

Support Mechanism of School Administrators and Work Engagement of Teachers during the New Normal

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Date received: March 26, 2024

Date revised: April 10, 2024

Date accepted: April 13, 2024

Originality: 91%

Grammarly Score: 99%

Similarity: 9%

Recommended citation:

Marcelino, S.V. (2024). Support mechanism of school administrators and work engagement of teachers during the new normal. *Journal of Interdisciplinary Perspectives*, Vol. 2, Number 5, pp. 211-219.
<https://doi.org/10.69569/jip.2024.0077>

Abstract. This study aims to determine the level of support mechanisms teachers received from their school supervisors during the New Normal and its impact on their work engagement. The respondents of this study are 90 teachers in Bacong District, Negros Oriental. The method used in the study is descriptive-correlational and employed a validated self-made questionnaire. Results revealed that the level of mental support teachers receive is high, while instructional and technological support levels are very high. The level of work engagement among the teachers is also high. The teaching position held by teachers is significantly and inversely related to their work engagement, indicating that the higher the teaching position held by the teacher, the lower their work engagement. Additionally, this study reveals that there is no significant relationship between the teachers' highest educational attainment, length of service, or number of training hours and their work engagement. These results underscore the importance of continued support for teachers, especially those in leadership roles, to enhance their engagement and effectiveness in the evolving educational landscape.

Keywords: Mental support; Instructional support; Technological support; Work engagement.

1.0 Introduction

The globe has seen tremendous opportunities and difficulties brought forth by the "new normal," which have dramatically altered the educational landscape in recent years. International occurrences such as the COVID-19 epidemic have compelled educators worldwide to swiftly adapt to new approaches to instruction, learning, and administrative procedures. The COVID-19 pandemic has had a significant impact on global supply chains (SCs) many areas, including lead times, production efficiency, finance, and demand variations. (Moosavi, Dulebenets, & Fathollahi-Fard, 2022). The usual approach to classify the economic effects of the pandemic is into supply and demand effects. Reduced working hours affect supply, while lockdown-related unemployment lowers income, which lowers aggregate demand (Padhan & Prabheesh, 2021). While necessary to prevent a worsening public health emergency, prolonged periods of social isolation and home confinement can have detrimental impacts on mental health and well-being both now and in the future (Samji et al., 2020).

The COVID-19 pandemic has had an impact on the Department of Education as well, causing discomfort and making it more challenging for teachers to provide in-person instruction to pupils in classroom settings. Temporary school closures have resulted in a notable loss of learning, particularly for underperforming students. Teachers encountered challenges in distant learning environments, as students spent less time studying (Schult, et al., 2022). Subsequently, educational establishments were encouraged to relaunch by employing a virtual learning environment incorporating many media platforms, such as Zoom, Google Meet, television, and radio. However, Di, Giorgio, Patricia, Zbigniew, and Jacopo (2020) found that such distant

learning is likely to harm student performance due to the altered nature of peer interaction, shorter study time, decreased motivation, and psychological discomfort brought on by confinement.

Given the current situation, school administrators must prioritize safeguarding vulnerable human resources, such as children, teachers, and visitors. It is critical to shield educators and kids with positive diagnoses from prejudice and stigma, and this is particularly true for new student admissions and transfers. The current study focused on the challenge of getting conclusive proof of both work engagement and the degree of support mechanisms obtained, while previous studies primarily explored elements other than these.

In light of this, the current study's objective was to identify particular shortcomings in the support that school administrators gave teachers during the COVID-19 pandemic. Both this study and the one conducted in 2020 by Beteille, Ding, Molina, Pushparatnam, and Wilichowski support the efficacy of teachers. However, this study went above and beyond by assessing instructors' levels of work participation. The purpose of the study is to shed light on how engaged and supportive school administrators were of their teachers during the pandemic.

2.0 Methodology

2.1 Research Design

The descriptive-correlational survey was used in the study. The following schools in the Negros Oriental Division were used for the study: Bacong Central School, Buntod Elementary School, Calangag Elementary School, Fausto M. Saron-Tubod Elementary School, Isugan Elementary School, Nazario Tale Memorial Elementary School, Sacsac Elementary School, San Miguel Elementary School, Timbanga Elementary School, and Timbao Elementary School. The study's responders were the Bacong District instructors who were randomly chosen to teach during the COVID-19 epidemic.

