

# Work Engagement of the Alternative Learning System (ALS) Teachers in the Schools Division of Zamboanga Del Norte: Basis for Proposed Intervention

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Article Detail:	Abstract
<p>Received on: 14 Nov 2024</p> <p>Revised on: 15 Dec 2024</p> <p>Accepted on: 20 Dec 2024</p> <p>©2024 The Author(s). Published by International Journal of English Language, Education and Literature Studies (IJEEL). This is an open access article under the CC BY license (<a href="https://creativecommons.org/licenses/by/4.0/">https://creativecommons.org/licenses/by/4.0/</a>).</p> <p><b>Keywords</b> – Work Engagement, ALS Teachers, Schools Division of Zamboanga del Norte, Philippines</p>	<p><i>This study aimed to determine the work engagement of the Alternative Learning System (ALS) teachers in the Schools Division of Zamboanga del Norte which is the basis for proposed intervention during the School Year 2023-2024. The respondents were the one hundred twenty-nine (129) ALS teachers of the Schools Division of Zamboanga del Norte. The study used the descriptive research design utilizing the quantitative approach with the aid of a questionnaire in gathering data employing frequency counting and percentage, weighted mean, standard deviation, Mann-Whitney U test and Kruskal-Wallis H test as the statistical tools. The study revealed that majority of the ALS teachers are males, between 31-50 years old, married, college graduates with masteral units and most of them are more than 10 years in the ALS service. The study found out that the respondents' perceived level of work engagement in terms of vigor, dedication and absorption is very engaged. It further found out that the work engagement of the respondents in terms of dedication and absorption did not differ significantly when measured according to sex, age, civil status, educational attainment and years in the ALS service. However, there was a significant difference in the work engagement of the respondents in terms of vigor when measured according to sex. Hence, the management would create activities that would sustain the work engagement of the ALS teachers as part of the proposed intervention.</i></p>

## I. INTRODUCTION

In his 2005 Stanford Commencement Speech, Steve Jobs said: "The only way to do great work is to love what you do" (Steve Quote, 2021). This is one of the motivations that reflected on the true commitment of work which emphasized that the real way to get happiness is by giving out happiness to other people trying to make this world a real better than we found it (Powell Quote, n. d.). The

essence of true work commitment is characterized by employees who are motivated, passionate, and dedicated to their work, leading to higher levels of productivity and performance (Coursera, 2023). Companies and businesses have begun to realize that the employees represent their most valuable asset (Fulmer and Ployhart, 2014). Work engagement refers to a work-related mental state that is positive and

fulfilling, characterized by vigor (high levels of energy while working), dedication (sense of meaning, enthusiasm, inspiration, pride and challenge) and absorption (the individual's complete concentration at work, which makes time fly quickly without his noticing). Besides that, the personal energy that individuals bring to their work is associated with work engagement (Bakker, et al., 2014).

Employee engagement has been proven to reduce staff turnover, improve productivity and efficiency, improve customer service and retention, and deliver higher profits. Ultimately, having an engaged team makes running a business easier and enables leaders to focus on higher-value activities, such as innovation, process improvement, and development. In a nutshell, this is why employee engagement is so vital to business outcomes and success (Doctor, n.d.). Work engagement is considered to have great significance for both employees and organizations (Steger, et al. 2013). To make or maintain their companies' profitability, leaders of companies must work hard to engage employees (Osborne & Hammoud, 2017). The longevity of an organization is affected by employee engagement, which is a factor on the financial performance of the organization (Bersin, 2014). In addition, improved employee productivity had a positive effect on organizational financial performance. Organizational productivity is determined by employees' efforts and engagement (Musgrove, et al., 2014).

In the context of teaching profession, the dimension of their work is more than what we saw from employees working in industrial plants, offices and business establishments. Teachers are seen still have to do their school tasks even beyond the confines of their respective classrooms or Community Learning Centers (CLCs). Being a teacher goes beyond teaching and imparting knowledge, it is about molding the character of the learners. Teaching is one of the most demanding and emotionally-tense occupations in the world whose success depends on numerous internal and external factors (Benevene et al., 2020). Internal factors may include those teaching materials availability and trainings while external factors could have been attributed to marital concerns, just debts and other personal issues. With the Alternative Learning System (ALS), which is a parallel

learning system provides a viable alternative to the existing formal education instruction which encompasses both nonformal and informal sources of knowledge and skills (IRR of RA 11510; IRR of RA 9155). The ALS teachers who are actually mobile teachers are conducting learning sessions in several Community Learning Centers (CLCs) in various barangays to the learners who are primarily the out of school children, youth and adults. The program caters the Basic Literacy Program (for non-literates), A&E Elementary and A&E Secondary. ALS teachers often go beyond the call of duty, traveling long distances from one learning venue to another, working overtime or using personal tools, to provide differentiated learning activities in an attempt to meet learners' various interests and capabilities (UNESCO, 2023).

