
Research Article

Socio-Emotional Dynamics and Work Engagement as Determinants of Public Sector Teacher Performance in Geographically Isolated Schools

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ABSTRACT

The study determines the socio-emotional dynamics and work engagement as determinants of public sector teacher performance in geographically isolated schools in Eastern Samar. Data from surveys were collected to explore the socio-emotional dynamics determinants of public sectors teachers in terms of work satisfaction, emotional intelligence, professional identity on work engagement in geographically isolated schools. The study employed a descriptive correlational research design with total of 115 respondents from the seven identified geographically isolated schools in Eastern Samar. Findings revealed on work satisfaction is highly engaged of public sector teachers and very high emotional intelligence in enhancing their communication and problem-solving skills. A strong professional identity that aligned to personal values that contributed actively to the profession's advancement. The level of work engagement is exceptionally high level of dedication and commitment in their personal and professional endeavors. It has strong focus on excellence, responsibility, accountability, and continuous improvement, contributing to their overall effectiveness and success in the workplace. Such high levels of dedication are essential for fostering a culture of excellence and driving organizational achievement. However, public teachers' performance or IPCRF rating has a very satisfactory rating this would reflects their competence in lesson planning, instructional delivery, classroom management, learner assessment, professional development and active participation of school programs and activities. Correlation analysis revealed that there is significant relationship between socio-emotional dynamics and work engagement as determinants of public sector teacher performance in geographically isolated schools in Eastern Samar. Teachers continue to nurture on work engagement by rewarding employees' contributions, providing opportunities for professional development, and ensuring that employees have resources and support. Strengthening public school teachers by mentoring and coaching programs, career growth opportunities, precise role definitions, and fostering a culture that aligns with

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employees' values. Systematic human resource policies recommended that the Department of Education design regional welfare and compensation packages tailored to geographically isolated areas.

Keywords: *Emotional intelligence, professional identity, socio-emotional dynamics, work engagement, work satisfaction*

Introduction

The teachers work engagement in educational endeavor never be a job trait to improve the quality of education but lens of social cognition, emotional regulation and behavioral attitudes in public service. Teachers work engagements are more likely to remain their teaching positions, contribute student learning, and influence their school's environment, efficiency and effectiveness. Despite the regional level achievement, they overlooked factors affecting work engagement in the regions especially they face different challenges in terms of academic performance of students and teachers work engagement in geographically isolated schools in Eastern Samar.

This oversight is particularly isolated schools in the Division of Eastern Samar, where geographical area is isolated and socio-economic status are low and that difficulties face by teachers and students, this will be influence to the professional development and academic performance thus not seen in more typical urban or suburban area. The Division of Eastern Samar is distinct area in schools landscape it is mark by remote locations and persistent challenges of limited resources and infrastructure. In managing human resources some teachers are overload in teaching, lack of facilities, emotional and behavioral problems was increased in particular area. It creates a setting for specific investigative inquiry into how these factors uniquely affects the teacher work engagement and teachers' performance. Understanding the factors affecting teachers work engagement in such context is essential for developing targeted interventions that can lead to improve the quality education.

Therefore, exploring teachers work engagement in secondary schools of Eastern Samar not only addresses a significant gap in the current research landscape but also provides critical insights that could inform

policy and practice in similar contexts globally, enhancing educational strategies and teacher support systems where they are needed most. Teachers work engagement has been increasingly recognized as a critical element in determining the efficacy and success of educational outcomes, underscoring its profound impact on teacher well-being and student achievement (Perera et al., 2018). Teacher engagement fosters an array of positive outcomes ranging from improved instructional quality to enhanced problem-solving capabilities and increased organizational commitment (Greenier et al., 2021).

Further, engagement is closely linked with teacher efficacy, serving as a pivotal mechanism that harnesses social support to boost teachers' confidence in their instructional capabilities (Wang, 2021; Namaziandost et al., 2022) noted that individuals who exhibit high levels of dedication and passion are more likely to engage deeply with their professions, a sentiment echoed by Cardwell (2021), who highlighted the positive correlation between work engagement and instructional effectiveness where cultural and contextual dynamics play significant roles (Burić & Macuka, 2018; Greenier et al., 2021; Xie, 2021).

The researchers determine these factors that affects the public-school teachers in work engagement and individual performance of geographically isolated schools by providing insights that could guide future educational strategies and effectiveness in facing similar challenges. Moreover, this research endeavors offers a comprehensive framework that can be utilized by educational leaders to foster environments and enhance teacher engagement. The findings are expected to contribute to secondary public-school teachers work engagement, particularly in settings that face similar challenges to those found of

geographically isolated public secondary schools in Eastern Samar. This could lead to be more effective policies and practices that would improve teacher work satisfaction, reduce turnover, and elevate the overall quality of education. By focusing on these critical factors, the study will provide actionable insights that can be adapted and implemented across diverse educational process, ultimately supporting the development of teaching practices that are both effective and sustainable in the Département of Education.

Statement of the Problem

The study aims to determine the socio-emotional dynamics and work engagement as determinants of public sector teacher performance in geographically isolated schools in Eastern Samar.

