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Research Article

Achieving Productivity in the New Normal: Teachers' Work Productivity in Public Secondary Schools Division of Zambales

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ABSTRACT

This study described the level of teachers' work productivity employed in the thirteen Districts of DepEd Division of Zambales. The present study was conducted during the third quarter of the school year 2022-2023. The research design is descriptive; quantitative in interpretation using inferential statistics for data analysis; and utilized survey questionnaire as main research instrument. The school heads are male middle aged adults, master's degree holders, and served in the profession for two and a half decades as Principals I and IV. The teachers are female young adults, baccalaureate degree holders with master's units and served in the teaching profession for a decade as Teacher I. The school heads strongly agreed that the level of teachers' work productivity was high on school and community engagement primarily taking other roles as teacher, responsibilities in school, and with colleagues while the teachers strongly agreed that the level of their work productivity was high on instructional planning and delivery mostly on identifying the learning objectives and how these can be achieved by the learners. The ANOVA computation revealed a no significant difference in the described level of teachers' work productivity when grouped according to school head and teacher respondents' profile. An Enhancement Program was designed and proposed aimed to help improve the work productivity of teachers which can potentially increase overall school performance and output.

Keywords: *Work Productivity, New Normal, Public Secondary Schools Teachers, Instructional Planning and Delivery, School and Community Engagement, Professional Development and Research*

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Introduction

Educators are projected to face the challenge of maintaining quality in instruction and stretching resources in creative ways as never before witnessed. For instance, year 2020 has brought another concept in education landscape since the COVID-19 pandemic has affected globally in terms of the economy, and education (UNESCO, 2020a). There is a shift of mode of delivery and responsibility in the teaching and learning process where there is an active participation of household members, and shift in learning evaluations (Balasubramanian & Fernandes, 2022). Joniaková, et al. (2021) stressed that the role of educational organizational leaders and the impact of their decisions and actions are magnified during times of crisis. Still, organizations have to rely on their leaders to lead them out of the COVID-19 crisis uncertainties.

Productivity is, however, inseparable from human resource management activities due to the involvement of input, activities of humans, and results such as the achievement of learning outcomes (Sass, et al., 2014 as cited in Hidayat, et al., 2022). The concept has also been reported to be very important in management studies (Hanaysha, 2016). The work productivity of the teacher determines educational outcomes based on the mental attitude of making life better (Mesiono, 2019). Moreover, in relation to education, it is the ability to provide produce learners with relevant skills and expertise to create quality lives and provide benefits to the environment (Hidayat, et al., 2022).

For the purpose of this study, teacher work productivity is defined as a measure of the success obtained in terms of instructional planning and delivery; school and community engagement; and professional development and research; and are expected to maintain a high degree of this (Ayeni, 2020). Therefore, the theme of teacher work productivity is very important to the education process and needs to be researched and developed to improve the quality of education.

Department of Education (2020) issued DepEd Order No. 50, s. 2020, known as Professional Development Priorities for Teachers and School Leaders for School Year 2020-2023 priorities continuously upskilling of teachers and

school leaders that will result in better learning outcomes, strengthening shared accountability, supporting curriculum implementation, and managing resources and operations, hence, ensuring productive school community. Despite the crucial role of work productivity in the context of crisis (e.g, pandemic and post pandemic), research in this field remains limited and fragmented. These limitations make it difficult for researchers and practitioners to appreciate the progress made in teachers' work productivity practices.

This study's findings will allow Policy Makers in the Department of Education to identify more appropriate and useful leadership practices for the different concerns about teachers' level of productivity at work. The School Principals on the other hand can further address concerns on teachers' work productivity and further sustain high level of productivity at school during the 'New Normal' in education. Teachers of the present study will obtain information on strategies and practices that leaders use to improve employee performance. Implementation of these strategies may help to improve the work productivity of teachers which can potentially increasing morale. The Students will be recipient of the increased productivity of their teachers. With the findings of the study, parents and community will increase their understanding of their role and responsibility as important stakeholders of the school community; and better participation and involvement in school activities and projects. They may use the result of this study in their future research on most appropriate leadership practices to help improve work productivity of teachers in new normal in education and nowadays education concerns.

Statement of the Problem

This study investigated the teachers' level of work productivity at public secondary schools at DepEd Division of Zambales. The study answered the following research questions:

1. How may the profile of the school heads and teacher respondents be described as to: age, sex, highest educational attainment, length of service, and position/designation?

2. How may the level of work productivity be described by the school heads and teachers in terms of: (a) Instructional Planning and Delivery; (b) School and Community Engagement; and (c) Professional Development and Research?
3. Is there a significant difference in the described level of teachers' work productivity when grouped according to school head and teacher-respondents' profile?
4. What enhancement program can be formulated aimed to further improve teachers' work productivity?

Theoretical Framework

An important factor to achieve productivity is Self-Efficacy Theory. Self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments (Bandura, 1986). Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment. It was defined to be the self-belief owned by an individual to have the ability to conduct a specific task successfully (Colquitt, et al., 2015). Furthermore, according to Luthans (2011), self-efficacy is influenced by mastery of experience or achievement of performance at work even during crisis. In this 'New Normal' in Education, productivity at work can be improved through training, coaching, providing freedom and responsibility, showing an example, giving praise, motivating, reducing stress, caring, and assisting.

