

TEACHERS' ORGANIZATIONAL ENGAGEMENT AND CHALLENGES AMONG PUBLIC ELEMENTARY SCHOOLS: INPUT FOR PROFESSIONAL DEVELOPMENT PROGRAM

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ABSTRACT

A teacher as an educator needs to develop holistically and be able to hurdle all the challenges accompanied by the performance of mandated duties. Likewise, the researcher as a teacher has encountered a lot of challenges such as overloaded clerical works, learners' unruly behavior, and poor working environment that somehow affect her performance. The focus of this research undertaking is to assess the teachers' organizational engagement and challenges among public elementary schools as an input for professional development program in a district in one of the Division Offices of DepEd in the Province of Pampanga. In particular, it analyzed the teachers' profiles in terms of sex, age, civil status, and take home pay; the teachers' engagement in terms of attendance, character, teamwork, appearance, attitude, productivity, organization flexibility, communication, cooperation, and respect; and the challenges of the teacher-participants that affect their engagement in the organization. Using the descriptive method of research, a researcher-made survey questionnaire was used. The participants included 208 teachers. In administering the questionnaire, permission letters were secured. Moreover, the statistical tools used include descriptive statistics (frequency, percentage, and mean) and inferential statistics (t-test and ANOVA/f-test). The findings disclosed that majority of the teacher-participants are females, aged 41 to 50 years old, married, and have a monthly take-home pay of PHP. 5,001.00 – PHP. 10,000.00; they are highly engaged in the DepEd organization; there is a significant difference on the engagement of the teachers when grouped according to their sex, age, civil status, and take home pay; and they are moderately challenged in the DepEd organization, particularly by too much documentation and reporting. The professional development program was also made feasible after analyzing the gathered results.

Keyword: *Teacher's Challenges, Teacher's Organizational Engagement, Professional Development Program*

1. INTRODUCTION

Teaching is the noblest of all professions. As catalysts for change, teachers are expected to perform a variety of tasks that upholds the dignity of the profession to the people. Along with these performances of duties are the issues of engagement and challenges that put teachers into the demise of burnout, dissatisfaction, and disengagement.

Similarly, teaching not only involves the transmission of information/knowledge from teachers to students but it also involves multidimensional human interaction to achieve the desired goals of an educational organization. When teachers lack engagement in their jobs, they tend to get lousy results brought about by dissatisfaction and demotivation. When they are clear about what they want and engage themselves to achieve it, they usually get there in some fashion [1].

Likewise, it can be said that one of the key factors ensuring teachers adaptation to developments is the teachers' level of engagement in their schools. In this engagement, the teacher is expected to internalize the organizational objectives. When they are engaged in the process they can be contributory in realizing the set goals of the

organization and in increasing the outputs. Thus, it is thought that the relationship between teachers' perceptions of organizational support and organizational engagement is important [2].

Likewise, high organizational engagement is seen as a positive factor in the organizations, as an employee who is highly engaged often feels that s/he is safe, belonged and has the satisfaction of a job and the prospects of the organization. This is proven in past studies, in which researchers concluded that there is a negative relationship between organizational engagement, absenteeism, replacement rates, and satisfaction in the workplace [3,4]. Therefore, organizational engagement is a powerful predictor of teacher effectiveness [5].

A number of studies on teachers' organizational engagement based some findings on the western context. But some of the characteristics prove that organizational issues cannot result in the terms in Western World. One of the new concepts in organizational issues for Eastern culture is loyalty to school leadership. That new term focus on employees' engagement with a person rather than a system or organization [6]. In this context, it is essential to look at the local perspectives on how teachers engage themselves to perform in accordance with the standards set by the educational system.

Decades of research evidence have consistently suggested teachers are the most important in-school factor related to student learning and achievement. Being taught by an effective teacher has important results for students' academic outcomes as well as longer-term impacts on post-secondary success and lifetime earnings [7,8,9]. These posed challenges for teachers to deliver quality education and to be at par on their field.

