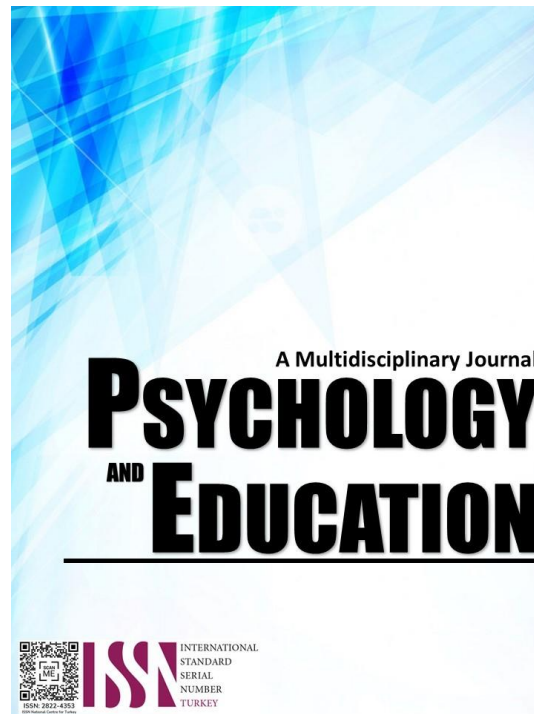


TEACHERS' SELF-COMPASSION, MOTIVATION, ENGAGEMENT, AND COMMITMENT IN THE NEW NORMAL: ROLE TO SCHOOL PERFORMANCE



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Teachers' Self-Compassion, Motivation, Engagement, and Commitment in the New Normal: Role to School Performance

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Abstract

This study determined the influence of self-compassion, motivation, engagement and commitment of teachers in the New Normal on the performance of public elementary schools in the Division of Gapan City during the New Normal. With explanatory sequential mixed methods as research design and 487 teachers as respondents of the study, findings showed that the public elementary school teachers “sometimes to frequently” showed their self-compassion. Meanwhile, they correspond strongly to completely to their work tasks motivation. On the other hand, they agreed to strongly agreed that they are deeply engaged to their work at hand. Further, they agreed that they have organizational commitment in this New Normal. Majority of the school respondents registered school performance in terms of enrollment rate, promotion rate, retention rate, cohort survival rate and graduation rate of 100 percent. Majority of the school respondents registered school performance in terms of drop-out rate, school leavers rate, and repetition rate of 0.00 percent. Based on the findings of the study, the following conclusions were drawn: There is a significant relationship between the self-compassion, work tasks motivation, engagement and organizational commitment of public elementary school teachers and their school performance.

Keywords: *motivation, work engagement, self-compassion, school performance, commitment, new normal education*

Introduction

Teaching is, in its essence, a caregiving profession. The responsibilities of teachers only increased during the pandemic as remote class management came with its own hurdles. On top of this, teachers had had to show compassion for students and parents — often without expecting the same treatment. That’s why it’s so easy to think of teachers as selfless people that give it all for future generations.

Educators are taught to do many things, but their education is usually lacking in addressing the emotional problems of being a teacher. One of these aspects is self-compassion. According to Neff (2015), self-compassion is simply compassion directed inward. In other words, it’s about showing the same care and understanding that teachers typically show among their students or other people in their lives. Further, Neff found that people who practice self-compassion experience fewer negative emotions and stay emotionally balanced in difficult situations—both of which, according to a study on emotional exhaustion among teachers, help prevent teacher burnout.

According to Logan (2015), self-compassion centers around practicing kindness and respect. It also requires openness and vulnerability in acknowledging past trauma or mistakes and working through difficult emotions like anger, hurt, and sadness. Self-compassion allows teachers to release criticism and

self-judgment.

Self-compassion specifically targets shame by encouraging people to extend genuine kindness toward themselves and recognize that everyone is imperfect and experiences feelings of failure (Neff & Dahm, 2015). Acknowledging a present moment of suffering can increase clarity and perspective on the magnitude of one’s emotional pain, which helps create a more positive state of mind. Practicing self-compassion develops an awareness of self-judgment, allowing educators to identify methods to improve and feel competent without harsh self-criticism (Germer & Neff, 2016).

According to Nelson, Hall, Anderson, Birtles and Hemming (2017), self-compassion practice is a simple and effective way to model and practice self-care. Having compassion for oneself allows teachers to develop the emotional capabilities and skills needed to show compassion towards others. Engaging in a practice of self-compassion is a simple and effective tool for personal and professional enhancement, growth, insight, and an overall better quality of life. It adds to teachers’ humanness, enriches their experience and adds a level of connection and depth.

Meanwhile, all researchers and experts have agreed that motivation is one of the key factors that influence the learners’ success in learning. Barnett (2019) stated that the most important factor in students learning is apparently motivation. Other factors are intellectual,

learning facilities, and the role of the family. However, these factors do not seem to be the key, although their respective roles cannot simply be ignored.

According to Pujals (2016) motivation is a change of energy in a person which is marked by the emergence of feelings and reactions to achieve goals. Motivation is the root word motive. Motive shows an impulse that arises from in someone that causes that person to act to do something. Meanwhile, motivation is the driving force of an effort that affects behavior someone so that he moved his heart to act to do something to achieve results or a specific purpose.

In line with that, Smith (2016) stated that motivation is a very important factor which determines the success or failure in learning. Motivation can directly influence the frequency of using learning strategies. In addition, it will be the power of learning, goal setting, and the persistence in learning.

Lately, it is a constant increased attention for studying the work engagement of teachers suggested by a 2018 study (Perera et al., 2018) motivated by the interest in gaining evidence that shows a connection between the behavior, the beliefs and the emotional dimension of teachers and the results obtained by their students. The work done by a teacher has numerous specificities that offer uniqueness to this occupation. Researches of the last decade have shown that teaching is a challenging job emotionally, physically and intellectually (Van Wingerden et al., 2019). Moreover, recent studies from right before the burst of Covid-19 pandemic were advancing the need for the western societies of having teachers capable to educate children in a digitalized and globalized world (Van Wingerden et al., 2019).

Meanwhile, teachers' work commitment during the COVID-19 crisis is important. Teachers needed to abruptly transition their lessons from physical classrooms to distance learning platforms in response to this crisis. Though they are struggling with many challenges in their efforts to meet the development needs of their students, they remain committed to their learners' education and emotional, social, cognitive, physical, and spiritual well-being. Stories abound teachers' concern for their students' mental health, and other personal and academic concerns (Raheem and Khan, 2020).

Furthermore, evidence-backed strategies are needed to help ensure teachers' well-being and maintain their commitment to work during the COVID-19 pandemic. Teachers need to develop adaptability in which they can adjust their thoughts, actions, and emotions to navigate new, changing, or uncertain situations

effectively. Since the teaching profession amid crisis involves many unexpected situations and events, teachers must respond to the changing needs of students throughout a lesson, adapt to manage unexpected situations relating to student behavior, and make adjustments to their teaching plans when timetable changes occur (Bezhovski and Poorani, 2020).

Besides, during a crisis like this, teachers must demonstrate greater commitment to their job and consequently increase their engagement at work. With or without a pandemic crisis, commitment is an essential element of successful teaching. Showing commitment to student learning, especially in this pandemic time can be an important factor in motivating students to continue school. Committed teachers recognize and endeavor to fulfill their responsibilities to their students. The degree of loyalty of committed teachers have, toward their profession is one of their distinguished characters. Teachers who are engaged in their profession and committed to students and their learning play a crucial role in the development of students (Bol, 2020).

One factor which influences the work commitment, especially during a crisis, is the self-efficacy beliefs. Employees with high efficacy beliefs perceive crises and dilemmas as challenges. They are highly committed to the work tasks they carry out and invest more time and effort into their work activities. They also think strategically to resolve problems, recover easily from predicaments, feel they are in control of the majority of stressors and are less vulnerable to stress and depression (Brown, 2017).

Therefore, teachers play an important role in the education of the learners especially in these times of pandemic. The highest quality of education requires the teachers having the highest quality and skills in teaching. Teachers prepare good citizens for future in every country to develop knowledge, skills and other characteristics which are very basic, both at the professional and personal level. Hence, the quality of education is very indispensable for this purpose. But teachers need techniques and skills in different ways for effective teaching and learning process and the desired outcomes. It is in this context that the researcher decided to conduct this research with a purpose disclosing the influence of teacher factors such as self-compassion, motivation, engagement and commitment in the new normal on school performance.

Research Questions

This study determined the influence of self-compassion, motivation, engagement, and commitment of teachers in the new normal on the performance of public elementary schools in Gapan North District, Division of Gapan City. Specifically, this research sought answers to the following questions:

1. How may the self-compassion of public elementary school teachers be described in terms of:
 - 1.1. self-kindness;
 - 1.2. self-judgment;
 - 1.3. common humanity;
 - 1.4. isolation;
 - 1.5. mindfulness; and
 - 1.6. over-identification?
2. How may the work tasks motivation of public elementary school teachers be described in terms of:
 - 2.1. intrinsic motivation;
 - 2.2. identified regulation;
 - 2.3. introjected regulation;
 - 2.4. external regulation; and
 - 2.5. amotivation?
3. How may the engagement of public elementary school teachers in this new normal be described in terms of:
 - 3.1. emotional engagement;
 - 3.2. cognitive engagement;
 - 3.3. social engagement;
 - 3.3.1. pupils?
 - 3.3.2. colleagues; and
4. How may the organizational commitment of public elementary school teachers in the new normal be described in terms of:
 - 4.1. affective commitment;
 - 4.2. continuance commitment; and
 - 4.3. normative commitment?
5. How may the school performance be described in terms of:
 - 5.1. enrollment rate;
 - 5.2. promotion rate;
 - 5.3. drop-out rate;
 - 5.4. school leavers rate;
 - 5.5. repetition rate;
 - 5.6. retention rate;
 - 5.7. cohort survival rate; and
 - 5.8. graduation rate?
6. Is there a significant relationship between the self-compassion of public elementary school teachers and their school performance?
7. Is there a significant relationship between the work tasks motivation of public elementary school teachers and their school performance?
8. Is there a significant relationship between the

engagement of public elementary school teachers in this new normal and their school performance?

