



FACTORS OF ENGAGEMENT AND LEVEL OF PERFORMANCE AMONG PUBLIC SECONDARY SCHOOL TEACHERS

Negoso, Janet S.
Completed 2021



E - Saliksik
Department of Education
Research Portal
e-saliksik.deped.gov.ph

E-Saliksik: the DepEd Research Portal is the official repository of education research in the Department of Education (DepEd). This research was funded by the Basic Education Research Fund.

Factors of Engagement and Level of Performance Among Public Secondary School Teachers

Negoso, Janet S.

Public Schools District Supervisor
Secondary Schools -Cluster 1
Department of Education, Division of Pagadian City
janet.negoso001@deped.gov.ph
09508002755

Abstract

This sequential explanatory mixed method study delved into the teachers' level of perception of factors of work engagement and the level of teachers' work engagement. It involved 75 randomly selected public secondary school teachers of the Pagadian City Division. The quantitative data were gathered through survey questionnaires. The level of teachers' perception of the factors of engagement is very high, and the level of teachers' work engagement is very satisfactory. The qualitative data were gathered through interviews. Data were transcribed, analyzed, coded, and categorized to arrive at the themes of teachers' motivation in work engagement, namely: Passion for teaching and Climate of high expectation, Personal and professional development, Support and relatedness of co-stakeholders. The qualitative data explained, enriched, and reinforced the quantitative data. This study concluded that a positive environment can intrinsically motivate teachers when the teachers' needs for competence, relatedness or sense of belongingness, autonomy for self-realization, and self-development are satisfied. A conducive work environment facilitates teachers' creativity, dedication, commitment, and excellence.

Keywords: *Engagement; Motivation; Performance; Work Environment*

Acknowledgment

Working on this research had a great impact on us. This has given us meaningful life experiences and opportunity to improve our personal and professional lives. This whole process was made possible with the people who unreservedly supported us in this endeavor. We are greatly indebted to the following:

Dr. Ma. Colleen L. Emoricha, the Assistant Schools Division Superintendent of Division of Pagadian City, for the motivation, and immense knowledge she shared in the course of writing this Basic Research.

Mrs. Maria Diosa Z. Peralta, Curriculum Implementation Division Chief of Pagadian City Division, for the support, especially in allowing us to visit schools to gather data. Her support gives us encouragement and inspiration to continue making of this paper.

Teacher participants of public secondary school teachers of Pagadian City for their wholehearted cooperation and participation throughout the data gathering.

Mr. Elmar L. Ancog, Master Teacher of Lala National High School for sharing his expertise in analyzing the data of this study.

Mr. Joseph O. Fulloso, EPS of Planning and Research Division, for his patience and words of inspiration towards the completion of this work.

Members of the Division Research Committee of Pagadian City Division who served as the panel members in the proposal and final defense of this work for their valuable comments and suggestions that paved the way to the realization of this work.

Above all, to **God Almighty** for giving us the perseverance to complete this work.

Introduction

In time, with the Association of Southeast Asian Nations (ASEAN) integration, through the Department of Education, implemented the K-12 program in Basic Education as it is considered beneficial for the country (Cruz 2010). Every Filipino has a right to a quality 12-year basic education, which is what our improved K-12 Basic Education Programme aims to achieve. According to Article IV Section 2 of the 1987 Philippine Constitution, this is in accordance with: “The state shall establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society.” The K-12 curriculum aims to increase the competence and skill of the labor force. This will provide Filipinos an advantage in the global marketplace. With the implementation of this new curriculum, teachers are facing various challenges and more responsibilities. Aside from being expected to deliver quality education, teachers are also required to prepare accomplishment reports on the different activities in school.

A part of the reform in the Philippine educational system is the implementation of a Result-based Performance Management System (RPMS). This management system of the department strengthens its mission, vision, and goal as it incessantly improves as a public institution that prioritizes learning (Department Order No. 2, s. 2015). It determines how effectively and strategically to deliver high-quality services at all levels of basic education in public schools. It also ensures that the school-based management system takes place in every school to address the immediate needs of the school constituents and to attain the objective of quality education in all public schools. RPMS is considered a systematic approach to improve work and individual growth. This breaks down strategic priorities into functional area goals of the department, which are translated into Key Result Areas (KRA). It sees to it that the school’s program, projects, and activities are aligned with the goals of the division, regional, and central office. The management system guides individuals to do their jobs. Organizational values and goals can be achieved with the employee’s engagement. If every member of the organization is engaged and consistently demonstrates his/her knowledge, skills, and values, the vision of the organization will surely be realized.

Employee engagement is the alignment of organizational members' identities with their job responsibilities (Kahn 1990). Employees that are actively involved in their professional responsibilities can express themselves emotionally, physically, and cognitively. In addition, Sacks (2006) defined employee engagement as a person's level of concentration and immersion in his work. Employees' positive attitudes toward their work and the effort they put forth are what make the company successful.

Teachers are essential employees in any educational institution. They play a very vital role in every student’s success as well as every school’s achievement. Their engagement in their work is especially important because they are the ones developing the students holistically. They are expected to come to class well-prepared and skilled in teaching. Moreover, they must establish rapport with students, parents, colleagues, and their administrators.

Pagadian City Division is a medium-sized division in terms of student’ and teacher’ population. Most of the secondary schools are small and newly established. Mostly faced a lot of challenges, namely: inadequacy of school facilities, subject overload of teachers, meager Maintenance and Other Operating Expenses (MOOE) from the government, and a lot more. Nevertheless, it is one of the performing divisions in the region. It has won academic and co-curricular competitions at the regional and national levels. In so far as performance indicator is concerned, the dropout rate every year is less than 6%, and for the past two years, the average performance of teachers is Very Satisfactory.

Research proved that teachers' work engagement affects their performance (Usop 2013, 23-67). If teachers are well motivated, they tend to perform well. Christian, Garza, and Slaughter (2011) state that there are various considerations that may impact the engagement level of employees that could affect productivity or performance. This study will be undertaken to delve into the levels of work engagement and the factors that motivate teachers of Pagadian City public secondary school teachers to engage. This will also investigate why the Pagadian City division is performing well. Are teachers a contributory factor to their performance? If so, what made these teachers do their job well?

Literature Review

This part includes the related literature on the meaning of engagement, the aspects that have an effect on teachers' engagement, and the aspects that determine the level of work engagement of teachers.

Work Engagement. Schaufeli and Bakker (2004) defined work engagement as a happy and enduring mental state that incorporates one's own personal interest in their job, as well as their happiness and enjoyment of the task itself. Kahn (1990), who pioneered work engagement research, described the work-engaged person as one who performs well not just because of his identified work role but of the meaning of his work. engagement is voluntary and not any circumstance that forces one employee to engage in work. Wellins (n.d.) stressed that engagement is a long-term strategy that is straightforward in theory but challenging in practise. It can never be completed or attained. Although the experience of work engagement can fluctuate over time, it is typically stable and long-lasting.

In addition, Ariani (2013) defined work engagement as a notion of motivation that calls for a freely given contribution of time, talent, skills, and other human resources turned within the tasks necessitated for a certain role of vocation. Baker and Demerouti (2008) also added that work engagement involves three domains: physical, emotional, and cognitive. It consists of two main conceptual dimensions, namely, energy and involvement. They stated that It's common for teachers to report higher levels of well-being, as well as reduced emotional stress and burnout, when they invest time and effort into developing warm and loving connections with their pupils. Though workers in other professions, such as health or business, may form deep and meaningful relationships with their patients or clients, they do not spend the number of hours that most teachers spend with their students. These great ideas simply mean that teachers will experience higher levels of well-being and less emotional stress and burnout if they are engaged in establishing warm and nurturing relationships with their students.

Initially, the dimensions of work engagement, as revealed by Schaufeli, Salanova, Gonzalez-Roma, and Bakker (2002), were vigor, absorption, and dedication. Vigor means that an individual exhibits a high level of energy in doing his work and resiliency even when faced with difficulties in the performance of his/her task. An engaged worker is persistent and shows willingness to do work. Dedication refers to a deep involvement in one's work coupled with inspiration, enthusiasm, challenge, and pride of work. A dedicated worker is happily engrossed and fully concentrated in one's work. He is one who works without counting the cost of the time spent and effort extended into it. Finally, engagement is characterized by absorption in one's work. It allows for a clear mind, happiness, and smooth concentration. An absorbed employee becomes engrossed and focused in his/her work. A work-engaged individual usually finds himself experiencing a loss of self-consciousness. Years later, Schwitzer (2014) also found new dimensions,

namely: energy, involvement, and efficacy. They have become widely accepted and considered dimensions opposite to burnout.

