

# **Engagement, Its Contributory Factors, And Performance of Public Elementary School Teachers: Basis for A District-Based Learning Action Cell**

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*Abstract* — This study examined the engagement, contributory factors, and performance of public elementary school teachers in selected schools of Ubay, Bohol, as a basis for a district-based Learning Action Cell program. Specifically, it aimed to determine the teachers' profile, their level of engagement across professional, instructional, school, and co-teacher dimensions, the factors influencing engagement, and the relationship of these variables to their performance. The study employed a descriptive-correlational-comparative research design, utilizing a validated questionnaire and document review to collect data from 114 teacher respondents selected through stratified random sampling.

Results revealed that teachers exhibited high levels of professional, instructional, school, and co-teacher engagement, with personal motivation, self-efficacy, organizational support, and professional development identified as key contributory factors. Teacher performance, as measured through the Individual Performance Commitment and Review Form (IPCRF) for the School Year 2024–2025, was generally Very Satisfactory to Outstanding. Statistical analyses indicated significant positive relationships between teachers' years of experience, participation in relevant trainings, level of engagement, contributory factors, and performance. Furthermore, differences in engagement were observed across certain profile variables, particularly among early-career teachers, which illustrates the importance of targeted support and mentoring. These findings demonstrate the need for structured interventions that strengthen teacher engagement, promote professional growth, and enhance instructional effectiveness.

Based on the results, a district-based Learning Action Cell program is proposed to provide workshops, mentoring, collaborative planning, and reflective practice sessions aimed at improving teacher engagement and performance while positively impacting student learning outcomes. This study contributes to the understanding of teacher engagement dynamics in basic education and

provides evidence-based recommendations for policy and program development within the local context.

***Keywords — Readiness; HUMSS Students; Ex-post-Facto; Performance; Career Goal; Potential Challenges***

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## I. Introduction

Teachers' professional engagement and effectiveness are essential factors influencing educational quality and student success. Professional engagement includes teachers' commitment, drive, and active participation in improving schools, coming up with new ways to teach, and continuing their own professional development. Efficacy is when teachers believe they can make a positive difference in how well their students learn and do. Teachers who are engaged and effective not only enjoy their work, but they also build supportive relationships with their students and constantly improve their teaching methods. These traits are vital in basic education because they directly affect students' performance, social skills, and overall success. Understanding and enhancing both professional engagement and efficacy among teachers is therefore vital to creating an education system that is effective, responsive, and capable of nurturing lifelong learners.

## BACKGROUND AND RATIONALE

*“The quality of an education system cannot exceed the quality of its teachers.”*  
—McKinsey & Company (2007)

The teaching profession is approaching a critical moment globally. UNESCO (2023) reports that over 44 million teachers are responsible for educating more than a billion learners globally, yet nearly 25% of them report emotional exhaustion, declining motivation, and diminishing engagement. This global situation paints a troubling picture: when teachers lose the energy to fully engage in their work, the entire educational ecosystem suffers—student learning, classroom climate, and overall school effectiveness.

As expectations grow and student needs become more diverse, teaching has evolved into one of the most demanding professional roles. Blewitt et al. (2021) emphasize that teachers now face rising pressures as they navigate behavioral challenges, instructional reforms, and continuous technological change. Mincu (2022) also says that many teachers around the world are unhappy with their jobs because they don't get enough recognition and their careers don't grow fast enough. These conditions affirm Pont's (2020) argument that teacher engagement and efficacy are indispensable to achieving educational excellence, as they directly shape the learning environment and student outcomes.

In the Philippines, the Department of Education (DepEd) continues to strengthen basic education through the Professional Development Framework for Teachers and reforms in the

National Educators Academy of the Philippines (NEAP). However, national reports still highlight chronic concerns: excessive workloads, administrative tasks, limited professional development access, and resource constraints. A study by Halupa (2019) found that Filipino teachers experience consistent declines in engagement and teaching efficacy due to competing demands, often reducing the time available for quality instruction. This national issue is reflected in student outcomes, as shown in the 2022 PISA results, where the Philippines ranked among the lowest in reading, mathematics, and science—an outcome partly linked to teacher capacity, engagement, and instructional quality.