9. Is there a significant relationship between the organizational commitment of public elementary school teachers in this new normal and their school performance?

10. What program of activities/interventions could be derived from the findings of the study?

Methodology

The information about the research and sampling procedures that was utilized by the researcher are provided in this chapter. The research design that was employed, as well as the data gathering techniques, and data analysis scheme were also discussed in this chapter.

Research Design

This research study employed an explanatory sequential mixed methods design which is introduced by Creswell (2011) and it involved collecting quantitative data first. In the quantitative data collection phase of the study, the researcher collected data about the perceptions of the elementary school teachers as regards their self-compassion, motivation, engagement, and commitment. Included also were the school performance in terms of enrollment rate, promotion rate, drop-out rate, school leavers rate, repetition rate, retention rate, cohort survival rate, and graduation rate. Further, the relationships of these variables were disclosed in this phase. In the qualitative phase, the researcher solicited the views and insights of the respondents as regards the importance of teachers' self-compassion, motivation, engagement and commitment in the new normal on their school performance through semi-structured interviews. Results of the qualitative phase were then be integrated to the quantitative findings of the study in order to arrive at a more comprehensive analysis and interpretation results. This was done to validate the quantitative results of the study.

Data Gathering Techniques

Prior to the conduct of the study, the researcher sought permission from the Superintendent of Gapan City to

allow her to conduct this research. After receiving the approved permit, coordination with the principal of the school respondents was done. The researcher sent the Google form for the questionnaire and conduct the interview to respondents so that if clarifications as regards the questions are needed, she can easily explain everything about it. Data collection was done in two distinct phases. Phase 1 was quantitative in nature while Phase 2 was for qualitative data gathering. In the phase I of data collection, the questionnaires used in gathering the needed quantitative data was composed of four parts. Part I of the questionnaire which was used to measure the level of self-compassion of the public elementary school teachers, was adapted from Long (2015). Part II was adapted from Johnakin-Putnam (2020) and was utilized to gauge the respondents' motivation in the new normal. On the other hand, Part III of the questionnaire was adapted from Klassena (2013) and was used to describe the teacher respondents' engagement in these pandemic times. Part IV which was adapted from Tadesse (2019) was utilized to gauge the elementary school teachers' organizational commitment. In the phase 2 of the data collection, open-ended questions which were personally made by the researcher were asked to selected respondents during the semi-structured interviews. The data gathered in this phase were used to further explain and support the quantitative findings of the study. This was done to arrive at a more comprehensive explanation and analysis of all the quantitative results of the study.

Sampling Procedures

Total enumeration was utilized to select the teacher respondents of the study. All public elementary school teachers in Gapan North District, Division of Gapan City was requested to participate in this research. Table 1 shows that a total of 487 teachers comprise the respondents in the study. On the qualitative part of the study, one teacher per school was requested to participate in the semi-structured interview.

Table 1. *Distribution of Respondents*

<i>Schools in Gapan North District</i>	<i>No. of Teachers</i>
1. Bagong Silang Elementary School	8
2. Balante Elementary School	9
3. Bungo Elementary School	10
4. Cardenas Elementary School	7
5. Gapan East Integrated Central School	27
6. Gapan North Central School	28
7. General Pantaleon Valmonte Elementary School	25
8. Kapalangan Elementary School	13
9. Kapalangan Munti Elementary School	7
10. Lupang Pangarap Elementary School	8
11. Mabuga Elementary School	7
12. Maburak Elementary School	17
13. Mahipon Elementary School	13
14. Mangino Elementary School	30
15. Puting Tubig Elementary School	11
16. Sapang Kawayan Elementary School	8
17. St. Joseph Elementary School	9
18. Sta. Cruz Elementary School	20
19. Velcar Elementary School	8
<i>Schools in Gapan South District</i>	
1. Amado Maniquis Elementary School	7
2. Bayanihan Elementary School	7
3. Malimba Elementary School	15
4. Gapan South Central School	36
5. Marelo Integrated School	16
6. Parcutela Elementary School	7
7. Punot Elementary School	7
8. San Nicolas Central School	28
9. San Nicolas West Elementary School	16
10. San Roque Elementary School	28
11. Sto. Niño Elementary School	15
12. Sto. Cristo Norte Elementary School	13
13. Sto. Cristo Proper Integrated School	14
14. Sto. Cristo Sur Elementary School	13
Total	487

Data Analysis Scheme

Responses distributed and collated through Google Forms were tabulated, organized, tallied and analyzed using some statistical tools. Descriptive statistics such as range, mean and standard deviation were computed to describe the school performance in terms of enrollment rate, drop-out rate, retention rate and

graduation rate. Weighted mean was computed to describe respondents' (a) self-compassion in terms of self-kindness, self-judgment, common humanity, isolation, mindfulness, and over-identification; (b) work tasks motivation in terms of intrinsic motivation, identified regulation, introjected regulation, external regulation and amotivation; (c) engagement in this new normal in terms of emotional engagement, cognitive engagement, and social engagement (colleagues and pupils); and (d) organizational commitment in terms of affective commitment, continuance commitment and normative commitment. Pearson Product-Moment Correlation Coefficient will be applied to determine if significant correlations existed between the aforementioned variables.

Results

This section deals with the presentation, analysis and interpretation of the data collected and the results of the statistical treatment employed in the study with the purpose of describing the influence of self-compassion, motivation, engagement and commitment of teachers in the new normal on the performance of public elementary schools.

The Self-Compassion of Public Elementary School Teachers

Self-compassion is rooted from the idea that everyone is imperfect and is experiencing challenges and failures. Therefore, one must learn how to extend kindness towards oneself (Akpan and Sanders, 2017). The assessments of the public elementary school teachers as regards their self-compassion in terms of self-kindness, self-judgment, common humanity, isolation, mindfulness, and over-identification are summarized in Tables 2 to 7.

Self-Kindness. In this New Normal, teachers tend to suffer uncertainties, pressures, adversities, disappointments and even griefs. Understanding one's self during those times and accepting that every individual has shortcomings, failures and flaws help maintain the self-compassion. As teachers show care among their students, it is important that teachers treat themselves with care as well which is an act of self-kindness.

Table 2. *The Self-Compassion of Public Elementary School Teachers in terms of Self-Kindness*

Item Statement	Responses = 487					Mean	VD
	5	4	3	2	1		
1. I try to be understanding and patient towards those aspects of my personality I don't like.	197	202	76	0	12	4.17	F
2. I'm kind to myself when I'm experiencing suffering.	169	229	87	2	0	4.16	F
3. When I'm going through a very hard time, I give myself the caring and tenderness I need.	260	183	43	1	0	4.44	AA
4. I'm tolerant of my own flaws and inadequacies.	111	206	149	19	2	3.83	F
5. I try to be loving towards myself when I'm feeling emotional pain.	217	211	59	0	0	4.32	AA
Overall Mean						4.19	F

Table 2 presents the assessment of public elementary school teachers as regards their self-compassion in terms of self-kindness with an overall mean of 4.19 which has a verbal description of "Frequently." It can be assessed in the table that the item "When I'm going through a very hard time, I give myself the caring and tenderness I need" obtained the highest mean of 4.44 and a verbal description of "Almost Always." However, the item "I'm tolerant of my own flaws and inadequacies" gained the lowest mean of 3.83 and a verbal description of "Frequently."

This finding implies how the respondents are aware as regards the caring and tenderness they need. It also shows how they accept their failures during the time of pandemic. This is in accordance with what the study by Phillips (2019) concluded about self-kindness being a strong predictor of adaptive emotion regulation. On the other hand, there were still teachers who do not accept their flaws and limitations during this time of New Normal.

Public elementary school teachers described their self-kindness during the conducted interview. A participant said, "*I have to give myself time to adjust and adapt to situations which are new, effortful, and time-consuming. Not forcing myself to easily learn everything all at the same means I am treating myself with kindness.*" Another participant shared, "*When I feel cared for, I am able to transfer that positivity and passion to my job as a teacher. I am more enthusiastic to deliver the tasks expected of me, particularly being kind to students, especially to those who are non-performing or academically challenged. Doing so uplifts their grades and their morale to keep learning which, consequently, affect the school performance.*"

During the interview, majority of the public elementary school teachers voiced out about

acceptance, kindness and understanding when it comes to their flaws and failures. The situation in this new normal strengthened their self-compassion which can be supported by the result of the survey.

Self-Judgment. Self-judgment is described as how a person make an opinion towards himself which commonly are negative such as frustration, anger, anxiety and depression. It frequently is contrasted with self-kindness. Self-judging in the most difficult times was stressful. It caused doubting about one's abilities, capabilities and value. The sudden changes caused by the COVID-19 pandemic somehow brought moments of self-doubt.

Table 3. *The Self-Compassion of Public Elementary School Teachers in terms of Self-Judgment*

Item Statement	Responses = 487					Mean	VD
	5	4	3	2	1		
1. When I see aspects of myself that I don't like, I get down on myself.	172	185	93	22	15	3.98	F
2. When times are really difficult, I tend to be tough on myself.	30	75	190	88	104	2.67	S
3. I can be a bit cold-hearted towards myself when I'm experiencing suffering.	70	89	164	104	60	3.01	S
4. I'm disapproving and judgmental about my own flaws and inadequacies.	7	67	186	109	118	2.46	R
5. I'm intolerant and impatient towards those aspects of my personality I don't like.	17	26	203	131	110	2.40	R
Overall Mean						2.90	S

Table 3 presents the assessment of public elementary school teachers as regards their self-compassion in terms of self-judgment with an overall mean of 2.90 and a verbal description of "Sometimes." Scrutiny of the table showcases the item "When I see aspects of myself that I don't like, I get down on myself" which obtained the highest mean of 3.98 with a verbal description of "Frequently." This finding implies that teacher somehow experience self-criticism in this time of new normal. Some of them also get down on themselves when they did something that disappoints them. They gone through doubting their worth and value as a teacher and as a person. A study conducted by Kim, Chiu, and Zhou (2010) stated how unrealistic views on oneself may lower the levels of motivation and performance when faced with obstacles or failures. Also, a person will provide little to no effort if he or she believes that he can perform tasks easily.

