

# WORK ENGAGEMENT AND EFFICACY OF TEACHERS FOR PUPILS' SELF- LEARNING PERFORMANCE

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## Abstract

The study mainly determined the work engagement and efficacy of teachers for pupils' self-learning performance. It utilized the descriptive-correlation research design to describe the data taken from the respondents chosen through purposive sampling. Moreover, it employed Pearson Product Moment Correlation/Pearson r and Multiple regression analysis were used to test the hypothesis of the study. The teachers were highly engaged and efficient in their work for pupils' self-learning performance in math and reading. Teachers' work engagement and efficacy had a significant correlation with the pupils' self-learning performance. Also, teachers' work engagement and efficacy significantly influenced the pupils' self-learning performance.

In conclusion, increased teacher engagement and efficacy raise student achievement scores. Being highly engaged in their social responsibilities toward teaching, the pupils will have the opportunity to enhance their social skills in learning mathematics and reading skills.

**Keywords:** Work Engagement, Efficacy, Self-Learning Performance, Philippines.

## 1. INTRODUCTION

In the advent of Covid 19 global pandemic, several responses were made in response to the call of delivering quality education. People are still manifesting vitality, determination, and a good and psychologically rewarding frame of mind towards work (Bakker, Schaufeli, Leiter, & Taris, 2008). The concept of work engagement has become a key metric for assessing the quality of teachers' work lives shared to organizational outcomes (Hakanen, Bakker, Schaufeli 2006; Field & Buitendach, 2012). Having that high valued commitment, teachers aspire high quality of teaching performance and feel job satisfaction. Furthermore, Teacher efficacy is connected with work engagement in a meaningful and beneficial way. Meanwhile, this Covid-19 pandemic is a challenge to educators' work engagement in keeping the school plans and programs aligned with the government policies and protocols to mitigate the spread of the virus. With that, schools are still expected to increase access to education with efficiency, effectiveness, and quality through effective systems (Hoigaard, Giske, Sundsli 2012). Several changes have gone over the educational system as Covid-19 continuously bring about economic and health crises that made teachers and parents restructure learning environment including learning kits.

However, it seems that with the systems and mechanisms being done do not cope with the quality of learning expected. Therefore, it is timely relevant to assess how the new situation has impacted the work engagement and efficacy of teachers. Teachers' self-efficacy has progressively acquired a vital responsibility in school and

the influence to effectiveness in teaching, varied strategies for instructions, and pupil' learning performance (Klassen, Aldhafri, Mansfield, Purwanto, Siu, Wong; Klassen & Tze, 2014).

Hence, this study will be conceived to determine and explore the work engagement and efficacy of teachers for pupils' self-learning performance.

## 2. STATEMENT OF THE PROBLEM

The study determined the relationship between work engagement and efficacy of teachers for pupils' self-learning performance in the Municipality of Magpet. Specifically, this study answered the following research questions:

1. What is the extent of work engagement of teachers in terms of social, emotional, and cognitive?
2. What is the level of efficacy of teachers in terms of preparation, time management, monitoring, evaluation, and reporting?
3. What is the level of pupils' self-learning performance in terms of mathematical skills and reading skills?
4. Is there a significant relationship between work engagement of teachers and pupils' self-learning performance?

5. Does work engagement of teachers significantly influence for pupils' self-learning performance?
6. Is there a significant relationship between efficacy for teachers and pupils' self-learning performance?
7. Does efficacy of teachers significantly influence for pupils' self-learning performance?

### 3. THEORETICAL FRAMEWORK

This study anchors its concepts on the Theory of Schwartz, which focuses on human values that relate to the teachers' work engagement to effectively assist pupils in self-learning performance. Work engagement is expressed as an optimistic professional frame of attention with positive captivation (Schaufeli, Salanova, Gonzalez-Roma, & Bakker, 2002).

Absorption refers to being entirely concentrated and joyously occupied in terms of their activities in their work, in which time passes by and the individual is unable to detach self from its work. Vigor refers to the energy level of the worker that is full and the resiliency in terms of working. The determination to provide effort in the job and perseverance even when there are complications and difficulties. Then, dedication refers to being firmly involved in the work, in which the individual is inspired, with the feelings of excitement and significance, with a sense of pride in the work (Bakker & Schaufeli, 2015).