Relative to this, it has been established that teaching in the 21st century poses many challenges for teachers, and thus, they need to take on more roles in their schools to meet the expectations of students, parents and the school community [10]. The literature also claimed that the teachers are vital in uplifting education at primary and secondary levels [11,12]. In this modern era, the teacher effectiveness has been given increased importance across different nations [13], as effective teachers are able to enhance the performance of their students compared to the poor teachers [14].

In many countries, teachers' job satisfaction is at risk due to new responsibilities and to the scarcity of external rewards [15]. These might be caused by rapid changes and big challenges of educational environments, society, and expectations of parents, students, and administrators. Besides, educational policies and laws regarding teachers may also have an influence on teacher job satisfaction [10].

There is a clear relationship established between the engagement and the performance of the teachers being affected by the challenges they experienced in the workplace. In this context, the question still remains on the extent to which level of engagement relates to the challenges experienced by teachers in improving their performance. As disclosed by the literature, teachers are the most important factors in increasing the outcomes of the learners, thus venturing on the level of their engagement and the addressing the challenges they encountered in their profession is a mechanism that could prioritize their needs for the development of a sound professional development program.

1.1 Statement of the Problem

The main objective of this research work was to conduct an assessment on teachers' engagement and challenges among public elementary schools as input professional development program in one district in one the Division Offices of DepEd in the Province of Pampanga.

Specifically, it sought to answer the following questions:

1. How may the profiles of the teacher-participants be described in terms of:
 - 1.1 sex;
 - 1.2 age;
 - 1.3 civil status; and
 - 1.4 take home pay?
2. How may the teacher's engagement be assessed in terms of the following aspects:
 - 2.1 attendance;
 - 2.2 character;
 - 2.3 teamwork;
 - 2.4 appearance;
 - 2.5 attitude;
 - 2.6 productivity;
 - 2.7 organization flexibility;
 - 2.8 communication;
 - 2.9 cooperation; and
 - 2.10 respect?

3. How may the challenges of the teacher-participants affect their engagement in the organization?
4. Is there a significant difference between the teachers' profiles and their engagement?
5. Based on the recommendations that may be derived from the study, what professional development program may be proposed on teachers' engagement?

1.2 Hypothesis

The listed null hypothesis was tested at 0.05 level of significance. There is no significant difference between the teachers' profiles and their organizational engagement.

2. METHOD

2.1 Research Design

The study adopts the descriptive-survey method of research. The descriptive method of research was utilized in analyzing, explaining, detailing, understanding, and expounding the problem being investigated in order to come up with a comprehensive and concise interpretation of data that describe the organizational engagement and challenges of public elementary school teachers that may serve as a basis for professional development program.

2.2 Participants

The participants of this study were the 208 public elementary school teachers in one district in one of the Division Offices of DepEd in the Province of Pampanga.

2.3 Instrument

The questionnaire was the main instrument used in collecting the data needed to substantiate the content of the study. The questionnaire contained the following parts: teachers' profiles in terms of sex, age, civil status, and take home pay; teachers' engagement in terms of attendance, character, teamwork, appearance, attitude, productivity, organization flexibility, communication, cooperation, and respect; and the challenges of the teacher-participants that affect their engagement in the organization. The said survey questionnaire was self-made by the researcher through the review and analysis of relevant literature. It was also validated and underwent reliability testing.

2.4 Statistical Treatment

The descriptive statistics such as frequency, percentage, mean, standard deviation; and inferential statistics such as T-test and ANOVA/F-test were used in treating the data gathered.

