

## FACTORS ASSOCIATED WITH THE TEACHERS' WORK ENGAGEMENT AMONG PUBLIC ELEMENTARY SCHOOLS IN SAMAR ISLAND

ZENAIDA PADUAL MENGULLO

School Principal II

Catumsan Integrated School

Email: [zenaida.mengullo@deped.gov.ph](mailto:zenaida.mengullo@deped.gov.ph)

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### ABSTRACT

This study examined the factors shaping teachers' work engagement in public elementary schools across Samar Island, Philippines. Data from surveys were collected to explore the influence of job satisfaction, emotional intelligence, and professional identity on teacher engagement. Findings indicated exceptionally high levels of job satisfaction among teachers, stemming from positive perceptions of organizational leadership, support, and a conducive work environment. Similarly, teachers exhibited high emotional intelligence, enhancing their communication and problem-solving skills. Furthermore, teachers demonstrated a strong professional identity, aligned with personal values that contributed actively to the profession's advancement. High levels of vigor, dedication, and absorption underscored their engagement and commitment to their roles. Correlation analysis revealed significant relationships between these factors and work engagement, highlighting the importance of addressing multiple factors for enhanced teachers' satisfaction and effectiveness. Thus, this study offers practical insights for improving teachers' engagement and organizational success in Samar Island's public elementary schools.

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### Introduction

Teacher work engagement has increasingly been recognized as a critical element in determining the efficacy and success of educational outcomes, underscoring its profound impact on teacher well-being and student achievement (Perera et al., 2018). This heightened focus on teacher engagement reflects a broader understanding of its role, which is not merely beneficial but essential to the vibrancy and effectiveness of educational environments. Described as a state of high energy, motivation, and a profound commitment to work, teacher engagement fosters an array of positive outcomes ranging from improved instructional quality to enhanced problem-solving capabilities and increased organizational commitment (Greenier et al., 2021).

Research has elucidated that engaged teachers display a higher quality of professional life, directly influencing the educational process through superior instruction quality and greater organizational loyalty. Further, engagement is closely linked with teacher efficacy, serving as a pivotal mechanism that harnesses social support to boost teachers' confidence in their instructional capabilities (Wang, 2021) (Namaziandost et al., 2022) noted that individuals who exhibit high levels of dedication and passion are more likely to engage deeply with their professions, a sentiment echoed by Cardwell (2021), who highlighted the positive correlation between work engagement and instructional effectiveness.

Amidst this growing recognition, a particular emphasis has been placed on the key factors that facilitate or hinder work engagement, especially among EFL/ESL teachers, where cultural and contextual dynamics play significant roles (Burić & Macuka, 2018; Greenier et al., 2021; Xie, 2021). This increasing body of research indicates a pressing need to investigate how pivotal factors such as job satisfaction, emotional intelligence, and professional identity directly influence levels of engagement. These components are crucial for tailoring interventions that improve teacher engagement and reinforce the educational framework within which they operate, particularly in uniquely challenging environments like Eastern Samar. This study aims to delve into these factors, providing nuanced insights that could guide future educational strategies and support systems, thereby enhancing teacher satisfaction and effectiveness in regions facing similar challenges.

By delving into the interplay between job satisfaction, emotional intelligence, and professional identity, this research aims to elucidate their collective impact on the engagement levels of teachers in the public schools of Samar Island. This study is strategically positioned to bridge a significant void in existing educational research by providing a detailed analysis of how these factors influence teacher engagement in a context marked by unique socio-economic and cultural challenges. The insights gleaned will be invaluable for policymakers, educators, and school administrators actively seeking strategies to enhance teacher effectiveness and retention, particularly in regions that mirror the complexities of Eastern Samar. Moreover, this research endeavors to offer a comprehensive framework that can be utilized by educational leaders worldwide to foster environments that enhance teacher engagement. The findings are expected to contribute to a more nuanced understanding of the dynamics of teacher engagement, particularly in settings that face similar challenges to those found in Eastern Samar. This could lead to more effective policies and practices that improve teacher satisfaction, reduce turnover, and elevate the overall quality of education. By focusing on these critical factors, the study will provide actionable insights that can be adapted and implemented across diverse educational landscapes, ultimately supporting the development of teaching practices that are both effective and sustainable.

### **Statement of the Problem**

The research is design to determine the factors that are associated to teachers' work engagement among public school teachers in Samar Island. It intends to specifically answer the following questions:

1. What are the factors associated to work engagement of teachers among public elementary schools in Samar Island in terms of:
  - 1.1 job satisfaction;
  - 1.2 emotional intelligence; and

1.3 professional identity?

2.What is the level of work engagement among the respondents?

3.Is there a significant relationship between the factors and level of work engagement of teachers among public elementary schools in Samar Island?