Teachers are assets in educational organizations that are very valuable because they play an important role in educational practice directly and are responsible for student learning achievements (Runhaar, 2017). It is within this premise that school management must ensure that schools have teachers who always work well and strive for organizational success. Teachers' work engagement is an essential aspect of achieving the success of school organizations. It is essential for schools to achieve their educational objectives and student learning outcomes. Among all the influencing factors, supportive workplace resources from diverse sources such as distributed leadership, trust, and self-efficacy have been cited as important factors affecting teachers' engagement in their work (Yonghong Cai et al., 2022). Work engagement is positive psychology experienced by a person, which is reflected in emotional, cognitive and physical involvement in carrying out work enthusiastically and with energy (Meng et al., 2022). However, a heavy workload combined with a lack of commitment to work as well as the constantly changing work requirements has even been identified as one of the most important reasons for teachers to consider leaving the profession (Amitai & Van Houtte, 2022; Juvonen & Toom, 2023).

The 2023 report of the State of the Global Workplace, pronounced that worldwide statistics data showed 44% of employees said they experienced a lot of stress the previous day of which only 23% of employees worldwide have that feeling that they are

engaged. Meanwhile, while workers everywhere, polled by analytics firm Gallup, said life at work is not well. Those in the Philippines are among the most stressed out in the world. However, Filipino workers' experience of negative emotions was high, the Philippines was first in a ranking of Southeast Asian countries when it comes to employee engagement, with 31 percent of employees saying they are engaged at work.

The Alternative Learning System (ALS) of the Schools Division of Zamboanga del Norte is the largest organization of teachers in the entire Zamboanga Peninsula Region which comprised of one hundred twenty-nine teachers for School Year 2023-2024. With the vastness of the area in the division and the geographical locations of its municipalities with close to four hundred kilometers away from the division office to its farthest school district, the researcher finds interest to study the work

engagement of the ALS teachers considering the fact that the nature of their work is primarily mobile in nature and they are moving from one barangay to the other dealing with ALS learners in special cases. Besides, there has been no study conducted in the Schools Division of Zamboanga del Norte relative to the work engagement of the Alternative Learning System (ALS) teachers.

## II. CONCEPTUAL FRAMEWORK

The conceptual framework is presented in Figure 1. First, the profile of the respondents which is the independent variable is categorized into sex, age, civil status, educational attainment, and years in the ALS service. Second, the dependent variable which is the work engagement categorized as vigor, dedication and absorption. The last is the output which is the proposed intervention for the ALS teachers.

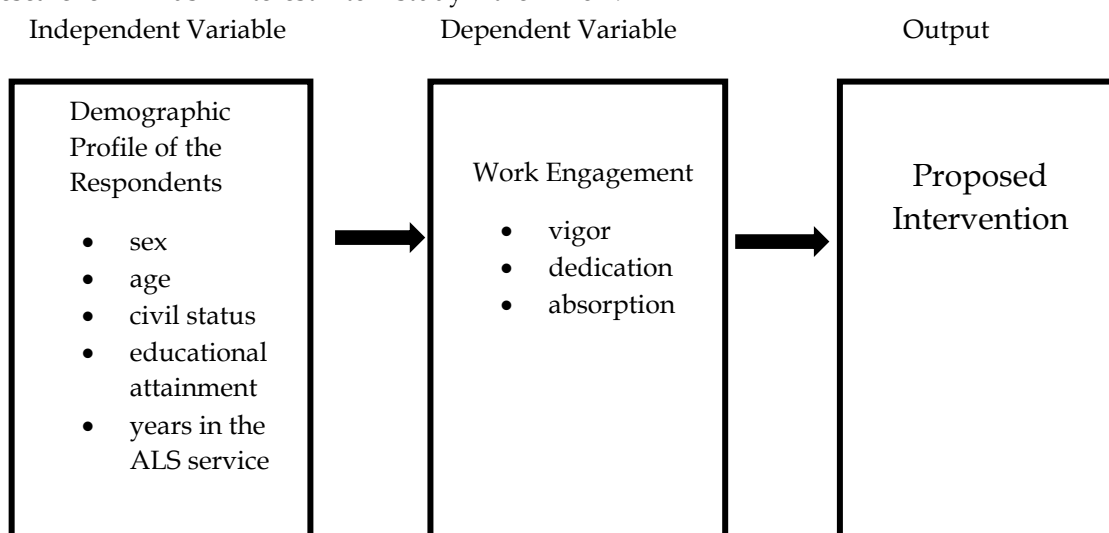


Fig.1. Conceptual Framework of the Study

### Statement of the Problem

This study aimed to determine the work engagement of the Alternative Learning System (ALS) teachers in the Schools Division of Zamboanga del Norte which is the basis for a proposed intervention during the school year 2023-2024.

Specifically, it sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:

- 1.1 sex;
- 1.2 age;
- 1.3 civil status;
- 1.4 educational attainment; and
- 1.5 years in the ALS service?

2. What is the respondents' perceived level of work engagement in terms of:

- 1.6 vigor;
- 1.7 dedication; and

1.8 absorption?

3. Is there a significant difference in the respondents' perceived level of work engagement

when analyzed in terms of profile?