Basikin (n.d.), in his study, holds that teachers are like workers in other professions, they form social relationships with colleagues during work. Unlike other work, teaching demands social engagement. It needs one to engage socially with colleagues. Teaching really emphasizes energy spent on the establishment of long-term, meaningful bond with the students and other clientele in the work environment. He further states that teacher-student relationships play a vital role in fostering student engagement and positive student outcomes.

Factors of Engagement. This study focuses on the following factors of engagement: shared values, leadership, communication, feedback and recognition, work environment, career growth and training opportunities.

Employee engagement has a great effect on the performance of employees. The factors of engagement determine the performance of individuals and the school as a whole. They are known as drivers of engagement or motivation. They determine improvement, quality of education, overall productivity, and services offered to teachers, parents, and students (Anitha 2014, 308-323).

Shared Values. The sense of pride individuals can have in their firm is the most significant factor in determining their level of satisfaction at work (Half 2016, 1). This type of pride is related to the organization's accomplishments and the calibre of its leadership, as well as other important factors like its culture and shared ideals. A positive work atmosphere is directly influenced by, among other things, respect between coworkers, admiration for the job well done, and fair treatment.

Heathfield (2019) revealed that employees whose values and guiding principles are aligned with their workplace's organizational values and guiding principles are more likely to succeed and stay longer in their workplace. Employees feel comfortable with direct supervisors who demonstrate emotional intelligence, respect, and trust and who relate effectively with their employees. Employees are occupied in their work if supervisors look after their welfare.

Leadership. Effective leadership is crucial to the organization's efficient operation (Anderson and Cawsey 2008, 1). The effectiveness of human resource managers' leadership has a direct impact on the workplace environment. An effective leader should have the ability to raise employees' levels of engagement. An organisation can endure for a longer time with excellent leadership. The principles and objectives of the organisation must be actively demonstrated by leaders. For a leader to be trusted, one must also align himself with the values of the organization. He is responsible for establishing an inclusive and just work environment for the organization's employees (Nizam and Shah 2015).

In a school setting, school leaders such as school principals or school heads can impact teachers' work engagement. Chughtai and Buckley (2009) revealed that teachers' work engagement is impacted by the principal who can be trusted. The principal's authenticity significantly affects the teachers' work engagement. His authenticity is shown in his/her balanced processing, moral integrity, and relational transparency. Authentic principals develop openness and create meaningful relationships with staff.

In the same vein, Kahn (1990) asserted that work engagement is related to leadership style. Managers who set clear objectives and capacitate employees in their work contribute positively to employees' work engagement. Work engagement increases when employees feel that their immediate supervisors support them in their tasks. Workers show enthusiasm when they are given a chance to exercise their creativity and develop their leadership skills as they work towards a common goal. Anitha (2014) added that respect from one's manager increases the extent of engagement of employees at work.

In another study, Morales, Barrionuevo, and Gutierrez (2012) asserted that modern-day principals must act as instructional leaders, who are concerned with the development of the teachers. Similarly, the nature of a teacher's relationship with their principal or supervisor has a big impact on their commitment and output (Buckingham and Coffman 1999). The school principal is the key figurehead who oversees not only daily operations but also the professional development of instructors. A successful school leader influences teachers' decisions to remain in the classroom and leads by example. A good principal affects how instructors act and how much they like teaching (Minarik, Thornton, and Perreault 2003, 33-34).

Furthermore, it has been scientifically demonstrated through studies that there is a causal link between employee engagement and business performance (Huitt 2001). It was revealed in this study through open-ended questions that the most common factors considered by the employees that affect their work performance were leadership, communication, and reward and recognition. Leadership impacts organizational effectiveness through their follower and further impacts engagement among employees (Taran, Shuck, Gutierrez, and Baralt n.d.).

Communication. Communication in an organization or in a workplace is for more than just the purpose of transmitting information. As Morgan (2017) puts it, “internal communication has enormous power to improve employees.” Internal communication serves as a platform for all employees to share their sentiments with their immediate supervisors. Open communication helps supervisors and managers convey to the employees their strengths and weaknesses, vision, goals, and success of the organization. The effectiveness of interactions, employee collaboration, organizational policy, and performance all benefit from open and transparent communication.

Communication is important for the smooth operation of the organization (Joshi and Sodhi 2011). Additionally, it influences how motivated employees are. The company ought to operate with an open door policy. The utilization of proper communication channels inside the organization should allow for both upward and downward communication. The worker must be given the opportunity to weigh in on decisions and be heard by his manager. In this way, employee engagement levels are probably very high. Furthermore, Kimutai (2015) noted that constant communication from both sides is necessary for a relationship between an employer and employee to develop and endure. Effective internal communication is important for employee engagement. The first step in improving employee engagement is to understand the methods for gathering employee input and analyse it to take action on engagement drivers. He continued by saying that internal communication is a crucial area to pay attention to if an organisation wants to develop and keep both its consumers and staff engaged and content. As a result, the manager needs to build internal communication within the company and foster meaningful relationships with the staff.

Communication is an important process and the most frequently used tool by organizational leaders. Wiggins and McTighe (2011) accentuated that communication affects school culture. The communication from the administration contains undertones that relate to how the school is run, which greatly affects the teachers' engagement. If the teacher feels that they are well informed of the schools' whereabouts, they get a sense of belonging to the school's overall growth, and they will become more engaged. He also emphasized the need for the principal to promote a two-way communication culture. When asked to share their perspective in group situations or when contacting the administration, teachers must feel safe doing so. Teachers need to believe that their thoughts are being heard in order for them to feel comfortable sharing them. To make

teachers feel heard, school administrators must hone their "active listening" and "paraphrasing back for understanding" skills.

Feedback and Recognition. The management's feedback is yet another element that influences teachers' motivation. The importance of providing feedback to the employees to have an environment with open communication is crucial in the organization (Memmott 2002). An organization's lack of recognition of performing employees usually leads to employee frustration and has a negative impact on their performance. A frustrated employee affects the productivity of the organization. Teachers' performance suffers as a result of the absence of feedback, which increases teacher annoyance.

Firestone and Pennell (1993) revealed the need for recognition for the performance and effectiveness of one's work in the form of feedback. Employee motivation is often contributed by feedback from colleagues and supervisors. Likewise, recognition has a strong relationship with teachers' motivation. Instructors are motivated when their heads acknowledge their accomplishments and successes (Wright 1985). They are motivated as well when they receive constructive feedback for the improvement of their performance.

Work Environment. The workplace environment is one of the aspects that affect work engagement. Bledow, Schmitt, Frese, and Kuhnel (2011) stated that work engagement is influenced by work-related events in the life of the employees. Work engagement of an employee increases when one who is in a negative mood moves to a work situation where a positive mood is experienced. It also decreases when one who works is influenced by a negative mood.

Correspondingly, there are three sections that divide support, namely recognition, leadership style, and perceived organizational support. Chughtai and Buckley (2009) claimed that a principal who can be trusted motivates teachers to increase work engagement. Supportive principals motivate teachers and increase the level of their work performance. Teachers with supportive principals have higher levels of work engagement than those teachers whose principals are not supportive (Klusmann et al. 2008). Saks (2006) also claimed that perceived organizational support is also a predictor of work engagement. It contributes to employee's feelings, meaning, and purpose of work. Rhoades and Eisenberger (2002) added that commitment and loyalty of employees in their work increase organizational support. Kahn (1990) also expressed that supportive management makes employees feel safe in their workplace, and this contributes to an increase in work engagement. When an organization supports its employees, those employees give back by devoting time and effort to achieving the organization's objectives.

Career Growth and Training Opportunities. Most people desire advancement. When growth and development opportunities are an inherent part of the job, they have a direct positive impact on engagement (Whittington, Meskelis, Asare, and Beldona 2017). This is especially true and exhibited by the millennial workforce of today, which continually seeks to improve knowledge and competence. A favorable learning culture is crucial for organizations to stay relevant in the rapidly changing business environment, not merely for the benefit of their employees. Developing new talents may rekindle interest in job areas that were previously meaningless. The majority of newly hired employees improved their knowledge and abilities through training, which was the most efficient way to prepare them for their employment. Employees who receive training to improve their skills have a tendency to be more engaged in their work because they feel satisfied as they learn new talents (Swarnalatha and Prasanna 2012, 212-220). Activities related to training and development are now just as important as other Human Resource duties (Kahn 1990). It focuses on transferring knowledge and abilities necessary for a certain

career. Raising the visibility of development efforts within an organization is made possible via training.

In like manner, teachers desire to advance both personally and professionally. According to Hughes (1991), teachers' primary motivation is their potential for professional progress. Teachers need professional training for their additional professional learning and career development for their efficiency and joy in the classroom. In order to inspire teachers and improve their performance, educational leaders should also offer opportunities for professional learning and development (Lynn 2002). One of the many input elements that encourages instructors to improve their performance is training programs.

