Teachers' Working Conditions and Engagement in Their Productivity

Jose Roman A. Alfajaro [a], Jasmine C. Alfajaro [b]

[a]Kabulusan Integrated National High School, Pakil, Laguna, Philippines, 4017, Philippines
[b]Laguna State Polytechnic University, Sta. Cruz, Laguna, 4009, Philippines

Abstract

Teachers are the most important group of professionals for our nation's future. Their work productivity and engagement have an essential and strategic role in realizing quality education. This study wanted to determine the relationship between teachers' working conditions and engagement in their productivity. Specifically, it sought to determine the relationship of teachers' working conditions with their productivity in terms of work arrangement, safety, and potential strategies, and determine also the level of teachers' engagement in terms of communication, teaching strategies, and emotional engagement of selected teachers at schools in their productivity. The study was conducted in the first semester of S.Y 2022-2023 at Pakil Sub-office/District. The data and information were gathered by using questionnaires composing of forty-five (45) questions that were answered by the selected teachers at Pakil Sub-office/District.

The teachers' working conditions in terms of work arrangement, potential strategies, and safety were remarked as to Very High. Furthermore, this shows that teachers are adapting to the implementation of five (5) days in-person or face-to-face classes based on DepEd Order 34, s. 2022, agreed that safety is providing health kits and supplies and other items needed for their health protection in the department of education, and also their potential strategies of that is giving feedback to students to develop new knowledge and skills through self-learning. Additionally, the teachers' engagement in terms of communication, learning strategies, and emotional engagement is also remarked Very High. Furthermore, this shows that teachers communicate using some internet application sites and apps for them to be connected to others concerning their work, and as part of their teaching strategies, they align learners' assessments with established curriculum standards and ensure a good relationship with their students.

The study revealed that teachers' working conditions in terms of work arrangement, potential strategies, and safety had significant relationship with their productivity. Moreover, engagement of the teachers in terms of communication, learning strategies, and emotional engagement also had a significant relationship with their productivity.

Thus, the researcher further concludes that the researcher's null hypothesis that "there is no significant relationship between teachers' working conditions and teachers' engagement and teachers' productivity" is rejected.

In light of the conclusion drawn from the findings, the following recommendations are hereby given: the teachers can build constructive relationships with authorities, colleagues, parents, and other stakeholders to foster an enabling and supportive environment for learners. Building good communication and relationship must be encouraged among the learners and colleagues to prevent conflict and work productively. The department should sustain engaging teachers in effective communication, activities that can enhance their teaching strategies, and can develop their emotional engagement. Finally, school can provide clear procedures, conditions, and routines at work which enables teachers to be more productive and efficient.

Keywords: Working conditions; Teachers' productivity; Working arrangement; Safety; Potential Strategies; Communication; Teachers' engagements; Content Knowledge ; Core Behavioral Competencies; Pedagogy

_____

1. Main text

Teachers are always regarded as a powerful source in schools. Teachers are at the center of the teaching-learning process while students are the major stakeholders in education since their performance informs the educational community on how the school is faring. Therefore, if teachers are not productive,

students will not be (Etomes et al., 2019). Teachers are arguably the most important group of professionals for our nation's future. Without teachers, the education system will be crippled. Their work productivity and engagement have an essential and strategic role in realizing quality education. These are important to students as well as teachers because they affect how much individual attention teachers can give to students.

One of the teachers' abilities is to adapt in the face of adversity. Different challenges arise, particularly during this difficult time, and teachers are still adjusting to the new normal. As a result, teachers employ a variety of coping strategies to deal with the difficulties they face. These coping mechanisms assist teachers in overcoming challenges and are a great help in improving the situation in education.

Moreover, 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 currently involves many unexpected situations and events, teachers must engage and respond to the changing needs of students throughout a lesson, adapt to equitable teaching strategies, and make adjustments to their teaching plans when timetable changes occur.

Hence, the researcher wants to determine the relationship of working conditions of selected teachers in Pakil Sub-office/ District with their productivity in terms of work arrangement, safety, and potential strategies, and determine also the level of teachers' engagement in terms of communication, teaching strategies, and emotional engagement of selected teachers at schools in their productivity.