4. What is the proposed intervention for the ALS teachers?

### III. LITERATURE

#### Demographic Profile

The study of Baes & Naparota (2022) on the "Basic Psychological Need Satisfaction and Work Engagement of Employees in Andres Bonifacio College, Inc., Dipolog City, Philippines" among the 120 employees found out that there is no significant difference in the perceived level of work engagement when the respondents are group in terms of sex, age and years in the service. The demographic profile as an intervening variable was given consideration which has an effect on the result of the study. The findings indicated that majority of them are females (63.44%), aged 26-35 (58.06%) and most of them are bachelor's degree with masteral units (38.71%).

The study of Sudibjo and Riantini (2023) on the "Factors Affecting Teachers' Work Engagement: The Case of Private School Teachers in Jakarta Metropolitan, Indonesia" showed that the meaningful work perceived by the teachers has a positive effect on their work engagement. The findings further revealed that majority of the respondents are females (73%), aged 31-50 (70%), more than 10 years length of service (59%) and are master's degree holders (87%).

The findings of the study of Caisip (2021) on "Work Engagement and Work Meaning Among Accountancy, Business and Management (ABM) Faculty" revealed that the respondents agreed that they are engaged in their work and very often find meaning in their work. When the respondents were compared in terms of sex, civil status, and educational attainment, no significant differences were shown in work engagement among the faculty of the Lyceum of the Philippines University. In terms of age, significant difference was observed for vigor and dedication, while for years employed, significant difference was revealed for vigor, dedication and absorption domains.

The study of Tibet (2015) on the "Predictors of Organizational Learning Capability in Primary and Secondary Schools" among the 1050 teachers working at public schools selected from Ankara through cluster sampling revealed that male teachers have a higher level of work engagement than female teachers, and married teachers have higher level of work engagement than single teachers and most faculty received higher salaries and benefits and may result in improved faculty learning capability development, knowledge and skills.

Deligero and Laguador's study (2014) on "Work Engagement and Its Relationship with Work Units' Performance of a Higher Education Institution" among the school employees showed that 65.8% of the respondents are married and that they are found out to be more dedicated to work due to their matured role and responsibilities over their families.

#### Work Engagement

The study of Heng and Chu (2023) on the "Self-Efficacy, Reflection, and Resilience as Predictors of Work Engagement Among English Teachers" from among the 512 English in Foreign Language (EFL) teachers indicated that teacher self-efficacy, teacher reflection, and teacher resilience were direct predictors of work engagement, and teacher self-efficacy had an indirect effect on work engagement through teacher reflection and resilience. Similarly, teacher reflection also had an indirect impact on work engagement through teacher resilience

Xing's study (2022) on the "English as a Foreign Language Teachers' Work Engagement, Burnout, and Their Professional Identity" showed a significant negative correlation between teacher burnout and work engagement. This study specified that teachers' professional identity is regarded as a critical variable in fostering work engagement. Emotional intelligence was also considered a mediating variable that affected the relationship between teacher professional identity and work engagement.

The study of Heniel and Naparota (2021) on the "Organizational Learning Capabilities and Work Engagement Among Employees in Jose Rizal Memorial State University System" cited the study of Bakker, et al (2012) which stated that employees who have high work engagement can manage positive energy and inspiration from various activities into



useful resources at work and therefore, teachers' work engagement can be seen as an essential factor in improving the performance of teachers and the efficiency level of educational organizations, which are reflected by enthusiasm, dedication, and job absorption.

The study of Bongcayat and Guhao (2020) on the "Structural Equation Model on Work Engagement of Non-Teaching Personnel on Public Secondary Schools" stressed that work engagement is deemed as important for an organization in strengthening ties between employees, in keeping their employees engaged and in achieving high productivity rates. The results of their study from among the 400 respondents who were randomly selected using stratified random sampling indicated that the level of organizational learning capability, technology leadership, talent management practices and work engagement are all high which connote that these variables are observed oftentimes by non-teaching personnel. Also, it indicated that organizational learning capability, technology leadership and talent management practices have a significant relationship with work engagement.

### **Vigor**

Kulikowski (2017) defined vigor as the eagerness to exert oneself in one's job and diligence in the face of adversity by employees who possess strength and mental flexibility and having more energy can help employees increase their power, mental resilience and willingness to put forth effort in their jobs as well as persevere in dealing with problems. Meanwhile, Acharya and Gupta (2015) stressed that vigor refers to an employee's willingness to put forth significant effort and stability in their work and to persevere in the face of adversity.

The study of Denia et al., (2023) on "Does Authentic Leadership Promote Higher Job Satisfaction in Public Versus Private Organizations? Exploring the Role of Vigor and Engagement" utilizing cross-sectional and cross-sectoral study from among the 1029 workers in private ( $n = 619$ ) and public ( $n = 410$ ) organizations from Spain participated in completing the questionnaire appeared that authentic leadership had a greater positive effect on vigor at work for private organizations; whereas work engagement was not significantly related to the job

satisfaction dimension related to legal aspects for public organizations. The study concluded that vigor at work and work engagement were important variables to explain the authentic leadership-job satisfaction relationship in both private and public organizations. The study further concluded that the relationship between work engagement and the dimensions of job satisfaction was different for both organizations.

