



Exploring the Link between Career Adaptability and Teacher Engagement among Junior High School Teachers in Davao Region

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Abstract

Aim: This study investigated the connection between career adaptability and teacher engagement among junior high school teachers in Davao Region. Specifically, it measured the teachers' levels of career adaptability, examined the extent of their engagement in their professional roles, and determined the significance of the relationship between these two key variables.

Methodology: This study utilized a descriptive-correlational research design with a quantitative approach, involving 400 public junior high school teachers from Davao Region. A structured questionnaire was used to assess both teachers' career adaptability and their level of engagement in their professional roles. The collected data were statistically analyzed using descriptive measures to summarize the participants' responses and Pearson's Product-Moment Correlation to determine the strength and significance of the relationship between career adaptability and teacher engagement.

Results: The findings revealed a strong and statistically significant positive correlation between career adaptability and teacher engagement ($r = .507$, $p < .05$), indicating that teachers with higher levels of adaptability—demonstrated through their ability to plan, take control, remain curious, and build confidence in their career paths—tend to show greater commitment, energy, and involvement in their work. This suggests that strengthening career adaptability not only supports teachers' professional growth but also fosters a more engaged and motivated teaching workforce, which can ultimately enhance overall school performance and student learning outcomes.

Conclusion: The study concludes that strengthening teachers' career adaptability is essential for fostering higher levels of teacher engagement. Enhancing professional development opportunities that build teachers' capacity to plan, adjust, explore, and confidently navigate their career paths is therefore recommended to sustain their commitment, energy, and active participation in the teaching profession.

Keywords: Teacher engagement, career adaptability, Davao Region, Philippines

INTRODUCTION

Teacher engagement—the extent to which educators are cognitively, emotionally, and physically invested in their professional roles—is widely recognized as a cornerstone of educational quality and student success. Engaged teachers demonstrate vigor, dedication, and sustained enthusiasm, which in turn foster positive learning environments and improved academic outcomes. Yet sustaining such engagement has become increasingly challenging in the face of post-pandemic educational shifts, rapid technological integration, and evolving curriculum demands. Within this context, career adaptability has emerged as a critical personal resource. It reflects a teacher's capacity to plan strategically, explore professional opportunities, adjust to change, and remain committed to long-term career goals. Recent evidence suggests that individuals who exhibit high career adaptability are more likely to maintain strong work engagement even amid uncertainty (Tiongan & Gempes, 2018; Haryani, 2021).

Globally, teacher engagement has become a key issue in education as many systems struggle with teacher retention, well-being, and performance. UNESCO (2024) has raised a global alert over teacher shortages, noting that many teachers leave within a few years, contributing to increased workloads, burnout, and declining engagement.

At the same time, the concept of career adaptability—the capacity to respond to changing demands,



uncertainties, and transitions in one's profession—has drawn attention as a potential buffer against stress and disengagement in the teaching profession (Chen et al., 2024; UNESCO, 2024).

In the Philippines, teacher engagement and its determinants are under increasing scrutiny. National education reforms, rising demands for professional development, and challenges such as large class sizes, resource limitations, and increasing non-teaching duties place pressure on teachers' engagement. Studies have shown that perceived demands of reforms influence how Filipino teachers engage in continuing professional development and how committed they feel (Bernardo et al., 2020; Green, 2021).

Locally, in regions such as Agusan del Sur, which shares some socio-economic and geographic similarities with areas in the broader Davao Region, studies have focused on determinants of teacher performance and effectiveness during the COVID-19 period. A descriptive-correlational study of public secondary schools in Agusan del Sur identified factors such as resource availability, teacher training, and school support affecting teacher performance, suggesting that engagement and adaptability may be under strain in local settings (Saro et al., 2025).

Although research on teacher performance, professional development, and adaptability is expanding, studies directly linking career adaptability to teacher engagement—especially among junior high school teachers in Davao Region—remain limited. Existing work largely examines career adaptability in corporate or higher-education settings (Chen et al., 2024) or focuses on teacher outcomes like job satisfaction without exploring engagement (Sumensil & Quiambao, 2022). This gap is critical amid post-pandemic shifts, technology integration, and curriculum reforms in the Philippines (UNESCO, 2024). The present study addresses this gap by investigating the relationship between career adaptability—measured with a validated Career Adapt-Abilities Scale—and teacher engagement—measured using the ETS—among 400 junior high school teachers in Davao Region using a quantitative correlational design. By providing localized, evidence-based insights, the study informs policy and professional development initiatives aimed at enhancing teacher well-being, engagement, and ultimately, student outcomes.

