Productivity, Social Relationship and Teachers' Performance

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Abstract: *This study aimed to determine the relationship between Productivity, Social Relationship, and the Teacher's Performance among the 311 junior high school teachers at Misamis Oriental General Comprehensive High School, School Year 2021-2022. Survey questionnaires were utilized to measure the level of Productivity in terms of Task Management, and Time Management as well as on the level of Social Relationship in terms of Rapport and Empathy while data mining on scores of the teachers based on IPCR key result areas were utilized in this study. Frequency, Percentage, Weighted Mean, Standard Deviation, and Person Product Moment Correlation Coefficient were statistical tools used. The results showed that teachers' productivity was at very high level, social relationship was at high level and performance were at Outstanding level. It was concluded that productivity and social relationship have significant correlation towards teachers' performance. Moreover, It was recommended that that teachers should face and focus on various challenges and concerns with regards to their way of teaching and in handling their students to find exciting and better ways and means.*

Key Words: *Empathy, Productivity, Performance, Social Relationship, Rapport, Time Management, Task Management.*

1. INTRODUCTION:

There are beliefs that teachers' teaching performance is influence on the necessity of inner motivation like productivity and social relationship. A teacher with a high level of productivity and better social relationship with students and colleagues is likely to perform better. Thus, these three elements are essential to the teaching profession. Republic Act 10533, known as the Enhanced Basic Education of 2013 and DepEd Order Number 36 series of 2013, stipulates the role of teachers in nation-building. Through quality teachers, the Philippines can develop holistic learners who are steeped in values, equipped with 21st-century skills, and able to propel the country to development and progress. The attainment of DepEd's vision of producing Filipino who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to the country's development is predictive of teachers' competence and productivity, and work values.

Performance, productivity, and social relationship are interrelated, which could lead to the improvement of educational standards because they help boost students' ability to be knowledgeable, productive, and responsive individuals. It was emphasized that productivity and social relationship are factors that can determine teachers' performance. It is the result of the efforts exerted and the resources utilized. Teachers' work productivity and social relationship vary due to different variables such as task management and time management, as well as rapport and empathy. Teachers with better performance possess optimistic attitudes about teaching and about students and set no limits on students and believe everyone can be successful. Furthermore, these teachers are resourceful and inventive in how they teach their classes, and they are fair in handling their grading. It is inferred that these characters are contributory to shaping students to become learned, committed, dedicated, resourceful and innovative (Gaan, 2022).

Walker (2018) accentuated that teachers' productivity and work relationships are influential to their teaching performance. Highly performing teachers come to class ready and well-prepared, with positive and cheerful attitudes about teaching and students, and express their beliefs that every student can be successful. They are interest-starters and inspire students to learn beyond the four confines of the classrooms. Furthermore, it was posited that the productivity and work relationships of teachers contribute to their teaching performance. Teachers' productivity and work relationship provides a positive contribution to educational goals and objectives in schools. Teachers' performance is enhanced due to a high level of productivity and social relationship. It is based on this stated circumstance that the researcher is motivated to conduct this study to find out the effect of productivity and social relationship on the teachers'

performance at Misamis Oriental General Comprehensive High School (MOGCHS) in the Division of Misamis Oriental for the School Year 2021-2022.

2. THEORETICAL REVIEW:

The paradigm of the study was guided by the Self-Efficacy Theory of Bandura and the Productivity Theory of Taylor (Janubas & Oco, 2022). Self-efficacy is defined as confidence in one's capabilities to organize and execute the courses of action required to produce given attainments. With this, self-efficacy reflects the teacher's confidence in their ability to exert control over motivation, behavior, and teaching environment. Such cognitive self-evaluations impact all manner of teaching experiences, which determines why the teacher strives, the amount of energy exerted towards achieving teaching goals, and the likelihood of attaining particular levels of behavioral performance at work. Further, it was inferred that a teacher's behavior is motivated and regulated by self-evaluation reactions to their own actions, and therefore self-directedness partly determines the teacher's behavior inside the classroom.

Taylor, meanwhile, states that scientifically determined management practices can improve productivity. His basic premise, "one best way" to do a job, should be discovered and put into practice. The belief is that the typical teacher can simultaneously achieve high or at least above-average levels of productivity as related to teaching performance and work values (Janubas, 2022). Thus, it is important to investigate certain variables that can be considered determinants of teachers' performance. Moreover, faithful to the commitment of the Department of Education to quality teaching, is being recognized as vital to the attainment of desired learning outcomes; the Department remains steadfast in its efforts to anchor its human resource systems and actions on well-defined professional standards for teachers' quality. Therefore, consistent with DepEd Order No. 2, s. 2015, prescribing the guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education and pursuant to Section 5 of DO 42, s 2017 on the National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST), which mandates that all performance appraisals for teachers shall be based on this set of standards, the Department has been integrating and embedding the PPST into the RPMS of teachers since School Year (SY) 2018-2019.