The study of Zafra et al., (2022) on the "Vigor at Work Mediates the Effect of Transformational and Authentic Leadership on Engagement" from among the Spanish employees ( $N = 215$ ; 48.8% female) under the supervision of a direct leader responded concerning the Transformational Leadership (TFL) and Authentic Leadership (AL) of their closest supervisor and their own vigor at work and engagement showed that vigor increases the effect of both leadership styles on engagement. They recommended that practitioners could enhance employees' vigor at work and engagement by promoting the two leadership styles.

The study of Lovina et al., (2020) on the "Structural Equation Model on Work Engagement of Non-Commissioned Police Officers" to the 400 non-commissioned police officers assigned in the Province of Zamboanga del Norte revealed that the overall results on the correlation between self-awareness and vigor of work engagement obtained registered computed r-value of .641 with p-value which is equal to 0.000 (Significant). In addition, managing emotions is correlated to vigor registered a computed r-value of .487 with p-value which is equal to .000 (Significant). They added that work engagement captures how employees perceive their job as stimulating and vigorous, and as something to which they want to devote time and effort, described as vigor.

The study of Gil et al., (2020) on the "Employees' Physical Exercise, Resources, Engagement, and Performance: A Cross-sectional Study from HERO Model" among the 319 employees (156 sedentary and 163 non-sedentary employees) stated that vigor has a significant effect on performance.

### **Dedication**

The study of Sadeghi and Terum (2022) on the "Dedication to Work: Social Workers in a Norwegian

Activation Work Context” among 1347 trained social workers and street-level bureaucrats with other educational backgrounds in the Norwegian Labour and Welfare Administration revealed high levels of dedication to work among street-level bureaucrats in an activation work context, and highest among those who most strongly supported welfare conditionality measures. Whereas perceptions of demand were negatively associated with dedication, perceptions of control and support yielded positive relationships, with the latter variable being the most salient predictor of dedication to work. They further manifested that dedication to work is about enthusiasm for the job and feelings of pride and inspiration from one’s work, which is important due to its influence on work performance.

The study of Srie Intan Maisyuri and Ariyanto (2021) on “The Effect of Vigor, Dedication and Absorption on the Employee Performance at Pt. Mandiri Utama Finance” among the 210 employees in complete numeration, results showed that vigor, dedication and absorption had a positive and significant effect on employee performance.

The study of Bilal, et al. (2019) on the “The Impact of Employee Engagement on Task Performance” of which data were gathered through self-administered questionnaire distributed among the 224 teaching faculty working in the private owned universities in Pakistan revealed that dedication has a significant The study of Basikin (2007) on the “Vigor, Dedication and Absorption: Work engagement Among Secondary School English Teachers in Indonesia” among the 152 secondary school English teachers in Yogyakarta, Indonesia found out that teachers’ work engagement is generally high (overall  $M=5.04$  on the 7-point scale;  $Ms=4.99, 5.44, 4.71$  respectively, for vigor, dedication, and absorption. It was further found out that there was the context of low student English achievement in this region and implications are suggested in relation to teachers’ continuing professional development and enhancement of student achievement.

The study of Basikin (2007) on the “Vigor, Dedication and Absorption: Work engagement Among Secondary School English Teachers in Indonesia” among the 152 secondary school English teachers in Yogyakarta, Indonesia found out that teachers’ work engagement is generally high (overall

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### **Absorption**

The study of Sittar (2020) on the “Relationship of Work Engagements and Job Performance of University Teachers” among the 400 teachers of public and private universities of Central Punjab concluded that all factors of work engagement: vigor, dedication and absorption had a positive correlation with job perform.

The study of Natrajan, et al (2019) on “Achieving Job Performance From Empowerment Through The Mediation Of Employee Engagement: An Empirical Study” from among the 182 employees of the IT sector in Delhi NCR Region proved that absorption has a significant effect on employee performance.

The study of Shusha and Abdelkader (2016) on the “Work Engagement In Higher Education In Egypt: The Influence On Academic Work Performance” among the 275 academics in two Egyptian universities yielded results that supported the study's hypotheses, demonstrating significant relationships between independent and dependent variables where work engagement constructs, namely, vigor, dedication, and absorption are found to predict in-role, and extra-role academic performance.

## **IV. RESEARCH METHODOLOGY**

### **Research Design**

The study used descriptive research design utilizing the quantitative approach with the aid of a questionnaire in gathering data. This study intends to determine the significant difference of the respondents’ perceived level of work engagement when analyzed according to demographic profile in order for the researcher to propose an intervention to the ALS teachers.

### **Research Locale**

The study was conducted in the thirty- five (35) districts with six (6) clusters in the Schools Division of

Zamboanga del Norte during the school year 2023-2024.

**Research Respondents**

The respondents of the study were the one hundred twenty-nine (129) ALS teachers obtained through complete numeration from the thirty-five (35) districts of the Schools Division of Zamboanga del Norte during the School Year 2023-2024. The respondents were clustered into six (6) in consonance with the 6 x 6 management approach as stipulated in Division Memorandum No. 254, s. 2023.

**Statistical Treatment of the Data**

Presented below are the statistical tools used in the treatment and analysis of the data gathered.

