

Professional Engagement and Work Performance of Public Elementary School Teachers

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Abstract

This study examined the professional engagement and work performance of public elementary school teachers in the Jalajala District, Schools Division Office of Rizal during the School Year 2025–2026. The research aimed to determine the extent of teachers' professional engagement and its relationship to their work performance. The study population comprised 154 teachers from Bagumbong, Bayugo, Jalajala, Lubo, Pagkalinawan, Palaypalay, Punta, and Sipsipin Elementary Schools. Respondents were profiled based on age, sex, civil status, educational attainment, position title, length of service, in-service trainings attended, and membership in professional organizations. A descriptive survey research design with documentary analysis was employed. Data on professional engagement were gathered using a researcher-made questionnaire-checklist covering participation in professional development, collaboration and teamwork, adherence to professional standards, and involvement in school and community activities. Teachers' work performance was assessed using results from the Individual Performance Commitment and Review (IPCR) for School Year 2024–2025. Findings revealed that the majority of respondents were female, married, aged 31 and above, holding Teacher I–III positions, and actively pursuing graduate education. Most had over ten years of service, participated in various trainings up to the international level, and belonged to multiple professional organizations. Teachers demonstrated high engagement in professional development, collaboration, adherence to standards, and school-community involvement. Significant differences in professional engagement were noted with respect to age, length of service, and in-service trainings attended, while sex, civil status, educational attainment, position title, and organizational memberships showed no significant impact. Work performance was generally rated as very satisfactory, with professional engagement significantly correlating with work performance. The study recommends recognition of outstanding teachers, targeted seminars and trainings, and implementation of a professional development plan to further enhance engagement and performance. Future studies may explore additional variables affecting teacher engagement and effectiveness.

Keywords: professional engagement, work performance, public elementary teachers, professional development, collaboration, Individual Performance Commitment and Review (IPCR)

1. Introduction

Education is a dynamic and continuous process through which individuals acquire the knowledge, skills, and competencies necessary to succeed in life and contribute meaningfully to society. Teachers play a pivotal role in this process, serving not only as transmitters of knowledge but also as mentors who inspire critical thinking, creativity, and the development of character and life skills among learners. In the 21st century, with rapid technological and societal changes, the role of teachers extends beyond classroom instruction to include active participation in professional development and engagement with the broader educational community. As emphasized in the 1987 Philippine Constitution (Article XIV, Section 5), the State shall enhance the right of teachers to professional advancement, recognizing that they are among the most valuable assets in promoting quality education. Similarly, the Continuing Professional Development Act of 2019 (Republic Act No. 10912) mandates the continuous improvement of teachers' competence, aligning their qualifications with international standards and contributing to national development.

Professional engagement refers to the level of commitment, dedication, and active involvement that teachers demonstrate in their professional roles. This includes participation in workshops, seminars, research activities, collaboration with colleagues, community involvement, and adherence to professional standards—all aimed at improving instructional quality and student learning outcomes. Research consistently highlights the positive impact of professional engagement on teacher performance and effectiveness. For example, Watt (2024) identified varied engagement profiles among preservice teachers in the United States, showing that motivation, perception of teaching, and career aspirations influence professional commitment. Karakis (2021) found that professional engagement and career development

aspirations are positively correlated with motivation among prospective teachers in Turkey. Richter (2023) emphasized that the quality of online professional development and teachers' motivation are significant predictors of engagement, while Belay (2022) showed that both collaborative and individualized professional learning substantially contribute to teachers' professional capital.

Local studies also corroborate these findings. Morales (2023) observed that senior high school teachers actively engage in graduate studies, research, trainings, and community service, yet challenges in availability, cost, and accessibility of programs remain. Sario (2023) highlighted that teamwork and engagement mediate the relationship between work conditions and professional development in secondary teachers. Dayagbil (2024) reported that while professional development enhances teaching competence, factors such as workload, time constraints, and funding limit participation. Similarly, Gonzaga (2024) found that opportunities and attitudes significantly influence engagement in CPD activities among elementary school teachers, but geographic location and educational attainment create variations. Magracia (2024) emphasized that teacher performance in public elementary schools is influenced by engagement, instructional competence, and community involvement despite limited resources.

