

Factors Affecting the Work Engagement Of Secondary MAPEH Teachers in Cluster 1, Division Of Davao City

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Abstract — This research aimed to determine the factors of strong determination that affect the work engagement of secondary MAPEH teachers in Cluster 1, Davao City Division during the School Year 2024-2025. This study utilized the descriptive-correlational design with one hundred fifty teachers selected using stratified random sampling technique. In gathering data, the researcher adopted survey questionnaires both for the strong determination and work engagement. Ethical considerations were observed in data collection. The collated data were subjected to statistical tests such as mean, Pearson's r and multiple linear regression. Findings showed that the extents of strong determination and work engagement of MAPEH teachers are very extensive. There was a very high significant relationship between the strong determination and work engagement. The domains of strong determination that influenced the work engagement were psychological empowerment and self-realization. With this, the Department of Education may provide teachers with the resources they need to perform their jobs effectively, such as adequate facilities for physical education, fund allocation for music and arts materials, and updating MAPEH teaching materials.

Keywords — *Strong determination, work engagement, psychological empowerment, self-realization, MAPEH teachers*

I. Introduction

MAPEH teachers are experiencing many challenges they are teaching four components such as music, arts, physical education and health, however they are not expert in all four components. For instance, there are MAPEH teachers teaching music who are non-music graduate or even do not have earned units in any music-related degree. Over time, these pressures might have a negative impact on their well-being and motivation, diminishing their participation in their teaching obligations. Balancing these expectations might cause feelings of overwhelm and exhaustion, affecting their engagement at work (Musenze et al., 2020).

Teacher job engagement difficulties, such as burnout, stress, and unhappiness, are widely acknowledged in educational system in the Philippines (Manalo et al., 2020). Lanaban and Apostol (2024) claim that MAPEH teachers will have low work engagement if insufficient services are provided. Low level of teachers' work engagement can lead to lesser commitment and satisfaction, higher absenteeism and quit rates, declines health and wellbeing, and less in-role and extra-role performance. As a matter of fact, Hernando-Manlipot (2022) reported that some teachers recently resigned from DepEd to pursue a life-changing opportunity in entrepreneurship. Moreover, a group

of education professionals bemoaned the reported resignation of over 100 teachers in the Visayas to pursue better career possibilities outside the country (Mendoza, 2022).

The concern on work engagement is further echoed in Region XI, where faculty turnover underscores broader institutional challenges that contributed to disengagement (Heruela, 2021). For instance, MAPEH teachers in the Davao Region, like those elsewhere, have enormous workloads as a result of large class numbers, administrative duties, and extracurricular commitments. They also confront resource constraints, such as a lack of teaching materials, obsolete facilities, and insufficient support staff (Raralio, 2022). These can cause emotions of overwhelm and burnout, making it difficult for teachers to properly engage their students and perhaps leading to dissatisfaction and disengagement (Barro & Cuevas, 2022).

While there are existing studies on the factors that influenced work engagement of MAPEH teachers such as organizational support (Kumar et al., 2018), meaningful work (Sudibjo et al., 2023), commitment and efficacy (Shu, 2022), and teacher's motivation (Pourtousi & Ghanizadeh, 2020), the researcher has not come across a study specifically focusing on the domains of strong determination that may influence the work engagement among MAPEH teachers, much more on public secondary school teachers in Cluster 1, Division of Davao City. For this reason, the researcher decided to determine the extent of strong determination and work engagement among public secondary school MAPEH teachers, and test if relationship exists between these variables.

This study highlights to provide a comprehensive understanding of how various factors contribute to teacher's work engagement and, consequently, to the overall quality of teaching. This research can give insights about the underlying motivating factors that drive MAPEH teachers' professional behaviors and attitudes by investigating how strong determination affects their work engagement. Moreover, this study may help shape and execute education policies that support teachers and improve educational outcomes. DepEd may improve its education system by implementing evidence-based approaches that enhance autonomy, competence, and relatedness into policy efforts.

II. Methodology

In the context of the current study on work engagement of MAPEH teachers, this quantitative design was carried out the plan or strategy for shaping the research and include the entire process from conceptualizing a problem to writing research questions, and on to data collection, analysis, interpretation, and report writing, as well as the development and application of mathematical models, theories, and/or hypotheses pertaining to phenomena (Bloomfield & Fisher, 2019). This design was appropriate to use in this study because its purpose was to measure the extent of strong determination and work engagement

This study specifically employed the descriptive-correlational design to acquire information about current conditions. The data acquired is used to describe the characteristics of

the population or phenomenon under investigation (Creswell as cited in Aquino et al., 2018). The descriptive type of research design was appropriate in this study since it described the present status on strong determination and work engagement of public secondary school MAPEH teachers in Cluster 1, Division of Davao City. Moreover, the correlational design was employed in this study to determine the relationship exists between variables such as strong determination and work engagement of public secondary school MAPEH teachers.