The alignment of the Results-Based Performance Management System (RPMS) to PPST ensures that the work efforts would be directed towards attaining its vision, purpose, values, and strategic priorities towards delivering quality educational services to Filipino learners. New result-based performance assessment instruments were designed. Thus, the RPMS tool focuses on the assessment instruments used to ensure the quality of teacher performance, which defines teachers' duties and responsibilities across the career stages, which are the Proficient Teachers that Teacher I-III belongs to and Highly Proficient to the Master Teacher I-IV. Key Result Areas (KRA) were utilized to attain certain objectives that presented details on various Means of Verification (MOV), which serves as proof of the attained performance indicators alongside performance indicators from outstanding to poor performance that will help the ratees and raters in the assessment process.

Furthermore, KRA captures the domains of PPST that define the quality of teachers in the country. As stated in RPMS Manuals for Teachers and School Heads, there were five Key Result Areas (KRA) to determine the functions of individual that can be found on the Individual Performance Commitment Review Form, which is a part of RPMS Tool. The following were: Content Knowledge and Pedagogy, Diversity of Learners and Assessment Reporting, Curriculum Planning Community Linkages and Professional Engagement and Personal Growth and Professional Development, and the Plus Factor. It is in this premise that the researcher wanted to look into the relationship between teaching performance and productivity and social relationship. Figure 1 presents the schematic diagram of the study showing the interplay between the dependent and independent variables.

3. METHODOLOGY:

The study utilized the descriptive correlational research design with content analysis. This method is adapted it can be utilized to investigate new problems and questions that will arise during the study. This is a non-experimental study of the significance of the variables with the help of statistical analysis. A descriptive correlational research design is used in this study that aims to describe the variables and the relationships that occur naturally between and among them. Since it is descriptive, it will help gather information about the present existing condition. Correlational research is carried out to measure two variables. The goal of this design is to investigate relationships between variables without the research controlling or manipulating any of them (Mondina, 2022).

The respondents of the study were teachers of Misamis Oriental General Comprehensive High School in the Division of Misamis Oriental. Since the study was conducted in a school that is considered a district due to its teachers and student population, the researcher utilized the purposive sampling method. Below is the table presenting the number of teachers per grade level and their corresponding percentage.

The study utilized a researcher-made survey questionnaire. The instrument was composed of three (3) major components. Part I was on the level of Productivity of Teachers with twenty (20) indicators of which ten (10) indicators for Task Management and another ten (10) indicators for Time Management. Part II was on the level of Social Relationship of Teachers with twenty (20) indicators, of which ten (10) indicators for Rapport and another ten (10) indicators for Empathy. Finally, Part III was secondary data on teachers' performance which was described based on the Individual Performance Commitment and Review (IPCR) rating.

The following statistical techniques utilized in this study are: Problem 1. Mean values and standard deviation for the data on teachers' level of productivity. Problem 2. Mean values and standard deviation for the data on teachers' level of social relationship. Problem 3. Frequency counts, percentages, mean, and standard deviation was used on the level of teachers' Performance. Problem 4. Pearson-Product Moment Correlation Coefficient was utilized to ascertain the significant relationship between the teachers' productivity, social relationship, and performance.

4. RESULTS AND DISCUSSION:

Table 1. Overall Teachers' Level of Productivity

Variables	Mean	SD	Description
Task Management	4.23	0.77	Always
Time Management	4.25	0.73	Always
Overall Mean	**4.24**	**0.75**	**Always**

Note: 1.00 – 1.80 Never, 1.81 - 2.60 Seldom, 2.61 – 3.40 Sometimes, 3.41 – 4.20 Most of the Time, 4.21 – 5.00 Always

Overall teachers' level of productivity has an Overall Mean of 4.24 with SD=0.75, which is described as Always and interpreted as a Very High Level. This means that the teachers were able to achieve the highest level of productivity. The effectiveness with which tasks and objects are achieved for the academy is known as productivity. Benefits like profitability and staff morale will be easier to see by erecting a productive plant. This allows preceptors to work freely and indeed exceed their pretensions by icing that assigned tasks are done on time and that labors are complied not in a rushed manner. According to Anisah et al (2020), job productivity is frequently measured by the volume, quality, and punctuality with which preceptors complete their work in designing literacy, enforcing literacy, conducting assessments, and sharing in professional development conditioning.