Methods

In this research study, the researcher used descriptive design of research. The term descriptive research then refers to research questions, design of the study, and data analysis conducted. The goal of all descriptive studies is to explore the background, details, and existing patterns in the problem to fully understand it (Creswell, 2019). This study aimed to describe teachers' level of work productivity in terms of instructional planning and delivery, school and community engagement, and professional development and research.

The researcher utilized a structured survey questionnaire in gathering the data vital to the study. Deliquiña & de Guzman (2021)

considers the use of questionnaires in descriptive and social sciences research. Questionnaire was the primary instrument of data collection in this study. The questionnaire developed was defined by the following dimensions: Part I solicited personal information about the respondents (school heads and teachers). The items/indicators of Part 2 of the instrument were constructed by the researcher after reviewing the works of Ayeni (2020); and Jacobs, et al. (2022). The second part measured the level of work productivity in terms of Instructional Planning and Delivery Productivity, School and Community Engagement Productivity, and Professional Development and Research Productivity. Each sub-categories has a total of 30 items/indicators. Answers of the respondents are within a 4 point scale ranging from 4 (Strongly Agree that it is High) to 1 (Strongly Disagree that it is High). The instrument in its first draft was presented to the experts in educational management and administration of PRMSU for validity purpose. The amendments and revisions they provided were carried on in the writing of the final copy of the research instrument. Since the instrument was made by the researchers, the conduct of a pilot test is necessary to test the instrument's reliability. The pilot test was conducted among the principal/teachers of Bangan Capayawan Integrated School, Botolan, Zambales. Cronbach's alpha was employed as scientific test of reliability of the instrument. The Cronbachs alpha values for variables for Level of Work Productivity Instructional Planning and Delivery (0.816), School and Community Engagement (0.816) and Professional Development and Research Productivity (0.857). Qualitative interpretation is for each variable is Good.

There were two groups of respondents in this study. First group are thirty four (34) school heads/principals and the second group are 291 teachers (determined through Slovin formula) who are employed in 34 Public Secondary Schools of the 13 Districts of DepEd Division of Zambales. The researchers analyzed the data obtained from the sample, taking into consideration that no conclusion can be made if the sampling procedure is not considered.

The administration of the instrument to the study respondents was conducted on the third

quarter of the school year 2022-2023. The researchers sought the approval of the head of DepEd Schools Division Superintendent of Zambales. The instrument was personally administered to the respondents and their answers were treated with utmost confidentiality. The statistical treatment of this research study utilized descriptive statistical tools such as percentage, frequency counts and mean; and inferential statistics was ANOVA. The Analysis of Variance was used to determine and describe if there is significant difference in the level of teachers' work productivity perception when attributed to the two group of respondents' profile.

Results and Discussion

1. Profile of the School Head and Teacher-Respondents.

Table 1 presents the result on the profile of the respondents from the Secondary Schools of DepEd, Division of Zambales in terms of sex, age, highest educational attainment, length of service and position/designation.

Sex. Of the 34 respondents there are 19 (55.88%) male, and 15 school heads are (44.12%) female. More than half of the population of the school head respondents are male school administrators. This result means that more than half of the school head respondents of secondary schools DepEd Division of Zambales is represented by male managers/supervisors. BOSS Demographics and Statistics

(2023) in the US by gender showed that 66.6% of bosses are men and 33.4% of bosses are women. Women remain underrepresented in management positions compared to male managers. Of the 291 teacher respondents there are 235 or 80.76% female and 56 or 19.24 % male. This means that the majority of the present study is represented by women. According to (PIDS, 2019), there were 87.54% of teachers at the primary and secondary level are females. More interestingly, the data shows that the percentage of women in the teaching profession appears to be rising steadily.

Age. The mean age of the school head respondents was 51.50 years old. This particular age is categorized into middle adulthood. Middle adulthood (or midlife) according to Butler, (2021) refers to the period of the lifespan between young adulthood and old age; from 33 to 55 years depending on how these stages, ages, and tasks are culturally defined. School heads in the studies of Cariño & de Guzman (2023); and Dizon, Jr. (2024) are also in this age range of 46-54. The mean age of teachers was 37.42 years old. This particular age is categorized into young adulthood. According to Britannica (2023), it is the period in the human lifespan in which full physical and intellectual maturity have been attained. The age group are from 35 or 39 years old (Asio, et al., 2019).

Table 1. Frequency and Percentage Distribution of the School Heads and Teachers' Profile

Personal Profile Variables	School Heads		High School Teachers	
	Frequency	Percent	Frequency	Percent
Sex				
Female	15	44.12	235	80.76
Male	19	55.88	56	19.24
Total	34	100.00	291	100.00
Age				
Total	34	100.00	291	100.00
	Mean = 51.50 years old		Mean = 37.42 years old	
Highest Educational Attainment	Frequency	Percent	Frequency	Percent
Doctors Degree	11	32.35	1	0.34
Master's w/EdD or PhD Units	7	20.59	11	3.78
Master's Degree	12	35.29	39	13.40
Bachelor w/ Master's Unit	4	11.76	166	57.04
Bachelor's Degree	0	0.00	74	25.43

Personal Profile Variables		School Heads		High School Teachers	
Total		34	100.00	291	100.00
Length of Service		Frequency	Percent	Frequency	Percent
Total		34	100.00	291	100.00
		Mean = 24.62 years		Mean = 9.75 years	
Designation	Frequency	Percent	Position	Fre- quency	Percent
Principal IV	9	26.47	Master Teacher III	0	0.00
Principal III	3	8.82	Master Teacher II	7	2.41
Principal II	5	14.71	Master Teacher I	8	2.75
Principal I	9	26.47	Teacher III	75	25.77
Head Teacher	8	23.53	Teacher II	46	15.81
Total	34	100.00	Teacher I	155	53.26
			Total	291	100.00

Highest Educational Attainment. There are 12 or 35.29% who are Master's degree holders followed by 11 or 32.35% who are Doctorate holders. The result suggests that most of the secondary school heads in DepEd Division of Zambales are Master's degree holders. The study of Valdez, et al. (2020) stated that with DepEd's adoption of the Philippine Professional Standards for Teachers (PPST) which articulates higher level of standards for teachers that may be developed in graduate studies.

