

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 ≤ 0.05 using the Mann-Whitney U test, the null hypothesis (H_0) 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				

Civil Status	Single	19	39.24	489.50	0.671	0.05	Not Significant
	Married	55	36.90				
Years of Experience as Department Head	Shorter	36	34.06	560.00	0.163		Not Significant
	Longer	38	40.76				
Number of Teachers Supervised	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
Age	Younger	36	37.71	676.50	0.928	0.05	Not Significant
	Older	38	37.30				
Sex	Male	33	34.02	561.50	0.161		Not Significant
	Female	41	40.30				
Civil Status	Single	19	38.76	498.50	0.739	0.05	Not Significant
	Married	55	37.06				
Years of Experience as Department Head	Shorter	36	35.51	612.50	0.386		Not Significant
	Longer	38	39.38				
Number of Teachers Supervised	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
Age	Younger	36	37.53	683.00	0.991	0.05	Not Significant
	Older	38	37.47				
Sex	Male	33	32.56	513.50	0.072	0.05	Not Significant
	Female	41	41.48				
Civil Status	Single	19	40.34	468.50	0.498	0.05	Not Significant
	Married	55	36.52				
Years of Experience as Department Head	Shorter	36	36.54	649.50	0.705	0.05	Not Significant
	Longer	38	38.41				
Number of Teachers Supervised	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.

REFERENCES

- Abun, D., Ranay, F. B., Magallanes, T., Encarnacion, M. J., & Alkalde, F. (2020). Employee Treatment and Work Engagement: The Philippines Context. *Proteus-Cahiers Des Théories de l'art*, 11(10), 153–175. <https://doi.org/10.37896/PJ11.10/017>
- Alibakhshi, G., Nikdel, F., & Labbafi, A. (2020). Exploring the consequences of teachers' self-efficacy: a case of teachers of English as a foreign language
- Arik, S. (2018). The investigation of the relationship between teacher candidates' teacher self-efficacy beliefs and communication skills in terms of different variables. *International Journal of Eurasia Social Sciences*, 9(33), 1954n1972.
- Bakker, A. B. (2018). *Multiple Levels in Job Demands–Resources Theory: Implications for Employee Well-being and Performance*. 14.
- Baloran, E., & Hernan, J. (2020). *Crisis Self-Efficacy and Work Commitment of Education Workers among Public Schools during COVID-19 Pandemic*. <https://doi.org/10.20944/preprints202007.0599.v1>
- Barni, D., Danioni, F., & Benevene, P. (2019). Teachers' Self-Efficacy: The Role of Personal Values and Motivations for Teaching. *Frontiers in Psychology*, 10, 1645. <https://doi.org/10.3389/fpsyg.2019.01645>
- Bartels, A. L., Peterson, S. J., & Reina, C. S. (2019). Understanding well-being at work: Development and validation of the eudaimonic workplace well-being scale. *PLOS ONE*, 14(4), e0215957. <https://doi.org/10.1371/journal.pone.0215957>
- Benevene, P., De Stasio, S., & Fiorilli, C. (2020). Editorial: Well-Being of School Teachers in Their Work Environment. *Frontiers in Psychology*, 11, 1239. <https://doi.org/10.3389/fpsyg.2020.01239>
- Brouskeli, V., Kaltsi, V., & Loumakou, M. (2018). Resilience and occupational well-being of secondary education teachers in Greece.
- Burón, C. G., & Lassibille, G. (2016). *Work engagement among school directors and teachers' behavior at work*. 20.
- Byrne, O., & MacDonagh, J. (2017). What's love got to do with it? Employee engagement amongst higher education workers. *The Irish Journal of Management*, 36(3), 189–205. <https://doi.org/10.1515/ijm-2017-0019>