At the regional and local levels, the situation mirrors these national challenges. In Region VII, recent monitoring reports indicate that many teachers experience high levels of fatigue and limited opportunities for sustained professional development. In the Division of (insert your division), internal quality assurance data from SY 2022–2023 show that (insert %) of teachers reported difficulty balancing instructional duties and administrative work, while (insert %) expressed a need for stronger school-based support systems. Despite these challenges, student academic performance in the district has shown signs of stagnation or decline, as evidenced by (insert latest NAT results or district performance data). These local figures suggest a significant gap between current teacher engagement levels and the demands of improving student outcomes.

Scenarios from local schools further illustrate this concern: teachers managing multiple ancillary roles, insufficient Learning Action Cell (LAC) sessions due to scheduling conflicts, and newly hired teachers struggling without adequate mentoring. These recurring situations indicate that while efforts exist to support teachers, they may not be fully strategic, structured, or responsive to the specific needs of educators in the district. This establishes a clear gap—the district currently lacks a systematic, evidence-based understanding of how teacher engagement and its contributory factors are affecting teacher performance and, subsequently, learner achievement.

Although various studies have explored teacher performance, satisfaction, and professional development, there remains limited research investigating the interplay among teacher engagement, contributory factors, and performance within the local basic education context. Existing literature rarely examines these variables collectively or connects them directly to district-level interventions such as Learning Action Cells. Thus, the present study seeks to address this gap by providing empirical analysis that will inform the development of a more coherent, data-driven, and district-based professional support system.

The significance of this research extends across multiple stakeholders. The results can help DepEd and policymakers make better decisions about teacher welfare, engagement, and effectiveness. For school heads, the results can guide leadership strategies, workload management, and LAC implementation. Teachers may benefit from more profound awareness of their engagement levels and the factors shaping their performance. Teacher education institutions can derive insights to refine curriculum and training programs, while students ultimately gain from improved instructional quality and learning experiences. Future researchers may also locate the

study relevant for examining related dimensions such as school leadership, organizational climate, and teacher well-being.

This study is delimited to public elementary teachers in the selected district, focusing on their engagement, contributory factors, and performance, as framed by Kahn's (1990) Work Engagement Theory. Data will be obtained from teacher respondents, school records, and relevant documents. While self-reported measures may introduce potential bias and external learner-related variables (e.g., home support) may influence outcomes, the study remains valuable for understanding district-specific conditions that affect teaching and learning.

In sum, this study aims to determine how teacher engagement and its contributory factors influence teacher performance in the district, thereby providing a foundation for developing a district-based Learning Action Cell (LAC) program that strategically enhances teacher capacity and improves student learning outcomes.

## **Literature Review**

The literature reviewed for this study comprises conceptual works (theoretical and empirical journal articles, policy documents, and international reports) that define and explain the constructs of teacher engagement, teaching efficacy, contributory factors (e.g., workload, leadership support, professional development), and their links to student achievement—and research (local unpublished theses and dissertations) that provide context-specific evidence and measurable findings. The conceptual literature offers frameworks and synthesized evidence that will guide the conceptualization of engagement and efficacy in the present study; the research literature supplies empirical, often context-bound results that illustrate how these constructs play out in Philippine basic education settings and comparable contexts.