2.2 Research Locale

The following schools in the Negros Oriental Division were used for the study: Bacong Central School, Buntod Elementary School, Calangag Elementary School, Fausto M. Saron-Tubod Elementary School, Isugan Elementary School, Nazario Tale Memorial Elementary School, Sacsac Elementary School, San Miguel Elementary School, Timbanga Elementary School, and Timbao Elementary School. Teachers from these schools were taken into account in the study. Because of the COVID-19 epidemic, the schools employed personalized education, or modular distance learning. The schools listed above have all the amenities, including a water supply and an electricity connection. They also feature computer labs and Internet access, which are crucial for encouraging pupils to be computer literate.

2.3 Research Participants

The respondents of the study were the randomly selected teachers in Bacong District who experienced teaching during the COVID-19 pandemic. A total of 10 random teachers from Bacong Central School, Buntod Elementary School, Isugan Elementary School, Nazario Tale Memorial Elementary School, Sacsac Elementary School, and San Miguel Elementary School, 8 random teachers from Calangag Elementary School, and Timbao Elementary School, and 7 random teachers from Fausto M. Saron-Tubod Elementary School and Timbanga Elementary School were chosen as respondents. These teachers served as the main source of information.

2.4 Research Instrument

The study made use of a questionnaire to assess the level of support mechanisms teachers received during the COVID-19 pandemic. For part A, the researcher used self-made questions that were based on the teachers' profiles such as gender, teaching position held, highest educational attainment, length of service, and the number of hours training in activities attended. For part B, the researcher used another set of self-made questions about school administrators' support mechanisms. Lastly, for Part C, the researcher used self-made questions about teachers' work engagement. The researcher also read articles and publications regarding school administrators' support mechanisms for teachers during the COVID-19 pandemic. The whole questionnaire was presented to at least three experts for content validity and cross-checking if the items were aligned with the specific problems of the study. The suggestions of the experts were considered in the refinement of the items in the questionnaire.

2.5 Data Gathering Procedure

To ensure item reliability, a dry run was conducted. 30 selected teachers took part in the dry run. The items were tested for reliability using the Cronbach's alpha test. This was calculated to verify the internal consistency and reliability of the items. It is a measure of the extent to which all the variables in the scale are positively related to each other and its theoretical value varies from 0 to 1. Higher values of alpha are more desirable and a value of 0.70 is considered acceptable. Results of the dry-run on the level of support mechanism of school administrators and work engagement of teachers during the new normal yielded a reliability coefficient of 0.848 for Mental Support, 0.909 for Instructional Support, 0.936 for Technological Support, and 0.904 for Work Engagement. Since all items have Cronbach's Alpha Coefficients greater than 0.70, then they are reliable.

2.6 Ethical Considerations

The researcher practiced all the necessary ethical considerations during the entire period of the study. Since humans were chosen as the research respondents, confidentiality of information was observed. Ensuring the dignity and privacy of respondents is also a must. Further, minimizing potential risks to the participants should always be observed. The researcher followed the ethical protocols stipulated in the Ethics Committee of Foundation University. To ensure that the research topic is evidently sound, significant, and ethically correct, consultation was pursued. The researcher also displayed a non-judgmental attitude during the entire interview process to ensure that censure would be avoided. Moreover, the participants signed a consent form along with a full understanding of the risks and benefits of the study being conducted.

