



## **Work Engagement and Job Performance of Teachers in Divine Word School of Semirara Island, Incorporated**

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### **ABSTRACT**

Teachers' level of work engagement serves as keystone to increase job performance and enhance teaching and learning process. This study aimed to examine the demographic profile of the respondents in terms of age, educational attainment, length of service, seminars attended, civil status, and department; to determine the level of work engagement; to determine the level of job performance; and to find out the relationship among teacher's work engagement and job performance. Descriptive correlational method was utilized in the study. The standardized instrument of the Utrecht Work Engagement Scale (UWES) was used to measure work engagement. The mode was calculated. Pearson product-moment was applied to examine the relationship between work engagement and job performance. Results revealed that teacher's dedication was highly practiced as it always indicated response on the work engagement level. The teacher's evaluation result revealed the following: professional competence very satisfactory on knowledge of the subject matter; personal competence very satisfactory on work ethics/values and attitude; development of others with a very satisfactory rate on developing students. Absorption and dedication have a significant relationship on professional competence and good predictors for development of others. Teachers' level of work engagement is manifested in today's learning modality through their capacity to motivate students to strive for excellence in the learning endeavor.

Keywords: *work engagement, job performance, professional competence, personal competence and development of others*

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### **Introduction**

In educational globalization, educators have played a crucial role in building the nation by emphasizing that teachers are caliber persons who deliver quality output (Minon, 2018). It is the whole education system in which morality, attitude, information, and skills are important, as education is the foundation for forming society (San, Bahar & Tok, Türkay, 2017). Additionally, the effectiveness and success lie on the people who create the workforce and work within the school (Onuka, 2006 as cited by Skourdoumbis, 2017). Besides, considered an important asset and backbone of the educational sector are the teachers. They are proven themselves to be effective in influencing the student's educational outcomes and are expected to perform their duties well. Teachers as revealed by Gulbahar (2017) are truly engaged in their jobs can be decisive in transforming their schools into successful and efficient schools. For, engaged employees are considered high performers who most of the time experience positive emotions at work, and feel compelled to strive towards a challenging goal (Bakker & Leiter, 2010). Vance (2006), in his portion, unveiled that the workers who have more noteworthy engagement are more likely to apply exertion to go the additional mile in their work and convey additional mile in their job and deliver extra excellent on- the- job performance. Bakker, Schaufeli, Leiter and Taris (2008) reiterated work engagement as "positive, fulfilling, effectively motivating state of work- related subjective well-being." years outside education has focused on the association between employee engagement and job performance that suggests improving teacher work engagement may potentially improve teacher productivity.

Teachers are the most important professionals who can shape the future of the nation. They perform a vital role in molding the youth for the good of their family, community, and the entire society (Aquino, 1998). For, good performance of the learners mostly anchored on the teachers effectivity to teach (Selamat, Samsu, & Kamalu, 2013). Whereas, work execution alluded to an act of fulfilling or executing a given assignment (Griffin, 2012). Thus, their attitude towards their job and the manner in how they perform it indicate how the teachers value their job. Additionally, job performance, defined as the set of behaviors an individual performs toward achieving the goals of an organization (Motowidlo & Van Cotter, 1994 as cited in Li et al. 2018), is the focal outcome in the workplace. These duties cover the day to day routine of teachers inside and outside the four corners of a room. Teachers need to carry this critical task for the children to become a model in society. Most importantly, teachers are considered as the key agents in creating powerful learning environments, for they are those who design their instruction and hold classes (Baier, 2019). The concept of work engagement seems to be easy at first glance but a closer look at different literature reveals different concepts or understanding about work engagement because it has evolved through the years and has different meanings.

The different meanings came out as a result of practice in the field (Schaufeli, 2013). Kahn (1990) conceptualized work engagement as an employee's demonstration of physical, cognitive and emotional aspects of their job (Diamante et al., 2016 cited by Mostajo, 2016). In 2015, Kahn likewise

suggested that employees should be considered as true partners and be constantly involved in all activities and plans that are connected to them. Moreover, as cited in the work of Gulbahar 2017 believing in the work and accepting the values and objectives of the work is important in terms of work engagement (Gunluk, 2010). This will create a venue for both the employer and employees to have a safe environment for all the members of the organization. Thus, organizations performance according to Bakker and Schaufeli (2011) is the result of collaborative effort and the engagement of one person may transfer to others and indirectly improve team performance. When people are engaged, they are not only physically involved in their work, but they also are cognitively alert and emotionally connected to others at the moment of engagement. By way of contrast, the level of work engagement varies across individuals as the amount of energy and dedication they contribute to their job is different (Khan 1990, cited by Alzyyoued et al., 2015). People have different working habit and the motivating factors of one employee may not be same as the other. Zahed et al, (2019)

