scholarly publication, peer coaching, mentoring, and collective instructional improvement. Such practices encourage reflective teaching, professional collaboration, and evidence-based decision-making, thereby strengthening instructional quality. Supporting these findings, Avalos et al. (2023) emphasized that collaborative professional learning communities, research engagement, and peer mentoring significantly contribute to teachers’ instructional competence, professional identity, and lifelong learning. Likewise, UNESCO (2021) emphasized that collaborative inquiry and research-based professional development foster innovation, improve teaching effectiveness, and cultivate sustainable educational improvement. Liu et al. (2022) found that teaching–research groups (*jiaoyan*), lesson preparation teams (*jiti beike*), and peer mentoring remain among the most influential school-based professional development mechanisms for improving teachers’ instructional competence and collaborative professionalism.

Conversely, Reflective Practice and Innovation obtained the lowest weighted mean of 3.49 (Rank 5) and was interpreted as “Agree.” Although respondents generally perceived themselves as engaging in reflective teaching and instructional innovation, this comparatively lower rating suggests opportunities to further strengthen teachers’ use of reflective practices, educational technologies, and innovative instructional approaches. Reflection enables teachers to critically examine their instructional experiences, while innovation encourages the adoption of new

pedagogical strategies that improve student learning outcomes. According to Philipsen et al. (2021), sustained professional development focused on reflective practice and educational technology enhances teachers' adaptive expertise and instructional innovation. Similarly, UNESCO (2023) emphasized that educational transformation requires teachers to continuously embrace innovation, integrate digital technologies, and engage in reflective practice to address evolving educational challenges. In China, Zhao et al. (2021) similarly reported that although reflective teaching has become increasingly emphasized under the New Curriculum Reform, many teachers continue to require greater institutional support to fully integrate innovative instructional practices and digital technologies into everyday classroom teaching.

Overall, the findings indicate that respondents demonstrated a high level of teacher professional development, as reflected in the composite mean of 3.50 (Strongly Agree). Formal training and external learning emerged as the strongest dimension, highlighting the significant role of structured professional learning opportunities in enhancing teachers' competencies. Likewise, collaborative teaching–research, academic research and publication, and peer learning and mentorship were consistently perceived as strong contributors to professional growth, reflecting a collaborative and research-oriented professional culture. Although reflective practice and innovation received the lowest rating, respondents still expressed positive perceptions of their engagement in reflective teaching and instructional improvement. Findings suggest that the institution has established a comprehensive professional development system aligned with both international best practices and contemporary Chinese educational reforms, while continued emphasis on reflective practice and instructional innovation would further strengthen teachers' professional competence and educational excellence.

Table 3
Summary Table on Teacher Engagement

Indicators	Weighted Mean	Verbal Interpretation	Rank
Cognitive Engagement	3.49	Often	4
Emotional Engagement	3.49	Often	4
Social Engagement with Students	3.50	Always	1.5
Social Engagement with Colleagues	3.49	Often	4
Professional Commitment	3.50	Always	1.5
Composite Mean	3.49	Often	

Legend: 3.50 – 4.00 = Always; 2.50 – 3.49 = Often; 1.50 – 2.49 = Sometimes; 1.00 – 1.49 = Never

Table 3 presents the overall summary of respondents' teacher engagement across five dimensions, namely: cognitive engagement, emotional engagement, social engagement with students, social engagement with colleagues, and professional commitment. These dimensions collectively reflect the multidimensional nature of teacher engagement, encompassing mental investment in instruction, emotional attachment to the teaching role, interpersonal relationships within the school community, and long-term dedication to the profession. The composite mean of 3.49, interpreted as "Often," indicates that respondents generally demonstrate a moderately high level of teacher engagement. This suggests that while teachers are consistently involved and committed in their professional roles, there is still variation in the intensity and consistency of engagement across different dimensions.

The results further revealed a generally consistent pattern across most indicators, with weighted means ranging from 3.49 to 3.50, indicating relatively stable engagement levels among respondents. The narrow variation suggests that teacher engagement is generally balanced across cognitive, emotional, and social domains, although certain aspects are more strongly developed than others. This consistency implies that engagement is not limited to a single domain but is distributed across multiple aspects of professional practice.