3.0 Results and Discussion

Table 1. Level of mental support to teachers during the new normal education (n = 90)

During the new normal period, my school administrator ...				wx	VD	LoS
1.	Encouraged me to continue to grow as a teacher in school.			4.47	A	VH
2.	Encouraged me to ask for help from others when I need it.			4.37	A	VH
3.	Encouraged me to always move forward and avoid getting stuck at a certain point in teaching.			4.34	A	VH
4.	Encouraged me to avoid toxic people, departments, committees, and events in school.			3.91	F	H
5.	Encouraged me to set a boundary between school and home life.			3.83	F	H
6.	Encouraged me to attend a Mental Health and Wellness program organized by the higher education.			3.78	F	H
Composite				4.12	F	H
Legend:						
	Scale	Verbal Description (VD)	Level of Support (LoS)			
	4.21 – 5.00	Always (A)	Very High (VH)			
	3.41 – 4.20	Frequent (F)	High (H)			
	2.61 – 3.40	Sometimes (S)	Moderate (M)			
	1.81 – 2.60	Rare (R)	Low (L)			
	1.00 – 1.80	Almost Never (AN)	Very Low (VL)			

The level of mental support that teachers received from their school administrators during the New Normal is shown in Table 1. The instructors in the Bacong District's various schools are, as the table shows, "very highly" inspired to continue developing as educators because their school administrators have supported them (wx = 4.47), which comes in first among other indicators. Additionally, their administrators "very highly" encourage them to ask for assistance from others if they run into any problems at work (wx = 4.43). Out of the six indications, this comes in second. Teachers are urged by administrators to seek assistance whenever necessary, especially considering the New Normal. Having good people skills is one trait that makes a principal successful. Respect is shown to everyone by effective principals, just as it is by excellent instructors. (Whitaker, 2008). Considering this, the administrators made it clear that they are ready to support educators in need. The teachers were grateful for their principals' assistance.

Table 1 also shows that when teachers face a challenge, they are "extremely highly" driven to move forward and avoid turning around in circles (wx = 4.43). Rather than circling back to reflect on their mistakes and challenges, the teachers decide to succeed. Their principals instilled in them the belief that even if they make mistakes or encounter challenges at work, they shouldn't waste time attempting to rationally address it; instead, they should go on and take the lesson to heart. The data also shows that the principal of their school "highly" encourages teachers to remove toxicity from the classroom (wx = 3.91). Negativity in the workplace would arise from avoiding disagreement with their coworkers, having a poor relationship with the parents, and handling the students poorly. For this reason, administrators urge teachers to stay away from conflict and toxic situations at work to keep the workplace peaceful. Although they don't have to, teachers are unlikely to affect positive

changes in students' personalities. By bringing more flexibility and reactivity to conditions and smoothing over rough spots, the quality of the work environment and output can be greatly enhanced. Lubit, 2004).

Furthermore, the administration "highly" encourages the teachers to draw a line between their personal and professional lives ($wx = 3.83$). Sometimes teachers bring their issues from home to the classroom, which makes it difficult for them to do their jobs effectively. One excellent example would be if a teacher arrived at school already in a sour mood, took that mood over to the classroom, and ended up snapping at the pupils, which had a bad effect on her job. Work-life balance has long been a concern for those who are interested in working life quality and how it connects to the borderline quality of life (Guest, 2002). For this reason, the principals would request that the teachers draw a line between work and personal life.

Table 1 shows that the principal "highly" encourages teachers to participate in a higher education-organized program on mental health and wellness ($wx = 3.73$). Teachers' New Normal became extremely chaotic due to the abrupt changes brought about by the epidemic, and it is understandably that this caused them to feel anxious and dissatisfied. Their principals urged them to look after their mental health because of this. Egda hl et al. assert that worker mental health is a fundamentally vital matter for each of us, our businesses, our professions, and the nation. (2012). According to research, it is cost-effective for businesses and society at large to invest in the health and well-being of employees as well as in good working practices, as these measures increase production. (Max and Coast, 2005).

Table 2. Level of instructional support to teachers during the new normal education (n = 90)

During the new normal period, my school administrator ...		wx	VD	LoS
1.	Encouraged me to identify what the students need.	4.68	A	VH
2.	Encouraged me to observe proper health protocols during seminars.	4.60	A	VH
3.	Encouraged me to participate in faculty training, and multi-level training programs, including live training, video-based training, and course-based training.	4.57	A	VH
4.	Encouraged me to bring our laptop, extension wires, and other learning resources during seminars.	4.49	A	VH
5.	Encouraged me to consult her in the development of teaching and learning strategies.	4.48	A	VH
6.	Encouraged me to seek any instructions and announcements through DepEd Memoranda.	4.41	A	VH
Composite		4.54	A	VH

The level of instructional support that instructors received from their school administrators under the New Normal is seen in Table 2. Practices that encourage teachers at work, extend learning, and foster higher-order thinking skills are included in Table 1.2 under the heading of instructional support. The administrators' instructional support is vital to help the teachers navigate the challenging circumstances brought on by COVID-19 and the abrupt change to the New Normal.