It intends to specifically answer the following questions:

1. What are the factors affecting public sector teachers' socio-emotional dynamics and work engagement in geographically isolated schools in Eastern Samar in terms of:
 - 1.1 work satisfaction;
 - 1.2 emotional intelligence;
 - 1.3 professional identity?
2. What are the determinants of public sector teachers' level of work engagement and teachers' performance in geographically isolated schools in Eastern Samar?
3. Is there a significant relationship between the public sector teachers' socio-emotional dynamics and work engagement teachers' performance in geographically isolated schools in Eastern Samar?

Significance of the Study

The significance of this study extends across several key stakeholders in the educational ecosystem, each standing to benefit from the insights and outcomes it aims to deliver.

Educators and Teachers. Teachers themselves are the primary beneficiaries of this study. By identifying the factors that

affects work engagement, teachers can better understand what influences their professional fulfillment and motivation.

School Administrators and Leaders. School administrators can use the findings to implement more effective instructional strategies that boost mathematics teachers work engagement. Insights into how work satisfaction, emotional intelligence, and professional identity affects work engagement that can help administrators devise targeted interventions to improve working conditions and professional development opportunities.

Policymakers. The outcomes will provide policymakers with a clearer picture of the needs and drivers of mathematics teachers work engagement in specific educational contexts, especially those similar to other schools in Eastern Samar. Armed with this information, policymakers can formulate better policies that address educators' unique challenges.

Educational Researchers. This research contributes to the academic field by filling an existing gap in the literature regarding mathematics teachers work engagement in geographically and socio-economically challenging environments.

Students. Students stand to gain significantly from any improvement in mathematics teachers work engagement indirectly. Engaged mathematics teachers are often more effective, enthusiastic, and responsive, all of which contribute positively to student learning outcomes and the overall school experience.

Community Members. More robust work engagement among mathematics teachers can lead to more stable school environments, which can positively impact the broader community.

Scope and Delimitation of the Study

The study examines the factors affecting socio-emotional dynamics and work engagement as determinants of public sector teacher in geographically isolated schools in

Eastern Samar during the academic year 2026-2027. Specifically, the research investigated the determinants of work engagement and socio-emotional dynamics in term of work satisfaction, emotional intelligence, and professional identity on public sector teachers' work engagement within this context and level of individual teachers' performance on the IPCRF rating.

The study encompassed a selection of geographically isolated public secondary schools in Eastern Samar, particularly; Taft National High School, Can-avid National High School, Dolores National High School, Maslog National High School, Oras National High School, San Policarpo National High School, Arteche National High School. These schools were chosen to represent various geographical locations and socio-economic backgrounds within Eastern Samar, allowing for a comprehensive examination of teachers' work engagement across different settings.

However, it is essential to note the delimitations of this study. Primarily, the research was focused solely on public secondary school teachers within the specified schools, excluding educators from private institutions and omitting teachers from secondary or higher education levels. Furthermore, the investigation will be restricted to work satisfaction, emotional intelligence, and professional identity, with other potential influencers of public sector teachers' work engagement not being explored in depth.

Despite these limitations, the study aimed to provide valuable insights into the dynamics of factors affecting socio-emotional dynamics and work engagement as determinants of public sector teacher in geographically isolated schools in Eastern Samar, contributing to a better understanding of how educators in Eastern Samar can be supported and empowered to thrive in their profession.

Definition of Terms

The following terms are operationally defined to enable the readers to have a clearer understanding of the research text.

Teachers' Work Engagement. The degree to which public secondary schools Mathematics teachers exhibit enthusiasm, dedication, and absorption in their professional roles.

Teachers' Work Satisfaction. Public sector teachers' subjective feeling of contentment and fulfillment derived from various aspects of their job, including salary, working conditions, relationships with colleagues, opportunities for professional growth, and recognition.

Emotional Intelligence. The ability of public secondary schools Mathematics teachers to perceive, understand, regulate, and express emotions effectively in the workplace.

Professional Identity. The extent to which public schools Mathematics teachers in identified with and internalized the values, beliefs, and norms of the teaching profession and their sense of professional role identity.

School Head. refers to the head of an office or highest rank at the school level. The school head had the power to efficiently and effectively monitor instructional management, school facilities, and finances for their teachers. The manager of the school operations, facilities, instructional teaching supervision, and human resource management.

Public Secondary School refers to the public schools in Eastern Samar where in the offering secondary school or high school program in the Department of Education.

Conceptual Framework of the Study

There are many factors affecting socio-emotional dynamics and work engagement as determinants of public sector teacher in geographically isolated schools in Eastern Samar.

On the other hand, public sector teachers on their work engagement needs satisfaction on their jobs, emotional intelligence towards work, and being professional identity among other profession.

Thus, the goal of work engagement of public sector teachers is to improve their work as a professional worker, healthy learning

environment, and able to cope up challenges facing by being emotional stable on their works.

The conceptual framework of the study on factors affecting socio-emotional dynamics and work engagement as determinants of public sector teacher performance in geographically isolated schools in Eastern Samar by looking at the Figure 1, the schematic diagram of the study. The first box showed the independent variables grouped into work engagement in

secondary schools; work satisfaction, emotional intelligence, professional identity and level of individual public sector teacher performance based on IPCRF rating.