**Frequency Counting and Percent.** They are used to determine the profile of the respondents in terms of sex, age, civil status, educational attainment and years in the ALS service.

**Weighted Mean.** This is used to quantify the respondents' ratings on the work engagement.

**Standard Deviation.** This is used to determine the homogeneity and heterogeneity of the respondent's score, where  $SD \leq 3$  is homogenous and  $SD > 3$  is heterogeneous Aiken & Susane (2001); Refugio, et al., (2019).

**Mann-Whitney U Test.** This is used to test the difference of work engagement when respondents are grouped in terms of sex.

**Kruskal-Wallis H Test.** This is used to test the difference of work engagement when respondents are grouped in terms of age, civil status, educational attainment and years in the ALS service.

The data gathered in this study were tallied, treated and analyzed using the Microsoft Excel Data Analysis ToolPak and IBM Statistical Package for Social Sciences. Displaying of statistical formulas is unnecessary. All statistical tests were performed at the 0.05 level of significance.

**V. RESULTS AND DISCUSSION**

**Demographic Profile of the Respondents**

*Table 1. Demographic Profile of Respondents in Terms of Sex*

Sex	Frequency	Percentage
Male	71	55
Female	58	45
<b>Total</b>	<b>129</b>	<b>100</b>

Table 1 presents the profile of the respondents in terms of sex. The table indicates that there are 58 females (45%) and 71 males (55%). This implies that majority of the respondents are males . This further implies that in the Schools Division of Zamboanga del Norte more males are hired for the Alternative Learning System (ALS) considering the nature of the work as mobile teachers who are regularly traveling in various barangays specially in the last mile areas and in the Geographically Isolated and Disadvantage Areas (GIDAs) where only the elementary education is available The result of the present investigation contradicts with the study of Sudibjo & Riantini (2023) among the private school teachers in Jakarta Metropolitan, Indonesia which indicated that female teachers (73%) outnumbered the male teachers (27%).

*Table 2. Demographic Profile of Respondents in Terms of Age*

Age	Frequency	Percentage
21 -30	12	9.3
31 - 40	43	33.3
41 - 50	42	32.6
51 and above	32	24.8
<b>Total</b>	<b>129</b>	<b>100</b>

Table 2 reveals the profile of the respondents in terms of age. The table indicates that there are 85 respondents that fall in the age bracket of 31-50 years old (65.9%), however, only 12 (9.3%) among the 129 respondents fall in the age bracket of 21-30 years old. This means that majority of the ALS teachers in the Schools Division of Zamboanga del Norte are still young, strong and are capable of performing their

duties and responsibilities in going to their various Community Learning Centers (CLCs) in the Geographically Isolated and Disadvantaged Areas (GIDA) conducting learning sessions to the Out of School Children, Youth and Adults (OSCYA) of the province. This implies that 65.9% ALS teachers in the Schools Division of Zamboanga del Norte are in their middle ages. The result of the present investigation contradicts with the study of Sharma, U. & Rajput, B. (2020) from among the teachers of the undergraduate colleges in the University of Delhi which revealed that 45.39% were in the same age bracket.

Table 3. Demographic Profile of Respondents in Terms of Civil Status

Civil Status	Frequency	Percentage
Single	21	16.3
Married	105	81.4
Widow/er	3	2.3
<b>Total</b>	<b>129</b>	<b>100.0</b>

Table 3 presents the profile of the respondents in terms of civil status. The table indicates that 105 (81.4%) respondents are married while only 3 (2.3%) are widow/er. This means that the ALS teachers in the Schools Division of Zamboanga del Norte are more dedicated to work due to their matured role and responsibilities over their families. This implies that majority of the ALS teachers in the Schools Division of Zamboanga del Norte are married. The result of the present investigation corroborates with the study of Deligero and Laguador (2014) among the school employees of the Higher Education Institution which showed that 65.8% of the respondents were married.

Table 4. Demographic Profile of Respondents in Terms of Educational Attainment

Educational Attainment	Frequency	Percentage
College Graduate	11	8.5
College Graduate with Masteral Units	99	76.7
Master's Degree	17	13.2

Master's Degree with Doctoral Units	1	0.8
Doctoral Degree	1	0.8
<b>Total</b>	<b>129</b>	<b>100.0</b>

Table 4 displays the profile of the respondents in terms of educational attainment. The data indicates that 99 (76.7%) respondents are College Graduates with Masteral Units while only 1 (0.8%) has Master's Degree with Doctoral Units and Doctoral Degree. This means that the ALS teachers in the Schools Division of Zamboanga del Norte are pursuing graduate studies since this is part of the requirements for promotion and for professional growth as well that will redound to better and quality teaching performance. This implies that majority of the ALS teachers of the Schools Division of Zamboanga del Norte are College Graduate with Masteral Units. The result of the present investigation contradicts with the study of Kassaw and Golga (2019) among the employees of Hamaraya University which indicated that majority of the respondents earned master's degree.