Among the dimensions, Social Engagement with Students and Professional Commitment obtained the highest weighted mean of 3.50 (Rank 1.5) and were both interpreted as "Always." This indicates that respondents demonstrate strong interpersonal engagement with students and a high level of dedication to their school and profession. The strong emphasis on student relationships suggests that teachers prioritize learner well-being,

emotional support, and positive interaction, which are essential for fostering effective learning environments. Similarly, high professional commitment reflects teachers' loyalty, willingness to contribute to institutional goals, and long-term dedication to the teaching profession. According to Roorda et al. (2021), strong teacher–student relationships significantly enhance student engagement and academic achievement by fostering supportive learning environments. Likewise, Skaalvik et al. (2022) emphasized that professional commitment is closely associated with job satisfaction, motivation, and reduced turnover intentions among teachers. From the Chinese context, Wang et al. (2023) found that teachers with strong relational and institutional commitment are more effective in implementing curriculum reforms and sustaining instructional quality.

Conversely, the lowest-ranked dimensions were Cognitive Engagement, Emotional Engagement, and Social Engagement with Colleagues, all obtaining a weighted mean of 3.49 (Rank 4) and interpreted as “Often.” Although these results still indicate positive engagement, they suggest that these dimensions are slightly less consistently experienced compared to student engagement and professional commitment. Cognitive engagement relates to teachers' mental focus and reflective thinking during instruction, emotional engagement reflects their affective connection to teaching, and collegial engagement involves collaboration with peers. According to Fredricks et al. (2021), engagement is a dynamic construct that may fluctuate depending on workload, contextual demands, and institutional support, which can influence the consistency of cognitive and emotional involvement. Similarly, OECD (2023) noted that while teachers generally demonstrate high engagement levels, administrative workload and organizational pressures can affect sustained cognitive and emotional engagement, as well as collaborative participation with colleagues.

Slightly lower ratings in collegial engagement also suggest that while interpersonal relationships among teachers are generally positive, there may be opportunities to strengthen collaborative practices and professional learning communities. According to Vangrieken et al. (2021), effective teacher collaboration requires not only positive relationships but also structured opportunities for sustained professional interaction and knowledge sharing. Enhancing collegial collaboration can further improve instructional innovation and professional growth.

Overall, the findings indicate that respondents demonstrate a moderately high level of teacher engagement, as reflected in the composite mean of 3.49 (“Often”). Teachers showed particularly strong engagement in terms of student relationships and professional commitment, highlighting their dedication to learners and institutional goals. However, slightly lower levels of cognitive, emotional, and collegial engagement suggest areas for further development, particularly in enhancing reflective practice, emotional sustainability, and collaborative professional learning. Collectively, the results imply that while teacher engagement is generally strong and well-distributed across dimensions, strengthening internal collaboration and reflective engagement could further enhance overall teacher effectiveness and well-being.

Table 4 presents the relationship between organizational support and teacher professional development using Spearman's rank-order correlation. Findings reveal that all dimensions of organizational support were positively and highly significantly related to all dimensions of teacher professional development. The positive correlation coefficients indicate that as teachers perceive higher levels of organizational support, they also report greater participation in and engagement with professional development activities. The correlation coefficients ranged from $\rho = .238$ to $\rho = .512$, suggesting weak to moderate positive relationships among the variables.

For Emotional and Value Support, all dimensions of teacher professional development were found to have significant positive relationships. The strongest relationship was observed with Reflective Practice and Innovation, followed by Collaborative Teaching-Research, Academic Research and Publication, Formal Training and External Learning, and Peer Learning and Mentorship. These findings suggest that teachers who feel emotionally valued and appreciated by their institution are more likely to engage in reflective practices, collaborative learning, and other professional development initiatives.

Similarly, Administrative Burden Reduction demonstrated positive and highly significant relationships with all professional development dimensions. The strongest association was found with Academic Research and

Publication, closely followed by Reflective Practice and Innovation and Collaborative Teaching-Research. Significant relationships were also observed with Peer Learning and Mentorship and Formal Training and External Learning. These results imply that reducing administrative responsibilities allows teachers to devote more time and effort to research, innovation, and other professional growth activities.