However, the second box represents the dependent variable in which is the socio-emotional dynamics and work engagement as determinants of public sector teacher performance in geographically isolated schools in Eastern Samar.

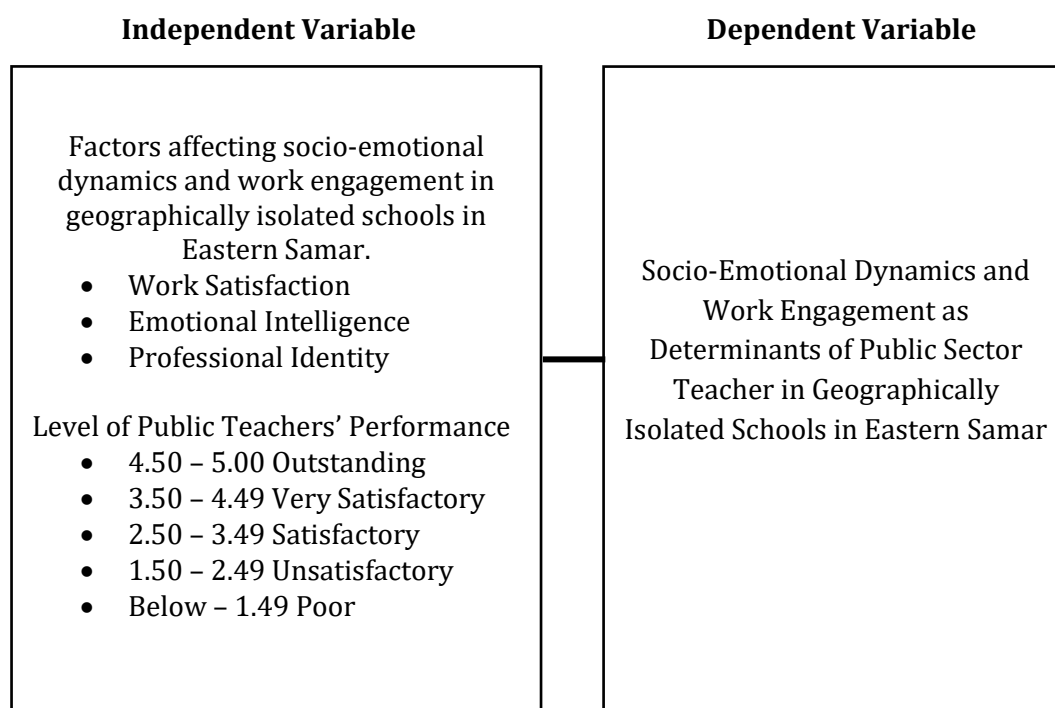


Figure 1. The research paradigm of the study on socio-emotional dynamics and work engagement as determinants of public sector teacher performance in geographically isolated schools in Eastern Samar

Materials and Methods

Research Design

This study employed a descriptive correlational research design. A type of research design aimed to describe and examine the relationships between variables without manipulating or intervening in the study. It focused on observing and measuring variables as they naturally occur and exploring how they are related to each other. In this context, the variables that were measured or observed in the study are the factors affecting work engagement and socio-emotional dynamics as determinants in term of work satisfaction,

emotional intelligence, professional identity which are the independent variable while the level of public sector teachers' performance serves as the dependent variables.

The descriptive survey questionnaire was chosen for its ability to systematically collect and analyze data regarding the characteristics, perceptions, and experiences of participants. By employing standardized survey questionnaire, the study aims to gather quantitative data on various determinants of level of public sector teachers' performance and work engagement determinants such as

work satisfaction; emotional intelligence and professional identity.

Furthermore, the descriptive survey questionnaire would also incorporate correlational analysis or explore the relationship between factors affecting socio-dynamics and work engagement determinants of public sector teachers' performance. Correlational analysis would enable the researchers to examine the strength and direction of the significant relationship between work engagement and teachers' performance, providing insights into which the aspects are most strongly correlated with mathematics teacher's work engagement and performance. By employing both the descriptive and correlational methods, the study sought to provide a comprehensive understanding of the factors influencing teacher's work engagement among geographically isolated public secondary school in Eastern Samar.

Research Locale

The study was piloted among geographically isolated public secondary schools in Division of Eastern Samar, particularly in; Taft National High School, Can-avid National High School, Dolores National High School, Maslog National High School, Oras National High School, San Policarpo National High School, Artech National High School.

These schools were chosen to represent various geographical locations and socio-economic backgrounds within Eastern Samar, allowing for a comprehensive examination of teachers' work engagement across different settings.

Figure 2 illustrates the geographic distribution of the research sites across Eastern Samar. This visual representation highlights the areas where data collection took place, providing insight into the spatial distribution of the participating schools. By conducting the study across different public secondary schools, the research aimed to capture the diversity of experiences and perspectives among teaching staff members within Eastern Samar.

By conducting the study across different DepEd public secondary schools, the researchers aimed to capture the diversity of mathematics teachers work experiences and perspectives among teachers within Eastern Samar. The selection of Eastern Samar as the research locale offered several advantages, including accessibility, diversity, and relevance to the study's objectives. The chosen schools represent geographically isolated areas within public secondary schools in Eastern Samar providing a diverse sample that enhances the validity and generalizability of the study's findings.