## LITERATURE REVIEW & STUDIES

This section contains relevant books, journals, articles, and internet information by various writers. Moreover, it included excerpts of findings of previously conducted research that are parallel to the present study.

### Teacher's Job Satisfaction

Hogue's study of 2023 presented a nuanced exploration of the intricate relationship between Teacher Job Satisfaction (TJS) and Student Achievement (SA) across diverse educational landscapes. Through an extensive review of thirty-two empirical studies spanning a twelve-year period, the research sheds light on how variations in TJS can impact educational outcomes on a global scale. The study's strength lies in its comprehensive scope, encompassing data from various countries and educational systems, thus offering a panoramic view of the phenomenon.

Wolomasi's (2019) study offered valuable insights into the relationship between job satisfaction and job performance among elementary school teachers in the Boven Digoel district of Papua. With contemporary community demands placing significant emphasis on youth development, understanding, and enhancing teacher performance both inside and outside the classroom becomes imperative. The study found a significant positive correlation between job satisfaction and job performance among these teachers. This empirical evidence underscored the importance of prioritizing strategies aimed at enhancing teacher satisfaction to improve overall performance within educational settings. The implications of these findings extended to school management, education policymakers, and regional authorities, urging them to develop targeted initiatives that foster a supportive and conducive work environment for teachers. By recognizing the critical link between job satisfaction and job performance, stakeholders can effectively cultivate a culture of excellence within elementary education in the Boven Digoel District, ultimately benefiting the broader community and youth development initiatives.

Lie's 2021 study delved into the critical factors influencing teacher performance within the context of educational quality. Recognizing that teacher's performance directly impacts the efficacy of the learning process in schools, using partial least squares analysis, the study examined the relationships between teacher performance, certification, motivation, and job satisfaction. Results revealed that while teacher certification and job satisfaction significantly influence teacher performance, motivation does not exhibit a significant effect. The study's findings highlighted the complex interplay of factors affecting teacher performance and underscored the importance of addressing certification and job satisfaction to enhanced educational outcomes. However, the inconclusive impact of motivation suggested the need for further investigation into its role in driving teacher performance. Overall, Lie's study contributed valuable insights for educational stakeholders, emphasizing the multifaceted nature of teacher's performance enhancement efforts and advocating for targeted interventions to support teacher certification and job satisfaction.

Thahir's (2021) study investigated the relationships between teacher professional development, job satisfaction, and teaching performance among junior high school teachers in Gowa Regency. Utilizing a quantitative approach with descriptive correlational techniques, the study collected data through questionnaires from 60 respondents. The analysis employed product moment and regression analysis using the SPSS program. Results indicated that both teacher professional development and job satisfaction positively and significantly impact teaching performance. The study's implication emphasized the importance of enhanced teacher performance through targeted professional development initiatives, such as training programs, coupled with efforts to increase job satisfaction, particularly through effective leadership strategies. By addressing these factors, educational institutions can potentially elevate teaching quality and contribute to improved student outcomes.

### **Teachers' Emotional Intelligence**

Valente (2019) conducted a study examining the impact of teachers' emotional intelligence on classroom discipline management and explored the relationship between emotional intelligence and teachers' gender, academic background, and years of service.

The findings revealed a positive correlation between teachers' emotional intelligence and their ability to manage classroom discipline effectively. Specifically, teachers with higher emotional intelligence demonstrated greater proficiency in handling classroom discipline issues. Overall, the results indicate statistically significant relationships within the model, suggesting that emotional intelligence is a critical factor in shaping classroom discipline management. This study contributes valuable insights into the importance of emotional competence for educators and highlights its implications for teacher-student relationships and overall classroom dynamics.

The study by Hamid (2019) investigates the relationship between Interpersonal Intelligence, Emotional Intelligence, and the performance of Madrasah Tsanawiyah (Islamic secondary school) teachers in Banjarmasin City. The research addresses the challenges faced by teachers in fulfilling their multifaceted roles as educators, knowledge developers, and skills trainers. The conclusion underscores the significance of enhancing Interpersonal Intelligence and Emotional Intelligence among teachers to improve performance. Recommendations for schools include improving facilities and infrastructure to support teachers in their teaching responsibilities. Teachers are encouraged to focus on developing their Interpersonal Intelligence and effectively managing Emotional Intelligence to enhance their overall performance.

Overall, this study contributes insights into the critical impact of social environmental factors, particularly Interpersonal Intelligence and Emotional Intelligence, on teacher performance in Madrasah Tsanawiyah settings. The findings highlight practical implications for schools and teachers to optimize teaching effectiveness and professional development.

