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## Work Resilience and Engagement of Teachers

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### Abstract

**Aim:** This study determined the relationship of work resilience to work engagement of teachers in Public Elementary and Secondary Schools in Bombon District of the Schools Division Office of Camarines Sur.

**Methodology:** This study employed descriptive-evaluative-correlational design using surveys to determine the relationship between the variables. This study was conducted in full enumeration with 136 respondents.

**Results:** The result shows that work resilience of teachers is high along the dimensions of personal competencies and persistence, spiritual influences, family cohesions and social skills and peer support. As to the significant difference of the work resilience along the identified dimensions, highly significant difference was recorded between spiritual influence and personal competencies and persistence at  $p=.003$ , spiritual influence and family cohesion at  $p=.000$  and spiritual influence and social skills with  $p=.004$ . Coupled with the work engagement along the dimensions of physical engagement, emotional engagement and cognitive engagement is very high level of work engagement. Also, significant difference between emotional engagement and cognitive engagement were noted with  $p=.025$ . On the whole, the significant affect of work resilience to work engagement is very high at  $p=.000$ .

**Conclusion:** High level of work resilience was noted along the identified dimensions. Additionally, spiritual influence has significant difference in other three dimensions. Equally important, work engagement of teachers is very high across the dimensions. Significant difference was noted between emotional engagement and cognitive engagement. In the final analysis, there is a significant affect on the level of work resilience to the level of work engagement of teachers.

**Keywords:** Education, Work Resilience, Work Engagement, descriptive-evaluative-correlational design, Philippines

### INTRODUCTION

In the educational system, work resilience of teachers has been an important ingredient in the delivery of learning. It was the ability of teachers to adjust to stressful situation in school while maintaining professional attitude in dealing with learners, colleagues and stakeholders. This aspect makes the teacher stronger amidst the challenges such as interruption of classes due to natural calamities and other emergency concerns. Resilient teachers would create a resilient learner and academic community, because they will influence learners to be resilient and having good decision-making in this fast-changing world.

Alongside, work engagement of teachers in the different functions is an essential component. It speaks about the participation of teachers in school activities, physically, emotionally and cognitively. This component depicts the engagement of teachers in school activities such curricular and extra-curricular. It is also important component in assessing if the school performs well through the engagement of teachers in different dimensions. Engagement of teachers in work would inspire also the learners to engaged in learning activities.

Chapple (2022) stated that eighty-one percent of teachers surveyed in 2022—more than 4,000—said they were working harder overall. Furthermore, a majority of teachers (55%) reported that they have less time for planning because of staff shortages and other issues. Teacher burnout has developed as a result of the profession's first-ever teacher stress due to a combination of increased workload and scarce resources. Stress at work has led to a teacher shortage in the education sector as well as the loss of educators due to burnout.



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The lack of training programmes for teachers that do not teach them the realities of their work, conflict with each other or challenges they face and how to overcome these obstacles and maintain strength is also an underlying reason behind such problems in a number of countries including China. Without any effort to address social and emotional aspects of teaching, they focus on developing teachers' pedagogical skills and student test performance. Therefore, teacher education programmes are going to have to move from the negative stressors which cause teachers problems of positive factors and emotions that encourage them to stay in their profession even as they suffer setbacks.

Further, the issue of work resilience, given the many obstacles and pressures that educators face on a daily basis, is an essential topic in education. Resilience is the ability of an individual to survive adversity, recovery from mistakes and adaptation to changing conditions. The ability of teachers to keep their efficacy and well-functioning, despite the many demands and constraints on work, is a key element for resilience in teaching.

Inquirer.Net (2021) shared about how teachers could be able to develop resilience within themselves, as well as dealing with the various factors that can have an effect on their mental health in cases of pandemics. The role that positive psychology plays in building resilience has been emphasized. In addition, positive psychology brought happiness and optimum functioning, which in turn benefits individuals, the community as well as society.

Malipot (2022) reported that over 100 teachers in the Visayas would be leaving to seek better employment opportunities abroad were slammed by a group of education workers. "It is heart-breaking how our teachers who started teaching full of good intentions to mentor our youth eventually got demoralized upon experiencing first-hand how the teaching profession is treated in our country," said Alliance of Concerned Teachers (ACT) Philippines Spokesperson Ruby Bernardo in a statement issued Friday, Sept. 30. Thus, Public school teachers from the ACT Philippines in Carlos Albert High School, Bagong Pagasa Elementary School in Quezon City, and Dr. Arcadio National High School in Paranaque City launched the SG15 human formation on Friday to increase the call for pay increases as more of their colleagues apply for work abroad. As more and more teachers leave to seek better paying jobs overseas, human formations were set up in order to show the urgent demand for an increase of their pay levels.