While both foreign and local studies affirm the benefits of professional engagement, the researchers observed that limited studies focus specifically on public elementary school teachers in rural areas, where workload, access to trainings, and resource constraints hinder active engagement. Moreover, most studies examine professional development or engagement in isolation without exploring its direct correlation with work performance. Observations in the field also suggest that teachers who actively participate in professional development tend to exhibit higher instructional quality, collaboration, and community involvement. However, factors such as age, length of service, and in-service training experience appear to mediate engagement levels, which remains underexplored in rural elementary school contexts

Despite extensive research on professional development and engagement, there is a scarcity of studies examining the combined effect of professional engagement on work performance among public elementary school teachers in rural districts. Addressing this gap is critical, as it provides evidence for policy and administrative interventions to enhance teacher competence, professional growth, and ultimately, student outcomes in resource-constrained settings.

This study aims to assess the professional engagement and work performance of public elementary school teachers in Jalajala District, Rizal, during the School Year 2025–2026. Specifically, it examines how demographic and professional factors influence engagement and explores the relationship between teachers' professional engagement and their work performance, offering actionable recommendations to strengthen teacher development and educational quality in rural schools.

2. Materials and methods

2.1 Research Design

The researcher used the descriptive research design with structured questionnaires as the primary instrument for data collection

2.2 Research Setting

This study was conducted in public elementary schools in Jalajala District, Schools Division Office of Rizal. These include Bagumbong Elementary School, Bayugo Elementary School, Jalajala Elementary School, Lubo Elementary School, Pagkalinawan Elementary School, Palaypalay Elementary School, Punta Elementary School, and Sipsipin Elementary School.

2.3 Respondents

The respondents of the study included the total population of teachers in public elementary schools in Jalajala District. This consists of 154 teachers. They were described in terms of age, sex, civil status, educational attainment, length of service, position title, in-service trainings attended and number of membership in professional organization.

2.4 Research Instruments

The study employed a researcher-made questionnaire-checklist to gather data on public elementary school teachers' professional engagement and work performance. The instrument comprised two parts. Part I collected respondents' personal and professional profiles, including age, sex, civil status, educational attainment, position title, length of service, in-service trainings attended, and membership in professional organizations. Part II assessed the extent of professional engagement across four dimensions: participation in professional development, collaboration and teamwork, adherence to professional standards, and involvement in school and community activities. Responses were rated using a five-point Likert scale ranging from 1 (Least Engaged) to 5 (Very Much Engaged). Teachers' work performance was

measured using their most recent Individual Performance Commitment and Review (IPCR) ratings, interpreted on a scale from 1.00–1.49 (Poor) to 4.50–5.00 (Outstanding). The questionnaire-checklist underwent content validation by experts in education and research, including the thesis adviser, statistician, dean, professorial lecturers, school principal, and master teacher. Their feedback and suggestions were incorporated to ensure clarity, relevance, and reliability of the instrument.

2.5 Data Collection

The study was conducted following a structured timeline outlined in a Gantt Chart, covering all phases from the formulation of the research problem to the revision and submission of the final manuscript. Upon validation of the instrument, permission to conduct the study was secured from the Office of the Schools Division Superintendent. The researcher administered the validated questionnaire-checklist to all respondents, adhering to the Data Privacy Act to ensure the confidentiality of collected data. After retrieval, the data were encoded and analyzed using the Statistical Package for Social Sciences (SPSS). Findings were summarized, and conclusions and recommendations were formulated based on the interpreted results. The manuscript was revised following the oral defense, incorporating the suggestions of the Oral Examination Committee. It was also subjected to an antiplagiarism check before finalization. The completed manuscript was then submitted in hardbound copies to the Graduate Studies Program and other relevant offices.

2.6 Data Analysis

The study employed appropriate statistical tools for data analysis and interpretation. The respondents' profiles were described using frequency, percentage, and rank distribution. The extent of teachers' professional engagement across various aspects—participation in professional development, collaboration and teamwork, adherence to professional standards, and involvement in school and community activities—was analyzed using weighted mean. To determine significant differences in professional engagement based on respondents' profiles, one-way analysis of variance (ANOVA) was applied. Teachers' work performance, as measured by their Individual Performance Commitment and Review (IPCR) ratings, was summarized using mean, standard deviation, frequency, and percentage distribution. Finally, the relationship between professional engagement and work performance was examined through correlation analysis to identify significant associations between the variables.

2.7 Ethical Considerations

The study ensured the protection of the rights and welfare of all respondents. Participation was voluntary, and respondents were informed about the purpose of the study. Confidentiality and anonymity of all information provided were strictly maintained, and data were used solely for research purposes. The researcher ensured that the respondents were treated with respect and that no harm, whether physical, emotional, or psychological, would result from their participation in the study.