This study focuses on teaching personnel, as teachers are the key players in educational institutions, ensuring the fulfillment of the goals and priorities of the organization and encouraging students to succeed in their professions. Engagement is presumed to make outcomes that are positive in terms of the individual personal development as well as at the organizational level in terms of the quality of performance. Research indicates that the more employees become engaged, the more they have the fulfillment and find the job meaningful, that will be in turn, employees will be having more concentration and dedication in terms of their work which leads to a better performance in the job (Park & Gursay, 2012). Workers that are engaged are also the ones who are expected mostly to be involved in job crafting since they have the tendency to alter the content of their work to stay engaged (Bakker, 2011).

In the workplace, self-efficacy can be explained as a person's self-assessment of his or her own skill to meet the demands of working conditions with resources provided to the individual (Bandura, 1997). A study conducted by Loeb (2016) restated those beliefs of efficacy affect the employee's chosen actions to pursue the goals they have set for themselves, their commitment, and the extent of effort they instill in their tasks, the results they expect to produce, and their resilience.

Lent, Nota, Soresi, Ginebra, Duffy, and Brown (2011) states that individuals are likely to be satisfied generally with their jobs when they feel that they are capable to execute their work tasks or achieve their goals. Self-efficacy can be described as an employee's sense of capability that affects the performance, motivation (Bandura, 1997), amount of effort, and perseverance upon learning difficult tasks (Lunenburg, 2011).

### 4. CONCEPTUAL FRAMEWORK

This study would like to determine the relationship and influence of work engagement and efficacy of teachers for pupils' self-learning performance in the public schools of Municipality of Magpet, North Cotabato.

In this study, the Dependent Variable (DV) includes pupils' self-learning performance, which includes mathematical skills and reading skills. The level of pupils' self-learning performance, in terms of mathematical skills, they were able to: develop critical thinking skills and analyzed problem-solving activities; and could manipulate precise and intricate ideas.

In the same manner, the Independent Variables (IV) refer to the work engagement and efficacy of teachers that includes social, emotional, and cognitive; preparation, time management, monitoring, evaluation, and report (Bandura, 1997) respectively.

The extent of work engagement, in terms of cognitive, the teachers were able to think that: instructions and guidance for conducting the experiments were clear; the way to find the solution to the problem, the expected delivery, the evaluation process is understood; and the explanation sessions and the material presented help to solve the problem.

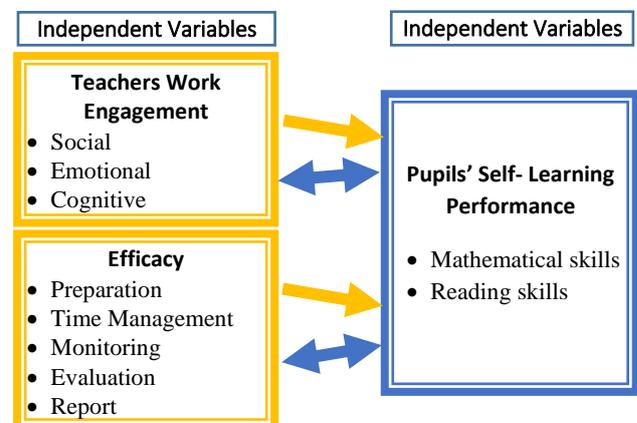


Figure 1 Schematic presentation of the variables of work engagement and efficacy of Teachers for Pupils' self-learning performance

### 5. METHODS

#### Research Design

In this study, the researcher utilized the descriptive-correlation research design. This study described the level of the variables and the relationships that occur naturally between and among them (Franzese & Iuliano, 2010). Specifically, the variables work engagement and efficacy of teachers for pupils' self-learning performance.

The study used a descriptive method in describing teachers' work engagement in terms of social, emotional, and cognitive; the level of teachers' efficacy in terms of preparation, time management, monitoring, evaluation, and report; and the level of pupils' self-learning performance in terms of mathematical skills and reading skills.

Meanwhile, the researcher utilized a correlation technique to explain the relationship between the work engagement and efficacy of teachers for pupils' self-learning performance of the respondents.

**Data Gathering Methods**

In the process of gathering data for the variables being included in this study for conduct, the researcher prepared a letter addressed to the Schools Division Superintendent (SDS) signifying the intent to conduct such study. Further, it was covered permission to gather data from the respective respondents stating therein the purpose of conducting the present study. Upon approval, the researcher proceeds in transmitting the approved letter to the district supervisor and the school heads of the 23 elementary schools East district in the Municipality of Magpet.