Equally important, work engagement consists of a multipart psychological state, characterized by positive attitudes and an energetic connection to the tasks and activities. In particular, workers have greater vitality, dedication and absorption in their work when they are taking part in the profession. The cognitive, emotional and behavioural aspects are included in these dimensions. While vigor describes physical energy and positive emotions dedicated to the performance of a task, dedication and absorption refer to workers' psychological energy engaged in activities related to tasks that are based on behavioural strategies specific to work. There are a number of findings that show teachers' enthusiasm for their daily tasks is linked to this investment. To take care of the school environment, mental resilience, and commitment, teachers spend their physical and mental energy. The attitude of teachers to their professional responsibilities and a sense of loyalty to the institution can be regarded as teacher dedication. Commitment of teachers pay attention to working relationships, i.e. with students and colleagues, when they are involved in new tasks; experience enthusiasm and interest. However, absorption is related to a cognitive and emotional state, which leads to high concentration and motivation, which persists in the performance of the tasks. A number of positive outcomes related to the well-being of workers are associated with the involvement of teachers. Dedication is a positive predictor of job satisfaction and when associated with vigor, negatively predicts the intention to quit the profession as cited by Cacciamani et al. (2022).

The researcher saw the opportunity to study the highlighted variables: work resilience and work engagement of teachers. It was observed that teachers have multiple functions in school added to this are the changes happen due to public emergencies such as health and natural calamities. And it brings additional tasks for the teachers and adjustment in delivery mode of learning. This study would want to assess what is level of work resilience of teachers along personal competencies and persistence as the curriculum continuously change over the time. The spiritual influence as Filipinos known for religiosity. School family coherence, as the family-orientedness culture could be brought to workplace. And the level of social support in age of social media.

Moreover, the researcher observed that some teachers in their district tend to leave Department of Education and work for abroad. There is incidence of conflicts between teachers and school heads. With these situations, the researcher would want to assess the level of work engagement of teachers physically, their commitment for work,



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emotionally, their optimism and cognitive engagement through concentration in teaching and other curricular tasks. Also, the affects of work resilience to the level of work engagement of teachers would want to test in this study.

## Objectives

This study aimed to determine the relationship of work resilience to work engagement of public school teachers.

Specifically, this study would answer the following questions:

1. What is the level of work resilience of teachers along the following dimensions?
  - a. Personal competencies and Persistence
  - b. Spiritual Influences
  - c. Family Cohesions
  - d. Social Skills and Peer Support
2. Are there significant differences in the level of work resilience of teachers along the identified dimensions?
3. What is the level of work engagement of teachers along the following dimensions?
  - a. Physical Engagement
  - b. Emotional Engagement
  - c. Cognitive Engagement
4. Are there significant differences in the level of work engagement of teachers across dimensions?
5. Does the level of work resilience of teachers significantly affect their level of work engagement?
6. What recommendations may be proposed based from the results of the study?

## Hypothesis

Given the stated research problem, the following hypotheses were tested on 0.05 level of significance:

Hypothesis 1: There are significant differences in the level of work resilience of teachers along the identified dimensions.

Hypothesis 2: There are significant differences in the level of work engagement of teachers across dimensions.

Hypothesis 3: The work resilience of teachers significantly affects the level of work engagement.

## METHODS

### Research Design

This study used a descriptive-evaluative-correlational design. Descriptive method was used to represent the level of work resilience and work engagement. Evaluative methods were used to determine the work resilience and work engagement of teachers. Correlational method was used to determine the relationship of work resilience to work engagement of teachers.

### Population and Sampling

This study was conducted in full enumeration to 136 Public School Teachers of Bombon District (both elementary and secondary) and served in the Department of Education for at least one (1) year to ensure that they have already working experience to assess their own work engagement in schools.

### Instrument

This study used the Teacher Resilience Scale (TRS) by Athina Daniilidou and Maria Platsidou. It is consisting of 26 items which measures the dimensions of personal competencies and persistence, family cohesions, spiritual influence and social skills and peer support. In the same manner, Job Engagement Scale (JES) by Simon Houle, Bruce Louis Rich, Caitlin Comeau, Ann Renee Blais and Alexander Morin, an 18-item test which measures the job engagement in three dimensions namely: physical, emotional and cognitive engagement.

