

Teachers' Working Conditions and Engagement in Their Productivity

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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

<i>Student's Working Conditions</i>	<i>Student's Productivity</i>	r value	Degree of Correlation	Analysis
Work Arrangement	<i>Content</i>	0.702	Strong relationship	Significant
Safety		0.382	Weak relationship	Significant
Potential Strategies		0.670	Strong relationship	Significant
Work Arrangement	<i>Pedagogy</i>	0.651	Strong relationship	Significant
Safety		0.363	Weak relationship	Significant
Potential Strategies		0.694	Strong relationship	Significant
Work Arrangement	<i>Core Behavioral Competencies</i>	0.692	Strong relationship	Significant
Safety		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

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

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

It's been a tough journey compiling this study and it would not be possible without the people who supported and inspired the researcher since day one. The author hereby expresses his heartfelt appreciation and sincerest gratitude.

First and foremost, to the ALMIGHTY GOD who continuously showers him with wisdom, love, and strength;

ROSARIO G. CATAPANG, PhD, Dean of College of Teacher Education and the Thesis Adviser, whose encouraging words, scholarly piece of advice and consideration have been a continued inspiration to the researcher, for with which this study had found proper direction until its completion;

RHONEIL B. VIBORA, PhD, Subject Specialist, for his time, knowledge expertise shared and experiences imparted to the researcher;

BENJAMIN O ARJONA, EdD, Statistician; an expert performing statistical tasks, for the help, guidance and moral support in upbringing the study's credibility;

AUGUST V. TUIZA, EdD, Technical Editor, for his time spent in editing technical aspects of this paper, and assisting the researcher in formatting this research in accordance with academic writing standards.

FLORHAIDA V. PAMATMAT, EdD, Language Critic, for the kind support and advice for the improvement of the study as well as for her patience in reviewing and editing the manuscripts;

ROGEL E. BARCENAS, EdD, External Panel Member, for his timeless commitment and for the assistance given in revising and editing the manuscripts;

Their loving family, for their love, immeasurable support, and encouragement from the beginning up to the completion of the study.

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