On the other hand, there are 166 or 57.04% teacher respondents who are Baccalaureate degree holders with MA units and 74 or 25.43% who are Baccalaureate degree holders. The result suggests that more than half (166 or 57.04%) of the teacher respondents in the secondary schools Division of Zambales are Baccalaureate degree holders with MA units. The findings of the present study clearly suggest that the teacher respondents are pursuing advanced education by enrolling in graduate programs aligned to their specialization or expertise. Furthermore, the particular result is consistent with result on the highest educational attainment profile variable of the study of Deliquiña & de Guzman (2020) indicating that most of the teachers are holders of Bachelor degree holders with Master's Units. Obtaining advanced education degree opens the doors for career growth and significant advantages.

Length of Service. The mean for the length of service school heads was 24.62 years. The principals have rendered service in teaching profession for two and a half decades. They are already in the service as school-based administrator and manager for quite long. The mean for the length of service is 9.75 or 10 years. In this study, the teachers have rendered their service for a decade, and this is not quite long. This result is supported by the high percentage of respondents who are Teacher I (155 or 53.26%) the lowest academic rank in the rank and file (DepEd Order No. 07 series 2015).

Position/ Designation. There are nine (9) 26.47% who are already Principal IV & Principal 1 respectively followed by 8 or 23.53% Head Teachers. This result signifies that Principal IV and I are the designations of the school heads of secondary schools in DepEd, Division of Zambales of the present study. The designation of the administrator respondents in the survey conducted by Ancho (2020) are Principals. One hundred fifty-five (155) or 53.26% are Teacher I followed by 75 or 25.77% are Teacher III. This result clearly stated that the teacher-respondents are mostly beginners since Teacher-I is considered as the entry level position in hiring teachers in the K12 Basic Education Program under the Department of Education. Consistent with this result was Cariño & de Guzman's (2022) study where the teacher-respondents were Teacher I.

2. Perception of School Heads towards Teachers' Level of Work Productivity

2.1. Instructional Planning and Delivery Productivity

Table 2. Extent of Agreement of the School Heads towards the Teachers' Level of Instructional Planning and Delivery Productivity

Instructional Planning and Delivery	School Heads			Teachers		
	WM	QR	Rank	WM	QR	Rank
1. Identifies the learning objectives and describes what the learner be able to do after the learning experience	4.00	Strongly Agree	1	3.64	Strongly Agree	1
2. Plans and sequences the lesson/topic in an engaging, meaningful manner and towards mastery	3.91	Strongly Agree	2	3.54	Strongly Agree	4
3. Organizes and prepares instructional materials (e-learning visuals aides/ devices) to maximize student engagement	3.85	Strongly Agree	6	3.44	Strongly Agree	10.5
4. Plans assignments and assessments in alignment with standards of learning	3.85	Strongly Agree	6	3.53	Strongly Agree	5
5. Plans and adjusts teaching practices to meet the needs of individual students	3.71	Strongly Agree	12	3.45	Strongly Agree	9
6. Spends more time to working one-on-one or with small groups of students.	3.79	Strongly Agree	10	3.22	Agree	12
7. Search out and construct meaningful experiences that allow students to solve real-world problems	3.82	Strongly Agree	8.5	3.50	Strongly Agree	7
8. Allows opportunities to demonstrate and practice the knowledge and skills articulated in the learning objectives	3.82	Strongly Agree	8.5	3.48	Strongly Agree	8
9. Makes students passionate participants in the instructional process by providing project-based, participatory, educational adventures.	3.85	Strongly Agree	6	3.44	Strongly Agree	10.5
10. Advices students as they grow and mature-helping them integrate their social, emotional, and intellectual growth	3.88	Strongly Agree	3.5	3.52	Strongly Agree	6
11. Comprehends students' unique needs, learning style, social and cultural background, interests, and abilities.	3.88	Strongly Agree	3.5	3.58	Strongly Agree	2
12. Helps students learn the big ideas, powerful skills, and habits aligned with the educational standards	3.74	Strongly Agree	11	3.57	Strongly Agree	3
Overall Weighted Mean	3.84	Strongly Agree		3.49	Strongly Agree	

NOTE: Weighted Mean = WM

Qualitative Rating = QR

The school heads of secondary schools of DepEd Division of Zambales strongly agreed on Indicator 1, 'Identifies the learning objectives and describes what the learner be able to do after the learning experience' (weighted mean of 4.0, rank 1). The school heads strongly agreed that their teachers were highly productive in Instructional Planning and Delivery primarily in identifying variety and appropriate learning objectives that describe what students will be expected to learn and skills they are expected to develop in this new normal setting. Moreover, aside from attaining content and performance standards, identifying learning objectives becomes the basis of a teacher on selecting appropriate resources and instructional strategies in the classroom instruction. According to Dizon, Jr. (2021) and Valdez, et al. (2020), when learning objectives of teachers are clearly communicated to students, the students will be more likely to achieve the desired goals.