### Data Collection

In gathering the data needed in this research, the researcher asked the permission from the Dean of the Graduate School to allow the researcher to conduct study in the Department of Education-Bombon District. Communication letter was sent to Schools Division Superintendent course through the Public Schools District





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Supervisor of Bombon District for the conduct of the study. After the approval, the researcher precedes to the respective schools (both elementary and secondary) and communicated the endorsement letter from Schools Division Office. Letter to the respondents were secured followed by data gathering through google form with 95.10% retrieval rate. After the data gathering, the researcher consolidated the data through the Microsoft excel and SPSS and interpreted the results.

### Treatment of Data

Statistical Analysis using means was used in getting the average value of work resilience and work engagement. One-way ANOVA is used to compare the means of work resilience and work engagement. Pearson-r with coefficient of determination for the correlation of work resilience to work engagement.

### Ethical Considerations

The respondents were informed of the conduct of study through a consent form. They might decline to answer the survey questionnaire whenever they feel uncomfortable about the study. They were informed that all of the responses would keep confidential and secure.

## RESULTS and DISCUSSION

### Level of Work Resilience

Work Resilience along the dimensions of personal competencies and persistence, spiritual influences, family cohesions, social skills and peer support showing high level of work resilience as shown in table 1

Table 1

Dimensions	Mean	Interpretation
Spiritual Influences	4.41	Very High
Personal Competencies and Persistence	4.13	High
Social Skills and Peer Support	4.13	High
Family Cohesion	3.96	High
<b>Overall Mean</b>	<b>4.15</b>	<b>High</b>

*Legend: 1.00-1.80- Very Low, 1.81-2.60-Low, 2.61-3.40-Moderate, 3.41-4.20-High, 4.21-5.00-Very High*

The result shows that spiritual influence got the highest mean with 4.41 and very high level of the dimensions of work resilience. It was followed by personal competencies and persistence and social skills and peer support with the same mean of 4.13. Then, family cohesion got the mean of 3.96. Overall, the average mean is 4.15 and interpreted as high level of work resilience among the four dimensions (personal competencies & persistence, spiritual influence, family cohesion, social skills and peer support).

Spiritual influence as shown in the table presenting very high level of work resilience. The result indicates that spiritual belief is the number one source of resilience of teachers. Many challenges happen in life, it became easier with the Divine Intervention. In addition, teachers' faith as inheritance of the forefathers is evident in seeking divine assistance in times of natural calamities and pandemic. They believed that they will survive with the great help of Almighty God.

Personal Competencies and Persistence showing high level of work resilience. The finding suggests for enhancement of personal competencies of teachers in different indicators: adaptability to change in educational system, focus on work although pressure, leading in problem solving, not discourage by failure, strong person, making unpopular or difficult decision, handling unpleasant feelings, interest in challenges and attainment of work goals. It means that personal competencies and persistence need to be enhance to be able to work resiliently.

Social Skills and Peer Support as dimension of work resilience reveals a high level of work resilience. This finding explains the need for enhancing good relationship with the immediate supervisor, colleagues, learners, parents and other community stakeholders. The amplification of support from the colleagues would increase work



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resilience of a teacher. Strengthening bonds and friendship in the school community would help one another addressing personal issues and concerns.

Family Cohesion is in the lowest most among the four dimensions but still interpreted as high level. The result explains the need to enhance understanding of vision, mission, goals and school policies both by the school head and teachers. The healthy coherence with colleagues, learners and community stakeholders must be strengthen. This result implied to boost confidence and having one decision as a school community in addressing the queries of the stakeholders. Being optimistic and happy is also suggested by this result.

Overall result of work resilience of teachers implied that majority of the respondents believed that divine providence is the number one source of strength in surpassing work challenges. Personal competencies and persistence and social skills and peer support on the second spot, linked to the concept that teachers became more resilient if they have the competencies and colleagues to support each other. Also, family cohesion drawn high level of resilience amidst differences in personalities and priorities in life, still majority work cooperatively for the success of school activities and administrative works.

The results indicates that high level of work resilience is manifested in the optimism and positive relationship shown by the teacher. Their competencies, spiritual influence, family cohesion and social skills and peer support indicates high level of work resilience. Indeed, Wang (2021) stated that work resiliency work resiliency produces job satisfaction, effectiveness, responsiveness, self-efficacy, sense of pride, sense of agency, competency, autonomy, optimism, positive interpersonal emotions, empathy and emotionally intelligent teachers.

