

High School Teachers' Post-Pandemic Work Attitudes in the City Schools Division of Lapu-Lapu Province of Cebu: Basis for an Action Plan

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ABSTRACT

This quantitative study examined the post-pandemic work attitudes of high school teachers in the City Schools Division of Lapu-Lapu, Cebu, Philippines, during School Year 2025-2026. The research assessed teachers' work satisfaction, engagement, commitment, and empowerment as perceived by teachers themselves and their immediate supervisors, determined differences between these assessments, and explored relationships between teachers' profile variables and work attitudes. A sample of 291 teachers selected through proportionate stratified random sampling and 38 immediate supervisors identified through total enumeration participated in the study using a validated researcher-made questionnaire. Results revealed that teachers generally demonstrated positive post-pandemic work attitudes, with work satisfaction moderately manifested (mean=3.21) and work engagement (mean=3.29), commitment (mean=3.31), and empowerment (mean=3.32) highly manifested. Supervisors provided more moderate assessments across all dimensions (overall mean=3.13). A significant difference existed between teachers' self-assessments and supervisors' evaluations ($p<.001$). Most profile variables showed no significant relationship with work attitudes; however, age, trainings attended, awards received, ancillary tasks (for work satisfaction), awards (for work engagement), and gender and awards (for work empowerment) demonstrated significant but weak associations. Recognition through awards emerged as the most consistent factor associated with positive work attitudes. The study concluded that while teachers maintain positive work attitudes post-pandemic, perceptual gaps between teachers and supervisors necessitate strengthened feedback mechanisms, recognition programs, and manageable ancillary responsibilities. A proposed action plan was developed to enhance teacher well-being, professional engagement, and sustained motivation.

Keywords: *Post-pandemic work attitudes, work satisfaction, work commitment, work engagement, work empowerment, teacher perception*

INTRODUCTION

The COVID-19 pandemic precipitated the most significant disruption to global education in modern history, affecting over 1.6 billion students across 190 nations and accelerating the transition to online and hybrid learning modalities (UNESCO, 2021). In the Philippines, the Department of Education implemented the Basic Education Learning Continuity Plan (BE-LCP), utilizing digital platforms such as DepEd Commons, television and radio-based instruction, and printed modular learning (DepEd, 2020). However, implementation challenges included

inadequate teacher preparation for online and blended instruction, limited internet connectivity, and restricted access to technological resources (CPBRD, 2021).

As schools gradually resumed face-to-face learning in 2022, the Department of Education launched the National Learning Recovery Program (NLRP) to address learning losses while simultaneously recognizing the compounded pressures on educators tasked with increased workloads, documentation requirements, and heightened stress levels (DepEd, 2023). A World Bank report (2023) further emphasized that Filipino teachers experienced extensive burnout and exhaustion from continuous adaptation to changing professional roles and expectations.

Teachers in Lapu-Lapu City reflect these national trends, reporting heightened workloads, emotional exhaustion, and challenges in readapting students to classroom routines. Local reports indicated that in April 2024, the Schools Division Office of Lapu-Lapu announced breaks due to excessive heat conditions, while Region VII implemented catch-up activities despite manpower shortages (DepEd Region VII, 2022; Chan, 2024). The researcher, as a teacher within this division, observed firsthand how teachers were tasked with restructuring courses, verifying learning outcomes, establishing remediation strategies, and guiding students' behavioral and affective transitions—ancillary responsibilities that added stress, lowered morale, and increased absenteeism.

Systemic issues persist into 2024. The Second Congressional Commission on Education (EDCOM 2) and the Philippine Institute for Development Studies (PIDS) estimated that public school teachers missed approximately 53 teaching days during the 2023-2024 school year due to calamities, holidays, and non-teaching activities (PIDS, 2024). Despite DepEd Orders No. 002 and No. 005, series of 2024, addressing teacher workload, the EDCOM 2 Year Two Report (2025) states that most teachers continue exceeding the legally mandated 40-hour workweek, typically working 52 to 60 hours due to excessive documentation and administrative inefficiencies.

