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PERFORMANCE PRODUCTIVITY OF TEACHERS AND EFFECTIVENESS OF PUBLIC ELEMENTARY SCHOOLS

Jesshel J. Cañada[1]
[1]*Student, Graduate School, Rizal Memorial Colleges, Inc.*

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ABSTRACT

This study determined the level of performance productivity of teachers and effectiveness of public elementary schools. This study employed the non-experimental descriptive survey research design in investigating the research problem. The respondents are the 115 public elementary teachers who are in a plantilla position or in a permanent status teacher in Santa Cruz North District, Division of Davao del Sur using slovin's formula. The data analysis utilized the mean, Pearson r, and regression analysis. The finding revealed that the level of performance productivity of teachers in terms of; Classroom Instruction, Classroom Discipline, Learning Outcome, and Community Linkages was always manifested. Moreover, the level of effectiveness of public elementary schools in terms of; Academic Achievement, School Environment, Parental Involvement, and Curriculum Instruction was always manifested. Furthermore, the study found that there is a significant relationship between Performance Productivity of Teachers and Effectiveness of Public Elementary Schools, all components of performance productivity of teachers influenced of the effectiveness of public elementary schools. These findings compliment Human Capital theory which suggests that the skills, knowledge, and competencies of teachers directly impact the productivity of public schools.

KEYWORDS: *Performance Productivity, School Effectiveness, Classroom Instruction, Classroom Discipline, Learning Outcome, Community Linkages, Academic Achievement, School Environment, Parental Involvement, CurriculumInstruction*

INTRODUCTION

Power to influence is a vital ingredient for a leader and organization to become a success. It focuses on how leader uses power to influence and motivate members to do the task for the achievement of organizational goals. Power sometimes has a negative connotation especially when leaders uses power to achieve personal goals. Indeed, "leadership is impossible without power, yet influencing others does not automatically qualify as leadership".

Educational institutions are a critical place because it is where the next generation is educated. To build a good institution where learners develop holistically, Dalal and Rani (2023) believe that the most essential factor is effective leadership, which significantly affects the performance and productivity of the employees. Such leadership requires an exercise of power as it is a tool by which leaders influence followers. Social power consists of types or bases of power, such as reward, coercive, legitimate, expert, and referent power. The primary focus of this study is to ascertain their role in teachers' performance productivity and the Effectiveness of Public Elementary Schools (Bloom, 2021).

A study conducted at High Schools in Albania, showed and recommended that by gaining effective leadership experience leads to improved performance and productivity, allowing leaders to apply the fundamentals of power in ways that benefit both teachers and the school. Effective principals or leaders should combine different sources and bases of power, selecting them according to specific case, situation, or context (Gagne, 2021).

Moreover, a study conducted in the San Francisco District School System, Division of San Pablo City, Philippines, seeks to address the challenges schools face in fostering a positive and collaborative environment while promoting continuous professional development to enhance teacher performance and overall school effectiveness. The study examines the critical role of organizational culture and practices in attracting, retaining, and empowering teachers to meet the demands of change and competition in the education sector (Aliazas & Chua, 2021).

Teachers' organizational commitment, dedication, loyalty, and emotional attachment to their schools are vital concepts. A teacher who is deeply committed to the organization's goals is more likely to go above and beyond their basic duties, contributing to the school's overall success (Blanco et al, 2022).

To enhance the effectiveness of public schools, it is recommended to also implement a comprehensive professional development program that enables school heads to continuously grow as leaders. Additionally, the Human Resource Training and Development Unit within Schools Division Offices should design a professional development plan tailored to the different competency levels of school heads, especially focusing on managing school operations and resources (Valenzuela & Buenvinida, 2021).

Similar to the issues and concerns raised on various studies regarding leaders' influence on teacher performance and school effectiveness, the researcher was prompted to conduct a study on the performance productivity of teachers in the Santa Cruz North District, focusing on the influence of leaders' power (Joyce et. al., 2023) and its impact on the effectiveness of the public schools.