High optimization and social competence demonstrate high level of work resilience. Doll and Lyon (2023) stated that prevention and intervention efforts upon recurring correlates of resilience in optimization of academic and social competence, responsive and caring adult-child relationships, prosocial peer relationships and accepting communities.

Findings reveal that supportive colleagues create high level of work resilience. It was supported by Halevi and Scheter (2023) sharing five categories of resilience-boosting factors: growing resulting from biographical events; short-term successes; supportive environment; drawing strength from the student environment; and acceptance by the staff. Furthermore, Auckland and Kilpatrick (2021) supported the result and stated that being respectful, having positive outlook, learning experiences, effective service infrastructure and fellowship creates a unified sense of direction.

For the same reason, data reveal that high level of work resilience is from the result of high competence, high social skills and family cohesion of teachers. Papaionnou, et al. (2022) stated that high level of career resilience leads to high levels of self-efficacy. They suggested four factors that create the levels of resilience: (a.) problem-solving skills (b.) social skills (c.) interest innovation and (d) optimism for the future. Also, career resilience and self-efficacy ensure prosperity in time of crisis, globalization and rapid technology.

High level of work resilience indicates prevention of work-life conflict. Bernuzzi et al. (2022) investigated how resilience relates to work-life conflict, enrichment, and balance. They shared that resilience showed negative association with work-life conflict and a positive relationship with both work-life balance and enrichment. A positive life balance can enhance resilience, while resilience can aid workers in balancing work and life. Further, resilience can provide protection from negative impacts of work-life imbalance and conflict on workers' health and job-related outcomes.

The study reveals that having high level of family cohesion, social and peer support would increase school performance. Besides, cooperation of colleagues, learning evaluations and continuous mastery of competencies enhance professional development. Stoverink et al. (2020) proposed work team resilience which gave importance on the active and interdependent engagement of team members for the achievement of goals amidst the adversities.

Equally important, the high level of work resilience would enhance the career adaptability of teachers. Abukhait et al. (2020) uncovered that employee exhibiting high levels of curiosity, focus on opportunity, and



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resilience are more likely to enhance their career adaptability. Put simply, individuals with these work-related traits are better equipped to adjust to organizational changes and thrive in diverse work environments. Moreover, career adaptability plays a significant role in mediating the connection between these personality traits and innovative behavior.

### Differences in the Level of Work Resilience of Teachers along the Identified Dimensions

The significant differences in the level of work resilience of teachers along the identified dimensions (personal competencies and persistence, spiritual influences, family cohesions, social skills and peer support) has been demonstrated in table 2.

Table 2

Multiple Comparisons in the Level of Work Resilience of Teachers Along the Identified Dimensions

Dimensions	Dimensions	Mean Difference	Sig.	Interpretation
Spiritual Influence	Family Cohesions	.45287*	.000	Very Highly Significant
	Personal Competencies and Persistence	-2.8676	.003	Highly Significant
	Social Skills & Peer Support	.28125	.004	Highly Significant
Personal Competencies and Persistence	Family Cohesions	.16610	.189	Not Significant
	Social Skills and Peer Support	-.00551	1.000	Not Significant
Social Skills and Peer Support	Family Cohesions	-.17162	.165	Not Significant

Legend:  $p \leq 0.001$  very highly significant,  $p \leq 0.01$  highly significant,  $p \leq 0.05$  significant,  $p > 0.05$  not significant

The findings show that Spiritual Influence and Family Cohesions has a very highly significant difference in the level of work resilience with ( $p=.000$ ). It indicates that spiritual influence has no significant effect on the family closeness in the school. It maybe because the study was conducted in public schools who are non-sectarian institutions which the teachers may have different way of spiritual belief. Whereas, family cohesion defined the concept of family closeness as cited by Everri et al. (2020). While, Spiritual Influence making the teacher copes with the work challenges (Matthews, 2021).

The data explains that personal competencies and persistence has highly significant difference with spiritual influence ( $p=.003$ ). It indicates that achieving a task in school were not so influence by the spiritual life of the teacher. Wren (2024) explained that to be able to gain high level of resilience along persistence, teachers need to improve and innovate instructional materials and techniques suitable for the type of learners. Parallel to this, Spiritual Influence and Social Skills and Peer Support has high significant difference which means that religious belief is not highly affected the social skills and peer support.

