



**THE PERCEIVED SELF-EFFICACY, WORKPLACE WELL-BEING, AND  
WORKFORCE ENGAGEMENT OF THE SCHOOL DEPARTMENT HEADS: BASIS  
FOR AN INTERVENTION PLAN**

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This quantitative research examined the level of perceived self-efficacy (PSE), workplace well-being (PWW), and workforce engagement (PWE) of the department heads (DHs) during the School Year 2021-2022 in Bacolod City Division, Negros Occidental. The study surveyed 74 DHs from public high schools utilizing the descriptive design. The findings indicated that high and very high levels of PSE, PWW, and PWE were demonstrated. A significant difference was discovered in PSE in beliefs about abilities according to civil status. Meanwhile, no significant difference was found between PWW and contribution to the organization in positive organizational psychology. However, in years of experience, a significant difference was found in fit and development. Finally, there was no significant difference in PWE in cognitive, emotional, and physical work engagement. Thus, the proposed training program is intended to empower them with knowledge and skills on school management.

*Keywords:* Self-efficacy, Workplace Well-being, Workforce Engagement, department heads, Bacolod City

### **Introduction**

As a result of the Corona Virus Disease (COVID) - 19 pandemic, educational systems worldwide have had to adapt to a new paradigm. The pandemic has harmed the mental health of the students and teachers (Cachón-Zagalaz, Sánchez-Zafra, Sanabrias-Moreno, González-Valero, Lara-Sánchez, and Zagalaz-Sánchez, 2020). Teachers are the frontline workers in educational change (Mei Kin and Abdull Kareem, 2016), and their general health is critical to a successful academic reaction to the status quo.

Aside from health, there is an educational issue. The world was impacted during lockdowns. The suddenness, ambiguity, and instability of the COVID-19 left the school sector scrambling to adapt (Dayagbil, Palompon, Garcia, and Olvido, 2021), so teachers must build self-efficacy, well-being, and work engagement.

Teachers with high self-efficacy perceive crises as opportunities and become more dedicated to their profession by putting in more time and effort (Baloran and Hernan, 2020). Similarly, teacher well-being is a crucial issue for schools that contributes to teaching effectiveness, student outcomes, and educational governance (Hascher and Waber, 2021).

In the middle of the COVID-19 pandemic, looking into this research would be very valuable for the educational sector, as wellness programs may aid with productivity and good lifestyle modeling. In the face of the threat posed by COVID-19, the Department of Education (DepEd) ensures the health, safety, and welfare of all students, teachers, and staff via the Basic Education Learning Continuity Plan (BE-LCP) (DepEd Learning Continuity Plan, 2020).

This study aimed to determine the PSE, PWW, and PWE of the school DHs in the Bacolod City Division during the School Year 2020-2021 as a basis for an Intervention Plan. Specifically, it sought answers to the following questions:

1. What is the profile of the respondents in terms of age, sex, civil status, years of experience as a department head, and number of teachers supervised?
2. What is the level of PSE of the DHs according to the beliefs in abilities, capabilities to control over any situation, and sense of accomplishment?
3. What is the level of PWW of the DHs according to the positive organizational psychology, fit and development, and contribution to the organization?
4. What is the level of PWE of the DHs according to the cognitive work engagement, emotional work engagement, and physical work engagement?
5. What is the level of PSE of the DHs when grouped according to the aforementioned variables?
6. What is the level of PWW of the DHs when grouped according to the aforementioned variables?
7. What is the level of PWE of the DHs when grouped according to the aforementioned variables?
8. Is there a significant difference in the level of PSE of the DHs when grouped and compared according to the aforementioned variables?
9. Is there a significant difference in the level of PWW of the DHs when grouped and compared according to the aforementioned variables?
10. Is there a significant difference in the level of PWE of the DHs when grouped and compared according to the aforementioned variables?
11. Based on the findings of the study, what intervention plan can be formulated?