3. Results and Discussion

3.1. Profile of Public Elementary School Teachers in Terms of the Selected Variables

As shown in the table, out of 154 teacher respondents, 30.5% are 31–40 years old, 21.4% of teachers are 51 years old and above, and 19.5% have ages 21–30 years old. The majority of teachers (87.7%) are female, indicating a significant gender imbalance in the profession. In terms of civil status, majority of teachers (77.9%) are married, while 18.8% are single. In terms of educational attainment, 36.4% have Master's degree units, while 31.2 % are still in Bachelor's degree, while 26.0% have a Master's degree. In terms of position title, 48.1% are Teacher I, 25.3% are Teacher III while 18.8% are Teacher II. With regard to their length of service, 33.1 % have been in the service for 5–9 years, 19.5 % below 5 years and the rest have been in the service for 10 years and more, In terms of in-service trainings attended, 36.4% have attended trainings at the Division Level, 16.9% have attended at the National Level. The majority of teachers (51.9%) are members of one organization and a significant proportion of teachers (20.8%) are members of two organizations.

Table 1: *Frequency and Percentage Distribution of the Respondents in Terms of the Selected Variables*

Age	Frequency	Percent	Rank
51 years old and above	33	21.4	3
41–50 years old	44	28.6	2
31–40 years old	47	30.5	1
21–30 years old	30	19.5	4
Total	154	100.0	
Sex			
Male	19	12.3	2
Female	135	87.7	1

Total	154	100.0	
Civil Status			
Single	29	18.8	2
Married	120	77.9	1
Widow/Widower	5	3.3	3
Total	145	100.0	
Educational Attainment			
Doctorate Degree	7	4.5	4
MA with Doctorate units	3	1.9	5
Master's Degree	40	26.0	3
With MA units	56	36.4	1
Bachelor's Degree	48	31.2	2
Total	154	100.0	
Position Title			
Master Teacher II	3	1.9	4
Master Teacher I	9	5.8	5
Teacher III	39	25.3	2
Teacher II	29	18.8	3
Teacher I	74	48.1	1
Total	154	100.0	
Length of Service			
25 years and more	24	15.6	3
20-24 years	18	11.7	5
15-19 years	19	12.3	4
10-14 years	12	7.8	6
5-9 years	57	33.1	1
Below 5 years	30	19.5	2
Total	154	100.0	
In-Service Trainings Attended			
International Level	11	7.2	6
National Level	26	16.9	2
Regional Level	25	16.2	3
Division Level	56	36.4	1
District Level	17	11.0	5
School Level	19	12.3	4
Total	154	100.0	
Number of Membership in Professional Organization			
4&above	14	9.1	4
3	4	2.6	5
2	32	20.8	2
1	80	51.9	1
0	24	15.6	3
Total	154	100.0	

3.2. Extent of Professional Engagement of Teachers as Perceived by Themselves with Respect to the Different Aspects

As presented in the summary table on the extent of professional engagement of teachers as perceived by themselves with respect to different aspects., the composite weighted mean is 4.51, indicating that teachers are "Very Much Engaged" in their professional activities. The top two aspects of professional engagement are "Collaboration and Teamwork" and "Engagement with Professional Standards" with overall weighted means of 4.68 and 4.50 respectively both interpreted Very Much Engaged. It could be deduced from the results that teachers are very much engaged in collaborating and working in teams with different stakeholders and school community. Likewise, their professional activities are aligned with professional standards. Moreover, they engaged themselves in professional development activities and community outreach activities.

Findings imply that teachers value collaboration, professional development, and engagement with professional standards. Findings further imply that teachers collaborate and share best practices with others in the school community. They are encouraged to engage with professional standards and provide resources to support their development. They are highly engaged in their professional activities, which is essential for promoting a positive and supportive learning environment.

This is in relation with the discussion of Scherz (2023) professional engagement in teaching involves a teacher's active commitment to their profession, students, and ongoing development, encompassing emotional and motivational readiness, dedication to professional learning, and active collaboration with peers and institutions to improve teaching practices and student outcomes. The results are consistent with the study of Niones (2022), which found that assessment and monitoring practices in reading programs were more consistently implemented than resource-related components. This confirms that large-scale reading programs often demonstrate stronger compliance in evaluation processes compared to materials provision and facility support.