In the dimensions of Personal Competencies and Persistence and Family Cohesion, the result reveals that there are no significant differences between the two ( $p=.189$ ). It is implied that cohesion and flexibility are developing at intermediate to very high levels of the continuum. A balanced emotionally closeness and a balanced reasonable leadership would help to develop a persistence and resilient teacher as supported by Everri et al. (2020).

The Personal Competencies and Persistence and Social Skills and Peer Support has no significant difference ( $p=1.000$ ). It means that social skills and peer support were essential in developing competencies. Godwin et al. (2023) shared that teaching profession is becoming more and more difficult; it requires the ability to be socially and emotionally competent.





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Moreover, the relationship between spiritual influence and social skills and peer support reveals a highly significant difference with ( $p=.004$ ). It was implied that having high level of spiritual influence is not the determining factor on having high level of social skills and peer support. They might have different reasons in contributing to level of work resilience of teachers.

For Family Cohesions and Social Skills and Peer Support, the result is having no significant difference with ( $p=.165$ ). It means that family closeness and social skills and peer support is interconnected in building work resilience. As family oriented, the teachers learn first the value of social support at home and applied at school for second home-school family. In fact, one's family helps regulate stress, depression and anxiety. It increases well-being and resilience as mentioned by Shah et al. (2021).

Personal Competencies and Family Cohesions and Social Skills and Peer Support have no significant difference. It means that they were interconnected in building work resilience of teachers. Selby (2023) highlighted that building positive relationship in the workplace improve emotional resilience. Empathy, Active Listening, Effective Communication and Problem-Solving Skills. Having open communication between teachers and learners would have a deep understanding on the priorities in school.

Further analysis using the homogenous subsets table reveals that spiritual influence is significantly different from the other three domains, as it forms its own subset. This indicates that the level of work resilience along spiritual influence is perceived to be higher compared to the other dimensions. This could imply that teacher's level of work resilience was greatly influence by spirituality.

Spiritual Influence reveals high level of work resilience leads to compassion and good communication skills which transcends teacher attitude. Also, the result shows that consideration of years in service has implication in the work resilience. The spiritual influence despite of the different principles, traditions and philosophy, still the priority dimension is spiritual influence in achieving a work-resilient environment. This finding reinforces workplace spirituality establishes a sense of compassion and peaceful communication toward others seeing the lens of having mindful inner consciousness which enables transcendence as indicated in theory of pluralism. The study also revealed that number of years in service could be the determining factor in identifying the work life balance and work spirituality of the teachers. Indeed, the level of work spirituality can be seen in the lens of working with self, working with others and working with the school (Patriarca, 2023).

Furthermore, the result indicates that no significant difference noted between family cohesions and social skills and peer support. It implied that social skills and peer support and family cohesions are interrelated. In reference to the study of Everri et al. (2020) that a balanced emotionally closeness, reasonable leadership have been established as the minimum levels of cohesion and flexibility.

### Level of Work Engagement of Teachers along the following Dimensions

The following information provide insightful presentation of the level of work engagement of teachers along the dimensions of Physical Engagement, Emotional Engagement and Cognitive Engagement. It also offers discussion about the implication of this dimensions.

Table 3  
 Level of Work Engagement of Teachers

Dimensions	Mean	Interpretation
Emotional Engagement	3.53	Very High
Physical Engagement	3.50	Very High
Cognitive Engagement	3.41	Very High
<b>Overall Mean</b>	<b>3.36</b>	<b>Very High</b>

Legend: 1.00-1.75-Very Low, 1.76-2.50-Low, 2.51-3.25-High, 3.26-4.00-Very High

Emotional Engagement is the first in the rank with the mean of 3.53 and interpreted as very high level of work engagement. The result suggests that teachers showing high enthusiasm on the job. They are energetic on the job.



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Interest on teaching profession is high. Teachers are proud of teaching as noblest profession. This reveals that being optimistic for the school and learners are highly evident in teachers work engagement. They have also the feeling of excitement in coming to class as learners as their inspiration in pursuing the career.

Physical Engagement is the second in rank with the mean of 3.50 and interpreted as high level of work engagement. This result suggests that teachers manifesting high level of work resilience in the work intensity on the job. The teachers also exert full effort on the job. They devote a lot of energy to do the job. Amidst the challenges, they try their best to perform the job. The completion of the job is highly evident in the work engagement of teachers. They are also exerting energy to the job.

Cognitive Engagement is third in the rank with the mean of 3.41 as interpreted as high level of work engagement. It indicates that teachers were highly focused on the job. They are paying attention to details of the competencies and feedback from the learners. The result suggest that teachers highly concentrate on the job. They devote themselves in the teaching profession. Yet they were also absorbed by the job.