Indicator 5, Plans and adjusts teaching practices to meet the needs of individual students obtained a weighted mean of 3.71 (rank 12) which was also interpreted as Strongly Agree. This indicator was least in the rank, however, the School heads still strongly agreed that their teachers productivity was high specifically on becoming flexible and responsive to the different needs of their students (aligned with the basic education's content and performance standards). In this new normal education set-up, teachers are expected to be flexible and adapt to the increasing needs of learners in the full resumption of face-to-face classes. Gibbs ,et al. (2021) argued that teacher work productivity has an essential and strategic role in realizing quality education. Therefore, severe and continuous efforts are needed to improve it.

Overall, the School Heads' of DepEd, Division of Zambales extent of agreement towards the Teachers' Level of Instructional Planning and Delivery Productivity is 3.84 with qualitative rating of Strongly Agree.

The secondary school teachers of DepEd Division of Zambales strongly agreed on Indicator 1, stating that 'Identifies the learning objectives and describes what the learner be able to do after the learning experience' (weighted mean of 3.64, rank 1). The teachers strongly agreed that

their productivity was high on Instructional Planning and Delivery primarily in determining learning outcomes by preparing comprehensive lesson outline/plan. Teachers' daily lesson plan and daily lesson log (DLL& DLP) outlines should be simple, brief, and factual and measurable regarding what the students should carried out. Moreover, These materials always and remain structured in a manner that helps students evaluate their progress and success.

Teachers are expected to demonstrate sound knowledge and technical know-how in the transmission of content-knowledge, usage of instructional materials, class management, evaluation of learners' performance to enable students acquire desirable knowledge, skills and values, and fulfil the educational goals (Ayeni, 2020).

Indicator 6, Spends more time to working one-on-one or with small groups of students (obtained a the least weighted mean of 3.22, rank 12), interpreted as Agree. The teachers agreed that their productivity was also high working with, collaborating and communication with small groups of students. Even least in the rank, the teachers agreed that there is productivity in their work by utilizing one-on-one teaching approach, students are able to convey with their teachers. For de Guzman (2016), student centeredness of instruction requires an active participation of the learners to work together in a small group, making the teaching and learning more productive. Overall, the school teachers' of DepEd, Division of Zambales extent of agreement towards the teachers' level of Instructional Planning and Delivery Productivity is 3.49 with qualitative rating of Strongly Agree.

2.2. School and Community Engagement Productivity

The school heads of secondary schools of DepEd Division of Zambales found that indicator 1, Takes other role and other task as responsibilities in school, with students and the profession obtained the highest weighted mean of 3.97 (rank 1.5) which was interpreted as Strongly Agree. The school heads strongly agreed that secondary school teachers were highly productive in playing their vital role in

education most especially in the lives of the students they teach in the classroom. The respondents believed that their teachers in the new normal set-up can assume duties and responsibilities assigned to them and are evidently productive. Teachers play a crucial role in the realization of national education due to their direct involvement in pedagogical activities at schools and community (Article III, Section 6 of the Code of Ethics for Professional Teachers, 1994). Generally, the role of a teacher in profession goes beyond teaching (Calimlim, et al, 2021). Teachers' professional responsibilities involve considerably more than simple classroom instruction.

Also indicator 6, Shares ideas and give advice to colleagues, mostly on specific teaching situations obtained the highest weighted mean of 3.97 (rank 1.5). School head respondents strongly agreed that their teachers were highly productive, capable and responsible not only to take charge of their own learning but also assisting their colleagues. Deliquina & de Guzman (2021) found that teachers learn best through collaboration with peers/colleagues in order to meet the public/community demand for quality education. For Dizon, Jr. et al. (2021), teachers are expected to be the dynamic nature of the learner and the society.

Table 3. Extent of Agreement of the School Heads towards the Teachers' Level of School and Community Engagement Productivity

School and Community Engagement Productivity	School Heads			Teachers		
	WM	QR	Rank	WM	QR	Rank
1. Takes other role and other task as responsibilities in school, with students and the profession.	3.97	Strongly Agree	1.5	3.53	Strongly Agree	4.5
2. Participates in day-to-day activities, decision making in school, working side-by-side to set priorities, and dealing with school concerns	3.85	Strongly Agree	8.5	3.14	Agree	12
3. Spends time and genuine effort mentoring new faculty members of their profession and roles	3.85	Strongly Agree	8.5	3.56	Strongly Agree	3
4. Responsive to the variety of ways to help the school and colleagues to get by during the 'New Normal'	3.88	Strongly Agree	4.5	3.50	Strongly Agree	7
5. Practices and promotes safe and positive environment with head, colleagues and students	3.76	Strongly Agree	11	3.60	Strongly Agree	1
6. Shares ideas and give advice to colleagues, mostly on specific teaching situations.	3.97	Strongly Agree	1.5	3.52	Strongly Agree	6
7. Implements the school's learning continuity plan and school recovery plan	3.88	Strongly Agree	4.5	3.58	Strongly Agree	2
8. Establishes community building activities and involve all members in the learning process.	3.85	Strongly Agree	8.5	3.43	Strongly Agree	9