### **Framework of the Study**

The present study was anchored on the Self-efficacy Theory of Albert Bandura (1977), the Expectancy Motivation Theory of Victor Vroom (1964), and the Theory of Employee Engagement of William Kahn (1990). These three theories combined serve as a strong structural frame in solidifying the foundation of this research study focusing on the PSE, PWW, and PWE of the DHs in Bacolod City Division.

This research study was prepared to furnish data, values, and insights which may be beneficial to the Schools Division Superintendent (SDS) to create programs that can benefit the mental health of the teachers amidst their venture in fulfilling the mission and vision of the DepEd, especially during the pandemic. Likewise, to the Curriculum and Implementation Division Personnel (CIDP) to ensure that strategic and technical inputs are provided for the full implementation of the articulated basic education curriculum and in enforcing curriculum standards, localization, and indigenization of the curriculum to suit the conditions and context of the locality. Similarly, to the School Governance Operation Department Personnel to improve continuously through strategic direction and technical inputs to school management, this study will significantly benefit them in identifying additional ways to ensure that by focusing on the organization's well-being and workforce engagement, a conducive learning environment is provided to learners in accordance with quality standards of Governance and Operations. Further, to the Public Schools District Supervisors (PSDSs) to establish a conducive physical environment for learners and school workers by being knowledgeable about the importance of mental health in sustaining solid and harmonious partnerships and collaboration among teachers, heads, stakeholders, and the community. Moreover, to the School Heads to determine the programs that could address the well-being of their constituents, which will give them a whole new perspective on enhancing their performance and management faculty. Additionally, to the Teachers to continue feeding the young and hungry minds despite the difficulties of navigating

the new normal by providing them with an efficacious, effective, and healthier work environment. Furthermore, to the Master Teachers to learn new information, ideas, and skills, that can be used to guiding, understanding, and assisting their colleagues. Finally, to the Future Researchers to serve as a cross-reference that will give them background or an overview of a study with similar constructs. Also, delving into this study will serve as stimuli for other researchers and prospective writers to explore this area and promote well-being and mental health in their chosen work field.

The following terms were conceptually and operationally defined for better understanding. Age refers to the years of existence of the respondents who are classified as older and younger. Meanwhile, *civil status* pertains to the status of the respondents of the study, whether they belong to married or single. On the other hand, *Department Heads*, refers to the respondents of the study who are employed at the different public high schools in Bacolod City Division in Negros Occidental. Further, *number of teachers supervised* refers to the number of teachers in each department in school under the supervision of the department heads. While *self-efficacy* is the belief of an individual about his or her capability to manage responsibilities, which includes believing in the capacity of a person to accomplish a task, modeling successful people, and getting the support of others (Türkoğlu, Cansoy, and Parlar, 2017). Further, *belief in abilities* refers to one of the dependent variables, categorized under perceived self-efficacy. This is a category of perceived self-efficacy that the researcher aims to discover through a survey. Moreover, the *capabilities to control over any situation* refers to one of the dependent variables of the study, which is categorized under the level of perceived self-efficacy. Meanwhile, the *sense of accomplishment* is defined as the intrinsic motivation and feelings associated with learning (Gehr, 2019). Likewise, *sex* is a biological characteristic of an individual. It is often classified as either male or female. Certain individuals may exhibit both male and female characteristics, or may exhibit neither male nor female characteristics, or may exhibit additional sexual characteristics (Australian Bureau of Statistics, 2016). More, *workforce engagement* is defined conceptually as a pleasant, affective-motivational state characterized by high energy, commitment, and a strong concentration on work (Schaufeli and Bakker, 2010 as cited in Bakker, 2018). Similarly, *cognitive work engagement* is defined conceptually as the conscious focus on and affirmation of the work of a person to improve performance on certain tasks, goals, or activities (Kuok and Taormina, 2017). Correspondingly, *emotional work engagement* is described as a voluntary connection to tasks, objectives, or organizational activities characterized by good sentiments about actively executing and accomplishing those tasks, objectives, or activities (Kouk and Taormina, 2017). Further, *physical work engagement* is defined as the bodily involvement in tasks, objectives, or organizational activities by intentionally and voluntarily utilizing the energy and effort of a person to execute and complete those tasks, objectives, or activities (Kouk and Taormina, 2017). Moreover, *workplace well-being* is conceptually defined as a subjective evaluation of the ability of an employee to develop and optimally function within the workplace (Bartels, Peterson, and Reina, 2019). While *contribution to the organization*, operationally, refers to one of the components of workplace well-being which is classified as the dependent variable of the present study. This is measured using a survey of the school department head respondents. Furthermore, *fit and development* refers to one of the components of workplace well-being which is classified as the dependent variable of the present study. This is measured using a survey of the school department head respondents. Whereas *positive organizational psychology* refers to the study and implementation of positive human resource qualities and psychological capacities that may be tested, developed, and controlled in today's workplace to improve performance (Positive Psychology, 2021). Finally, *years of experience* refers to the length of service rendered as DHs in the affiliated school or DepEd.