Figure 2. Map of Eastern Samar showing the research locale of the study

Respondents of the Study

There was a total of 115 research respondents from public sector teachers of seven (7) identified public secondary school across geographically isolated areas in Eastern Samar. Respondents were selected through total enumeration sampling; a systematic method used in research to exhaustively search and investigate a finite set or population.

The respondents of the study comprise of public sector teachers who are currently employed in the said public secondary schools in Eastern Samar. The focus was on public school teachers from various grade levels and subject areas to capture a diverse range of experiences and perspectives. The participation of Mathematics teachers in the study was voluntary. They were informed about the purpose, significance, and confidentiality of the research to encourage their involvement. Informed consent was obtained from each participant to ensure their willingness to contribute to the study.

Sampling Procedure

The population considered in this study comprised of the regular permanent teachers among secondary schools in Eastern Samar which includes; Taft National High School, Canavid National High School, Dolores National High School, Maslog National High School, Oras National High School, San Policarpo National High School, Artech National High School.

The distribution of the respondents per school in the identified schools using a total enumeration sampling technique. This technique allows for a thorough examination and analysis of the entire population, providing accurate estimates and averages for various parameters.

The researchers employed a combination of data collection methods based on the logistical considerations of each school. Specifically, scheduled appointments and on-site visits was organized to personally administer the survey questionnaire, ensuring that every teacher can participate and provide their responses.

To maintain data integrity and minimize potential errors, once a teacher completes the

questionnaire, it was immediately retrieved. Subsequently, the collected data, regardless of format, was securely managed, and appropriate data entry or transfer processes was applied to systematically organize and store the responses for future analysis.

Research Instruments

The research instrument that will be use in this study will adopt from the study of Butakor et al., (2021). This is a specific research instrument developed to examine the interplay between work satisfaction, emotional intelligence, professional identity and work engagement among public school teachers.

Part one, the instrument consists of a series of Likert-scale items or statements that teachers respond to, indicating their level of agreement or disagreement with each item. The scale covers multiple factors associated to work engagement, including job satisfaction, emotional intelligence, and professional identity.

Part two in the instrument was on teachers' level of public sector teachers' performance comparative review form (IPCRF) focusing on the performance of public school teachers based on performance management evaluation system in every school year. Teachers provided responses on what is the rating of IPCRF evaluation within the school year in which reflects the level of performance on that teachers' experience.

By using the instrument, the researcher will gain valuable insights from the factors affecting to work engagement of public teachers in Eastern Samar. The scale allows for quantitative data collection, enabling the researcher to analyze and compare work engagement and level of performance across subgroups of teachers.

Data Gathering Procedure

A permission letter, cover letter and informed consent documents from the schools' district supervisor and school principals of the identified public secondary schools under study were secured to allow the researcher to administer the survey questionnaire and to obtain some pertinent documents that were

helpful in corroborating the answers of the respondents.

Upon approval of the request, the researchers distributed the questionnaire to the respondents. Retrieval will be done right after the questionnaires were completed.

Measurement of Variables

Teachers Work Engagement. The level of work engagement refers to the degree of involvement, interest, and active participation

that a teacher's demonstrates in a particular activity, task, or role. It reflects the extent to which an individual is immersed, focused, and motivated in their engagement with a specific endeavor.

The level of work engagement was used to assess the teacher's engagement and investment in teaching. Measurement of variables below was used to analyze or interpret the level of engagement of teachers.

Range	Interpretation
4.2 – 5.0	Exceptionally Engaged
3.4 – 4.1	Highly Engaged
2.6 – 3.3	Moderately Engaged
1.8 – 2.8	Slightly Engaged
1.0 – 1.7	Poorly Engaged

This analysis provided an overview of the respondents' level of agreement or disagreement

with the measurement of factors affecting public teachers work engagement below.

Work Satisfaction

Range	Interpretation
4.2 – 5.0	Exceptionally Satisfied
3.4 – 4.1	Highly Satisfied
2.6 – 3.3	Moderately Satisfied
1.8 – 2.8	Slightly Satisfied
1.0 – 1.7	Poorly Satisfied

Emotional Intelligence

Range	Interpretation
4.2 – 5.0	Very High Emotional Intelligence
3.4 – 4.1	High Emotional Intelligence
2.6 – 3.3	Moderately Emotional Intelligence
1.8 – 2.8	Low Emotional Intelligence
1.0 – 1.7	Very Low Emotional Intelligence

Professional Identity

Range	Interpretation
4.2 – 5.0	Very High Professional Identity
3.4 – 4.1	High Professional Identity
2.6 – 3.3	Moderately Professional Identity
1.8 – 2.8	Low Professional Identity
1.0 – 1.7	Very Low Professional Identity

The level of public sector teachers' performance refers to the IPCRF rating obtained by individual teachers from the teaching evaluation every school year. It reflects the teachers' performance to which an

individual is immersed, focused, and motivated to their teaching career with a specific endeavor.

The level of public-school teachers' performance was used to assess teachers

IPCRF rating in every academic school year. Measurement of variables below was used to

analyze or interpret the level of individual teachers' performance.