School and Community Engagement Productivity	School Heads			Teachers		
	WM	QR	Rank	WM	QR	Rank
9. Discusses updated, more inclusive model of parental engagement and school-family-community partnerships	3.85	Strongly Agree	8.5	3.53	Strongly Agree	4.5
10. Invites the community from the very beginning in designing, planning and executing school project	3.88	Strongly Agree	4.5	3.21	Agree	11
11. Utilizes community resources, energy, and expertise aimed to improve learning outcomes	3.88	Strongly Agree	4.5	3.44	Strongly Agree	8
12. Sustains comprehensive student support services, school-family-community partnerships	3.62	Strongly Agree	12	3.35	Strongly Agree	10
Overall Weighted Mean	3.85	Strongly Agree		3.45	Strongly Agree	

NOTE: Weighted Mean = WM

Qualitative Rating = QR

Least from the rank was indicator 12, Sustains comprehensive student support services, school-family-community partnerships with weighted mean of 3.62 (rank 12) which was interpreted as Strongly Agree. School head respondents strongly agree that their teachers are highly productive in terms of participation of teachers and students in school projects, activities, events and clubs.

The school heads of the present study observed that productiveness of teachers were manifested through support to students and in building and sustain school and stakeholder partnership. Maniquiz, et al. (2021) extracurriculars and foster support for students beyond the classroom should be well encouraged. Ayeni (2020) pointed out that teachers do not only impart knowledge, but they also help with character building as well. Overall, the Secondary School Heads' of DepEd, Division of Zambales perception towards the teachers' level of School and Community Engagement Productivity is 3.85 with qualitative rating of Strongly Agree.

The secondary school teachers of DepEd Division of Zambales found that Indicator 5, Practices and promotes safe and positive environment with head, colleagues and students (obtained a weighted mean of 3.60, rank 1) which was interpreted as Strongly Agree. The teachers strongly agreed that their productivity was

high in aspect School and Community Engagement most especially in creating a desirable learning and working environment with respective students, colleagues and superior, parents and other stakeholders. The Philippine Professional Standards for Teachers (PPST) (Research Center for Teacher Quality, 2017), also discussed in Valdez, et al. (2020) that Domain 2 highlights the role of teachers to provide learning environments that are safe, secure, fair and supportive in order to promote learner responsibility and achievement; and creating an environment that is learning-focused and in which teachers efficiently manage learner behavior in a physical and virtual space.

Indicator 2, Participates in day-to-day activities, decision making in school, working side-by-side to set priorities, and dealing with school concerns obtained the least weighted mean of 3.14 (rank 1) which was interpreted as Agree. The teachers agreed that their productivity was high mainly in accomplishing their day to day activities and routines at school and inside the classroom. Teachers' classroom routines are essential in the new normal set-up because they give structure to time, interactions and classroom organization. It was concluded in the study of Jacobs et al. (2022) that in spite of the inadequacies in capacity building, teachers maintained high level of productivity possi-

bly due to their strong commitment to professional duties. Overall, the teachers' of DepEd, Division of Zambales extent of agreement to-

wards the Teachers' Level of School and Community Engagement Productivity is 3.45 with qualitative rating of Strongly Agree.

2.3. Professional Development and Research Productivity

Table 4. Extent of Agreement of the School Heads towards the Teachers' Level of Professional Development and Research Productivity

Professional Development and Research	School Heads			Teachers		
	WM	QR	Rank	WM	QR	Rank
1. Joins and supports nurturing Professional Learning Communities to help me level up and learn together.	3.76	Strongly Agree	10.5	3.33	Strongly Agree	7
2. Employs effective instructional coaching techniques to help teachers level up their pedagogical approaches.	3.90	Strongly Agree	1	3.07	Agree	11
3. Utilizes differentiated instruction and collaboration techniques to help students further learn and engage	3.72	Strongly Agree	12	3.46	Strongly Agree	1
4. Continues advanced education aligned with area of specialization/expertise	3.89	Strongly Agree	2	2.95	Agree	12
5. Shares materials and methods with colleagues with regard to the curriculum and instruction	3.85	Strongly Agree	8	3.40	Strongly Agree	4
6. Makes new professional and personal connections in conferences/fora and professional organization	3.88	Strongly Agree	3	3.41	Strongly Agree	2.5
7. Tries out new techniques or new technology tool/ application and reflect upon its impact on teaching.	3.88	Strongly Agree	3	3.34	Strongly Agree	6
8. Collaborates and interacts with other researchers and authors, adding value to research project	3.88	Strongly Agree	3	3.27	Strongly Agree	9.5
9. Checks for reputable and refereed journals for research publications	3.88	Strongly Agree	3	3.41	Strongly Agree	2.5
10. Takes part in the conduct of action research and encourage them to share, disseminate and publish our findings	3.76	Strongly Agree	10.5	3.27	Strongly Agree	9.5
11. Enhances skills (critical, reflective, analysis, problem solving, etc.) needed for writing research	3.75	Strongly Agree	11	3.32	Strongly Agree	8
12. Improves time management skills for research programs and activities greatly	3.88	Strongly Agree	3	3.38	Strongly Agree	5
Overall Weighted Mean	3.84	Strongly Agree		3.30	Strongly Agree	

NOTE: Weighted Mean = WM

Qualitative Rating = QR

The school heads of secondary schools of DepEd Division of Zambales found that indicator 2, Employs effective instructional coaching techniques to help teachers level up their pedagogical approaches obtained a weighted mean of 3.90, rank 1) which was interpreted as Strongly Agree. The school heads of DepEd, Division of Zambales strongly agreed that secondary school teachers' productivity was high in helping colleagues through coaching, counseling and mentoring in aspects of their profession which they face challenging to handle and address. This act will give their students the opportunity to further grow and achieve optimal performance. The study of Bumatay & de Guzman (2023) found that strategies to mentoring were always practiced based on the perceptions of the teacher-respondents while school support to effective mentoring was always practiced based on the school heads' perceptions. Oluwakemi (2021) pointed out that school heads may identify and assign more teacher mentors/coaches, hence bigger opportunities exist for peer-to-peer learning.