This result implies that work engagement of the respondents was high in the three dimensions tested. Majority were involved in various activities in school. They were also showing empathy to learners and colleagues. In addition, they shown strong resilience to work amidst the challenges brought about by the pandemic and extreme heat. Respondents were focused on their functions as teachers and attend to details of work instructions, concerned of learners and other community stakeholders.

Physical, Emotional and Cognitive Engagement were the dimensions tested in this study showing very high level of work engagement. It means that the respondents were physically engaged in various activities initiated by the school, district or division. Majority felt satisfaction in their respective stations. They created strategies to have interactive learning and give essential details to learners amidst the time constraint due to interruptions such as extreme heat index and extra-curricular activities. Sinclair (2020) emphasized three dimensions of job engagement affected the work experience and performance, these were the physical, cognitive and emotional engagement.

#### Differences in the Level of Work Engagement of Teachers across Dimensions

Table 4 provides data for significant differences in the level of work engagement across dimensions (Physical Engagement, Emotional Engagement and Cognitive Engagement).

Table 4

Multiple Comparisons in the Level of Work Engagement of Teachers Across the Dimensions

Dimensions	Dimensions	Mean Difference	Sig.	Interpretation
Physical Engagement	Emotional Engagement	-.04779	.674	Not Significant
	Cognitive Engagement	.10007	.180	Not Significant
Emotional Engagement	Cognitive Engagement	.14787*	.025	Significant

Legend:  $p \leq 0.001$  very highly significant,  $p \leq 0.01$  highly significant,  $p \leq 0.05$  significant,  $p > 0.05$  not significant

The result indicates that physical engagement has no significant difference with emotional engagement with ( $p=.674$ ). It means that exerting effort on the job has no difference with feeling of positivity and optimism on the job. In a way, emotions affect the physical engagement of the teacher. This result implied that in doing school activities, teachers consider their emotional engagement in dealing with learners and community stakeholders.

Physical Engagement is also no significant difference with Cognitive Engagement with ( $p=.180$ ). It shows that striving hard to the job has no significant difference in focusing on attention to do the job. This result to implication that school activities is guided by the reasonings and strategic decision of the teachers to ensure a smooth flowing and safe activity for the learners. Indeed, the actions of the teachers were influenced by his cognitive skills and learnings from the professional advancement.





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The result shows that physical engagement and emotional engagement has no significant difference. It means that teacher's physical engagement is affected by the emotions. That being optimistic will result to strive harder to finish the work. It also indicates that when the enthusiasm in work is very high the devotion to work is also very high level of work engagement.

Emotional Engagement and Cognitive Engagement reveals a significant difference with ( $p=.025$ ). This finding explains that being proud of the teaching profession does not mean the teacher is focus on work. Excitement on the work can result to be absorbed by the work.

Further analysis using the homogenous subsets table reveals that the emotional engagement dimension is significantly different to cognitive engagement, as it forms its own subset. This indicates that the level of cognitive engagement perceived to significantly different from emotional engagement. This could imply that emotional engagement is not merely influence by cognitive engagement. Majority of the respondents answered that cognitive engagement and emotional engagement were different in their work engagement.

Moreover, multi-comparisons of the dimensions of work engagement of teachers were supported by Sinclair (2020). Physical Engagement relates to the extent of teachers physical and mental engagement in work. Cognitive Engagement at this level, teachers need to know what teacher's vision and strategies are, and what performance they need to deliver to contribute to them as much as possible. Lastly, Emotional Engagement focused on the feelings of teachers in their school head. Also, the related study shared that positive relationship requires supportive environment, sense of belongingness and clear objectives for the institution.

Emotional Engagement is merely correlated to other dimensions of work engagement such as physical engagement and social competence and significantly different in cognitive engagement. Clearly, Muring (2022) stated that people with high emotional intelligence have also high social competence.

Cognitive Engagement focuses on the vision and strategies to achieve an outstanding performance in workplace. And it has significant difference to emotional engagement because the latter focused on the making trust and confidence with the people around the school. However, Malone (2021) shared that emotional intelligence helped the employees positioned for greater success in talent/capabilities or profession. This improved the decision-making of teachers as well as personally and culturally aware of the educational system. With the aid of emotional intelligence, teachers enhanced their professional capabilities to better serve the academic community. Indeed, emotional engagement is significant for cognitive engagement which the result of the study opposed.