Statement of the Problem

This study aimed to determine the relationship between working conditions and the engagement of selected teachers of Pakil Sub-office with their productivity.

1. What is the level of teachers' working conditions in terms of:
   1.1 Work Arrangement;
   1.2 Safety; and
   1.3 Potential Strategies?
2. What is the level of teachers' engagement in terms of:
   2.1 Communication;
   2.2 Teaching Strategies; and
   2.3 Emotional Engagement?
3. What is the level of teachers' productivity in terms of content knowledge, pedagogy in teaching, and core behavioral competencies?
4. Is there a significant relationship between the teachers' working conditions in their productivity?
5. Is there a significant relationship between teachers' engagement in their productivity?

Hypotheses

The study tested the following hypotheses:
1. There is no significant relationship between teachers' working conditions and teachers' productivity.
2. There is no significant relationship between teachers' engagement and teachers' productivity.

Research Design

The research design used to this study is descriptive method where the major objective to determine the relationship between working conditions and the engagement of selected teachers of Pakil Sub-office with their productivity.

The researcher conducted descriptive research to describe what is truly present in the current circumstances. This technique is suitable for discovering new facts in a variety of ways, including knowledge quality, generalization of new truths and concepts, and a more specific articulation of the concerns to be solved.

According to McCombes (2019) descriptive research aims to accurately and systematically describe a population, situation or phenomenon. A descriptive research design can use a wide variety of research methods to investigate one or more variables.

The quantitative research design utilized in this study. According to Bhandari (2020), it is a process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations.

Statistical Treatment of Data

The statistical treatment of data is used to compute, analyze, and interpret the data given by the respondents. After administering the questionnaire, the responses of the selected teachers from schools of Pakil Sub-office/District were tallied, analyzed and interpreted.

The teachers' working conditions in terms of working arrangement, safety, and potential strategies; and engagement in terms of communication, teaching strategies and emotional engagement of selected teachers at schools in Pakil District were determine with the use of weighted mean and standard deviation.

On the other hand, the variables including the content knowledge, pedagogy in teaching, and core behavioral competencies were used as dependent variables under productivity, and had weighted mean and standard deviations as statistical treatment. Lastly, in determining the significant relationship between the teachers' working conditions and engagement in their productivity, the Pearson's R was used to treat them.

Tables

Table 1. Significant Relationship between Teachers' Working Conditions and Teachers' Productivity

Student's Working Conditions	Student's Productivity	r value	Degree of Correlation	Analysis
Work Arrangement		0.702	Strong relationship	Significant
Safety	Content	0.382	Weak relationship	Significant
Potential Strategies		0.670	Strong relationship	Significant
Work Arrangement		0.651	Strong relationship	Significant
Safety	Pedagogy	0.363	Weak relationship	Significant
Potential Strategies		0.694	Strong relationship	Significant
Work Arrangement		0.692	Strong relationship	Significant
Safety	Core Behavioral Competencies	0.439	Moderate relationship	Significant
Potential Strategies		0.674	Strong relationship	Significant
Scale			**Strength**	
0.80 – 1.00			Very Strong	
0.60 – 0.79			Strong	
0.40 – 0.59			Moderate	
0.20 – 0.39			Weak	
0.00 – 0.19			Very Weak	

From the findings above, we can infer that 0.05 level of significance, the null hypothesis "There is no significant relationship between teachers' working conditions and teachers' productivity" is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between the teachers' working conditions and their productivity. This finding showed that the teachers' working conditions in terms of the work arrangement, potential strategies, and safety evidently have a significant relationship with their productivity.