In the Division of Davao Del Sur, particularly in Sta. Cruz North District, some teachers are motivated to work with high spirit everyday while a selected few settle for less in terms of performance. Performance management is a key responsibility of school heads and plays significant role in the success of the school. One essential component of performance management is coaching and mentoring. Coaching and mentoring become urgent needs in an organization when there is a performance gap among employees, as they help address issues related to school effectiveness. Hence, this study.

LITERATURE REVIEW

Nowadays, too many children fail to learn to read proficiently, which has serious consequences for their overall well-being and long term success in school. This may be because providing effective reading instruction is more complex than many of the current instructional models suggest; due in part to child characteristic by instruction (CXI) interactions (Gagne and Briggs, 2020).

Professional educators have developed a variety of instructional models, each designed to promote effective classroom learning. Joyce et al. (2023) describe four main categories of teaching or instruction namely: behavioral systems, information processing, personal development, and social interaction. These categories encompass the vast majority of instructional methods used in education. Each model targets a specific type or aspect of learning depending on the desired educational outcomes (Rosenshine, 2021).

On the other hand, providing balanced instruction may be more complex than current models of reading instruction imply. Accumulating evidence reveals that the effect of any particular instructional strategy will likely vary with each child's language and literacy skills. These have been referred to as child characteristic by instruction (child X instruction) interactions. They have also been called aptitude X treatment interactions (Al Otaiba et al., 2020).

Child X instruction (CXI) interaction research demonstrates that the relationships among instruction, child characteristics, and outcomes are non-linear, transactional, and dynamic. Correlational and emerging quasi-experimental evidence for CXI interactions has been found in studies of students from kindergarten through third grade students (Bos et al., 2020).

Data-driven decision making is essential in K-12 education today; however, teachers often lack the knowledge or training to effectively utilize extensive data sets. Research shows that teachers are typically not taught how to use multiple data sources such to reflect on student progress or to differentiate instruction (Cohen et al., 2023).

Given the increasing diversity of learners, teachers are encouraged to meet their varied learning needs through differentiated instruction (DI). Little research has utilized large-scale data to empirically examine the importance of specific differentiated instruction (DI) practices. Findings suggest that while DI is recognized, its application varies across educational contexts (Pozas, M., Letzel, V., & Schneider, C., 2020).

Furthermore, teacher educators viewed the differentiated instruction approach as vital for diverse classrooms. Reported benefits included enhanced motivation, stronger relationships between learners and teachers, and a reduced achievement gap among students. However, challenges such as a shortage of trained teachers, misunderstandings about differentiated instruction, large class sizes, limited access to professional development, and inadequate facilities were identified as obstacles (Ginja, T. G., & Chen, X., 2020).

For a Differentiated Instruction (DI) to be successful, both schools and teachers must be strongly committed to its principles and implementation. Effective DI requires strong support from school leadership, including responsiveness to teachers' needs and the provision of professional development opportunities. Workshops and training sessions are essential for helping teachers develop a deep understanding of DI concepts before applying them in their classrooms, thereby increasing the likelihood of successful implementation (Magableh & Abdullah 2020).

Another related study examines the essential components necessary for effective teacher preparation and ongoing professional development in differentiated instruction. The study identifies factors that contribute to the successful implementation of Differentiated Instruction (DI), such as providing teachers with in-depth training which covers both theoretical and practical strategies differentiation. Establishing continuous learning opportunities, and promoting reflective practices among teachers to assess the effectiveness of their instructional methods (Langelaan, B. N., et al., 2024).

The article "The Essential Role of Teacher Self-Efficacy and Enthusiasm for Differentiated Instruction" also explores how two critical factors; teacher self-efficacy and, enthusiasm, affect the use of differentiated instruction (DI) in the elementary classrooms. Teachers who believe in their abilities and have a true passion for teaching are

more capable of adapting their lessons to suit the diverse needs of their students, leading to better outcomes (Kalinowski et al., 2024).