Obtained the least in the rant was indicator 12, Utilizes differentiated instruction and collaboration techniques to help students further learn and engage (weighted mean of 3.72, rank 12) which was also interpreted as Strongly Agree. Th school heads strongly agreed that the productivity of teachers in this new normal basic education was high specifically on students' assimilating academic knowledge. de Guzman & Villalobos (2023) stressed that incorporating knowledge derived from experiential and practical experiences in the classroom such as differentiated instruction and collaboration techniques.

Teachers must cater the needs of students from diverse racial, ethnic and socio-economic backgrounds, and students who range in interests, abilities and proficiency by utilizing varied experiential and differentiated instruction (Kaur, 2017 as cited by Ali, et al., 2018; and Deliquiña & de Guzman, 2021). Overall, the Secondary School Heads of DepEd, Division of Zambales extent of agreement towards the teachers' level of Professional Development and Research Productivity is 3.84 with qualitative rating of Strongly Agree.

The secondary school teachers of DepEd Division of Zambales strongly agreed on Indicator 3, stating as 'Utilizes differentiated instruction and collaboration techniques to help students learn and engage with content' (obtained a weighted mean of 3.46, rank 1). The teachers strongly agreed that they have high productivity in professional development and research specifically the process when they can differentiate how students learn through process of tailoring lessons to meet each student's individual interests, needs, and strengths. Teaching this way in the new normal gives students choice and flexibility in how they learn, and helps teachers personalize learning. Deliquiña & de Guzman (2021) recommended in their study that teachers and department heads can maximize the benefits of collaboration among educators by creating a professional learning community aimed to further improve the utilization differentiated instruction and teaching approaches and strategies. Catacutan & de Guzman (2017) suggested resourcefulness and innovativeness from the teachers in the making and selecting various instructional resources appropriate in project based utilization.

Indicator 4, Continues advanced education aligned with area of specialization/expertise content (obtained a weighted mean of 2.95, rank 12) was interpreted as Agree. Even this indicator obtained the least weighted mean, they agreed that in the field of education it is understood that in order to be successful, a teacher must be productive and keep up with the trends in teaching/learning process. Even in the new normal, multiple professional development opportunities exist to align specialization, enhance lesson planning, building assessments, refining instruction, and giving students the chance to better understand content in the most depth and utmost importance. According to Dizon Jr., et al. (2021), Professional Development (PD) provide tangible benefits. To keep up with this change, teachers and administrators should continue to learn. When teachers experience professional growth and an expanse in knowledge, students will also benefit (de Guzman, et al., 2023). Thus, the improved attitude of teachers in turn led to improved student achievement. Overall, the teachers' of

DepEd, Division of Zambales extent of agreement towards the teachers' level of Professional Development and Research Productivity is 3.30 with qualitative rating of Strongly Agree.

2.4. Summary

Table 5. Summary on the Extent of Agreement of the School Heads and Teachers Respondents towards the Teachers' Level of Work Productivity

Work Productivity	School Heads			Teachers		
	OWM	QR	Rank	OWM	QR	Rank
Instructional Planning and Delivery	3.84	Strongly Agree	2.5	3.49	Strongly Agree	1
School and Community Engagement	3.85	Strongly Agree	1	3.45	Strongly Agree	2
Professional Development and Research	3.84	Strongly Agree	2.5	3.30	Strongly Agree	3
Grand Mean	3.84	Strongly Agree		3.41	Strongly Agree	

Overall Weighted Mean = OWM

Qualitative Rating = QR

Table 5 shows that the School and Community (Strongly Agree OWM=3.85) was rank 1st; Instructional Planning and Delivery & Professional Development and Research (Strongly Agree, OWM=3.4) rank 2.5th respectively. The Grand Mean was 3.84. Overall, the school heads Strongly Agreed that productivity is high on School and Community Engagement. The work productivity provides positive contribution to organizational goals like carrying out tasks, work effectiveness & efficiency and quality The study of Jacobs, et al. (2022) revealed that work productivity of teachers shall determine the advancement of education quality as their direct encounter with students to equip them with skill and competencies.

Also in Table 5 shows that the teachers level of productivity was high on Instructional

Planning and Delivery (Strongly Agree OWM=3.49, rank 1st); School and Community Engagement (Strongly Agree, OWM=3.45 rank 2nd) and Professional Development and Research (Strongly Agree, OWM =3.30 rank 3rd). The Grand Mean was 3.41. Overall, the secondary school teachers of DepEd, Division of Zambales Strongly Agreed that their productivity is high on Instructional Planning and Delivery. They are able to manage themselves and are capable to innovate and take responsibility for continually bringing new ideas, techniques, methods and practices into their teaching task. They take it upon themselves to continuously learn and increase their knowledge. For Ayeni (2020) work productivity is a key factor at workplace for its direct benefaction on accomplishing organizational goals.