Review of Related Literature and Studies

Recent international studies indicate that elevated career adaptability is positively associated with higher work engagement among teachers; in particular, adaptability helps educators sustain motivation and commitment in the face of changing work demands, technological shifts, and disruptions such as those experienced during and after the COVID-19 pandemic (Chen et al., 2024; UNESCO, 2024). International research has shown that when teachers demonstrate high career adaptability, they are better able to sustain motivation and commitment despite changes in their work environment. For example, multiple job demands combined with strong career adaptability were found to reduce turnover intention among university teachers in China by lowering burnout levels (Zhao et al., 2024). These findings suggest that adaptability enables teachers not only to cope with change but also to thrive amid challenging work conditions. Overall, global evidence underscores career adaptability as a critical personal resource that supports professional engagement and resilience in educational settings.

Empirical studies across different countries have begun to establish explicit connections between career adaptability and engagement or related constructs. In Pakistan, a strengths-based career intervention delivered through emotionalized learning experiences significantly improved teachers' career adaptability and, in turn, enhanced their work engagement and teaching self-efficacy (Green, 2021). Likewise, research in Turkey showed that grit and career adaptability positively predicted life satisfaction among university students, illustrating that adaptability exerts both attitudinal and affective influences that translate into stronger engagement with life tasks and, by extension, work tasks (Çarkit, 2024). Although many of these studies focus on students or higher education faculty, their results consistently indicate that career adaptability is a reliable predictor of positive engagement outcomes. These findings provide a theoretical and empirical foundation for examining similar relationships among public-school teachers in other contexts.

Within the Philippine educational context, teacher engagement has been linked to job satisfaction, professional development, and school climate. Budiongan and Corpuz (2024) reported that in Misamis Oriental, a positive school climate—particularly professionalism—correlated strongly with teachers' work engagement. Similarly, studies conducted during and after the COVID-19 pandemic highlight that Filipino teachers' adaptability in adopting new modalities such as blended and remote instruction was critical in sustaining engagement and instructional quality. However, while numerous investigations have examined teacher commitment, job satisfaction, and performance, few have measured career adaptability using established instruments and directly related it to teacher engagement. This suggests a need to explore internal psychological resources, not just external factors, in



understanding teacher engagement in Philippine schools.

In regions near Davao Region, such as Agusan del Sur, existing studies have primarily explored determinants of teacher performance, such as resource availability, professional training, and school support, without directly addressing psychological constructs like career adaptability or work engagement. For example, research on student engagement and teacher communication behavior in Davao del Sur demonstrated significant correlations from the learner's perspective but did not examine how teachers' own adaptability influences their engagement in the profession (Abcede & Buenaventura, 2024). Moreover, most local studies have centered on elementary or senior high school levels, whereas junior high school teachers face unique curriculum demands and policy challenges that may require different adaptive capacities. Together, these studies highlight a regional gap in examining the psychological and adaptive factors that influence engagement among junior high school teachers.

Given these observations, clear gaps in the literature emerge. Many existing studies measure adaptability and engagement in populations other than junior high school teachers; Philippine studies often emphasize external factors such as job satisfaction or school climate rather than internal psychological resources like career adaptability; and there is a scarcity of empirical work specifically focusing on the Davao Region. With rapid educational changes brought by post-pandemic shifts, technological integration, and curriculum reforms, understanding how career adaptability influences teacher engagement is both timely and necessary. The present study seeks to fill this gap by providing empirical evidence that can guide teacher support programs, school leadership strategies, and policy decisions aimed at enhancing engagement among junior high school teachers in Davao Region (Sumensil & Quiambao, 2022; Schaufeli et al., 2006).