The multi-comparison results of the level of work engagement along the physical engagement, emotional engagement and cognitive engagement shows significant difference on the level of work engagement between emotional engagement and cognitive engagement. It means that the mind is not influenced much by the heart and vice versa. Both positive and negative emotional interactions can inversely predict learning engagement. Positive emotional interaction can inversely predict loneliness while positive emotional interaction has a positive effect on loneliness. Learning engagement is significantly impacted by loneliness, especially when positive rumination is low. Loneliness plays a role in mediating the influence of emotional interaction on learning engagement in online collaborative learning. The level of positive rumination is a moderator in the relationship between loneliness and learning engagement. To improve learning engagement in online collaborative learning, it is suggested to enhance positive rumination and minimize the negative impact of emotional interaction and isolation (Wang et al., 2024).

### Relationship of Work Resilience of Teachers to Work Engagement of Teachers

The following data illustrates the relationship between work resilience and work engagement among public school teachers. The findings indicate significant positive correlations between various dimensions of work resilience (personal competencies and persistence, spiritual influences, family cohesions, social skills and peer support) and dimensions of work engagement (physical, emotional and cognitive engagement). These results offer understanding of how resilient behavior and attitudes contribute to teachers overall engagement in their professional roles.



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Table 5  
Relationship Between Work Resilience and Work Engagement

Dimensions of Work Resilience	Dimensions of Work Engagement	Pearson Correlation	Coefficient of Determination ( $r^2$ )	p-value	Interpretation
Personal Competencies and Persistence	Physical Engagement	.341	0.1163	.000	Very Highly Significant
	Emotional Engagement	.291	0.0847	.001	Very Highly Significant
	Cognitive Engagement	.369	0.1362	.000	Very Highly Significant
Spiritual Influence	Cognitive Engagement	.233	0.0543	.006	Highly Significant
Social Skills and Peer Support	Emotional Engagement	.226	0.0511	.008	Highly Significant
Spiritual Influences	Physical Engagement	.187	0.0350	.030	Significant
	Emotional Engagement	.183	0.0335	.033	Significant
Family Cohesions	Physical Engagement	.202	0.0408	.018	Significant
	Cognitive Engagement	.211	0.0445	.014	Significant
	Emotional Engagement	.141	0.0199	.101	Not Significant
Social Skills and Peer Support	Cognitive Engagement	.167	0.0279	.052	Not Significant
<b>Work Resilience</b>	<b>Work Engagement</b>	<b>.330</b>	<b>0.1089</b>	<b>.000</b>	<b>Very Highly Significant</b>

Legend:  $p \leq 0.001$  very highly significant,  $p \leq 0.01$  highly significant,  $p \leq 0.05$  significant,  $p > 0.05$  not significant

Personal Competencies and Persistence show a strong positive correlation with physical engagement ( $r = .341$ ,  $p = .000$ ), emotional engagement ( $r = .291$ ,  $p = .001$ ), and cognitive engagement ( $r = .369$ ,  $p = .000$ ). These results suggest that teachers who possess strong personal competencies, such as adaptability and determination, are more likely to be engaged physically, emotionally, and cognitively in their teaching. The strong correlation with cognitive engagement ( $r = .369$ ) indicates that resilience particularly enhances teachers' focus, concentration, and mental involvement in their work. This is consistent with literature that suggests resilience fosters greater adaptability and perseverance, which are critical for maintaining motivation in the face of challenges (Doll & Lyon, 2023).

Spirituality also plays a significant role in fostering work engagement, with positive correlations with physical ( $r = .187$ ,  $p = .030$ ), emotional ( $r = .183$ ,  $p = .033$ ), and cognitive engagement ( $r = .233$ ,  $p = .006$ ). Although these correlations are moderate compared to personal competencies, they underscore the importance of teachers' spiritual well-being in maintaining a sense of purpose and fulfillment in their work. This aligns with studies, such as those by



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Phillips (2021), which highlight how spiritual practices provide emotional grounding, enabling teachers to manage stress and remain engaged.

Family cohesion shows significant correlations with physical engagement ( $r = .202$ ,  $p = .018$ ) and cognitive engagement ( $r = .211$ ,  $p = .014$ ), though the relationship with emotional engagement ( $r = .141$ ,  $p = .101$ ) is less significant. This suggests that family support plays a crucial role in enabling teachers to physically and mentally invest in their work, although its influence on emotional engagement may be more complex and influenced by additional factors. Support from family is known to foster resilience by providing a strong emotional foundation, helping teachers navigate professional challenges (Shah et al., 2021).