## Methodology

This study employed the quantitative descriptive design to determine the level of PSE, PWW, and PWE of the DHs in Bacolod City Division during the School Year 2020-2021 as a basis for an Intervention Plan. Furthermore, this design was used because it described the present situation. According to Loeb, Dynarski, McFarland, Morris, Reardon, and Reber, (2017), “a descriptive analysis describes the present situation by answering questions about who, what, where, when, and to what extent.”

This study was conducted to eleven (11) high schools from seven (7) districts within Bacolod City Division. The Bacolod City Division is an epitome of excellence, spearheading the projects and programs of the DepEd focusing on academic achievement and quality education. That greatly contributes to building a strong nation of good, upright, self-reliant, and productive citizens in the next generations (depedbacolod.net, 2021).

This study on the PSE, PWW, and PWE was conducted to a total of seventy-four (74) DHs who were taken as the respondents using the purposive sampling techniques. A Purposive Sampling is a nonprobability sampling technique used by the researcher to choose a sample of subjects or units from a population. In this sampling technique, the researcher has something in mind to include only the respondents that suit the purpose of the study (Etikan, Musa, and Alkassim, 2016).

Three researcher-made questionnaires were used to acquire the data needed in this study. To measure the PSE of the respondents, the self-efficacy scale categorized into three areas was utilized. These three areas are the Beliefs in Abilities, Capabilities to Control any Situation, and Sense of Accomplishment modified and revamped from The General Self-Efficacy Scale (GSE) by Ralf Schwarzer and Matthias Jerusalem. For the PWW, a questionnaire composed by the researcher himself categorized into three: the Positive organizational Psychology, Fit and Development, and Contribution to the Organization using the Five-Scale Likert format. On the other hand, for the PWE, a researcher-made questionnaire was given out to the respondents divided into three areas- Cognitive Work Engagement, Emotional Work Engagement, and Physical Work Engagement. The instrument for the PWE was tailored by the researcher from The Workforce Engagement Inventory formulated by Kuok and Taormina (2017).

To ensure local norm for the research instrument, the reliability of the instruments was tested using Cronbach's coefficient  $\alpha$  to calculate the internal consistency coefficients of the items included in the questionnaire through a pilot study with DHs who were not the actual respondents of the study. The construct of Perceived Self-Efficacy, which reflects an optimistic self-belief from Schwarzer (1992) as cited in Schwarzer et al. (2010), was utilized to measure the self-efficacy of the DHs of the public schools in the division of Bacolod city. The General Self-Efficacy Scale is a 10-item psychometric scale designed to assess optimistic self-beliefs in the ability of a person to cope with a variety of difficult situations, adversities, and demands in life.