Range	Interpretation
4.50 – 5.00	Outstanding
3.50 – 4.49	Very Satisfactory
2.50 – 3.49	Satisfactory
1.50 – 2.49	Unsatisfactory
Below – 1.49	Poor

Data Analysis

The researchers mainly used Pearson correlation coefficient to determine the factors that affect mathematics teachers on work engagement. Descriptive statistics such as mean, percentage and frequencies were used to determine the variables that affects determinants of public sector teachers on work engagement and teachers' performance of public secondary schools in Eastern Samar. Data were collected using the standardized survey questionnaire.

among the participants. This assurance also conveyed the commitment to utilizing the collected data solely for the betterment of the school's performance, emphasizing the research's practical and constructive purpose.

Result And Discussion
Factors Affecting Socio-Emotional Dynamics and Work Engagement in Geographically Isolated Schools in Eastern Samar:

Ethical Considerations

Prior to commencing the study, a consultation conference with the Ethics Committee was scheduled, underscoring the importance of ethical considerations in research. This proactive step ensured that the study adhered to ethical guidelines and safeguards the welfare of the participants and the integrity of the research process. Furthermore, it's worth noting that the study demonstrated a commitment to scholarly integrity by diligently citing and referencing sources in the literature review. This not only add credibility to the research but also acknowledged the contribution of the previous scholars to the field.

Work Satisfaction. Table 1 presents the data on various factors affecting public school teachers on work engagement within an organization's leadership and planning, measured by mean scores and standard deviations. Leadership and planning, organization's culture and communication, role within the organization, and teachers' satisfaction with supervisor performance all scored exceptionally high, indicating a high level of engagement in these areas. While factors such as work environment, organizational loyalty, and organizational environment also received high mean scores, (Smith et al. 2020) suggesting a generally positive perception among respondents.

In terms of participant engagement, the researcher took deliberate steps to ensure transparency and confidentiality. Respondents were given a thorough orientation, which is a crucial aspect of informed consent. This process empowers participants with a clear understanding of the study's objectives, potential risks, and benefits, enabling them to make informed decisions about their involvement. Moreover, the assurance of strict data confidentiality is commendable, as it does not only uphold ethical principles but also build trust

However, organizational support and training, as well as compensation and benefits, scored slightly lower but still within the range of being highly engaged. The grand mean of 4.11 further reflects an overall high level of engagement across all factors. While the data indicates a strong sense of engagement within the organization, attention should be directed towards improving support and training initiatives to ensure sustained employee work satisfaction and performance (Manzano & Acuavera, 2026).

Table 1.
Work Satisfaction

Work Satisfaction	Mean	Standard Deviation	Description
Leadership and Planning	4.20	.787	Exceptionally Engaged
Organization's Culture & Communication	4.13	.811	Exceptionally Engaged
Role within the Organization	4.26	.762	Exceptionally Engaged
Work Environment	4.15	.758	Highly Engaged
Teachers' Satisfaction with Supervisor Performance	4.43	.730	Exceptionally Engaged
Organizational Support and Training	3.87	9.965	Highly Engaged
Compensation and Benefits	3.61	1.113	Highly Engaged
Organizational Loyalty	4.20	.798	Exceptionally Engaged
Organizational Environment	4.20	.798	Exceptionally Engaged
GRAND MEAN	4.11	1.835	Highly Engaged

Emotional Intelligence

Table 2 provides various statements related to emotional intelligence. The mean scores for each item range from 4.20 to 4.43, indicating a very high level of emotional intelligence among respondents. These mean scores fall within the range of "Very High Emotional Intelligence," suggesting that respondents possess strong emotional awareness, understanding, and control. The standard deviations for each item are relatively low, ranging from 0.656 to 0.754. This indicates a consistent perception among respondents regarding their emotional intelligence across different dimensions. The low standard deviations suggest that respondents generally agree with the statements, reflecting a widespread high level of emotional intelligence among the surveyed population.

Respondents demonstrate a high level of emotional awareness, as indicated by mean scores for statements such as understanding one's own emotions, knowing whether they are happy or not, and being sensitive to the feelings and emotions of others. Mean scores for these items range from 4.23 to 4.43, indicating strong self-awareness and empathy.

Respondents also exhibit strong emotional regulation and self-motivation skills, as reflected in statements related to controlling emotions, setting goals, and self-encouragement. Mean scores for these items range from 4.25 to 4.39, indicating high levels of self-control, resilience, and motivation.

The Grand Mean of 4.29 signifies an overall very high level of emotional intelligence among respondents. This suggests that respondents possess a strong ability to recognize, understand, and manage their own emotions, as well as the emotions of others, contributing to effective interpersonal relationships and personal well-being.

In summary, the findings of this table indicate that respondents demonstrate a very high level of emotional intelligence across various dimensions. They exhibit strong emotional awareness, regulation, and self-motivation skills, reflecting a high level of overall emotional intelligence (Arias et al., 2022). Such high levels of emotional intelligence are beneficial for personal and professional success, as they contribute to effective communication, relationship-building, and problem-solving skills.