Subsequently, the researcher was determined the respondents, prepared the letter approved by the SDS and provided the questionnaires that were distributed to the respondents during their duty in school in adherence to the proper health protocol.

After administering the questionnaires to the respondents, the researcher retrieved them. The data gathered was encoded, interpreted, and analyzed.

**Participants of the Study**

Thirty-five (35) grade 5 public elementary school teachers from the East District in the Municipality of Magpet serve as respondents of the study. With the consideration of the cost and efficiency of the result in the study, the researcher used purposive sampling.

Table 1 Distribution of the Teacher-Respondents from Public Elementary Schools, East District of Magpet, Cotabato. 2022

Schools	Grade 5 Teachers
Amabil ES	1
Bantak ES	1
Bangkal ES	1
Batong basag ES	1
Bongolanon ES	1
Datu Mantawil ES	1
Duwow ES	1
Don Panaca ES	1
Doles ES	1
Ilian ES	1
Imamaling ES	1
KInarum ES	1
Kamada ES	2
Kisandal ES	2
Lubas ES	1
Manobo ES	3
Manobisa ES	3
Magkaalam ES	3
Owas ES	1
Pangao-an ES	3
Sallab ES	1
Timodus ES	1
Tagbac ES	3
<b>Total</b>	<b>35</b>

**Statistical Tools and Data Analysis**

This study was employed descriptive statistics such as weighted mean to describe the level of teachers work engagement and the level of teachers' efficacy for pupils' self-learning performance;

Pearson Product Moment Correlation/Pearson *r* to determine the significant influence on the indicators presented in the independent and dependent variables of

the study, Cohen (2013); and Multiple regression analysis to explain the relationship between the level of teachers work engagement and the level of teachers' efficacy for pupils' self-learning performance and to test the hypothesis of the study.

**6. RESULTS AND FINDINGS**

**Summary of Results and Discussions**

*Research Problem No. 1*

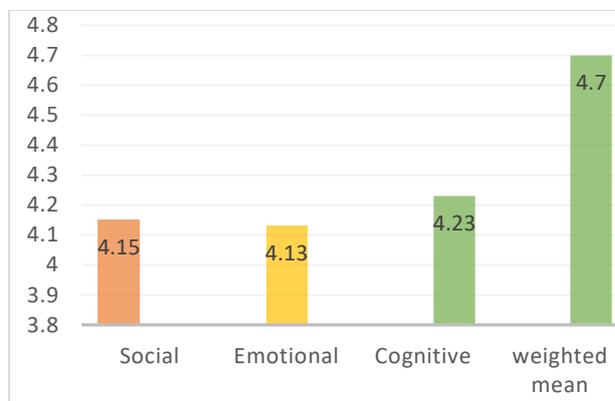


Figure 2 Level of work engagement of teachers in terms of social, emotional, and cognitive.

Level	Range	Descriptive
5	4.50 – 5.00	Highly Engaged (Excellent Practiced)
4	3.50 – 4.49	Engaged (Very Satisfactorily Practiced)
3	2.50 – 3.49	Moderately Engaged (Satisfactorily Practiced)
2	1.50 – 2.49	Slightly Engaged (Fairly Practiced)
1	1.00 – 1.49	Very Rarely Engaged (Poorly Practiced)

To sum up the level of work engagement for the 3 (three) indicators, Cognitive obtained the highest weighted mean with the value of 4.23 described as very satisfactorily practiced, followed by Social, and Emotional. All three indicators were described as very satisfactorily practiced. The general weighted mean for the level of work engagement is 4.17 interpreted as very satisfactorily practiced by the schools.