Studies showed that young teachers are primarily motivated by a sense of duty (Guglielmi et al. 2016). The ability to create appropriate practices for every age group for management and ethical grounds is what is most impressive. Their research revealed that learning opportunities, encouragement from colleagues, and responsibility are what motivate younger teachers the most. They thought it could be wise to concentrate on the chance for professional development among these job resources. The newly hired teachers have considered professional development as an intrinsic motivator and a way to increase professional self-efficacy and, at the same time, an extrinsic means to develop and improve their careers in the future. It is also evident in the workplace that the more skilled an employee is, the greater his chances are of having a fruitful and fulfilling career. It was also revealed in this study that training, especially when it is voluntarily participated, is the best tool to improve employee performance. Academic research showed that employees who have availed of training and development programs learned skills and proficiencies needed for their job and demonstrated higher level of job performance than those who were not trained (Aguinis and Kraiger 2009).

Teachers' Level of Engagement. Being part of the Department of Education, Pagadian City Division adopted and implemented the Individual Performance Commitment and Review Form (IPCRF) of teachers based on the Philippine Professional Standards for Teachers (D.O. No. 42, s. 2017) as a tool to assess teacher's performance. The guideline of rating is based on the Civil Service Commission Memorandum Circular No. 06, series of 2012 because it establishes the rules for the creation and application of the Strategic Performance Management System (SPMS) in all government organizations. During pandemic time, teachers are assessed based on the standards of RPMS in the new normal for SY 2020-2021. The performance of educators is based on four aspects namely: Content Knowledge and Pedagogy, Diversity of Learners and Assessment and Reporting, Curriculum and Planning, Community Linkages and Professional Engagement and Personal Growth and Professional Development.

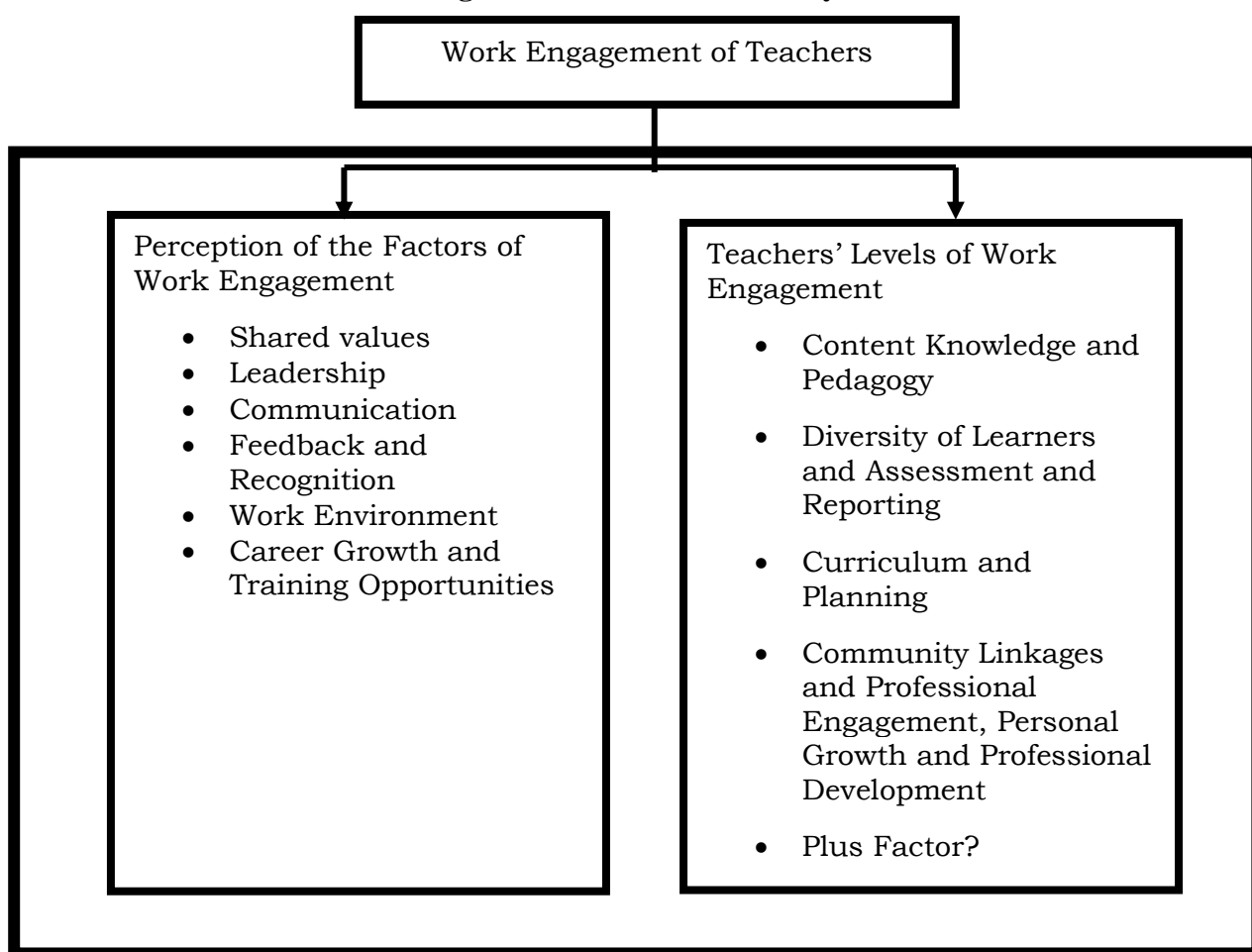
Theoretical Framework. This study is based on Deci and Ryan's (1985) Self-Determination Theory (SDT) of intrinsic motivation. According to the SDT, everyone has three basic psychological demands that are regarded as necessities for survival. The first is competence, which refers to a person's willingness to deal with his or her surroundings effectively. Every human being feels that there is a need for him/her to control the environment and its outcome. Man also wants to know how things will pan out and what the outcomes of his or her deeds will be. The demand for relatedness comes in second. This innate psychological need of a person refers to a need for a close and affectionate relationship with others. This simply means that a human being has an intrinsic want to engage with, feel connected to, and care for others. This urge shows out in people's actions and regular activities that include other people; as a result, they seek a sense of belonging. The third need is autonomy, or a man's desire to direct the course of his life. This relates to the desire to act as causal agents and in accordance with one's integrated self.

Additionally, this idea emphasises that being autonomous does not equate to being independent, but rather to have a sense of free will while behaving in accordance with one's own interests and values.

Conceptual Framework. Three psychological requirements are inherent to man by nature: competence, autonomy, and relatedness. Satisfaction of these needs affects an individual's performance in the workplace. Each need's satisfaction may be assessed or measured by different variables.

In this study, the need for competence is assessed by the variables leadership, feedback and recognition, career growth and training opportunities, the need for autonomy by work environment, and the need for relatedness by shared values and communication. The aspects that affect employee engagement and the teachers' levels of work engagement are illustrated in Figure 1.

Figure 1: Schema of the Study



Research Questions

This concurrent mixed methods study aims to describe the levels of perception on the factors of engagement and performance among teachers in the Pagadian City Division. This study specifically responds to the following queries:

1. What are the levels of perception of the secondary school teachers on the following factors of engagement:
 - 1.1 Shared Values;
 - 1.2 Leadership;
 - 1.3 Communication;
 - 1.4 Feedback and Recognition;
 - 1.5 Work Environment; and
 - 1.6 Career Growth and Training Opportunities?
2. What are the levels of performance among secondary school teachers of Pagadian City division based on the following aspects:
 - 2.1 Content Knowledge and Pedagogy;
 - 2.2 Diversity of Learners and Assessment and Reporting;
 - 2.3 Curriculum and Planning;
 - 2.4 Community Linkages and Professional Engagement, Personal Growth and Professional Development, and
 - 2.5 Plus Factor?
3. Is there a significant relationship between the factors of engagement and levels of performance of teachers?
4. What are the challenges encountered by the teachers of Pagadian City Division in teaching?
5. How do teachers in Pagadian City Division cope with those challenges?

Scope and Limitation

This study is limited to five factors of work engagement, namely: shared values, leadership, communication, feedback and recognition, work environment, and career growth and training opportunities. These were measured by a standardized questionnaire and followed up by open-ended questions to explore how the factors affect their work engagement. Teacher's level of performance was evaluated by using the Individual Performance Commitment Review Form or The RPMS tool for Teachers I-III during the COVID-19 period SY 2021. Each KRA, namely Content Knowledge and Pedagogy, Diversity of Learners and Assessment and Reporting, Curriculum and Planning, Community Linkages and Professional Engagement and Personal Growth and Professional Development, and Plus Factor.

