

Teachers' Work Attitudes During the Covid-19 Pandemic

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Abstract

Teachers' attitudes toward their work influence their behaviors and performance in school. This study's main objective was to determine the level of work attitude of public secondary school teachers in a particular district in the Division of Davao Occidental, Region XI, Philippines, during the Covid-19 Pandemic. The sample consisted of seventy-six (76) public school elementary teachers. The researchers collected the data through a researcher-made survey questionnaire and administered it with the proper observance of ethical protocols. Generally, teachers are highly manifest a good working attitude during the new normal teaching setup. Results also revealed a very high level of teachers' work attitude in terms of job satisfaction, job involvement and engagement, organizational commitment, and psychological empowerment. Finally, the study concluded with practical suggestions and research goals.

Keywords: COVID-19 Pandemic; Work Attitude; Public Elementary School Teachers

1. Introduction

Teachers face incomparable challenges as they attempt to offer lessons to their students utilizing various learning modes as a result of the educational crisis, as well as the social context. Teachers, as experts who work in the field of human development are responsible for the development of many generations of students, must display genuine emotional traits that will help them perform better. Teachers must be more conscious of their obligations to the students. In the school, community, as well as deal with the many demands of an uncertain society for this may result in emotional difficulties and risks. As a result, understanding how teachers act necessitates an understanding of their work attitudes. Thus, teachers might overcome these challenges by honing their professional skills as well as honing their emotional skills to provide the best and highest quality education to their students.

According to Roser (2017), most teachers globally, from basic to higher education, are facing issues in the new normal teaching setup as a result of increased job expectations, workplace health concerns, and various work plans. Some teachers face additional challenges at various levels that directly or indirectly impact their performance and effectiveness (Agarao-Fernandez & de Guzman, 2015). Moreover, work-related stress was revealed to be the cause of low work attitudes among teachers at Kenya's public secondary schools (Wangui, Omboi, & Irabo, 2016). Meanwhile, intrinsic and extrinsic motivators at Tanzanian Education Institution public secondary schools have a favorable impact on instructors' work attitudes (Mruma, 2017).

In the Philippines, the study's findings revealed that the amount of manifested work attitude is typically Very Highly Manifested across subjects taught, school head, coworker, learners, school environment, parents, and recognition/award/promotion. While the level of exhibited work attitude concerning incentives/rewards is High. This research also found that there is no link between teachers' effectiveness and their level of a manifested work attitude. (Hermogeno & Dulos, 2022). The Organization for Economic

Cooperation and Development (2020) report shows that 62% of the teacher-respondents in the Philippines believed that the significant decrease in their work attitude is due to high levels of stress in teaching jobs.

Teachers in Davao Region are transiting through an uncertain era in their career and personal life as a result of the Covid-19 Pandemic (Allen et al., 2020). The pandemic's psychological impact poses major hazards and dangers to a teacher's professional dedication, engagement, and job satisfaction, which are amplified by the situation's persistent ambiguity (Oliveira, Maicon, Silva, Tolentino, Galvao, Freire, & Cruz, 2020). Bravo, Baloloy, Buenaflor, and Tus (2021) listed working atmosphere, supportive leaders, and an effective organizational structure as characteristics that might assist teachers to feel content with what they are doing in the new educational setting. According to Angeles, Saludo, Virtus, and Win (2019), teachers' work attitudes improve as a result of how management treats them throughout the organization's approaches for dealing with issues.

To assist in bridging the gap of work attitudes of public school teachers during crises, and based on the concepts discussed above, it is reasonable to investigate this topic. This study aimed to help inform stakeholders (Department Heads, Schools Heads, School Superintendent, Regional Directors, and Education Policy Makers) of the existing prevalent problems related to the work attitudes of teachers. The findings of this research will be used to provide suggestions and to encourage the organization to examine the implemented programs to notice and solve problems related to the working attitudes of public school teachers. Furthermore, the findings of the study will assist administrators and heads in developing frameworks and action plans that will help teachers work in a more pleasant atmosphere.

