

Teacher's Classroom Activities in Relation to Their Work Performance

Charlie L. Nebrida

Student, Medina College – Ozamiz City

Abstract— Classroom activities are essential in shaping teachers' work performance, reflecting their instructional strategies, management skills, and student engagement practices. This study explored the relationship between classroom activities and the work performance of elementary teachers in South 1 District, Division of Iligan City, during the School Year 2021–2022. Using a descriptive-correlational design, the study involved elementary teachers and school administrators as respondents. A researcher-made questionnaire, developed from relevant literature, was the main data collection tool. Data were analyzed using weighted mean, standard error of difference, independent t-test, Pearson correlation coefficient (r), and t-test for correlation, all computed at a 0.05 level of significance. Both administrators and teachers rated classroom activities as "Well Manifested," particularly in instruction and classroom management. Teachers' work performance was rated "Very Satisfactory," with highest marks in professional and personal characteristics. A moderate positive correlation ($r = 0.52$) was found between classroom management activities and teacher work performance, statistically significant at $t = 6.22$, exceeding the critical value.

Findings highlight the critical role of well-implemented classroom activities in enhancing teacher effectiveness. Strong performance in key areas such as instructional delivery and punctuality corresponds with well-executed classroom practices. The significant correlation supports the notion that effective classroom management contributes meaningfully to overall teacher performance. Teacher effectiveness is closely tied to the quality of classroom activities. Strengthening instructional and evaluative practices through professional development is recommended.

Keywords— classroom activities, work performance, classroom management, instructional delivery, teacher effectiveness.

I. INTRODUCTION

Background of the Study

Classroom activities play a crucial role in shaping the overall performance of teachers, as they reflect the instructional strategies, classroom management skills, and student engagement practices employed by educators. These activities, which include lesson planning, facilitating discussions, assessing student learning, and managing classroom behavior, directly impact not only how effectively learning takes place but also how teachers are evaluated in terms of their work performance. A teacher who consistently conducts meaningful, well-organized, and interactive classroom activities tends to show stronger outcomes in student achievement and professional growth. Understanding the relationship between these activities and teacher performance is essential for identifying areas of improvement, guiding professional development programs, and ultimately ensuring quality education. This study seeks to explore how the nature and quality of teachers' classroom activities influence their effectiveness and productivity in the workplace.

Several studies emphasize the significant relationship between teachers' classroom activities and their overall work performance. Positive work attitudes, consistent classroom practices, and a supportive work environment greatly influence teacher performance, underscoring the value of their day-to-day classroom engagements (Kintanar, 2020). This is supported by findings that teachers who exhibit strong commitment and positive work attitudes tend to perform better in instructional tasks and contribute more effectively to school goals (Hermogeno & Dulos, 2022). The broader roles of teachers beyond instruction also shape their performance, particularly in balancing responsibilities like classroom management, lesson delivery, and student engagement (Tolibas & Lydia, 2022). Additionally, a teacher's mastery of technological, pedagogical, and content knowledge has a direct impact on both classroom effectiveness and work performance, especially in the context of modern educational demands (Luzon, 2022). Key factors such as motivation, administrative support, and professional development further contribute to high-performing teachers, highlighting that effective classroom activities stem from both personal and institutional influences.

(Haramain, 2018). These studies collectively affirm that classroom activities are not only reflective of a teacher's competencies but also serve as crucial indicators of their overall work performance.

Despite numerous efforts to enhance teacher performance and student outcomes, limited research has been conducted on the multifaceted classroom activities that teachers engage in beyond instruction, particularly in the context of South 1 District, Iligan City Division. While existing literature often emphasizes instructional delivery, few studies holistically examine how roles such as classroom management, guidance, health service provision, and evaluation contribute to overall work performance. This presents a contextual gap, as the diverse responsibilities carried out by elementary teachers—many of which remain under-recognized—may significantly influence their effectiveness. Understanding the interplay between these activities and teacher performance is essential to inform policy, training, and administrative support tailored to the specific educational context of this district.

This study aims to examine the relationship between the classroom activities of elementary school teachers and their work performance in the South 1 District of Iligan City Division during the school year 2021–2022. Specifically, it seeks to explore how administrators and teachers perceive classroom activities across key areas such as classroom management, guidance and counseling, health service provision, instruction, and evaluation. Furthermore, it aims to assess the overall work performance level of the teachers and determine whether there is a significant relationship between classroom management practices and teacher performance.

II. RESEARCH METHODOLOGY

Research Design

This study used a descriptive-correlational design to describe teachers' classroom activities and work performance, and to determine the relationship between the two. A structured questionnaire checklist served as the main data-gathering tool. The descriptive part summarized classroom practices and performance, while the correlational aspect examined their association. This design was appropriate as it allowed analysis of existing conditions and relationships without manipulating variables.

Research Setting

The study was conducted in South 1 District, Division of Iligan City, during SY 2021–2022, involving 87 public elementary school teachers from nine schools. The district, composed of urban and semi-urban communities, represents varied teacher experiences and resources but follows the uniform K to 12 curriculum and DepEd policies, making it a suitable setting for analyzing classroom activities and teacher performance.