Method

Research Design

A sequential explanatory mixed methods design was used in this investigation. The quantitative phase and the qualitative phase were the two sequential steps in which data were gathered across the time period. The quantitative data was initially gathered and examined by the researcher. The results from the first, quantitative phase of the investigation are related to the qualitative data that are gathered in the second part of the study.

The application of both qualitative and quantitative methods ensured the objectivity of this inquiry. A quantitative methodology was exhausted to gather data on the teachers' levels of perceptions on the factors of work engagement and extent of work engagement. Qualitative methodology helped the researchers explore on what makes the teachers of Pagadian City division engaged. There are three reasons for using this method. The first justification is related to the objective of this exploration, which sought ideas of

teachers in the area of work engagement. The type of data required by this study, which used the interview technique for data gathering, is the second justification. The small number of participants is the last justification. A small sample size is consistent with the norm for qualitative research (Bock and Sergent 2002, 14-16).

The insights gained from this research design can inform the development of targeted interventions, training programs, and policy recommendations to raise the standards of special education programs.

Research Participants

The analysis involved the public secondary school teachers in the Division of Pagadian City. For the quantitative data, 75 participants were chosen through stratified random process. The number of participants in terms of gender and age was also determined by taking into account the ratio of the number of teachers. For the qualitative data, 10 were chosen out from the 75 participants through purposive sampling. In selecting the ten teacher-participants, the research made sure that small, medium, and big schools was represented.

Research Instrument

For the teachers' levels of perception of the aspects affecting teachers' engagement, the instrument from the employee engagement survey of Morrison (2012) in Charlotte-Mecklenburg Schools was used. Since some items in the instrument are not applicable to teachers, modifications were made to make it more suitable to the participants. It contains 42 items, which are distributed equally into the following six factors: Shared Values, Leadership, Communication, Feedback and Recognition, Work Environment, and Career Growth and Training Opportunities. The instrument is set on a five-point scale: 5- Strongly Agree; 4- Agree; 3- Slightly Agree; 2- Disagree; 1-Strongly Disagree. An Engagement Score was computed for each respondent and classified as Very Low (1-1.5), Low (1.6-2.5), Average (2.6 - 3.5), High (3.6 – 4.5), Very High (4.6 – 5).

The teachers' levels of performance are based on the IPCRF rating of teachers during School Year 2020-2021. All the Key Result Areas (KRA): Content Knowledge and Pedagogy, Diversity of Learners, Assessment and Reporting, Curriculum and Planning Community Linkages, Professional Engagement and Personal Growth and Professional Development, and Plus Factor. The RPMS tool for teachers is set in the following range: 1.000 - 1.499 – Poor; 1.500 - 2.499 – Unsatisfactory; 2.500 - 3.499 – Satisfactory; 3.500 - 4.499 – Very Satisfactory; 4.500 - 5.000 – Outstanding.

For the qualitative data, the interview was focused on the grand tour question: What are your teaching experiences in Pagadian City?

Data Gathering Procedure

In accordance with research ethics, a formal written request was made to the superintendent of the schools division to permit the researcher to carry out the study. The researcher informed the participants for the data collection after receiving approval.

In gathering quantitative data, the researcher distributed the first set of questionnaires on factors of engagement to the participants. They were personally given questionnaires and envelopes to seal their responses. For the qualitative data, the researchers directed an interview to the randomly selected participants by answering the open-ended questions on factors of engagement based on their teaching experiences in the Pagadian City Division.

Data Analysis

Descriptive statistics, such as mean as a measure of average and standard deviation as a measure of variability of numerical observations, were used to analyze and interpret the data from the Quantitative Phase. The Independent-Samples T test was used to test the null hypothesis that there is no discernible difference in the determinants of engagement with regard to gender, marital status, and amount of teaching experience. To investigate the null hypothesis that there is no connection between teachers' performance and the factors affecting their involvement, the Pearson r Correlation was used. The null hypothesis was rejected or accepted using these statistical test procedures and the level of marginal statistical significance, or p-value. The Statistical Package for the Social Sciences (IBM SPSS Statistics 20), a predictive analytics programme, was utilized to perform each of these statistical analyses. Thematic Analysis was used for the data of the Qualitative Phase. After gathering the data, their answers were analyzed and categorized.

Results and Discussion

Perception of the Teachers on the Factors of Engagement. Teachers' perceptions of factors affecting student engagement are pivotal in shaping their teaching practices. Understanding these perceptions allows educational institutions to provide professional development opportunities that help teachers employ effective strategies to enhance engagement. Additionally, involving teachers in discussions about engagement can lead to collaborative efforts to design a more engaging and inclusive learning environment, ultimately benefiting learners' learning outcomes.

Table 1: Level of Teachers' Perception of the Factors of Engagement in Terms of Shared Values

	Items	Mean	SD	Interpretation
1	Meeting the needs of students is one of our school's top priorities.	4.73	0.45	Very High
2	Teachers and staff of our school are courteous when working with others (parents, students and colleagues).	4.60	0.49	Very High
3	The principal expects all teachers to share ideas to improve performance.	4.55	0.64	Very High
4	My principal encourages me to do my best always.	4.48	0.74	Very High
5	I feel comfortable sharing ideas and opinions with my principal and my colleagues.	4.37	0.75	Very High
6	In school I am motivated to contribute more than what is expected of me.	4.29	0.67	Very High
7	In school our passion towards duties and work assignments are developed.	4.40	0.62	Very High
Overall Mean		4.49	0.62	Very High

Hypothetical Mean Range: 1.00 - 1.80 – Extremely Low; 1.81 - 2.60 – Low; 2.61 - 3.40 – Moderate; 3.41 - 4.20 – High; 4.21 - 5.00 – Very High

Table 1 unveils the overall assessment of the teachers to Shared Values as one of the factors of engagement. As shown, all statement indicators garner a very high response, with Item 1: *Meeting the needs of students is one of our school's top priorities* receiving the highest mean of 4.73. By and large, the overall mean of 4.49 depicts that the level of teachers' perceptions on Shared Values are quite high, indicating that they are fully devoted and actively involved in practicing good values in their tasks and responsibilities.

Employees whose values and guiding principles are aligned with their workplace's organizational values and guiding principles are more likely to succeed and stay longer in their workplace (Heathfield 2019, 1). Similarly, employees feel comfortable with their school heads or direct supervisors who demonstrate emotional intelligence, respect, trust, and who relate effectively with the teachers. Teachers are engaged in their work if school heads or supervisors look after their welfare.

Table 2: Level of Teachers' Perception of the Factors of Engagement in Terms of Leadership

	Items	Mean	SD	Interpretation
1	The school principal's actions are consistent with his/her words.	4.44	0.79	Very High
2	The school principal makes good decisions most of the time.	4.43	0.77	Very High
3	My principal has strong management skills.	4.39	0.84	Very High
4	I can count on my principal's support when addressing problems or issues.	4.45	0.69	Very High
5	I enjoy the professional relationship I have with my principal.	4.52	0.71	Very High
6	I trust my principal to make good decisions for students.	4.47	0.74	Very High
7	My principal has high expectations for all teachers.	4.55	0.67	Very High
Overall Mean		4.46	0.74	Very High

Hypothetical Mean Range: 1.00 - 1.80 – Extremely Low; 1.81 - 2.60 – Low; 2.61 - 3.40 – Moderate; 3.41 - 4.20 – High; 4.21 - 5.00 – Very High

Table 2 exemplifies the teachers' general impression to Leadership as a determinant of engagement. As can be seen, all statement indicators receive a very high response, with Item 7: *My principal has high expectations for all teachers* having the highest mean of 4.55. Overall, the mean of 4.46 indicates that teachers have positive

attitudes about leadership, meaning that they place a very high value on the school principal's management and leadership abilities.

This finding is supported by Anderson and Cawsey (2008), who stated that effective leaders inspire their followers with their enthusiasm by sharing their vision and excitement. A leader should be more mature, more effective, and higher performing than the rest of the organization's members.

Similarly, Kahn (1990) said managers who set clear objectives and capacitate employees to their work contribute positively to the employees' work engagement. Work engagement increases when employees feel that their immediate supervisors support them in their work tasks. Workers show enthusiasm when they are given a chance to exercise their creativity and develop their leadership skills as they work towards a common goal. Bay, An, and Laguador (2014) stated that leaders make a difference in the success and failure of the organization.

