

Learning Engagement amidst the New Normal Education: Perspective of Teachers in Panabo City Division

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Abstract - This study attempts to address the need for a better understanding of teacher engagement by developing a multidimensional measure of work engagement that is particular to work done by teachers in classrooms and schools. Using random numbers, this study recruited 400 elementary and secondary public-school instructors. It was held in the Panabo City Division's elementary and secondary public schools. Teachers have a critical role in children's educational experiences. Increased job satisfaction, workplace productivity, and even student engagement have all been connected to instructors' interest in their profession. Teachers' attitudes and motivation levels must be conveyed to pupils. Thus it's critical to gain a better knowledge of their work engagement. The teaching profession will benefit from this research since it will help to better understand teacher involvement. Teacher involvement data for a specific school site is supplied. The need to change teacher attitudes, perceptions and emotional understanding in the classroom is becoming more widely recognized. Effective teaching is psychologically dependent on motivated teachers who are fully engaged in their work, both academically and emotionally, and socially. The findings suggest that, in addition to cognitive and affective components of engagement, social interaction with students and coworkers should be considered.

Keywords- teachers learning engagement, new normal education

I. INTRODUCTION

Teachers are one of the most powerful and important agents for educational equity, access, and quality, as well as a critical component of long-term global development. Their training, recruiting, retention, status, and working conditions, on the other hand, continue to be a source of concern (UNESCO). Educators have had to deal with remote schooling as a result of the epidemic, as well as pervasive imbalances in education and society that the virus has exposed. Many school administrators and instructors are emphasizing whole-child education, which appears to be gaining traction in the future (Becki Cohn-Vargas, 2020). Teachers are called upon to implement, nurture, and assess positive change in a school setting when a school administrator seeks to effect positive change. The teacher is the personification of education for students and parents in elementary education and beyond. The role of the teacher is central to the work of a school. Teachers have a significant

impact on student achievement (Chen, Lattuca, & Hamilton, 2008; Clifton & Harter, 2003).

Today, however, many teachers are urged to adapt and adopt new techniques that recognize both the art and science of learning. They recognize the need for close interaction between a knowledgeable, caring adult and a secure, motivated youngster in education. They recognize that their primary responsibility is to get to know each student as a person to understand his or her specific needs, learning style, social and cultural background, interests, and abilities (Judith Taak Lanier, 1997). Yet, teachers experience setbacks and stress at the highest levels across occupations, along with high exhaustion and cynicism (Hakanen, Bakker, & Schaufeli, 2006; Johnson et al., 2005). This challenge asks thoughtful leaders to think about their school's organizational environment and the teachers who work there (Clifton & Harter, 2003; Leiter & Maslach, 2010).

Distance education's major goal is to reach out to individuals who are hard to reach, under-resourced, underprivileged, and inaccessible to traditional education (Biana, 2013). Distance education, in this sense, "reach[s] out to students wherever they live or want to study" (Guri-Rosenblit, 2005). Students have greater freedom to actively participate in learning when they have more flexibility like this (Guri-Rosenblit, 2005; Daniel, 2016). Students learn even when they are physically and/or chronologically separated from their professors (Edge and Loegering, 2000). For learners and instructors all across the world at the time of COVID-19, distant learning became a need (Ali, 2020).

It's no secret that the COVID-19 pandemic wreaked havoc on school systems both at home and abroad. While we frequently hear about kids' and parents' concerns with online learning, teachers have their own set of difficulties. Teachers must ensure that the quality of learning is maintained throughout the teaching process, from creating lesson plans to the conduct of courses and the distribution of assignments, even in the absence of face-to-face contacts. Teachers have always struggled to keep an entire class focused, especially at the elementary and secondary levels, but the "new normal" added

a whole new dimension to the problem (Manila Bulletin, Teachers Paradigm Shift in the New Normal).

Teacher engagement is important in any educational setting since the teacher is in charge of the classroom. Workplace happiness, participation, positive future career ambitions, buoyancy, and minimal absenteeism are all considered factors in employee engagement (Parker, Martin, Colmar, & Liem, 2012). Kahn (1990) coined the phrase "the harnessing of organizational members' selves to their job duties" to describe engagement (May, Gilson, & Harter, 2004). Individuals must be able to fully immerse themselves in their work to succeed in work. That is, they must be able to engage the cognitive, emotional and physical dimensions of themselves in their work" (May et al., 2004). Despite poor teacher salaries (Buckley, 2002), teacher engagement as a bottom-line financial issue for schools deserves attention (Bakker & Bal, 2010).