Respondents of the Study

Respondents included elementary school teachers and administrators, chosen for their direct role in instruction and performance monitoring. A total enumeration approach was used, covering all eligible participants in the district, ensuring comprehensive data collection, validity of results, and avoidance of sampling bias.

Research Instrument

The primary instrument used in this study was a researcher-constructed questionnaire, developed based on a comprehensive review of related literature. Sources included professional books on educational management, academic journals, periodicals, and unpublished theses and dissertations. The questionnaire was carefully designed to align with the study's objectives and variables, ensuring that all items were clear, relevant, and reflective of actual classroom practices.

Two instruments were utilized in the conduct of the study. The first was a structured questionnaire focusing on the classroom activities of elementary school teachers. This tool was administered to both teachers and school administrators, allowing for a comparative analysis between self-assessment and supervisory evaluations. The questionnaire consisted of six key indicators: managerial activities with six items; guidance and counseling with eight items; provision of health services with six items; instruction with six items; and evaluation practices with six items—totaling thirty-two (32) items overall. Respondents rated each item using a Likert scale, which measured the frequency or effectiveness of specific classroom activities.

The second instrument used was the Year-End Performance Evaluation Report of teachers, based on the official records and ratings given by their respective school administrators. These ratings were drawn from the results of the previous school year (2021–2022) and served as the basis for measuring the teachers' actual

work performance. The evaluation followed standardized criteria issued by the Department of Education, ensuring consistency and objectivity in performance appraisal across all schools in the district. Together, these two instruments enabled a comprehensive assessment of the relationship between classroom activities and teacher performance.

Instruments Validation

The instrument was pre-tested with 15 teachers and 5 administrators from another district to check clarity,

reliability, and relevance. Feedback was reviewed and submitted to the thesis committee, leading to revisions such as rewording weak items and removing ambiguities. A difficulty index of 0.20–0.80 ensured appropriate item discrimination. After revisions and committee approval, the final validated questionnaire was reproduced for distribution.

Scoring Procedure

The following categorization was utilized to arrive at a descriptive rating on the responses of the respondents.

Points	Scales	Descriptive Ratings
5	4.21-5.00	Very Well Manifested (VWM)
4	3.41-4.20	Well Manifested (WM)
3	2.61-3.40	Manifested (M)
2	1.81-2.60	Less Manifested (LM)
1	1.00-1.80	Not Manifested (NM)

- **Very Well Manifested.** This means that value of "very well manifested" as very much evident, very much felt, and observed. It is done significantly on all occasions.
- **Well Manifested.** This means that value of "well manifested" was relatively evident on most occasions. However, there were times when it was strongly felt and observed.
- **Manifested.** This means that value of "manifested" was felt and observed. Evidence of its presence was observable but not done significantly.
- **Less Manifested.** This means that value of "less manifested" was acknowledged to be present but slightly felt and observed. It was totally becoming non-existing.
- **Not Manifested.** This means that value of "manifested" was not existing.

confidentiality and voluntary participation. With full cooperation from school heads, all questionnaires were retrieved, achieving a 100% response rate.

Ethical Considerations

In line with Bryman and Bell (2007), this study upheld informed consent, voluntary participation, and confidentiality. Respondents were informed of the study's purpose and their right to withdraw, ensuring autonomy and respect. Anonymity was protected by reporting results in aggregate, with data used only for academic purposes. The researcher maintained integrity, transparency, and objectivity to ensure unbiased and accurate findings.

Data Analysis

Data were analyzed using appropriate statistical tools. The Weighted Mean summarized teacher and administrator perceptions, while the Standard Error of Difference and t-test for independent samples assessed differences between groups. The Pearson Product-Moment Correlation Coefficient measured the relationship between classroom activities (independent variable) and teacher performance (dependent variable), with a t-test for correlation confirming its significance. All tests were set at a 0.05 level of significance.

Data Gathering Procedure

Formal approval was obtained from the Schools Division Superintendent of Iligan City before administering the instruments. The researcher personally distributed the questionnaires to the nine schools in South 1 District, with the assistance of school administrators. Respondents were assured of

III. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Table 1. Perceptions of School Administrators on the Activities of Elementary Grade Teachers on Their Activities in the Classroom

Items	AWV	D
1. Prepared classroom everyday.	3.54	WM

2. Requires pupil to come to school early and everyday.	3.65	WM
3. Observes proper seating plan.	3.68	WM
4. Follows routine activities.	3.88	WM
5. Makes classroom conducive to teaching-learning situations.	4.11	WM
6. Assigns pupils specific work to do.	3.48	WM
Weighted Mean	3.72	WM

Legend:

5 - 4.21-5.00 - Very Well Manifested (VWM)

4 - 3.41-4.20 - Well Manifested (WM)

3 - 2.61-3.40 - Manifested (M)

2 - 1.81-2.60 - Less Manifested (LM)

1 - 1.00-1.80 - Not Manifested (NM)

N - Number of Cases

AWV - Average Weighted Mean

DR - Descriptive Rating

The data in Table 1 reveal that the overall weighted mean of 3.72 corresponds to the descriptive rating of "Well Manifested." This suggests that from the perspective of school administrators, the classroom activities of elementary grade teachers in the South 1 District of Iligan City Division were generally evident and effectively carried out. The implication is that teachers consistently demonstrated good classroom management practices, contributing to the creation of an organized and structured learning environment. The overall rating affirms that administrators recognized a strong level of performance among teachers in implementing day-to-day classroom routines that support pupils' engagement and discipline.