Table 3: Level of Teachers' Perception of the Factors of Engagement in Terms of Communication

	Items	Mean	SD	Interpretation
1	I believe I can contribute in decision making in our school.	4.35	0.81	Very High
2	I can effectively communicate to my co-teachers on important issues that affect me or the school.	4.31	0.61	Very High
3	My principal is willing to listen to new ideas.	4.37	0.66	Very High
4	The principal clearly explains the reasons behind decisions on key issues.	4.47	0.72	Very High
5	The principal actively seeks suggestions from the teachers regarding decisions that affect them.	4.43	0.75	Very High
6	The principal provides clear direction and expectations of my job performance.	4.48	0.68	Very High
7	The principal holds meeting to disseminate information and to address important issues regularly.	4.43	0.67	Very High
Overall Mean		4.41	0.70	Very High

Hypothetical Mean Range: 1.00 - 1.80 – Extremely Low; 1.81 - 2.60 – Low; 2.61 - 3.40 – Moderate; 3.41 - 4.20 – High; 4.21 - 5.00 – Very High

Delving into the results presented in Table 3, the general assessment of the teachers in all of the statement indicators of Communication as one element of engagement produces a very high response rate. Item 6: *The principal provides clear direction and expectations of my job performance* with a mean of 4.48 holds proof for a very strong response. Largely, the mean of 4.41 indicates a very high level of impression,

suggesting that teachers and their principals have established a two-way communication channel that ensures clear direction and effective understanding among them.

Communication affects school culture (Roby 2011, 1). The communication from the administration contains undertones that relate to how the school is run, which greatly affects the teachers' engagement. If the teacher feels that they are well informed of the schools' whereabouts, they feel a sense of belongingness to the school's overall development, and they will become more engaged. In this study, open communication among teachers and school heads satisfied the need for teachers to interact and be connected to each being in one school. It satisfied the teachers' need for relatedness.

Table 4: Level of Teachers' Perception of the Factors of Engagement in Terms of Feedback Recognition

	Items	Mean	SD	Interpretation
1	I am appreciated for the extra time and effort I spent in co-curricular activities.	4.27	0.68	Very High
2	I receive recognition for my active participation in extra-curricular activities.	4.25	0.76	Very High
3	My principal gives me constructive feedback to improve my work performance.	4.35	0.71	Very High
4	I receive negative feedbacks to challenge me to improve my performance	4.09	0.83	High
5	The school recognizes teachers for their quality work and accomplishments.	4.37	0.66	Very High
6	I am encouraged and expected to give feedback to improve our school.	4.19	0.74	High
7	The Pagadian City Division evaluation tool is used to assess my work performance objectively.	4.36	0.68	Very High
Overall Mean		4.27	0.72	Very High

Hypothetical Mean Range: 1.00 - 1.80 – Extremely Low; 1.81 - 2.60 – Low; 2.61 - 3.40 – Moderate; 3.41 - 4.20 – High; 4.21 - 5.00 – Very High

When looking at the Table 4 data, the overall evaluation of the teachers in all of the statement indicators of Feedback Recognition as one determinant of engagement yields a very high response rate. With a mean of 4.37, item 5: *The school recognizes teachers for their quality work and accomplishments*, demonstrating a very strong response. On the whole, the mean of 4.41 indicates a very high degree of perception, implying that teachers reported getting feedback recognition for their excellent work and achievements.

Teachers are inspired by the recognition of their achievements and accomplishments by their heads. They are motivated as well when they receive constructive feedback for the improvement of their performance (Wright 1985). The feeling

of happiness when being observed, appreciated, and recognized for their good performance satisfies their need for teachers for competence. The recognition is a reinforcement of their success in exploring and actualizing their potential.

Table 5: Level of Teachers' Perception of the Factors of Engagement in terms of Work Environment

	Items	Mean	SD	Interpretation
1	I believe work is distributed fairly in our school.	4.28	0.85	Very High
2	I work in an environment where there is mutual respect among all teachers, staff, and administrators.	4.37	0.79	Very High
3	My principal implements policies fairly in our school.	4.43	0.72	Very High
4	My principal allows me to make decisions about how to do my work.	4.47	0.69	Very High
5	My principal creates a professional work environment.	4.48	0.74	Very High
6	My principal encourages collaboration among teachers and staff.	4.45	0.71	Very High
7	There is professional jealousy and factions in school.	3.45	1.37	High
Overall Mean		4.28	0.84	Very High

Hypothetical Mean Range: 1.00 - 1.80 – Extremely Low; 1.81 - 2.60 – Low; 2.61 - 3.40 – Moderate; 3.41 - 4.20 – High; 4.21 - 5.00 – Very High

Table 5 depicts teachers' overall responses to the variables of engagement in terms of Work Environment. In general, teachers' judgments of this factor yielded a very high rate of assessment, with item 5: *My principal creates a professional work environment*, garnering the highest mean of 4.48. In its entirety, the mean of 4.28 indicates a very high degree of impression of the work environment. This means that the school heads and the teachers endeavored to collaborate in a courteous and mutually helpful manner, fostering a climate of understanding, trust, and respect in the workplace.

This good work environment satisfies the teachers' need for autonomy as the workplace allows teachers to make decisions about how they do their work. The teachers experience mutual respect and collaboration. Adie, Duda, and Ntoumanis (2008) claimed that an environment is autonomy-supportive when someone in a position of power respects the subordinate's viewpoint, fosters choice, and promotes decision-making.

Table 1.6: Level of Teachers' Perception on the Factors of Engagement in terms of Career Growth and Training Opportunities

	Items	Mean	SD	Interpretation
1	Training offered by our school helps me to be effective in my job.	4.44	0.70	Very High
2	My principal provides opportunities and support for my professional growth and improvement.	4.44	0.68	Very High
3	The LAC sessions and conferences are effective in my professional development.	4.41	0.75	Very High
4	There are leadership opportunities for me in our school.	4.31	0.68	Very High
5	The school encourages continued education and professional growth.	4.49	0.72	Very High
6	My work experience in our school has improved my teaching performance.	4.47	0.78	Very High
7	The summer team building activities and semestral in-service trainings have helped me in my professional growth.	4.24	0.80	Very High
Overall Mean		4.40	0.73	Very High

Hypothetical Mean Range: 1.00 - 1.80 – Extremely Low; 1.81 - 2.60 – Low; 2.61 - 3.40 – Moderate; 3.41 - 4.20 – High; 4.21 - 5.00 – Very High

As demonstrated in Table 6, the overall evaluation of the teachers in all statement indicators of Career Growth and Training Opportunities as one component of engagement yields a very high response rate. Item 5: *The school encourages continued education and professional growth* had the highest average of 4.49. Finally, the overall mean of 4.40 suggests that teachers have a highly positive impression of the school's ability to provide them with opportunities for professional growth and development.

Table 7: Summary of the Level of Teachers' Perception of the Factors of Engagement

	Items	Mean	SD	Interpretation
1	Shared Values	4.49	0.62	Very High
2	Leadership	4.46	0.74	Very High
3	Communication	4.41	0.70	Very High
4	Feedback Recognition	4.27	0.72	Very High

5	Work Environment	4.28	0.84	Very High
6	Career Growth and Training Opportunities	4.40	0.73	Very High
Overall Mean		4.39	0.73	Very High

Hypothetical Mean Range: 1.00 - 1.80 – Extremely Low; 1.81 - 2.60 – Low; 2.61 - 3.40 – Moderate; 3.41 - 4.20 – High; 4.21 - 5.00 – Very High

Table 7 clearly details the summary of the level of teachers' perception of the factors of engagement. The total mean of 4.39 for the six elements of engagement suggests that teachers have a very high degree of perception, implying that they are optimally engaged in all of their work and functions. These ratings could mean that the factors of engagement in the Pagadian City Division are favorable to the teachers' work performance and students' environment for learning.

Shared Values satisfy the need for relatedness of teachers. The feeling of being involved in sharing ideas with other teachers and school heads makes them feel that they belong. Having students' welfare as their common top priority, developing a passion for work, and doing one's best are shared values that motivate every member of the school community.

The leadership factor satisfies the competence needs of teachers. Having school heads who can direct or guide them in the right direction satisfies their need to build their competence in achieving their goals for their students.

Communication satisfies the need for the relatedness of teachers in PAGSCI. Teachers feel a sense of belongingness as they experience open communication with their colleagues and their school heads.

Career Growth and Training Opportunities answer the need of teachers for competence. Teachers need to be updated on new trends in teaching. The need to grow and not be stagnant is met through formal and informal training that they have had.

The work environment satisfies the teachers' need for autonomy. In Pagadian City division, teachers have close relationships with each other. Teachers enjoy the professional freedom to make decisions about how to do their work. The collaboration and respect for one another and staff are apparent in the everyday operation of each school in the division.

Feedback and Recognition satisfy the need of teachers for competence. The positive reinforcement is definitely a big boost to the teachers' morale. Recognizing teachers' quality work and accomplishments pushed them to perform better.