While substantial research has examined the pandemic's effects on student learning outcomes and pedagogical adaptations, comparatively little attention has focused on teachers' professional orientation and occupational well-being (PIDS, 2022). This gap is particularly evident at the grassroots level, where educators face unique challenges shaped by national agendas and localized constraints. This study addresses this gap by examining teachers' post-pandemic work attitudes—specifically work satisfaction, engagement, commitment, and empowerment—from both teacher and supervisor perspectives to inform a practical action plan for teacher well-being and professional development.

Statement of the Problem

This study assessed the post-pandemic work attitudes of high school teachers in the City Schools Division of Lapu-Lapu, Province of Cebu, particularly in terms of work satisfaction, engagement, commitment, and empowerment as perceived by the teachers themselves and their immediate supervisors, to serve as basis for a proposed action plan. Specifically, it sought answers to the following questions:

1. What is the demographic profile of the teacher respondents in terms of age, gender, marital status, rank, monthly net income, years of teaching experience, number of relevant training and seminars, received awards or recognition, and ancillary task status?

2. What is the level of work attitudes of high school teachers in the post-pandemic as perceived by teachers themselves and their immediate supervisors in terms of work satisfaction, work engagement, work commitment, and work empowerment?
3. Is there a significant difference between the teacher's self-assessment and their immediate supervisors' assessment of their level of post-pandemic work attitudes?
4. Is there a significant relationship between the teachers' profile variables and their level of post-pandemic work attitudes?
5. Based on the findings of this study, what action plan can be proposed to enhance teachers' work attitudes in the post-pandemic context?

Scope and Delimitations

This study was conducted in selected public secondary schools under the City Schools Division of Lapu-Lapu in the Province of Cebu during School Year 2025-2026. The respondents included selected public secondary school teachers and their direct supervisors. The study examined work attitudes across four dimensions—work satisfaction, work engagement, work commitment, and work empowerment—and analyzed relationships with selected profile variables including age, gender, civil status, position/rank, monthly net income, years of teaching experience, training attended, awards received, and ancillary tasks handled.

The study was delimited to public secondary school teachers and their direct supervisors in Lapu-Lapu City. It did not involve elementary school teachers, private school teachers, or non-teaching personnel. The study excluded other variables that might influence work attitudes, such as class size, school administrative behaviors, teaching methods, or broader socio-political conditions. The research employed a quantitative design and did not involve interviews or focus group discussions.

REVIEW OF RELATED LITERATURE

Post-Pandemic Educational Environment

The return to face-to-face learning marked only the initial step in educational recovery, with schools still addressing learning losses, digital gaps, and second-order impacts of the crisis (UNESCO, 2021). The OECD (2023) describes the current phase as "rebuilding," where teachers are charged not only with lesson delivery but also with accelerating academic recovery, addressing students' social-emotional needs, and adapting to flexible and blended learning requirements—often without corresponding reductions in other workload assignments.

In the Philippines, the Department of Education's Basic Education Learning Continuity Plan (2020) and National Learning Recovery Program (2023) helped maintain educational continuity but simultaneously increased teacher workloads. Teachers rewrote lesson plans, implemented remedial activities, and assessed learning gaps while maintaining regular teaching responsibilities. EDCOM 2 (2025) recognizes that teachers continue working well beyond the 40-hour week, with administrative work, student activities, and reporting requirements remaining substantial workload components.

The Concept of Work Attitude

Work attitude refers to how individuals perceive and respond to their work and workplace. Judge et al. (2020) define work attitude as a blend of emotions, beliefs, and behavioral tendencies toward work, shaped by organizational experiences and personal values over time. Colquitt et al. (2021) highlight that organizational culture, leadership approaches, support systems, and workload handling directly influence work attitude formation.

In educational contexts, Kim et al. (2022) observe that positive work attitudes are closely associated with higher levels of engagement and occupational endurance. Teachers working in environments that empower, support, and value them are more likely to remain dedicated despite hardships. Conversely, lack of appreciation, excessive workload, and stress can weaken commitment and reduce job satisfaction.

Key Dimensions of Work Attitude

Work Satisfaction refers to teachers' emotional engagement and satisfaction with their professional lives. Zafe Tria (2023) conceptualized teacher satisfaction across dimensions including nature of work, social relations, school environment, and rewards. Li et al. (2025) emphasized that perceived organizational support interacts with personality, self-efficacy, and job satisfaction, noting that supported and self-confident teachers experience enhanced performance and involvement.