A closer examination of individual indicators provides deeper insights. Among the six items assessed, the highest-rated activity was "Makes classroom conducive

to teaching-learning situations" (4.11), showing that teachers prioritized the creation of a positive and supportive environment for learning. Other indicators such as "Follows routine activities" (3.88), "Observes proper seating plan" (3.68), and "Requires pupils to come to school early and every day" (3.65) were also rated as well manifested, implying that teachers observed classroom structure, discipline, and organization. Meanwhile, the lowest-rated item, "Assigns pupils specific work to do" (3.48), although still considered "Well Manifested," may suggest room for improvement in task delegation and engagement. Overall, all activities fell within the "Well Manifested" category, affirming the teachers' effectiveness in maintaining consistent and organized classroom operations.

The findings align with the study of Alavar (2019), who concluded that classroom-related services rendered by teachers were evidently practiced and appreciated within her research locale. The results reinforce the idea that teacher-led classroom management—encompassing structure, discipline, and routine—plays a crucial role in fostering a productive learning atmosphere. Such practices not only improve student behavior and readiness but also enhance the overall delivery of instruction, further solidifying the teacher's role as both educator and classroom leader.

Table 2. Perceptions of School Administrators on the Activities of Elementary Grade Teachers as Guidance Counselor

Items	AWV	D
1. Accounts pupils in school everyday.	3.54	WM
2. Welcomes pupils with a smile.	3.35	M
3. Establishes rapport among pupils.	3.30	M
4. Observes good classroom behavior of pupils.	3.38	M
5. Understands individual differences of pupils.	3.37	M
6. Conducts individual/group guidance and counseling.	3.18	M
7. Holds homeroom PTCA meetings regularly.	3.23	M
8. Updates and keeps pupils' records.	3.46	WM
Weighted Mean	3.35	M

Legend:

5 - 4.21-5.00 - Very Well Manifested (VWM)

4 - 3.41-4.20 - Well Manifested (WM)

3 - 2.61-3.40 - Manifested (M)

2 - 1.81-2.60 - Less Manifested (LM)

1 - 1.00-1.80 - Not Manifested (NM)

N - Number of Cases

AWV - Average Weighted Mean

DR - Descriptive Rating

The data presented in Table 2 reveal that the overall weighted mean of 3.35 corresponds to the descriptive rating of "Manifested." This implies that the guidance and counseling activities of elementary grade teachers, as observed by school administrators, are moderately evident in their day-to-day practice. While teachers do engage in guidance functions, their efforts appear to be intermittent rather than consistently integrated into their routine tasks. This moderate level of manifestation may be attributed to the multifaceted roles teachers play, where guidance duties become secondary to instructional and administrative responsibilities. The implication is clear: while teachers recognize the importance of providing psychosocial support and monitoring student well-being, the degree to which these tasks are prioritized may vary depending on workload and school support systems.

Upon closer inspection of the individual indicators, only two items—"Accounts pupils in school every day" (3.54) and "Updates and keeps pupils' records" (3.46)—received a "Well Manifested" rating. These activities suggest that teachers are consistent in monitoring pupil attendance and maintaining updated records, reflecting accountability and responsiveness. The rest of the

indicators, however, fall within the "Manifested" category, indicating a moderate performance level. These include "Welcomes pupils with a smile" (3.35), "Establishes rapport among pupils" (3.30), and "Understands individual differences" (3.37), pointing to areas where teacher-pupil relationships could be further nurtured. Notably, "Conducts individual/group guidance and counseling" (3.18) and "Holds homeroom PTCA meetings regularly" (3.23) were among the lowest, suggesting that guidance-specific tasks are either underemphasized or hindered by time and workload constraints. Teachers may be aware of the importance of these services but may struggle with implementation due to competing priorities and insufficient institutional support.

This finding resonates with the study of Alavar (2019), who highlighted that although teachers recognize classroom guidance responsibilities, the extent of actual performance depends heavily on available time and school structure. Her study similarly emphasized that while teachers are capable of performing guidance roles, these are often constrained by their primary teaching responsibilities and other assignments. The present data affirm the need for clearer role delineation and possibly additional personnel or training in guidance services to allow teachers to fulfill this essential support function more effectively.