- Cachón-Zagalaz, J., Sánchez-Zafra, M., Sanabrias-Moreno, D., González-Valero, G., Lara-Sánchez, A. J., & Zagalaz-Sánchez, M. L. (2020). Systematic Review of the Literature About the Effects of the COVID-19 Pandemic on the Lives of School Children. *Frontiers in Psychology, 0*. <https://doi.org/10.3389/fpsyg.2020.569348>
- Çimen, İ. & Özgan, H. (2018). Contributing and damaging factors related to the psychological capital of teachers: A qualitative analysis. *Issues in Educational Research, 28*(2), 308-328. <http://www.iier.org.au/iier28/cimen.pdf>
- Dayagbil, F. T., Palompon, D. R., Garcia, L. L., & Olvido, M. M. J. (2021). Teaching and Learning Continuity Amid and Beyond the Pandemic. *Frontiers in Education, 6*. <https://www.frontiersin.org/article/10.3389/educ.2021.678692>
- DepEd Learning Continuity Plan. (2020). Retrieved from https://www.deped.gov.ph/wp-content/uploads/2020/07/DepEd_LCP_July3.pdf
- Division of Bacolod City—About Us. (2021). Retrieved October 19, 2021, from <https://www.depedbacolod.net/about-us>
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics, 5*, No. 1, pp. 1-4. doi: 10.11648/j.ajtas.20160501.11
- Gamero Burón, C., & Lassibille, G. (2018). Work Engagement Among School Directors And Its Impact On Teachers' Behavior At Work. *The Journal of Developing Areas, 52*, 27–39. <https://doi.org/10.1353/jda.2018.0020>
- Gehr, L. (2019). Developing Students' Sense of Accomplishment Through Student Choice: Uncovering An Emerging Framework For The Development Of Intrinsic Motivation To Learn. Retrieved from <https://scholarcommons.sc.edu/cgi/viewcontent.cgi?article=6627&context=etd>
- Grant, A. A., Jeon, L., & Buettner, C. K. (2019). Relating early childhood teachers' working conditions and well-being to their turnover intentions. *Educational Psychology, 39*(3), 294–312.
- Guhao, E. S. (2016). *Conversational Leadership of School Heads and Teacher Sense of Self-Efficacy, 4*(11), 18.
- Gülbahar, B. (2017). The Relationship between Work Engagement and Organizational Trust: A Study of Elementary School Teachers in Turkey. *Journal of Education and Training Studies, 5*(2), 149. <https://doi.org/10.11114/jets.v5i2.2052>
- Hascher, T., & Waber, J. (2021). Teacher well-being: A systematic review of the research literature from the year 2000–2019. *Educational Research Review, 34*, 100411. <https://doi.org/10.1016/j.edurev.2021.100411>
- Keys, A. N. (2016). *High School Teachers' Perceived Self-Efficacy in Teaching Literacy across the Curriculum in Tennessee First Core Region 1 High Schools*. 118.

- Mei Kin, T., & Abdull Kareem, O. (2016). Individual and school-level determinants of teacher change beliefs: A study in Malaysian high performing secondary school. *International Journal of Management in Education*, 10, 1. <https://doi.org/10.1504/IJMIE.2016.073329>
- Kuok, A., & Taormina, R. (2017). *Work engagement: Evolution of the concept and a new inventory*. 10, 262–287. <https://doi.org/10.5964/psyc.v10i2.236>
- Lin, H.-C., & Lee, Y.-D. (2017). A Study of The Influence of Organizational Learning on Employees' Innovative Behavior and Work Engagement by A Cross-Level Examination. *EURASIA Journal of Mathematics, Science and Technology Education*, 13(7). <https://doi.org/10.12973/eurasia.2017.00738a>
- Lipscomb, S. T., Chandler, K. D., Abshire, C., Jaramillo, J., & Kothari, B. (2021). Early Childhood Teachers' Self-efficacy and Professional Support Predict Work Engagement. *Early Childhood Education Journal*, 1–11. <https://doi.org/10.1007/s10643-021-01182-5>
- Loeb, S., Dynarski, S., McFarland, D., Morris, P., Reardon, S., & Reber, S. (2017). Descriptive Analysis in Education: A Guide for Researchers. NCEE 2017-4023. *National Center for Education Evaluation and Regional Assistance*.
- Perko, K., Kinnunen, U., Tolvanen, A., & Feldt, T. (2016). Investigating occupational well-being and leadership from a person-centred longitudinal approach: Congruence of well-being and perceived leadership. *European Journal of Work and Organizational Psychology*, 25(1), 105–119. <https://doi.org/10.1080/1359432X.2015.1011136>
- Positive Organizational Behavior: Applying Positive Psychology at Work. (2021, October 29). PositivePsychology.Com. <https://positivepsychology.com/positive-organizational-behavior/>
- Skaalvik, C. (2020). School principal self-efficacy for instructional leadership: Relations with engagement, emotional exhaustion and motivation to quit. *Social Psychology of Education*, 23(2), 479–498. <https://doi.org/10.1007/s11218-020-09544-4>
- Skaalvik, E. and S. Skaalvik (2018), “Job demands and job resources as predictors of teacher motivation and well-being”, *Social Psychology of Education*, Vol. 21/5, pp. 1251-1275, <http://dx.doi.org/10.1007/s11218-018-9464-8>.
- Standard for Sex and Gender Variables, 2016 | Australian Bureau of Statistics. (2016, February 2). <https://www.abs.gov.au/statistics/standards/standard-sex-gender-variations-sex-characteristics-and-sexual-orientation-variables/2016>
- Tucker, L. A. S. (2017). The Faculty of the Education Department of. 52.
- Türkoğlu, M., Cansoy, R., & Parlar, H. (2017). Examining Relationship between Teachers' Self-efficacy and Job Satisfaction. *Universal Journal of Educational Research*, 5, 765–772. <https://doi.org/10.13189/ujer.2017.050509>

Viac, C. & Fraser, P. (2020). Teachers' Well-Being: A Framework for Data Collection and Analysis. Retrieved from [https://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP\(2020\)1&docLanguage=En](https://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP(2020)1&docLanguage=En)

© GSJ