Table 2: *Extent of Professional Engagement of Teachers as Perceived by Themselves with Respect to the Different Aspects*

Aspects	W $\bar{X}$	Verbal Interpretation	Rank
Participation and Professional Development	4.39	Much Engaged	4
Collaboration and Teamwork	4.68	Very Much Engaged	1
Engagement with Professional Standards	4.50	Very Much Engaged	2
Involvement in School and Community Activities	4.47	Much Engaged	3
Composite W$\bar{X}$	4.51	Very Much Engaged	

3.3. Significant Difference on the Extent of Professional Engagement of Teachers as Perceived by Themselves with Respect to the Different Aspects in Terms of Their Profile

Significant differences were found in all aspects of professional engagement, indicating that teachers of different age groups have varying levels of engagement. Likewise, significant differences were found in all aspects of professional engagement, indicating that teachers with different lengths of service have varying levels of engagement. Similarly, significant differences were found in all aspects of professional engagement, indicating that teachers who attended different types and numbers of in-service trainings have varying levels of engagement. On the other hand, no significant differences were found in any aspect of professional engagement, indicating that male and female teachers have similar levels of engagement. Likewise, in terms of civil status, position title, educational attainment and number of membership in organization, no significant differences were found in any aspect of professional engagement. Results indicate that age, length of service and in-service trainings attended are significant on the professional engagement of teachers. On the contrary, no significant difference exists on the extent of professional engagement of teachers when they are grouped according to their civil status, position title, educational attainment and membership in organization. Findings imply that teachers' age, length of service, and in-service trainings attended are significant factors that influence their professional engagement. Schools and education leaders can use these findings to inform their professional development programs and policies, tailoring them to the needs of teachers at different stages of their careers. This is contrary with the findings of the study of Gonzaga (2024) which revealed that significant variations were found in teachers' attitude towards continuing professional development activities based on their educational attainment. No significant differences were found when teachers were classified according to their age, sex, school level, and school size.

Table 3: *Result of the F-test on the Significant Difference on the Extent of Professional Engagement of Teachers as Perceived by Themselves with Respect to the Different Aspects in Terms of Their Profile*

Aspects/Variables	F-value	p-value	Ho	Verbal Interpretation
Age				
Participation and Professional Development	4.433	0.042	Rejected	Significant
Collaboration and Teamwork	5.221	0.004	Rejected	Significant
Engagement with Professional Standards	7.643	0.018	Rejected	Significant
Involvement in School and Community Activities	8.332	0.022	Rejected	Significant
Sex				
Participation and Professional Development	0.032	0.934	Accepted	Not Significant

Collaboration and Teamwork	0.049	0.933	Accepted	Not Significant
Engagement with Professional Standards	0.743	0.332	Accepted	Not Significant
Involvement in School and Community Activities	2.932	0.195	Accepted	Not Significant
Civil Status				
Participation and Professional Development	2.209	0.843	Accepted	Not Significant
Collaboration and Teamwork	1.232	0.365	Accepted	Not Significant
Engagement with Professional Standards	1.387	0.723	Accepted	Not Significant
Involvement in School and Community Activities	1.232	0.843	Accepted	Not Significant
Position Title				
Participation and Professional Development	0.639	0.621	Accepted	Not Significant
Collaboration and Teamwork	0.621	0.687	Accepted	Not Significant
Engagement with Professional Standards	2.198	0.438	Accepted	Not Significant
Involvement in School and Community Activities	0.521	0.787	Accepted	Not Significant
Educational Attainment				
Participation and Professional Development	0.514	0.076	Accepted	Not Significant
Collaboration and Teamwork	1.825	0.098	Accepted	Not Significant
Engagement with Professional Standards	0.711	0.445	Accepted	Not Significant
Involvement in School and Community Activities	1.165	0.987	Accepted	Not Significant
Length of Service				
Participation and Professional Development	5.723	0.003	Rejected	Significant
Collaboration and Teamwork	3.751	0.008	Rejected	Significant
Engagement with Professional Standards	6.623	0.031	Rejected	Significant
Involvement in School and Community Activities	8.022	0.030	Rejected	Significant
In- Service Trainings Attended				
Participation and Professional Development	3.423	0.004	Rejected	Significant
Collaboration and Teamwork	3.032	0.011	Rejected	Significant
Engagement with Professional Standards	4.139	0.009	Rejected	Significant
Involvement in School and Community Activities	6.722	0.001	Rejected	Significant
Number of Membership in Professional Organization				
Participation and Professional Development	1.422	0.098	Accepted	Not Significant
Collaboration and Teamwork	0.499	0.874	Accepted	Not Significant
Engagement with Professional Standards	1.178	0.852	Accepted	Not Significant
Involvement in School and Community Activities	0.776	0.993	Accepted	Not Significant