Work Engagement represents the level of energy and involvement teachers invest in classroom settings. Ryan and Deci (2023), citing Self-Determination Theory, emphasize that autonomy, competence, and relatedness lead to enduring engagement. Bakker and Demerouti (2023) further expound that persistent work engagement occurs when job resources such as autonomy, professional growth, and coworker collaboration overcome job demands, even during high workload and stress periods.

Work Commitment encompasses the psychological affection and loyalty employees feel toward their organization. Meyer and Allen (2020) explain commitment through three dimensions: affective (emotional), continuance (perceived cost of quitting), and normative (obligation to remain). Ma (2022) maintains that distinct professional goals and internal motivation are central to teacher commitment, helping teachers continue executing duties despite mounting demands.

Work Empowerment in educational settings is defined as both psychological and structural conditions allowing teachers to act with confidence, autonomy, and control over their professional practice. Spreitzer (2021) clarifies that empowerment involves individuals feeling they possess meaningful roles, resources, and decision-making power directly affecting their work. Frontiers in Psychology (2021) stated that psychological and structural empowerment lead teachers to become more flexible, engaged, and invested in their roles over time.

Theoretical Framework

Three interconnected theories anchor this research. **Paul E. Spector's Work Attitude Framework (1997)** provides the central theoretical anchor, emphasizing fundamental dimensions of work attitudes including satisfaction, commitment, empowerment, and engagement. **Albert Bandura's Social Cognitive Theory (1997)** highlights self-efficacy and its influence on teachers' belief in their ability to perform and remain dedicated despite pressures. **Bronfenbrenner's Ecological Systems Theory (1979)** provides broader context by showing how teachers' work attitudes are affected by personal factors and environmental systems including schools, local contexts, and national education policies.

Conceptual Framework

The research paradigm follows the Input-Process-Output (IPO) model. The **INPUT PHASE** comprises teachers' profile variables (age, gender, civil status, rank, monthly net income, years of teaching experience, training attended, awards received, ancillary tasks) and perceptions of teachers and supervisors regarding work satisfaction, engagement, commitment, and empowerment. The **PROCESS PHASE** includes survey administration, data collection and encoding, statistical analysis (descriptive and inferential statistics), and interpretation of results. The **OUTPUT PHASE** is a proposed action plan to enhance teachers' post-pandemic work attitudes. A **FEEDBACK** loop emphasizes that research is an ongoing process in which the impacts of action plans can be measured and used for future improvements.

METHODOLOGY

Research Design

This research utilized a quantitative, non-experimental, descriptive-correlational and comparative research design to determine post-pandemic work attitudes of high school teachers in the City Schools Division of Lapu-Lapu. This design enabled systematic collection and statistical analysis of objective data, allowing pattern identification, association testing, and group comparisons without altering participants' natural settings (Creswell & Creswell, 2018).

Locale of the Study

The study was conducted in the City Schools Division of Lapu-Lapu, Province of Cebu, a highly urbanized area in Central Visayas comprising 10 school districts. This location was chosen because it actively participates in the Department of Education's post-pandemic recovery initiatives, including continuity learning efforts, psychosocial assistance for teachers, and adaptive delivery modalities.

Population and Sampling

The study involved two groups: public secondary school teachers and their immediate supervisors. Based on division records for School Year 2025-2026, there were 1,154 teachers across ten districts. Using the Krejcie and Morgan (1970) table, the recommended sample size was 291 teacher respondents. Proportionate stratified random sampling was applied to ensure district representation, followed by simple random sampling within each district. All 38 immediate supervisors were included through total enumeration.

Research Instrument

The questionnaire consisted of two parts. Part I gathered demographic and professional profile data. Part II assessed teachers' work attitudes across four dimensions (work satisfaction, work engagement, work commitment, work empowerment) using five indicators per dimension rated on a four-point Likert scale (1=Strongly Disagree to 4=Strongly Agree). The instrument underwent face and content validation by experts, obtaining an overall mean rating of 2.67 (Highly Valid). A pilot test among thirty teachers yielded Cronbach's Alpha coefficients of 0.88 (Work Satisfaction), 0.82 (Work Engagement), 0.87 (Work Commitment), and 0.85 (Work Empowerment), indicating good reliability.