### **Teachers' Professional Identity**

Gracia (2021) conducted a study aimed at developing and validating an instrument to assess future Secondary Education teachers' perceptions of Teachers' Professional Identity (TPI). The study's findings demonstrate that the instrument exhibits high levels of validity and reliability, indicating its effectiveness in assessing perceptions related to Teachers' Professional Identity among future Secondary Education teachers. This instrument is

particularly valuable for research in the field of TPI, especially during initial teacher training programs, where identity crises may be more prevalent in consecutive training models. Sun (2022) explored the mediating effects of psychological empowerment and work engagement on the relationship between professional identity and career satisfaction among teachers. The study aimed to delve deeper into the mechanisms underlying the positive relationship between professional identity and career satisfaction previously identified in literature.

Results from the study indicated several key findings: (a) a positive relationship between professional identity and career satisfaction; (b) psychological empowerment and work engagement independently mediating the relationship between professional identity and career satisfaction; and (c) a sequential mediating effect, whereby professional identity influences career satisfaction via its impact on psychological empowerment, subsequently affecting work engagement.

Sun (2022) highlighted that professional identity significantly impacts teacher career satisfaction. The study underscored the mediating roles of psychological empowerment and work engagement, both independently and sequentially, in explaining this relationship. These findings contribute to a deeper understanding of factors influencing teacher satisfaction and have implications for educational policies and practices aimed at enhancing teacher well-being and performance.

### **Teacher's Work Engagement**

The study of Sudibjo (2023) addressed the global concern on low work engagement (WE) levels within educational organizations by examining the influence of perceived organizational support (POS) and servant leadership (SL) on teachers' work engagement. The findings highlighted several key points: first, meaningful work emerges as the strongest predictor of teachers' WE, indicating the importance of perceiving one's work as significant and purposeful for fostering engagement. Second, perceived organizational support emerged as the strongest predictor of meaningful work, underscoring the significance of organizational backing in cultivating a sense of purpose among teachers. However, the study revealed that while meaningful work partially mediates the relationship between POS and teachers' WE, the direct relationships between POS and WE, as well as SL and WE, exert stronger effects.

These results emphasized the pivotal role of both organizational support and servant leadership in promoting teacher engagement. Sudibjo's study underscored the importance of schools providing maximum support to teachers, ensuring that they perceived their work as meaningful and impactful. By acknowledging the direct and indirect pathways through which organizational factors influence work engagement, educational institutions can develop targeted interventions to enhance teacher wellbeing and effectiveness. Sudibjo's research offered valuable insights into the complex dynamics underlying teacher engagement and underscores the need for comprehensive support structures within educational settings.

The study of Obrad (2021) offered insight into the challenges faced by teachers in Romania amidst the COVID-19 pandemic, particularly as education transitioned from traditional classroom settings to online teaching. With the aim of analyzing the impact of professional changes on teaching during this period, the research investigated the predictors of work engagement among teachers engaged in teleworking. The findings highlighted the significance of perceived student engagement and motivation as major determinants of work engagement among teachers. This suggested that teachers' perception of student involvement

and enthusiasm plays a crucial role in shaping their own engagement with their work, particularly in the context of remote teaching.

Meanwhile, in the findings of Villacorte (2022), it was found out that engagement with teachers was missed by the learners when pandemic occurred. Reduced interaction with teachers depicts with the highest percentage as it appeared to be the most disadvantage in the implementation of modular distance learning. This imply that engaged educators are more likely to create a positive and productive learning environment.

Moreover, the findings of (Lanuza, 2023) highlighted the extent to which the leadership behavior of school heads has been excellent. The study recommended that administrators establish linkages with organizations that have the potential to benefit school heads and teachers in all disciplines to determine precisely what initiative and innovation best improve the education process. Moreover, dealing with educational gaps or issues requires good leadership behaviors and strategies. Benchmarking and participation in existing leadership programs, such as the School Heads Development Program Foundational Course and Training Program on School Leadership and Management (TPSLM) and Learning Delivery Modalities (LDM) Course offered by NEAP, can broaden mentorship and aid school heads in managing the organization and guiding individuals toward success. On the other hand, teachers can also be encouraged to pursue higher education by allowing them to enroll in graduate programs to improve their instructional competency and personal traits and obtain a deeper understanding of the leadership behavior of their school heads.

## METHODOLOGY

This study employed a descriptive correlational research design. A type of research design aimed to describe and examine the relationships or associations between variables without manipulating or intervening in the study. It focused on observing and measuring variables as they naturally occur and exploring how they are related to each other. In this context, the variables that were measured or observed in the study are the factors associated to work engagement such as job satisfaction; emotional intelligence and professional identity which are the independent variable while the work engagement of teachers serves as the dependent variables.

The descriptive survey questionnaire was chosen for its ability to systematically collect and analyze data regarding the characteristics, perceptions, and experiences of participants.