It is discovered that the instructors have given all indicators a "very highly" rating, indicating that their principal has supported them with the instructional support provided. To guide the pupils, the principal urged the instructors to determine the needs of the students ($wx = 4.68$). Every teacher should put students and their learning first; it is vital to review what is currently understood about pupils and what they ought to learn. Because of this, they were urged to be well-versed in their students' requirements and to recognize them to help the teachers by providing guidance on what the pupils should avoid and focus on.

Table 2 data also show that the principal encourages teachers to follow appropriate health precautions during seminars ($wx = 4.60$) to prevent the sickness from spreading. Maintaining health protocols became increasingly important as a result of the COVID-19 pandemic, particularly during the New Normal for all of the nation's schools. All employees at the school were required to abide by health regulations to prevent the possibility of unintentionally infecting kids, instructors, or even parents who visited the school. Health precautions have been put in place by the school, such as mask use when commuting, maintaining a safe distance, and washing hands with soap under running water (Gandamayay, et al., 2022). Therefore, for teachers to stay safe and healthy, they must follow these fundamental guidelines even when attending seminars and/or training.

Additionally, Table 2 shows that the principal of the school encouraged teachers to participate in many forms of training ($wx = 4.57$), including live, video-based, in-faculty, and multi-level programs. Students were forced to rely on online distance learning for a considerable amount of time as they were unable to attend classes because

of COVID-19. Students and instructors eventually returned to school during the New Normal, although a lot changed during the academic break. For this reason, the principal urged the instructors to enroll in various training programs so they could broaden their horizons during the New Normal. For instance, teachers are highly expected to be technology literate, thus they should be familiar with and learn how to use information and communication technology (ICT), particularly in light of the New Normal. The best way to learn about it would be to attend ICT training. By connecting the curriculum and technique to the needs, values, and goals of the older participants, teachers can effectively support them in integrating new talents into their daily lives (Schirmer et al., 2022). Thus, it is advantageous for teachers to participate in various forms of training, especially in the context of the New Normal.

The table also demonstrates that when instructors attend seminars or join them, they are encouraged by their principal to bring personal items or materials, such as computers, power banks, extension cables, notes, and any other learning resources (wx = 4.49). This is to make it simple for teachers to access the workshops' activities, particularly those that include ICT. This is because they won't find it difficult to follow the lecture and will just need to encode the topics covered. Asking other participants how something is done is another way to prevent them from disturbing the other participants.

Table 2 also shows how principals support their teachers' growth as educators and learners (wx = 4.48). Teachers need to refresh their expertise on this because the New Normal was unfamiliar to them all, it is predicted that they will encounter new challenges or adjustments. As a result, to adapt to the changes, they must refine their methods of instruction and learning. Innovative approaches to teaching and learning can aid students in understanding complex, interrelated, and systemic social, economic, and environmental challenges. (Drolet & associates, 2015). During the New Normal, teachers can effectively educate students by implementing enhanced teaching and learning practices. The educational development of a teacher is crucial to the student's education. For this reason, educators must always be learning new things and refining their methods of instruction.

The chart also shows that DepEd Memoranda instructions and announcements were checked by teachers, as requested by school administrators (wx = 4.41). Teachers must be made aware of all announcements and revisions. For them to be ready for and react to the changes and instructions, students were therefore urged to often visit the DepEd website for updates. It is said that attempts to implement educational innovation and reform are lacking in one essential component: understanding the processes of educational change. Whether these initiatives involve grassroots creativity or large-scale social transformation, the overall inability to improve education can be linked to a failure to recognize and act upon existing understanding of the change process (Fullan, 2012). As a result, all educators must be updated.

