

CORRELATION BETWEEN TEACHER GRIT AND WORK ENGAGEMENT

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Abstract: This study aimed to determine which domains of teacher grit best influences work engagement. This study utilized the non-experimental quantitative research design using descriptive technique involving teachers in Sarangani District, Davao Occidental Division, Philippines. The study was conducted on the second semester of school year 2020-2021. Research instruments on teacher grit and work engagement were used as source of data. Using mean, pearson-r, and regression as statistical tool to treat the data, the study showed the following results: level of teacher grit is very high, the level of work engagement is very, there is a significant relationship between teacher grit and work engagement, and dedication is the domain of teacher grit significantly influence work engagement.

Keywords: Teacher Grit, Work Engagement of Teachers, Educational Management, Quantitative Research

1. Introduction

Work engagement is the extent to which employees feel passionate about their jobs. Teachers who have a high sense of work engagement are committed to their job, and put discretionary effort into their work. This is manifested in how teachers perform their work, whether these are curricular and extra-curricular activities (Datu, Valdez & King, 2016). Engaging teachers is critical for retaining valuable talent and is an important piece of the employee satisfaction puzzle. As observed, disengaged teachers are more likely to leave their jobs while teachers who are engaged in their work are more likely to be motivated and remain committed to their job functions (Schaufeli, Taris & Van Rhenen, 2008).

To keep teachers' work engagement level at the optimum level among teachers, grit is an important element. To have grit means one has courage and show the strength of the character. It is the ability to persist in something the teachers feel passionate about and persevere when face obstacles. Research indicates that the ability to be grit, to stick with things that are important and bounce back from failure, is an essential component of success independent of and beyond what talent and intelligence contribute (Duckworth, Kirby, Tsukayama, Berstein & Ericsson, 2010).

Grit is also about perseverance. To persevere means to stick with it; to continue working hard even after experiencing difficulty or failure. The problem-situations narrated are the common experiences among teachers. The researcher finds it relevant to address the concern of the students in order to minimize if not stop the problem. Hence, the researcher is prompted to conduct this study to address the knowledge gap as the researcher has rarely come across with the same study on the same topic in the local setting.

Research Objectives

This study aims to find out which domain of teacher grit best influences work engagement. Specifically, this study sought to answer the following objectives:

1. To describe the level of teacher in terms of:
 - 1.1. consistency of interest and
 - 1.2. perseverance of effort.

2. To ascertain the level of work engagement in terms of:
 - 2.1 vigor;
 - 2.2 dedication, and
 - 2.3 absorption.
3. To determine the significant relationship between teacher grit and work engagement.
4. To determine which domains of teacher grit best influences work engagement.

Hypothesis

The following hypothesis will be treated at 0.05 level of significance.

1. There is no significant relationship between teacher grit and work engagement.
2. No domains of teacher grit best influences work engagement.

Hypothesis

The following hypothesis will be treated at 0.05 level of significance.

There is no significant relationship between attributional charismatic leadership of school heads and organizational adaptability of teachers.

No domains of attributional charismatic leadership of school heads best influences organizational adaptability of teachers.

2. Methods

This study used a correlational approach to conduct non-experimental quantitative research. A major portion of quantitative educational research is non-experimental because many critical factors of interest are uncontrollable. Because non-experimental research is such an important strategy for many researchers, it is necessary to establish a classification system for non-experimental methods that is both highly descriptive of what we do and allows us to communicate effectively in an interdisciplinary research context. Correlational research designs determine the type and extent of a relationship between two naturally occurring variables.

3. Results

Level of Teacher Grit

Presented in Table 1 is the level of teacher grit with an overall mean of 4.51 with a descriptive equivalent of very high, indicating that all enumerated indicators were sometimes always. The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator as appended in this study. The indicators, *Perseverance of Effort* obtained the highest mean of 4.64 with a descriptive rating of *very high*.

As presented in the appended Table 1.2, the mean ratings of the following items under this indicator were as follows: I finish whatever I begin, Setbacks don't discourage me, I am diligent, I have achieved a goal that took years of work, and I have overcome setbacks to conquer an important challenge.

Consistency of Interest obtained a mean score of 4.38 or *very high*. As depicted in the appended table 1, the *very high* level of this indicator suggested that teachers: I often set a goal but later choose to pursue a different one, I have been obsessed with a certain idea or project for a short time but later lost interest, I have difficulty maintaining my focus on projects that take more than a few months to complete, new ideas and projects sometimes distract me from previous ones, and I become interested in new pursuits every few months.

Table 1. Level of Teacher Grit

Indicators	SD	Mean	Descriptive Level
Consistency of Interest	0.75	4.38	Very High
Perseverance of Effort	0.83	4.64	Very High
Overall	0.43	4.51	Very High

Level of Work Engagement

Shown in Table 2 is the level of *Work Engagement* with an overall mean of 4.61 with a descriptive equivalent of *very high* indicating that all enumerated indicators were always observed. The overall mean was the result obtained from the mean of the indicators for the specific items from the questionnaire intended for this indicator which was appended in this study.