Theoretical Framework

The present study is anchored on Career Construction Theory (Savickas, 2013) and the Job Demands-Resources (JD-R) Model (Bakker & Demerouti, 2017), which together explain the relationship between career adaptability and teacher engagement. Career Construction Theory proposes that career adaptability—encompassing the competencies of concern, control, curiosity, and confidence—enables individuals to proactively manage career transitions and challenges. These adaptive resources help teachers remain resilient and future-oriented amid evolving educational demands. This theory directly informed the operationalization of career adaptability in the study, as Savickas' 4Cs served as the basis for measuring the variable through the Career Adapt-Abilities Scale, with each subscale representing one dimension of adaptability. Complementing this, the JD-R Model suggests that personal resources, such as career adaptability, can buffer job demands and enhance motivational outcomes, including work engagement. Within the context of junior high school teachers in the Davao Region, career adaptability serves as a critical personal resource that supports sustained cognitive, emotional, and physical involvement in teaching despite high workloads, policy changes, and shifting student needs. In line with the JD-R Model, teacher engagement was operationalized through its cognitive, emotional, and physical components, while career adaptability was treated as a personal resource predicting engagement, consistent with the model's motivational pathway. By integrating these two theoretical perspectives, this framework underscores that teachers with higher career adaptability are more likely to channel their personal resources into sustained engagement, thereby fostering greater instructional effectiveness and educational quality (Savickas, 2013; Bakker & Demerouti, 2017).

Conceptual Framework

The conceptual framework illustrates the hypothesized relationship between career adaptability and teacher engagement among junior high school teachers in the Davao Region. Grounded in Savickas's (2013) Career Construction Theory and the Job Demands-Resources (JD-R) Model (Bakker & Demerouti, 2017), the framework positions career adaptability as the independent variable and teacher engagement as the dependent variable. It posits that teachers who demonstrate higher levels of career adaptability can proactively plan their professional growth, effectively adjust to organizational and policy changes, and sustain resilience in challenging educational environments. These adaptive capacities function as personal resources that buffer job demands and fuel motivation, enabling teachers to maintain strong energy, commitment, and deep involvement in their work. By highlighting the positive influence of career adaptability on teacher engagement, the framework underscores the strategic value of enhancing teachers' adaptive career competencies as a means of strengthening their engagement and, ultimately, improving the overall quality of education in Davao Region.



Independent Variable (IV): Career Adaptability



Dependent Variable (DV): Teacher Engagement

Statement of the Problem

The growing complexity of today's educational landscape demands that teachers possess not only strong pedagogical skills but also the ability to adapt their careers to evolving professional and societal challenges. While international research highlights the importance of career adaptability in sustaining teacher motivation and resilience, there is limited empirical evidence on how this personal resource is linked to teacher engagement—the cognitive, emotional, and physical investment in teaching—within the Philippine context. Existing studies in the country have primarily examined teacher engagement in relation to factors such as workload, job satisfaction, or leadership, leaving a gap in understanding how adaptability in career planning, control, curiosity, and confidence contributes to teachers' vigor, dedication, and absorption in their work. This study addresses this gap by exploring the relationship between career adaptability and teacher engagement among junior high school teachers in the Davao Region, providing insights that can guide school leaders and policymakers in strengthening teacher motivation, professional growth, and overall educational quality.

Research Objectives

General Objective:

To examine the relationship between career adaptability and teacher engagement among junior high school teachers in Davao Region.

Specific Objectives:

1. To determine the level of career adaptability of junior high school teachers in Davao Region.
2. To assess the level of teacher engagement of junior high school teachers in Davao Region.
3. To examine the significant relationship between career adaptability and teacher engagement in Davao region.

Research Questions

1. What is the level of career adaptability among junior high school teachers in Davao Region?
2. What is the level of teacher engagement among junior high school teachers in Davao Region?
3. Is there a significant relationship between career adaptability and teacher engagement among junior high school teachers in Davao Region?

Hypothesis

The following hypothesis was tested at the 0.05 level of significance:

There is no significant relationship between career adaptability and teacher engagement of junior high school teachers in Davao Region.

METHODS

Research Design

This study employed a descriptive-correlational research design to explore the relationship between career adaptability and teacher engagement among junior high school teachers in Davao Region. Career Construction Theory (Savickas, 2013) provided the foundation for operationalizing career adaptability through its four adaptability resources (Concern, Control, Curiosity, and Confidence), which was measured using the corresponding subscales of the Career Adapt-Abilities Scale. Meanwhile, the Job Demands-Resources (JD-R) Model (Bakker & Demerouti, 2017) directly informed the measurement of teacher engagement by framing it as a motivational outcome influenced by personal resources.