Table 3. Level of technological support to teachers during the new normal education (n = 90)

During the new normal period, my school administrator ...		wx	VD	LoS
1.	Encouraged me to make proper preparations so that there would be no problem in printing the Modules.	4.48	A	VH
2.	Encouraged me to learn how to use the Depednegor website.	4.43	A	VH
3.	Encouraged me to seek the aid of a technician if there are ICT tools that are broken.	4.32	A	VH
4.	Encouraged me to attend informal training on the use of software packages and web-based applications.	4.19	F	H
5.	Encouraged me to contact her during work from home if I ever happen to meet any technological difficulties.	4.18	F	H
6.	Encouraged me to ask questions involving Zoom and Google Meet.	4.08	F	H
Composite		4.28	A	VH

The degree of technology assistance that school administrators provided to teachers under the new normal is seen in Table 3. The amount of technology support that school administrators provided to teachers under the new normal is displayed in Table 3. Many developments over the past ten years have encouraged and assisted educators in implementing technology into the classroom (Iftakhar, 2016). The use of technology by educators and students became critical as the new normal emerged. For this reason, school administrators must provide instructors with technological help, particularly if they are not well-versed in ICT.

The school administrator "very highly" urged the teachers, as shown in Table 1.3, to take the appropriate steps to ensure that there are no issues when printing the modules (wx = 4.48). Modules are crucial in the new normal, and teachers must carefully prepare them to prevent mistakes that may impede students' ability to learn. The fact that parents are now aware of their involvement in their children's education and learning is a great

illustration of the module's significance. They now realize how challenging teaching is. Some parents have also adapted to the current situation and do not place the obligation on instructors because they are now their children's teachers at home (Anzaldo, 2021). Principals thus urge educators to put effort into creating the modules.

Additionally, Table 3 shows that school administrators "very highly" encourage teachers to use the DepedNegor website ($wx = 4.43$). Important announcements will be posted on the Deped Negor website, so educators should be familiar with how to access it. They must be informed of any news and any potential adjustments. They are therefore urged to become familiar with the website so that they won't experience difficulties or run into issues that will make it harder for them to use it effectively. For teachers, the website's contents are quite meaningful and helpful. It is therefore essential to have access to it.

The table also shows that administrators at the schools "very highly" encourage teachers to seek assistance from specialists or technicians if they run into a glitch or issue when utilizing ICT resources in the classroom ($wx = 4.32$). In the digital age, ICT use in the classroom is essential for giving students the chance to learn and utilize the 21st-century skills they will need (Ghavifekr et al., 2016). Because of this, it's critical that the teachers who use it the most take care of it, particularly in light of the new normal. It is often impossible to prevent issues or malfunctioning ICT gadgets, and teachers who lack the necessary experience or confidence to handle these kinds of circumstances are inevitably confronted with them. Therefore, the administrator of the school advised them to consult a specialist or technician if they ran across such problems. The right people to solve the issue and prevent it from getting worse are IT specialists.

Additionally, as can be shown in the table, school administrators "strongly" recommended that instructors get in touch with them if they had any issues or concerns about working from home ($wx = 4.18$). Teachers would inevitably run into issues when doing some chores that are given to them at home. As a result, they were instructed to use Messenger chat, messages, or phone calls to approach their principals for assistance. Teachers get a much better understanding of their responsibilities thanks in large part to the principal's coaching.

Additionally, Table 3's data shows that during Zoom or Google sessions, school administrators "highly" encouraged teachers to raise questions ($wx = 4.18$). Teachers will inevitably have questions during online sessions, even if some of them may be reluctant or bashful to voice their concerns. The principal urged the instructors to raise queries during virtual meetings to prevent this issue and ensure that issues were resolved promptly. Although it's acceptable to send a personal mail with questions after the meeting, some teachers could forget. It is therefore best to raise queries in meetings.