Table 2. Significant Relationship between Teachers' Engagement and Teachers' Productivity

Student's Working Conditions	Student's Productivity	r value	Degree of Correlation	Analysis
Communication		0.730	Strong relationship	Significant
Learning Strategies	Content	0.608	Strong relationship	Significant
Emotional Engagement		0.706	Strong relationship	Significant
Communication	Pedagogy	0.687	Strong relationship	Significant

Learning Strategies		0.601	Weak relationship	Significant
Emotional Engagement		0.720	Strong relationship	Significant
Communication	Core Behavioral Competencies	0.693	Strong relationship	Significant
Learning Strategies		0.620	Strong relationship	Significant
Emotional Engagement		0.697	Strong relationship	Significant

Scale	Strength
0.80 – 1.00	Very Strong
0.60 – 0.79	Strong
0.40 – 0.59	Moderate
0.20 – 0.39	Weak
0.00 – 0.19	Very Weak

From the findings above, we can infer that 0.05 level of significance, the null hypothesis "There is no significant relationship between teachers' engagement and teachers' productivity" is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between the teachers' engagement and their productivity. This finding showed that the teachers' engagement in terms of communication, learning strategies, and emotional engagement evidently have a significant relationship with their productivity.

Findings and Summary

This study aimed to determine the relationship of teachers' working conditions and engagement with their productivity. Specifically, it aimed to determine the teachers' working conditions in terms of working arrangement, safety and potential strategies; and the teachers' engagement in terms of communication, teaching strategies, and emotional engagement in their productivity. The respondents of this study are ninety (90) selected teachers from Pakil District/ Paki Sub-office, Pakil, Laguna for the School Year 2022-2023.

The teachers' working conditions in terms of work arrangement, potential strategies, and safety were remarked as to Very High. Furthermore, this shows that teachers are adapting to the implementation of five (5) days in-person or face-to-face classes based on DepEd Order 34, s. 2022, agreed that safety is providing health kits and supplies and other items needed for their health protection in the department of education, and also their potential strategies of that is giving feedback to students to develop new knowledge and skills through self-learning.

Additionally, the teachers' engagement in terms of communication, learning strategies, and emotional engagement is also remarked Very High. Furthermore, this shows that teachers communicate using some internet application sites and apps for them to be connected to others concerning their work, and as part of their teaching strategies, they align learners' assessments with established curriculum standards and ensure a good relationship with their students.

The study revealed that teachers' working conditions in terms of work arrangement, potential strategies, and safety had significant relationship with their productivity. Moreover, engagement of the teachers in terms of communication, learning strategies, and emotional engagement also had a significant relationship with their productivity.

Conclusion

In conclusion, after extensive research and analysis, it can be stated that the findings have provided significant insights into the topic under study. The conclusions drawn from the research have been based on a thorough examination of the data collected, and have been supported by sound reasoning and evidence related to the teachers' work productivity.

The following conclusions are drawn from the findings:

1. The researcher's null hypothesis that there is no significant relationship between teachers' working conditions and teachers' productivity is rejected because it obtained less than the level of significance alpha 0.05. On the other hand, this finding showed that the teachers' working conditions in terms of the work arrangement, potential strategies, and safety evidently have a significant relationship with their productivity.

2. In addition, from the result of the study, the researcher's null hypothesis that there is no significant relationship between teachers' engagement and teachers' productivity is also rejected because it acquired less than the level of significance alpha 0.05. Thus, this finding showed that the teachers' engagement in terms of communication, learning strategies, and emotional engagement evidently have a significant relationship with their productivity.

Acknowledgements

References

Adeolu, J. & Akinola, O. (2020). Organizational Communication and Teachers' Productivity in Secondary Schools in Ondo State, Nigeria.ResearchGate.Retrieved from https://www.researchgate.net/publication/342571581_Organizational_Communication_ and_Teachers'_Productivity_in_ Secondary_Schools_in_Ondo_State_Nigeria

Alonge, B. , Onnoh, O., Olusesean, O. & Ojo, O. (2020). Working Conditions and Salary as Correlates of Teachers' Productivity in Government-Owned Secondary Schools in Emure Local Government Area of EkitiState, Nigeria. Macrothink Institute. Retrieved fromhttps://files.eric.ed.gov/fulltext/EJ1255842.pdf

Ambrosini, V., & Bowman, C. (2009). What Are Dynamic Capabilities And Are They A Useful Construct In Strategic Management?. InternationalJournal of Management Reviews 11(1), 29–49. Retrieved from DOI:10.1111/j.1468- 2370.2008. 00251.x