Meanwhile, teachers are usually under work-related stress, hence unable to achieve the expected high levels of performance, leading to ineffective education and delays in national and global development (Kyriacou & Chien, 2004). Current theories and findings indicate that the trait Emotional Intelligence (EI) of leaders has a positive effect on followers' job performance (Wong & Law, 2002; Miao et al., 2018). Lastly, many researchers agree that job dissatisfaction caused by multiple factors leads to teachers' stress, ill health, poor performance and eventually high teacher turnover (Borg, 2010; Bowers et. al, 2000). On the words of Abuhashesh, Al-Dmour and Masa'deh (2019) the raise of stress levels can be detrimental to an employee's emotional and physical responses, causing challenges for both the employee and the organization. Furthermore, it is leading to role ambiguity which negatively affects employee job performance (Caillier, 2015) and role conflict among the employees. It also indicated that certain factors such as; heavy workload leads to burnout because employees feel little control over their work. It caused them to be mentally disengaged from colleagues and grow increasingly negative about their circumstances (Dowd, 2020). However, It takes motivation for an employee to stay in his job but when you are engaged you perform better to achieve the goal. Many researchers have focused their studies on work engagement. Most of the recent ones focus on motivation and the important factor of work engagement in increasing job performance. While there has been much research, only a few have taken work engagement and its relation to job performance. According to Demerouti and Cropanzano (2010), work engagement benefits both employees and organizations because engaged employees are expected to show better job performance.

Divine Word School of Semirara Island Incorporated (DWSSII) is not exempted from the factors enumerated by the previous authors. In fact, by looking at the geography of the school, ethnicity of the teachers which is 93% came from different parts of the country like Antique, Luzon, Negros, Mindoro, Mindanao, and Visayas has diverse culture of people working together in one community is an advantage and a challenge for the institution. Moreover, the result of the teacher's evaluation under three enumerated factors; professional competence (35%- very satisfactory level), personal competence (44%- very satisfactory level) and development of others (37% - very satisfactory level) indicated the need for the teacher's work engagement. Despite the institutionalize efforts, programs and practices for the employees to mitigate the exodus of the teachers, the dissatisfaction of teachers is still being encountered annually. The researcher conducts this descriptive correlational study on work engagement and job performance of teachers in DWSSII to examine the variables, to determine the significant relationships between them and to find out the strength of the relationship among teachers work engagement and job performance.

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## Methodology

The research is descriptive correlational research study design aided by inquiry to determine the relationship between teachers' work engagement and job performance. Correlational research seeks to identify variables that appear to interact, allowing researchers to predict changes in one variable based on the behavior of another. This typically involves examining variables that researchers cannot manipulate (Correlational Research: Definition, Purpose & Examples, 2013).

The respondents of the study are made up of 70 teachers from grade school department, junior high school department, senior high school department and Tech-Voc/sports department of Divine Word School of Semirara Island Incorporated. The study population was composed of 100% of the teaching staff.

The study utilized questionnaires. The questionnaire method can effectively measure the behavior, attitudes, preferences, opinions, and intentions of relatively large subjects more cheaply and quickly than other methods (McLeod, 2018). The study used the following instruments;

1. The Utrecht Work Engagement Scale (UWES) consists of 17 items measuring employee engagement dimensions (Schaufeli & Bakker, 2003).
2. School-Based Teachers Evaluation Form. The evaluation form was used to measure the teachers' performance for the whole year. It covers three areas namely; (a.) professional competence (b.) personal competence (c.) development of others.

The mode was used to measure the frequency distribution on the level of teacher's work engagement on vigor, absorption, and dedication and the level of teacher's job performance on professional competence, personal competence and development of others. Pearson Product Moment used to solve the significant relationship between teachers work engagement and job performance assessment.

## Results and Discussion

Work engagement can lead to positive job performance and is found to be positively associated with job performance rated by supervisors (Yongxing, 2017). Teachers have roles to portray in the teaching and learning process, and their level of work engagement serves as a keystone to enhance instruction.

The researcher employed a survey questionnaire for the levels of work engagement and utilized the secondary data for the levels of job performance. These are presented in tables following the sequence of the specific research problems regarding teachers' work engagement and job performance in Divine Word School of Semirara Island, Incorporated.

**Table 1 – Relationship between Professional Competence and Level of Work Engagement.**

Professional Competence	Magnitude r- value	Direction	Description	Interpretation
<b>Vigor</b>	0.1229	Directly correlational	Negligible	Not significant
<b>Absorption</b>	0.25	Directly correlational	Negligible	significant
<b>Dedication</b>	0.26	Directly correlational	Negligible	significant

Critical  $r = 0.198$

$df = 68$

Table 1 presents the relationship between professional competence and level of work engagement of teachers. As revealed by the computed  $r$  value of vigor which is less than the critical  $r$  value that is  $|0.1229| < |0.198|$  the null hypothesis is accepted. Therefore, there is no significant relationship between professional competence and the level of work engagement on vigor.