Table 4

Relationship Between Organizational Support and Teacher Professional Development

Emotional & Value Support	rho- v'alue	p- value	Interpretation
Formal Training & External Learning	.358**	.000	Highly Significant
Collaborative Teaching-Research	.397**	.000	Highly Significant
Academic Research & Publication	.366**	.000	Highly Significant
Peer Learning & Mentorship	.309**	.000	Highly Significant
Reflective Practice & Innovation	.432**	.000	Highly Significant
Administrative Burden Reduction			
Formal Training & External Learning	.348**	.000	Highly Significant
Collaborative Teaching-Research	.430**	.000	Highly Significant
Academic Research & Publication	.454**	.000	Highly Significant
Peer Learning & Mentorship	.364**	.000	Highly Significant
Reflective Practice & Innovation	.450**	.000	Highly Significant
Research & Academic Support			
Formal Training & External Learning	.238**	.000	Highly Significant
Collaborative Teaching-Research	.298**	.000	Highly Significant
Academic Research & Publication	.393**	.000	Highly Significant
Peer Learning & Mentorship	.369**	.000	Highly Significant
Reflective Practice & Innovation	.335**	.000	Highly Significant
Career & Professional Development			
Formal Training & External Learning	.332**	.000	Highly Significant
Collaborative Teaching-Research	.323**	.000	Highly Significant
Academic Research & Publication	.341**	.000	Highly Significant
Peer Learning & Mentorship	.373**	.000	Highly Significant
Reflective Practice & Innovation	.419**	.000	Highly Significant
Resource & Workload Support			
Formal Training & External Learning	.512**	.000	Highly Significant
Collaborative Teaching-Research	.442**	.000	Highly Significant
Academic Research & Publication	.364**	.000	Highly Significant
Peer Learning & Mentorship	.343**	.000	Highly Significant
Reflective Practice & Innovation	.460**	.000	Highly Significant

Legend: Significant at p-value < 0.05

For Research and Academic Support, all relationships were positive and highly significant. The strongest correlation was Academic Research and Publication, followed by Peer Learning and Mentorship, Reflective Practice and Innovation, Collaborative Teaching-Research, and Formal Training and External Learning. Findings indicate that institutional support for research and academic activities encourages teachers to become more actively involved in scholarly work, collaborative learning, and continuous professional improvement. Likewise, Career and Professional Development Support exhibited positive and highly significant relationships with all dimensions of teacher professional development. The strongest relationship was observed with Reflective Practice and Innovation, followed by Peer Learning and Mentorship, Academic Research and Publication, Formal Training and External Learning, and Collaborative Teaching-Research. This suggests that institutional initiatives supporting career advancement encourage teachers to participate more actively in professional learning and reflective educational practices.

Finally, Resource and Workload Support showed the strongest relationships among all organizational support dimensions. The highest correlation in the entire table was between Resource and Workload Support and Formal Training and External Learning, indicating a moderate positive relationship. Significant associations were also found with Reflective Practice and Innovation, Collaborative Teaching-Research, Academic Research and Publication, and Peer Learning and Mentorship. These findings suggest that providing sufficient resources and maintaining manageable workloads enable teachers to participate more effectively in training, research, collaboration, and innovative teaching practices.

Table 5 presents the relationship between organizational support and teacher engagement. The results indicate that all dimensions of organizational support were positively and highly significantly related to all dimensions of teacher engagement. The positive correlation coefficients suggest that higher levels of organizational support are associated with greater teacher engagement in cognitive, emotional, social, and professional aspects. The correlation coefficients ranged from $\rho = .232$ to $\rho = .497$, indicating weak to moderate positive relationships.

For Emotional and Value Support, all dimensions of teacher engagement demonstrated positive and highly significant relationships. Strongest association is Cognitive Engagement, followed by Emotional Engagement, Social Engagement with Colleagues, Social Engagement with Students, and Professional Commitment. Findings imply that teachers who feel appreciated, respected, and emotionally supported by their institution are more likely to be mentally invested in their work and actively engaged with students and colleagues.