Teachers are critical members of every educational institution. They are essential to every student's development as well as every school's achievement. Their engagement in their profession is extremely significant because they are the ones who are accountable for the holistic development of the learners. They must arrive to class well-prepared and skilled in teaching. Moreover, they must establish rapport with students, parents, colleagues, and their administrators.

Performance Among Secondary School Teachers of Pagadian City Division.

It is essential to regularly assess and support teachers to ensure a high standard of education. Professional development programs, mentorship, and peer collaboration can be valuable tools for improving performance across these areas. Moreover, recognizing and celebrating the achievements of high-performing teachers can serve as motivation and inspiration for others to excel in their roles. Continuous monitoring and support for teachers' professional growth are essential components of this effort.

Table 8: Level of Teachers' Performance

	Key Result Areas	Mean	SD	Interpretation
1	Content Knowledge and Pedagogy	4.226	0.448	Very Satisfactory
2	Diversity of Learners, Assessment and Reporting	4.169	0.434	Very Satisfactory
3	Curriculum and Planning	4.325	0.636	Very Satisfactory
4	Community Linkages, Professional Engagement and Personal Growth and Professional Development	4.087	0.490	Very Satisfactory
5	Plus Factor	4.026	1.077	Very Satisfactory
IPCRF Overall Mean		4.171	0.407	Very Satisfactory

Hypothetical Mean Range: 1.000 - 1.499 – Poor; 1.500 - 2.499 – Unsatisfactory; 2.500 - 3.499 – Satisfactory; 3.500 - 4.499 – Very Satisfactory; 4.500 - 5.000 – Outstanding

The yearly performances of teachers have been meticulously analyzed using the Individual Performance Commitment and Review Form (IPCRF) of teacher participants. Table 8 depicts teachers' performance in each of the five Key Result Areas (KRAs). As can be seen, all KRAs are rated as very satisfactory, with Curriculum and Planning receiving the utmost rating. Finally, the total teacher performance grade of 4.171 is summed up as very satisfactory.

Testing the Relationship Between the Factors of Engagement and Performance of Teachers. Testing the significant correlation involving teacher engagement and performance is essential for ensuring that educational efforts are focused on what truly matters for student success. It informs decision-making, resource allocation, and policy development, all of which contribute to improving the overall quality of education. By nurturing engaged and effective teachers, educational institutions can better fulfill their mission of preparing students for success in life.

Table 9: Test of Significant Relationship between the Factors of Engagement and Teachers' Performance

Variable	N	r - value	p - value	Decision	Interpretation
Factors of Engagement	75	0.872	0.001	Reject H_0	Significant Correlation
Teachers' Performance					

* Difference is significant at the 0.05 level (2-tailed).

Table 9 discloses the outcomes of the test of the significant relationship between the factors of engagement and teachers' performance. The r -value, which is equal to 0.872, as can be seen in the table, indicates that there is a very strong link between the variables. The p -value of 0.001 is significantly lower than the level of significance, indicating a strong link between the elements of involvement and teacher performance, further supporting the hypothesis. The findings also expound that the more involved the employees are with their work and functions, the higher the performance ratings gained.

Employees who are emotionally, physically, and cognitively engaged in their job responsibilities are more likely to function well at work (Kahn 1990). Sacks (2006) added that an engaged employee is focused on his tasks and involved in them.

This part presents the analysis and discussion of the results obtained from 10 out of the 75 teacher-participants of the secondary public schools of Pagadian City Division. The main point of these queries is on the teaching experiences of the participants while teaching in Pagadian City.

Challenges Encountered by the Teachers of Pagadian City Division. Based on the responses of the teacher participants, the succeeding themes emerged during the interview.

Different backgrounds of learners. This theme is supported by the statements of the participants coded or categorized as Academic background of learners, Family background of learners, and Different personality traits of learners. Teachers in the classroom are challenged with the different abilities, skills, and traits of the learners. During the interview process, one participant expressed, "I have taught talented and gifted students in Mathematics. Some of the talented ones compete in the different Math competitions at the Division, Regional, and National Level however, some students lack pre-requisite skills needed for the new lessons". One participant also shared, "I have struggling readers. Some have a low level of understanding compared to their age". Another added, "Learners find it difficult to answer their modules because of the learning gap." In addition, one participant stated, "Some learners in my class lack the basic concept, but some have."

Furthermore, one expressed, "I struggled in dealing with the student's behavior towards learning. Some of my students lack study habits, which greatly affects their performance. They have varied learning styles, which is very difficult for me to address".

Aside from academic background, the family background of learners also supports this theme. Learners who come to school with family problems cannot focus in class, resulting in their learning being affected. One teacher said, "Some of my students have family problems, and these problems affect their learning performances." With the Self-learning Modular Approach, teachers are worried about how the learners are able to learn the lessons fully. As expressed by one teacher, "Parent's educational background matters most in the learning outcomes of the learners. Some parents can help their children in answering the modules while some cannot even assist due to lack of education."

Insufficient resources in school. The school resources referred to in this theme are funds, print, and non-print online access that support teaching and learning. Statements shared by the teacher participants were coded or categorized as follows: Inadequate technical facilities, Limited means of communication, and Insufficient funds.

Teaching with inadequate resources is really difficult. Teaching online is very challenging, especially if the internet connectivity is so slow. This is a common challenge to many teachers, as revealed by most teacher participants, "Slow internet is one of the many challenges. This affects not only us teachers but also our students. This situation results sometimes in unfinished tasks and cancellation of learning activities".

In rural areas, teachers find it difficult to communicate with the learners and parents. Some learners do not have the needed gadgets at their homes. Whenever there are issues and concerns, it is challenging for teachers to communicate with them. This is revealed by one of the teacher participants as she said, “Neither the learner nor the parents have the gadget needed for communication, and so whenever there are concerns about the performance of the learner, we can’t communicate with them that easily.”

The insufficiency of funds is also supported by the statement, “When we do home visitations and delivery of modules to some learners, our school doesn’t have the budget to spend for us on those activities. In fact, we sometimes use our own personal funds to help produce enough copies of modules in order to achieve one module to one learner ratio.”

Pressures from colleagues and higher office. Teaching in the Department of Education is quite challenging. One significant theme that surfaced from the teacher participants’ responses is the Pressures from colleagues and higher office. As revealed by one of the teacher participants in the interview, “In school, we are pressured with the additional work aside from our subject load. There are multiple responsibilities in school, and some ancillary works are assigned to us.” One teacher supported, “*Being in charge of the reports pressured us, especially when the submission is urgent.*” Moreover, one teacher expressed, “*The paperwork looks endless in sight, so we sometimes extend our working hours in order to cope with it.*” Furthermore, another teacher expressed, “*One of the many challenging situations that we always experience is the overlapping of activities in school and in the division.*”

Teacher’s limited skills in these trying times. A capable educator seizes every chance to promote learning because they are certain that every student can learn, and that learning is not constrained to the four walls of the classroom. In these trying times where different learning modalities are implemented, teachers realized that they faced challenges that hindered them from effectively managing the learning activities, especially online classes. Delving into the responses of teacher participants, three main categories came up, namely: Management skills in these trying times, Limited mentoring skills, and Limited computer and IT skills. These categories support the theme: Teacher’s limited skills in these trying times.

The different categories are supported by the statements of the teacher participants, as one teacher said, “*I have limited skills in operating gadgets, and I find it difficult to teach reading online.*” Another teacher said, “*I have difficulties in applying distant learning strategy. I don’t have training on it. I am not an expert on it.*”

Managing learners in these times is also quite challenging. Although students are in their homes pursuing their education, teachers see to it that the learners are doing their tasks and are effectively coping with the demands of the new normal education. One teacher expressed, “*Some learners manifest different behaviors during the pandemic. It is challenging to manage their attitude. I find it difficult to manage and discipline learners online.*” One participant added, “*Bullying among learners exists online, and I’m burned out.*” “*As a teacher, I need to be more encouraging and motivating to all students because they easily get discouraged. Managing them is challenging,*” another teacher added.

Coping Strategies of Teachers in Pagadian City Division. After thorough comparison and analysis of the relationships of focused codes, the researchers have come up with three themes that summarized the experiences behind the motivation of work engagement of teachers in the Pagadian City Division. These themes are Passion for teaching and a climate of high expectations, Personal and professional development, and Support and relatedness of stakeholders.

Passion for teaching and a Climate of high expectation. The theme “Passion for teaching” describes the concept that teachers’ motivation to teach is their love of students and the love of God. In fact, this reinforced their very high perception of the factor shared values since one of the top priorities of the Pagadian City division is student welfare. As revealed in the interview, one teacher said, “Hard work and commitment were the needed values when I worked with these students.” This shows that their love of students motivated them and inspired them to engage in teaching. This passion is coupled with the desire to live with what is expected of a teacher, as expressed by one teacher, “I have to cope with what is expected of me. Teachers mold the minds of the future leaders of the nation.”