This result was emphasized during the interview as a participant voiced out, *"I put high expectations on myself that I will be able to do tasks with efficiency. On the downside, setting high expectations on myself also results in high levels of self-criticism."* Another

participant shared, *"Not being able to accomplish a task or a role designated to me makes me feel like a failure. It makes me think that I will not be able to be chosen or trusted to be given another responsibility once the opportunity occurs again in the future."* This finding was supported by the marginal part of the respondents during the interview speaking about self-criticism and disappointment. Some teachers tend to be disappointed towards themselves when it comes to work tasks during the New Normal.

Common Humanity. Common humanity is referred to how a person recognize his problems and dealing with this problem as common and experienced by other people as well. As a teacher, accepting and understanding that no one is perfect, and everyone has flaws and limitations can affect the performance of the teacher in the school.

Table 4 presents the assessment of public elementary school teachers as regards their self-compassion in terms of common humanity with an overall mean of 3.29 and a verbal description of "Sometimes." A notable finding from the table is the item "When I encountered problems, I considered it as normal and part of everyday living" which received the highest mean of 4.00 and a verbal description of "Frequently."

Table 4. *The Self-Compassion of Public Elementary School Teachers in terms of Common Humanity*

Item Statement	Responses = 487					Mean	VD
	5	4	3	2	1		
1. When I feel inadequate in some way, I try to remind myself that feelings of inadequacy are shared by most people.	25	66	169	91	136	2.49	R
2. I try to see my failings as part of the human condition.	27	79	151	99	131	2.53	R
3. When I'm down and out, I remind myself that there are lots of other people in the world feeling like I am.	76	202	165	16	28	3.58	R
4. When things are going badly for me, I see the difficulties as part of life that everyone goes through.	120	191	147	29	0	3.83	F
5. When I encountered problems, I considered it as normal and part of everyday living.	162	173	142	9	1	4.00	F
Overall Mean						3.29	S

This result implies that the respondents see themselves as the same with everyone else, failing and making mistakes. It also indicates that they handle their problems as these were part of being a human being. This notion is supported by Neff and Dahm (2015) as their study expounded on common humanity, highlighting how a compassionate "other" toward himself provides a different and broader perspective in looking at suffering as a shared human experience.

During the conducted interview, the participants expressed their insights relevant to common humanity. *“Whenever I feel down, I have my co-teachers, acting as friends as well, telling me they have undergone the same situation I am experiencing,”* said a participant. Another one mentioned, *“Knowing that people do encounter the same trials, have anxiety about the effects of COVID-19 and feel limited especially during the lockdown, makes me realize I am no different and that I can surpass these challenges just like them.”* Furthermore, the sense of common humanity was linked with school performance when a participant answered, *“The feeling of solidarity strengthens the value of resilience, not only for me as an individual but also for the school as an institution.”* In addition to, most teachers openly shared that problems and inadequacies were common, normal and acceptable. They believed that every person has limitations and problems thus, giving them the feeling of having someone to be with in overcoming any unfavorable situation.

Isolation. It is the feeling of loneliness at work. It could also be called professional isolation when one feels that his network of social relations at work does not properly function in a significant way (Nameghi & Sheikahmadi, 2016). Isolation is contrastive with common humanity. Table 5 presents the assessment of public elementary school teachers as regards their self-compassion in terms of isolation with an overall mean of 2.89 which has a verbal description of “Sometimes.” Further analysis of the data showcases the item “When I think about my inadequacies it tends to make me feel more separate and cut off from the rest of the world” obtained the highest mean of 3.86 and a verbal description of “Frequently.”

Table 5. *The Self-Compassion of Public Elementary School Teachers in terms of Isolation*

Item Statement	Responses = 487					Mean	VD
	5	4	3	2	1		
1. When I fail at something that's important to me, I tend to feel alone in my failure.	133	157	130	47	20	3.69	F
2. When I think about my inadequacies it tends to make me feel more separate and cut off from the rest of the world.	171	150	109	41	16	3.86	F
3. When I'm feeling down, I tend to feel like most other people are probably happier than I am.	4	65	188	110	120	2.43	R
4. When I'm really struggling, I tend to feel like other people must be having an easier time of it.	5	56	130	145	151	2.22	R
5. When I encountered problems, I feel that I am very unfortunate as compared to others.	6	46	156	135	144	2.25	R
Overall Mean						2.89	S

The result implies that public elementary school teachers feel isolated during the new normal. Committing mistakes and having weaknesses made them feel uncomfortable to socialize with their co-teachers. An irrational feeling of “it’s only me” who is experiencing challenges lengthens and intensifies the suffering (Neff & Dahm, 2015). This is even more specifically distinguished as adaptive isolation which refers to “the overwhelming state of mind when struggling to meet new demands” (Lortie, 1997 as cited in Nameghi & Sheikahmadi, 2016).

This finding can be better understood through the data gathered during the interview as a participant explained, *“I have always attuned my perspective to the saying ‘If others can, why can’t I?’ As much as the statement should sound uplifting, it sometimes makes me feel like I am lacking of skills or knowledge as regards teaching considering that I have only been in the service for more than a year.”* This was followed by another participant, *“There were some instructions given by my principal which I did not completely understand. My initial reaction was to ask my peers, especially the senior teachers. However, I felt like they were busy and cannot be distracted so as a coping mechanism, I tried learning the system by myself.”* Another participant uttered, *“Knowing that collaboration is tedious and sometimes discouraged as everyone has each task to focus on, it may have affected the performance of the school negatively. Instead of bringing out the best ideas among each member to efficiently achieve the objective, we isolate ourselves and produce an output which is mediocre.”* During the interview, there were few teachers mentioned about the feeling of being alone and unfortunate as compared to others. They felt that they cannot adapt in the current situation as compared to most of the teachers.

Mindfulness. Mindfulness provides an opportunity for oneself to be comforted with compassionate understanding as a result of noticing negative emotions. As a teacher, it is very important to practice and maintain self-compassion as it may affect one’s family, friends, colleagues and especially the learners. He should have the ability to be aware of one’s own emotions and feelings without any judgement.

Table 6. *The Self-Compassion of Public Elementary School Teachers in terms of Mindfulness*

Item Statement	Responses = 487					Mean	VD
	5	4	3	2	1		
1. When something upsets me, I try to keep my emotions in balance.	20	99	154	117	97	2.65	S
2. When I'm feeling down, I try to approach my feelings with curiosity and openness.	28	110	98	106	145	2.53	R
3. When something painful happens, I try to take a balanced view of the situation.	136	231	104	9	7	3.99	F
4. When I fail at something important to me, I try to keep things in perspective.	164	232	73	11	7	4.10	F
5. When I encountered difficulties, I try to consider it as a challenge for self-improvement.	146	239	89	5	8	4.05	F
Overall Mean						3.46	F

Table 6 presents the assessment of public elementary school teachers as regards their self-compassion in terms of mindfulness with an overall mean of 3.46 which has a verbal description of “Frequently.” The item “When I fail at something important to me, I try to keep things in perspective” obtained the highest mean of 4.10 and a verbal description of “Frequently.” The result implies that public elementary teachers can comfort themselves on negative emotions through understanding and accepting their reactions to the situations – whether it is negative and unacceptable feelings. This result is in accordance with the conclusion of the study by Flook et al. (2013) which pronounces how mindfulness reduces psychological symptoms and burnout and increases effective teaching behavior.

During the conducted interview, a participant had commented, “*One must be able to recognize that we cannot please everybody. An output that is satisfactory for me, may be unacceptable for others. Realizing that there are things out of my control allows me to respond to a negative situation in a rational way.*” The finding was supported by the conducted interview wherein most of the teacher-respondents shared of having a balanced, opened and non-judgmental mindset during the New Normal. This helped them overcome the sudden changes and challenges of the current situation.

Over-Identification. Over-identification refers to how a person constantly focus on his problems through dramatizing it, thinking about the negative emotions and consequences attached and may possibly be produced by it. Table 7 presents the assessment of public elementary school teachers as regards their self-compassion in terms of over-identification with an overall mean of 3.07 which has a verbal description of “Sometimes.” A significant finding is found to be the item “When I’m feeling down, I tend to obsess and

fixate on everything that’s wrong” acquiring the highest mean of 3.87 and a verbal description of “Frequently.” This result implies that this “new normal” set up causes teachers some sort of stress as they find it difficult to switch-off from work even beyond office hours. This stress may negatively influence the teacher’s performance in the classroom (Turktorun, Weiher, & Horz, 2020).

During the conducted interview, a participant said, “*I think everyone wants to be recognized as a good and effective teacher, that is why stressing over a particular task is normal.*” Another participant expressed, “*Oftentimes, I can stop myself from thinking and worrying about school activities.*” This result was confirmed during the interview wherein some teachers likely to experienced negative reaction and overreaction on the situations they are in. They shared that because of the sudden changes in education due to pandemic, they overreact and act negatively in some instances.

Table 7. *The Self-Compassion of Public Elementary School Teachers in terms of Over-Identification*

Item Statement	Responses = 487					Mean	VD
	5	4	3	2	1		
1. When something upsets me, I get carried away with my feelings.	113	183	136	48	7	3.71	F
2. When I'm feeling down, I tend to obsess and fixate on everything that's wrong.	166	154	115	42	10	3.87	F
3. When something painful happens, I tend to blow the incident out of proportion.	17	66	238	107	59	2.74	S
4. When I fail at something important to me, I become consumed by feelings of inadequacy.	23	53	182	144	85	2.56	R
5. When I fail to meet the target, I feel that I am inefficient.	12	42	211	129	93	2.49	R
Overall Mean						3.07	S

The Work Tasks Motivation of Public Elementary School Teachers

Work tasks motivation is an integral factor for teachers to carry out the teaching and learning process as it capitalizes on their desire to perform a particular task which, as a result, stimulates and adds to their satisfaction. The assessments of the public elementary school teachers as regards their work tasks motivation in terms of intrinsic motivation, identified regulation, introjected regulation, external regulation, and amotivation are summarized in Tables 8 to 12.