In this study, the respondents were the one hundred fifty (150) public secondary school MAPEH teachers from selected public secondary schools in Cluster 1, Division of Davao City who are classroom teachers. The respondents who were part of the study are MAPEH teachers teaching Grade 7 to 12 with 3 and above year of service in the Department of Education; thus, they were selected as they already have demonstrated a strong sense of dedication and commitment to their teaching profession as they deeply invested in their students' learning and well-being, and they take pride in their role as MAPEH teachers. Moreover, the demographic profiles of the respondents such as sex, age, civil status, position and highest educational attainment were not part of the investigation. Stratified random sampling specifically was utilized to select representatives from each school, particularly small schools, to participate in the study. The purpose of stratified random sampling is to ensure that the study's sample is representative of the population across various strata or subgroups (Zhang et al., 2020). In this study, each secondary school in Cluster 1, Division of Davao City was given the opportunity to allow fair number of MAPEH teachers as representatives in the study, given their rating on the extents of strong determination and work engagement.

The researcher gathered primary data from the selected secondary school MAPEH teachers in Cluster 1, Davao City Division using adopted survey questionnaires. The scales used in factors of strong determination was taken from the original instrument developed by Cho, Wehmeyer and Kingston (2018), while the instrument used to determine extent of work engagement was adopted from the study of Songcog and Guhao (2020). Validation of the instrument was done by the three experts and was to pilot-tested to twenty-five (25) secondary school MAPEH teachers from other clusters. All items both from the two instruments (strong determination and work engagement) obtained Cronbach alpha values greater than 0.70, indicating that all items were reliable.

Mean was utilized in this study to describe the extents of strong determination and work engagement among secondary MAPEH teachers. Also, Pearson Product Moment Correlation (Pearson's r) was used to assess if significant relationship exists between strong determination and work engagement. Moreover, Multiple Linear Regression was utilized to determine which domains of strong determination (autonomy, self-regulation, psychological empowerment and self-realization) influenced the work engagement.

III. Results and Discussion

The autonomy, self-regulation, psychological empowerment, and self-realization of MAPEH teachers are always observed. This implies that the strong determination of public secondary school MAPEH teachers in Cluster 1, Division of Davao City is always observed. This means that teachers remain resilient, firm in facing instructional hindrances such resource limitations, distinct learners' needs and other unanticipated challenges. This further manifest that they are proactive in fixing instructional problems, flexible in utilizing different teaching strategies and sustaining their focus for long-term targets.

Additionally, the dedication and absorption are always observed by the public secondary school MAPEH teachers. However, they oftentimes observed vigor towards teaching MAPEH subject. This implies that the work engagement of public secondary school MAPEH teachers in Cluster 1, Division of Davao. City is always observed. This means that teachers enthusiastically deal their responsibilities with focus and a sense of purpose, and provision of impactful and meaningful learning experiences for their learners is ensured. Teachers invest in their work emotionally rather than only fulfilling their tasks diligently.

Moreover, when the strong determination of MAPEH teachers is always manifested, their work engagement would also become high. This suggests that determination is a key driver of engagement. This demonstrates that when MAPEH teachers have an intrinsic motivation that acts as an internal force, providing them energy to invest themselves fully in their teaching job, it pushes them to perform beyond curriculum responsibilities and become resilient to persevere amidst various teaching challenges, establish lofty goals, and maintain a proactive approach to teaching.

Furthermore, when the psychological empowerment is always manifested, the work engagement of public secondary school MAPEH teachers in Cluster 1, Division of Davao City would become high. This implies that teachers' passion and dedication to their work are governed by psychological empowerment. MAPEH teachers are more likely to be completely committed to their jobs when they believe they possess the information, abilities, and power to decide and shape their learners' educational journeys. Their beliefs, contentment, and feeling of purpose are all improved by psychological empowerment, and this results in more eager, effort, and concentration in the classroom.

In conclusion, to strengthen the work engagement of MAPEH teachers, it requires collaborative effort from teachers, school heads, and DepEd officials. Provision of appropriate resources to the teachers is necessary for them to perform their jobs effectively, such as adequate facilities for physical education, such as sports equipment and safe outdoor spaces, fund allocation for music and arts materials, such as instruments for creative expressions, and updating MAPEH teaching materials to reflect current trends and culturally inclusive content. The conduct of professional development programs exclusively for MAPEH teachers is also essential, such as

specialized trainings and workshops on innovative teaching approaches such as using technology and culturally sensitive practices. Moreover, future researchers may use this study as basis to monitor the effectiveness of any interventions toward enhancing teacher determination and work engagement, and adjust the interventions based on the assessment.

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