*Research Problem No. 2*

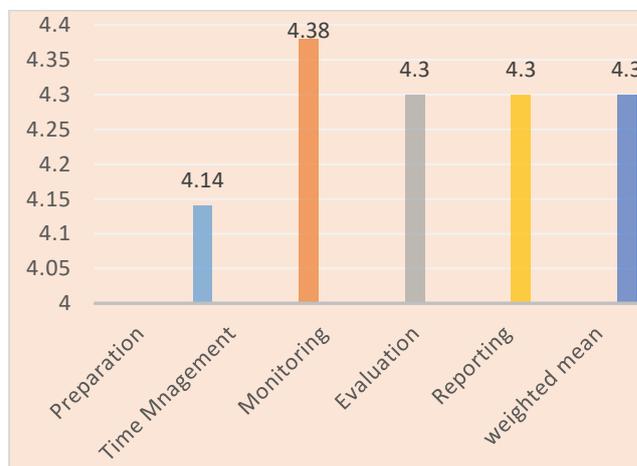
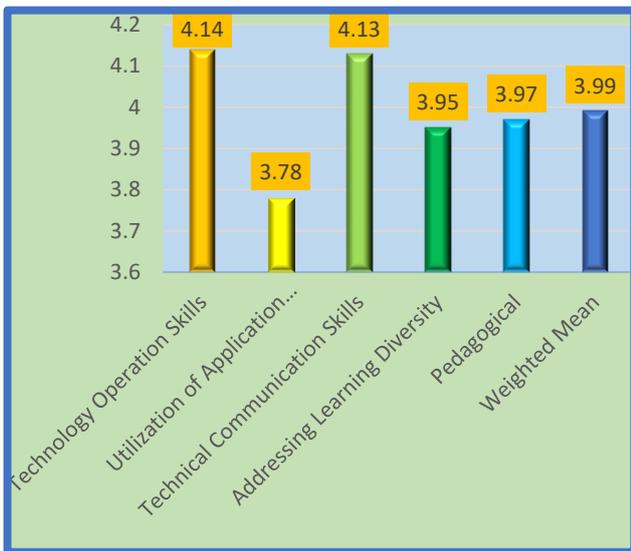


Figure 3 Level of teachers' efficacy in terms of Preparation, Time Management, Monitoring, Evaluation, Reporting.

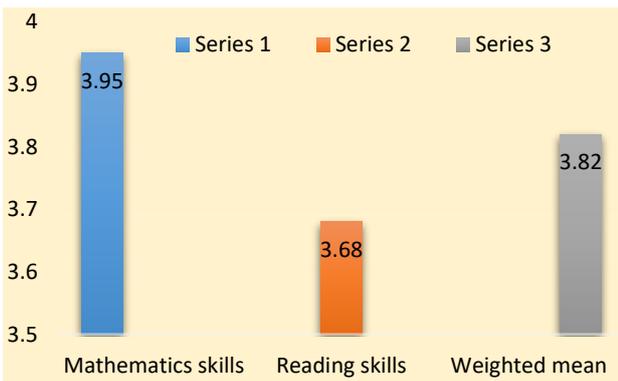
Level	Range	Descriptive
5	4.50 – 5.00	Highly Efficient (Excellent Practiced)
4	3.50 – 4.49	Efficient (Very Satisfactorily Practiced)
3	2.50 – 3.49	Moderately Efficient (Satisfactorily Practiced)
2	1.50 – 2.49	Slightly Efficient (Fairly Practiced)
1	1.00 – 1.49	Very Rarely Efficient (Poorly Practiced)



To sum up the level of teachers' efficacy for the five indicators, Preparation obtained the highest weighted mean with the value of 4.41 described as very satisfactorily practiced, followed by evaluation, reporting, monitoring, and time management. All five indicators were described as very satisfactorily practiced. The general weighted mean for the level of teachers' efficacy is 4.30 interpreted as very satisfactorily practiced by the schools.

**Research Problem No. 3**

Level of pupils' self-learning performance in terms of mathematical skills and reading skills.



Level	Range	Descriptive
5	4.50 – 5.00	Strongly Agree (Excellently Practiced)
4	3.50 – 4.49	Agree (Very Satisfactorily Practiced)
3	2.50 – 3.49	Moderately Agree (Satisfactorily Practiced)
2	1.50 – 2.49	Disagree (Fairly Practiced)
1	1.00 – 1.49	Strongly Disagree (Poorly Practiced)

To sum up the level of Pupils' Self- Learning Performance for the two indicators, Mathematics skills with a weighted mean of 3.95 described as very satisfactorily practiced, followed by Reading skills with a weighted mean of 3.68 described as very satisfactory practiced. The general weighted mean of the level of pupils' Self-learning Performance is 3.82 described as very satisfactory practiced by the pupils.

**Research Problem No. 4.**

The results show that there is a significant relationship between teachers' work engagement and the pupils' self-learning performance. Hence, the hypothesis is rejected.