Furthermore, the descriptive survey questionnaire would also incorporate correlational analysis to explore the relationship between different determinants of work engagement. Correlational analysis would enable the researcher to examine the strength and direction of the associations between various factors, providing insights into which the aspects of the work environment are most strongly correlated with teacher's work engagement. By employing both the descriptive and correlational methods, the study sought to provide a comprehensive understanding of the factors influencing teacher's work engagement among the public elementary school teachers in Samar Island.

There was a total of 288 respondents from the six (6) identified public Elementary School's across Samar Island. Respondents were selected through Total Enumeration Sampling; a systematic method used in research to exhaustively search and investigate a finite set or population. All selected respondents came from the central schools within the selected Samar Island division offices.

### Research Instrument

The research instrument that was used in this study was adopted from the study of Butakor, (2021). This is a specific research instrument developed to examine the interplay between job satisfaction, emotional intelligence, professional identity and work engagement among teachers. The instrument consists of a series of Likert-scale items or statements that teachers respond to, indicating their level of agreement or disagreement with each item. The scale covers multiple factors associated to work engagement, including job satisfaction, emotional intelligence, and professional identity.

By using the instrument, the researcher gained valuable insights from the factors associated to work engagement of teachers in Samar island. The scale allows for quantitative data collection, enabling the researcher to analyze and compare job satisfaction levels across subgroups of teachers.

### Measurement of Variables

The factors were measured using a Likert scale. Data were analyzed through calculating descriptive statistics, such as means, medians, or percentages, for each Likert-scale item. This analysis provided an overview of the participants' level of agreement or disagreement with the measurement of factors associated to work engagement below. This would help identify patterns and trends in the mentioned factors.

#### Level of Job Satisfaction

| Range   | Interpretation          |
|---------|-------------------------|
| 4.2-5.0 | Exceptionally Satisfied |
| 3.4-4.1 | Highly Satisfied        |
| 2.6-3.3 | Moderately Satisfied    |
| 1.8-2.5 | Slightly Satisfied      |
| 1.0-1.7 | Poorly Satisfied        |

#### Level of Self-perceived Emotional Intelligence & Level of Self Perceived Professional Identity

| Range   | Interpretation                   |
|---------|----------------------------------|
| 4.2-5.0 | Very High Emotional Intelligence |
| 3.4-4.1 | High Emotional Intelligence      |
| 2.6-3.3 | Moderate Emotional Intelligence  |
| 1.8-2.5 | Low Emotional Intelligence       |
| 1.0-1.7 | Very Low Emotional Intelligence  |

#### Level of Work Engagement

The level of engagement refers to the degree of involvement, interest, and active participation that teachers demonstrate in a particular activity, task, or role. It reflects the extent to which an individual is immersed, focused, and motivated in their engagement with a specific endeavor.

The level of engagement was used to assess the teacher's engagement and investment in teaching. Measurement of variables below was used to analyze or interpret the level of engagement of teachers.

| Range   | Interpretation         |
|---------|------------------------|
| 4.2-5.0 | Exceptionally Engaged  |
| 3.4-4.1 | Highly Engaged         |
| 2.6-3.3 | Satisfactorily Engaged |
| 1.8-2.5 | Slightly Engaged       |
| 1.0-1.7 | Poorly Engaged         |

### Analysis of Data

The research mainly used Pearson correlation coefficient to determine the factors that are associated to work engagement of teachers. Descriptive statistics such as mean, percentage and frequencies were used to determine the variables that affect teachers' school engagement among public central elementary schools in Samar Island. Data were collected using the standardized survey questionnaire.

### RESULT AND DISCUSSION

This encapsulates the culmination of the research efforts, offering insights into the factors associated with teacher work engagement in public elementary schools in Samar Island. This delves into the analysis of collected data, providing a comprehensive overview of the results obtained from various research methods employed. Additionally, this engages in an in-depth discussion, interpreting the significance of the findings within the context of existing literature, theoretical framework, and practical implications for educational practice.

### Factors Associated to Work Engagement of Teachers

Table 1 presents the data on various factors affecting engagement within an organization, measured by mean scores and standard deviations. The grand mean of 4.11 reflects an overall high level of engagement across all factors. While the data indicates a strong sense of engagement within the organization, attention should be directed towards improving support and training initiatives to ensure sustained employee satisfaction and performance.