II. METHODOLOGY

Research Design

The best opportunity to examine teacher engagement, this quantitative-descriptive study examined via Engaged Teachers Scale (ETS) survey instruments, the degree of teacher engagement level in describing experiences as a teacher. The Engaged Teachers Scale (ETS) allowed this to know the level of Teacher Learning Engagement. It is an example of the most common method of measuring engagement: a single-use survey. Demographic data would be comparable to data collected to further compare with that study and future studies utilizing the Engaged Teachers Scale (ETS).

Research Locale and Sampling

To select respondents for the survey, a simple random procedure was used (Creswell, 2017). The Slovin's Formula was used to determine the number of samples to be taken. This method enables a researcher to sample a population with a high level of precision (Ellen, 2020). The margin of error and degree of significance are also taken into account. The sample size was calculated with it. The Raosoft sample size calculator was utilized in addition to the Slovin formula. Using the statistical technique and random numbers, actual data from 400 primary and secondary public school teachers will be obtained.

This study was conducted in the different elementary and secondary public schools in the Division of Panabo City. Division of Panabo City has (49) schools. There are (15) schools in secondary and (34) schools in elementary. Secondary Schools are the Panabo National High School, A.O. Floirendo National High School, Don Manuel Javellana National High School, Little Panay National High School, Mabunao National High School, Malativas National High School, Manay National High School, Panabo City Senior High School, Quezon National High School, San Vicente National High School, Sindaton National High School,

Southern Davao National High School, Kauswagan, National High School, Kasilak National High School, and Cagangohan National High School. Elementary Schools are categorized into three districts: Panabo North District, Panabo Central District, and Panabo South District. Panabo North District has 12 schools, namely: A.O. Floirendo Elementary School, Concordia Sison Elementary School, Dalisay Village Elementary School, DMI Memorial Elementary School, Nanyo Elementary School, Nanyo Elementary School, P.Changco Elementary School, RD Mabitad Elementary School, Roxas Elementary School, Sindaton Elementary School, Southern Davao Elementary School, Tibungol Elementary School, and Valentin Daquio Elementary School. Panabo Central District has 11 schools, namely: Cabili Elementary School, Dona Nenita Elementary School, Gredu Elementary School, Panabo Central Elementary School, Rizal Elementary School, Salvacion Elementary School, San Francisco Elementary School, San Pedro Elementary School, San Vicente Elementary School, Sto. Nino Elementary School and A.O. Floirendo Elementary School II. Panabo South District has 11 schools, namely: Buenavista Elementary School, GL Dondoy Elementary School, J.P. Laurel Elementary School, Katualan Elementary School, Kiotoy Elementary School, Mabunao Elementary School, NB Galapin Elementary School, San Roque Elementary School, Sta. Cruz Elementary School, Tagpore Elementary School and Tagurot Elementary School.

Research Instrument

The Engaged Teachers Scale is assessed using a structured questionnaire (ETS). ETS is a 16-item, four-factor assessment of teacher involvement that has been scientifically validated. Teacher engagement is considered an overall personal trait in this one-time study. It is a quick, easy-to-use, multidimensional assessment that can be used in a variety of educational settings. Cognitive engagement, emotional engagement, social engagement with students, and social engagement with coworkers are the four elements to consider (Klassen et al., 2013). The ETS can be used to assess a single element of engagement or four distinct factors of engagement (Wagner, 2013).

III. RESULTS AND DISCUSSIONS

Teachers' crucial role has been highlighted in recent conversations about how to improve social and educational outcomes. Rarely has there been such a focus on studying the psychological makeup of effective teachers (Rimm-Kaufman & Hamre, 2010; Staiger & Rockoff, 2010). From a psychological standpoint, effective teaching requires motivated teachers: totally engaged in their work, not just academically and emotionally, but also socially. The goal of this study was to react to a call for a better understanding of teacher engagement by developing a multidimensional measure of work engagement that was explicitly focused at teachers' work in classrooms and schools.

The findings of this study confirm the ETS's reliability and validity in terms of measuring. The item statistics and reliabilities of the ETS are particularly good, and the four variables constitute suitable measurements of teacher engagement's internal structure. Furthermore, the ETS factors are distinct, dependable, and valid, according to the analyses.