Self-made questionnaires were instituted to gather the data. The instruments were subjected to the jury for validation. It is divided into two (2) parts: Part I comprised the Profile of the respondents, which elicited data on their age, sex, civil status, years of experience as department heads, and the number of teachers supervised by the respondents. Part II brought forth the PSE, PWW, and PWE of the DHs. There were three (3) categories that contain twelve (12) items for the areas or a total of thirty (36) items for the PSE, PWW, and PWE of the respondents. Each item was rated on a scale of 1-5, with 5 interpreted as Always, 4 as Often, 3 as Sometimes, 2 Rarely, and 1 as Almost Never. To establish the reliability of the research instrument, Cronbach Alpha was used. For this research endeavor, a reliability study was administered to 32 school department heads from the public schools of Talisay District I, District II, and District III within the Division of Negros Occidental. After the administration of the test, the data were classified and subjected to Cronbach Alpha formula. Thus, the reliability rating is 0.780, interpreted as Acceptable for the PSE; 0.884 for the PWW, interpreted as Good; and 0.844

for the PWE, interpreted as Good, which reveals that the test instrument across all the three categories is reliable.

Also, a letter hand-carried by the researcher was sent out addressed to the respective SDS of Bacolod City asking permission to conduct the study. Afterward, each PSDS was also informed with a written letter asking for permission to conduct the study in each district within Bacolod City Division. When the permission was granted, another set of letters addressed to the principal of each school was delivered, and an orientation about the purpose of the study was facilitated to the respondents. As soon as data were gathered, they were collated and statistically treated.

This study used two analytical schemes based on the research objectives, descriptive and comparative. Objectives 1, 2, 3, 4, 5, 6, and 7 utilized a Descriptive Analytical Scheme. While objectives 8,9, and 10 used a Comparative analytical scheme. The researcher employed the following statistical treatment to answer the specific objectives in determining significant differences of each variable. Objective No.1 used the Frequency count and Percentage distribution. Whereas, objective Nos. 2, 3, 4, 5, 6, and 7 utilized the Mean. And objectives Nos. 8, 9, and 10 used the Mann Whitney U test.

### Results and Discussion

Table 1 shows that the Civil Status of the DHs, among other variables with the P-value  $\leq 0.05$  using the Mann Whitney U test, the null hypothesis ( $H_0$ ) is rejected. Therefore, there is a significant difference in the level of PSE of the DHs in terms of beliefs in abilities when grouped and compared according to their civil status. Whereas there is no significant difference in the level of PSE of the DHs in beliefs in abilities when grouped and compared according to age, sex, years of experience as department head, and the number of teachers supervised. This implies that the civil status of the DHs is influenced by their various experiences such as personal, work, and family in performing their duties and responsibilities as school employees and as private individuals. In the study of Barni, Danioni, and Benevene (2019), the beliefs of the teachers in their ability are relevant to their success in coping with the tasks, challenges, and obligations related to their professional roles. It is also supported by Guhao (2016) that school leaders, especially the department head, should establish a strong professional community among their fellow teachers that would encourage their teachers to work together towards producing and improving instructional materials, instructions, and curriculum.

**Table 1. Difference in the Level of PSE of the DHs in the Area of Beliefs in Abilities When Grouped and Compared According to the Aforementioned Variables**

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	36	36.74	656.50	0.758	0.05	Not Significant
	Older	38	38.22				
Sex	Male	33	35.17	599.50	0.386	0.05	Not Significant
	Female	41	39.38				
Civil Status	Single	19	46.39	353.50	0.030	0.05	Significant
	Married	55	34.43				
Years of Experience as Department	Shorter	36	37.00	666.00	0.840	0.05	Not Significant
	Longer	38	37.97				

**Head**

<b>Number of Teachers Supervised</b>	Lower	36	37.08	669.00	0.867	0.05	Not Significant
	Higher	38	37.89				

Table 2 shows no significant difference in the level of PSE of the DHs in capabilities to control over any situation when grouped and compared according to age, sex, civil status, years of experience as department head, and the number of teachers supervised. This implies that regardless of the variables, DHs could respond immediately to the issues and concerns faced by the schools during the pandemic. It also suggests that DHs were professionally competent in offering solutions to improve the school system. This implies that the civil status of the department heads is influenced by their various experiences such as personal, work, and family in performing their duties and responsibilities as school employees and as private individuals. Their civil status plays an important role in rendering commitment to their work and coping mechanisms for addressing challenges.