**Table 1. Factors Associated to Work Engagement of Teachers**

| Factors                                   | Mean | Standard Deviation | Description           |
|-------------------------------------------|------|--------------------|-----------------------|
| 1.Leadership and Planning                 | 4.20 | .787               | Exceptionally Engaged |
| 2. Organization's Culture & Communication | 4.13 | .811               | Exceptionally Engaged |
| 3.Role within the Organization            | 4.26 | .762               | Exceptionally Engaged |
| 4.Work Environment                        | 4.15 | .758               | Highly Engaged        |

|                               |                         |             |              |                       |
|-------------------------------|-------------------------|-------------|--------------|-----------------------|
| 5.Teachers' with Performance  | Satisfaction Supervisor | 4.43        | .730         | Exceptionally Engaged |
| 6.Organizational and Training | Support                 | 3.87        | 9.965        | Highly Engaged        |
| 7.Compensation and Benefits   |                         | 3.61        | 1.113        | Highly Engaged        |
| 8.Organizational Loyalty      |                         | 4.20        | .798         | Exceptionally Engaged |
| 9.Organizational Environment  |                         | 4.20        | .798         | Exceptionally Engaged |
| <b>GRAND MEAN</b>             |                         | <b>4.11</b> | <b>1.835</b> | <b>Highly Engaged</b> |

Table 2 provides various statements related to emotional intelligence. Respondents demonstrate a high level of emotional awareness, as indicated by mean scores for statements such as understanding one's own emotions, knowing whether they are happy or not, and being sensitive to the feelings and emotions of others.

**Table 2. Teachers' Emotional intelligence**

| Item                                                                 | Mean | Standard Deviation | Description                      |
|----------------------------------------------------------------------|------|--------------------|----------------------------------|
| I have a good sense of why I feel certain feelings most of the time. | 4.23 | 0.656              | Very High Emotional Intelligence |
| I have a good understanding of my own emotion.                       | 4.34 | 0.655              | Very High Emotional Intelligence |
| I really understand what I feel.                                     | 4.37 | 0.663              | Very High Emotional Intelligence |
| I always know whether I am happy or not.                             | 4.43 | 0.667              | Very High Emotional Intelligence |
| I always know my friends' emotions from their behavior.              | 4.2  | 0.7                | Very High Emotional Intelligence |
| I am sensitive to the feelings and emotions of others.               | 4.28 | 0.722              | Very High Emotional Intelligence |
| I have a good understanding of the emotions of people around me.     | 4.3  | 0.697              | Very High Emotional Intelligence |
| I always set goals for myself and then try my best to achieve them.  | 4.33 | 0.665              | Very High Emotional Intelligence |
| I always tell myself I am a competent person.                        | 4.27 | 0.692              | Very High Emotional Intelligence |
| I always tell myself I am a competent person.                        | 4.25 | 0.697              | Very High Emotional Intelligence |
| I am a self-motivating person.                                       | 4.29 | 0.699              | Very High Emotional Intelligence |
| I would always encourage myself to try my best.                      | 4.39 | 0.66               | Very High Emotional Intelligence |

|                                                                              |             |              |                                         |
|------------------------------------------------------------------------------|-------------|--------------|-----------------------------------------|
| I am able to control my temper so that I can handle difficulties rationally. | 4.27        | 0.688        | Very High Emotional Intelligence        |
| I am quite capable of controlling my own emotions.                           | 4.29        | 0.673        | Very High Emotional Intelligence        |
| I can always calm down quickly when I am very angry.                         | 4.24        | 0.742        | Very High Emotional Intelligence        |
| I have good control of my emotions.                                          | 4.22        | 0.754        | Very High Emotional Intelligence        |
| <b>Grand Mean</b>                                                            | <b>4.29</b> | <b>0.689</b> | <b>Very High Emotional Intelligence</b> |

The findings of this table indicate that respondents in the teaching profession exhibit a very high level of professional identity, engagement, and commitment. They demonstrate a strong sense of collaboration, belonging, commitment to professional development, alignment with personal values, fulfillment, adherence to ethical standards, and active participation in professional activities. Such high levels of professional identity are crucial for fostering a positive work environment, enhancing job satisfaction, and promoting continuous growth and development within the teaching profession.

**Table 3. Professional Identity and Engagement in the Teaching Profession**

| <b>Item</b>                                                            | <b>Mean</b> | <b>Standard Deviation</b> | <b>Description</b>              |
|------------------------------------------------------------------------|-------------|---------------------------|---------------------------------|
| I work collaboratively with members of the teaching profession.        | 4.43        | .666                      | Very High Professional Identity |
| I can identify positively with the members of the teaching profession. | 4.39        | .623                      | Very High Professional Identity |
| I take great pride in my chosen profession.                            | 4.36        | .646                      | Very High Professional Identity |
| I feel a strong sense of belonging to my professional community.       | 4.35        | .664                      | Very High Professional Identity |
| I am committed to continuous professional development and growth.      | 4.39        | .651                      | Very High Professional Identity |
| My professional identity aligns with my personal values and beliefs.   | 4.41        | .625                      | Very High Professional Identity |
| I find fulfillment in the work I do within my profession.              | 4.30        | .666                      | Very High Professional Identity |
| I see my professional role as an integral part of who I am.            | 4.33        | .648                      | Very High Professional Identity |