Statement of the Problem

This study aimed to determine the level of the Performance Productivity of Teachers and Effectiveness of Public Elementary Schools, it answered the following sub-problems:

1.What is the level of Performance Productivity of Elementary Teachers in terms of:
1.1 Classroom Instruction,
1.2 Classroom Discipline,
1.3 Learning Outcome and
1.4 Community Linkages?
2. What is the level of Effectiveness of Public Elementary Schools in terms of:
2.1 Academic Achievement,
2.2 School Environment,
2.3 Parental Involvement and
2.4 Curriculum Instruction?
3. Is there a significant relationship between Performance Productivity of Teachers and Effectiveness of Public Elementary Schools?
4. What component of Performance Productivity Influence Effectiveness of Public Elementary Schools?

METHODOLOGY

Research Design

This study employed the non-experimental descriptive survey research design in investigating the research problem. Descriptive because the data are presented through quantitative descriptions of the "Performance Productivity of Teachers and Effectiveness of Public Elementary Schools". According to Good (2021), this method of research shows merely description of tasks presenting the conditions regarding the nature of the group of persons or class of events that involved procedure of analysis, classification, and measurement. It involves varied information regarding the current or present condition (Deauna, 2021).

Research Respondents

This study was conducted in Davao Del Sur, particularly in Sta. Cruz North District. The number of teacher participants in this study was identified using the slovin's formula. The respondents are the 115 public elementary teachers in the research locale who are in a plantilla position or in a permanent status teacher who are presently teaching in the research locale this school year 2024-2025, particularly in Coronon Elementary School with 47 teachers, Astorga Central Elementary School with 38 teachers, and Almendras Elementary School with 30 teachers. The respondents answered the checklist based on the indicators in the researcher-downloaded questionnaire describing the Performance Productivity of Teachers and the Effectiveness of Public Elementary Schools. This study uses the universal sampling procedure considering the manageable number of respondents in Sta. North District.

Research Instrument

This study utilized the researcher downloaded questionnaire authored by Halsey Rogers for the Performance Productivity of Teachers and the questionnaire by New Visions for Public Schools for the Effectiveness of Public Elementary Schools. The respondents gave their responses on the items in the checklist. The checklist was undergone pilot testing in a school that is not part of the research local to measure its validity and reliability.

Data Analysis

The following statistical tools were used in the analysis and interpretation of the responses in this study.
Mean was used to describe the extent of Performance Productivity of Teachers. According to Khan Academy, the mean is the average number found by adding all data points and dividing by the number of data point.

Pearson r was used to determine the significant relationship between the Performance Productivity of Teachers and Effectiveness of Public Elementary Schools. Pearson r, also known as the Pearson product-moment correlation coefficient, is a statistical measure that assesses the strength and direction of the linear relationship between to continuous variables (Cohen et al., 2003).

Regression was used to determine which component of Performance Productivity influence effectiveness of Public Elementary Schools. Regression is a statistical technique used to model and analyze the relationship between a dependent variable and a one or more independent variables (Tabachnick and Fidell, 2013).

RESULTS AND DISCUSSION

Conclusion

Based on the collective findings on this study, the following conclusions are drawn: the Level of Performance Productivity of Teachers in terms of Classroom Instruction is Very High, the Level of Performance Productivity of Teachers in terms Classroom Discipline is Very High, the level of Performance Productivity of Teachers in terms of Learning Outcome is Very High, Level of Performance Productivity of Teachers in terms of Community Linkages is Very High, the level of Effectiveness of Public Elementary School in terms of Academic Achievement is Very

High, the level of Effectiveness of Public Elementary School in terms of School Environment is Very High, the level of Effectiveness of Public Elementary School in terms of Parental Involvement is Very High, the level of Effectiveness of Public Elementary School in terms of Curriculum Instruction is Very High, there is a significant relationship between the performance productivity of teachers and effectiveness of public elementary schools, all components of performance productivity of teachers influenced of the effectiveness of public elementary schools.

These findings compliment Human Capital theory, which suggests that the skills, knowledge, and competencies of teachers have a direct impact on the productivity of public schools. According to this perspective, when teachers receive continuous training and professional development, they enhance their instructional techniques, improving student outcomes. Higher student achievement contributes to a school's productivity, as success rates, graduation rates, and overall educational quality increase.
Schools that invest in teacher development, provide adequate resources, and support teachers' needs see higher levels of motivation, efficiency, and instructional effectiveness—ultimately improving school productivity.