2. Review of Related Literature

Teachers' attitudes toward their work influence their behaviors and performance in school. Accordingly, work attitudes are composed of mainly two constructs, self-efficacy and job satisfaction. In education, some studies have established a link between teachers' self-efficacy (Mahler, Großschedl, & Harms, 2017) and job satisfaction (Chan, Ho, Ip, & Wong, 2020) to educational outcomes such as achievement of students.

The work situation matters in terms of job satisfaction and organization impact. Contrary to some commonly held practitioner beliefs, the most notable situational influence on work attitude is the nature of the work itself—often called “intrinsic job characteristics.” Research studies across many years, organizations, and types of jobs show that when employees are asked to evaluate different facets of their job such as supervision, pay, promotion opportunities, co-workers, and so forth, the nature of the work itself generally emerges as the most critical job facet (Arif, 2017). This is not to say that well-designed compensation programs or adequate supervision are unimportant; instead, much can be done to influence job satisfaction by ensuring work is as exciting and challenging as possible. Unfortunately, some managers think employees are most desirous of pay to exclude other job attributes such as exciting or interesting work. For example, in a study examining the importance of job attributes, employees ranked exciting work as the most critical job attribute, and good wages ranked fifth. In contrast, when it came to what managers thought employees wanted, good wages ranked first while interesting work ranked fifth (Rynes, Gerhart, & Minette, 2004).

Job Satisfaction. Job satisfaction is defined as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Weiss & Merlo, 2015). It is also defined as a set of favorable or unfavorable feelings and emotions that employees view with their work (Aziri, 2011).

Work is one of the most important aspects of people's lives in today's highly competitive corporate environment. Since people spend most of their waking hours at work, employee job satisfaction gains more importance in their working lives. Therefore, job satisfaction plays a vital role in an efficient working environment. Following that, influencing job satisfaction factors are essential for improving the well-being of

a large part of our society (Davidescu, Apostu, Paul, & Casuneanu, 2020). Therefore, as a fundamental academic concept, job satisfaction has been famous in many fields, such as social psychology.

Job satisfaction is a significant issue in the running of institutions and one of the leading indicators of how healthy an organization is. Thus, organizations attach great importance to the job satisfaction issue. Satisfaction levels of employees are essential for organizations since satisfied workers contribute to the effectiveness and long-term success of the organizations. The effectiveness and productivity of an organization depend on its staff, saying that "a happy worker is an effective one." It is not possible for the development of an organization without considering exploiting the staff's capabilities and improving their working conditions.

Further, job satisfaction is considered to be the degree to which individuals like their jobs. As a construct, job satisfaction mirrors a positive affective orientation toward work and the organization, whereas job dissatisfaction reflects a negative affective direction (Taunton, 2006). In early studies of organizations, employees' liking or disliking their jobs usually was labeled as morale. In the 1900s, general and dimension-specific measures of satisfaction-dissatisfaction were developed. These general measures assess an employee's overall feelings about the job. In dimension-specific measures, subconstructs distinguish satisfaction about specific job areas, such as the work or task, pay, and benefits, administration. However, interests had arisen on whether job satisfaction and dissatisfaction were opposite ends of a single continuum or were two separate constructs. Although job satisfaction is currently reported in the research literature, the one-or-two-constructs issue has not been resolved.

Furthermore, the job satisfaction concept is "the extent to which people like satisfied- or dislike/dissatisfied with their job" (Spector, 1997). Also, job satisfaction is "the evaluation of individual's assessment level that how the work environment fulfills their needs" (Davis, 2012), and "general attitudes of employees towards their jobs" are the other definitions of job satisfaction. Thus, as the employees' work environment fulfills their needs, values, or personal characteristics, the higher the job satisfaction degree (Zaim, Kurt, & Tetik, 2012).