Anisah, A., Gistituati, N.,Rusdinal, C.(2020) Analysis of Factors Affecting Teachers' Productivity. Adv. Soc. Sci. Educ. Humanit. 395–399.Retrieved from https://www.researchgate.net/publication/347914960_Analysis_of_Factors_Affecting_Teachers%27_Productivity

Attorney of the Philippine Blog (2017) Philippine Teachers Professionalization Act of 1994. Retrieved from https://attorney.org.ph/legal-news/299- philippine-teachers-professionalization-act-of 1994#:~:text=7836%20or%20the%20Philippine%20Teachers,Examination%20for%20Teachers%20(LET).

Barberos,M., Gozalo,A., Padayogdog, E. (2022). The Effect of the Teacher's Teaching Style on Students' Motivation. Steinhardt. School

of Culture, Education, and Human Development. Retrieved from https://steinhardt.nyu.edu/departments/teaching-and-learning/research/practitioner-action-research/effect-teachers-teaching

Batas Pambansa Blg. 232 Retrieved from https://lawphil.net/statutes/bataspam/bp1982/bp_232_1982.html BBC News (2022) Retrieved from https://www.bbc.com/news/world- asia-62629046

Bayram,M., Üngan, M. & Ardıç, K. (2017). The Relationships Between OHS Prevention Costs, Safety Performance, Employee Satisfaction And Accident Costs. Volume 23 (2). Retrieved from https://www.tandfonline.com/doi/abs/10.1080/10803548.2016.1226607

BBC News. (2022) Philippine students return to school for first time since Covid. Retrieved from https://www.bbc.com/news/world-asia-62629046

Bhandari (2020). What Is Qualitative Research? |Methods & Examples. Scribbr.Retrieved from https://www.scribbr.com/methodology/qualitative-research/

Boonpala, Panudda (2021). Asia-Pacific: Living and working conditions of educators severely impacted by the pandemic, Global Union Federation. Retrieved from https://www.ei-ie.org/en/item/25577:asia-pacific-living- and-working-conditions-of-educators-severely-impacted-by-the-pandemic

Bozkurt, A. (2019). From Distance Education To Open And Distance Learning: A Holistic Evaluation Of History, Definitions, And Theories. In S. Sisman-Ugur & G. Kurubacak (Eds.), Handbook of Research on Learning in the Age of Transhumanism (pp. 252–273). IGI Global. Retrieved from https://doi.org/10.4018/978-1-5225-8431-5.ch016

Bryk, A. S. (2010). Organizing schools for improvement. Phi Delta Kappan, 91(7), 23–30. Retrieved from https://journals.sagepub.com/doi/10.1177/003172171009100705

Bryk, A. S., Sebring, P. B., Allensworth, E., Easton, J. Q., & Luppescu, S. (2010). Organizing schools for improvement: Lessons from Chicago. University of Chicago Press. Retrieved fromhttps://press.uchicago.edu/ucp/books/book/chicago/O/bo8212979.html

Cacho, J. (2019). Apply Knowledge & Content Within & Across Curriculum Areas. Scrib. Retrieved from https://www.scribd.com/presentation/435802176/Apply-Knowledge-

Chaturvedi, S. (2020). Essentials of Management: By Harold Koontz and Heinz Weihrich. Chennai: Tata McGraw Hill Education, 540. Retrieved from doi:10.1080/08832323.2020.1720572Rs. 647, ISBN: 978-9-3392-2286- 42015

Crossman, A. (2020). Understanding Purposive Sampling.ThoughtCo.Retrieved from https://www.thoughtco.com/purposive-sampling-3026727

Das, A. & Bag, R. (2020). Digital Pedagogy with ICT and Learning Technologies. Researchgate. Retrieved from https://www.researchgate.net/publication/338329612_Digital_Pedagog y_with_ICT_and_Learning_Technologies

David, C. C., Albert, J. R. G., & Vizmanos, J. F. V. (2019).Pressures on public school teachers and implications on quality.Retrieved from https://www.pids.gov.ph/publication/policy-notes/pressures-on-public- school-teachers-and-implications-on-quality