Table 2.
Emotional Intelligence

Emotional Intelligence	Mean	Standard Deviation	Description
I have a good sense of why I feel certain feelings most of the time.	4.23	0.656	Very High Emotional Intelligence
I have a good understanding of my own emotion.	4.34	0.655	Very High Emotional Intelligence
I really understand what I feel.	4.37	0.663	Very High Emotional Intelligence
I always know whether I am happy or not.	4.43	0.667	Very High Emotional Intelligence
I always know my friends' emotions from their behavior.	4.2	0.7	Very High Emotional Intelligence
I am sensitive to the feelings and emotions of others.	4.28	0.722	Very High Emotional Intelligence
I have a good understanding of the emotions of people around me.	4.3	0.697	Very High Emotional Intelligence
I always set goals for myself and then try my best to achieve them.	4.33	0.665	Very High Emotional Intelligence
I always tell myself I am a competent person.	4.27	0.692	Very High Emotional Intelligence
I always tell myself I am a competent person.	4.25	0.697	Very High Emotional Intelligence
I am a self-motivating person.	4.29	0.699	Very High Emotional Intelligence
I would always encourage myself to try my best.	4.39	0.66	Very High Emotional Intelligence
I am able to control my temper so that I can handle difficulties rationally.	4.27	0.688	Very High Emotional Intelligence
I am quite capable of controlling my own emotions.	4.29	0.673	Very High Emotional Intelligence
I can always calm down quickly when I am very angry.	4.24	0.742	Very High Emotional Intelligence
I have good control of my emotions.	4.22	0.754	Very High Emotional Intelligence
Grand Mean	4.29	0.689	Very High Emotional Intelligence

Professional Identity

Table 3 presents various statements related to professional identity in the teaching profession, with mean scores ranging from 4.19 to 4.46. Overall, the mean score for the Grand Mean is 4.35, indicating a very high level of professional identity among respondents.

Respondents demonstrate a strong sense of collaboration and belonging within the teaching profession, as evidenced by high mean scores for items such as working collaboratively with colleagues, positively identifying with the profession, and feeling a

strong sense of belonging to the professional community.

Respondents express a commitment to continuous professional development and growth, with a mean score of 4.39 for the item "I am committed to continuous professional development and growth." This suggests that respondents prioritize staying updated with advancements in their field and enhancing their skills and knowledge.

Respondents perceive their professional identity as aligning with their personal values and beliefs, as indicated by the high mean score

of 4.41 for the item "My professional identity aligns with my personal values and beliefs."

Respondents find fulfillment in their work within the teaching profession and perceive their professional role as an integral part of who they are. This is reflected in the mean scores for items such as finding fulfillment in their work and seeing their professional role as integral to their identity.

Respondents uphold ethical standards and principles of their profession and actively seek opportunities to contribute to its advancement, as indicated by the high mean scores for items related to consistently upholding ethical standards, actively seeking opportunities to contribute, and feeling a strong sense of professional identity and purpose in their work.

While most items reflect a very high level of professional identity, one item ("I often find myself discussing professional topics and

issues outside of work") has a mean score slightly lower than others, indicating a high but slightly lower level of engagement in discussing professional topics outside of work.

The findings of this table indicate that respondents in the teaching profession exhibit a very high level of professional identity, engagement, and commitment. They demonstrate a strong sense of collaboration, belonging, commitment to professional development, alignment with personal values, fulfillment, adherence to ethical standards, and active participation in professional activities (Weldon et al., 2023).

Such high levels of professional identity are crucial for fostering a positive work environment, enhancing job satisfaction, and promoting continuous growth and development within the teaching profession.

Table 3.

Professional Identity

Professional Identity	Mean	Standard Deviation	Description
I work collaboratively with members of the teaching profession.	4.43	.666	Very High Professional Identity
I can identify positively with the members of the teaching profession.	4.39	.623	Very High Professional Identity
I take great pride in my chosen profession.	4.36	.646	Very High Professional Identity
I feel a strong sense of belonging to my professional community.	4.35	.664	Very High Professional Identity
I am committed to continuous professional development and growth.	4.39	.651	Very High Professional Identity
My professional identity aligns with my personal values and beliefs.	4.41	.625	Very High Professional Identity
I find fulfillment in the work I do within my profession.	4.30	.666	Very High Professional Identity
I see my professional role as an integral part of who I am.	4.33	.648	Very High Professional Identity
I actively seek opportunities to contribute to the advancement of my profession.	4.28	.646	Very High Professional Identity
I consistently uphold the ethical standards and principles of my profession.	4.46	.631	Very High Professional Identity
I feel a strong sense of professional identity and purpose in my work.	4.44	.635	Very High Professional Identity
I am proud to introduce myself as a member of my profession to others.	4.41	.631	Very High Professional Identity

Professional Identity	Mean	Standard Deviation	Description
I regularly seek opportunities to network with fellow professionals in my field.	4.33	.654	Very High Professional Identity
I often find myself discussing professional topics and issues outside of work.	4.19	.724	High Professional Identity
I consider my professional identity to be a significant part of my self-concept.	4.28	.733	Very High Professional Identity
I actively participate in professional organizations and associations related to my field.	4.31	.681	Very High Professional Identity
Grand Mean	4.35	.701	Very High Professional Identity

Level of Work Engagement

Table 4 presents statements on teacher's level of work engagement among public secondary schools in Eastern Samar with mean scores ranging from 4.38 to 4.69. Overall, the Grand Mean of 4.53 indicates that teachers are exceptionally engaged in their work and daily activities.