## **Conceptual Literature**

Contemporary conceptual and empirical reviews consistently emphasize teacher work engagement and efficacy as multidimensional constructs that shape instructional quality and student outcomes. Recent systematic and meta-analytic studies show robust associations between teacher engagement (a combination of vigor, dedication, and absorption) and positive teacher well-being, instructional quality, and lower burnout rates, suggesting that engaged teachers sustain higher-quality classroom interactions and greater persistence with challenging learners. Work-engagement profiles among teachers have been linked to differential instructional behaviors and student outcomes, indicating that engagement is not merely an individual trait but an organizationally shaped phenomenon. Similarly, modern investigations of teacher self-efficacy (focused on instructional strategies, classroom management, and student engagement) reaffirm that efficacy is context-specific and predictive of instructional decision-making, resilience under stress, and capacity for pedagogical innovation. International assessments and policy reviews (e.g., PISA, UNESCO) underscore that teacher professional development, supported school leadership, workload management, and institutionalized peer learning platforms (like Learning Action Cells)

are influential leverage points for improving engagement and efficacy. In the Philippine policy context, DepEd's institutionalization of Learning Action Cells (DO 35, s. 2016) and NEAP reforms (DepEd orders 2019–2020) demonstrate an official recognition of school-based continuous professional development; yet empirical work documents persistent workload and resource constraints that hamper teachers' ability to capitalize on such programs. Taken together, conceptual literature provides a foundation for treating engagement and efficacy as interrelated constructs mediated by organizational supports, professional development processes, and workload/role demands—a framing that this study adopts to examine district-level conditions and to design a targeted Learning Action Cell intervention.

### **Research Literature**

Several unpublished local theses and dissertations conducted in the past decade provide salient, context-bound findings about teacher engagement, efficacy, workload, and student achievement in Philippine basic education. Representative findings include the following: (1) a descriptive-correlational study in the Schools Division of Cagayan found a positive correlation between work engagement and teaching performance among elementary teachers, concluding that job satisfaction and engagement explained a meaningful portion of variance in self-reported teaching effectiveness (Raralio, 2022). (2) A master's thesis at Philippine Normal University on professional learning communities reported that structured collaborative activities were associated with improved teacher practices and modest gains in learner achievement (Confesor, 2022). (3) A West Visayas State University unpublished thesis (2022) documented that teachers with higher TPK (technological pedagogical knowledge) self-efficacy reported greater continuous intention to use remote teaching strategies and better perceived instructional outcomes during the COVID-19 emergency remote teaching period (Cahapay, 2021). (4) An unpublished division-level study in Zamboanga del Norte (2024–2025) reported that perceived administrative support and reduced non-instructional tasks were associated with higher teacher instructional performance scores and higher-class averages in mathematics. (5) Multiple action research projects and master's theses from PNU, WVSU, and other Philippine universities documented that constraints such as multiple administrative duties, limited access to structured professional development, and insufficient mentoring for early-career teachers are recurrent contributors to teacher disengagement and diminished instructional innovation (Alcazaren, 2022; Insorio, 2024). (6) Several unpublished studies focused on Learning Action Cell implementation found that inconsistent LAC scheduling and weak facilitation reduced the LAC's impact on classroom practice despite teacher interest in collaborative learning (local LAC evaluations, various provincial repositories, 2018–2024). (7) An unpublished master's thesis on workload policy implications (2023) reported that high ancillary task loads predicted higher burnout scores and lower self-reported teaching efficacy among public elementary teachers (Tarraya, 2023). (8) Studies examining teacher research engagement indicated that teachers engaged in classroom-based research are more likely to adopt evidence-based strategies, though institutional supports were variable across divisions (Alcazaren et al., 2022). (9) A 2024 unpublished study found that targeted school-level interventions (mentoring, protected

common planning time) produced short-term improvements in lesson planning quality but required sustained administrative support for durable student-level gains. (10) A collection of capstone and thesis projects across Philippine teacher education institutions found convergent evidence that professional development that is school-based, sustained, and linked to teachers' immediate classroom problems tends to increase teacher agency, self-efficacy, and instructional improvements.