Table 4. Level of teachers' work engagement (n = 90)

Despite the pandemic, ...		wx	VD	LoWE
1.	Preparing the lesson based on the MELC is not a problem	4.29	A	VH
2.	Making follow-ups with the parents regarding their children is not a problem.	3.96	F	H
3.	Addressing the reading comprehension of the students is not a problem.	3.93	F	H
4.	Motivating and getting the attention of the students is not a problem.	3.91	F	H
5.	Preparing the auxiliary duties aside from teaching is not a problem.	3.82	F	H
Composite		3.98	F	H

The degree of work involvement among teachers in the new normal is displayed in Table 4. It reveals how engaged instructors are at work in the new normal. Work engagement is a cheerful, fulfilling, affective-motivational state of work-related well-being that is the opposite of job burnout (Leiter & Bakker, 2010). The teacher's job involvement when planning a lesson based on the MELCS is "very high," according to the results ($wx = 4.18$). In the new normal, a student's lesson should always be based on the MELCS, and research indicates that teachers should make an effort to ensure that their lessons are in line with the most important learning competencies.

The table also demonstrates that when it comes to following up with parents regarding their children's performance, teachers' work engagement is "high" ($wx = 3.96$). Following up with the parents is crucial to ensure that the learners continue to learn at home because their parents know what's expected of them. Students will undoubtedly see a significant improvement in their academic performance if they are observed by both their

parents and academic professors. Since the instructor cannot always be there to help, parental support is crucial for students who are having difficulty in certain areas. Here's where parents step in: they assist with the learner's at-home education.

The table also demonstrates that when it comes to helping students with their reading comprehension, the teacher's work involvement is "high" ($w_x = 3.91$). Teachers work hard to help every student with their reading comprehension since reading is a highly important ability that every student should have, especially at the primary school level. Thus, one of the most crucial things a teacher should be doing is assessing the students' reading comprehension skills. As a result, instructors are really engaged in this topic.

Additional data show that when it comes to inspiring and grabbing pupils' attention, a teacher's work engagement is "high" ($w_x = 3.93$). This aspect of the job is essential because it can be somewhat difficult for teachers to catch students' attention for them to pay attention in class. Because of this, educators should use their creativity to engage students in engaging learning activities during class and ensure that they are paying attention. To obtain all of the students' cooperation, teachers must ensure that each student is actively participating in the class. A student's learning may likely suffer and they will miss out on some material throughout the conversation if they are not paying attention in class.

Additionally, Table 4 shows that when preparing for auxiliary tasks outside of teaching, the teacher's job involvement is "high" ($w_x = 3.82$). Most of the time, teachers conduct auxiliary activities in the same manner as they instruct the students. Since these auxiliary activities—such as but not limited to titles like department head, grade level head, canteen coordinator, etc.—are similarly significant, being fully immersed in them results in their high level of job engagement. The instructors will be gathering information and creating reports that will be turned in to the division or district. Because every item of information that the teachers include in the report is crucial, these reports demand time, effort, and careful planning. When something goes wrong, they have to redo the task, which could increase their workload. Auxiliary tasks are crucial because of this.

Table 5. Relationship between the level to which teachers receive the support mechanisms and their level of work engagement ($n = 90$)

Variables Correlated to Work Engagement	r_s	p-value	Decision	Remark
• Mental Support	0.141	0.187	Fail to reject H_{o1}	Not significant
• Instructional Support	0.205	0.052	Fail to reject H_{o1}	Not significant
• Technological Support	0.247	0.019	Reject H_{o1}	Significant

Level of significance = 0.05

The data demonstrating the correlation between teachers' levels of engagement and the extent to which they get the three support mechanisms is presented in Table 5. The results of Table 3's Spearman's Rank Order Correlation analysis indicate that, of the three support mechanisms, only technological support ($p = 0.019 < \alpha = 0.05$) has a significant relationship with instructors' work engagement levels. Thus, there is a correlation between increased technology support and higher levels of work engagement among teachers. Teachers are more likely to show better levels of engagement at work when they receive additional support, resources, or training in using technology in their professional duties. This suggests that teachers' passion, dedication, and involvement in their teaching duties are positively impacted by technology support, which may result in more successful and efficient teaching methods.