Table 3. Perceptions of School Administrators on the Activities of Elementary Grade Teachers on Provision of health Services

Items	AWV	D
1. Shows concern of pupils personal cleanliness.	3.57	M
2. Requires pupils to keep belongings clean and neat.	3.33	M
3. Keeps textbooks, notebooks and other things in handbags.	3.33	M
4. Refers children to school physician and nurses for personal inspections periodically.	3.58	WM
5. Instills in minds of pupils the habit of cleanliness.	3.41	WM
6. Maintains cleanliness and sanitation in the classroom.	3.56	WM
Weighted Mean	3.45	WM

Legend:

5 - 4.21-5.00 - Very Well Manifested (VWM)

4 - 3.41-4.20 - Well Manifested (WM)

3 - 2.61-3.40 - Manifested (M)

2 - 1.81-2.60 - Less Manifested (LM)

1 - 1.00-1.80 - Not Manifested (NM)

N - Number of Cases

AWV - Average Weighted Mean

DR - Descriptive Rating

The data in Table 3 revealed the overall weighted mean of 3.45, which corresponds to the descriptive rating of "Well Manifested," indicates that school administrators perceive the provision of health services by elementary teachers as generally well-practiced. This suggests that teachers demonstrate consistent efforts to incorporate health-related tasks and hygiene promotion into their daily routines. Such a level of commitment reflects their awareness of the integral role that physical cleanliness

and health habits play in creating a safe and conducive learning environment for pupils.

In terms of specific indicators, four out of the six items were rated as “Well Manifested.” These include: showing concern for pupils’ personal cleanliness (3.57), referring children to school health personnel (3.58), instilling cleanliness habits (3.41), and maintaining classroom sanitation (3.56). These ratings imply that teachers are proactive in both teaching and modeling health-conscious behavior. The remaining two indicators—requiring pupils to keep belongings clean (3.33) and ensuring they keep materials in handbags (3.33)—were rated as only “Manifested,” suggesting occasional inconsistency. This could be interpreted as either a perception that pupils already practice these behaviors independently or that teachers may not emphasize these specific habits as strongly as others.

Nevertheless, the emphasis on referral to health professionals and classroom cleanliness is commendable and reflects an understanding of the link between hygiene and academic performance.

This result is supported by Barquin (2019) who emphasized that successful classroom control often goes hand in hand with structured routines, including personal and environmental cleanliness. Her study highlighted that pupils respond positively when teachers show concern for their overall well-being. Additionally, instilling the habit of cleanliness at an early age lays the groundwork for lifelong hygiene practices and responsible citizenship. The findings reinforce the idea that teachers’ health-related activities contribute not only to physical well-being but also to fostering a disciplined and well-managed classroom environment.

Table 4. *Perceptions of School Administrators on the Activities of Elementary Grade Teachers Relative to Instruction*

Items	AWV	D
1. Prepares relevant instructional material.	3.28	M
2. Relates lessons to true-to-life situation.	3.32	M
3. Ensures good teaching methods, techniques and strategies.	4.30	VWM
4. Utilizes adequate teaching aids and devices.	3.26	M
5. Makes lessons interesting and meaningful.	3.34	M
6. Respects the dignity and worth of individual pupils.	3.41	WM
Weighted Mean	3.48	WM

Legend:

5 - 4.21-5.00 - Very Well Manifested (VWM)

4 - 3.41-4.20 - Well Manifested (WM)

3 - 2.61-3.40 - Manifested (M)

2 - 1.81-2.60 - Less Manifested (LM)

1 - 1.00-1.80 - Not Manifested (NM)

N - Number of Cases

AWV - Average Weighted Mean

DR - Descriptive Rating

The data in Table 4 revealed the overall weighted mean of 3.48, which corresponds to the descriptive rating of “Well Manifested,” indicates that school administrators generally perceive the instructional activities of elementary grade teachers to be effectively demonstrated. This suggests that, on the whole, teachers are performing satisfactorily in terms of instructional delivery, aligning with expectations of professionalism and competence in classroom instruction. It also implies that while areas for improvement still exist, there is consistent instructional engagement and application of teaching practices in most classrooms observed.

Looking at individual indicators, only one item—“Ensures good teaching methods, techniques and strategies”—was rated “Very Well Manifested” (4.30), showing that administrators strongly recognize the teachers’ versatility and adaptability in pedagogy. This may reflect the teachers’ responsiveness to training and evolving classroom practices. “Respects the dignity and worth of individual pupils” also rated well (3.41), emphasizing the value teachers place on creating a respectful and inclusive learning environment. On the other hand, several core instructional behaviors were rated as only “Manifested,” such as preparing relevant instructional materials (3.28), relating lessons to real-life situations (3.32), using adequate teaching aids (3.26), and making lessons interesting and meaningful (3.34). These moderate scores may imply gaps in resource availability, time constraints, or overreliance on traditional teaching methods like lecturing. The findings suggest a need to strengthen the preparation and use of contextualized, engaging materials to enhance student understanding and interest.

These results resonate with Berliner and Rosenshine's (2013) findings, which emphasized that teacher clarity, time allocation, and lesson engagement are critical to effective instructional services. They argued that high-quality instruction involves not only strategic delivery but also the meaningful integration of teaching aids and relevant life examples. Likewise, Dutton and Hocket

(2018) emphasized the role of understanding pupils' needs and customizing instruction accordingly. The findings of this study reaffirm the importance of pedagogical diversity and planning, suggesting that equipping teachers with more support and time for instructional material preparation could further elevate classroom outcomes.