Dean, M. (2019). Ten (10) Effective Teaching Strategies for Every Classroom. Classcraft. Retrieved from https://www.classcraft.com/blog/effective- teaching-strategies-for-every-classroom

DepEd Order 12, s. 2020. Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the CoViD 19 Public Health Emergency. Retrieved from https://www.deped.gov.ph/wp-content/uploads/2020/06/DO_s2020_012.pdf

DepEd Order 34, s. 2022. On the issuance of an Amendatory DepEd Order to DO 34, s. 2022. Retrieved from https://www.deped.gov.ph/2022/10/17/on-the-issuance-of-an- amendatory-deped-order-to-do-34-s-2022/

Gabriel, B., Nepomuceno,J., Kadusale, M., Taneo,J. & Cabello, C. (2022).The Compromised Most Essential Learning Competencies: Qualitative Inquiry. Retrieved from https://www.researchgate.net/publication/364353805_The_Compromised_Most_Essential_Learning_Competencies_A_Qualit ative_Inquiry

Gistituati, Rusdinal & Anisah (2020). Analysis of Factors Affecting Teachers' Productivity. Atlantis Press. Retrieved from 10.2991/assehr.k.201209.256

Godbler,K & Atkins, D. (2021) COVID-19 Impacts on Teaching and Learning: A Collaborative Autoethnography by Two Higher Education Lecturers. Retrieved from https://www.frontiersin.org/articles/10.3389/feduc.202 1.647524/full

Gourault, K. (2022). Seven Practical Teacher Productivity Tips to Achieve Learning Outcomes. Education Advanced. Retrieved from https://educationadvanced.com/resources/blog/7-practical-teacher- productivity-tips-to-achieve-learning-outcomes/

Guerriero, S.(2017). Pedagogical knowledge and the changing nature of the teaching profession. Paris: OECD Publishing. Retrieved from http://dx.doi.org/10.1787/9789264270695-en.

Han, F. (2021).The Relations between Teaching Strategies, Students' Engagement in Learning, and Teachers' Self-Concept. 13(9).Retrieved from https://www.mdpi.com/2071-1050/13/9/5020

Johnson, S. M. (2019). Where teachers thrive: Organizing schools for success. In Harvard Education Press. Harvard Education Press. Retrieved from https://www.amazon.com/Where-Teachers-Thrive-Organizing- Schools/dp/1682533581

Karanikas, N.,Melis, D., & Kourousis,K. (2018). The Balance Between Safety and Productivity and its Relationship with Human Factors and Safety Awareness and Communication in Aircraft Manufacturing. Vol. 9,(3). https://www.sciencedirect.com/science/article/pii/S2093791117303074

Kumar, A. (2021). Impact Of The COVID-19 Pandemic On Teaching And Learning In Health Professional Education: A Mixed

Methods Study Protocol.Retrieved..from..https://bmcmededuc.biomedcentral.com/articl es/10.1186/s12909-021-02871-w

Kwon, K., Ford T., Tsotsoros, J. , Randall, K., & Malek-Lasater, A., (2022). Learning Journals. What Are the Different Pedagogical Approaches to Learning?. Retrieved from https://learningjournals.co.uk/what-are-the- different-pedagogical-approaches-to-learning/

Learning Journals (2022). What Are the Different Pedagogical Approaches to Learning? Retrieved from https://learningjournals.co.uk/what-are-the- different-pedagogical-approaches-to-learning/

Llego, M. (2020). DepEd Requirements for Safe Return to Schools and Offices in the Light of COVID-19 Pandemic. Teacherph. Retrieved from https://www.teacherph.com/deped-requirements-safe-return-schools- offices-covid-19-pandemic/

Llego, M. (2022). Working Hours of Public School Teachers. TeacherPh 291 Retrieved from https://www.teacherph.com/working-hours/

Macawili, M. (2021). The Effectiveness of Teacher-Made Worksheets in Reference to PIVOT 4A Learner's Material for Mathematics 10 to Selected Secondary Students.