Table 2 The significant relationship between teachers' work engagement and the pupils' self-learning performance.

Work Engagement	Mathematical Skills	Reading skills	
Social	Pearson R	0.711**	0.606**
	Probability	0.000	0.000
Emotional	Pearson R	0.658**	0.529**
	Probability	0.000	0.001
Cognitive	Pearson R	0.490**	0.623**
	Probability	0.002	0.000

The findings imply that the teachers manifest strong social support that inspires learners to master their lessons in mathematics (Hultell & Gustavsson, 2011). It means that as the teachers maximize class activities that enhance the confidence of learners in doing mathematical solving problems, their confidence in performing mathematical processes will be increased.

when the teachers work with stable emotions in a school setting can have a higher level of managing their emotions and maintaining good emotions. Brackett and Cipriano (2020) stated that positive interactions with their students lead them to engage and devote themselves to studying when they have greater relationships with their teachers. One-on-one cognitive coaching has had a significant impact on changing teaching habits, enhancing teacher efficacy, and raising student performance scores (Parker, 2020).

**Research Problem No. 5.**

The table shows the summary of the combined effect of teachers' work engagement on the self-learning performance of learners, which manifests that teachers' work engagement had a significant influence on the pupils' self-learning performance. The probability value is less than the stated 5% level of significance. As a result, the hypothesis expressed in this section of the study is rejected.

Furthermore, the processed data imply that if the teachers are highly engaged in their social responsibilities toward teaching, the pupils will have the opportunity to enhance their social skills in learning mathematics. Social support is extremely important in the development of learners (Wallace, Bisconti, & Bergeman, 2001; Shen, 2009), and investing in their social environment can boost their psychological well-being (Kruger, 1997; Field & Buitendach, 2012).

Table 3 Influence of the Teachers' Work Engagement on the Pupils' Self-Learning Performance

Work Engagement	Mathematical Skills	Reading skills	
(Constants)	Coef. B	0.524	-1.574
	Std. Error	0.606	0.968
	t – value	0.864	-1.627
	Probability	0.394	0.114
Social	Coef. B	0.456	0.550
	Std. Error	0.170	0.272
	t – value	2.681	2.024
	Probability	0.012*	0.050*
Emotional	Coef. B	0.268	0.013
	Std. Error	0.192	0.306
	t – value	1.399	0.042
	Probability	0.172	0.967
Cognitive	Coef. B	0.099	0.690
	Std. Error	0.162	0.259
	t – value	0.613	2.666
	Probability	0.544	0.012*

Moreover, the findings imply that teachers' work engagement creates a way for children to focus on learning and be cognitively engaged (Solis, 2008). Teachers clearly understand relevant teaching approaches to be cognitively engaged so they can adjust to the learning needs of pupils (Louis, Leithwood, Wahlstrom & Anderson, 2010).

*Statement of the Problem No. 6.*

The results in the table shows that there is a significant relationship between the teachers' efficacy and the pupils' self-learning performance. Hence, the hypothesis is rejected. Ecole (2021) concurs that effective planning and preparation promote effective teaching. A good teacher is always ready. They are continuously thinking about the next lesson and how to prepare it properly.

Table 4 The significant relationship between relationship between the teachers' efficacy and the pupils' self-learning performance

Teachers' Efficacy		Mathematical Skills	Reading skills
Preparation	Pearson R	0.396*	0.370*
	Probability	0.017	0.027
Time management	Pearson R	0.573**	0.467**
	Probability	0.000	0.004
Monitoring	Pearson R	0.487**	0.353*
	Probability	0.003	0.034
Evaluation	Pearson R	0.515**	0.289
	Probability	0.001	0.088
Reporting	Pearson R	0.423*	0.284
	Probability	0.010	0.094

In addition, One-on-one cognitive coaching has had a significant impact on changing teaching habits, enhancing teacher efficacy, and raising student performance scores (Parker, 2020). It supports the study of Boiling (2020) that monitoring the students' progress helps ensure the use of the right instructional strategies that are working with students. Progress monitoring is done for the best interest of students. Therefore, monitoring tools are essential aspects to reflect upon student performance data.

The study of Neuman and Danielson (2021) stated that teacher evaluation can be an opportunity for learning. Teacher evaluation offers an opportunity for educators to reflect seriously on their practice, and promote learning. Achenbach, and Rescorla (2001) concurs that teachers' report measures and assesses academic performance and classroom operation.