3. RESULTS AND DISCUSSION

3.1 Teachers' Engagement in the Organization

Table 1: Summary of Teachers' Engagement in the Organization

Dimension	Mean	Interpretation
Attendance	4.51	Highly Engaged
Character	4.68	Highly Engaged
Team Work	4.57	Highly Engaged
Appearance	4.72	Highly Engaged
Attitude	4.56	Highly Engaged
Productivity	4.47	Highly Engaged
Organization Flexibility	4.44	Highly Engaged
Communication	4.59	Highly Engaged
Cooperation	4.59	Highly Engaged
Respect	4.75	Highly Engaged
Composite	4.59	Highly Engaged

As shown, the teachers are highly engaged in the DepEd organization in general as reflected by the average weighted mean of 4.59. This discloses further that teachers are highly engaged in maintaining respect (4.75), appearance (4.72), character (4.68), communication (4.59), cooperation (4.59), teamwork (4.57), attitude (4.56), attendance (4.51), productivity (4.47), and organization flexibility (4.44). When taken singly, they scored highest in maintaining respect and scored lowest in performing organization flexibility.

3.2 Challenges Encountered by Teachers Affecting Their Engagement in the Organization

Table 1: Challenges Encountered by Teachers Affecting Their Engagement in the Organization

Items	Mean	Interpretation
1. Lack of available resources (financial / material) in performing one's mandates in teaching	3.50	Challenging
2. Insufficient resources (financial / material) in performing one's mandates in teaching	3.78	Challenging
3. Overloaded work and other tasks	4.12	Challenging
4. Too much documentation and reporting	4.25	Very Challenging
5. Insufficient salary	3.93	Challenging
6. Unconducive working environment	3.29	Moderately Challenging
7. Unpleasant relationship with colleagues	2.84	Moderately Challenging
8. The distance of home from the school	3.13	Moderately Challenging
9. Large class size	3.28	Moderately Challenging
10. Unrelated tasks are given to perform	3.46	Challenging
11. Poor facilities	3.31	Moderately Challenging
12. The undisciplined or unruly behavior of the students	3.51	Challenging
13. Harassment/bullying experienced by boss/colleagues	2.45	Slightly Challenging
14. Favoritism in the workplace	2.41	Slightly Challenging
15. Nepotism in the workplace	2.45	Slightly Challenging
16. Issues of corruption in school	2.25	Slightly Challenging
17. Uncooperative external stakeholders (e. g. parents, Barangay officials, community people, etc.)	2.69	Moderately Challenging
18. Unsupportive superiors	2.43	Slightly Challenging
19. Delay of services from higher offices	2.85	Moderately Challenging
20. Lack of in-service training, coaching, and mentoring services availed from the school	2.57	Slightly Challenging
Composite	3.14	Moderately Challenging

As clearly disclosed, the teachers are moderately challenged in the DepEd organization as shown by the weighted mean of 3.14. This signifies further that teachers are moderately challenged by the aspects showcasing their level of engagement in performing their mandated duties and responsibilities as professional teachers. Specifically, they are very challenged by too much documentation and reporting, with a mean of 4.25. Meanwhile, they scored lowest on issues of corruption in school having a mean score of 2.25.

3.3 Significant Difference in the Engagement of the Teachers and Their Profile

Profile	Group	Descriptive			Test of Significance		
		N	Mean	Std. Deviation	t-value / F-value	Sig.	Remarks
Sex	Male	10	4.08	0.38	-11.46	0.00	Significant Reject H_0
	Female	198	4.62	0.12			
Age	21 – 30 years old	18	4.69	0.20	8.44	0.00	Significant Reject H_0
	31 – 40 years old	29	4.54	0.17			
	41 – 50 years old	141	4.59	0.14			
	51 – 60 years old	20	4.58	0.12			
Civil Status	Single	25	4.44	0.21	12.13	0.00	Significant

	Married	162	4.61	0.13			Reject H_0
	Separated	13	4.55	0.20			
	Widowed	8	4.67	0.24			
Take-home Pay	Less than PHP. 5,000.00	16	4.73	0.18	10.55	0.00	Significant; Reject H_0
	PHP. 5,001.00 – PHP. 10,000. 00	65	4.49	0.15			
	PhP. 10,001.00 – PhP. 15,000.00	63	4.61	0.16			
	PhP. 15,001.00 – PhP. 20,000.00	59	4.62	0.15			
	PhP. 20,001.00 – PhP. 25,000.00	5	4.69	0.32			