3. Analysis of Variance on the Difference in Extent of Agreement on the Level of Teachers' Work Productivity When Grouped According to the School Head and Teacher Respondents' Profile

Table 6. Difference in the Extent of Agreement on the Level of Teachers' Productivity when grouped according to School Heads' Profile

Sources of Variations	Instructional Planning and Delivery Productivity		School and Community Engagement		Professional Development and Research	
	Mean Square	Sig.	Mean Square	Sig.	Mean Square	Sig.
Sex	0.07	0.34	0.09	0.34	0.03	0.61
Age	0.07	0.45	0.08	0.46	0.09	0.46

Sources of Variations	Instructional Planning and Delivery Productivity		School and Community Engagement		Professional Development and Research	
	Mean Square	Sig.	Mean Square	Sig.	Mean Square	Sig.
Highest Educational Attainment	0.02	0.90	0.01	0.95	0.06	0.66
Length of Service	0.05	0.66	0.06	0.71	0.08	0.57
Position/Designation	0.07	0.41	0.05	0.76	0.03	0.87

**Significant*

Instructional Planning and Delivery Productivity. The significance values for sex (0.34), age (0.45), highest educational attainment (0.90), length of service (0.66) and position/designation (0.41) were higher than (0.05) alpha level of significance. Therefore, do not reject the hypothesis. There is no significant difference on the school heads' perception. The secondary school head respondents who differ in terms of the abovementioned profile manifested likeness of perceived practices of teachers and how their respective teachers produce outputs categorized as instructional planning and delivery productivity. They do believe that planning for instruction (DepEd Order No. 42, series 2016). is the road map of what student need to learn and how it will be done effectively in the classroom

School and Community Engagement Productivity. The significance values for sex (0.34), age (0.46), highest educational attainment (0.95), length of service (0.71) and position/designation (0.76) were higher than (0.05) alpha level of significance. Therefore, do not reject the hypothesis. There is no significant difference on the school heads' perception. The secondary school head respondents of DepEd, Division of Zambales who differ in terms

of above mentioned personal variables manifested likeness of perceived level of productivity of teachers in terms of engagement and involvement to school events and activities and establishing partnership with parents and other stakeholders.

Professional Development and Research Productivity. The significance values for sex (0.61), age (0.46), highest educational attainment (0.66), length of service (0.57) and position/designation (0.87) were higher than (0.05) alpha level of significance. Therefore, do not reject the hypothesis. There is no significant difference on the school heads' perceptions on the extent of agreement on the level of teachers' instructional planning and delivery productivity. The secondary school head respondents who differ in terms of the abovementioned profile manifest likeness of perceptions of how their teachers are productive in terms of their professional growth and improve in their research outputs and capabilities. Jacobs, et al. (2022) reported increased engagement and productivity across teaching, learning and research domains. Regardless of difference on the profile of the respondents of the mentions researchers, their insights manifest likeness of perceptions.

4. Analysis of Variance on the Difference in the Extent of Agreement on the Level of Teachers' Productivity when grouped according to Teacher Respondents' Profile

Table 7. Difference in the Extent of Agreement on the Level of Teachers' Productivity when grouped according to Teachers' Profile

Sources of Variations	Instructional Planning and Delivery Productivity		School and Community Engagement		Professional Development and Research	
	Mean Square	Sig.	Mean Square	Sig.	Mean Square	Sig.
Sex	0.04	0.63	0.02	0.75	0.00	0.99
Age	0.06	0.81	0.16	0.38	0.10	0.85

Sources of Variations	Instructional Planning and Delivery Productivity		School and Community Engagement		Professional Development and Research	
	Mean Square	Sig.	Mean Square	Sig.	Mean Square	Sig.
Highest Educational Attainment	0.13	0.52	0.09	0.67	0.14	0.75
Length of Service	0.20	0.25	0.16	0.42	0.27	0.47
Position/Designation	0.18	0.35	0.29	0.12	0.29	0.39

**Significant*

Instructional Planning and Delivery Productivity. Table 7 shows the significance values for sex (0.63), age (0.81), highest educational attainment (0.52), length of service (0.25) and position/designation (0.35) were higher than (0.05) alpha level of significance. Therefore, do not reject the hypothesis. There is no significant difference on the teachers' perception. The secondary school teacher respondents of DepEd, Division of Zambales manifested likeness of perceived instructional and lesson organization and planning which can contribute to successful learning outcomes for students and improved instructional practices for teachers. Planning lessons is fundamental to ensuring the delivery of teaching and learning in schools (DepEd Order: Nos. 43, s. 2013). The guidelines in preparation and delivery of aim to support teachers in organizing and managing their classes and lessons effectively and efficiently and ensure the achievement of learning outcomes pre-pandemic or the new normal.

School and Community Engagement Productivity. Table 7 shows the significance values for sex (0.75), age (0.38), highest educational attainment (0.67), length of service (0.42) and position/designation (0.12) were higher than (0.05) alpha level of significance. Therefore, do not reject the hypothesis. There is no significant difference on the teachers' perception. The secondary school teacher respondents of DepEd, Division of Zambales showed likeness of perceived that school and community engagement in education is widely

recognized as a vital force in the effort to support students' wellbeing and learning in the classroom, to remove barriers to achieving quality education for all, address risk factors and promote protective practices.

Professional Development and Research Productivity. Table 7 shows the significance values for sex (0.99), age (0.85), highest educational attainment (0.75), length of service (0.47) and position/designation (0.39) were higher than (0.05) alpha level of significance. Therefore, do not reject the hypothesis. There is no significant difference on the teachers' perception when group according to the above-mentioned profiles. The secondary school teacher respondents manifested likeness of perceived professional development and research productivity practices that enhanced their teaching and impacted students at all achievement levels.