|                                                                                            |             |             |                                        |
|--------------------------------------------------------------------------------------------|-------------|-------------|----------------------------------------|
| I actively seek opportunities to contribute to the advancement of my profession.           | 4.28        | .646        | Very High Professional Identity        |
| I consistently uphold the ethical standards and principles of my profession.               | 4.46        | .631        | Very High Professional Identity        |
| I feel a strong sense of professional identity and purpose in my work.                     | 4.44        | .635        | Very High Professional Identity        |
| I am proud to introduce myself as a member of my profession to others.                     | 4.41        | .631        | Very High Professional Identity        |
| I regularly seek opportunities to network with fellow professionals in my field.           | 4.33        | .654        | Very High Professional Identity        |
| I often find myself discussing professional topics and issues outside of work.             | 4.19        | .724        | High Professional Identity             |
| I consider my professional identity to be a significant part of my self-concept.           | 4.28        | .733        | Very High Professional Identity        |
| I actively participate in professional organizations and associations related to my field. | 4.31        | .681        | Very High Professional Identity        |
| <b>Grand Mean</b>                                                                          | <b>4.35</b> | <b>.701</b> | <b>Very High Professional Identity</b> |

### Engagement Level of Teachers

Table 4 presents various statements related to vigor and engagement in the workplace, with mean scores ranging from 4.48 to 4.59. Overall, the Grand Mean of 4.53 indicates that teachers are exceptionally engaged in their work and daily activities.

The findings of this table indicate that teachers exhibit exceptionally high levels of vigor and engagement in their work and daily activities. They demonstrate physical and mental energy, motivation, resilience, and satisfaction with their accomplishments. Such high levels of engagement are vital for fostering a positive work environment, enhancing teacher well-being, and driving organizational success.

**Table 4. Teacher's Vigor and Engagement**

| <b>Item</b>                                                                      | <b>Mean</b> | <b>Standard Deviation</b> | <b>Description</b>           |
|----------------------------------------------------------------------------------|-------------|---------------------------|------------------------------|
| <b>Vigor</b>                                                                     |             |                           |                              |
| I feel physically energized and ready to take on the day's challenges.           | 4.59        | .081                      | Exceptionally Engaged        |
| I find myself motivated and enthusiastic about my work or daily activities.      | 4.48        | .643                      | Exceptionally Engaged        |
| I maintain a high level of mental alertness and focus throughout the day.        | 4.52        | .598                      | Exceptionally Engaged        |
| I feel a strong sense of determination and resilience in the face of obstacles.  | 4.56        | .618                      | Exceptionally Engaged        |
| I feel invigorated and satisfied with my accomplishments at the end of each day. | 4.49        | .604                      | Exceptionally Engaged        |
| <b>Grand Mean</b>                                                                | <b>4.53</b> | <b>.508</b>               | <b>Exceptionally Engaged</b> |

Table 5 presents various statements related to dedication and commitment in the workplace, with mean scores ranging from 4.62 to 4.69. Overall, the Grand Mean of 4.67 indicates that teachers are exceptionally engaged and dedicated in their endeavors.

The findings of this table indicate that teachers exhibit exceptional dedication and commitment in their personal and professional endeavors. They demonstrate a strong focus on excellence, responsibility, accountability, and continuous improvement, contributing to their overall effectiveness and success in the workplace. Such high levels of dedication are essential for fostering a culture of excellence and driving organizational achievement.

**Table 5. Teachers' Dedication and Commitment**

| <b>Item</b>                                                  | <b>Mean</b> | <b>Standard Deviation</b> | <b>Description</b>    |
|--------------------------------------------------------------|-------------|---------------------------|-----------------------|
| I am committed to giving my best effort in all my endeavors. | 4.68        | .551                      | Exceptionally Engaged |

|                                                                                     |             |             |                              |
|-------------------------------------------------------------------------------------|-------------|-------------|------------------------------|
| I remain focused and dedicated to achieving my long-term goals.                     | 4.62        | .560        | Exceptionally Engaged        |
| I am devoted to fulfilling my responsibilities, both personally and professionally. | 4.68        | .531        | Exceptionally Engaged        |
| I willingly invest time and effort to improve my skills and knowledge.              | 4.66        | .538        | Exceptionally Engaged        |
| I take ownership of my actions and hold myself accountable for the outcomes.        | 4.69        | .527        | Exceptionally Engaged        |
| <b>Grand Mean</b>                                                                   | <b>4.67</b> | <b>.541</b> | <b>Exceptionally Engaged</b> |

Table 6 presents various statements related to absorption and engagement in work or activities, with mean scores ranging from 4.35 to 4.47. The Grand Mean of 4.41 indicates that teachers are exceptionally engaged and absorbed in their tasks and interests.