3.4. Level of Work Performance of Teachers as Revealed in the Results of their Individual Performance Commitment and Review

. As reflected in the table, the mean IPCR rating is 4.27, which falls within the "Very Satisfactory" range. The highest rating is 4.84, while the lowest rating is 3.16. The standard deviation is 0.314, indicating a relatively small variation in IPCR ratings. It could be deduced from the results that many teachers achieved high rating, indicating exceptional performance. Majority have consistently very Satisfactory performance and only few have Satisfactory performance. This means that majority of teachers are performing very well in their assigned duties in their teaching career. Findings imply that teachers have good mastery of content, use of innovative teaching strategies, classroom management, and addressing student diversity. This also implies that performance is also influenced by a wide range of factors, such as teacher motivation, commitment, work environment, and personal competence. This relates with the findings of the study of

Magracia (2024) which revealed that teachers have high instructional efficiency, professional competence, and dedication, with teachers demonstrating flexibility, innovative strategies, and collaboration. These results align with global studies that highlight work satisfaction, engagement, and organizational support as key determinants of teacher effectiveness.

Table 4: *Level of Work Performance of Teachers as Revealed in the Results of their Individual Performance Commitment and Review*

Grade	Verbal Interpretation	f	%
4.500 – 5.000	Outstanding	26	16.9
3.500 – 4.490	Very Satisfactory	124	80.5
2.500 – 3.490	Satisfactory	4	2.6
1.500 – 2.490	Unsatisfactory	-	-
1.000 – 1.490	Poor	-	-
Total		154	100
Highest Rating			4.84
Lowest Rating			3.16
Mean		4.27 – Very Satisfactory	
Standard Deviation			,314

3.5. Significant Relationship Between the Extent of Professional Engagement of Teachers and their Level of Work Performance

As depicted in the table, all aspects of professional engagement have a significant positive relationship with work performance, as indicated by the rejected null hypotheses. The r-values range from 0.721 to 0.822, indicating a strong positive correlation between professional engagement and work performance. Findings reveal that professional engagement of teachers with respect to participation and professional development, collaboration and teamwork, engagement with professional standards and involvement in school community activities is significantly related. This means that the more professional development activities engaged in by teachers, the better their work performance. Findings imply that teachers' engagement in professional development activities influence their performance in schools. This further implies that schools and education leaders can leverage this relationship by promoting professional engagement among teachers, which can lead to improved work performance. By promoting professional engagement, schools can potentially improve teachers' work performance, leading to better outcomes for students and the school community. Findings is in contradiction with the findings of the study of Padillo (2021) which showed that professional development activities were perceived to have little benefit for the teachers. It was also found out that there is no significant relationship between the teaching competencies and professional development activities.

Table 5: *Computed r-Values on the Significant Relationship Between the Extent of Professional Engagement of Teachers and their Level of Work Performance*

Aspects	r-values	p-values	Ho	Verbal Interpretation
Participation and Professional Development	0.721	0.013	Rejected	Significant
Collaboration and Teamwork	0.812	0.009	Rejected	Significant
Engagement with Professional Standards	0.822	0.021	Rejected	Significant
Involvement in School and Community Activities	0.732	0.048	Rejected	Significant

4. Conclusion & Recommendations

The study concludes that teachers' professional engagement—encompassing participation in professional development, collaboration and teamwork, adherence to professional standards, and involvement in school and community activities—varies significantly based on age, length of service, and in-service training attended. Factors such as sex, civil status, educational attainment, position title, and number of organizational memberships, however, do not significantly

influence professional engagement. Furthermore, the findings indicate a positive association between teachers' professional engagement and their level of work performance, highlighting the importance of active participation in professional growth activities.

In light of these conclusions, it is recommended that school administrators recognize and incentivize teachers who demonstrate exemplary performance, encouraging them to share best practices. Teachers should be provided with targeted seminars and training programs that effectively enhance their professional engagement. The implementation of a structured professional development plan is advised to promote continuous growth, while future studies may explore additional variables to further understand the factors influencing professional engagement and work performance among teachers..

Compliance with ethical standards

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