Intrinsic Motivation . Intrinsic motivation is referred to how an individual gains pleasure or satisfaction in performing a task. As teachers, motivation serves as

the driven factor in order to make initiatives and pursuing personal and professional goals. Table 8 presents the assessment of public elementary school teachers as regards their work tasks motivation in terms of intrinsic motivation with an overall mean of 4.01 which has a verbal description of “Correspond Strongly.” In assessing the data, it was found out that the item “Because I find this task interesting to do” obtained the highest mean of 4.10 with a verbal description of “Correspond Strongly,” as a respond to the question, “In this new normal, why are you doing your work task?”

Table 8. *The Work Tasks Motivation of Public Elementary School Teachers in terms of Intrinsic Motivation*

Item Statement	Responses = 487					Mean	VD
	5	4	3	2	1		
1. Because it is pleasant to carry out this task.	94	253	123	11	6	3.86	CS
2. Because I find this task interesting to do.	140	258	89	0	0	4.10	CS
3. Because I like doing this task.	135	249	103	0	0	4.07	CS
Overall Mean						4.01	CS

This finding implies that public elementary school teachers find interest as important in carrying out tasks. This is further supported by a study conducted by Tamah (2018) which pronounced that interest is a key factor in one’s vocational choice. Also, being interested provides a teacher the drive to develop professional knowledge. which in turn makes teaching easier and more effective. Therefore, interest not only improves an individual’s attachment to his or her profession, but it also affects the performance of the school and the teacher (Schiefele, Streblow, & Retelsdorf, 2013).

Comments from the conducted interview worth revealing include “*With the load of paper works and stress, our desire to educate should never falter,*” “*Continuous interest in teaching is essential to be an effective teacher. The students will not find the subject interesting or worth learning if they feel like their teachers lack interest themselves,*” and “*I appreciate the designation of coordinatorship as it gives me an opportunity to keep my interest in a particular field of specialization. During meetings with subject coordinators or representatives coming from different elementary schools, I get the chance to interact with them and discover innovative pedagogies or activities in teaching the subject which I can apply in my classes.*” During the interview, majority of the teachers described themselves as motivated and

positive even under the New Normal situation. They expressed that teaching in this kind of situation was really challenging but their motivation to teach and do their task was unceasing and continuous.

Identified Regulation. Identified regulation describes how an individual chooses to perform a particular task, which he may not find as intrinsically motivating, but is compatible with his own values and goals. As a teacher, finding motivation is the best way to continue his task and perform his duties to its highest form.

Table 9. *The Work Tasks Motivation of Public Elementary School Teachers in terms of Identified Regulation*

Item Statement	Responses = 487					Mean	VD
	5	4	3	2	1		
1. Because it is important for me to carry out this task.	165	243	75	4	0	4.17	CS
2. Because this task allows me to attain work objectives that I consider important.	203	207	76	1	0	4.26	CC
3. Because I find this task important for the academic success of my pupils.	233	209	43	2	0	4.38	CC
Overall Mean						4.27	CC

Table 9 presents the assessment of public elementary school teachers as regards their work tasks motivation in terms of identified regulation with an overall mean of 4.27 which has a verbal description of “Correspond Completely.” It surfaced from the survey that the item “Because I find this task important for the academic success of my pupils” acquired the highest mean of 4.38 with a verbal description of “Correspond Completely,” as regards why public elementary school teachers do their work tasks.

This finding implies how teachers perceive their profession as catering to the academic needs of the students. They consider the future of the learners and it serve as a strong drive to still perform their duties even in times of uncertainties. This is in corroboration with the study by Fong-Yee and Normore (2013), to which they emphasized how effective teachers use various teaching strategies to match students’ academic needs and learning styles. Doing such showcases their sensitivity and inclusivity principles, ensuring that no child is left behind.

Answers from the interview disclosed how the current state of the education system is sometimes demotivating. A senior teacher said, “*The motivation I had during my early years in teaching is far in comparison to my level of motivation at present. There were instances when I wanted to finish a paperwork*

which was due, however, doing such will cause my pupils to be shortchanged because I was not able to discuss the lesson to them. During these instances, I still opt to discuss the lesson during class hours instead of asking them to read it themselves even it compromises my personal time after work.” Also, a viewpoint from a new entrant in the teaching profession was revealed as he said, “During my college years, I had this idealistic thinking that once I become a public school teacher, I will ensure that my students enjoy learning and that earning an education is an investment. However, my first year in teaching taught me that I had to be realistic and there were things out of my control like the policies teachers are mandated to adopt.” This result was supported by most of the teacher-respondents during the interview wherein they expressed their willingness to carry out their duties and responsibilities for their pupil’s sake. Also, they pointed out the importance of education for the children specially in this New Normal.

Introjected Regulation. Introjected regulation describes how an individual is putting pressure towards oneself through anxiety, shame, or guilt in order to perform a particular behavior.

Table 10. *The Work Tasks Motivation of Public Elementary School Teachers in terms of Introjected Regulation*

Item Statement	Responses = 487					Mean	VD
	5	4	3	2	1		
1. Because if I don't carry out this task, I will feel bad.	152	147	129	40	19	3.77	CS
2. Because I would feel guilty not doing it.	164	142	139	33	9	3.86	CS
3. To not feel bad if I don't do it.	107	133	180	48	19	3.54	CS
Overall Mean						3.72	CS

Table 10 presents the assessment of public elementary school teachers as regards their work tasks motivation in terms of introjected regulation with an overall mean of 3.72 which has a verbal description of “Correspond Strongly.” It could be extracted from the table that the item “Because I would feel guilty not doing it” acquired the highest mean of 3.86 with a verbal description of “Correspond Strongly,” as a response to the question, “In this new normal, why are you doing your work task?”

This finding implies that teachers put pressure on themselves in order to perform their task. It also infers that a productive learning environment is indicative not only of the teacher’s work tasks motivation but of

the teacher’s efficiency. This finding is accorded to the conclusion drawn by Cubukcu’s (2012) research about teachers’ guilt being the result not only of inability to fulfill academic tasks particularly on designing lesson plans and handling students’ questions.

During the interview, a participant divulged, “In the New Normal, particularly for our school which adapted pure modular learning, I am hearing negative comments about teachers being paid the same salary amidst pandemic considering that we are not teaching the students in a classroom set-up, and that little effort is needed in the distribution of modules. Even though these comments are easily shrugged off by some of my colleagues, I felt the parents’ sentiments too making me feel a bit ashamed of my profession. In order to combat this feeling, I ensure that I accommodate parents’ need for clarification or guidance as regards the modules of their children.”

During the interview, most teachers speak about having guilt and pressure while doing their tasks. They shared that teachers received the most pressure on how to be able to continue the education despite the pandemic – and this served as their motivation to go beyond their capability.

External Regulation. External regulation is a type of extrinsic motivation which describes an individual motivation to perform a task to satisfy a demand or to obtain a reward. Teachers need motivation– whether it is intrinsic or extrinsic – to be able to perform their duties.

Table 11. *The Work Tasks Motivation of Public Elementary School Teachers in terms of External Regulation*

Item Statement	Responses = 487					Mean	VD
	5	4	3	2	1		
1. Because my work demands it.	116	183	144	43	1	3.76	CS
2. Because the school obliges me to do it.	75	193	134	49	36	3.46	CS
3. Because I'm paid to do it.	91	182	106	80	28	3.47	CS
Overall Mean						3.56	CS

Table 11 presents the assessment of public elementary school teachers as regards their work tasks motivation in terms of external regulation with an overall mean of 3.56 which has a verbal description of “Correspond Strongly.” The item “Because my work demands it,” as an answer to the question “In this new normal, why are you doing your work task?,” gained the highest mean of 3.76 with a verbal description of “Correspond

Strongly.” This finding implies that public elementary school teachers find their tasks as demanding specially in this new normal. Teachers need to prepare modules to be able to provide learning to the learners in addition to online teaching and school works.

This is in corroboration with the study by David, Albert and Vizmanos (2019) on the status of the teachers’ working environment pre-pandemic when teachers allot six hours of their time to actual classroom instruction, alongside with several additional administrative or student support roles.

In the New Normal, particularly when the less strict implementation of health protocols were observed, actual classroom instruction is lessened, if not still entirely prohibited. However, the lack of face-to-face interaction did not completely change the work demands on the teachers considering that they still have paperwork to accomplish in line with the online seminars and webinars they have attended to. This was echoed during the interview as a participant stated, *“This New Normal in education caused the lack of work-life balance. There are some urgent reports which need to be sent to a superior. It has to be packaged and sent even beyond office hours as my name will be tagged or called out in our Facebook group chat.”* Another participant mentioned, *“My principal and my colleagues have perceived the making of reports as easy considering that online resources are readily available. This is true as my college classmates who are also employed as teachers, and my previous co-teachers are reliable sources of information. It only takes a call or a message asking what to do or how to do a particular task for me to get a feedback. Collaborating with other experts in the field contributes to positive task outcomes. Reports submitted on time are indicators of our school as following the set standards coming from the district office.”*

This result was supported by the responses of the public elementary school teacher during the interview where most of them shared that teaching during this New Normal was their call of duty. They also added that they still need to accomplish some paper works, attends webinars and prepare modules for their pupils as demands call for it.

Amotivation. Amotivation describes an individual who does not have an intention to engage in a particular behavior and does not exactly know why he or she is performing a particular task (Fernet et.al.,

2008). Losing one’s purpose, direction and motivation in teaching may be an effect of the pandemic. As a teacher, losing these factors drastically affect his performance in the school.