Manila Bulletin (2022). DepEd Order 34, s. 2022 Retrieved from https://mb.com.ph/2022/11/02/ready-or-not-face-to-face-classes-start-for-public-schools/

Mahmood, S. (2020). Instructional Strategies for Online Teaching in COVID-19 Pandemic.Retrieved from https://onlinelibrary.wiley.com/doi/abs/10.10 02/hbe2.218

Marmoah, S. & Poerwanti, J. (2019). Managing the Classroom Environment-Friendly for Primary School Students. Retrieved from https://eudl.eu/doi/10.4108/eai.27-4-2019.2286916

McCombes,S. (2019). Descriptive Research | Definition, Types, Methods & ExamplesScribbr.Retrived from https://www.scribbr.com/methodology /descriptive-research/

McKay, E. (2021). Safety: Maslow's Hierarchy of Needs, Interaction Design foundation. Retrieved from https://www.interaction-design.org/literature/article/safety-maslow-s-hierarchy-of needs#:~:text=The%20need%20for%20safety%20was,of%20family%2 C%20 and%20of%20health.

Meeting Professionals International Journal (2022). Navigating. The New Normal. Tips For Organizing Meetings & Events In A Post-Covid World Retrieved from https://www.mpi.org/docs/librariesprovider51/default- document-library/mpi---new-normal-whitpaper.pdf?sfvrsn=8527a95a_0

Mettl Blog (2022). Behavioral Competencies: The Cultural Core of Every Organization.Retrieved from https://blog.mettl.com/behavioral-competencies/#:~:text=Core%20behavioral%20competencies%20ca%20be,the%20nature%20of%20the%20job.

Miles, M. (2022). The ultimate guide to hiring for behavioral competency (with examples). Betterup. Retrieved from https://www.betterup.com/blog/behavioral-competency

Mockler, N. (2011). Beyond 'what works': Understanding teacher identity as a practical and political tool. Teach. Teach. 17, 517–528. Retrieved fromdoi: 10.1080/13540602.2011.602059

Moran and Hoy (2021). Teaching during a Pandemic: United States Teachers' Self-Efficacy During COVID-19. Retrieved from https://www.sciencedirect.com/science/article/pii/S0742051X2100189X

Mynbayeva,A.,Sadvakassova, Z. , & Akshalova, B. (2017). Pedagogy of the Twenty-First Century: Innovative Teaching Methods. Retrieved from https://www.intechopen.com/chapters/58060

Neill, S. (2017). Classroom Nonverbal Communication. Perlego. Retrieved from https://www.perlego.com/book/1496960/classroom-nonverbal- communication-pdf

Nova Scotia Teachers Union (2017). Workplace Health& Safety:Know Your Rights. Nova Scotia Department of Labour and Advanced Education.Retrieved from https://nstu.blob.core.windows.net/nstuwebsite/data/handbooks,%20pamphlets%20and%20guides/ OHS%20Book%202017%

Oabel, R. (2020). Health Environment and the Wellness Dimension of Physical Education Teaching Force Amidst of the Covid-19 Pandemic Basis for the Faculty Development Program in the Academe. Retrieved from 10.47119/IJRP1001031620223404

O'Brien, S. (2017).Topic-Specific Pedagogical Content Knowledge (TSPCK) in Redox and Electrochemistry of Experienced Teachers. ERIC. Retrieved from https://eric.ed.gov/?id=ED579774

Open Learn (2020). Purpose Of Teaching And Learning Materials . Retrieved from https://www.open.edu/openlearncreate/mod/page/view.php?id=16 8509#:~:text=Learning%20materials%20can%20significantly%20incre ase,new%20skill%20gained%20in%20class.