Table 5. Demographic Profile of Respondents in Terms of Years in the ALS Service

Years in the ALS Service	Frequency	Percentage
5 years and below	40	31.0
6 to 10 years	32	24.8
11 years and above	57	44.2
<b>Total</b>	<b>129</b>	<b>100.0</b>

Table 5 views the profile of the respondents in terms of years in the ALS service. The data asserts that 57 (44.2%) of the respondents are in the service for 11 years and above while only 32 (24.8%) are in the service for 6 to 10 years. This implies that most of the ALS teachers are in the service for more than 10 years. This implies further that the ALS teachers of the Schools Division of Zamboanga del Norte have the wide range of experience and expertise in handling the diversities and context of the ALS learners who are the Out of School Children, Youth and Adult (OSCYA). The result of the present investigation



corroborates with the study of Ahmad, Jasimuddin and Kee (2018) among the employees of a Malaysian

company which appeared that 35.2% of the respondents have more than 10 years in the service.

**Respondents' Perceived Level of Work Engagement**

*Table 6. Respondents' Perceived Level of Work Engagement in Terms of Vigor*

Statements	WM	SD	Description	Interpretation
1. At my work, I feel that I am bursting with energy	3.54	0.53	Strongly Agree	Very Engaged
2. At my job, I feel strong and vigorous	3.62	0.50	Strongly Agree	Very Engaged
3. When I get up in the morning, I feel like going to work	3.58	0.54	Strongly Agree	Very Engaged
4. I can continue working for very long periods at a time	3.44	0.60	Agree	Engaged
5. At my job, I am very resilient, mentally	3.55	0.50	Strongly Agree	Very Engaged
6. At my work I always persevere, even when things do not go well	3.60	0.52	Strongly Agree	Very Engaged
<b>Grand Mean</b>	<b>3.56</b>	<b>0.38</b>	<b>Strongly Agree</b>	<b>Very Engaged</b>

WM = Weighted Mean                      SD = Standard Deviation

Table 6 portrays the respondents' perceived level of work engagement in terms of vigor. The data attests that the respondents have different perceptions across six statement indicators. Five of the six statement indicators were perceived as 'strongly agree' which is interpreted as very engaged. By this, the ALS teachers of the Schools Division of Zamboanga del Norte strongly agree that they feel strong and vigorous in their job (mean = 3.62) and they always persevere, even when things do not go well (mean = 3.60). However, working for very long

periods at a time got the lowest (mean = 3.44) which is described as agree and interpreted as engaged. The overall mean is 3.56 with a description of strongly agree and interpreted as very engaged. This finding means that the ALS teachers of the Schools Division of Zamboanga del Norte are very engaged in their work in terms of vigor. The result of the present investigation supports the findings of Bongcayat and Guhao (2020) which indicated that the non-teaching personnel of the University of Mindanao are fully engaged with respect to vigor.

*Table 7. Respondents' Perceived Level of Work Engagement in Terms of Dedication*

Statements	WM	SD	Description	Interpretation
1. I find the work that I do full of meaning and purpose	3.83	0.38	Strongly Agree	Very Engaged
2. I am enthusiastic about my job	3.59	0.45	Strongly Agree	Very Engaged
3. My job inspires me	3.87	0.34	Strongly Agree	Very Engaged
4. I am proud of the work that I do	3.67	0.30	Strongly Agree	Very Engaged
5. To me, my job is challenging	3.82	0.38	Strongly Agree	Very Engaged
<b>Grand Mean</b>	<b>3.72</b>	<b>0.27</b>	<b>Strongly Agree</b>	<b>Very Engaged</b>

WM = Weighted Mean                      SD = Standard Deviation

Table 7 reflects the respondents' perceived level of work engagement in terms of dedication. The table shows that the respondents have common perceptions across five statement indicators. All five statement indicators were described as strongly agree and interpreted as very engaged. By this, the ALS teachers of the Schools Division of Zamboanga del Norte find their job inspiring (mean = 3.87). However, being enthusiastic in their job got the lowest (mean = 3.59) which is still interpreted as very engaged. The overall mean is 3.72 still described as strongly agree

and interpreted as very engaged. This finding means that the ALS teachers of the Schools Division of Zamboanga del Norte are very engaged in their work in terms of dedication. The result of the present investigation supports the study of Heniel and Naparota (2021) from among the faculty members of the College of Business and Accountancy in Jose Rizal Memorial State University System which manifested very much engaged in their work in terms of dedication.

Table 8. Respondents' Perceived Level of Work Engagement in Terms of Absorption

Statements	WM	SD	Description	Interpretation
1. Time flies when I'm working	3.75	0.58	Strongly Agree	Very Engaged
2. When I am working, I forget everything else around me	3.74	0.77	Strongly Agree	Very Engaged
3. I feel happy when I am working intensely	3.76	0.52	Strongly Agree	Very Engaged
4. I am immersed in my work	3.74	0.59	Strongly Agree	Very Engaged
5. I get carried away when I'm working	3.76	0.58	Strongly Agree	Very Engaged
6. It is difficult to detach myself from my work	3.74	0.75	Strongly Agree	Very Engaged
<b>Grand Mean</b>	<b>3.75</b>	<b>0.63</b>	<b>Strongly Agree</b>	<b>Very Engaged</b>