Table 5. *Perceptions of School Administrators on the Activities of Elementary Grade Teachers Relative to Evaluation*

Items	AWV	D
1. Provides adequate evaluation of the day's lesson.	3.42	WM
2. Utilizes evaluative instruments effectively.	3.26	M
3. Diagnosis pupils' weaknesses and strengths in all subjects regularly.	3.21	WM
4. Evaluates teaching-learning process as basis for improvement.	3.42	WM
5. Assigns pupils homework and evaluates them carefully.	3.38	M
6. Keeps records and utilizes evaluation results for improvement.	3.43	WM
Weighted Mean	3.35	M

Legend:

5 - 4.21-5.00 - Very Well Manifested (VWM)

4 - 3.41-4.20 - Well Manifested (WM)

3 - 2.61-3.40 - Manifested (M)

2 - 1.81-2.60 - Less Manifested (LM)

1 - 1.00-1.80 - Not Manifested (NM)

N - Number of Cases

AWV - Average Weighted Mean

DR - Descriptive Rating

The data in Table 5 revealed the overall weighted mean of 3.35 falls under the descriptive rating of "Manifested", suggesting that school administrators perceive teachers' evaluation-related practices as generally present but not consistently or strongly demonstrated. This indicates that while evaluation is recognized as part of teachers' routine classroom activities, there is still room for improvement in making these practices more systematic, comprehensive, and impactful for student learning outcomes. Evaluation, being a critical component of instructional planning and learner development, must be executed thoroughly to ensure meaningful teaching-learning cycles.

Breaking down the indicators, three activities were rated "Well Manifested": providing adequate evaluation of the day's lesson (3.42), evaluating the teaching-learning

process as a basis for improvement (3.42), and keeping records and using evaluation results (3.43). These results imply that teachers are generally attentive to immediate feedback, reflective teaching, and record-keeping. However, the remaining three indicators—utilizing evaluative instruments effectively (3.26), diagnosing pupils' strengths and weaknesses regularly (3.21), and assigning/evaluating homework carefully (3.38)—received lower scores and were rated as "Manifested." This suggests inconsistent application or limited capacity in using diverse assessment tools and in leveraging evaluation data to inform instruction and remediation. Teachers may face constraints such as time, training, or workload that hinder full implementation of sound evaluation practices.

This finding supports Greene's (2018) recommendation that a deeper theoretical and practical understanding of psychological and instructional processes, including assessment, is essential for improved academic outcomes. Similarly, Berliner and Rosenshine (2013) emphasized that clarity, feedback, and accountability are pillars of effective teaching, and all of these rely on robust evaluation strategies. When properly implemented, evaluation not only measures learning but also guides both teachers and learners in achieving higher academic standards.

Table 6. *Perceptions of Classroom Teachers on the Activities Relative to Classroom*

Items	AWV	D
1. Prepares classroom everyday.	3.38	M
2. Requires pupil to come to school early and everyday.	3.55	WM

3. Observes proper seating plan.	3.86	WM
4. Follows routine activities.	3.52	WM
5. Makes classroom conducive to teaching-learning situations.	3.72	WM
6. Assigns pupils specific work to do.	3.62	WM
Weighted Mean	3.61	WM

Legend:

5 - 4.21-5.00 - Very Well Manifested (VWM)

4 - 3.41-4.20 - Well Manifested (WM)

3 - 2.61-3.40 - Manifested (M)

2 - 1.81-2.60 - Less Manifested (LM)

1 - 1.00-1.80 - Not Manifested (NM)

N - Number of Cases

AWV - Average Weighted Mean

DR - Descriptive Rating

The overall weighted mean of 3.61, interpreted as “Well Manifested,” indicates that teachers generally perceive themselves as effectively managing their classroom responsibilities. This implies a strong commitment to ensuring an organized, conducive, and structured environment for learning. Classroom management is essential to student engagement and academic success, and this result reflects teachers' belief in their ability to maintain such an environment consistently.

A closer look at the indicators reveals that the highest-rated activity was “Observes proper seating plan” (3.86), suggesting that teachers value structure and order as part of classroom discipline and learner comfort. This was

followed by “Makes classroom conducive to teaching-learning situations” (3.72), “Assigns pupils specific work to do” (3.62), and “Requires pupils to come to school early and every day” (3.55). These items emphasize not just procedural routines but also proactive learning conditions and pupil accountability. “Follows routine activities” (3.52) also received a well-manifested rating, showing consistency in daily operations. The lowest rating, though still fairly high, was “Prepares classroom every day” (3.38), which may suggest time or workload constraints affecting daily classroom readiness.

This finding supports Dutton and Hockett's (2018) view that effective classroom management starts with teachers knowing their pupils, setting routines, and ensuring structured learning environments. It also aligns with Barquin's (2019) conclusion that successful teachers exercise control and organization, establishing harmonious relationships with pupils through consistent classroom routines and expectations. The overall “Well Manifested” rating affirms that the teachers in this study recognize their role as classroom managers and are striving to meet those responsibilities effectively.