Job Involvement and Engagement. If an employee is convinced that their present job is giving good returns, they will have a positive involvement in the job because the more needs met by their career, the better satisfied they become (Ahmed & Islam, 2015). On the other hand, job involvement is categorized as the core of life's interests, actively participating in the role, performance reflecting self-esteem, and the compatibility of performance and self-concept (Uygun & Kilic, 2015).

Congruently, involvement in a job is a measure of how much a person is engaged with it and how well they can identify with it. In other words, the job has already become the person's image (Ongori, 2017; Govender & Parumasur, 2016). Likewise, job involvement is composed of two variables: the individual difference variable, which accounts for the individual's characteristics. Second, the response to a specific work situation measures an individual's involvement in their job (Chughtai, 2018). In addition, involvement in a job can be measured by a worker's response to the policies and norms of the organization that may forge loyalty to the organization (Kiyani, Khattak, Liaqat, Bukhari, & Asad, 2015). Similarly, employees' satisfaction with the job depends upon the conditions present in the workplace (Malik, Nawab, Naeem, & Danish, 2010).

In comparison, job involvement requires employees to play an active role (Sonnentag & Krueger, 2016). However, employees' involvement in their work depends on their role in the organization (Khan & Nemati, 2017). Subsequently, commitment and involvement of employees in their job are two of the most researched topics in organizational behavior and management. Also, job involvement is instrumental in increasing the productivity of employees. Hence, as employees perceive their job positively, they can readily accomplish what their job requires (Khan, Jam, Akbar, Khan, & Hijazi, Job Involvement as Predictor of Employee Commitment: Evidence from Pakistan, 2016).

Furthermore, work engagement goes beyond responding to the immediate situation (Leiter & Bakker, 2010). To attain their goals, employees must accept a personal commitment. Work engagement reflects the employees' energy they bring to their work and enthusiastically applies it in the workplace. Employees accept that today's work deserves their energy.

In addition, work engagement reflects intense involvement in work. Similarly, work engagement could therefore be understood as the organization's underlying energy, which might be utilized towards organizational success and personal benefits for the individual (Peach, Jimmieson, & White, 2015). However, work engagement should not be confused with other constructs, even though some similarities are found when constructs such as commitment, job satisfaction, and involvement are examined (Schaufeli, 2013). Work engagement may go far beyond duty. It identifies engaged employees as not merely committed or passionate, but people who are fully aligned with the organization's goals and make a special effort to contribute (Vance, 2006).

On the other hand, engagement differs from job satisfaction and involvement in personal fulfillment and energy (May, Gilson, & Harter, 2004). Accordingly, fulfillment and energy could be associated with engagement, but the other two constructs could not be observed clearly. Therefore, it can be deduced that the concepts (engagement, commitment, satisfaction, and involvement) are related. Still, that engagement contains a deeper dimension of well-being, emotional and behavioral responses, such as experiencing joy and fulfillment at work (Hallberg & Schaufeli, 2006). Also, people strive towards finding meaning in life and work, and once they can find satisfaction from a professional perspective, they tend to experience increased engagement (Holbeche & Springett, 2003).

Organizational Commitment. Organizational commitment is the key factor that binds individuals and organizations together (Narmawati, 2017; Sahnawaz & Juyal, 2016). It is the most potent ingredient in a successful relationship between employees and the organization (Sharma & Bajpai, 2015). Various authors linked commitment to an organization with employee turnovers, work productivity, and absenteeism. An employee committed and engaged to an organization identifies with it and reacts positively to its values and policies. Arguably, satisfaction breeds commitment (Samad, 2007). In other words, organizational commitment can only happen when employees are satisfied with their job—employees who are happy with their job performance better than those who are not.