The result of the study agrees with the findings of the study by Keys (2016) which revealed that among the variables, there is no significant difference in the level of teaching experience and gender of the high school teachers. Likewise, Arik (2018) found no statistically significant difference in terms of gender or teacher self-efficacy beliefs. Moreover, there was no significant difference between the self-efficacy beliefs of the administrators according to their gender. In other words, the self-efficacy beliefs of male and female administrators are like each other.

**Table 2. Difference in the Level of PSE of the DHs in the Area of Capabilities to Control Over Any Situation When Grouped and Compared According to the Aforementioned Variables**

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
<b>Age</b>	Younger	36	36.92	663.00	0.817	0.05	Not Significant
	Older	38	38.05				
<b>Sex</b>	Male	33	37.11	663.50	0.885	0.05	Not Significant
	Female	41	37.82				
<b>Civil Status</b>	Single	19	41.32	450.00	0.361	0.05	Not Significant
	Married	55	36.18				
<b>Years of Experience as Department Head</b>	Shorter	36	35.42	609.00	0.408	0.05	Not Significant
	Longer	38	39.47				
<b>Number of Teachers Supervised</b>	Lower	36	35.32	605.50	0.387	0.05	Not Significant
	Higher	38	39.57				

Table 3 shows no significant difference in the level of PSE of the DHs in the sense of accomplishment when grouped and compared according to age, sex, civil status, years of experience as department head, and the number of teachers supervised. The result suggests that DHs were able to accomplish the school tasks regardless of the variables. It also implies that the respondents established a strong sense of accomplishment as part of their pledge to promote quality and inclusive education. In the rising cases of COVID, DHs continued to function

effectively, reassuring that their well-being was one of their top priorities. The result suggests that DHs were able to accomplish the school tasks regardless of the variables. It also implies that the respondents established a strong sense of accomplishment as part of their pledge to promote quality and inclusive education. In the rising cases of COVID-19, DHs continued to function effectively, reassuring that their well-being was one of their top priorities.

Tucker (2017) revealed that there was no significant difference in the PSE of males and females. As supported by Grant, Jeon, and Buettner (2019), the perceived well-being and working conditions remain in their job, field, and commitment to their profession. On the other hand, a study conducted on Australian teachers identified that PSE is one of the contributors to the commitment of the teachers to work continuously, as stated in Lipscomb, Chandler, Abshire, Jaramillo, and Kothari (2021). The PSE of the teachers affects their commitment to school and society (Alibakhshi, Nikdel, and Labbafi, 2020). Also, recent research by Skaalvik (2020) shows that “teacher self-efficacy is positively related to engagement and job satisfaction.”

**Table 3. Difference in the Level of PSE of the DHs in the Area of Sense of Accomplishment When Grouped and Compared According to the Aforementioned Variables**

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	36	37.17	672.00	0.894	0.05	Not Significant
	Older	38	37.82				
Sex	Male	33	34.58	580.00	0.281	0.05	Not Significant
	Female	41	39.85				
Civil Status	Single	19	37.13	515.50	0.929	0.05	Not Significant
	Married	55	37.63				
Years of Experience as Department Head	Shorter	36	35.39	608.00	0.398	0.05	Not Significant
	Longer	38	39.50				
Number of Teachers Supervised	Lower	36	35.90	626.50	0.523	0.05	Not Significant
	Higher	38	39.01				

Table 4 shows that there is no significant difference in the level of PWW of the DHs in positive organizational psychology when grouped and compared according to their age, sex, civil status, years of experience as department heads, and the number of teachers supervised using the Mann Whitney U test. Therefore, the null hypothesis failed to reject. This implies that regardless of the above-mentioned variables, DHs build a good relationship among their colleagues despite their diverse backgrounds. Likewise, DHs are committed to achieving the vision and mission of their school, even during the pandemic time. This suggests that their surroundings influence their PWW to perform better in response to the challenges of a new education setting. This implies that regardless of the above-mentioned variables, DHs build a good relationship among their colleagues despite their diverse backgrounds. Likewise, DHs are committed to achieving the vision and mission of their school, even during the pandemic time.