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This design was appropriate because it enabled the researcher to determine the degree of association between two key variables—teachers' levels of career adaptability and their corresponding levels of engagement—without manipulating any conditions. As a non-experimental approach, it provided a systematic means of describing existing conditions and identifying the strength and direction of the relationship between these variables as they naturally occur.

Population and Sampling

The study involved 400 junior high school teachers from public schools across the five divisions of the Davao Region: Davao del Sur, Davao del Norte, Davao Oriental, Davao de Oro, and Davao Occidental. This sample size was determined using the Slovin formula (Tejada & Punzalan, 2012) with a 0.05 significance level and was considered adequate to ensure representation across all divisions, capturing diverse teaching contexts within the region. To give every teacher an equal opportunity to be included, simple random sampling was employed. The inclusion criteria were licensed public school teachers currently teaching in junior high school with at least one year of teaching experience. Exclusion criteria included non-teaching personnel, private school teachers, and those on leave or temporarily assigned to non-teaching posts during data collection.

Instruments

The research instrument was adopted from established measures and consisted of two sections. Part 1, which assessed teachers' career adaptability, utilized the standardized Career Adapt-Abilities Scale originally developed by Tien and Huang (2012), covering the four core dimensions of concern, control, curiosity, and confidence. Part 2 measured teacher engagement using the validated Teacher Engagement Scale designed by Klassen et al. (2013), which evaluated the three essential facets of engagement—vigor, dedication, and absorption. Data was collected using standardized questionnaires measuring the four dimensions of career adaptability and the dimensions of teacher engagement. The resulting data were then subjected to statistical correlation analyses to examine whether higher career adaptability is significantly linked to greater teacher engagement.

To ensure contextual relevance, the combined questionnaire underwent a content-validation process prior to full implementation. Three validators—each holding at least a master's degree in education and with extensive experience in educational research and psychometrics—reviewed the instrument for clarity, cultural appropriateness, and alignment with the study objectives. After incorporating their recommendations, the instrument was pilot-tested with a small group of junior high school teachers in Davao Region. Feedback from the pilot test led to minor wording adjustments, confirming the tool's clarity and reinforcing its reliability and validity for the present study.

Data Collection

Data were collected from public junior high school teachers across the five divisions of the Davao Region. After securing the necessary permissions from the Regional Director and the respective Schools Division Superintendents, the standardized questionnaires on career adaptability and teacher engagement were administered to participants. Respondents completed the questionnaires during scheduled sessions at their respective schools, and the completed forms were collected immediately afterward.

Treatment of Data

The collected data were analyzed using SPSS version 26. Descriptive statistics, including means and frequency distributions, were calculated to summarize respondents' characteristics and their scores on career adaptability and teacher engagement. Before conducting inferential analyses, the assumptions for parametric testing were examined. Tests of normality (Shapiro-Wilk) and linearity checks confirmed that the data approximated a normal distribution and that the relationship between variables was linear, satisfying the conditions for parametric correlation analysis.

Given the interval nature of the data generated by the Likert-type scales and the large sample size ($n = 400$), the study employed parametric statistical analyses to determine the association between variables. Prior to analysis, tests of normality and linearity confirmed that the data distribution approximated normality and satisfied the assumptions required for parametric testing. Thus, parametric correlation techniques (such as the Pearson r) were deemed appropriate, as they provide more statistical power, precision, and sensitivity in detecting relationships compared to their nonparametric counterparts (e.g., Spearman's ρ). The use of a parametric approach ensured a more robust interpretation of the relationship between career adaptability and teacher engagement among junior high school teachers in Davao Region.



Ethical Considerations

This study was conducted in full compliance with the Department of Education's Research Management Guidelines (DepEd Order No. 016, s. 2017) as amended by DepEd Order No. 026, s. 2021 for provisions on remote/virtual research activities. Permission to conduct the research was obtained from the school authorities prior to data collection.

All participants were adult teachers who voluntarily gave their informed consent. Their participation was entirely voluntary, and they were assured of their rights to privacy, confidentiality, and anonymity. No student-level personal data were collected; the focus was solely on teacher responses. All data collected were stored securely and used exclusively for the purposes of this research.

RESULTS and DISCUSSION

This section presented an overview of the respondents' profiles in relation to their career adaptability and level of teacher engagement. It highlighted their levels of adaptability across the four key dimensions—concern, control, curiosity, and confidence—as well as their degree of engagement in the teaching profession.