There is a diversity of features from which organizational commitment can be analyzed: normative commitment, which is generated by an employee who feels responsible for their job; an affective commitment which refers to the employees' pride in being part of the organization; and continuance commitment in which employees feel that they need the job for economic gains (Bashir & Ramay, 2018). Affection and faithfulness to the organization also demonstrate employee commitment (Ongori H., 2017).

The construct of commitment encompasses emotional, moral, and continued dedication. These three forms of commitment are not equal, as they incorporate different processes. In the case of change commitment, each implies various motivation factors as to why an employee should commit to organizational change. When employees are high on affective commitment, they are willing to support change because they see its benefits (Chen & Wang, Locus of Control and the Three Components of Commitment to Change, 2017). If employees have developed continuance change commitment, they can recognize the costs of failing to support the change. If employees score high on normative commitment to change, they have internalized certain norms that may influence them to commit to change (Conway & Monks, 2018). Consequently, the combination of these three forms of commitment can predict change.

Likewise, commitment to an organization controls the connection that an organization has with the individual. It epitomizes employees' work attitudes (Silverthorne, 2017). Moreover, commitment plays a significant role in linking individuals and organizations, and sometimes such a link is so strong and so powerful that it cultivates employees' total devotion to the organization (Galais & Moser, 2016; Khan, Jam,

Akbar, Khan, & Hijazi, 2016). However, the absence of organizational commitment may result in employees' lack of passion for their job in particular and the whole organization in general, which may imply less productivity that can, later on, affect the organization's growth (Joiner & Bakalis, 2016).

Additionally, employees who feel comfortable with the organization are more committed to it. They contended that employees who intend to stay in the organization are not malingerers but attend to their work regularly. They protect the organization and contribute to its vision, mission, and goals. Thus, an employee's commitment is the emotive condition wherein they define themselves with the organization and its goals and want to stay as a worker. Further, commitment could be directed both towards the supervisor and the organization. The change, the supervisor, and the organization can be objects of commitment, and together with the three types of commitment, they depict a general model of workplace commitment (Chen & Wang, 2017). Psychological Empowerment. Employment empowerment is a delegation of authority concerning job practices and methods to each employee (Sibson, 1994). There have been several attempts to define Psychological Empowerment. Accordingly, empowerment is considered a process of enhancing self-efficacy among organizational members, including that the employees perceive themselves to be empowered (Conger & Kanungo, 1988). Firstly, psychological empowerment was defined as a structure of multiple facets. Psychological empowerment has four cognitions reflecting an employee's orientations towards their job, namely: impact (the ability employees have to affect organizational outcomes); competence (an employee's capability to perform the work); meaningfulness (the value of the work), and choice (how and deciding on the time to execute tasks) (Thomas & Velthouse, 1990).

This cognitive framework was further developed into four dimensions characterized by a sense of perceived control, perceptions of competence, and internalization of the goals and objectives of the organization. By defining psychological empowerment as manifested in four cognitions, it reflects an employee's active orientation to their work. This includes meaning (the value of the work concerning expectations), competence (the ability to execute tasks skillfully), self-determination (deciding on the method, pace, and effort when completing tasks), and impact (ability to influence outcomes at work) (Spreitzer, Kizilos, & Nason, 1997). Hence, the psychologically empowered state is a cognitive state characterized by a sense of perceived control, competence, and goal internalization. Empowerment is thus considered a multi-faceted construct that reflects the dimensions of being psychologically enabled and is conceived as a positive additive function of the three dimensions.

Psychological empowerment means making people feel valued by involving them in decisions, asking them to participate in the planning process, praising them, and continually providing adequate training and support. It allows employees to contribute to the company's overall success (Degago, 2014). Thus, psychological empowerment is a motivational construct manifested in four cognitions: meaning, competence, self-determination, and impact. Together, these four cognitions reflect an active, rather than passive, orientation to a work role.