On the other hand, since the computed  $r$  value of absorption and dedication is greater than the critical  $r$  value that is  $|0.25 \text{ and } 0.26| > |0.198|$  therefore reject the null. There is a significant relationship. The increase in the level of work engagement on absorption and vigor will have effects on the improvement of the professional competence of the teachers as described by the  $r$  squared value of absorption and dedication 6.25% and 6.67% respectively served as the contributory factors.

These signify that the higher the work engagement in terms of dedication and absorption the level of job performance will increase as well. However, there is a tendency for some teachers to obtain low performance level on professional competence even though they have high absorption and dedication level. Teacher's job performance is being evaluated by their superiors. They are the one who rated the teachers on how they perform their tasks and duties as educators. Even though the teachers are fully engrossed and dedicated to their work, this is not an indicator yet of a good performance. There are 93.75% of other indicators need to be identified as additional predictors for teacher's performance in terms of professional competence and absorption, whereas 93.33% needed in terms of dedication for teachers to obtain high performance level.

The result of the study is parallel to the study conducted by Deligero and Laguador (2014), which revealed that there are employees with high level of engagement but their dedication towards work is not being translated to high performance. They further clarified that this can be associated with the different manner on how the department heads evaluated the performance of their people.

**Table 2 – Relationship between Personal Competence and level of Work engagement**

Personal Competence	Magnitude r- value	Direction	Description	Interpretation
<b>Vigor</b>	0.05	Directly correlational	Negligible	Not significant
<b>Absorption</b>	0.08	Directly correlational	Negligible	Not significant
<b>Dedication</b>	0.13	Directly correlational	Negligible	Not significant

Critical  $r = 0.198$

$df = 68$

Table 2 presents the relationship between personal competence and level of work engagement on vigor, absorption and dedication. As revealed by the computed  $r$  value on vigor, absorption and dedication is less than to the critical value that is  $|0.05, 0.08, 0.13| < |0.198|$  therefore accept the null. There is no significant relationship on the level of work engagement in terms of vigor, absorption and dedication. The  $r$  values which are very low means that that there is a very low chance that the personal competence of teachers will be affected by their work engagement as supported by the  $r$  squared value for vigor and absorption less than 1% and dedication 1.69%. However, the data on the personal competence of the teachers revealed very satisfactory

and the work engagement is high. This proves that level of work engagement of teachers alone could not improve on the level of teacher's job performance particularly on personal competence.

Meanwhile, this signifies that as the teachers maintain high level of professionalism, they also maintain high level of work engagement. Teachers adhere to school policies and rules of the school and experience high energy while working. Their dedication is also reflected in dealing with others cordially and prudently. As mentioned in the work of Cardwell (2011), emotionally engaged (dedication) teachers understand that building positive relationships with students is a precursor to student engagement and get to know their students on more than a cursory level.

**Table 3– Relationship between level of Work engagement and Development of Others**

	Magnitude	Direction	Description	Interpretation
Development of others	r- value			
Vigor	0.1453	Directly correlational	Negligible	Not significant
Absorption	0.3054	Directly correlational	low	significant
Dedication	0.3469	Directly correlational	low	significant

Critical  $r = 0.198$

$df = 68$

Table 3 presents the relationship between development of others and level of work engagement on vigor, absorption and dedication. As revealed by the computed  $r$  value of vigor which is less than the critical  $r$  value that is  $|0.1453| < |0.198|$  the null hypothesis is accepted. Therefore, there is no significant relationship between development of others and the level of work engagement on vigor.

On the other hand, since the computed  $r$  value of absorption and dedication is greater than the critical  $r$  value that is  $|0.3054 \text{ and } 0.3469| > |0.198|$  therefore reject the null. There is a significant relationship between development of others and the level of work engagement on absorption and dedication.

As shown in the table, the 0.3054 computed  $r$  value of absorption has also a 9.32% contributory factor to development of others. While the computed  $r$  value of 0.3469 for dedication has a contributory factor of 12.03% to development of others. These imply that as the employees strengthen their desire to engage in their work, the level of their performance in terms of development of others increases. Also, as the teachers are engrossed and find it difficult to detach oneself from work their performance level enhanced as reflected on evaluation. As anchored on the school's vision that states "...working together towards the total development of its members and Witnessing to the Word in the world under the patronage of Saint Arnold Janssen and the guidance of the Holy Spirit" this is manifested by the teachers especially on the manner of development of its members to be witness to the Word as presented in the result.