The findings of this table indicate that teachers exhibit exceptional absorption and engagement in their work or activities. They become fully immersed in tasks, experiencing enjoyment, satisfaction, and fulfillment. Furthermore, teachers view challenges as opportunities for growth, demonstrating a positive and resilient mindset. Such high levels of absorption are essential for fostering a productive and fulfilling work environment and driving individual and organizational success.

**Table 6. Teachers' Absorption and Engagement**

| Item                                                                                       | Mean | Standard Deviation | Description           |
|--------------------------------------------------------------------------------------------|------|--------------------|-----------------------|
| I get completely engrossed in my work or activities, losing track of time.                 | 4.35 | .664               | Exceptionally Engaged |
| I feel a deep sense of enjoyment and satisfaction while engaged in my interests.           | 4.42 | .655               | Exceptionally Engaged |
| I am absorbed in finding solutions to problems and overcoming obstacles.                   | 4.38 | .717               | Exceptionally Engaged |
| I feel a strong sense of fulfillment and satisfaction when I am fully absorbed in my work. | 4.43 | .662               | Exceptionally Engaged |
| I feel captivated by challenges and view them as opportunities for growth.                 | 4.47 | .626               | Exceptionally Engaged |

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|                   |             |             |                                  |
|-------------------|-------------|-------------|----------------------------------|
| <b>Grand Mean</b> | <b>4.41</b> | <b>.664</b> | <b>Exceptionally<br/>Engaged</b> |
|-------------------|-------------|-------------|----------------------------------|

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Table 7 presents correlations between job satisfaction and various factors related to work engagement, including Plan, Vigor, Culture, Role, Work Environment, Relationship, Training, Pay, and Experience.

The findings highlight the complex interplay between job satisfaction and various factors related to work engagement, emphasizing the need for organizations to adopt a holistic approach in addressing these factors to foster a positive and engaging work environment.

**Table 7. Correlation Analysis: Job Satisfaction and Work Engagement Factors in terms of Vigor**

| Variables Correlat<br>Satisfaction | Work<br>Engagement | Index<br>Correlation | ofp-value | Interpretation        |
|------------------------------------|--------------------|----------------------|-----------|-----------------------|
| Plan                               | Vigor              | 0.518                | <0.001    | Highly<br>Significant |
| Culture                            |                    | 0.496                | <0.001    | Highly<br>Significant |
| Role                               |                    | 0.550                | <0.001    | Highly<br>Significant |
| Work Environment                   |                    | 0.525                | <0.001    | Highly<br>Significant |
| Relationship                       |                    | 0.450                | <0.001    | Highly<br>Significant |
| Training                           |                    | 0.579                | <0.001    | Highly<br>Significant |
| Pay                                |                    | 0.570                | <0.001    | Highly<br>Significant |
| Experience                         |                    | 0.611                | <0.001    | Highly<br>Significant |

The Table 8 displays correlations between job satisfaction and various factors associated with work engagement, including Plan, Dedication (Ded), Culture, Role, Work Environment (WorkEnvi), Relationship, Training, Pay, and Experience. All correlations exhibit p-values less than 0.001, indicating highly significant relationships between job satisfaction and work engagement across different variables.

Correlation coefficients range from 0.416 to 0.565, indicating positive correlations between job satisfaction and the factors related to work engagement.

The findings underscore the intricate relationship between job satisfaction and various factors related to work engagement, highlighting the necessity for organizations to adopt a comprehensive approach in addressing these factors to promote a positive and engaging work environment.

**Table 8. Correlation Analysis: Job Satisfaction and Work Engagement Factors in terms of Dedication**

| Variables<br>Correlated<br>Job<br>Satisfaction | Work<br>Engagement | Index of<br>Correlation | p-value | Interpretation |
|------------------------------------------------|--------------------|-------------------------|---------|----------------|
|------------------------------------------------|--------------------|-------------------------|---------|----------------|

|                  |            |       |        |                    |
|------------------|------------|-------|--------|--------------------|
| Plan             |            | 0.440 | <0.001 | Highly Significant |
| Culture          |            | 0.416 | <0.001 | Highly Significant |
| Role             |            | 0.503 | <0.001 | Highly Significant |
| Work Environment |            | 0.525 | <0.001 | Highly Significant |
| Relationship     | Dedication | 0.434 | <0.001 | Highly Significant |
| Training         |            | 0.559 | <0.001 | Highly Significant |
| Pay              |            | 0.485 | <0.001 | Highly Significant |
| Experience       |            | 0.565 | <0.001 | Highly Significant |

Table 9 presents correlations between job satisfaction and various factors associated with work engagement, including Plan, Absorption (Abs), Culture, Role, Work Environment (WorkEnvi), Relationship, Training, Pay, and Experience. All correlations exhibit p-values less than 0.001, indicating highly significant relationships between job satisfaction and work engagement across different variables.