The coefficient of determination ( $r^2$ ) for key relationships offers further clarity on how much variance in work engagement can be explained by resilience factors. Personal Competencies and Persistence dimensions explain 11.63% of the variance in physical engagement, 8.47% in emotional engagement, and 13.62% in cognitive engagement. Although these percentages suggest a moderate influence, they are meaningful within the context of teacher engagement, where multiple factors (such as organizational culture, leadership, and resources) contribute to overall engagement levels. The implications here are clear: improving personal resilience through professional development and training could significantly enhance teachers' engagement in their roles, particularly in cognitive and physical aspects of their work.

The relatively lower  $r^2$  values for spiritual influences (3.5% for physical, 3.35% for emotional, and 5.42% for cognitive engagement) suggest that while spirituality contributes to engagement, it may do so in conjunction with other personal and professional support mechanisms. Spirituality, though essential for providing emotional and moral support, is one of many factors that teachers rely on to stay engaged in their work (Matthews, 2021).

The correlation between overall work resilience and work engagement is notable ( $r = .330$ ,  $p = .000$ ), with the coefficient of determination ( $r^2 = 10.89\%$ ) indicating that nearly 11% of the variance in work engagement can be explained by work resilience. This finding reinforces the idea that resilience is a crucial factor in promoting sustained work engagement, particularly in high-pressure environments like education, where teachers often face significant stressors (Wang, 2021).

These findings carry important implications for both educational practice and policy. The significant role of personal competencies and persistence in work engagement highlights the need for targeted professional development programs aimed at strengthening teachers' resilience. Training that focuses on adaptability, problem-solving, and stress management can empower teachers to remain engaged even when faced with challenges. The literature consistently supports the idea that resilience training is essential for educators (Eliot, 2020).

The role of family cohesion and social skills in enhancing work engagement suggests that schools and educational institutions should consider strategies for supporting teachers' well-being, both within and outside the workplace. Providing resources for mental health, family support, and social connection can help teachers maintain resilience, which, in turn, fosters engagement. Studies by Friaes (2021) and Sudarso, et al. (2022) emphasize the importance of external support in building resilience among professionals.

Given the moderate but significant influence of spiritual influences on engagement, schools may consider incorporating wellness programs that focus on teachers' spiritual and emotional well-being. This is especially relevant in the context of post-pandemic educational recovery, where many teachers face burnout and stress (Cunha & Scorsolini, 2021).

The findings suggest that cognitive engagement is particularly influenced by resilience factors, implying that teachers who are mentally resilient are more likely to stay focused and productive in their tasks. Programs that enhance cognitive resilience, such as mindfulness or reflective practices, could therefore be beneficial for maintaining high levels of work engagement. The work of Cacciamani et al. (2022) supports this by linking cognitive engagement to improved teacher performance and student outcomes.

Hence, the findings from Table 5 shows that work resilience is a key predictor of work engagement among public school teachers. Personal competencies, persistence, and family cohesion have the most significant impact on engagement, while spiritual influences and social skills also play meaningful roles. These results reveal the

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importance of fostering resilience in teachers to maintain high levels of engagement, which is crucial for effective teaching and positive student outcomes. Future initiatives may focus on enhancing personal resilience through training, support systems, and wellness programs, drawing on evidence from relevant literature to ensure a holistic approach to teacher well-being and engagement.

### Conclusions and Recommendations

The level of work resilience is high along the dimensions of personal competencies and persistence, family cohesion and social skills and peer support. And the level of work resilience along spiritual influence is very high. As a matter of fact, spiritual influence has significant difference in other three dimensions (personal competencies and persistence, family cohesions and social skills and peer support). In terms of work engagement, significant difference was noted between emotional engagement and cognitive engagement. Also, work resilience significantly affect the level of work engagement of teachers.

These suggest for flagship programs to enhance the work resilience and work engagement of teachers. One of these is Project WISE (Working In School Effectively), a learning development program to cater the professional needs of teachers in terms of leadership skills and decision-making. Another is Project TTAPIC (Teachers Technical Assistance from Principal and Individual Consultation), an intervention program to be led by the school head in ensuring the welfare of teachers, mutual understanding on the vision, mission, goals and office targets including the curricular and extra-curricular activities. Henceforth, Project TIBAY (Teachers Interpersonal Bonding And Yippy), aims to enhance the sense of belongingness in school family through making friends and having supportive environment.

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