Teachers saw the digitalization of education as both a challenging and motivating part of their jobs. It was postulated that greater techno-work involvement is linked to employment resources related to technology, based on earlier research. Modeling based on structural equations was used to test the theories. The main conclusions showed that the greatest influence on techno-work engagement was found in self-efficacy related to technology. The findings also suggest that when talking about techno-work engagement, similar workplace resources—a good measure of total job engagement—are relevant (Makiniemi et al., 2019).

On the other hand, there is no significant correlation between their level of work engagement and mental support ($p = 0.187 > \alpha = 0.05$) or instructional assistance ($p = 0.052 > \alpha = 0.05$). This indicates that their degree of work involvement cannot be predicted by these factors. There was a slight impact of work involvement on the relationships between health and work-related variables. The principal's leadership did not directly affect

employee engagement, according to the findings. Nonetheless, they provided evidence to support the theory that indirect factors including job characteristics, teacher empowerment, and school culture could influence a principal's perception of how engaged teachers are at work. By encouraging teachers to work together, encouraging collective leadership, and sharing a shared vision, principals can contribute to the development of a friendly and active school culture (Zahed-Babelan et al., 2019).

Table 6. Relationship between the profile and level of work engagement of the teachers (n=90)

Variables Correlated to Work Engagement	r_s	p-value	Decision	Remark
• Teaching Position Held	-0.323	0.002	Reject H_{02}	Significant
• Highest Educational Attainment	-0.139	0.190	Fail to reject H_{02}	Not significant
• Length of Service	0.006	0.952	Fail to reject H_{02}	Not significant
• No. of Training Hours	-0.077	0.473	Fail to reject H_{02}	Not significant

Level of significance = 0.05

Table 6 shows a significant adverse relationship between the instructors' work involvement and their teaching position ($p = 0.002 < \alpha = 0.05$). According to Table 4, the correlation coefficient's negative sign ($r_s = -0.323$) indicates that teachers' work engagement decreases with increasing teaching positions. This implies that educators in higher positions may not be as dedicated to their work as educators in lower positions, particularly those who handle administrative duties. In their research, Carlos Gamero-Buron and Gerard Lassibille (2018) found that school administrators who also manage administrative duties perform significantly fewer important tasks than their colleagues. According to researchers Perera et al. (2018), elementary teachers exhibit higher levels of work engagement and, more specifically, student engagement than secondary instructors.

However, there is no significant correlation between their level of job involvement and the highest educational attainment, duration of employment, or number of training hours (all p-values $> \alpha = 0.05$). This shows that traditional markers like years of service, training, and educational background might not be the primary determinants determining work engagement in this particular study. The results of Anhui Zhang et al. (2021), however, showed that teachers with fewer than five years of experience had the highest levels of work engagement, while those with 16 to 25 years of experience had the lowest. This conclusion contradicts their findings. Conversely, more work involvement was linked to a better educational background. Master's degree holders in education scored noticeably better than less educated teachers.

4.0 Conclusion

In summary, the study offers insightful information about teachers' work engagement and support systems in the context of the "New Normal." The results show that teachers' supervisors provided them with very high levels of technological, instructional, and mental assistance, which suggests a supportive atmosphere for adjusting to the demands of the new teaching paradigm. Additionally, there was a high degree of work engagement among teachers overall. Higher-ranking teaching positions, however, may be linked to lower levels of engagement, according to research that showed a substantial and inverse relationship between work engagement and teaching positions. Conversely, there was no discernible relationship between work engagement and variables like duration of employment, number of training hours, or greatest educational attainment. These findings highlight the need to provide teachers with ongoing assistance, particularly for those in leadership positions, to increase their effectiveness and level of participation in the rapidly changing educational environment.

5.0 Contributions of Authors

The author reviewed and approved the final version of this paper.

6.0 Funding

This research received no specific grant from any funding agency.

7.0 Conflict of Interests

The author declared that he has no conflicts of interest as far as this study is concerned.

8.0 Acknowledgment

The author thanks Foundation University, and Bacong District for allowing them to conduct this research. The author also thanks his family and friends for the support given to him in writing this study.

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