Overall, the literature review is related to teachers' work attitudes during the pandemic. Furthermore, the above-mentioned related literature has conveyed an enhanced way to analyze the research objectives under study. Also, the questionnaire on teachers' work attitude during a pandemic is established. Substantial research findings afforded proximity to the explanation and interpretations of the research findings.

3. Research Design and Methodology

3.1. Population/Respondents

The respondents of the study were the 76 public elementary school teachers of the Division of Davao Occidental. The researcher selected 9 public elementary schools and considered them as clusters. This study used a cluster sampling technique in choosing the teachers as respondents.

3.2. Data Gathering Procedure

Data collection for this study started by sending a letter of request online to the Schools Division Superintendent (SDS) of Davao Occidental Division. After the approval, the researchers submitted a letter with endorsement from the SDS to the Public Schools District Supervisor (PSDS) of Jose Abad Santos 1 District. Upon the approval of the PSDS, the researcher redirected an endorsement letter from the PSDS to the School Heads of the identified Elementary Schools under the said district. Afterward, the researcher personally distributed the questionnaire to the teacher-respondents. The teacher-respondents were assured with utmost confidentiality of their responses. After all the responses were retrieved, the researcher began encoding them in the Microsoft excel office application. The encoded data was then transferred to IBM SPSS 25 for statistical analysis.

3.3. Data Gathering Instrument

The researcher utilized a self-made questionnaire. A Likert-type questionnaire was submitted for approval and validation by the three (3) panel experts. The questionnaire contained twenty (20) statements about teachers' work attitudes, with five (5) statements on each subdomain. After the validity test, the survey questionnaire was piloted to twenty (20) teachers. It was then checked for reliability using Cronbach alpha. Items with Cronbach alpha values of 0.70 and above were described as reliable. It showed that all items in Work Attitude (0.92>0.70 reliability index) passed the required standard, thus considered as reliable.

4. Results and Discussion

4.1. Job Satisfaction

Presented in Table 1 is the level of work attitude of public elementary school teachers in the Division of Davao Occidental in terms of job satisfaction.

It reveals that statement “as teachers, we feel sincere fulfillment in our job despite the COVID 19 situation” obtained the lowest mean value among the five (5) statements (\bar{X} =4.55, SD=0.71), which is described as "very highly manifested." On the other hand, the statement "as teachers, we make sure that we master the module content for the easy analysis of the learners” obtained the lowest mean value among the five (5) statements (\bar{X} =4.20, SD=0.64), which is described as “very highly manifested. It also shows that the overall mean value on the level of work attitude of teachers in terms of job satisfaction is 4.43 (SD=0.50), which is described as “very highly manifested.”

Table 1. Level of Work Attitude of Teachers in terms of Job Satisfaction

| Statements | Mean | SD | Description |
|----------------|------|----|-------------|
| As teachers... | | | |

| | | | |
|--|-------------|------------|-------------------------------|
| 1. we take pride in our job as instructional experts. | 4.42 | .79 | Very Highly Manifested |
| 2. we make sure that we master the module content for the easy analysis of the learners. | 4.20 | .64 | Very Highly Manifested |
| 3. we make a connection with our learners despite the pandemic. | 4.43 | .64 | Very Highly Manifested |
| 4. we feel sincere fulfillment in our job despite the COVID 19 situation. | 4.55 | .71 | Very Highly Manifested |
| 5. we are flexible when catering to learners' needs, especially this time of the pandemic. | 4.49 | .78 | Very Highly Manifested |
| Overall Mean | 4.43 | .50 | Very Highly Manifested |