Comparative summary of research literature (indented discussion)  
The cited unpublished studies consistently document the same core dynamics emphasized in conceptual literature: that teacher engagement and efficacy are malleable, context-sensitive, and influenced by workload, leadership support, and the quality of professional development. Similarities with the present study include the focus on school-based professional learning (LACs), the role of administrative support, and the negative effect of excessive ancillary duties on engagement and efficacy. Differences lie primarily in scope and methodological focus: many existing theses are single-school or single-division action research projects with limited generalizability and emphasis on short-term outcomes, whereas the present study seeks to systematically link measures of teacher engagement and contributory factors to student achievement at the district level and to use those findings to propose a district-based Learning Action Cell model informed by both theory and local empirical data. The present study also aims to synthesize multiple data sources (surveys, interviews, and academic records) to provide a more comprehensive district-wide diagnostic than many previously unpublished, school-bound studies.

## **II. Methodology**

This chapter presents the methodological approaches used to examine the levels of engagement, contributory factors, and performance of public elementary school teachers as the basis for developing a district-based Learning Action Cell (LAC) program. This section discusses the research design, the respondents involved, the sampling procedure, the research instrument used, the data-gathering procedure, and the statistical treatment applied to the data. The chosen methods were carefully aligned with the objectives of the study to ensure accuracy, reliability, and validity of the findings.

### **RESEARCH DESIGN**

The study employed a descriptive–correlational–comparative design, which is most appropriate for determining the extent to which teacher engagement, its contributory factors, and performance are related, while also examining differences across groups. The descriptive aspect enabled the researcher to present a clear profile of the respondents and describe their engagement, contributing factors, and performance levels as they naturally occur in the school setting. According to Adanza, Bermudo, and Maravilla (2019), descriptive research provides an accurate

portrayal of variables without manipulation, allowing researchers to document prevailing conditions affecting educational practitioners.

The correlational component was necessary because the study sought to determine the relationships among the variables—specifically the association between teachers’ engagement, contributory factors, and their performance. Creswell and Creswell (2018) emphasize that correlational research is valuable when examining the degree of association between independent and dependent variables within an existing environment. This approach is crucial in identifying whether higher engagement translates into higher performance or whether contributory factors meaningfully influence engagement.

Meanwhile, the comparative aspect of the research design allowed the researcher to determine whether significant differences exist in teachers’ engagement based on their profile. As Salkind (2017) articulated, comparative research is suitable for identifying variations across groups to better understand how contextual factors influence outcomes. In the context of this study, comparing engagement levels across demographic categories—such as age, length of service, grade-level assignment, and qualification—helps uncover underlying disparities that are important for designing an effective LAC intervention.

Overall, the descriptive–correlational–comparative design enabled a comprehensive analysis of how teacher engagement, contributing factors, and performance interact, thus providing a sound empirical foundation for creating a district-based LAC program.

### **III. Results and Discussion**

The table 3, teacher respondents were predominantly female (64.9%), mid-career teachers aged 31–40 years (43.9%), mostly married (71.9%), and with a bachelor’s degree in education (70.2%). They handled both lower and upper elementary grades almost equally, with most having 6–10 years of teaching experience (36.8%). The majority attended 1–5 relevant trainings or seminars (52.6%) and received a net take-home pay of ₱20,000–25,000 (61.4%). This profile provides context for understanding their engagement, contributory factors, and performance.

Table 4, teachers reported high engagement across all dimensions. Instructional engagement scored the highest (mean = 4.60), followed by professional engagement (4.52), engagement with co-teachers (4.48), and school engagement (4.45). This indicates that respondents are highly committed to their teaching responsibilities, actively participate in school programs, collaborate effectively with colleagues, and demonstrate a strong sense of professionalism. This level of engagement suggests a positive school culture that fosters collaboration and support among educators. It also highlights the importance of providing ongoing professional development opportunities to sustain and enhance this commitment.

Table 5, respondents perceived personal factors (mean = 4.58), organizational factors (4.40), and professional development (4.42) as significant contributors to their engagement.

Personal motivation, self-efficacy, and commitment were strongest, while organizational support and access to professional development also enhanced engagement. Minor gaps were observed in the workload balance and frequency of advanced training, indicating areas for potential improvement. Addressing these gaps could further elevate engagement levels and foster a more supportive environment for employees.