Moreover, apart from the importance of the predictors of work engagement absorption and dedication in developing others, the result also highlights the value of the implementation of vision and mission of the school. Advanced position of work engagement brings people to come more productive, vigorous, devoted and enthusiastic to perform duties and liabilities as part of the dynamic educational institution ( Deligero & Laguador, 2014).

**Table 4 – Summary table on the Level of Teacher's Work Engagement**

Level of work Engagement	Over –all Mode	Interpretation
a. Vigor	Very often	High Level
b. Absorption	Very often	High Level
c. Dedication	Always	Very High Level
Grand mode	Very often	High Level

Table 4 shows that the level of teacher's work engagement as a whole is high level. Dedication has the highest mode interpreted as very high level. Absorption and vigor on the other hand have the same mode as interpreted high level. Teachers at work always feel energetic and find difficult to detach self from work. Whenever pupils got low marks they find time to give an intervention and enrichment periods making sure the pupils learn and can cope up with the lesson. They extend a couple of hours to address the needs of the learners. In addition they very often forgot that time flies. They got carried away on the thing that they do.

The teachers of Divine Word School of Semirara Island Incorporated demonstrated high level of dedication in the workplace. To them, they find their work full of meaning and purpose and they are also very proud of their work. Although the satisfaction level towards job was not measured, the teachers remain passionate and enthusiastic in their job. These characteristics indicated dedicated teachers. Even though, ninety three percent (93%) of teachers came from different regions of the country and very far from their families they manage to perform their duties well.

**Table 5 – Summary table on the Level of Teacher's Job Performance**

Level of Job Performance	Over-all Mode
Professional Competence	Very Satisfactory
Personal Competence	Very Satisfactory
Development of Others	Very Satisfactory
Grand mode	Very Satisfactory

Table 5 shows the level of teacher's job performance. Professional competence, personal competence and development of others have very satisfactory result respectively. It indicated that teachers are competent in their job and skillful in the implementation of the lesson particularly the integration of 21<sup>st</sup> century learning skills. Their expertise in the subject matter and the delivery of the lesson indicated that teachers are knowledgeable when it comes to professional competence with a very satisfactory rate. This is also because they are able to plan their lessons well. Moreover, their efforts to give remedial classes and intervention as dedicated teachers manifested how they facilitated the learning of the pupils. Although, miscommunication and misunderstanding are very common problems in the institution, DWSSII teachers chose to maintain a very satisfactory level when it comes to professionalism. Their attitudes towards work and values reflected on how they transfer it to the pupils. This is reflected as well on the very satisfactory level on development of others particularly on the development of students.

There are good points and there are still rooms for improvement on the level of job performance of Divine Word School of Semirara Island Incorporated (DWSSII) teachers. With the help of the school administrators the teachers need to focus on the evaluation of learning of the pupils. This includes the assessment and test constructions of the teachers. On the personal competence of teachers, additional involvement for continuing professional growth involving attendance for seminars and workshops. Plans and programs for the development of teachers will be enhanced to focus more on areas needed for the improvement of the teachers and for the total development of the students.

## Conclusions

Work engagement is an important concept that helps us understand how people feel about their jobs. One key aspect of work engagement is called absorption. Absorption means being fully focused and involved in what you are doing, to the point where you may lose track of time. This can happen when someone is doing something they enjoy or find challenging.

In conclusion, absorption is a vital part of work engagement. It reflects how teachers feel when they are fully involved in their work. The findings from the study show that many teachers experience high levels of absorption, which contributes to their overall job satisfaction and effectiveness. When teachers are absorbed in their work, they not only enjoy what they do but also become more efficient and productive, benefiting both themselves and their students. Understanding absorption can help us appreciate the importance of being engaged in our tasks, whether we are teachers, students, or in any job.

## Recommendations

In light of the findings from the recent study on teacher engagement and performance, several recommendations are suggested to improve the overall environment at school. First, it is important for the administration to provide continuous support for teachers and staff through professional training. This can be done by partnering with organizations that offer workshops and seminars right on the island, making it easier for everyone to participate. Additionally, reviewing salary benefits and creating programs that promote a healthy work-life balance can help to retain staff members longer. For instance, offering family tours for high-performing employees can show appreciation for their hard work while also encouraging teamwork and unity within the school community.

Moreover, department heads should focus on enhancing collaboration among teachers. This can be achieved by implementing Professional Learning Communities (PLCs), where teachers can share ideas and strategies for better instruction. It's also essential to create academic programs that identify learning gaps, allowing teachers to address specific needs of their students. Finally, future researchers are encouraged to expand their studies to include a wider range of factors affecting teachers' work engagement and job performance. By understanding and improving working conditions, we can boost the morale of teachers and staff, leading to a more efficient and positive educational environment for everyone involved.

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