Table 5
Relationship Between Organizational Support and Teacher Engagement

Emotional & Value Support	rho-value	p-value	Interpretation
Cognitive Engagement	.470**	.000	Highly Significant
Emotional Engagement	.366**	.000	Highly Significant
Social Engagement with Students	.340**	.000	Highly Significant
Social Engagement with Colleagues	.360**	.000	Highly Significant
Professional Commitment	.232**	.000	Highly Significant
Administrative Burden Reduction			
Cognitive Engagement	.497**	.000	Highly Significant
Emotional Engagement	.401**	.000	Highly Significant
Social Engagement with Students	.449**	.000	Highly Significant
Social Engagement with Colleagues	.456**	.000	Highly Significant
Professional Commitment	.314**	.000	Highly Significant
Research & Academic Support			
Cognitive Engagement	.362**	.000	Highly Significant
Emotional Engagement	.337**	.000	Highly Significant
Social Engagement with Students	.356**	.000	Highly Significant
Social Engagement with Colleagues	.388**	.000	Highly Significant
Professional Commitment	.315**	.000	Highly Significant
Career & Professional Development			
Cognitive Engagement	.403**	.000	Highly Significant
Emotional Engagement	.325**	.000	Highly Significant
Social Engagement with Students	.408**	.000	Highly Significant
Social Engagement with Colleagues	.402**	.000	Highly Significant
Professional Commitment	.260**	.000	Highly Significant
Resource & Workload Support			
Cognitive Engagement	.452**	.000	Highly Significant
Emotional Engagement	.373**	.000	Highly Significant
Social Engagement with Students	.386**	.000	Highly Significant
Social Engagement with Colleagues	.398**	.000	Highly Significant
Professional Commitment	.288**	.000	Highly Significant

Legend: Significant at p-value < 0.05

Similarly, Administrative Burden Reduction exhibited positive and highly significant relationships with all dimensions of teacher engagement. The strongest relationship was observed with Cognitive Engagement, which was also the highest correlation in the table. This was followed by Social Engagement with Colleagues, Social Engagement with Students, Emotional Engagement, and Professional Commitment. These results suggest that minimizing administrative workload enables teachers to devote more attention and energy to instructional responsibilities, collaboration, and meaningful engagement with their profession.

For Research and Academic Support, all dimensions of teacher engagement were likewise positively and highly significantly related. The strongest correlation was found with Social Engagement with Colleagues, followed by Cognitive Engagement, Social Engagement with Students, Emotional Engagement, and Professional Commitment. These findings indicate that institutional support for research and academic activities encourages teachers to become more engaged intellectually and socially within the academic community. Likewise, Career

and Professional Development Support showed positive and highly significant relationships with all dimensions of teacher engagement. The strongest association was observed with Social Engagement with Students, closely followed by Cognitive Engagement and Social Engagement with Colleagues. Significant relationships were also found with Emotional Engagement and Professional Commitment. These results suggest that opportunities for career advancement and professional growth encourage teachers to become more engaged in their teaching responsibilities and interactions with students and peers.

Finally, Resource and Workload Support was positively and highly significantly associated with all dimensions of teacher engagement. The strongest relationship was found with Cognitive Engagement, followed by Social Engagement with Colleagues, Social Engagement with Students, Emotional Engagement, and Professional Commitment. These findings indicate that adequate institutional resources and balanced workloads contribute to greater teacher involvement, collaboration, and commitment to their professional roles.

