

Work Engagement of Public Elementary School Teachers and Organizational Support

¹Runato A. Basañes, PhD; ²Junelene May C. Dagol

¹University of Antique, Sibalom, Antique, Philippines

²District of San Jose, Schools Division of Antique, Philippines- Department of Education

[https://doi.org/10.35609/gcbssproceeding.2020.11\(149\)](https://doi.org/10.35609/gcbssproceeding.2020.11(149))

ABSTRACT

The study aimed to determine the relationship between work engagement and organizational support of 167 randomly selected public elementary school teachers in the District of San Jose, Schools Division of Antique, Philippines. Data were gathered using the Individual Performance Commitment and Review Form of the Department of Education and the Eisenberger's Perceived Organizational Support Scale. Data were analyzed with frequency, percentage, mean and standard deviation for descriptive statistics while t-test for independent samples, One-way ANOVA and Pearson's r for inferential statistics. The findings showed that as an entire group, the level of work engagement of teachers was very satisfactory in all of the four work engagement aspects (teaching-learning process, students' outcomes, community involvement, and professional growth and development). There was a significant difference in the level of work engagement in the aspect of community involvement when grouped according to teaching load and in the aspect of professional growth and development when grouped according to sex. No significant difference was observed among the following groups: teaching position and marital status, the level of organizational support in terms of teaching load, teaching position, sex, and marital status, work engagement and organizational support of teachers.

Keywords: community involvement, Organizational Support Public Elementary School Teachers, professional growth and development, teaching-learning process, students' outcomes, Work Engagement