Table 7. Perceptions of Classroom Teachers on the Activities of Teachers as Guidance and Counselor

Items	AWV	D
1. Accounts pupils in school everyday.	3.83	WM
2. Welcomes pupils with a smile.	3.62	WM
3. Establishes rapport among pupils.	3.76	WM
4. Observes good classroom behavior of pupils.	3.69	WM
5. Understands individual differences of pupils.	3.83	WM
6. Conducts individual/group guidance and counseling.	3.48	WM
7. Holds homeroom PTCA meetings regularly.	3.69	WM
8. Updates and keeps pupils' records.	3.41	WM
Weighted Mean	3.66	WM

Legend:

5 - 4.21-5.00 - Very Well Manifested (VWM)

4 - 3.41-4.20 - Well Manifested (WM)

3 - 2.61-3.40 - Manifested (M)

2 - 1.81-2.60 - Less Manifested (LM)

1 - 1.00-1.80 - Not Manifested (NM)

N - Number of Cases

AWV - Average Weighted Mean

DR - Descriptive Rating

The data in table 8 revealed the overall weighted mean of 3.66, interpreted as “Well Manifested,” signifies that classroom teachers perceive themselves as actively fulfilling their roles not only as instructors but also as guidance counselors. This implies that teachers recognize and integrate essential guidance-related

responsibilities—such as monitoring behavior, providing emotional support, and maintaining pupil records—into their daily classroom practices. It reflects their awareness of the importance of addressing pupils' socio-emotional needs alongside academic instruction.

Breaking down the indicators, the highest-rated items were “Accounts pupils in school every day” and “Understands individual differences of pupils” (both at 3.83), suggesting that teachers place high value on attendance tracking and recognizing the unique needs and personalities of their learners. Establishing rapport (3.76), observing classroom behavior (3.69), and holding homeroom PTCA meetings (3.69) also received strong ratings, reflecting the teachers' focus on maintaining open communication, discipline, and home-school partnerships. Even tasks that may be more time-

consuming—like conducting guidance sessions (3.48) and updating records (3.41)—were still considered well manifested, indicating a holistic commitment to student development.

This aligns with Berliner and Rosenshine's (2013) assertion that classroom management and instructional services include not only academic delivery but also fostering a supportive and orderly environment for learning. Similarly, Walberg (2018) emphasized the influence of teacher personality traits—such as empathy, values, and communication—in shaping effective classroom management, including guidance-related functions. These findings reinforce that teaching extends beyond instruction to encompass mentoring and emotional support, both of which are actively practiced by the respondents.

Table 8. Perceptions of Classroom Teachers on Their Managerial Activities Relative to Provision of Health Activities

Items	AWV	D
1. Shows concern of pupils personal cleanliness.	3.86	WM
2. Requires pupils to keep belongings clean and neat.	3.52	WM
3. Keeps textbooks, notebooks and other things in handbags.	3.69	WM
4. Refers children to school physician and nurses for personal inspections periodically.	3.59	WM
5. Instills in minds of pupils the habit of cleanliness.	3.76	WM
6. Maintains cleanliness and sanitation in the classroom.	3.53	WM
Weighted Mean	3.67	Wm

Legend:

5 - 4.21-5.00 - Very Well Manifested (VWM)

4 - 3.41-4.20 - Well Manifested (WM)

3 - 2.61-3.40 - Manifested (M)

2 - 1.81-2.60 - Less Manifested (LM)

1 - 1.00-1.80 - Not Manifested (NM)

N - Number of Cases

AWV - Average Weighted Mean

DR - Descriptive Rating

The overall weighted mean of 3.67, interpreted as "Well Manifested," indicates that classroom teachers perceive themselves as actively fulfilling their responsibilities in managing and promoting health-related activities among their pupils.

This suggests that health and hygiene are recognized as integral components of classroom management and are consistently practiced by the teachers to support students' overall well-being and learning readiness. It reflects teachers' proactive role in shaping a healthy learning environment for children in their formative year.

Breaking down the indicators, the highest-rated item was “Shows concern of pupils' personal cleanliness” (3.86), showing that teachers prioritize hygiene awareness. Similarly, “Instills in minds of pupils the habits of cleanliness” (3.76) and “Keeps textbooks, notebooks and other things in handbags” (3.69) imply a focus on both personal and environmental hygiene. The regular referral of pupils to school physicians and nurses and classroom cleanliness maintenance (both 3.59) reinforce that teachers work collaboratively with school health personnel and ensure a sanitized space conducive to learning. The lowest-rated, though still well manifested, was “Requires pupils to keep belongings clean and neat” (3.52), which may suggest that cleanliness of personal items is either already established behavior or less consistently emphasized by teachers.

This aligns with Land's (2016) assertion that a student's school performance can be negatively impacted by lack of teacher attention to holistic needs—including health and hygiene. Additionally, Berlinger and Rosenshine (2013) emphasized the critical role of classroom

routines and personal care habits in contributing to students' readiness to learn, underscoring the relevance

of integrating health-focused activities into daily teaching practices.