Among the enumerated indicators, *vigor* ranked the highest with a mean score of 4.63 or *very high*. As appended in the table, the level of this indicator suggested that teachers: At my work, I feel bursting with energy, At my job, I feel strong and vigorous, When I get up in the morning, I feel like going to work, I can continue working for very long periods at a time, and At my job, I am very resilient, mentally.

Dedication obtained a mean score of 4.62 or *very high*. This result is taken from the strands of the indicator as appended in this study which are the following: I find the work that I do full of meaning and purpose, I am enthusiastic about my job, my job inspires me, I am proud on the work that I do, and to me, my job is challenging.

Absorption obtained a mean score of 4.58 with a descriptive rating of *very high*. This result is taken from the strands of the indicator as appended in this study which are the following: Time flies when I'm working, when I am working, I forget everything else around me, I feel happy when I am working intensely, I am immersed in my work, and I get carried away when I'm working.

Table 2. Level of Work Engagement

	SD	Mean	Descriptive Level
Vigor	0.80	4.63	Very High
Dedication	0.76	4.62	Very High
Absorption	0.84	4.58	Very High

Overall 0.533 4.61 Very High

Correlations between Measures

Illustrated in Table 3 were the results of the test of relationship between the variables involved in the study. The overall correlation had a computed r-value of 0.216 with a p-value of 0.000 which is significant at 0.05 alpha level. Doing an in-depth analysis, it could be gleaned that the social skills of students and self-concept of students revealed a computed r-values ranging from .0110 to .159 with p-values of 0.000 which is lesser than .05 level of significance.

This implies that the higher the teacher grit is, the higher the work engagement there is. Hence, the null hypothesis which states that there is no significant relationship between teacher grit and work engagement is rejected.

Table 3. Correlations between Measures

Teacher Grit	Work Engagement			
	Vigor	Dedication	Absorption	Overall
Consistency of Interest	.094 (.063)	.099 (.051)	.069 (.177)	.159* (.002)
Consistency of Effort	.074 (.160)	.051 (.314)	.076 (.134)	.110* (.030)
Overall	.120* (.018)	.055 (.280)	.132* (.009)	.216* (.000)

Significance of the Influence of Teacher Grit on Work Engagement

In Table 4 presented the regression analysis showing the predictive ability of teacher grit on work engagement. The analysis shows that when teacher were regressed on the work engagement, it generated an F-value of 97.718 with Sig .000^a. The anova value of this regression is 97.718 at 0.05. The R² of 55.1% of the variance of teacher grit was attributed to work engagement. This means that 44.9% of the variation can be attributed to other variables not covered in this study. The coefficient of dedication with beta of 0.017 with Sig .000 is the domain of teacher grit best influences teacher engagement.

Table 4. Regression Analysis of the Influence of Teacher Grit on Work Engagement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.742 ^a	.551	.545	.2890536

a. Predictors: (Constant), Consistency of Interest, Perseverance of Effort

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	24.493	3	8.164	97.718	.000 ^a
Residual	19.969	239	.084		
Total	44.462	242			

b. Predictors: (Constant), Consistency of Interest, Perseverance of Effort

a. Dependent Variable: Teacher Grit

Coefficients^a

Model	Standardized	t	Sig
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	Coefficients (Beta)		
1 (Constant)		2.575	.011
Vigor	.031	.502	.616
Dedication	.017	.246	.806
Absorption	.191	3.013	.003

b. Dependent Variable: Teacher Grit

Conclusion

With considerations on the findings of the study, conclusions are drawn in this section. The level of teacher grit is very high, the level of work engagement is very, there is a significant relationship between teacher grit and work engagement, and dedication is the domain of teacher grit significantly influence work engagement.

The results of this study revealed that the level of teacher grit is very high. The researcher recommends that the Schools Division Office may adopt an advocacy on increasing teacher grit among teachers. Likewise, the District level may also help in the disseminating the value of teacher grit through a Learning Action Cell session which shall focus on developing the consistency of interest among teachers.

This study found out that level of work engagement is very high. The researcher recommends that teachers may have self-directed learning in increasing their absorption to feel that work in school is easy and manageable regardless its demands and pressures to meet deadlines and deliver tasks inherent to their job functions.

This study found out that there is a significant relationship between teacher grit and work engagement. The researcher recommends that the teachers may continue to increase their grit to increase work engagement.

The study found out that dedication is the domain of teacher grit that best influences work engagement. The researcher recommends that school heads may continue to help teachers increase their sense of dedication through various activities that will enhance the teacher’s dedication.

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