On the other hand, Organizational Climate theory emphasizes that a school's organizational environment significantly influences teacher productivity. A favorable, supportive, well-structured school climate—characterized by strong leadership, effective communication, collaborative culture, and adequate resources—leads to high teacher morale and motivation. When teachers work in an environment that fosters teamwork, innovation, and professional support, they tend to be more productive in delivering quality education. As a result, school-wide productivity improves due to increased teacher engagement, reduced turnover, and enhanced student learning experiences.

Recommendations
In the light of the findings drawn out by the researcher in this study, the following recommendations are offered:
It is suggested that DepEd officials may prioritize comprehensive teacher development programs that focus on skill enhancement, motivation, and well-being. Regular professional training, competitive compensation, and performance-based incentives will boost teacher engagement and effectiveness in the classroom. Additionally, fostering an environment of collaboration and open communication between educators and administrators will create a supportive atmosphere where teachers feel valued and empowered. By strengthening the workforce in these areas, schools can achieve higher educational outcomes and overall institutional success.

Moreover, DepEd may ensure that schools are equipped with modern teaching resources, technology, and efficient administrative support to optimize teachers' productivity. Reducing unnecessary paperwork and bureaucratic obstacles will allow teachers to focus on their core responsibility—delivering quality education. Strong leadership, clear educational policies, and streamlined processes will create a more effective learning environment, benefiting teachers and students. Investing in teacher performance directly contributes to advancing the public education system, paving the way for a more dynamic and progressive academic landscape.

School heads play an essential role in enhancing teacher productivity, which directly impacts the overall effectiveness of public schools. To support their educators, school leaders may implement strategies that foster professional growth, motivation, and well-being. This includes providing regular training opportunities, fair performance evaluations, and a culture of appreciation that recognizes teachers' efforts. Encouraging collaboration among educators through mentoring programs and peer discussions can also improve instructional practices, making learning more effective for students and ensuring the school operates at its highest potential.

Additionally, school heads may work towards creating a structured yet flexible environment where teachers can focus on delivering quality education without unnecessary administrative burdens. Streamlining processes, improving access to teaching resources, and ensuring well-equipped classrooms will allow teachers to maximize their productivity. Strong leadership, clear goals, and open communication between administrators and teachers contribute to a favorable school climate where educators feel empowered and motivated to perform at their best. By prioritizing teacher productivity, school heads ultimately drive the success and development of their institutions.

Teachers play a vital role in shaping the success of public schools, and their productivity directly impacts student achievement and overall institutional performance. To enhance their effectiveness, educators may continuously seek professional development opportunities, refine their teaching strategies, and embrace innovative approaches to classroom instruction. Engaging in collaboration through peer mentoring and knowledge-sharing activities can also lead to improved teaching practices and better student outcomes. Additionally, maintaining a strong sense of motivation and commitment to student success fosters a positive learning environment that contributes to higher school productivity.

Furthermore, teachers may prioritize effective time management, resource utilization, and classroom organization to maximize their instructional impact. Creating lesson plans that cater to diverse learning needs and integrating technology into teaching can enhance engagement and efficiency. Strong communication with school leaders, parents, and students helps foster a supportive learning ecosystem where challenges are addressed proactively. By continuously striving for excellence in their profession, teachers not only elevate their productivity but also contribute significantly to the overall success of public schools.

Future researchers exploring the relationship between teacher performance productivity and public school productivity may focus on identifying the key factors that influence teacher efficiency, motivation, and instructional effectiveness. Investigating the impact of professional development, school leadership, resource allocation, and institutional policies on educator productivity could provide valuable insights for improving educational outcomes. Additionally, comparative studies across different school environments, socioeconomic settings, and teaching methodologies may uncover best practices that enhance teacher performance and overall school success. A multidisciplinary approach considering psychological, organizational, and policy perspectives will contribute to a well-rounded understanding of how teacher productivity drives public school excellence.

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