Table 6*Relationship Between Teacher Professional Development and Teacher Engagement*

Formal Training & External Learning	rho-value	p-value	Interpretation
Cognitive Engagement	.443**	.000	Highly Significant
Emotional Engagement	.378**	.000	Highly Significant
Social Engagement with Students	.267**	.000	Highly Significant
Social Engagement with Colleagues	.331**	.000	Highly Significant
Professional Commitment	.358**	.000	Highly Significant
Collaborative Teaching-Research			
Cognitive Engagement	.490**	.000	Highly Significant
Emotional Engagement	.428**	.000	Highly Significant
Social Engagement with Students	.429**	.000	Highly Significant
Social Engagement with Colleagues	.478**	.000	Highly Significant
Professional Commitment	.432**	.000	Highly Significant
Academic Research & Publication			
Cognitive Engagement	.460**	.000	Highly Significant
Emotional Engagement	.366**	.000	Highly Significant
Social Engagement with Students	.477**	.000	Highly Significant
Social Engagement with Colleagues	.495**	.000	Highly Significant
Professional Commitment	.450**	.000	Highly Significant
Peer Learning & Mentorship			
Cognitive Engagement	.315**	.000	Highly Significant
Emotional Engagement	.203**	.000	Highly Significant
Social Engagement with Students	.268**	.000	Highly Significant
Social Engagement with Colleagues	.283**	.000	Highly Significant
Professional Commitment	.287**	.000	Highly Significant
Reflective Practice & Innovation			
Cognitive Engagement	.759**	.000	Highly Significant
Emotional Engagement	.260**	.000	Highly Significant
Social Engagement with Students	.411**	.000	Highly Significant
Social Engagement with Colleagues	.449**	.000	Highly Significant
Professional Commitment	.379**	.000	Highly Significant

Legend: Significant at $p\text{-value} < 0.05$

Table 6 presents the relationship between teacher professional development and teacher engagement using. The findings reveal that all dimensions of teacher professional development were positively and highly significantly associated with all dimensions of teacher engagement. The positive correlation coefficients indicate that teachers who actively participate in professional development activities tend to exhibit higher levels of cognitive, emotional, social, and professional engagement. The correlation coefficients ranged from $\rho = .203$ to $\rho = .759$, indicating weak to strong positive relationships, with the strongest association observed between reflective practice and cognitive engagement.

For Formal Training and External Learning, all dimensions of teacher engagement demonstrated positive and highly significant relationships. The strongest association was found with Cognitive Engagement, followed by Emotional Engagement, Professional Commitment, Social Engagement with Colleagues, and Social Engagement with Students. These findings suggest that teachers who participate in formal training and external learning

opportunities are more likely to become intellectually engaged, emotionally invested, and committed to their professional responsibilities.

Collaborative Teaching-Research exhibited positive and highly significant relationships with all dimensions of teacher engagement. The strongest relationship is Cognitive Engagement, followed closely by Social Engagement with Colleagues, Professional Commitment, Social Engagement with Students, and Emotional Engagement. Results indicate that engaging in collaborative teaching and research activities enhances teachers' intellectual involvement and strengthens their relationships with colleagues and students. For Academic Research and Publication, all dimensions of teacher engagement were also positively and highly significantly related. The strongest correlation was found with Social Engagement with Colleagues, followed by Social Engagement with Students, Cognitive Engagement, Professional Commitment, and Emotional Engagement. These findings imply that teachers who actively participate in research and scholarly publication tend to collaborate more effectively with colleagues, engage more positively with students, and demonstrate stronger professional commitment.

Likewise, Peer Learning and Mentorship demonstrated positive and highly significant relationships with all dimensions of teacher engagement, although these relationships were comparatively weaker than the other professional development dimensions. The strongest association was observed with Cognitive Engagement, followed by Professional Commitment, Social Engagement with Colleagues, Social Engagement with Students, and Emotional Engagement. These results suggest that mentoring and peer-learning opportunities contribute positively to teacher engagement, although their influence is relatively modest compared to other forms of professional development.

Reflective Practice and Innovation showed the strongest relationships with teacher engagement among all professional development dimensions. The highest correlation was found between Reflective Practice and Innovation and Cognitive Engagement, indicating a strong positive relationship. Significant positive relationships were also observed with Social Engagement with Colleagues, Social Engagement with Students, Professional Commitment, and Emotional Engagement. Findings suggest that teachers who continuously reflect on and improve their teaching practices are substantially more cognitively engaged and maintain stronger interactions with colleagues and students while demonstrating greater professional commitment.