Powley, R. (2018) Powerful Pedagogy: Teach Better. Routledge. Third Avenue, New York. Retrieved from https://books.google.com.ph/books?id=7f5QDwAAQBAJ&printsec=frontcover&dq=pedagogy%20in%20teaching&hl=en&sa =X&ved=2ahUKEw i_jrvSu8L9AhVimlYBHbzjAtMQ6AF6BAgJEAI#v=onepage&q&f=false

Pressley, T. and Ha, C. (2021). Teaching during a Pandemic: United States Teachers' Self-Efficacy During COVID-19 Retrieved from https://www.sciencedirect.com/science/article/pii/S0742051X2100189X

Quarcoo, R. (2021). Conducive Classroom Environment: A Situational Analysis of Senior High Schools offering Clothing and Textiles in Ghana. International Journal for Cross-Disciplinary Subjects in Education. Retrieved from https://infonomics-society.org/wp- content/uploads/Conducive-Classroom-Environment.pdf

Redmond, J. (2023).Teaching Workplace Safety. Love To Know. Retrieved   from   https://business.lovetoknow.com/teaching-workplace-safety

Reimers, F. M., & Schleicher, A. (2020). A Framework To Guide An Education   Response To The COVID-19 Pandemic Of 2020. OECD.   Retrieved from https://read.oecd-ilibrary.org/view/?ref=126_126988-   t63lxosohs&title=A-framework-to-guide-an-education-response-tothe-   Covid-   19-Pandemicof-2020

Reinhorn, S. K., Johnson, S. M., & Simon, N. S. (2017). Investing In   Development: Six Highperforming, High-Poverty Schools Implement   The Massachusetts Teacher Evaluation Policy. Educational Evaluation   And   Policy   Analysis, 39(3), 383–406. Retrieved from   https://journals.sagepub.com/doi/abs/10.3102/0162373717690605

Republic Act No. 7836, December 16, 1994. Retrieved from   https://www2.education.uiowa.edu/html/eportfolio/tep/07e190-191folder/LearningEnvironment/learning_environment.htm

Sudhakar, J. (2017). Teaching Aids and resources Aids the best learning.   Linked   In.   Retrieved   from https://www.linkedin.com/pulse/teaching-aids-   resources-best-learning-ms-jemi-sudhakar

Sumadsad, C. & Ruiz, A. (2017). Occupational Safety, Health Conditions And   Productivity of Faculty in Higher Education Institutions at The National   Capital Region, Philippines: An Assessment. SILO Tips. Retrieved from https://silo.tips/download/abstract-keywords-health-and-safety-higher-   education-institutions-hei-s-producti

Sumitra P., & Roshan, C. (2021). Research Article. Retrieved from   https://doi.org/10.1177/2347631120983481

Teacher PH (2021). Implementation of the RPMS-PPST for School Year 2021-   2022.   Retrieved   from https://www.teacherph.com/implementation-rpms-   ppst-school-year-2021-2022/

Toma, S., Misu, S. & Radu, C. (2022). How to Increase Teacher Performance through Engagement and Work Efficacy. Retrieved from https://doi.org/10.3390/su141610167

Toquero, C. M. (2020). Challenges And Opportunities For Higher Education Amid The COVID-19 Pandemic: The Philippine Context. Pedagogical   Research, 5(4), em0063.Retrieved from   https://doi.org/10.29333/pr/7947

Tosuntas, S., Cubukcu, Z., & Beauchamp, G. (2020). Teacher Performance in   Terms   of   Technopedagogical   Content Knowledge Competencies.   Research   Gate.   Retrieved   from https://www.researchgate.net/publication/348081790_Teacher_Performance_in_Terms_of_Technopedagogical_Content_Knowledge_Comp   etencies

Vaughan, N., Reali, A., Stenbom, S., Van Vuuren, M.J. & MacDonald, D.   (2017). Blended Learning From Design To Evaluation: International   Case   Studies   Of   Evidence-Based   Practice.   Online   Learning,   21(3), Retrieved from https://pdfs.semanticscholar.org/2f8f/38b7e69c6c6a0e   73c28b2c7fa0fd99f7a018.pdf

Viano, S., Pham, L. D., Henry, G. T., Kho, A., & Zimmer, R. (2020). What   Teachers   Want: School Factors Predicting Teachers' Decisions To Work   In   Low-Performing   Schools.American   Educational   Research   Journal, 133.Retrieved   from   https://journals.sagepub.com/doi/full/10.3102/000   2831220930199