Table 12. *The Work Tasks Motivation of Public Elementary School Teachers in terms of Amotivation*

Item Statement	Responses = 487					Mean	VD
	5	4	3	2	1		
1. I don’t know, I don’t always see the relevance of carrying out this task.	35	82	154	98	118	2.63	CM
2. I used to know why I was doing this task, but I don’t see the reason anymore.	29	58	161	114	125	2.49	CL
3. I don’t know, sometimes I don’t see its purpose.	29	65	174	95	124	2.55	CL
Overall Mean						2.56	CL

Table 12 presents the assessment of public elementary school teachers as regards their work tasks motivation in terms of amotivation with an overall mean of 2.56 which has a verbal description of “Correspond a Little.” The item “I don’t know, I don’t always see the relevance of carrying out this task” received the highest mean of 2.63 which has a verbal description of “Correspond Moderately.”

The result implies that public elementary teachers are certain as to the reason why they are doing their tasks. Role ambiguity is one of the aspects of work stressors (Skaalvik & Skaalvik, 2018). Therefore, it may be possible that the lack of orientation or the lack of knowledge on the task at hand caused teachers’ amotivation.

During the conducted interview, a participant brought out, *“It was normalized in the office to assign tasks to newly-employed teachers. Sometimes, I ask myself how my principal can held me accountable to a task which I am not familiar with. I only think that perhaps, it is their way of gauging my abilities.”*

The responses of the teachers supported this result as most of them described teaching in the new normal as necessary and purposeful. They show high level of motivation in teaching in spite of the fact that there were challenges and changes in education.

The Engagement of Public Elementary School Teachers in this New Normal

Engagement refers to a positive work-related state of fulfillment that is characterized by vigor, dedication, and absorption. The assessments of the public

elementary school teachers as regards their engagement in terms of emotional engagement, cognitive engagement, and social engagement are summarized in Tables 13 to 16.

Emotional Engagement. Emotional engagement is described as the teachers' involvement in and enthusiasm for school. When teachers are emotionally engaged, they want to participate in school, and they enjoy that participation more.

Table 13 presents the assessment of public elementary school teachers as regards their engagement in terms of emotional engagement with an overall mean of 3.62 which has a verbal description of "Agree." The item "I am excited about teaching" received the highest mean of 4.07 which has a verbal description of "Agree."

Table 13. *The Engagement of Public Elementary School Teachers in this New Normal in terms of Emotional Engagement*

Item Statement	Responses = 487					Mean	VD
	5	4	3	2	1		
1. I love teaching more than before.	106	188	146	30	17	3.69	A
2. I am excited about teaching.	155	212	120	0	0	4.07	A
3. I feel happy while teaching online.	40	162	243	26	16	3.38	MA
4. I find teaching online fun.	43	140	238	63	3	3.32	MA
Overall Mean						3.62	A

This finding implies that public elementary school teachers cultivate excitement among themselves. Doing such influences learners to be emotionally engaged with the discussion. This is in accordance with emotional contagion or the event of transferring enthusiasm and energy from one person to another. Interest, curiosity, and intrinsic motivation are being facilitated among students when emotional contagion is initiated by teachers (Houser & Waldbuesser, 2016).

Statements manifesting emotional engagement were retrieved from the interview. A participant shared, "*Teachers are the facilitators of learning. My energy and enthusiasm is reflected by how my students are engaged and participating in the discussion no matter how limited it was during online class.*" Another participant expressed, "*In the New Normal, there are fewer interactions with student so I try my best to engage parents instead by teaching approaches in modular learning. I share how fulfilling and fun learning with their children can be.*"

Majority of the teacher-respondents described teaching as challenging yet exciting. Although New Normal

brings lot of uncertainties to the field of education, teachers find excitement and dedication to teaching. They work with the clear understanding of what they are doing and eager to perform their full potential amidst the challenges they are facing.

Cognitive Engagement. Cognitive engagement refers to the extent to which teachers are willing and able to take on the work task at hand in this New Normal. Teachers should find within themselves their reason why they teach on the first place because it would create a more productive and more performing outcome.

Table 14 presents the assessment of public elementary school teachers as regards their cognitive engagement with an overall mean of 4.03 which has a verbal description of "Agree." Analysis of the table showcases the item "I pay a lot of attention to my work" as the statement with a highest mean of 4.13 and a verbal description of "Agree."

Table 14. *The Engagement of Public Elementary School Teachers in this New Normal in terms of Cognitive Engagement*

Item Statement	Responses = 487					Mean	VD
	5	4	3	2	1		
1. I pay a lot of attention to my work.	137	279	70	1	0	4.13	A
2. I really throw myself into my work.	117	237	126	6	1	3.95	A
3. I work with intensity.	85	290	100	12	0	3.92	A
4. I try my hardest to perform well.	133	282	69	3	0	4.12	A
Overall Mean						4.03	A

This finding implies that teachers, in doing their tasks, really focus themselves on completing the work at hand. Teacher attention to learners are positively correlated to their academic motivation and performance. It also gives emphasis not only on the frequency of use among good teaching practices, but also ensuring that such good practices were embedded to students' cognition (Bassi et.al, 2018).

Statements as regards teachers' cognitive engagement were acquired from the interview. Some of the relevant answers were "*I pay attention to performing students, but make sure that I will not disregard the non-performing ones as they need more guidance and more support,*" "*Students have varying learning styles. As a teacher, I have to evaluate these differences,*" and "*Students are always sending signals which allows teachers to realize their needs, lacks, or wants. Not only was I expected to teach, but also to counsel.*"

Paying attention to students' personal challenges increase student retention" To support the result, most teachers voiced out of being focused and attentive in teaching during the New Normal. They pointed out that teachers prefer to finish their work at hand at the time they decided to work on it.

Social Engagement. Social engagement describes how teachers interact with their colleagues as well as with their pupils. Teacher's social engagement was affected during the New Normal. Limitation to physical and verbal communication was very evident.

Colleagues. Social engagement with colleagues involves designing a lesson plan, sharing best practices, solving work-related issues, and accessing guidance from senior and experienced teachers (Tucker, 2022). Table 15 presents the assessment of public elementary school teachers as regards their social engagement among their colleagues with an overall mean of 4.23 which has a verbal description of "Strongly Agree." A significant finding from the table is the item 'I value the relationships I build with my colleagues' which received the highest mean of 4.32 and a verbal description of "Strongly Agree."

Table 15. *The Engagement of Public Elementary School Teachers in this New Normal in terms of Social Engagement Colleagues*

Item Statement	Responses = 487					Mean	VD
	5	4	3	2	1		
1. I value the relationships I build with my colleagues.	198	247	42	0	0	4.32	SA
2. I am committed to helping my colleagues.	192	249	46	0	0	4.30	SA
3. I care about the problems of my colleagues.	142	257	79	9	0	4.09	A
4. I connect well with my colleagues.	165	261	61	0	0	4.21	SA
Overall Mean						4.23	SA

The finding implies that under new normal situations, public elementary school teachers still have a positive relationship with their colleagues. Having positive relationships with colleagues fosters a supportive learning community where teachers may experiment with new pedagogies or instructional models since they have peers or superiors who can encourage them and give advice to troubleshoot potential failures (Tucker, 2022).

During the conducted interview, a participant uttered, *"Having co-teachers who support you and not judge you when you commit mistakes contributes to my commitment and enthusiasm at work."* Another

participant mentioned, *"There is a conflict in every organization, yet being able to work together amidst diversity in opinions or values is important for the school performance to improve."*

The result was supported evidently by the responses of the teachers during the interview. Almost all of them expressed that their relationship with their colleagues was valuable and respectful. Valuing their relationship and respecting their individual differences provides a harmonious workplace that helped them perform their duties effectively and efficiently.

Pupils. Teacher social engagement with pupils involves teachers' interest not only in their pupils' scholastic achievement but also in their lives outside school. As new learning modalities being implemented in this time of new normal, teacher-learner relationship was affected. Table 16 presents the assessment of public elementary school teachers as regards their social engagement among their pupils with an overall mean of 4.27 which has a verbal description of "Strongly Agree." The item "I care about the problems of my pupils" received the highest mean of 4.32 and a verbal description of "Strongly Agree."

Table 16. *The Engagement of Public Elementary School Teachers in this New Normal in terms of Social Engagement Pupils*

Item Statement	Responses = 487					Mean	VD
	5	4	3	2	1		
1. I care about the problems of my pupils.	210	227	50	0	0	4.33	SA
2. I am empathetic towards my pupils.	213	226	44	0	4	4.32	SA
3. I am aware of my pupils' feelings.	164	216	99	7	1	4.10	A
4. I show warmth to my pupils.	188	263	36	0	0	4.31	SA
Overall Mean						4.27	SA

This result implies that public school teachers do not only concentrate on students' achievement but also in their struggles as well. This is in accordance with the ways on how to develop a student-teacher engagement particularly one which focuses on relationship-building. Knowing what is going on in pupils' lives shows that the teacher cares and sees his pupils as experiencing real-world problems. When teachers realize that pupils have problems, they can model enthusiasm in order to uplift pupils' confidence to overcome such challenges (Fraumeni & Abila, 2019).

Participants from the interview shared their experiences as regards student-teacher engagement. A

participant stated, “*Pupils have a hard time compartmentalizing their problems. The problems they have at home are transported in the classroom and may possibly affect the learning environment.*” Another participant shared, “*We may look at our pupils through our perspectives as adults. If we experience problems, they experience problems too and sometimes they find it hard to look for and apply the solution so we should be present to give them advice.*” During the interview, almost all the teachers expressed an emotional connection to their pupils. They believed that teachers do not end their duties on teaching the lessons but also have the responsibility to care about the situation and problems of their pupils especially in this new normal.