Level of Career Adaptability of Junior High School Teachers

Table 1 presented the mean scores for the indicators of Career Adaptability among Junior High School teachers in Davao Region. The overall mean level of career adaptability was 4.09, which fell under the High descriptive category. Among the four dimensions, concern registered the highest mean of 4.23, interpreted as Very High. This was followed by confidence, with a mean of 4.11, categorized as High. Curiosity obtained a mean of 4.07, likewise rated as High, while control recorded the lowest mean of 3.93, though still within the High descriptive level.

These findings aligned with the view of Chen et al. (2024) that strong personal resources—particularly concern and confidence—play a critical role in promoting career adaptability, work engagement, and professional effectiveness, reinforcing the theoretical framework that links adaptability to sustained teacher performance. Their Job Demands-Resources (JD-R) model explained that when teachers possessed personal resources—such as confidence and future-oriented concern—they were better equipped to cope with changing work conditions and maintain professional commitment. A strong sense of career concern and confidence, as shown in this study, reflected the personal resources that enhanced not only career adaptability but also work engagement and overall effectiveness.

Moreover, the results highlighted the critical role of personal resources as protective factors that buffer the negative effects of job demands, such as heavy workloads and policy changes. When teachers actively cultivated adaptability and engagement, they were more likely to demonstrate resilience, maintain instructional quality, and sustain long-term professional growth. This reinforced the assertion of Schaufeli et al. (2006) that fostering such resources is essential for both individual well-being and organizational effectiveness in educational settings.

Table I. Level of Career Adaptability

Indicator	SD	Mean	Descriptive Level
Concern	0.62	4.23	Very High
Control	0.62	3.93	High
Curiosity	0.65	4.07	High
Confidence	0.61	4.11	High
Overall	0.53	4.09	High

Level of Teacher Engagement of Junior High School Teachers:

Table 2 displayed the mean scores for the indicators of teacher engagement among junior high school teachers, yielding an overall mean of 4.14, which was interpreted as High. Among the four dimensions, emotional engagement posted the highest mean of 4.22, falling under the Very High descriptive level. This is followed by social engagement-colleagues, which obtained a mean of 4.14, rated as High, and social engagement-students, with a



mean of 4.12, likewise described as High. Cognitive engagement registered the lowest mean of 4.07, yet still fell within the High descriptive level.

The results revealed that teachers in Davao Region maintained high engagement levels, characterized by emotional dedication and strong professional relationships. Nevertheless, the marginal gap in cognitive engagement highlighted an opportunity for school leaders to design capacity-building programs that nurture teachers' analytical and innovative competencies. By balancing emotional, social, and cognitive dimensions, schools can cultivate a more holistic form of engagement that enhances both teacher well-being and student achievement (Saro et al., 2025).

These findings were consistent with Green (2021), Tiongan and Gempes (2018), and Bernardo et al.(2020), who emphasized that teacher engagement encompassed emotional, social, and cognitive dimensions that collectively contributed to effective teaching and student success. Green further underscored that highly engaged teachers not only experience greater job satisfaction but also created dynamic and supportive classrooms that enhanced student learning outcomes.

Table 2. Level of Teacher Engagement

Indicator	SD	Mean	Descriptive Level
Emotional Engagement	0.68	4.22	Very High
Social Engagement-Colleagues	0.62	4.14	High
Cognitive Engagement	0.60	4.07	High
Social Engagement-Students	0.64	4.12	High
Overall	0.54	4.14	High

In the context of the present study, the results suggested that teachers with higher levels of career adaptability were more likely to sustain strong emotional, social, and cognitive engagement. Their ability to plan for the future, exercise control over their professional growth, explore new teaching strategies, and maintain confidence in their competencies enabled them to remain committed and motivated in their work. Conversely, the relatively lower score in cognitive engagement highlighted the need for professional development programs that strengthened adaptive skills, such as reflective practice and instructional innovation, to deepen teachers' engagement and ensure long-term effectiveness in their teaching roles (Sumensil & Quiambao, 2022; Tiongan & Gempes, 2018; Haryani, 2021; Zhao et al., 2024).

Correlation between Career Adaptability and Teacher Engagement

Table 3 presented the correlation between career adaptability and teacher engagement among junior high school teachers in the Davao Region. The computed overall r-value of 0.507, which is significant at $p < 0.05$, warranted the rejection of the null hypothesis stating that no significant relationship existed between the two variables. This finding confirmed that career adaptability was significantly associated with teacher engagement.