WM = Weighted Mean

SD = Standard Deviation

Table 8 displays the respondents' perceived level of work engagement in terms of absorption. The table reveals that the respondents have common perceptions across six statement indicators. All six statement indicators were described as strongly agree and interpreted as very engaged. However, the data reveals that items 3 and 5 which stated that "I feel happy when I am working intensely" and "I get carried away when I'm working" respectively obtained the highest mean of 3.76 which is described as strongly agree and interpreted as very engaged. Meanwhile, items 2, 4 and 6 which stated that "When I am working, I forget everything else around me", "I am immersed in my work" and "It is difficult to detach myself from my work" respectively obtained the lowest mean of 3.74 but still described as strongly agree and interpreted as very engaged. The overall mean is 3.75 which is described as strongly agree and

interpreted as very engaged. Since most of the ALS teachers have stayed in the program for more than 10 years already, they found their job worth satisfying and fulfilling that they are happy when they are working intensely and are carried away by their work through their engagement in the community. The understanding and true meaning of community service brought them to the absorption of their work engagement. This finding means that the ALS teachers of the Schools Division of Zamboanga del Norte are very engaged in their work in terms of absorption. The result of the present investigation supports the study of Deligero and Laguador (2014) which indicated that the employees at the Higher Education Institution have high work engagement in terms of absorption.

Table 9. Normality Test in the Respondents' Perceived Level of Work Engagement in Terms of Vigor, Dedication and Absorption

Shapiro-Wilk	Statistics	Df	Sig.
Sex	0.633	129	0.000
Age	0.870	129	0.000
Civil Status	0.545	129	0.000
Educ. Attainment	0.645	129	0.000
Year in Service	0.760	129	0.000
Vigor	0.902	129	0.000
Dedication	0.687	129	0.000
Absorption	0.942	129	0.000

Table 9 displays the results of a normality test using Shapiro-Wilk for the hypothesis. There is no significant difference in the respondents' perceived level of work engagement when data were analyzed according to profile. The researcher used non-parametric alternative particularly Mann-Whitney U-test and Kruskal-Wallis H-test since the p-values are less than 0.05, which means that the data are not normally distributed.

Table 10. Test of Difference in the Respondents' Perceived Level of Work Engagement in Terms of Vigor, Dedication and Absorption When Grouped According to Sex

Perceived Level of Work Engagement	U-value	p-value @ 0.05	Interpretation
Vigor	1472.50	0.005	Significant
Dedication	1756.00	0.097	Not Significant
Absorption	1768.00	0.165	Not Significant

p-value is lesser than 0.05 level of significance = significant

p-value is greater than 0.05 level of significance = not significant

Table 10 illustrates the test of difference in the respondents' perceived level of work engagement when they are grouped in terms of sex. Utilizing the

Mann-Whitney U Test, dedication and absorption as indicators of work engagement obtained p-values greater than 0.05 level of significance. This means that there is no significant difference in the perceived level of work engagement in terms of dedication and absorption when respondents were grouped in terms of sex. Thus, the null hypothesis is accepted. This means that sex cannot be used to determine the difference in the perceived level of work engagement in terms of dedication and absorption. This implies that how males and females perceived work engagement in terms of dedication and absorption did not significantly differ. While vigor as an indicator of work engagement obtained a p-value of 0.005 which is less than 0.05 level of significance. This means that there exists a significant difference in the perceived level of work engagement in terms of vigor when respondents were grouped in terms of sex. Thus, the null hypothesis is rejected. This implies that how male and female respondents perceived the level of work engagement in terms of vigor significantly differ. The result of the present investigation contradicts with the study of Deligero and Laguador (2014) from among the employees of the Higher Education Institution which indicated that there is a significant difference in the perceived level of work engagement in terms of vigor and no significant difference in terms of dedication and absorption when respondents were grouped according to sex.

Table 11. Test of Difference in the Respondents' Perceived Level of Work Engagement in Terms of Vigor, Dedication and Absorption When Grouped According to Age

Perceived Level of Work Engagement	H-value	p-value @ 0.05	Interpretation
Vigor	1.205	0.547	Not Significant
Dedication	2.478	0.290	Not Significant
Absorption	0.035	0.983	Not Significant

p-value is lesser than 0.05 level of significance = significant

p-value is greater than 0.05 level of significance = not significant

Table 11 exhibits the test of difference in the respondents' perceived level of work engagement in terms of vigor, dedication and absorption when

grouped according to age. Applying Kruskal-Wallis H-Test, all indicators of work engagement yielded p-values greater than 0.05 level of significance. This means that there is no significant difference in the perceived level of work engagement when respondents were grouped in terms of age. Thus, the null hypothesis is accepted. This implies that age cannot be used to determine the difference in the perceived level of work engagement. This further implies that how respondents of different age brackets perceived work engagement did not significantly differ. The result of the present investigation contradicts with the study of Deligero and Laguador (2014) which indicated that significant difference was observed when work engagement was compared according to age.