The Organizational Commitment of Public Elementary School Teachers in the New Normal

Organizational commitment refers to “the relative strength of an individual’s identification with and involvement in a particular organization” (Al-Jabari & Ghazzawi, 2019). The assessments of the public elementary school teachers as regards their organizational commitment in terms of affective commitment, continuance commitment, and normative commitment are summarized in Tables 17 to 19.

Affective Commitment. Affective commitment refers to how teachers are involved and emotionally attached which manifests in the enjoyment they feel by being a member of the school. Table 17 presents the assessment of public elementary school teachers as regards their organizational commitment in terms of affective commitment with an overall mean of 3.96 which has a verbal description of “Agree.” The item which received the highest mean of 4.09 and a verbal description of “Agree” is “I really care for the fate of my school.”

Table 17. *The Organizational Commitment of Public Elementary School Teachers in the New Normal in terms of Affective Commitment*

Item Statement	Responses = 487					Mean	VD
	5	4	3	2	1		
1. I really care for the fate of my school.	127	291	59	7	3	4.09	A
2. I feel more “emotionally attached” to my school.	95	298	87	7	0	3.99	A
3. I really feel as if this school’s problems are my own.	64	238	150	33	2	3.68	A
4. My school has a great deal of personal meaning for me.	90	301	89	7	0	3.97	A
5. Deciding to work for my school was a definite right decision for me.	113	291	82	1	0	4.06	A
Overall Mean						3.96	A

This result implies how teachers inculcate an emotional attachment to their school. Caring for the fate of the school integrates the desire to remain at the organization, willingly input high effort, and believe in the values of the organization (Mercurio, 2015). During the conducted interview, a participant voiced out, “*Our school taskforce is motivated to always perform our best as it reflects the capabilities and potentials that our set of teachers have. We always carry the name of the school anywhere we go.*” This is seconded by another participant saying, “*It is shameful to be the least performing school, especially when school rankings are broadcasted online. I don’t like being compared to other teachers, same thing, I find it disheartening when people compare our school performance with others.*”

The finding was supported by the responses of the teachers during the interview. Most of the teachers described the school as being part of themselves. They considered the school as their second home thus; they did not make any actions that could ruin the reputation of the school.

Continuance Commitment . Continuance commitment refers to how much teachers feel the need to stay at their school as they weigh the cost encountered by leaving the organization.

Table 18. *The Organizational Commitment of Public Elementary School Teachers in the New Normal in terms of Continuance Commitment*

Item Statement	Responses = 487					Mean	VD
	5	4	3	2	1		
1. I believe that I have too few options to consider leaving my school.	29	259	120	49	30	3.43	A
2. If I had not already put so much of myself into this school, I might consider working elsewhere.	30	203	168	48	38	3.29	MA
3. It would be very hard for me to leave this school right now, even if I wanted to.	62	225	140	48	12	3.57	A
4. I work for this school because this is what I wanted to.	129	248	109	1	0	4.04	A
5. Too much of my life would be disrupted if I decided to leave the school right now.	70	238	122	34	23	3.61	A
Overall Mean						3.59	A

Table 18 presents the assessment of public elementary school teachers as regards their organizational commitment in terms of continuance commitment with an overall mean of 3.59 which has a verbal description of “Agree.” Analysis of the table showcases that the item “I work for this school because this is what I wanted to” gained the highest mean of 4.04 and a

verbal description of “Agree.”

The result implies that public elementary school teachers also focus on emotional investment. This is in corroboration with the study by Alrowwad (2020) pronouncing how an individual sees the organization he is part of as an investment. This may include physical, cognitive, and emotional investment. Therefore, wanting to work for the school is a choice made by the teachers as they *consider factors such as salary and benefits, retirement plans, skills, social relationship, and lost opportunities.*

In the conducted interview, the participants enumerated reasons why they still choose to be in their school. Some of the reasons are *“I have already built friendship with my colleagues,” “Before choosing the teaching profession is discouraged, now a lot of students look into becoming future teachers because of the financial stability,” “A lot of companies suffered during pandemic yet the academe remains resilient,”* and *“Teaching continuously serves me with a set of new challenges.”* During the interview, there were few who considered leaving their respective school and have a change of career. They voiced out their sentiments on overloading paper works and lacking school support and recognition.

Normative Commitment

Normative commitment is described as the degree to which teachers believe they ought to stay committed to a particular target. Table 19 presents the assessment of public elementary school teachers as regards their organizational commitment in terms of normative commitment with an overall mean of 3.97 which has a verbal description of “Agree.” The item which earned the highest mean of 4.15 and a verbal description of “Agree” is “This school deserves my loyalty.”

Table 19. *The Organizational Commitment of Public Elementary School Teachers in the New Normal in terms of Normative Commitment*

Item Statement	Responses = 487					Mean	VD
	5	4	3	2	1		
1. I would feel guilty if I left the school now.	110	229	105	36	7	3.82	A
2. This school deserves my loyalty.	169	271	47	0	0	4.25	SA
3. I would not leave my school right now because I have a sense of obligation to the people in it.	155	256	71	5	0	4.15	A
4. Even if it were to my advantage, I do not feel it would be right to leave the school now.	95	301	83	5	3	3.99	A
5. Staying with this school is a matter of contract.	100	199	122	41	25	3.63	A
Overall Mean						3.97	A

This result implies that public elementary school teachers have considered criteria for deservingness such as control, attitude, reciprocity, identity, and need for them to strongly agree that their school is indeed deserving of loyalty. Teachers who are committed to their schools are associated with higher levels of organizational commitment which consequently, make them eligible to gain rewards in relation to their membership (Dee, Henkin, & Singelton, 2006).

In the conducted interview, statements worth revealing include *“I explained to my family that there will be situations when I allot more focus and time in school as it is my bread and butter, and that it provides a stable source of income for us,” “Whenever I had problems at home, the school is my outlet to distress as it is an environment where I am accepted and which cultivates my passion,”* and *“Being loyal to the school or to the institution positively affected school performance. DepEd invests in teachers through providing trainings and scholarships. Therefore, the knowledge and skills adopted from such will better the quality of education.”*

This result was supported by most of the teachers explaining that they need to stay at their respective school because of their sense of obligation. They expressed that during the pandemic, they experienced an overloading work task and pressure to finish every work at hand. However, even they felt that way, thinking of leaving the school was not an option because teachers see teaching as their obligation.

The School Performance

The school performance in the present study was measured in terms of performance indicators. Performance Indicators refer to the several key indicators that can be computed and utilized for evaluating the education system’s performance at various levels. Tables 20 to 27 show the school performance in terms of enrollment rate, promotion rate, drop-out rate, school leavers rate, repetition rate, retention rate, cohort survival rate and graduation rate.

Enrollment Rate. Enrolment rates are expressed as net enrolment rates, which are calculated by dividing the number of students of a particular age group enrolled in all levels of education by the size of the population of that age group. The school performance in terms of enrollment rate is shown in Table 20.

Table 20. School Performance in terms of Enrollment Rate

<i>Enrollment Rate</i>	<i>f</i>	<i>%</i>
100 – 102	26	78.79
98 – 99	6	18.18
96 – 97	0	0.00
94 – 95	0	0.00
92 – 93	1	3.03
Total	33	100.00

It can be noted from the table that majority or 78.79 percent of the school respondents registered enrollment rate from 100 to 102. Meanwhile, 18.18 percent registered enrollment rate from 98 to 99; and the remaining 3.03 percent registered enrollment rate from 92 to 93. These results imply that in this new normal, only few elementary pupils stay in the same school. Due to pandemic, some parents need to transfer to other places, hence, they change residence and their children's school as well.

Promotion Rate. Promotion Rate assesses the extent of pupils/ students who are promoted to the next grade/year level. The school performance in terms of promotion rate is shown in Table 21.

Table 21. School Performance in terms of Promotion Rate

<i>Promotion Rate</i>	<i>f</i>	<i>%</i>
103 – 105	1	3.03
100 – 102	21	63.64
97 – 99	11	33.33
Total	33	100.00

It can be noticed from the table that majority or 63.64 percent of the school respondents registered a promotion rate from 100 to 102. Meanwhile, one-third

or 33.33 percent registered promotion rate from 97 to 99; and the remaining 3.03 percent registered promotion rate of 103 to 105. These results imply that despite the challenges, hardships, and obstacles in this new normal, elementary school pupils are able to pass and promote themselves to the next higher grade level. This only shows that the pupils are able to perform all the tasks provided by the teachers.

Dropout Rate. Dropout Rate calculates the percentage of pupils/students who do not finish a particular grade/year level. The school performance in terms of dropout rate is summarized in Table 22.

Table 22. School Performance in terms of Dropout Rate

<i>Dropout Rate</i>	<i>f</i>	<i>%</i>
1.21 – 1.50	1	3.03
0.91 – 1.20	1	3.03
0.61 – 0.90	5	15.15
0.31 – 0.60	3	9.09
0.01 – 0.30	3	9.09
0.00	20	60.61
Total	33	100.00

It can be seen from the table that majority or 60.61 percent of the school respondents registered drop-out rate of 0.00. Meanwhile, 15.15 percent registered 0.61 to 0.90; 9.09 percent have 0.01 to 0.30; 9.09 percent have 0.31 to 1.60; 3.03 have 0.91 to 1.20; and the remaining 3.03 percent registered dropout rate of 1.21 to 1.50. These results imply that most of the school administrators together with the teachers were able to motivate their pupils to stay in the school and continue their studies. However, there are still some pupils who decided to stop which may due to misinformation of the new learning modality or lack of parental support.

School Leavers Rate. School Leaver Rate School Leaver Rate is the EFA measure for dropout rate. It covers both pupils/students who do not finish a particular grade/year level as well as those who finish but fail to enroll in the next grade/year level the following school year. The school performance in terms of School Leavers Rate is presented in Table 23.