Respondents express high levels of being committed to their work giving best in all endeavors, devoted fulfilling responsibilities both physically and professionally, and hold accountable for their actions and outcomes. These high mean scores suggest that teachers are physically, mentally, and professionally prepared to tackle challenges and remain focused on their tasks.

Respondents demonstrate high levels of teachers work engagement in daily activities, as evidenced by the mean score of 4.69 for the item "I take ownership of my actions and hold myself accountable for the outcomes" This suggests that teachers approach their tasks with accountability, responsibility, and service towards its constituents in contributing to their overall engagement.

Teachers' levels of engagement have a strong sense of determination and resilience in the face of obstacles, as reflected in the mean score of 4.56 for the item "I feel a strong sense

of determination and resilience in the face of obstacles." Additionally, teachers feel satisfied with their accomplishments at the end of each day, as indicated by the mean score of 4.49 for the item "I feel invigorated and satisfied with my accomplishments at the end of each day."

The Grand Mean of 4.53 signifies an exceptionally high level of teachers' work engagement. This suggests that teachers are highly motivated, energized, and resilient, contributing to their overall effectiveness and productivity in the workplace.

In summary, the findings of this table indicate that teachers exhibit exceptionally high levels of work engagement in daily activities. Exhibit exceptional dedication and commitment in their personal and professional endeavors. They demonstrate a strong focus on excellence, responsibility, accountability, and continuous improvement, contributing to their overall effectiveness and success in the workplace. Such high levels of dedication are essential for fostering a culture of excellence and driving organizational achievement (Hector & Cameron, 2023). They demonstrate physical and mental energy, motivation, resilience, and satisfaction with their accomplishments. The vital role for fostering a positive work environment, enhancing teacher well-being, and driving organizational success.

Table 4.
Level of Work Engagement

Item	Mean	Standard Deviation	Description
I find myself motivated and enthusiastic about my work or daily activities.	4.48	.643	Exceptionally Engaged
I maintain a high level of mental alertness and focus throughout the day.	4.52	.598	Exceptionally Engaged
I feel a strong sense of determination and resilience in the face of obstacles.	4.56	.618	Exceptionally Engaged
I feel invigorated and satisfied with my accomplishments at the end of each day.	4.49	.604	Exceptionally Engaged
I am committed to giving my best effort in all my endeavors.	4.68	.551	Exceptionally Engaged
I remain focused and dedicated to achieving my long-term goals.	4.62	.560	Exceptionally Engaged
I am devoted to fulfilling my responsibilities, both personally and professionally.	4.68	.531	Exceptionally Engaged
I willingly invest time and effort to improve my skills and knowledge.	4.66	.538	Exceptionally Engaged
I take ownership of my actions and hold myself accountable for the outcomes.	4.69	.527	Exceptionally Engaged
I get completely engrossed in my work or activities, losing track of time.	4.35	.664	Exceptionally Engaged
I feel a deep sense of enjoyment and satisfaction while engaged in my interests.	4.42	.655	Exceptionally Engaged
I am absorbed in finding solutions to problems and overcoming obstacles.	4.38	.717	Exceptionally Engaged
I feel a strong sense of fulfillment and satisfaction when I am fully absorbed in my work.	4.43	.662	Exceptionally Engaged
I feel captivated by challenges and view them as opportunities for growth.	4.47	.626	Exceptionally Engaged
Grand Mean	4.53	.508	Exceptionally Engaged

Level of Public Teachers' Performance

Table 5 shows the level of public teachers' performance or IPCRF rating of respondents among geographically isolated secondary schools in Eastern Samar. Out of one hundred fifteen (115) respondents participated, there are one hundred three (103) or 89.6% whose teachers' performance or IPCRF rating is 3.5 – 4.99 a Very Satisfactory level of individual teachers' performance, while twelve (12) or 10.4% who got 4.5 – 5.00 IPCRF rating on their level of individual teachers' performance with Outstanding performance.

The findings revealed a very satisfactory level of performance, indicating that teachers consistently met and exceeded the standards and targets set by the Department of Education. This result reflects their competence in lesson planning, instructional delivery, classroom management, learner assessment, professional development, and participation in school programs and activities. It also suggests that the respondents demonstrated commitment, accountability, and professionalism in carrying out their duties despite the varied challenges encountered in secondary education. Their

performance ratings further signify that teachers were able to translate their knowledge, skills, and professional values into practices that supported learners' academic growth and overall development. Nevertheless, differences in individual ratings may point to specific areas requiring further improvement, technical assistance, mentoring, and relevant training. School administrators may therefore continue providing support,

resources, and professional development opportunities to sustain performance and address identified needs (Liu et al., 2024).

Overall, the IPCRF ratings demonstrate that public secondary school teachers in Eastern Samar possess a commendable level of effectiveness and dedication in fulfilling their instructional responsibilities and contributing to the achievement of school goals and educational outcomes.

Table 5.