*Table 12. Test of Difference in the Respondents' Perceived Level of Work Engagement in Terms of Vigor, Dedication and Absorption When Grouped According to Civil Status*

Perceived Level of Work Engagement	H-value	p-value @ 0.05	Interpretation
Vigor	1.621	0.445	Not Significant
Dedication	2.229	0.328	Not Significant
Absorption	0.570	0.752	Not Significant

p-value is lesser than 0.05 level of significance = significant

p-value is greater than 0.05 level of significance = not significant

Table 12 discloses the test of difference in the perceived level of work engagement in terms of vigor, dedication and absorption when respondents are grouped according to civil status. Utilizing the Kruskal-Wallis H-Test, all indicators of work engagement obtained p-values greater than 0.05 level of significance. This means that there is no significant difference in the perceived level of work engagement when respondents were grouped according to civil status. Thus, the null hypothesis is accepted. This implies that civil status as a variable cannot be used to determine the difference in the perceived level of work engagement. This further implies that how respondents of different civil status perceived work engagement did not significantly differ. The result of the present investigation corroborates with the study

of Caisip (2021) among the Accountancy, Business, and Management (ABM) Faculty which revealed that no significant differences were shown when work engagement was compared according to civil status.

*Table 13. Test of Difference in the Perceived Level of Work Engagement in Terms of Vigor, Dedication and Absorption of the Respondents When Grouped According to Educational Attainment*

Perceived Level of Work Engagement	H-value	p-value @ 0.05	Interpretation
Vigor	7.192	0.126	Not Significant
Dedication	5.827	0.212	Not Significant
Absorption	5.033	0.284	Not Significant

p-value is lesser than 0.05 level of significance = significant

p-value is greater than 0.05 level of significance = not significant

Table 13 shows the test of difference in the respondents' perceived level of work engagement in terms of vigor, dedication and absorption when grouped according to educational attainment. Utilizing the Kruskal-Wallis H-Test, all indicators of work engagement obtained p-values greater than 0.05 level of significance. This means that there is no significant difference in the perceived level of work engagement when respondents were grouped according to educational attainment. Thus, the null hypothesis is accepted. This implies that educational attainment as a variable cannot be used to determine the difference in the perceived level of work engagement. This further implies that how respondents of different educational attainment perceived work engagement did not significantly differ. The result of the present investigation corroborates with the study of Caisip (2021) among the Accountancy, Business, and Management (ABM) Faculty which revealed that no significant differences were shown when work engagement was compared according to educational attainment.

*Table 14. Test of Difference in the Respondents' Perceived Level of Work Engagement in Terms of Vigor, Dedication and Absorption When Grouped According to Years in the ALS Service*



Perceived Level of Work Engagement	H-value	p-value @ 0.05	Interpretation
Vigor	0.418	0.812	Not Significant
Dedication	0.916	0.633	Not Significant
Absorption	1.902	0.386	Not Significant

p-value is lesser than 0.05 level of significance = significant

p-value is greater than 0.05 level of significance = not significant

Table 14 depicts the test of difference in the respondents' perceived level of work engagement in terms of vigor, dedication and absorption when grouped according to the years in the ALS service. Applying the Kruskal-Wallis H-Test, all indicators of work engagement obtained p-values greater than 0.05 level of significance. This means that there is no significant difference in the perceived level of work engagement when respondents were grouped according to the years in the ALS service. Thus, the null hypothesis is accepted. This implies that the years in the ALS service as a variable cannot be used to determine the difference in the perceived level of work engagement. This further implies that how respondents of different years in the ALS service perceived work engagement did not significantly differ. The result of the present investigation corroborates with the study of Deligero and Laguador (2014) among the employees of the Higher Education Institution which indicated that no significant difference was observed when the perceived level of work engagement was compared according to the length of service.

## VI. CONCLUSION

This study concludes that majority of the respondents, 71 out of 129 or 55.04% were males, 85 out of 129 or 65.89% fall between 31-50 years old, 105 out of 129 or 81.40% were married, 99 out of 129 or 81.40% were college graduates with masteral units, 57 out of 129 or 44.17% were 11 years and above in the Alternative Learning System (ALS) service. This study further concludes that the respondents were very engaged in terms of vigor, dedication and absorption. This study has established that there is a significant

difference in the respondents' perceived level of work engagement in terms of vigor, when they were grouped according to sex but there is no significant difference in terms of dedication and absorption. In addition, this study concludes that there is no significant difference in the respondents' level of work engagement in terms of vigor, dedication and absorption when they were grouped according to age, civil status, educational attainment and years in the ALS service.

## VII. PROPOSED INTERVENTION DISSEMINATION AND ADVOCACY PLANS

The findings of this study would be shared and disseminated to all of the Alternative Learning System (ALS) teachers and the Education Program Specialist for the Alternative Learning System (EPSA) of the province utilizing the google calendar. This is to be undertaken online through the use of the google meet and everybody is allowed to comment and provide suggestions to improve/enhance and/or sustain the level of work engagement among the ranks.

The EPSAs are advised to implement programs/interventions that would boost the self-esteem of the ALS teachers thereby increasing their level of work engagement. Hence, kumustahan/pulong-pulong/conference/team building among them in each cluster during the Learning Action Cell (LAC) meeting would be an appropriate venue to disseminate the findings and recognize those who have meritoriously contributed to the success and attainment of goals.

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