Table 23. *School Performance in terms of School Leavers Rate*

<i>School Leavers Rate</i>	<i>f</i>	<i>%</i>
2.01 – 2.50	1	3.03
1.51 – 2.00	1	3.03
1.01 – 1.50	3	9.09
0.51 – 1.00	3	9.09
0.01 – 0.50	5	15.15
0.00	20	60.61
Total	33	100.00

It can be gleaned from the table that majority or 60.61 percent of the school respondents registered school leavers rate of 0.00. Meanwhile, 15.15 have school leavers rate of 0.01 – 0.50; 9.09 have 0.51 – 1.00; 9.09 percent have 1.01 – 1.50; 3.03 percent have 1.51 – 2.00; and the remaining 3.03 percent registered school leavers rate of 2.01 – 2.50. These results imply that though majority of the school respondents recorded no drop-outs and were able to enroll in the next grade level, still there are some who were not. This may due to the fact that during the implementation of distance learning, many parents lose their jobs and could not be able to sustain the educational needs of their children. As a result, these children decide not to enroll this school year.

Repetition Rate. Repetition rate is the percentage of pupils/students enrolled in a given grade/year. in a given school year who study in the same grade/year the following school year.

Table 24. *School Performance in terms of Repetition Rate*

<i>Repetition Rate</i>	<i>f</i>	<i>%</i>
0.91 – 1.20	2	6.06
0.61 – 0.90	3	9.09
0.31 – 0.60	2	6.06
0.01 – 0.30	2	6.06
0.00	24	72.73
Total	33	100.00

The school performance in terms of Repetition Rate is indicated in Table 24. It can be seen from the table that majority or 72.73 percent of the school respondents registered repetition rate of 0.00. Only few schools registered repetition rate higher than 0.01. These results imply that most school respondents are able to achieve their goals that all pupils must be promoted to the next higher grade. This can be attributed to the collaborative efforts of the school stakeholders who work hard for the attainment of the school's mission, goals and objectives in spite of the pandemic.

Retention Rate. Retention rate is the percentage of enrollees in the elementary/secondary level in a given school year who continue to be in school the following year. The school performance in terms of retention rate is manifested in Table 25.

Table 25. *School Performance in terms of Retention Rate*

<i>Retention Rate</i>	<i>f</i>	<i>%</i>
103 – 104	2	6.06
101 – 102	2	6.06
99 – 100	8	24.24
97 – 98	14	42.42
95 – 96	3	9.09
93 – 94	4	12.12
Total	33	100.00

It can be noticed from the table that 42.42 percent of the school respondents registered retention rate of 97 to 98. On the other hand, 24.24 percent have 99 to 100 retention rate; 12.12 have 93 to 94; 9.09 percent have 95 to 96; 6.06 percent have 101 to 102; and the remaining 6.06 percent registered retention rate of 103 to 104. These results imply that most pupils during the new normal preferred not to transfer to other schools in their next grade level. This is due to the fact that they are contented of the service provided by their respective schools.

Cohort Survival Rate. Cohort Survival Rate is the proportion of enrollees at the beginning grade or year who reach the final grade or year at the end of the required number of years of study. The school performance in terms of cohort survival rate is indicated in Table 26.

Table 26. *School Performance in terms of Cohort Survival Rate*

<i>Cohort Survival Rate</i>	<i>f</i>	<i>%</i>
116.00 – 122.00	2	6.06
109.00 – 115.00	0	0.00
102.00 – 108.00	0	0.00
95.00 – 101.00	19	57.58
88.00 – 94.00	12	36.36
Total	33	100.00

It can be gleaned from the table that majority or 57.58 percent of the school respondents registered cohort survival rate of 95 to 101. Meanwhile, more than one-third of the school respondents registered cohort survival rate of 88 to 94; and the remaining 6.06 percent registered cohort survival rate of 116 to 122. These results imply that in spite of the implementation of distance learning where most of the time pupils are doing their school tasks on their own, almost all of them were able to successfully finish their grade level. This may due to the fact that pupils have motivation and engagement on their studies.

Graduation Rate. A graduation rate is a measure of how many students who began in the same cohort will graduate in six years in elementary. The school performance in terms of cohort survival rate is indicated in Table 27.

Table 27. *School Performance in terms of Cohort Survival Rate*

<i>Graduation Rate</i>	<i>f</i>	<i>%</i>
100.00	33	100.00
Total	33	100.00

Apparently, it can be noticed in the table that 100 percent or all school respondents registered a graduation rate of 100. This result implies that school respondents are able to attain their goals that all their pupils successfully finish and graduate in elementary.

The Relationship between the Teachers' Self-Compassion and School Performance

In this part of the study, Table 28 presents the results of the correlation analyses which were performed in order to determine the relationship between public elementary school teachers' self-compassion and school performance. It can be noted from the table that highly significant relationship was found between public elementary school teachers' self-compassion and the school performance in terms of enrollment rate, promotion rate, drop-out rate, school leavers rate, repetition rate, retention rate and cohort survival rate. This highly significant relationship was brought about by the fact that the computed probability value of 0.00 for these variables is lower than the 0.01 significance level.

Table 28. *Results of the Correlation Analysis on the Relationship between Teachers' Self-Compassion and School Performance*

<i>School Performance</i>	<i>Teachers' Self-Compassion</i>	
	<i>Correlation Value</i>	<i>Probability Value</i>
enrollment rate	0.541**	0.000
promotion rate	0.547**	0.000
drop-out rate	-0.698**	0.000
school leavers rate	-0.621**	0.000
repetition rate	-0.521**	0.000
retention rate	0.512**	0.000
cohort survival rate	0.655**	0.000
graduation rate	---	---

Further perusal of the tabulated findings reveals that direct relationship existed between public elementary school teachers' self-compassion and the school performance in terms of enrollment rate, promotion rate, retention rate and cohort survival rate. This direct relationship is indicated by the positive sign of the correlation values for these variables that ranged from 0.512 to 0.655. This result implies that as the level of teachers' self-compassion increases, the level of school performance in terms of enrollment rate, promotion rate, retention rate and cohort survival rate also increases.

However, inverse correlation was found between public elementary school teachers' self-compassion and the school performance in terms of drop-out rate, school leavers rate, and repetition rate. This inverse relationship between the aforesaid variables is implied by the negative sign of the correlation values that ranged from -0.698 to -0.521. This indicates that as the level of teachers' self-compassion increases, the level

of the school performance in terms of drop-out rate, school leavers rate, and repetition rate decreases, and vice-versa.

These results imply that when the teachers are extending care and understanding to their pupils, these pupils will be more engaged to their school. In this regard, the school performance will be increased. A closer look at the table reveals that there is no computed correlation value for teachers' self-compassion and school performance in terms of graduation rate. This is due to the fact that correlation cannot be computed because graduation rate is constant. In accordance to the present findings, the results of the study conducted by Al-Awamleh (2020) indicated that teachers' self-compassion and mindfulness had significant effect on school performance, as most participants reported above average levels of self-compassion. However, there were significant gender differences in self-compassion between females and males, with females self-reporting higher levels overall. Further, they recommended that future researchers could investigate whether self-compassion enhances academic achievement of students.

The Relationship between the Teachers' Work Tasks Motivation and School Performance

Table 29 exhibits the results of the correlation analysis which was performed in order to determine the relationship between teachers' work tasks motivation and school performance. It can be examined from the table that highly significant relationship was found between public elementary school teachers' work tasks motivation and the school performance in terms of enrollment rate, promotion rate, drop-out rate, school leavers rate, repetition rate, retention rate, and cohort survival rate. This highly significant relationship is manifested by the computed probability values for these variables that ranged from 0.004 to 0.000 which are less than the 0.01 significance level. A closer look at the table reveals that there is no computed correlation value for teachers' work tasks motivation and school performance in terms of graduation rate. This is due to the fact that correlation cannot be computed because graduation rate is constant.

Table 29. Results of the Correlation Analysis on the Relationship between Teachers' Work Tasks Motivation and School Performance

School Performance	Teachers' Work Tasks Motivation	
	Correlation Value	Probability Value
enrollment rate	0.479**	0.000
promotion rate	0.632**	0.000
drop-out rate	-0.584**	0.000
school leavers rate	-0.325**	0.004
repetition rate	-0.624**	0.000
retention rate	0.621**	0.000
cohort survival rate	0.456**	0.000
graduation rate	---	---

Further examination of the tabulated findings reveals that direct relationship existed between public elementary school teachers' work tasks motivation and the school performance in terms of enrollment rate, promotion rate, retention rate and cohort survival rate. This direct relationship is implied by the positive sign of the correlation values for these variables that ranged from 0.456 to 0.632. This result discloses that as the level of teachers' work tasks motivation increases, the level of school performance in terms of enrollment rate, promotion rate, retention rate and cohort survival rate also increases.

On the contrary, inverse correlation was found between public elementary school teachers' work tasks motivation and the school performance in terms of drop-out rate, school leavers rate, and repetition rate. This inverse relationship between these variables is manifested by the negative sign of the correlation values that ranged from -0.624 to -0.325. This means that as the level of teachers' work tasks motivation increases, the level of the school performance in terms of drop-out rate, school leavers rate, and repetition rate decreases, and vice-versa.

These results imply that when the elementary school teachers show commitment and interest in doing their duties and responsibilities in spite of the present settings of education in the country, their student will be more eager to stay in their school and finish all the tasks in order to be promoted in the next grade level. Hence, the school performance will be positively affected. The findings of the study conducted Boiarchuk, and Pavlushin (2018) are similar to the present research. Results of their study showed that gender difference was not significant but nationality difference was significant in terms of teachers' work tasks motivation. Also, other findings reported that

significant impact of teacher efficacy and work task management on school performance.

The Relationship between the Teachers' Engagement and School Performance

In this part of the study, Table 30 displays the results of the correlation analyses which were performed in order to determine the relationship between public elementary school teachers' engagement and school performance. It can be observed from the table that highly significant relationship was found between public elementary school teachers' engagement and the school performance in terms of enrollment rate, promotion rate, drop-out rate, school leavers rate, repetition rate, retention rate, and cohort survival rate. This highly significant relationship is indicated by the computed probability values for these variables that ranged from 0.006 to 0.000 which are smaller than the 0.01 significance level.