This means that the respondents always manifest having sincere fulfillment in their job despite the COVID 19 situation. On the other hand, they always manifest in ensuring that they master the module content for the easy analysis of the learners. This implies that teachers always display job satisfaction during the new normal teaching. The finding is confirmed by Aziri's (2011) statement that job satisfaction is a pleasurable or *positive emotional state resulting from the appraisal of one's job or job experiences*. It is also defined as a set of favorable or unfavorable feelings and emotions that employees view with their work. Since people spend most of their waking hours at work, employee job satisfaction gains more importance in their working lives. Therefore, job satisfaction plays a vital role in an efficient working environment. Following that, influencing job satisfaction factors are essential for improving the well-being of a large part of our society (Davidescu, Apostu, Paul, & Casuneanu, 2020). Job satisfaction is a significant issue in the running of institutions and one of the leading indicators of how healthy an organization is. Thus, organizations attach great importance to the job satisfaction issue. Satisfaction levels of employees are essential for organizations since satisfied workers contribute to the effectiveness and long-term success of the organizations. The effectiveness and productivity of an organization depend on its staff, and "a happy worker is an effective one." It is not possible for the development of an organization without considering exploiting the staff's capabilities and improving their working conditions (Weiss & Merlo, 2015).

4.2. Job Involvement and Engagement

Presented in Table 2 is the level of work attitude of public elementary school teachers in the Division of Davao Occidental in terms of job involvement and engagement.

It reveals that the statement "as teachers, our job motivates us to exert more effort" obtained the highest mean value among the five (5) statements ($\bar{X}=4.53$, $SD=0.60$), which is described as "very highly manifested." On the other hand, the statement "as teachers, most of our personal life goals are job oriented" obtained the lowest mean values among the five (5) statements ($\bar{X}=4.27$, $SD=0.76$), which is described as "very highly manifested." It further reveals that the overall mean value on the level of work attitude of teachers in terms of job involvement and engagement is 4.40 ($SD=0.51$), which is described as "very highly manifested."

Table 2. Level of Work Attitude of Teachers in terms of Job Involvement and Engagement

| Statements | Mean | SD | Description |
|--|------|-----|------------------------|
| As teachers... | | | |
| 1. we are very much involved personally in our job. | 4.35 | .93 | Very Highly Manifested |
| 2. most of our personal life goals are job-oriented. | 4.27 | .76 | Very Highly Manifested |

| | | | |
|---|-------------|------------|-------------------------------|
| 3. we consider our job very centered on my existence. | 4.43 | .62 | Very Highly Manifested |
| 4. our job motivates us to exert more effort. | 4.53 | .60 | Very Highly Manifested |
| 5. we creatively solve our job-related problems. | 4.34 | .67 | Very Highly Manifested |
| Overall Mean | 4.40 | .51 | Very Highly Manifested |

This means that the respondents always manifest that their job motivates them to exert more effort. On the other hand, they always manifest that most of their personal life goals are job-oriented. This implies that teachers always manifest job involvement and engagement during the new normal teaching.

The finding is supported by the statement of Ahmed and Islam (2015). They highlighted that if an employee is convinced that their present job is giving good returns, they will have a positive involvement in the job because the more needs met by their career, the better satisfied they become. Job involvement is measured by how much a person is engaged and how well they can identify with it. In other words, the job has already become the person's image (Ongori, 2019; Govender & Parumasur, 2016). Also, job involvement is instrumental in increasing the productivity of employees. Hence, as employees perceive their job positively, they can readily accomplish what their job requires (Khan, Jam, Akbar, Khan, & Hijazi, Job Involvement as Predictor of Employee Commitment: Evidence from Pakistan, 2016).

4.3. Organization and Commitment

Presented in Table 3 is the level of work attitude of public elementary school teachers in the Division of Davao Occidental in terms of organization and commitment.