Table 6, teacher performance based on the IPCRF rating for School Year 2024–2025 showed that most respondents were rated Very Satisfactory (57%) or Outstanding (39.5%). Effective instructional practices, classroom management, and student learning assessment were all associated with high engagement levels. These positive ratings indicate a strong commitment to educational excellence among the teaching staff. Additionally, ongoing professional development opportunities could further enhance their skills and lead to even greater student success.

The table 7, correlation analysis showed a significant relations perception of contributing factors, except for years of teaching and exposure to training found no significant relationship between engagement and other demographic factors such as age, sex, civil status, educational attainment, school, and grade level handled. These findings suggest that targeted professional development may enhance teacher engagement, while demographic variables may not play a critical role in this context. Further research could explore additional factors that influence engagement, such as school culture or support systems.

Most profile variables were not significantly related to the respondents' perception of contributory factors, except for years in teaching and exposure to trainings, which had a positive relationship. This suggests that experience and professional development opportunities enhance engagement. Understanding how these elements interact could lead to more effective strategies for fostering a supportive environment for educators. By prioritizing tailored professional development and considering the unique dynamics of each school, stakeholders can create conditions that promote both teacher satisfaction and student success.

The correlation between teacher performance and years of teaching experience and professional development exposure was positive and significant. Age, sex, civil status, and education level, among other profile characteristics, did not significantly influence performance. Understanding these relationships can help inform policy decisions and resource allocation. By focusing on the factors that truly impact teacher effectiveness, schools can enhance the overall educational experience for both teachers and students alike.

Table 8, engagement and contributory factors were strongly positively correlated with performance ( $r = 0.62$ ,  $p = 0.001$ ). Teachers with higher engagement, supported by motivation, organizational support, and professional development, demonstrated better performance, confirming the premise of Kahn's Work Engagement Theory that engagement drives effectiveness. This finding illustrates the value of fostering a supportive environment that enhances teacher engagement, as it not only benefits individual performance but also contributes to overall

educational success. As schools strive to implement effective strategies, focusing on professional development and motivation can create a more dynamic and productive teaching workforce.

Table 9, results indicated no significant differences in overall engagement across most profile variables, except for years in teaching, where early-career teachers (1–5 years) showed slightly lower engagement compared to mid-career and experienced teachers, suggesting that engagement develops with experience and exposure to professional development opportunities. This finding highlights the importance of targeted support and mentorship for early-career educators to foster their engagement. By providing resources and opportunities for growth, schools can help bridge the gap in engagement levels and ensure that all teachers feel valued and motivated in their roles.

#### **IV. Conclusion**

Based on the analysis and discussion of the data, several conclusions can be drawn regarding the engagement, contributory factors, and performance of public elementary school teachers in the selected schools of Ubay, Bohol. First, the respondents were predominantly mid-career female teachers with a bachelor's degree, moderate teaching experience, and limited exposure to professional development opportunities. Second, teachers exhibited high levels of engagement across professional, school, instructional, and co-teacher dimensions, demonstrating strong commitment, collaboration, and enthusiasm for teaching. Third, personal motivation, self-efficacy, organizational support, and access to professional development were significant contributory factors that sustained high levels of engagement. Fourth, teacher performance, as measured by IPCRF ratings, was generally very satisfactory to outstanding, indicating effective instructional practices and strong professional competence.

The study also showed that years of teaching experience and taking part in relevant training had a positive effect on engagement, contributory factors, and performance. Moreover, engagement and contributory factors were strongly correlated with performance, highlighting that motivated and well-supported teachers are more likely to achieve higher instructional effectiveness. Differences in engagement were minimal across most demographic variables, though early-career teachers displayed slightly lower engagement, suggesting the need for targeted support and mentorship. Overall, the findings affirm that teacher engagement, supported by organizational and professional development structures, is crucial for improving instructional performance and fostering positive student outcomes.

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