Further analysis of the career adaptability dimensions revealed varying strengths of correlation with teacher engagement. Confidence registered the highest correlation coefficient at 0.706, followed closely by curiosity with 0.700, and control with 0.634. Concern obtained a correlation coefficient of 0.507. All these coefficients were significant at the 0.05 level, underscoring that each dimension of career adaptability was meaningfully related to the level of teacher engagement.

These results were consistent with the findings of Tiongan and Gempes (2018), who reported that teachers with high levels of career adaptability exhibited stronger professional engagement and were better able to sustain motivation and commitment despite challenges in the educational environment. Their study underscored that personal resources such as confidence, curiosity, and a sense of control are critical in enhancing both adaptability and engagement, thereby promoting continuous professional growth and effective teaching practices.

Adaptability	Teacher Engagement				
	Emotional Engagement	Social Engagement	Cognitive Engagement	Social Engagement-	Overall



	Colleagues		Students	
Concern	.415*	.439*	.473*	.392*
	.000	.000	.000	.000
Control	.539*	.475*	.545*	.586*
	.000	.000	.000	.000
Curiosity	.614*	.533*	.650*	.573*
	.000	.000	.000	.000
Confidence	.616*	.553*	.624*	.594*
	.000	.000	.000	.000
Overall	.415*	.439*	.473*	.392*
	.000	.000	.000	.000

Table 3. Correlation between Career Adaptability and Teacher Engagement

*significant at 0.05 significance level

Conclusions

Based on the study's findings, the following conclusions were drawn. Teachers demonstrated a very high level of career adaptability in the area of concern, while their levels of control, curiosity, and confidence were rated as high. In terms of teacher engagement, the highest rating was observed in emotional engagement, which reached a very high level, whereas social engagement with colleagues, cognitive engagement, and social engagement with students were all assessed as high. Moreover, the results revealed a significant positive relationship between career adaptability and teacher engagement, affirming the proposition of the theoretical framework that career adaptability is closely linked to teacher engagement.

This study provides several important academic contributions. First, it fills a regional evidence gap by offering empirical data on career adaptability and teacher engagement within public junior high schools in the Philippine context—an area where scholarly work remains limited. Second, it extends and tests career construction theory, particularly Savickas' career adaptability model, within a real-world DepEd environment, demonstrating its applicability to public-school teachers in far-flung or rural settings. Third, the study generates practice-oriented insights that can inform DepEd's professional development programs, making it valuable not only to researchers but also to policymakers and school leaders.

These findings have important implications for the Department of Education's professional development initiatives. They align with the Philippine Professional Standards for Teachers (PPST) and the National Educators Academy of the Philippines (NEAP) frameworks, which emphasize continuous growth, adaptability, and reflective practice. Strengthening teachers' career adaptability through targeted professional development can enhance engagement, resilience, and instructional effectiveness, leading to improved learner outcomes.

Nonetheless, certain limitations should be acknowledged. The study was confined to a specific area with a limited number of respondents, which may affect the generalizability of the findings. Future studies are encouraged to include larger and more diverse samples and to employ mixed-method or longitudinal approaches for a deeper understanding of the link between career adaptability and teacher engagement.

Recommendations

In light of the study's findings and conclusions, the following recommendations are put forward.

First, efforts may be made to elevate the teachers' career adaptability from a high to a very high level. Teachers are encouraged to engage in professional development programs, reflective practices, and instructional innovations that improve flexibility, problem-solving, and coping strategies. Such initiatives will not only prepare teachers to cope with the changing demands of the profession but also foster greater engagement in their work.

Second, teacher engagement—already at a high level—may likewise be enhanced to a very high level. Teachers may strengthen their engagement by showing genuine concern for colleagues' challenges, working with sustained intensity, and investing themselves fully in their tasks. To support this, administrators are advised to: (1) provide adequate work-related resources so teachers can fully utilize their skills and potential; (2) create opportunities for social interaction and relationship-building outside the formal work environment to improve



cooperation and understanding; and (3) ensure teachers are well-informed about the school's overall performance, policies, and strategic decisions, enabling them to align their efforts with organizational goals.

Lastly, future researchers are encouraged to further explore other possible variables that may moderate the relationship between career adaptability and teacher engagement.

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