The findings underscore the intricate relationship between job satisfaction and various factors related to work engagement, highlighting the necessity for organizations to adopt a comprehensive approach in addressing these factors to promote a positive and engaging work environment.

**Table 9. Correlation Analysis: Job Satisfaction and Work Engagement Factors in terms of Absorption**

| Variables Correlat | Work       | Index of    | p-value | Interpretation     |
|--------------------|------------|-------------|---------|--------------------|
| Satisfaction       | Engagement | Correlation |         |                    |
| Plan               |            | 0.564       | <0.001  | Highly Significant |
| Culture            |            | 0.562       | <0.001  | Highly Significant |
| Role               |            | 0.598       | <0.001  | Highly Significant |
| Work Environment   |            | 0.532       | <0.001  | Highly Significant |
| Relationship       | Absorption | 0.453       | <0.001  | Highly Significant |
| Training           |            | 0.592       | <0.001  | Highly Significant |
| Pay                |            | 0.562       | <0.001  | Highly Significant |
| Experience         |            | 0.616       | <0.001  | Highly Significant |

Table 10 displays correlations between emotional intelligence (EI) and different aspects of work engagement, including Vigor, Dedication (Ded), and Absorption (Abs). All

correlations have p-values less than 0.001, indicating highly significant relationships between emotional intelligence and work engagement across different variables. The findings emphasize the significant relationship between emotional intelligence and work engagement, underlining the importance of nurturing emotional intelligence competencies to promote a more engaged and effective workforce.

**Table 10. Summary of Correlation Analysis: Emotional Intelligence and work Engagement**

| <b>Variables C</b>            |                        | <b>Index of Correlation</b> | <b>p-value</b> | <b>Interpretation</b> |
|-------------------------------|------------------------|-----------------------------|----------------|-----------------------|
| <b>Emotional Intelligence</b> | <b>Work Engagement</b> |                             |                |                       |
| Emotional Intelligence        | Vigor                  | 0.466                       | <0.001         | Highly Significant    |
|                               | Dedication             | 0.663                       | <0.001         | Highly Significant    |
|                               | Absorption             | 0.598                       | <0.001         | Highly Significant    |
|                               |                        |                             |                |                       |

Table 11 presents correlations between professional identity and different aspects of work engagement, including Vigor, Dedication (Ded), and Absorption (Abs). All correlations have p-values less than 0.001, indicating highly significant relationships between professional identity and work engagement across different variables.

The findings highlight the significant relationship between professional identity and work engagement, emphasizing the need for organizations to nurture a strong sense of professional identity to foster a more engaged and dedicated workforce.

**Table 11. Summary of Correlation Analysis: Professional Identity and Work Engagement**

| <b>Variables</b>                        |                        | <b>Index of Correlation</b> | <b>p-value</b> | <b>Interpretation</b> |
|-----------------------------------------|------------------------|-----------------------------|----------------|-----------------------|
| <b>Correlated Professional Identity</b> | <b>Work Engagement</b> |                             |                |                       |
| Professional Identity                   | Vigor                  | 0.510                       | <0.001         | Highly Significant    |
|                                         | Dedication             | 0.676                       | <0.001         | Highly Significant    |
|                                         | Absorption             | 0.668                       | <0.001         | Highly Significant    |

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## Conclusion

Based on the analysis provided, several factors associated with work engagement of teachers in public schools on Samar Island can be identified:

1. Understanding and integrating the concepts of job satisfaction, emotional intelligence, and professional identity is essential for fostering a productive and fulfilling workplace.
2. Teachers are exceptionally engaged in their vigor, dedication, and absorption work.
3. There is a significant relationship between these factors and the level of work engagement of teachers in public schools on Samar Island.

## Recommendations

The findings suggest several recommendations to further enhance teacher engagement and satisfaction in public schools on Samar Island, including:

1. Foster a more productive and fulfilling workplace, organizations should implement strategies that enhance job satisfaction, which can be achieved by providing regular feedback and recognition, promoting work-life balance, offering career development opportunities, and creating a positive work environment.
2. Continue to nurture this work engagement by recognizing and rewarding employees' contributions, providing opportunities for professional development, and ensuring that employees have the resources and support needed to maintain their high levels of energy and dedication.
3. Work on building a positive organization that aligns with its values and mission while developing leadership capabilities at all levels. By focusing on these critical predictors, public elementary schools can create an environment that engages employees and fosters loyalty and high performance, ultimately contributing to the institution's success and competitiveness.
4. Teachers' job satisfaction must be the top concern throughout the implementation of a new policy. It is therefore recommended to conduct more studies on work engagement in the field of teaching to shed light on the diverse ways in which educators are committed to their jobs.

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