Data Gathering Procedure

The researcher secured clearance from the Schools Division Superintendent, notified school principals and respondents, and distributed informed consent forms detailing the study's purpose, procedures, and confidentiality guidelines. Self-administered questionnaires were distributed in hard copy or via Google Forms, with a two-week turnaround time. Completed questionnaires were screened for completeness, encoded, and prepared for statistical analysis.

Statistical Treatment of Data

Descriptive statistics (frequency, percentage, mean, standard deviation) summarized demographic profiles and work attitude levels. The Mann-Whitney U test (nonparametric) was used to determine significant differences between teachers' and supervisors' assessments. The Chi-Square Test of Independence with Cramer's V examined relationships between profile variables and work attitudes. All inferential tests were interpreted at the 0.05 significance level.

Ethical Considerations

The study followed the American Psychological Association's Ethical Principles and Code of Conduct (2017). Principles of beneficence and nonmaleficence, fidelity and responsibility, integrity, justice, and respect for people's rights and dignity were upheld. Informed consent was secured, no identifying information was collected, confidentiality was strictly maintained, and data were stored in password-protected files accessible only to the researcher and adviser.

RESULTS AND DISCUSSION

Demographic Profile of Teacher Respondents

Table 1 presents the demographic profile of 291 teacher respondents. Most teachers were aged 41 and above (33.68%), female (68.04%), and single (51.55%). Teacher, I comprised the largest rank group (41.24%), and most respondents (50.86%) earned ₱5,001-₱15,000 monthly net income. Regarding teaching experience, 52.92% had 6-10 years of service. Notably, 72.85% attended seven or more relevant trainings, 90.38% received awards or recognition, and 89.35% handled ancillary tasks. The profile indicates a teaching workforce largely composed of experienced, professionally active educators engaged in continuous learning and school responsibilities.

Table 1. Demographic Profile of Teacher Respondents (n=291)

Profile Variable	Category	Frequency	Percentage (%)
Age	29 and below	39	13.40
	30-35	72	24.74
	36-40	82	28.18
	41 and above	98	33.68
Gender	Female	198	68.04
	Male	88	30.24
	Prefer not to say	5	1.72
Marital Status	Single	150	51.55
	Married	122	41.92
	Separated	7	2.41
	Widowed	12	4.12
Rank	Teacher I	120	41.24
	Teacher II	103	35.40
	Teacher III	68	23.37
Monthly Net Income	5,001-15,000	148	50.86
	15,001-30,000	81	27.84
	30,001-45,000	62	21.31
Years of Teaching Experience	Less than 2 years	15	5.15
	3-5 years	68	23.37
	6-10 years	154	52.92

Profile Variable	Category	Frequency	Percentage (%)
Number of Trainings	11 years and above	54	18.56
	1-3	19	6.53
	4-6	60	20.62
Awards Received	7 and above	212	72.85
	Yes	263	90.38
	No	28	9.62
Ancillary Tasks	Yes	260	89.35
	No	31	10.65

Level of Post-Pandemic Work Attitudes

Work Satisfaction. Teachers obtained an overall mean of 3.21 (Moderately Manifested), while supervisors recorded 2.99 (Moderately Manifested). Most indicators were rated as moderately manifested by both groups, with teachers rating themselves slightly higher across all items. The closeness of mean scores indicates general agreement that work satisfaction is present and stable but still developing in the post-pandemic context. These findings align with Collie (2022), who emphasized that positive teacher-student relationships enhance motivation and fulfillment, and Sancar, Atal, and Deryakulu (2021), who noted that professional development strengthens instructional competence and confidence.

Work Engagement. Teachers obtained an overall mean of 3.29 (Highly Manifested), while supervisors recorded 3.01 (Moderately Manifested). Teachers perceived themselves as highly engaged, particularly in aligning professional goals with school objectives (43% highly manifested) and viewing work as central to professional identity (36% highly manifested). Supervisors provided more moderate assessments across all indicators. These findings support Bakker and Demerouti's (2023) Job Demands-Resources model, which explains that work engagement increases when teachers have sufficient support, autonomy, and development opportunities.