Table 9. *Perceptions of Classroom Teachers on their Activities Relative to Lesson Planning Activities*

Items	AWV	D
1. Writes plans with SMART objectives.	3.97	WM
2. Draws specific objective from Philippine Elementary Learning Competencies.	3.79	WM
3. Prepares plans for all subject areas assigned.	3.76	WM
4. Executes lesson plans effectively.	3.86	WM
5. Integrates desirable values of humanism sense of nationhood ad Filipinism.	3.72	WM
Weighted Mean	3.81	WM

Legend:

5 - 4.21-5.00 - Very Well Manifested (VWM)

4 - 3.41-4.20 - Well Manifested (WM)

3 - 2.61-3.40 - Manifested (M)

2 - 1.81-2.60 - Less Manifested (LM)

1 - 1.00-1.80 - Not Manifested (NM)

N - Number of Cases

AWV - Average Weighted Mean

DR - Descriptive Rating

The findings in table 9 revealed that the overall weighted mean of 3.81, interpreted as "Well Manifested," suggests that classroom teachers perceive themselves as effectively and consistently carrying out lesson planning activities. This implies a strong adherence to instructional standards and planning protocols, which are essential in ensuring effective teaching and learning. It also reflects a high level of professional responsibility in structuring daily lessons that align with curricular expectations and learning outcomes.

Looking at the specific indicators, the item "Writes plans with SMART objectives" received the highest weighted mean of 3.97, indicating that teachers are highly conscious of writing specific, measurable,

achievable, realistic, and time-bound objectives in their daily planning. The ability to execute lesson plans effectively (3.86) and draw specific objectives from the Philippine Elementary Learning Competencies (PELC) (3.79) were also rated highly, showing that teachers align their plans with national standards and follow through in the classroom. Meanwhile, the preparation of lesson plans for all assigned subject areas (3.76) and the integration of desirable Filipino values and nationhood (3.72) were also well manifested, though slightly lower in comparison. These results suggest that while values integration is present, it may not be emphasized as strongly as technical and curricular elements of planning.

This finding resonates with the study by Corpuz and Salandanan (2015), which highlights that effective lesson planning is one of the pillars of classroom success and is directly linked to improved student learning outcomes. Likewise, Ornstein and Lasley (2011) emphasized the importance of standards-based lesson planning and the inclusion of values to shape not only academic but also moral and civic development of learners.

Table 10. *Perceptions of Classroom Teachers on their Activities Relative to Instruction Activities*

Items	AWV	D
1. Prepares relevant instructional material.	3.79	WM
2. Relates lessons to true-to-life situation.	3.72	WM
3. Ensures good teaching methods, techniques and strategies.	4.79	WM
4. Utilizes adequate teaching aids and devices.	3.69	WM
5. Makes lessons interesting and meaningful.	3.62	WM
6. Respects the dignity and worth of individual pupils.	3.72	WM
Weighted Mean	3.72	WM

Legend:

5 - 4.21-5.00 - Very Well Manifested (VWM)

4 - 3.41-4.20 - Well Manifested (WM)

3 - 2.61-3.40 - Manifested (M)

2 - 1.81-2.60 - Less Manifested (LM)

1 - 1.00-1.80 - Not Manifested (NM)

N - Number of Cases

AWV - Average Weighted Mean

DR - Descriptive Rating

The findings of the table 10 revealed that the overall weighted mean of 3.72, interpreted as "Well Manifested," indicates that classroom teachers perceive themselves as consistently and effectively executing instructional activities in their classrooms. This suggests that they are meeting professional expectations in preparing, delivering, and evaluating instruction that supports student learning. The implication is that instruction, as one of the core responsibilities of teachers, is being given appropriate focus and effort in their day-to-day classroom practices.

In terms of specific indicators, the highest-rated item is "Ensures good teaching methods, techniques, and strategies" with a remarkably high weighted mean of

4.79, reflecting a very strong commitment among teachers to use diverse pedagogical approaches to enhance instruction. This is followed by "Prepares relevant instructional materials" (3.79), "Relates lessons to true-to-life situations" and "Respects the dignity and worth of individual pupils" (both at 3.72), and "Utilizes adequate teaching aids and devices" (3.69). The lowest, though still well manifested, is "Makes lessons interesting and meaningful" (3.62), suggesting room for improvement in engaging students more deeply. Overall, the consistency in the ratings implies that teachers are aware of the importance of learner-centered, values-integrated, and meaningful instruction.

This finding aligns with the study of Borich (2016), who emphasized that effective instructional practices involve planning relevant materials, employing varied teaching strategies, and connecting lessons to students' real-life experiences. Similarly, Marzano (2007) stressed that the use of sound instructional techniques significantly impacts student achievement and classroom climate.