*Statement of the Problem No. 7*

Table 5 shows the collective effect of the teachers' work efficacy on pupils' self-learning performance. The data manifest that the teachers' work efficacy had a significant influence on the pupils' self-learning performance.

Time management appeared as the best predictor of pupils' self-learning performance in terms of mathematical skills and reading skills. The derived data imply that the teachers prioritize the tasks according to their importance and urgency. Teacher time management tips include focusing on the important and urgent activities and organizing the workspace and handling misbehaving students (Louis, Dretzke & Wahlstrom, 2010).

Table 5 The Influence of the Teachers' Work Efficacy on Pupils' Self-Learning Performance

Work Engagement	Mathematical Skills	Reading skills	
(Constants)	Coef. B	0.975	4.509
	Std. Error	0.331	1.445
	t – value	2.946	3.120
	Probability	0.033	0.011
Preparation	Coef. B	0.011	0.224
	Std. Error	0.165	0.287
	t – value	0.067	0.782
	Probability	0.947	0.441
Time Management	Coef. B	0.386	0.593
	Std. Error	0.176	0.306
	t – value	2.194	1.938
	Probability	0.036*	0.049*
Monitoring	Coef. B	0.250	0.269
	Std. Error	0.217	0.378
	t – value	1.152	0.712
	Probability	0.258	0.482
Evaluation	Coef. B	0.308	0.052
	Std. Error	0.189	0.328
	t – value	1.634	0.157
	Probability	0.113	0.876
Reporting	Coef. B	-0.091	-0.056
	Std. Error	0.194	0.337
	t – value	-0.469	-0.165
	Probability	0.642	0.870

**7. CONCLUSIONS**

In conclusion, the teachers were highly engaged and showed efficacy in their work for pupils' self-learning performance. The teachers work closely with other teachers and facilitate quality output since every teacher has his/her specialty in terms of social interest. Putting their emotional needs on paper makes them more real for everyone. It serves as a reminder for when they are feeling anxious, frustrated, or any other unpleasant emotion.

They engaged in guiding the pupils to master each learning competency and improved their knowledge relative to their jobs such as in the choice of teaching-learning strategies and delivery of lesson contents because of a series of training they attended besides their experiences in the advanced courses they enrolled in. They also set learning materials ahead of time. They prepare relevant lessons and materials in teaching aside from relevant evaluation tools and set a proper time for teachers to promote effective coping with their schedules. As they observe their planned schedules, they can comply with the targeted completion of tasks for the day.

The teachers also consider monitoring as an important responsibility of teachers to facilitate more complex learning activities and support them to gain success effectively. They believe that monitoring the students' progress helps ensure the use of the right instructional strategies that are working with students. Moreover, the teachers consider evaluation as another important responsibility of teachers to consider in planning the learning activities and progress to gain success effectively. Evaluation is much needed as the basis for designing better educational programs for children. In addition, they believe that exposing the learners to different mathematical operations developed their confidence in facing problem-solving.

The learners' mastery of decoding in reading literacy increased students' interest in those basic components of reading skills. Teachers are highly engaged in their work toward the pupils' learning, and one-on-one cognitive coaching has had a significant impact on teacher behavior improvement.

Likewise, increasing teacher efficacy elevates student achievement scores. Being highly engaged in their social responsibilities toward teaching, the pupils will have the opportunity to enhance their social skills in learning mathematics. Social support is extremely important in the development of learners. When the teachers work with stable emotions in a school setting and have a higher level of managing their emotions and maintaining good emotions, positive interactions with their students lead them to engage and devote themselves to studying.

Teachers prioritize the tasks according to their importance and urgency. Teacher time management tips include focusing on the important and urgent activities and organizing the workspace and handling misbehaving students.

## 8. RECOMMENDATIONS

Based on the findings and conclusions, the researcher offers the following recommendations.

1. Schools may consider conducting a series of training to focus on strengthening the emotional skills of teachers such as coping mechanisms for the abrupt changes in meeting the learning needs of children.
2. Also, schools may consider conducting a series of lectures on the different topics of understanding and meeting the needs of the new generation of learners.
3. Schools may also consider emphasizing to pupils that listening skills among them must be developed to focus and master the learning contents.
4. Schools may develop an intervention plan based on the result presented in the modified framework of this study

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