Even during difficult times, teachers are so courageous to face the challenges in order for the learners to learn. In fact, one teacher said, *“Every day, I have to make sure that the students are engaged in learning despite the pandemic and with the limited resources and facilities.”* One added, *“DepEd’s Mission and Vision is my inspiration to do the tasks.”* Their values formation also supported their heart’s desire since teaching is their own choice.

Personal and professional development. Personal and professional development is all about finding out the way to perform your job better. It is composed of the concepts of developing personality traits, gaining more enriched skills, and becoming more professionally competent, and gaining a higher self-worth. This describes the benefits gained by teachers when they worked happily. Teachers’ experiences capacitated them with skills and made them more confident. Personal and professional development also satisfies teachers’ need for competence.

Support and relatedness of co-stakeholders. Support and relatedness of co-stakeholders describe the concept of experiencing support from the school head, colleagues, parents, and a welcoming environment. Also included is the concept of experiencing open communication with the school head and colleagues. This theme relates to the high level of teachers’ perception of the work environment because teachers are happy with an environment where there is collaboration and cooperation among parents, teachers, and school heads.

Conclusion and Recommendations

This research sought to examine the levels of perceptions on the factors of engagement and levels of work engagement of the 75 secondary school teachers of Pagadian City Division. Motivational factors in the work environment are indispensable to excellent job performance. The passion for teaching, which engenders the altruistic motive of making a difference in the lives of learners and enables teachers to surmount obstacles or challenges in the way, should be supported by a favorable work environment. This environment can intrinsically motivate teachers when their needs for competence, relatedness or sense of belongingness, autonomy for self-realization, and self-development are satisfied. It is a positive work environment that facilitates teachers’ creativity, dedication, commitment, and excellence.

Based on the findings and the conclusion made after considering the responses of the teacher-participants as well as the personal experiences of the researchers during the conduct of the study, the succeeding recommendations to improve the teachers’ level of work engagement:

1. Enhancing qualities of school heads. School heads, aside from being equipped with management skills, must also possess a kind and understanding heart in order to support the teachers in times of difficulty. Extending personal help to teachers, especially

during hard times, alleviates their feelings of being burdened while performing their duties.

2. Administration, parents, and community should provide support to the teachers so as not to be overburdened in looking for resources to improve their classrooms.

3. Developing and maintaining a welcoming environment. Schools should develop and maintain a working environment where there is a culture of collaboration and cooperation among teachers so that all teachers will be helped and encouraged to execute their duties and responsibilities to a high level.

4. Promoting open communication among teachers and school heads. The school ought to encourage educators to share ideas and participate in decision-making, especially when it concerns the school. Being part of the planning, implementation, and evaluation of any school activities encourages teachers to be more creative and participative.

5. Providing opportunities to enhance the skills of teachers. Under the new normal, learners are becoming techy and smart, and teachers should not be outsmarted by the students. DepEd officials should always look for opportunities for the continuing personal and professional growth of teachers in order for them to be updated with the new trends of teaching so that they will be more confident and competent in doing their tasks.

6. Giving regular feedback. A system of giving feedback to teachers on how they are doing should be implemented or adopted in schools to evaluate teacher's strengths and weaknesses continuously.

7. Providing activities for self-reflection. Teachers need time to have self-evaluation or reflection to unwind or re-fuel to refresh their energy to work. The school should conduct activities like retreats or recollections or any activity that will strengthen the good relationship between teachers and the school head.

8. Updating teachers' promotion. A teacher's promotion in DepEd also means an increase in salary. Human Resource Officer should also consider on-time updating of salary increments or reclassification of teacher's items to increase the salary of teachers for them also to satisfy their personal needs. It can also reduce difficulty and motivate them to perform better.

9. This study is only relevant to the work environment of the teachers of the Pagadian City Division. Perhaps this can be a precedent for other public schools of DepEd Pagadian City Division to conduct further studies in their own work environment to properly assess the general key factors of teacher engagement at the Division level with the intention of enhancing the quality of education for the benefit of tomorrow's future leaders, the youth of today.

10. Creating a basis for further research. Further studies be undertaken to explore teacher's experiences and perceptions on the different factors affecting their level of engagement. Future research studies may add to the in-depth understanding of the phenomenon.

Dissemination and Advocacy Plans

Dissemination and advocacy plans are critical components of any initiative aimed at enhancing the engagement and performance of teachers. These plans help ensure that relevant stakeholders are informed, engaged, and supportive of the effort. These plans are structured on the following: (1) Developing a comprehensive communication strategy that summarizes the primary messages, communication channels, and time; (2) Engaging teachers as active participants in the dissemination and advocacy process is crucial. They should be well-informed about the goals and benefits of the initiative and encouraged to

provide input and feedback; (3) Ensuring that teachers and other stakeholders have access to the needed resources and materials to support the initiative. This may include training materials, research findings, best practices, and tools for measuring progress; (4) Collaborating with educational organizations, local businesses, community groups, and other relevant entities. Building partnerships can help amplify the message and garner additional support for the initiative; and (5) Advocacy for Policy Changes: If the initiative requires policy changes or additional resources, engage in advocacy efforts to influence decision-makers at the district, state, or national levels. Clearly communicate the benefits of these changes to the education system.

Effective dissemination and advocacy plans are essential for driving positive changes in teacher engagement and performance. By ensuring that all stakeholders are well-informed, engaged, and supportive, these plans can help create a conducive environment for improving education quality and ultimately benefiting students' learning outcomes.

References

- Adie, James W., Joan L. Duda, and Nikos Ntoumanis. 2008. "Achievement goals, competition appraisals, and the psychological and emotional welfare of sport participants." *Journal of Sport and Exercise Psychology* 30, no. 3: 302-322.
- Arlestig, Helene n.d. "Principal's communication inside school: A contribution to school improvement." *The educational forum*, Vol.5(3), 356-390.
- Aguinis, Herman, and Kurt Kraiger. 2009. "Benefits of training and development for individuals and teams, organizations, and society." *Annual review of psychology* 60: 451-474.
- Anderson, Carolyn M. & C. Cawsey. 2008 "Learning for leadership: Building a school of professional practice." Victoria, Australia: ACER Press. 1
- Anitha, Jagannathan 2014. "Determinants of employee engagement and their impact on employee performance." *International journal of productivity and performance management* 63, no. 3: 308-323.
- Ariani, D.W. 2013. "Relationship between employee engagements, organizational citizenship behavior, and counterproductive work behavior." *The International Journal of Business Administration*. Vol. 4, 2-25.
- Bakker, Arnold B., & Evangelia Demerouti. 2008. "Towards model of work engagement." *Career Development International*, Vol.13, 209-223.
- Basikin, Vigor n.d. "Dedication and absorption: Work engagement among secondary schools." *English teachers in Indonesia. International Conference*.
- Batista-Taran, Laura C., Michael Bradley Shuck, Cinthya C. Gutierrez, Sofia Baralt, (n.d.) "The role of leadership style in employee engagement." *Global Institute for Leadership Development Brochure*. Retrieved: www.lnkageinstitutes.com/leader/program. 65 6332 2189.
- Bay, Amelia B., Imelda L. An, and Jake M. Laguador. 2014. "Organizational satisfaction and work engagement of Filipino teachers in an Asian university." *International Journal of Multidisciplinary Academic Research* 2, no. 4 32-41.
- Bledow, Ronald, Antje Schmitt, Michael Frese, & Jana Kuhnel. 2011. "The effective shift model of work engagement." *Journal Applied Psychology*, Vol. 96, 1246-1253.
- Buckingham, Marcus, & Curt Coffman. 1999. *First break all the rules: what the greatest managers do differently*. Reflections of a strategic mind: A resource in leadership, OB/HR techniques, and career development.
- Chughtai, Aamir Ali, & Finian Buckley. 2009. "Linking trust in the principle to school outcomes." *International Journal of Educational Management*, Vol. 23, 574-589
- Cruz, Ilona Bobek. 2010. Mini critique: the k+12 debate. Philippine Star. Retrieved from <http://www.hilstar.com/education-and-home>.2010.
- Department of Education Order No. 2, s. 2015. *Guidelines on Results-Based Performance Management System (RPMS)*.
- Department of Education Order No. 42, s. 2017. *National Adoption and Implementation of the Philippine Professional Standards for Teachers*.
- Firestone, William A. & James R. Pennell. 1993. "Teacher commitment, working conditions, and differentiated incentive policies." *Review of Educational Research*, Vol. 63, 489-525.
- Garcia-Morales, Victor, Maria Jimenez Barrionuevo, and Leopoldo Gutiérrez. 2012. "Transformational leadership influence on organizational performance through organizational learning and innovation." *Journal business of research*. Vol. 65(7), 1040-1050.