In the same table, the highest variable is "Time Management." It has a Mean of 4.25, with SD=0.73, which is described as Always and interpreted as Very High. There are just twenty-four hours in a day in our normal lives, and so as with teachers. Teachers are unable to do everything in a single day. This places restrictions on the tasks we can do every day. Time management involves managing work, social life, and sleep. The requirement for the division of time is specific. This will enable him to finish all of his tasks. Your tasks should be listed in a schedule.

Each task must be given enough time when designing. Work should come first in all situations. Sleeping should come second. Social life comes last but clearly not least. Family and musketeers are included in social life. therefore, time operation is a skill that needs to be learned. Topper (2021) suggested removing meaningless tasks from one's diurnal docket is judicious. Weekends are the stylish time to do it. Weekend socializing is especially encouraged. Include trip time as well in the schedule. This guarantees perfection. Most Importantly, produce a schedule on paper to record diurnal conditioning. Life will come more chastened as a result. preceptors should also finish the work every day. The timeline will, still, gradationally change in several ways. The schedule must also be realistic. However, the schoolteacher cannot produce a plan, If the schoolteacher doesn't know the diurnal timings.

Meanwhile, the lowest variable is "Task management." It has a Mean of 4.23 with SD=0.77, described as Most of the Time. Human life is perfectly split into patterns of time. The way in which the hours, days, months, and years are organized inspires people to further arrange their daily schedules in a constructive way. This puts the idea of task management into perspective, which belongs in everyone's life. It's a tool that can help every person in passing easy life in the current stressful and restless times. preceptors can complete work within the distributed time by using task operation. also, this practice aids the schoolteacher in determining what's further pivotal and how important time should be distributed to each exertion (Jaramillo, 2022). still, it may lead to indecorous operation of diurnal liabilities performing in lower productivity position, if a schoolteacher doesn't use task operation.

Overall teachers' level of Social Relationship has an Overall Mean of 4.28 with SD=0.80, described as Always and interpreted as Very High Level. This means that the teachers were able to achieve the highest level of social relationship. Social connections are made up of individualities who regularly interact and who regard their relations to have particular significance. Family, musketeers, neighbors, associates, and other connections are included in this description, but social hassles and connections that are brief, incidental, or regarded to be of little consequence aren't

included. Having effective, honest, and regular communication is crucial to developing strong hookups. One can achieve this by talking to close family and musketeers as well as reliable associates. participating particular information can come naturally and fluently to certain people. Others might want backing from a healthcare provider or a community association to feel more at ease speaking up. According to Oco (2022), the quality of your connections is inversely as important as the volume of your social network. Having a support network to decompress, have fun, and spare on through delicate times is linked to good internal health.

Table 2. Overall Teachers' Level of Social Relationship

Variables	Mean	SD	Description
Rapport	4.37	0.80	Always
Empathy	4.19	0.79	Most of the Time
Overall Mean	**4.28**	**0.80**	**Always**

Note: 1.00 – 1.80 Never,   1.81 - 2.60 Seldom, 2.61 – 3.40 Sometimes, 3.41 – 4.20 Most of the Time, 4.21 – 5.00 Always

In the same table, the highest variable is "Rapport." It has a Mean of 4.37 with SD=0.80 which is described as Always. In its utmost introductory form, fellowship can be defined as a gracious fellowship. A person can establish fellowship with two other people or with a large group of people. reflecting, countermanding, and indeed when people are eating are all ways for establishing fellowship. A solid fellowship is essential in any type of commerce, whether it's a business collaboration or just a normal fellowship. Developing fellowship can help to ameliorate a range of connections, boost communication, establish trust, and raise someone's desire to share in an exertion. Without fellowship, there's minimum chance of impacting or prevailing someone (IPL.org, 2021).

Meanwhile, the lowest variable is "Empathy." It has a Mean of 4.19 with SD=0.79, which is described as Most of the Time. Empathy is a highly valued attribute that would be required for social relationships. Considering someone's sentiments and sentiments necessitates empathy. It is an essential component in both one's private and professional lives. Understanding other people's values, beliefs, and cultures is a skill or quality. Empathy is the strength of connection. Empathy enables one to form a psychological as well as emotional link with another person. It allows someone to see inside another person's head. It is impossible to treat someone unfairly. In the same way that a person can recoil from their own personal sadness, they can also withdraw from their experience of despair. It makes one want to assist the person who is hurting (Prasana, 2021).