Table 7

Proposed Faculty Development Program to Enhance Organizational Support, Teacher Professional Development, and Teacher Engagement

Key Result Area	Objectives/Goals	Activities/Strategies	Success Indicators	Persons Involved
Strengthening Organizational Support through Administrative Efficiency (<i>Administrative Burden Reduction - Rank 5, WM =3.48</i>)	To reduce administrative workload and enable faculty members to devote more time to instruction, research, and student engagement	Administrative Efficiency and Digital Work Simplification Program Workflow review and streamlining workshop Training on digital documentation and automated reporting systems Review of committee assignments and workload distribution Quarterly faculty on consultation on administrative concerns	Atleast 90% of faculty report improved efficiency in administrative processes Reduction in non-instructional workload as reflected in faculty satisfaction surveys Timely submission of academic reports	College President, HR Office, Academic Office, Department Heads, MIS/ICT Office, Faculty Members
Enhancing Reflective Teaching and Instructional Innovation (<i>Reflective Practice & Innovation - Rank 5, WM=3.49</i>)	To strengthen faculty competencies in reflective teaching practices and innovative instructional strategies that promote continuous professional growth.	Innovative Teaching Excellence Program Reflective teaching workshops Action research and classroom innovation seminars Teaching portfolio development Best innovative teaching practices showcase Peer observation and feedback sessions	Atleast 90% of faculty complete reflective teaching portfolios Increased implementation of innovative instructional practices More classroom-based action research output produced annually.	VP for Academic Affairs, Research Office, Center for Faculty Development, Department Heads, Faculty Mentors, Faculty Members

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Promoting Faculty Cognitive and Collaborative Engagement (Cognitive Engagement, Emotional Engagement, and Social Engagement with Colleagues - Rank 4, WM=3.49)	To enhance faculty engagement by strengthening intellectual involvement, emotional well-being, and collaborative professional relationships.	Faculty Engagement and Wellness Enhancement Program Collaborative learning communities Faculty wellness and resilience workshops Interdepartmental learning circles and mentoring sessions Team-building and collaborative academic projects Faculty recognition and appreciation activity	At least 90% faculty participation in engagement activities Improved faculty engagement ratings in succeeding assessments Increased interdisciplinary collaboration and mentoring initiatives Higher faculty satisfaction and workplace morale	College President, HR Office, Guidance and Wellness Office, Department Heads, Faculty Association, Faculty Members
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4. Conclusion and recommendations

Based on the findings of the research, the following results are presented. Teachers generally perceived organizational support positively, with research and academic support identified as the strongest area, while administrative burden reduction emerged as the aspect needing the greatest improvement. Teachers demonstrated a high level of professional development, with formal training and external learning as the strongest area, while reflective practice and innovation require further enhancement. Teachers demonstrated strong engagement, particularly in student interaction and professional commitment, while other engagement areas need further improvement. Organizational support, professional development, and teacher engagement showed highly significant positive relationships. Proposed Faculty Development Program to Enhance Organizational Support, Teacher Professional Development, and Teacher Engagement.

College President/Institutional Leaders may implement the Faculty Support Enhancement Program to strengthen organizational support by improving administrative processes, reducing unnecessary workload, and providing resources that promote faculty productivity and well-being. Vice President for Academic Affairs and Department Heads may establish the Faculty Professional Growth and Innovation Program to enhance reflective practice, instructional innovation, research engagement, and continuous professional development opportunities. Human Resource Office may develop the Faculty Wellness and Engagement Program to strengthen emotional support, workplace satisfaction, and positive faculty relationships through wellness activities, recognition initiatives, and team-building programs. Research and Development Office may strengthen the Research Capacity Building and Mentoring Program to encourage faculty involvement in academic research, publication, collaborative projects, and knowledge-sharing activities. Faculty Members may actively participate in the proposed Continuous Faculty Development and Engagement Program by engaging in training, mentoring, collaborative learning, and innovative teaching practices to enhance professional effectiveness. Future Researchers may conduct further studies related to organizational support, professional development, and teacher engagement by exploring additional variables, broader populations, and different educational contexts to validate and expand the findings of the present study.

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