Work Commitment. Teachers obtained an overall mean of 3.31 (Highly Manifested), while supervisors recorded 2.98 (Moderately Manifested). Pride in being part of the school faculty received the highest highly manifested response among teachers (42%), followed by consistent involvement in teaching and school activities (41%). Supervisors predominantly rated all

commitment indicators as moderately manifested. These findings resonate with Ma (2022), who notes that teachers with strong professional identity and purpose demonstrate higher levels of loyalty and dedication, particularly in challenging educational contexts.

Work Empowerment. Teachers obtained an overall mean of 3.32 (Highly Manifested), while supervisors recorded 3.00 (Moderately Manifested). Active participation in school programs received the highest highly manifested response among teachers (44%), followed by confidence and control in managing work (35%). Supervisors rated all empowerment indicators as moderately manifested. These findings align with Spreitzer (2021), who notes that empowerment grows when individuals feel meaningful control over their work and decision-making processes.

Table 2. Summary of Work Attitude Levels

Work Attitude	Teachers (n=291)		Supervisors (n=38)	
	Mean	QI	Mean	QI
Work Satisfaction	3.21	MM	2.99	MM
Work Engagement	3.29	HM	3.01	MM
Work Commitment	3.31	HM	2.98	MM
Work Empowerment	3.32	HM	3.00	MM
Overall Mean	3.28	HM	3.13	MM

Legend: 3.25-4.00=Highly Manifested (HM); 2.50-3.24=Moderately Manifested (MM)

Difference Between Teachers' Self-Assessment and Supervisors' Assessment

Table 3 presents the Mann-Whitney U test results comparing teachers' and supervisors' assessments. Teachers reported a significantly higher overall mean (3.28, SD=0.293) compared to supervisors (3.00, SD=0.169). The U-value of 14,102 with $p < .001$ indicated a statistically significant difference, leading to rejection of the null hypothesis. This finding is consistent with Collie (2022), who explained that teachers' sense of value and professional fulfillment is shaped by personal experiences and daily accomplishments, leading to more favorable self-evaluations, while supervisors assess using broader institutional expectations and observable outputs.

Table 3. Group Differences in Work Attitude Ratings

Groups	Dependent Variable	Mean	SD	U-Value	p-value	Decision	Interpretation
Teachers	Work Attitude	3.28	0.293	14102	<.001	Reject H_{01}	Significant Difference
Supervisors	Work Attitude	3.00	0.169				

Relationship Between Profile Variables and Work Attitudes

Chi-square tests revealed that age ($\chi^2=15.5$, $p=0.017$), trainings attended ($\chi^2=12.7$, $p=0.013$), awards received ($\chi^2=10.8$, $p=0.005$), and ancillary tasks ($\chi^2=9.22$, $p=0.010$) showed significant relationships with work satisfaction. Awards received showed significant relationships with work engagement ($\chi^2=18.3$, $p<.001$). Gender ($\chi^2=11.8$, $p=0.019$) and awards received ($\chi^2=15.7$, $p<.001$) showed significant relationships with work empowerment. No profile variables showed significant relationships with work commitment. Cramer's V values indicated small associations (0.143-0.252) for all significant relationships, suggesting that while these variables influence work attitudes, other factors also contribute.

Table 4. Summary of Significant Relationships

Work Attitude Dimension	Significant Profile Variables	χ^2	p-value	Effect Size (Cramer's V)
Work Satisfaction	Age	15.5	0.017	0.163
	Trainings	12.7	0.013	0.148
	Awards	10.8	0.005	0.193
	Ancillary Tasks	9.22	0.010	0.178
Work Engagement	Awards	18.3	<.001	0.252
Work Empowerment	Gender	11.8	0.019	0.143
	Awards	15.7	<.001	0.233

The significant relationship between awards and multiple work attitude dimensions suggests that recognition of teachers' achievements strengthens motivation, engagement, and sense of professional capability. Collie (2022) identified recognition as an important factor in promoting

teacher satisfaction and commitment. The absence of significant relationships with work commitment indicates that commitment may be more deeply rooted in professional identity, personal values, and sense of responsibility rather than external characteristics (Ma, 2022).

SUMMARY

This quantitative study examined the post-pandemic work attitudes of 291 public secondary school teachers and 38 immediate supervisors in the City Schools Division of Lapu-Lapu, Cebu, during School Year 2025-2026. The teaching workforce was predominantly composed of experienced educators (52.92% had 6-10 years of service), female (68.04%), single (51.55%), and professionally active (72.85% attended seven or more trainings; 90.38% received awards; 89.35% handled ancillary tasks).