5. Enhancement Program designed to further improve Teachers' Wok Productivity

Presented in Table/Matrix 8 is the proposed Enhancement Program designed to further improve teachers' wok productivity in Secondary School DepEd Division of Zambales. The proposed program was based on the findings of the present study specifically from the theme/variable with the least results on Teachers' Wok Productivity. The proposed Program is composed of six (6) aspects such as the Key Area, Objective, Specific Activities and Outputs, Person(s) Involved, Time Frame and Proposed Budget.

Table/Matrix 8. Enhancement Program Designed to Further Improve Teachers’ Work Productivity in Secondary School DepEd Division of Zambales

KEY AREA	OBJECTIVE/S	SPECIFIC ACTIVITIES & OUTPUTS	Person(s) Involved	Time Frame	Proposed Budget
Instruc-tional Plan-ning and Delivery Productiv-ity	Improve relationship with the highly competent teachers	Conduct of Strategic Plannings and Meetings; In-Service Trainings and Workshops; and Learning Action Cell (LACs) Sessions	School Head Department Head Lecturers/ Resource Persons Teacher/s Students Parents Other Stakehold-ers	Novem-ber 2023 - 2026	Php 15,000.00 MOOE
	Plans and utilizes differentiated instruction and varied techniques to help students learn and engage with lesson contents	Proposed Themes: “Differentiated Instruc-tion” “Innovative Instructional Pedagogies and Modali-ties” “Content and Perfor-mance Standards”			
	Sustains comprehensive student support ser-vices, school-family-community partnerships	Concrete Program/Pro-ject e.g., School-Family-Community Partnerships			
	Shares materials and methods with colleagues with regard to the curric-ulum and teaching/in-struction	Development and Crea-tion of IM/Resources Bank			
	Prepares of effective in-structional and e-learning materials to maximize student en-gagement	Outputs: Accomplishment Report Documentation and proof participation of activities Action Plan Project Proposal			
School and Community Engage-ment Productiv-ity	Defines clear employees’ actions, tasks and re-sponsibilities	Participation to School, District and Division Events	School Head Depart-ment Head Lecturers/ Resource Persons Teacher/s Students Parents Other Stakehold-ers	Novem-ber 2023 - 2026	Php 15,000.00 MOOE
	Utilizes varied and two-way communication	Conduct of Strategic Plannings and Meetings; In-Service Trainings; LAC Sessions; Re-Echo; Professional Group Con-ferences			
	Implements the school’s learning continuity plan and school recovery plan	Proposed Topics “Varied and Effective Communication”			
	Conducts dialogues and works side-by-side to set priorities and deal with school concerns				

	Plans and adjusts teaching practices to meet needs of students	“Learning Continuity Plan” “School Recovery Plan” “Participative Decision Making”			
	Seeks and takes account of employees views before making a decision	Outputs: Action Plan Project Proposal			
Professional Development and Research Productivity	Provides support by delegating tasks and helps in developing skills	Feedback and Monitoring Schemes	School Head Department Head	November 2023 - 2026	Php 14,000.00 MOOE
	Involves high task focus and high degree of support focus	Conduct of Strategic Plannings and Meetings; In-Service Trainings (INSET); LAC Sessions; Re-Echo; School-Based Professional Group Conferences	Lecturers/Resource Persons Teacher/s Students Parents Other Stakeholders		
	Mentors new faculty members of their profession and roles	Proposed Topics			
	Continues advanced education aligned with area of expertise	“School-Based Mentoring Program”; “Differentiated School Priorities and Concerns in the New Normal”			
	Implements feedback mechanism to boost the team and member’s participation and collaboration	Participation to School, District and Division Events			
		Outputs: Action Plan Project Proposal			

Conclusions

The researchers presented the conclusions as follows:

1. The school heads are male middle aged adults, master's degree holders, and served in the profession for two and a half decades as Principals I and IV. The teachers are female young adults, baccalaureate degree holders with master’s units and served in the teaching profession for a decade as Teacher I.
2. The school heads strongly agreed that the level of teachers’ work productivity was high on **school and community engagement** primarily taking other roles as teacher, taking responsibilities in school, and with colleagues while the teachers strongly agreed that the level of their work productivity was high on **instructional planning and delivery** mostly on identifying the learning objectives and how these can be achieved by the learners.

3. There is no significant difference in the described level of teachers' work productivity when grouped according to school head and teacher respondents' profile.
4. An Enhancement Program was designed aimed to further improve teachers' work productivity.

Recommendations

In the light of the foregoing conclusions of the study, the following recommendations were advanced:

1. The school heads may institutionalize feedback mechanism and implement mentoring program regularly to boost the team and team member's collaboration and participation.
2. The school heads may involve actively more employees to school events and projects; to setting priorities making the employees further recognize and emphasize accountability and responsibilities.
3. The school heads and teachers may sustain further comprehensive student support services and school-family-community partnerships.
4. The teachers may utilize more differentiated instruction and collaboration techniques to further improve teaching practices in the new normal.
5. The teachers have to prioritize and continue advanced education aligned with their area of specialization/expertise.
6. Present the developed Enhancement Program to immediate Supervisors, Education Specialist and Curriculum Planners of DepEd Division of Zambales for review and critiquing, and consideration for future policy implementation.
7. Conduct follow up study outside the Division of Zambales to confirm the present research findings.

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