Level of Public Teachers' Performance

Range	Interpretation*	Frequency (N=115)	Percent
4.5 – 5.00	Outstanding	12	10.4
3.5 – 4.49	Very Satisfactory	103	89.6
2.5 – 3.49	Satisfactory		
1.5 – 2.49	Unsatisfactory		
Below – 1.49	Poor		

*Based on DepEd Memorandum No. 89, series of 2025

Test of a significant relationship between socio-emotional and work engagement determinants public sector teachers' performance in geographically isolated schools in Eastern Samar

Table 6 shows the relationship between socio-emotional and work engagement determinants public sector teachers' performance in geographically isolated schools in Eastern Samar. Dancey & Reidy (2007) measures using interpretation of correlation with estimated values; Very Weak - .00 to .05, Negligible - .01 to .19, Weak - .20 to .29, Moderate - .30 to .39, Strong - .40 to .69, Very Strong - .70 to 1.0. Findings show that a weak or negligible negative correlation of emotional intelligence in relation to IPCRF teachers performance rating ($\rho = -0.129$, $p = .026$) this employ that the negative correlation or high emotional intelligence does not automatically mean higher administrative or instructional emotional intelligence as evaluation capture rigid compliance tasks rather than interpersonal and intrapersonal emotional intelligence. Likewise, a weak or negligible emotional awareness does not understand one's own emotions, knowing whether they are

happy or not, and being sensitive to the feelings and emotions of others. The professional identity shows a weak or negligible positive correlation in relation to IPCRF teachers performance rating ($\rho = 0.047$, $p = .610$) this employ that the positive correlation adheres the professional ethical standard that align with personal values and active participation on professional development. In addition, a positive correlation or high level of professional identity enhance a positive environment satisfaction and continuous growth in the profession. The work satisfaction shows a strong or highest positive correlation in relation to IPCRF teachers performance rating ($\rho = 0.515$, $p = .000$) this employ that the strong positive correlation employs a core indicator of socio-economic and institutional stability within labor economics and public administration governance. A strong or highest positive correlation on work satisfaction of public teachers n geographically isolated schools in Eastern Samar create a determinant that every public-school teacher must have a work satisfaction based on their profession, safe and motivating environment, and collaborative community.

Table 6.

Test of a significant relationship between socio-emotional and work engagement teachers' performance in geographically isolated schools in Eastern Samar

Work Engagement (Socio-Emotional)	IPCRF	rho	Interpretation	p-value	Decision	Interpretation
Work Satisfaction		.515	Strong	.000	Reject H_0	Significant
Emotional Intelligence	Public Sector Teachers' Performance	-.129	Negligible	.026	Reject H_0	Significant
Professional Identity		.047	Negligible	.610	Fails to reject H_0	Not Significant

Conclusion

Based on the analysis provided, several factors affecting the socio-emotional dynamics and work engagement as determinants of public sector teacher performance in geographically isolated schools in Eastern Samar can be identified:

1. Socio-emotional dynamics and work engagement as determinants of teachers' performance in terms of work satisfaction, emotional intelligence, and professional identity is essential for fostering a productive and fulfilling workplace. Work satisfaction has highly engaged on improving performance towards the organizational support and training, benefits and compensation on work are contented and feeling motivated. Emotional intelligence has very high emotional intelligence that equips them with the skills to navigate interpersonal dynamics and stress, and a very high professional identity that will provides them with a clear sense of purpose and direction. Together, these elements contribute to a resilient and effective workforce capable of achieving personal and organizational goals. Organizations investing in these areas will likely see enhanced performance, lower turnover rates, and a more positive workplace culture.
2. Level of public teachers' work engagement is exceptionally high level of dedication and commitment in their personal and professional endeavors. It has strong focus on excellence, responsibility, accountability,

and continuous improvement, contributing to their overall effectiveness and success in the workplace. Such high levels of dedication are essential for fostering a culture of excellence and driving organizational achievement.

3. Level of public teachers' performance or IPCRF has a very satisfactory rating performance this would reflects their competence in lesson planning, instructional delivery, classroom management, learner assessment, professional development, and participation in school programs and activities.
4. There is a significant relationship between socio-emotional dynamics and work engagement as determinants of public sector teacher performance in geographically isolated schools in Eastern Samar.

Recommendation

The findings suggest several recommendations to further enhance socio-emotional dynamics and work engagement as determinants of public sector teacher performance in geographically isolated schools in Eastern Samar including:

1. To foster a more productive and fulfilling work environment in the organization it should be implement strategies that enhance work satisfaction, which can be achieved by providing regular feedback and recognition, promoting work-life balance, offering career development opportunities,

and creating a positive environment. Develop emotional intelligence such as training programs, focusing on leadership development, providing stress management resources, and encouraging open communication. Strengthening professional identity requires mentoring and coaching programs, continuous professional development opportunities, precise role definitions, and fostering a culture that aligns with employees' values. By integrating these strategies into comprehensive well-being programs, conducting regular employee engagement surveys, and promoting inclusivity and diversity, organizations can ensure that employees feel valued, supported, and motivated, leading to higher engagement, productivity, and commitment.

2. Continue to nurture this work engagement of public-school teachers by recognizing and rewarding employees' contributions, providing opportunities for professional development, and ensuring that employees have the resources and support needed to maintain their high levels of energy and dedication.
3. Systematic Human Resource Policies must be recommended that the Department of Education design regional welfare and compensation packages tailored to geographically isolated areas.
4. It must be recommended the behavioral support framework of public-school teacher institutionalized through mental health, stress management, and human resource development.

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