

EFFICACY AND WORK ENGAGEMENT OF REMOTE TEACHERS DURING THE COVID-19 PANDEMIC



Rowena R. Contillo

Kristian Dale P. Almazora

Karla Joy E. Candela

Nica A. Mañabo

Abstract

Efficacy and work engagement, in the generic sense, have captured the interest of researchers for decades considering their impact in the overall job performance; however, little is known about teacher efficacy and work engagement in remote or distance instructional delivery in the Philippines during the Covid-19 pandemic. To bridge this gap in knowledge, the researchers utilized the descriptive correlational design to measure remote teachers' level of efficacy and work engagement, then determine their possible association. The respondents of the study were 42 Senior High School teachers at University of Perpetual Help System Laguna during the Academic Year 2021-2022. The researchers gathered data using the Teachers' Sense of Efficacy Scale and the UTRECHT Work Engagement Scale. Based on the salient findings of the study, the respondents who are female, aged 27-34, single, and bachelor's degree holders have high levels of efficacy in remote teaching despite the abrupt shift in educational modality. Given that physical distance separates them from their students and original workplace, they are still highly engaged in their work as they are dedicated, enthusiastic, and immersed in online teaching. It was also revealed that teachers' gender, age, civil status, and educational attainment are not determinants of work efficacy and engagement. Teachers' high level of work engagement does not depend on their high level of teacher efficacy. With reference to the findings the researchers recommend educational managers to sustain and even heighten teachers' high level of self-efficacy and work engagement. Future researchers are recommended to test other variables and possible underlying factors that contribute to or determine teachers' work engagement.

Keywords:

Teacher Efficacy, Work Engagement, Remote Teachers, Covid-19 Pandemic