Table 3. Level of Work Attitude of Teachers in terms of Organization and Commitment

| Statements | Mean | SD | Description |
|---|-------------|------------|-------------------------------|
| As teachers... | | | |
| 1. we are glad that I chose this school organization to work before others when I joined. | 4.59 | .59 | Very Highly Manifested |
| 2. we are proud to tell others that we belong in the school organization. | 4.54 | .58 | Very Highly Manifested |
| 3. we serve the school organization for which we believe it would help improve our craft as teachers. | 4.54 | .62 | Very Highly Manifested |
| 4. we are decisive to be always involved in our job. | 4.61 | .68 | Very Highly Manifested |
| 5. we have a sense of obligation to stay. | 4.52 | .65 | Very Highly Manifested |
| Overall Mean | 4.57 | .49 | Very Highly Manifested |

It reveals that statement "as teachers, we are decisive to always be involved in our job" obtained the highest mean value among the five (5) statements (\bar{X} =4.61, SD =0.68), which is described as "very highly manifested." On the other hand, the statement "as teachers, we have a sense of obligation to stay" obtained the lowest mean value among the five (5) statements (\bar{X} =4.52, SD =0.65), which is described as "very highly manifested." It further shows that the overall mean value on the level of work attitude of teachers in terms of organization and commitment is 4.57 (SD =0.49), which is described as "very highly manifested."

This means that the respondents always manifest they are decisive to be involved in their job. On the other hand, they always manifest that they have a sense of obligation to stay. This implies that teachers consistently exemplify organization and commitment during the new normal teaching. Relatedly, organization and commitment is the key factor that binds individuals and organizations together (Narmawati, 2017; Sahnawaz & Juyal, 2016). It is the most potent ingredient in a successful relationship between employees and

the organization (Sharma & Bajpai, 2015). Employees committed and engaged to an organization identify with the organization and react positively to the values and policies. Arguably, satisfaction breeds commitment. In other words, organizational commitment can only happen when employees are satisfied with their job. Employees who are happy with their careers perform better than those who are not (Samad, 2007).

4.4. Psychological Empowerment

Presented in Table 4 is the level of work attitude of public elementary school teachers in the Division of Davao Occidental in terms of psychological empowerment.

Table 4. Level of Work Attitude of Teachers in terms of Psychological Empowerment

| Statements | Mean | SD | Description |
|--|-------------|------------|-------------------------------|
| As teachers... | | | |
| 1. we are motivated to attend our classes amidst the pandemic. | 4.58 | .62 | Very Highly Manifested |
| 2. we are actively engaged in school activities. | 4.62 | .58 | Very Highly Manifested |
| 3. we enthusiastically performed our task as mandated by the department. | 4.57 | .59 | Very Highly Manifested |
| 4. we perform the task with the utmost degree of significant satisfaction. | 4.59 | .57 | Very Highly Manifested |
| 5. we have a sense of control in relation to our job. | 4.54 | .65 | Very Highly Manifested |
| Overall Mean | 4.58 | .50 | Very Highly Manifested |

It shows that statement “as teachers, we are actively engaged to school activities” obtained the highest mean value among the five (5) statements ($\bar{X}=4.62$, $SD=0.58$) which is described as “very highly manifested.” On the other hand, the statement “as teachers, we have a sense of control in relation to our job” obtained the lowest mean value among the five (5) statements ($\bar{X}=4.54$, $SD=0.65$), which is described as “very highly manifested.” It also shows that the overall mean value on teachers’ level of work attitude in terms of psychological empowerment is 4.58 ($SD=0.50$), which is described as “very highly manifested.”

This means that the respondents always manifest they are actively engaged in school activities. On the other hand, they always manifest they have a sense of control in relation to their job. This implies that teachers always embody psychological empowerment during the new normal teaching.

The finding supports what Conger & Kanungo (1988) claimed: that psychological empowerment enhances the feelings of self-efficacy among organizational members, including that the employees perceive themselves to be empowered. It has four cognitions reflecting an employee’s orientations towards their job, namely: impact (the ability employees have to affect organizational outcomes), competence (an employee’s capability to perform the work), meaningfulness (the value of the work), and choice (how and deciding on the time to execute tasks) (Thomas & Velthouse, 1990). Thus, Degago (2014) concluded that a psychologically empowered state is a cognitive state characterized by a sense of perceived control, competence, and goal internalization. Empowerment is thus considered a multi-faceted construct that reflects the dimensions of being psychologically enabled and is conceived as a positive additive function of the three dimensions.