Teachers generally demonstrated positive post-pandemic work attitudes. Work satisfaction was moderately manifested (mean=3.21), while work engagement (mean=3.29), work commitment (mean=3.31), and work empowerment (mean=3.32) were highly manifested. Supervisors provided more moderate assessments across all dimensions, resulting in an overall mean of 3.13 (Moderately Manifested) compared to teachers' 3.28 (Highly Manifested). A significant difference existed between teachers' self-assessments and supervisors' evaluations ($p < .001$).

Most profile variables showed no significant relationship with work attitudes. However, age, trainings attended, awards received, and ancillary tasks showed significant but weak relationships with work satisfaction. Awards received showed significant relationships with work engagement and work empowerment. Gender also showed a significant relationship with work empowerment. Notably, recognition through awards emerged as the most consistent factor associated with positive post-pandemic work attitudes across multiple dimensions. No profile variables showed significant relationships with work commitment, suggesting that commitment remains stable regardless of demographic or professional characteristics.

CONCLUSIONS

Based on the findings, the following conclusions are drawn:

1. The teacher workforce in the City Schools Division of Lapu-Lapu is composed largely of female, single, and early-ranked educators who are professionally active and engaged in various school responsibilities. Many teachers have attended multiple trainings, received recognitions, and handled ancillary tasks, indicating continued professional involvement despite post-pandemic challenges.
2. Teachers generally demonstrated positive post-pandemic work attitudes. While work satisfaction was only moderately manifested, work engagement, work commitment, and work empowerment were highly manifested, suggesting that teachers remain motivated, dedicated, and capable of adapting to post-pandemic professional demands.
3. Immediate supervisors perceived teachers' work attitudes as moderately manifested across all four dimensions, indicating a more conservative evaluation compared to teachers' self-assessments.
4. A significant difference exists between teachers' self-assessments and supervisors' evaluations, with teachers consistently rating their work attitudes higher. This perceptual

gap suggests a need for stronger alignment and communication regarding expectations, standards, and performance perceptions.

5. Teachers' work satisfaction is influenced to some extent by certain professional and demographic characteristics, particularly age, trainings attended, awards received, and ancillary tasks handled, although these relationships are weak.
6. Recognition through awards plays a meaningful role in strengthening teachers' work attitudes, particularly work engagement and work empowerment, indicating that acknowledgment of achievements contributes to stronger professional capability and engagement.
7. Work commitment appears stable across different demographic and professional characteristics, suggesting that teachers' dedication to their profession remains consistent regardless of personal or work-related factors.

RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations are offered:

1. **School administrators and the Schools Division Office** may strengthen programs that improve teachers' work satisfaction, since this dimension obtained the lowest mean rating. Initiatives such as workload management, improved working conditions, and teacher support programs may help enhance overall satisfaction.
2. **The Schools Division Office** may continue providing relevant, needs-based professional development programs, as trainings were significantly related to work satisfaction and may enhance teachers' competencies and confidence.
3. **School administrators** may strengthen teacher recognition programs that acknowledge exemplary performance, innovation, and dedication, as awards showed significant relationships with multiple work attitude dimensions.
4. **School administrators** may review the distribution of ancillary tasks to ensure teachers are not overburdened and that responsibilities are fairly distributed, since ancillary tasks were significantly related to work satisfaction.
5. **School leaders** may ensure equal opportunities for leadership, decision-making participation, and professional development regardless of gender, as gender showed a significant relationship with work empowerment.
6. **School heads and supervisors** may establish regular feedback and communication mechanisms to reduce perceptual gaps between teachers and supervisors regarding work attitudes and to promote clearer understanding of expectations and performance standards.
7. **Future researchers** may conduct similar studies in other school divisions or explore additional variables such as leadership style, organizational support, school climate, and teacher well-being to further understand factors influencing teachers' post-pandemic work attitudes.

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AI DECLARATION STATEMENT

AI-supported tools (grammar checking and formatting assistance) helped with language refinement and structural organization in preparing this manuscript. No AI tools were used to collect, analyze, or interpret data; all analyses and interpretations are the original work of the author. The author assumes full responsibility for the academic integrity and accuracy of all content presented.

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