Table 30. *Results of the Correlation Analysis on the Relationship between Teachers' Engagement and School Performance*

School Performance	Teachers' Engagement	
	Correlation Value	Probability Value
enrollment rate	0.521**	0.000
promotion rate	0.478**	0.000
drop-out rate	-0.658**	0.000
school leavers rate	-0.652**	0.000
repetition rate	-0.348**	0.006
retention rate	0.459**	0.000
cohort survival rate	0.652**	0.000
graduation rate	----	----

Further observation of the tabulated findings discloses that direct relationship existed between public elementary school teachers' engagement and the school performance in terms of enrollment rate, promotion rate, retention rate and cohort survival rate. This direct relationship is indicated by the positive sign of the correlation values for these variables that ranged from 0.459 to 0.652. This result implies that as the level of teachers' engagement increases, the level of school performance in terms of enrollment rate, promotion rate, retention rate and cohort survival rate also increases.

However, inverse correlation was found between public elementary school teachers' engagement and the school performance in terms of drop-out rate, school leavers rate, and repetition rate. This inverse

relationship between the aforementioned variables is implied by the negative sign of the correlation values that ranged from -0.658 to -0.348. This implies that as the level of teachers' engagement increases, the level of the school performance in terms of drop-out rate, school leavers rate, and repetition rate decreases, and vice-versa.

These results imply that when teachers prioritize delivering quality education, search for new ideas and best teaching practices, constantly monitor pupil progress and provide feedback, and modify their instruction to meet the needs of their pupils, these pupils would be able to perform better, and will be more attached to their respective schools that will eventually contributed to school performance. Estévez et al., (2021) opined that the majority of teacher participants showed moderately high or moderate levels of engagement in its three dimensions. Teachers with high engagement had students with best grades who can managed their time and study surroundings better. Moreover, their study determined that teachers' engagement has a positive influence on school performance. In the conducted interview with the teachers, they were asked their views and insights with regard to the importance of their engagement on school performance. These teachers replied that they strongly believed that when they are fully engaged on their work and with their school, they will exert extra effort to produce quality graduates. In doing this, they added that the performance of the school will become outstanding.

The Relationship between the Teachers' Organizational Commitment and School Performance

In this part of the study, Table 31 presents the results of the correlation analyses which were performed to determine the relationship between public elementary school teachers' organizational commitment and school performance.

Table 31. *Results of the Correlation Analysis on the Relationship between Teachers' Organizational Commitment and School Performance*

School Performance	Teachers' Organizational Commitment	
	Correlation Value	Probability Value
enrollment rate	0.587**	0.000
promotion rate	0.623**	0.000
drop-out rate	-0.658**	0.000
school leavers rate	-0.493**	0.000
repetition rate	-0.368**	0.007
retention rate	0.453**	0.000
cohort survival rate	0.741**	0.000
graduation rate	----	----

It can be examined from the table that highly significant relationship was found between public elementary school teachers' organizational commitment and the school performance in terms of enrollment rate, promotion rate, drop-out rate, school leavers rate, repetition rate, retention rate and cohort survival rate. This highly significant relationship was brought about by the fact that the computed probability values that ranged from 0.007 to 0.000 for these variables are less than the 0.01 significance level. Further perusal of the tabulated results reveals that direct relationship existed between public elementary school teachers' organizational commitment and the school performance in terms of enrollment rate, promotion rate, retention rate and cohort survival rate. This direct relationship is indicated by the positive sign of the correlation values for these variables that ranged from 0.453 to 0.741. This result implies that as the level of teachers' organizational commitment increases, the level of school performance in terms of enrollment rate, promotion rate, retention rate and cohort survival rate also increases.

However, inverse correlation was found between public elementary school teachers' organizational commitment and the school performance in terms of drop-out rate, school leavers rate, and repetition rate. This inverse relationship between the aforesaid variables is implied by the negative sign of the correlation values that ranged from -0.368 to -0.658. This indicates that as the level of teachers' organizational commitment increases, the level of the school performance in terms of drop-out rate, school leavers rate, and repetition rate decreases, and vice-versa. These results imply that when the elementary school teachers are willing to contribute their extra effort to achieve school vision and goals, the school will perform better.

In accordance to the findings of the present study, Habib (2020) found that there is no significant difference in the organizational commitment mean

scores of male and female secondary school teachers, i.e., both the groups measure similar to organizational commitment. It was also announced that there is a significant correlation between the organizational commitment and school performance which indicates that higher the organizational commitment, the higher will be the school performance and vice versa. Additionally, it was found in the study that significant correlation existed between organizational commitment and job burnout of secondary school teachers, which means that the higher the organizational commitment, the higher will be the job burnout and vice versa. In the conducted interview with the teachers, they were asked their views and insights as regards the importance of their organizational commitment on school performance. These teachers replied that when they have the feelings of attachment to identification with and obligation to their respective schools, they will work hard for the attainment of their goals which they firmly believed will positively affect the school performance.

Program of Activities or Intervention/s Crafted from the Findings of the Study

Results of this study revealed that the teacher's self-compassion, motivation, engagement and commitment in the New Normal should be given much attention by the department for these factors affect the school performance. The high level of self-compassion, motivation, engagement and commitment among teachers affects positively the enrollment rate, promotion rate, retention rate and Cohort survival rate of the school. In addition to, the higher level of self-compassion, motivation, engagement and commitment among teachers lowers the drop-out rate, repetition rate and school leavers rate. Hence, on the table below, the researcher proposed an action plan that will sustain the high level of self-compassion, motivation, engagement and commitment among the teachers in this new normal.

Table 32. *Program of Activities Crafted from the Findings of the Study*

Objective	Action	Timeline	Persons Involved	Expected Outcome
To sustain/enhance level of self-compassion of teachers	Conduct of Self-Compassion Guided Practices and Exercises	First Semester of S.Y. 2022-2023	Researcher, SDS, Principals, Teachers	Sustained/Enhanced self-compassion level among teachers
To sustain/enhance level of motivation of teachers	Monthly recognition of hardworking and deserving teachers	Year-round	Principals, Teachers	Sustained/Enhanced motivation level among teachers
To sustain/enhance level of engagement of teachers	Reward teachers for their hard work and services	End of the Semester	Principals, Teachers	Sustained/Enhanced engagement level among teachers
To sustain/enhance level of commitment of teachers	Capacity building/Team Bonding Provide professional growth seminars for free	Once a year Year round	SDS, Principals, Teachers	Sustained/Enhanced commitment level among teachers

Discussion

This study determined the influence of self-compassion, motivation, engagement and commitment of teachers in the new normal on the performance of public elementary schools in the Division of Gapan City during the School Year 2021-2022. Using the procedures described in the preceding chapter, the answers to the problems raised in this study were ascertained and summarized as follows: Findings revealed that the public elementary school teachers “sometimes to frequently” showed their self-compassion in terms of self-kindness, self-judgment, common humanity, isolation, mindfulness, and over-identification.

The public elementary school teachers correspond strongly to completely to their work tasks motivation in terms of intrinsic motivation, identified regulation, introjected regulation, external regulation. The public elementary school teachers agreed to strongly agreed that they are deeply engaged in terms of emotional engagement, cognitive engagement, and social engagement. The public elementary school teachers agreed that they have organizational commitment in terms of affective commitment, continuance commitment, and normative commitment.

Majority of the school respondents registered school performance in terms of enrollment rate, promotion rate, retention rate, cohort survival rate and graduation rate of 100 percent. Majority of the school respondents registered school performance in terms of drop-out rate, school leavers rate, and repetition rate of 0.00 percent. Highly significant relationship was found between public elementary school teachers’ self-compassion and the school performance in terms of enrollment rate, promotion rate, drop-out rate, school leavers rate, repetition rate, retention rate and cohort survival rate. Direct relationship existed between

public elementary school teachers’ self-compassion and the school performance in terms of enrollment rate, promotion rate, retention rate and cohort survival rate. However, inverse correlation was found between public elementary school teachers’ self-compassion and the school performance in terms of drop-out rate, school leavers rate, and repetition rate.

Highly significant relationship was found between public elementary school teachers’ work tasks motivation and the school performance in terms of enrollment rate, promotion rate, drop-out rate, school leavers rate, repetition rate, retention rate and cohort survival rate. Direct relationship existed between public elementary school teachers’ work tasks motivation and the school performance in terms of enrollment rate, promotion rate, retention rate and cohort survival rate. On the contrary, inverse correlation was found between public elementary school teachers’ work tasks motivation and the school performance in terms of drop-out rate, school leavers rate, and repetition rate. Highly significant relationship was found between public elementary school teachers’ engagement and the school performance in terms of enrollment rate, promotion rate, drop-out rate, school leavers rate, repetition rate, retention rate and cohort survival rate. Direct relationship existed between public elementary school teachers’ engagement and the school performance in terms of enrollment rate, promotion rate, retention rate and cohort survival rate. On the other side of the coin, inverse correlation was found between public elementary school teachers’ engagement and the school performance in terms of drop-out rate, school leavers rate, and repetition rate.

Highly significant relationship was found between public elementary school teachers’ organizational commitment and the school performance in terms of enrollment rate, promotion rate, drop-out rate, school leavers rate, repetition rate, retention rate and cohort survival rate. Direct relationship existed between public elementary school teachers’ organizational commitment and the school performance in terms of enrollment rate, promotion rate, retention rate and cohort survival rate. However, inverse correlation was found between public elementary school teachers’ organizational commitment and the school performance in terms of drop-out rate, school leavers rate, and repetition rate.

Conclusion

Based on the findings of the study, the following conclusions were drawn: There is a significant

relationship between the self-compassion of public elementary school teachers and their school performance. There is a significant relationship between the work task motivation of public elementary school teachers and their school performance. There is a significant relationship between the engagement of public elementary school teachers in this new normal and their school performance. There is a significant relationship between the organizational commitment of public elementary school teachers in this new normal and their school performance.

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