As reflected in the table, there is significant on the engagement of the teachers when grouped according to their sex. It was attested by the t-value of -11.46 significant at 0.00 which is lower than 0.05 level of significance. Hence, the null hypothesis is rejected. It further disclosed that female teachers (4.62) are more engaged than male ones (4.08). Meanwhile, there is a significant difference in the engagement of the teachers when grouped according to their age. It was attested by the F-value of 8.44 significant at 0.00 which is lower than 0.05 level of significance. Hence, the null hypothesis is rejected. As the ages increase such as 31 – 40 years old (4.54), 41 – 50 years old (4.59), and 51 – 60 years old (4.58), their engagement also increases.

Also, there is a significant difference in the engagement of the teachers when grouped according to their civil status. It was attested by the F-value of 12.13 significant at 0.00 which is lower than 0.05 level of significance. Hence, the null hypothesis is rejected. It can also be seen that the engagement of married (4.61), separated (4.55), and widowed (4.67) are higher than the single ones (4.44).

More so, there is a significant difference in the engagement of the teachers when grouped according to their take-home pay. It was attested by the F-value of 10.55 significant at 0.00 which is lower than 0.05 level of significance. Hence, the null hypothesis is rejected. It also attested that despite less than PHP. 5,000.00, there are teachers who are still engaged in the organization, the same with other teachers who have higher take-home pays. This further attests that no matter the take-home pay is; teachers are still engaged in the organization.

4. CONCLUSIONS

Based on the findings, the following conclusions are drawn: most of the public elementary school teacher-participants are females, aged 41 to 50 years old, married, and have a monthly take-home pay of PHP. 5,001.00 – PHP. 10,000.00; the teachers are highly engaged in the DepEd organization, noting respect as the highest parameter and organization flexibility as the lowest parameter; there is a significant difference in the engagement of the teachers when grouped according to their sex, age, civil status, and take home pay; the teachers are moderately challenged in the DepEd organization, particularly by too much documentation and reporting; and a professional development program was developed as an output of the study that addressed the concerns posited in the findings of the study.

5. CONCLUSIONS

After a thorough analysis of findings and conclusions, the researcher came out with the following recommendations: the teachers should be guided by a financial coach in a financial literacy seminar handling their salaries and should be assisted by the school heads by means of providing technical assistance to guide them in their professional career through intensive and inclusive capacity training program in in-service training (INSET) or school learning action cell (SLAC); in realizing the proposed professional development program for enhancing the level of teachers' engagement, their demographic profiles should be considered in order to come up with adaptive and responsive measures; and the teachers should be taught of mechanisms to properly handle documentation and reporting in order to not experience burnout and attrition by introducing record keeping and housekeeping tools that are scientifically and empirically tested such as records management and the use of 5s of housekeeping.

6. REFERENCES

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7. APPENDIX

7.1 Survey Questionnaire

I. Teachers' Organizational Engagement

Direction: Please give your honest assessment on your level of organizational engagement in working at the DepEd and in your school in terms of attendance, character, team work, appearance, attitude, productivity, organization flexibility, communication, cooperation, and respect by putting a check mark (/) opposite each item. Please use the rating scale below.