Presented in Table 5 is the summary on the level of work attitude of teachers in terms of job satisfaction, job involvement and engagement, organization and commitment, and psychological empowerment.

Table 5. Summary on the Level of Work Attitude of Teachers

| Statements | Mean | SD | Description |
|--------------------------------|-------------|------------|-------------------------------|
| Job Satisfaction | 4.43 | .50 | Very Highly Manifested |
| Job Involvement and Engagement | 4.40 | .51 | Very Highly Manifested |
| Organization and Commitment | 4.57 | .49 | Very Highly Manifested |
| Psychological Empowerment | 4.58 | .50 | Very Highly Manifested |
| Overall Mean | 4.50 | .50 | Very Highly Manifested |

It shows that the indicator "psychological empowerment" obtained the highest mean value among the four (4) indicators ($\bar{X}=4.58$, $SD=.50$) which is described as "very highly manifested." On the other hand, the indicator "job involvement and engagement" obtained the lowest mean value among the four (4) indicators ($\bar{X}=4.40$, $SD=.51$), which is also described as "very highly manifested." It further reveals that the overall mean value of work attitude is 4.50 ($SD=.50$), which is described as "very highly manifested."

This means that teachers always feel/manifest psychological empowerment and job involvement and engagement. It implies that teachers always manifest a good work attitude during the new normal teaching setup.

The finding negates the study of Max Roser (2020), which reveals that most teachers worldwide, from primary to tertiary education, are experiencing work attitude challenges in the new normal teaching setup. This is due to additional work demands, health risks in the workplace, and different work schemes. These teachers encountered other struggles at different levels that directly or indirectly affected their performance and effectiveness (Agarao-Fernandez & de Guzman, 2015). Moreover, the study of Ravindran and Baral (2014) support that work attitude is influenced by organizational work scheme where an employee works; with better organizational work support schemes, teachers' work attitude was considered to improve.

5. Conclusions

Based on the analyses made on the available data, these were the conclusions:

- Teachers need to be capacitated by making them satisfied with their job, involving and engaging in teaching-related activities, keeping them motivated to maintain their commitment to the organization, and empowering their psychological aspect. Once these areas are attained, they would manifest a good working attitude.
- Schools with good leadership support may also have teachers who always exhibit excellent working attitudes.

6. Recommendations

Based on the findings of this study, the following were recommended for further consideration for future studies:

- It is highly recommended that school officials from the school to the higher levels of the educational system should always manifest strong support to teachers so their work attitude in the time of pandemic will be boosted.
- The Department of Education should continue to provide professional development and career opportunities to teachers to maintain their good working attitude.

- The school administrators may find this study an eye-opener about the importance of maintaining a good and healthy working environment, especially in the new normal education set up to sustain the good work attitude of teachers.
- The Department of Education's policymakers should establish policies that require leaders in the Regions, Divisions, and schools to increase their support for teachers in all ways throughout this new normal arrangement.
- The Department of Education's policymakers should continuously develop a policy to boost initiatives connected to teachers' working attitudes.
- Future researchers may utilize this survey as a starting point for a qualitative investigation of teachers' working attitudes and experiences in the new normal school environment.

Acknowledgment

The authors would like to thank the 76 Public School Elementary Teachers from one of the Division of Davao Occidental's school districts for their willingness to respond to the survey questionnaire. They also like to thank the Division of Davao Occidental's Schools Division Superintendent, Assistant Schools Division Superintendent, and Public Schools District Supervisor for their continuous support during the study. All families and friends who have provided moral, financial, and physical assistance in some manner are also acknowledged by the researchers. Above all, the researchers are eternally grateful to the Great Almighty, the author of wisdom and knowledge, for His unending love.

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