Teachers' overall performance has an Overall Mean of 4.52 with SD=0.76, which is interpreted as Outstanding. This means that the teachers were able to achieve the highest overall teaching performance. This implies that the preceptors achieved a high position of performance as they attained advanced performance scores. still, there are still areas that need to be given attention for better advancements. literacy is a nonstop process. thus, preceptors shouldn't get discouraged if they get a low standing, as they still have time to bounce back.

Table 3. Overall Teachers' Performance

Variables	Mean	SD	Interpretation
Teachers' Content Knowledge and Pedagogy	4.44	0.76	Very Satisfactory
Learning Environment	4.61	0.72	Outstanding
Diversity of Learners, Curriculum and Planning and Assessment and Reporting	4.46	0.79	Very Satisfactory
Community Linkages and Professional Engagement and Personal Growth and Professional Development	4.57	0.76	Outstanding
Overall Mean	**4.52**	**0.76**	**Outstanding**

Note: 4.500 – 5.000   Outstanding   3.500 – 4.499   Very Satisfactory
             2.500 – 3.499   Satisfactory   1.500 – 2.499   Unsatisfactory   Below 1.499   Poor

Similarly, the said table indicated that among the four (4) variables, the Learning Environment got the highest Mean of 4.61 with SD=0.72, which is interpreted as Outstanding. This means that the preceptors have to make redundant sweats as they weren't suitable to misbehave with all the objects under this variable satisfactorily. also, a literacy terrain is vital to the learners' tutoring and literacy process of the learners so preceptors should give further trouble to insure that the literacy terrain is ideal and conducive for the learners.

Pat (2018) asserted that an atmosphere of security and safety creates an auspicious outlook in scholars. Learners who are constantly exposed to salutary circumstances are more likely to choose to do acts of kindness to ameliorate themselves and others. As a result, learners must be trained to have a positive perspective. Also, Bell (2017) claimed

that there are learners that are late baggies and needs further attention and guidance to show their true eventuality. preceptors need to believe and be patient in guiding them. Once these types of learners gain their confidence, they can also exceed and come more productive.

Conversely, the Table showcases the least performed indicator, specifically on "Teachers' Content Knowledge and Pedagogy. It got a Mean of 4.44 with SD=0.76, which is interpreted as Very Satisfactory. This means that the teachers were able to achieve the highest level of performance but also had to work on other areas. Preceptors perform excellently in maintaining an ideal literacy terrain for the learners. preceptors also made sure that safety and security were maintained, as well as the perpetration of classroom operation. Ngawere (2019) admitted that rephrasing instructions into the trainees' native lingo makes them easier to understand. The experimenter also prompted that preceptors continue to use the primary medium of tutoring, knowing that it's used in all seminaries across the country.

Meanwhile, Ampe (2022) revealed that conducting exploration is time- consuming and needs a lot of trouble. The benefits, still, are overwhelmingly positive on the part of the preceptors and indeed towards the learners. Lack of time and indeed support makes it more gruelling for preceptors. thus, concrete programs and support should be distributed for preceptors conducting exploration.

Table 4. Test Correlation on Teachers' level of Productivity and Performance

| Teachers' Productivity | Teachers' Performance | | | |
	Content Knowledge and Pedagogy	Learning Environment	Diversity of Learners, Curriculum, and Planning, Assessment, and Reporting	Community Linkages and professional Engagement and Personal Growth
Task Management	0.8192 0.000 SPR S	0.8674 0.000 SPR S	0.9773 0.000 SPR S	0.9043 0.000 SPR S
Time management	0.1462 0.0671 NLR NS	0.8367 0.000 SPR S	0.7734 0.000 SPR S	0.7443 0.000 SPR S

Note: *significant at p<0.05 alpha level   S – significant   NS – not significant

Test correlation between Teacher's Productivity and Performance reveals that a strong positive significant correlation was registered between teachers' productivity on task management and performance. All of the interplayed variables registered r-values ranging from 0.800 to 0.9773, equivalent to strong positive correlations. All of which are significant 0.05 level of significance. Thus, the null hypothesis is rejected. This implies that teachers' productivity in task management can affect their teaching performance. Thus, teachers should be mindful of their task management skills for better performance.

In terms of Time Management and performance, the interplayed variables on Learning Environment, Diversity of Learners, Curriculum, and Planning, Assessment, and Reporting and Community Linkages and professional Engagement and Personal Growth registered r-values ranging from 0.700 to 0.8367 equivalent to strong positive correlations. All of which are significant 0.05 level of significance. Thus, the null hypothesis is rejected. However, Content Knowledge and Pedagogy variable registered an r-value of 0.1462 (p-value:0.0671 which is not significant at 0.05 level of significance. Thus, the null hypothesis is accepted.