Scale	Descriptive Equivalent	Interpretation
5	Always	Highly Engaged
4	Often	Engaged
3	Sometimes	Moderately Engaged
2	Seldom	Less Engaged
1	Never	Not Engaged

Items	Scale				
A. Attendance	5	4	3	2	1
1. Goes to school earlier than the official time					
2. Attends all the affairs in school					
3. Commits no absences					
4. Leaves the school on time					
5. Stays at work beyond the official time					
B. Character	5	4	3	2	1
1. Values the work as bread and butter					
2. Views school and the students as integral in one's professional success					
3. Envisions successful schools and learners					
4. Appreciates the little improvement of students and the school at large					
5. Motivates oneself to perform better and improve one's inclination in teaching					
C. Team Work	5	4	3	2	1
1. Collaborates with the rest of the colleague					
2. Collaborates in accomplishing the set goals of education					
3. Provides feedback with the rest of the group in doing certain work					
4. Integrates with the rest of the group in planning					
5. Collaborates with the rest of the group in decision making					
D. Appearance	5	4	3	2	1
1. Looks prim and proper					
2. Wears proper uniform at all times					
3. Observes hygienic practices					
4. Wears appropriate attire in every school/academic event					
5. Considers at all times the appropriateness of appearance					
E. Attitude	5	4	3	2	1
1. Thinks positively in times of adversities in work					
2. Thinks critically in every situation					
3. Appreciates the organization where one belongs					
4. Appreciates the stakeholders' share in the success of school's operation					
5. Appreciates the individual differences of the learners					
F. Productivity	5	4	3	2	1
1. Maximizes competencies in doing the teaching tasks					
2. Innovates materials and strategies to maximize instruction					
3. Creates meaningful learning opportunities for the learners					
4. Creates conducive learning environment for the students to realize their full potentials					
5. Creates meaningful opportunities for benchmarking the best practices of other teachers and other schools					
G. Organization Flexibility	5	4	3	2	1
1. Does multitasking					
2. Adapts to different teaching tasks/situations					
3. Does other related tasks					
4. Prepares beforehand in every activity					
5. Provides contingency measures in times of risky situations					
H. Communication	5	4	3	2	1
1. Gives clear instruction to students					
2. Communicates effectively with co-workers					
3. Relays integral information regarding the performance of the students to their parents					
4. Performs transparency in important data needed to deliver to the stakeholders of education					
5. Communicates grievances to proper authorities/institutional bodies					

I. Cooperation	5	4	3	2	1
1. Cooperates with the attainment of the vision of education					
2. Cooperates with the attainment of the mission of education					
3. Cooperates with the attainment of the values of education					
4. Cooperates with the plans, programs, and activities within the organization					
5. Cooperates with the higher authorities in performing shared responsibility in education					
J. Respect	5	4	3	2	1
1. Respects elder and other colleagues					
2. Respects the organizational system					
3. Respects the rights of the students and other stakeholders of education					
4. Respects the ethical standards set for the teaching profession					
5. Respects the processes needed to follow within the organization					

II. Challenges Encountered by Teachers Affecting Their Engagement in the Organization

Direction: Please give your challenges experienced that affect your engagement in the organization by putting a check mark (/) opposite each item. Please use the rating scale below.

Scale	Descriptive Equivalent	Interpretation
5	Always	Very Challenging
4	Often	Challenging
3	Sometimes	Moderately Challenging
2	Seldom	Less Challenging
1	Never	Not Challenging

Items	Scale				
	5	4	3	2	1
1. Lack of available resources (financial / material) in performing one's mandates in teaching					
2. Insufficient resources (financial / material) in performing one's mandates in teaching					
3. Overloaded work and other tasks					
4. Too much documentation and reporting					
5. Insufficient salary					
6. Unconducive working environment					
7. Unpleasant relationship with colleagues					
8. Distance of home from the school					
9. Large class size					
10. Unrelated tasks given to perform					
11. Poor facilities					
12. Undisciplined or unruly behavior of the students					
13. Harassment / bullying experienced from boss / colleagues					
14. Favoritism in the workplace					
15. Nepotism in the workplace					
16. Issues of corruption in school					
17. Uncooperative external stakeholders (e.g. parents, Barangay officials, community people, etc.)					
18. Unsupportive superiors					
19. Delay of services from higher offices					
20. Lack of in-service training, coaching, and mentoring services availed from the school					

BIOGRAPHY

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