In general, the findings suggest that teacher engagement measures should include component factors of engagement, and that the factors are linked to an overarching engagement factor.

From a theoretical standpoint, the findings demonstrate that social involvement with students and colleagues, in addition to cognitive and emotional dimensions of engagement, should be regarded key characteristics of teacher engagement. Establishing a four-factor teacher engagement measure that is practical (i.e., brief), valid, reliable, and represents the context of educational settings is our key contribution to future research. Our multi-step analysis yielded a reliable measure that correlates positively with a widely used work engagement measure (the UWES) and is similar to, but empirically separate from, teachers' self-efficacy. Although the inclusion of social engagement in the conceptualization and measurement of work engagement is novel, the conceptual framework for work engagement is still evolving (Bakker et al., 2011; Shuck et al., 2013), and conceptualizations that challenge how engagement is defined across contexts may contribute to a more general understanding of how the construct operates in various vocational settings. We know that social engagement with students is an important part of instructors' jobs (e.g., Pianta et al., 2012), and that it may be a critical mechanism for influencing student growth. Although traditionally offered definitions of engagement include dimensions of physical, cognitive, and emotional energy and involvement at work, the findings of our study imply that social engagement—with students and colleagues—is an important factor of total engagement for teachers. Future iterations of job engagement measures used in a range of professional settings, we feel, should include a social involvement feature.

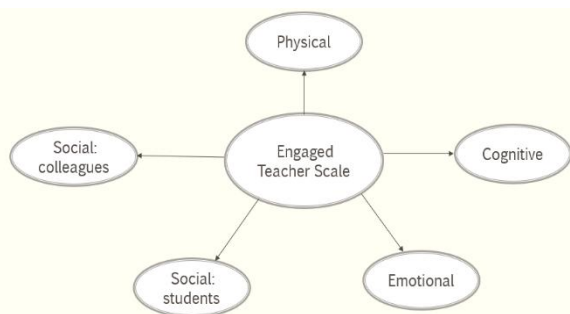


Figure 1: The number of initial items identified with each dimension.

IV. CONCLUSION

Understanding the psychological mechanisms that underpin effective teaching necessitates an understanding of teacher involvement. Our goal was to develop a teacher engagement metric that reflected the unique aspects of working in classrooms and schools, particularly the social interactions between teachers and students. We expect that the ETS will be useful in conceptualizing and measuring teacher engagement, as this is a key step in understanding successful teaching. However, our understanding of how behaviors in real classrooms represent instructors' self-reported levels of engagement is limited. Although data from observation systems (e.g., Pianta et al., 2012's CLASS) provide some insight into how engaged and effective teachers behave, such methods still rely on the presence of external observers sitting in classes for very small periods of time to interpret teachers' behaviour. More research is needed to determine the behavioral indicators of teacher engagement and how these behaviors evolve individually and collectively over time. Bakker and Bal's 2010 study on weekly changes in teacher engagement is a good place to start, but looking at work engagement over longer periods may be a better method to understand instructors and teaching. The ETS could be a good place to start if you want to learn more about teacher engagement and, by extension, student engagement and learning.

Table 1 presents the profile of elementary and secondary public school teachers. In terms of highest educational attainment 12 (3%) is graduate of doctorate; 17 (4.25%) earned doctorate units; 108(27%) is master's degree holder; 140 (35%) earned units of a master's degree; 123(30.75%) is graduate of bachelor's degree . However, most elementary and secondary public school teachers are earning units of master's degree program. The advancement in professional qualification is necessary in developing further knowledge and skills in teaching and for ranking and promotion purposes.

In the aspect of years of experience as elementary and secondary public-school teachers, there are 59 (14.75%) out of 400 with 21 and above years of experience as public-school teachers; 156 (39%) out of 400 with 11-20 years of experience; 185 (46.25%) out of 400 with 1-10 years of experience. This means that most elementary and secondary public-school teachers have 1-10 years of experience in teaching.

In light of the data gathered based on these findings show that social engagement with students and colleagues were viable dimensions of teacher engagement. This will be recommended for future research relevant to student and teachers social and teacher engagements. With this findings, institutions can craft policies that can enhance and exercise engagements with teacher and students.

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