In the study of Brouskeli, Kaltsi, and Loumakou (2018), the result is similar with the findings of the present study which revealed that there is no significant difference in terms of age. It is also supported by Benevene, De Stasio, and Fiorilli (2020) that teachers continue

showing increasing interest in the school despite the dynamics and the interaction with their school environment.

**Table 4. Difference in the Level of PWW of the DHs in the Area of Positive Organizational Psychology When Grouped and Compared According to the Aforementioned Variables**

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	36	38.10	662.50	0.799	0.05	Not Significant
	Older	38	36.93				
Sex	Male	33	34.67	583.00	0.265	0.05	Not Significant
	Female	41	39.78				
Civil Status	Single	19	42.11	435.00	0.235	0.05	Not Significant
	Married	55	35.91				
Years of Experience as Department Head	Shorter	36	35.67	618.00	0.434	0.05	Not Significant
	Longer	38	39.24				
Number of Teachers Supervised	Lower	36	34.50	576.00	0.200	0.05	Not Significant
	Higher	38	40.34				

Table 5 shows the years of experience as the department head, among other variables, since the P-value was  $\leq 0.05$  using the Mann-Whitney U test, the null hypothesis (Ho) was rejected. Therefore, there is a significant difference in the level of perceived workplace well-being of the DHs in terms of fit and development when grouped and compared according to their years of experience as the department head. Meanwhile, there is no significant difference in age, sex, civil status, and the number of teachers supervised by the DHs. This means that the years of experience of the respondents contribute to the school thrusts considering their expertise and experiences over time, especially in the changes in the educational curriculum and system. Since the years of being the DHs is significant to their fit and development in their PWW, their well-being is relevant to their life and work.

The result of the study is congruent with Tucker (2017) which revealed that the years of teaching experience of the teachers play a significant role in their PSE. It is supported by Skaalvik and Skaalvik (2018) that the number of hours spent on administrative tasks is a more precise indicator of workload experience. In school, the PWW is significantly impacted by the working environment, from the quality of relationships among colleagues to the degree of work autonomy in improving their PWW (Viac and Fraser, 2020). Thus, employees with better well-being also have favorable leadership behavior across time (Perko, Kinnunen, Tolvanen, and Feldt, 2016).



**Table 5. Difference in the Level of PWW of the DHs in the Area of Fit and Development When Grouped and Compared According to the Aforementioned Variables**

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	36	34.14	563.00	0.124	0.05	Not Significant
	Older	38	40.68				
Sex	Male	33	37.83	665.50	0.888	0.05	Not Significant
	Female	41	37.23				
Civil Status	Single	19	40.97	456.50	0.337	0.05	Not Significant
	Married	55	36.30				
Years of Experience as Department Head	Shorter	36	31.94	484.00	0.011	0.05	Significant
	Longer	38	42.76				
Number of Teachers Supervised	Lower	36	35.58	615.00	0.380	0.05	Not Significant
	Higher	38	39.32				

Table 6 shows that no significant difference was created in the level of PWW of the DHs in contribution to the organization when grouped and compared according to their age, sex, civil status, years of experience as DHs, and the number of teachers supervised. This implies that regardless of the demographics of the DHs, each has the responsibility to achieve a productive and positive workplace. Likewise, the DHs are motivated and optimistic about working and accomplishing tasks despite the challenging situation. Their role as DHs is incorporated by their subjective feeling about their job in school. Hence, it is their sole responsibility to maintain a positive and healthy school environment no matter how bad or good the situation is. This implies that regardless of the demographics of the department heads, each has the responsibility to achieve a productive and positive workplace.