- Guglielmi, Dina, I. Bruni, Silvia Simbula, Franco Fraccaroli, Marco Depolo. 2016. "What drives teacher engagement: a study of different age cohorts." *European Journal of Psychology of Education* Vol.31(3), 323-340.
- Half, Romer R. 2016. "Who are the happiest workers and what are the top drivers of workplace's happiness." *California PR Newswire*. 1
- Heathfield, Susan M. 2019. "Create a work environment that encourages employee engagement." 1
- Hughes, Mike and Ian Franks. 2008. "The essential of performance analysis: an introduction." USA: Routledge.
- Huitt, William. 2001. "Motivation to learn: An overview." *Educational psychology interactive* 12, no. 3: 29-36.
- Joshi, Rama J., and J. S. Sodhi. 2011. "Drivers of employee engagement in Indian organizations." *Indian Journal of Industrial Relations*: 162-182.
- Kahn, William A. 1990. "Psychological conditions of personal engagement and disengagement at work." *Academy of management journal* 33, no. 4: 692-724.
- Kimutai, Nicholas K. 2015. "Effect of Reward on Employee Engagement and Commitment at Rift Valley Bottlers Company." *International Academic Journal of Human Resource and Business Administration*. Vol.16(5), 36-54.
- Klusmann, Uta, Mareike Kunter, Ulrich Trautwein, Oliver Ludtke, & Jurgen Baumert. 2008. "Engagement and emotional exhaustion in teachers: does the school context make a difference?" *Applied Psychology: An International Review*. Vol. 57, 127-151.
- Memmott, Larry L. 2002. "Retaining and motivating employees." Washington tree fruit postharvest conference. <http://postharvest.tfrec.wsu.edu/PC2002G.pdf>.2002.
- Michael, Christian S., Adela S. Garza, & James Edwin Slaughter. 2011. "Work engagement: a quantitative review and test of its relations with task and contextual performance." *Personal Psychology*, Vol. 64, pages 84-136.
- Minarik, Melanie M., Bill Thornton, and George Perreault. 2003. "Systems thinking can improve teacher retention." *The Clearing House: A Journal of Educational Strategies, Issues and Ideas* Vol.76(5), 33-34.
- Morgan, Michael M. 2017. "The top 3 factors that influence employee engagement." Ragan.com Daily Headlines. Retrieved from: <https://www.ragan.com/the-top-3-factors-that-influence-employee-engagement>.
- Nizam, K., Shah, F. 2015. "Impact of employee motivation on organizational performance in oil and gas sector of Pakistan." *International Journal of Managerial Studies and Research*. Vol. 3, 12.
- Rhoades, Linda & Robert Eisenberger. 2002. "Perceived organizational support: a review of literature." *Journal of Applied Psychology*, Vol. (87), pages 698-714.
- Saks, Alan M. 2006. "Antecedents and consequences of employee engagement." *Journal of managerial psychology* 21, no. 7: 600-619.
- Schaufeli, William B., and Arthur B. Bakker. 2004. "Job demands, job resources, and their relationship with burnout and engagement: a multi-sample study." *Journal organizational behavior*, Vol. 25, 293-315.
- Schaufeli, William B., Marisa Salanova, V. Vicente González-Romá, & Arnold B. Bakker. 2002. "The measurement engagement and burnout: a two-sample confirmatory factor analytic approach." *The Journal of happiness and studies* Vol. 3, pages 71-92.
- Schwitzer, Alan M. 2014. "Predictors of work engagement among teachers in Regina Saskatoon." Master's degree Thesis, University of Regina. Retrieved from:

<https://www.google.com/Predictors+of+work+engagement+among+teachers+in+Regina+Saskatoon>.

- Swarnalatha, C., Prasanna, T. 2013. "Employee engagement and performance excellence." *International Journal Of Management*, Vol. 4(1), 212-220.
- Timothy Bock and John Sergeant. 2002 "Small sample market research." *An International Journal of Market research* Vol.44(2), 14-16.
- Usop, Datu Amir Sajid Onotan. 2013. "Work performance and job satisfaction among teachers." *The International Journal of Humanities and Social Science*. Vol. 2(10), 23-67.
- Wellins, Richard S. n.d. "Employee Engagement: The Key to Realizing competitive advantage."
- Whittington, L., Meskelis, S., Asare, E., Beldona, S. 2017. "Enhancing Employee engagement: An Evidence Based Approach." Springer International Publishing AG: Cham, Switzerland. <https://books.google.com.ph>.
- Wiggins, Grant, & Jay Mctighe. 2011. "The Understanding by Design Guide to Creating High Quality Units." Alexandria: Virginia USA.
- Wright, M. R. 1985. "Relationships among esteem, autonomy, job satisfaction and the intention to quit teachings of downstate Illinois industrial education teachers."

Financial Report

Supplies and Materials					
Items	Qty.	Unit	Description	Unit Price	Total
1	3	ream	A4 Bond s 20	215.00	645.00
2	3	ream	Long Bond Paper s 20	320.00	960.00
3	1	set	Cannon Computer Ink	1,500.00	1,500.00
4	3	pc	Load card	300.00	900.00
5	1	pc	Flask drive	800.00	800.00
6	12	pc	Folder	20.00	240.00
7	Contingency Expenses			150.00	150.00
Total					5,195.00

Appendices

TEACHERS' ENGAGEMENT SURVEY QUESTIONNAIRE

(Adapted from Employee Engagement Survey in Charlotte-Mecklenburg Schools, 2012)

Name: (Optional) _____ Age: _____
 Sex: _____ Marital Status: _____ No. of years in Years in Service: _____

Directions: Below are factors of teachers' work engagement. Based on your perception, please rate each item by checking the corresponding choices below:

No.	ITEM DESCRIPTION	Strong ly Agree (5)	Agre e (4)	Slight ly Agree (3)	Disagre e (2)	Strong ly Disagr ee (1)
A. Shared Values						
1	Meeting the needs of students is one of Pagadian Division's top priorities.					
2	Teachers and staff of Pagadian City are courteous when working with others (parents, students and colleagues).					
3	The principal expects all teachers to share ideas to improve performance.					
4	My principal encourages me to do my best always.					
5	I feel comfortable sharing ideas and opinions with my principal and my colleagues.					
6	In school I am motivated to contribute more than what is expected of me.					
7	In school our passion towards duties and work assignments are developed.					
B. Leadership						
1	The school principal's actions are consistent with her words.					

2	The school principal makes good decisions most of the time.					
3	My principal has strong management skills.					
4	I can count on my principal's support when addressing problems or issues.					
5	I enjoy the professional relationship I have with my principal.					
6	I trust my principal to make good decisions for students.					
7	My principal has high expectations for all teachers.					
C. Communication						
1	I believe I can contribute in decision making at Pagadian City Schools Division					
2	I can effectively communicate to my co-teachers important issues that affect me or the school.					
3	My principal is willing to listen to new ideas.					
4	The principal clearly explains the reasons behind decisions on key issues.					
5	The principal actively seeks suggestions from the teachers regarding decisions that affect them.					
6	The principal provides clear direction and expectations of my job performance.					
7	The principal holds meeting to disseminate information and to address important issues regularly.					
D. Feedback Recognition						

1	I am appreciated for the extra time and effort I spent in co-curricular activities.					
2	I received recognition for my active participation in extra-curricular activities.					
3	My principal gives me constructive feedback to improve my work performance.					
4	I received negative feedbacks to challenge me to improve my performance					
5	The school recognizes teachers for their quality work and accomplishments.					
6	I am encouraged and expected to give feedback to improve our school.					
7	The school's evaluation tool is used to assess my work performance objectively.					
E. Work Environment						
1	I believe work is distributed fairly in our school.					
2	I work in an environment where there is mutual respect among all teachers, staff, and administrators.					
3	My principal implements policies fairly in our school					
4	My principal allows me to make decisions about how to do my work.					
5	My principal creates a professional work environment.					
6	My principal encourages collaboration among teachers and staff.					
7	There is professional jealousy and factions in school.					

	F. Career Growth and Training Opportunities					
1	Training offered by Pagadian City helps me to be effective in my job.					
2	My principal provides opportunities and support for my professional growth and improvement.					
3	The LAC sessions and conferences are effective in my professional development.					
4	There are leadership opportunities for me in our school.					
5	The school encourages continued education and professional growth.					
6	My work experience in our has improved my teaching performance.					
7	The summer team building activities and semestral in-service trainings have helped me in my professional growth.					