This implies that teachers' Productivity in Time Management can affect their teaching performance. Meanwhile, in terms of Content Knowledge and Pedagogy, the teachers' performance levels are the same. However, teachers should still be mindful of their time management skills for better performance. This finding aligns with the studies of Gacasan (2022) and Maestre (2022), who revealed that productivity has a significant positive correlation with teachers' performance. The researcher further recommended that teachers must continue to improve themselves, especially in managing time utilization and task completion, as it will impact their overall performance.

Test correlation between teacher's Social Relationship and performance reveals that a strong positive significant correlation was registered between teachers' social relationship on rapport and performance interplayed variables on Learning Environment, Diversity of Learners, Curriculum, and Planning, Assessment, and Reporting and Community Linkages and professional Engagement and Personal Growth registered r-values ranging from 0.800 to 0.9036 equivalent to strong positive correlations. All of which are significant 0.05 level of significance. Thus, the null

hypothesis is rejected. However, Content Knowledge and Pedagogy variable registered an r-value of 0.1073 (p-value:0.6601 which is not significant at 0.05 level of significance. Thus, the null hypothesis is accepted.

Table 5. Test Correlation on Teachers' level of Social Relationship and Performance

Teachers' Social Relationship	Teachers' Performance			
	Content Knowledge and Pedagogy	Learning Environment	Diversity of Learners, Curriculum, and Planning, Assessment, and Reporting	Community Linkages and professional Engagement and Personal Growth
Rapport	0.1073 0.6601 WPR NS	0.9036 0.000 SPR S	0.8637 0.000 SPR S	0.8548 0.000 SPR S
Empathy	0.1427 0.6821 WPR NS	0.9471 0.000 SPR S	0.9538 0.000 SPR S	0.9113 0.000 SPR S

Note: *significant at p<0.05 alpha level   S – significant   NS – not significant

This implies that teachers' Social Relationship on Rapport can affect their teaching performance. Meanwhile, in terms of Content Knowledge and Pedagogy, the teachers' performance levels are the same. However, teachers should still be mindful of their rapport with stakeholders like students, colleagues, and parents for better communication and performance. In terms of Empathy and performance, data reveals that strong positive significant correlation was registered between teachers' Social Relationship on Empathy and performance interplayed variables on Learning Environment, Diversity of Learners, Curriculum, and Planning, Assessment, and Reporting and Community Linkages and professional Engagement and Personal Growth registered r-values ranging from 0.900 to 0.9538 equivalent to strong positive correlations. All of which are significant 0.05 level of significance. Thus, the null hypothesis is rejected. However, Content Knowledge and Pedagogy variable registered an r-value of 0.1427 (p-value:0.6821), which is not significant at a 0.05 level of significance. Thus, the null hypothesis is accepted.

This implies that teachers' social relationship on empathy can affect their teaching performance. Meanwhile, in terms of Content Knowledge and Pedagogy, the teachers' performance levels are the same. Still, preceptors should still be aware of their fellowship with stakeholders like scholars, associates, and parents for better communication and performance. This finding is harmonious with the findings of Pelao et.al., (2022), who discovered that social connections have a substantial positive link with schoolteacher performance. The experimenters also suggested that preceptors establish healthy connections with academy stakeholders so that they may always seek for backing or indeed levies if demanded. This is to ensure that systems and conditioning are fully manifested and performed for far better overall results and performance.

5. CONCLUSIONS AND RECOMMENDATIONS:

Based on the findings, the following conclusions were obtained:
- Teachers registered Very High Level of Productivity with all two (2) variables were rated at very high level and Teachers also registered Very High Level of Social Relationship with Rapport being rated with very high level while Empathy was rated with high level.
- Teachers' Performance was interpreted as Outstanding with Learning Environment and Community Linkages and Professional Engagement and Personal Growth and Professional Development variables at outstanding Level.
- Teachers' Productivity and Social Relationship registered strong positive and significant relationship towards their Teaching Performance.

Based on findings and conclusions, this study came out with recommendations to likely enhance the productivity and social relationship of the teachers concerning the level of teaching performance.
- Teachers need to be encouraged to improve their productivity in terms of managing task and time to properly management of daily responsibilities.

- Teachers should exercise their leadership and parenting skills to the fullest with sincerity, fairness, and equality. They should also learn concepts on leadership as they too can become an administrator or school heads should they desire administrative positions at work.
- Teachers may improve their performance in these areas as it involves content and competencies in the subjects they are handling. However, they need to show more sensitivity to the type of learners they are handling and in evaluating their students' status and performance.
- Productivity and social relationships need attention and emphasis, especially now that teachers are still facing various challenges and concerns with regard to their way of teaching and handling their students.

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