The result of the study is supported by Benevene et al. (2020), which shared that there were studies presented regarding the training of teachers and school factors that affect the well-being of the teachers. Also, well-being is the ability of teachers to develop a positive and dynamic equilibrium between the resources and challenges of the teachers, when it comes to environmental, social, individual, physical, mental, and psychological aspects. Furthermore, Çimen and Özgan (2018) stated that the psychological capital of the teachers is a higher-order construct that draws from positive psychology. This positive psychology includes the four facets of hope, self-efficacy, optimism, and resilience.

**Table 6. Difference in the Level of PWW of the DHs in the Area of Contribution to the Organization When Grouped and Compared According to the Aforementioned Variables**

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	36	34.06	560.00	0.163	0.05	Not Significant
	Older	38	40.76				
Sex	Male	33	37.91	663.00	0.879	0.05	Not Significant
	Female	41	37.17				

<b>Civil Status</b>	Single	19	39.24	489.50	0.671	0.05	Not Significant
	Married	55	36.90				
<b>Years of Experience as Department Head</b>	Shorter	36	34.06	560.00	0.163		Not Significant
	Longer	38	40.76				
<b>Number of Teachers Supervised</b>	Lower	36	34.64	581.00	0.246	0.05	Not Significant
	Higher	38	40.21				

Table 7 shows no significant difference in the level of PWE of the DHs in cognitive work engagement when grouped and compared according to their age, sex, civil status, years of experience as DHs, and the number of teachers supervised. This implies that the above-mentioned variables contributed to the success of the whole school community in addressing concerns through the collective ideas presented by the department heads and teachers. In the same manner, DHs are dedicated and focused on accomplishing tasks in their assigned work by applying the necessary skills and knowledge learned before a health crisis.

Lin and Lee (2017) supported that work engagement plays a fully mediating role in the educational institutions and the innovative ideas of the school employees. Also, the study by Abun, Ranay, Magallanes, Encarnacion, and Alkalde (2020) agrees that school employees feel very delighted, very excited, very enthusiastic, and very happy to perform and carry out their responsibilities at work.

**Table 7. Difference in the Level of PWE of the DHs in the Area of Cognitive Work Engagement When Grouped and Compared According to the Aforementioned Variables**

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
<b>Age</b>	Younger	36	37.71	676.50	0.928	0.05	Not Significant
	Older	38	37.30				
<b>Sex</b>	Male	33	34.02	561.50	0.161		Not Significant
	Female	41	40.30				
<b>Civil Status</b>	Single	19	38.76	498.50	0.739	0.05	Not Significant
	Married	55	37.06				
<b>Years of Experience as Department Head</b>	Shorter	36	35.51	612.50	0.386		Not Significant
	Longer	38	39.38				
<b>Number of Teachers Supervised</b>	Lower	36	36.28	640.00	0.594	0.05	Not Significant
	Higher	38	38.66				

Table 8 shows no significant difference in the level of PWE of the DHs in emotional work engagement when grouped and compared according to their age, sex, civil status, years of experience as department heads, and the number of teachers supervised. This implies a sense of satisfaction, fulfillment, and enthusiasm built in their workplace regardless of their demographics. Moreover, DHs have established appropriate emotional responses towards their

colleagues and school. Hence, they are progressively engaging in unpredicted events. On the other hand, regardless of the variables, DHs establish their PWW, including the emotional management of their working environment. This implies a sense of satisfaction, fulfillment, and enthusiasm built in their workplace regardless of their demographics.

As stated in the journal of Byrne and MacDonagh (2017), the engagement of the employees in their workplace is vital in work management that makes them perform better, happier, and more fulfilled. Therefore, if job satisfaction exists, there are also positive effects on the work commitment and productivity of the school employees (Gamero Burón and Lassibille, 2016).

**Table 8. Difference in the Level of PWE of the DHs in the Area of Emotional Work Engagement When Grouped and Compared According to the Aforementioned Variables**

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	36	36.08	633.00	0.567	0.05	Not Significant
	Older	38	38.84				
Sex	Male	33	35.47	609.50	0.449	0.05	Not Significant
	Female	41	39.13				
Civil Status	Single	19	40.79	460.00	0.422	0.05	Not Significant
	Married	55	36.36				
Years of Experience as Department Head	Shorter	36	35.24	602.50	0.360	0.05	Not Significant
	Longer	38	39.64				
Number of Teachers Supervised	Lower	36	37.57	4681.50	0.978	0.05	Not Significant
	Higher	38	37.43				

Table 9 shows no significant difference in the level of PWE of the DHs in physical work engagement when grouped and compared according to their age, sex, civil status, years of experience as department heads, and the number of teachers supervised. The statistical result showing no significant difference among the variables implies that the DHs are actively engaging in a workplace filled with satisfaction, commitment, and positive conditions. Further, DHs are physically driven by the present health crisis to become more resilient, progressive, and productive in delivering quality education and developing the overall school system. The statistical result showing no significant difference among the variables implies that the department heads are actively engaging in a workplace filled with satisfaction, commitment, and positive conditions.

In contrast, Burón and Lassibille (2016) found that the engagement at work positively related to the employment conditions, work satisfaction, and working environment. Thus, teachers are committed to working in school under the management styles of the school heads. Therefore, work engagement is one of the factors that contribute to the performance and productivity of the employees at work (Gülbahar, 2017).

**Table 9. Difference in the Level of PWE of the DHs in the Area of Physical Work Engagement When Grouped and Compared According to the Aforementioned Variables**

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
<b>Age</b>	Younger	36	37.53	683.00	0.991	0.05	Not Significant
	Older	38	37.47				
<b>Sex</b>	Male	33	32.56	513.50	0.072	0.05	Not Significant
	Female	41	41.48				
<b>Civil Status</b>	Single	19	40.34	468.50	0.498	0.05	Not Significant
	Married	55	36.52				
<b>Years of Experience as Department Head</b>	Shorter	36	36.54	649.50	0.705	0.05	Not Significant
	Longer	38	38.41				
<b>Number of Teachers Supervised</b>	Lower	36	38.72	640.00	0.629	0.05	Not Significant
	Higher	38	36.34				

**Conclusions**

The result of the study reveals that among the DHs who were taken as respondents, the majority were older with the age range of 43 years old and above, female, married, with longer years in service from 9 years and above; and with a higher number of teachers supervised from 11 teachers and above.

Furthermore, the researcher found out that the results of the study on the level of PSE, PWW, and PWE when categorized according to its variables and demographics of the DHs were high and very high. The results of the survey reveal that the DHs of the Schools Division of Bacolod City manage to respond successfully to the challenges and needs of their school and their teachers despite the pandemic. Moreover, the respondents are seasonally trained to develop self-trust and competence in their profession. They are extensively exposed to the responsibilities of influencing their colleagues to work with motivation, commitment, and satisfaction towards school responsiveness and progressiveness despite the gap between the high and very high-level results. Thus, the success of the school system operations depends on the degree of knowledge, enthusiasm, and experience invested in the DHs and their subordinates.

On the other hand, there is a significant difference in the level of PSE of the department heads in their beliefs in abilities when grouped and compared according to their civil status. The single and married DHs differ in their management styles and responsibilities at home, contributing to their responsiveness to school concerns. However, there is no significant difference in terms of their capabilities to control any situation and sense of accomplishment when grouped and compared according to their demographics. Therefore, DHs accomplish tasks and solve school concerns efficiently even if there is a surge of COVID-19 in the province.

Regarding the level of PWW of the DHs in positive organizational psychology and contribution to the organization when grouped and compared according to the demographics, no significant difference is found. However, there is a significant difference in fit and development when grouped and compared according to their years of experience as the DHs. The result suggests that their years in service build up their professional competence, core values, and self-resiliency in school. As seasoned teachers, transformational leadership is vital in dealing with school operation challenges.

Further, the result shows no significant difference in the level of PWE of the DHs in the areas of cognitive, emotional, and physical work engagement when the department heads were grouped and compared according to their demographics. Based on age, sex, civil status, years of experience as the department head, and the number of teachers supervised, their workforce engagement still positively impacts their roles and functions in bringing quality products and outcomes to their schools.

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