Table 11. Perceptions of Classroom Teachers on their Activities Relative to Evaluation

Items	AWV	D
1. Provides adequate evaluation of the day's lesson.	4.00	WM
2. Utilizes evaluative instruments effectively.	3.79	WM
3. Diagnosis pupils' weaknesses and strengths in all subjects regularly.	3.59	WM
4. Evaluates teaching-learning process as basis for improvement.	3.76	WM
5. Assigns pupils homework and evaluates them carefully.	3.72	WM
6. Keeps records and utilizes evaluation results for improvement.	3.93	WM
Weighted Mean	3.80	WM

Legend:

5 - 4.21-5.00 - Very Well Manifested (VWM)

4 - 3.41-4.20 - Well Manifested (WM)

3 - 2.61-3.40 - Manifested (M)

2 - 1.81-2.60 - Less Manifested (LM)

1 - 1.00-1.80 - Not Manifested (NM)

N - Number of Cases

AWV - Average Weighted Mean

DR - Descriptive Rating

The overall weighted mean of 3.80, described as "Well Manifested," suggests that classroom teachers consistently apply appropriate evaluation practices in their daily instruction. This level of manifestation implies that teachers recognize the critical role of assessment not only in measuring student learning but also in informing instructional decisions, identifying areas for improvement, and ensuring learner progress. The implication is that evaluation is integrated

meaningfully in their teaching routines and is not merely used for grading purposes but also as a reflective and improvement-oriented tool.

Analyzing the individual indicators, "Provides adequate evaluation of the day's lesson" (4.00) received the highest mean, showing that teachers prioritize daily assessment to check understanding and learning outcomes. This is followed closely by "Keeps records and utilizes evaluation results for improvement" (3.93), indicating that teachers systematically record and use results to refine their approaches. "Utilizes evaluative instruments effectively" (3.79), "Evaluates the teaching-learning process as basis for improvement" (3.76), and "Assigns pupils homework and evaluates them carefully" (3.72) all affirm that assessment is well integrated across multiple domains. The lowest, yet still "Well Manifested," is "Diagnoses pupils' weaknesses and strengths in all subjects regularly" (3.59), implying

that while teachers attempt regular diagnosis, this area may benefit from more systematic implementation or support.

These findings resonate with the studies that emphasized that effective assessment practices help teachers make informed decisions and support student learning.

Similarly, Black and Wiliam (1998) asserted that formative evaluation, when used effectively, can significantly improve educational outcomes. The results in Table 11 suggest that teachers are aligning with these principles, incorporating both formative and summative evaluation into their teaching processes.

Table 12. Consolidated Perceptions Administrators and Teachers on the Activities Classroom Teachers

Managerial Services	Administrators		Teachers	
	Mean	D	Mean	D
1. Classroom	3.72	WM	3.61	WM
2. As Guidance Counselor	3.35	M	3.66	WM
3. Provision of Health Service	3.45	WM	3.67	WM
4. Instruction	3.48	WM	3.72	WM
5. Evaluation	3.35	M	3.80	WM
Weighted Mean	3.51	WM	3.69	WM

Table 12 presents the consolidated perceptions of school administrators and classroom teachers regarding the teachers' implementation of key classroom activities across five managerial service areas. The overall weighted mean from the administrators is 3.51, while that of the teachers is 3.69, both interpreted as "Well Manifested". This suggests that both groups generally agree that teachers are consistently carrying out their roles and responsibilities effectively, though the teachers view their performance slightly more positively. The difference in mean scores implies a perceptual gap, with teachers potentially having more confidence in their practices, while administrators may perceive room for further enhancement.

When broken down by activity, both administrators and teachers identified classroom management and instruction as highly manifested, with mean scores ranging from 3.61 to 3.72. This reflects that teachers are capable of creating conducive learning environments and applying instructional strategies appropriately. Interestingly, evaluation was perceived differently: administrators rated it as merely Manifested (3.35) while teachers rated it as Well Manifested (3.80), highlighting a significant discrepancy. This could suggest that administrators may observe inconsistencies

in how assessments are conducted or utilized. Similarly, guidance counselor-related activities scored lower among administrators (3.35 – Manifested), whereas teachers rated themselves higher (3.66 – Well Manifested), indicating a divergence in expectations or standards of counseling support. For health services, both groups rated the activity as Well Manifested, signifying strong compliance with maintaining hygiene and student welfare.

The findings align with Flores and Escoto (2019) who examined classroom teacher effectiveness in managing instruction, assessment, and learner well-being in Philippine basic education. Their study emphasized that while teachers excel in core instructional duties, administrative observations often reveal underperformance in non-instructional domains such as student guidance and evaluation follow-up. Similarly, Cabaraban (2020) found that public elementary school teachers are overloaded with roles, making it difficult to maintain consistent performance across all domains. The perceptual gap between administrators and teachers is also echoed in Manlangit's (2018) work, which highlights discrepancies in evaluation due to differences in classroom observations versus teacher self-assessment.

Table 13. Work Performance Level of Classroom Teachers

Indicators of Performance	Mean	D
1. Instructional Competence Lesson Planning and Delivery Technical Assistance Learner's Achievement School, Home and Community Involvement.	7.56	VS
	6.48	S
	7.75	VS

	6.97	VS
2. Professional & Personal Characteristics.	8.64	O
3. Punctuality and Attendance.	8.50	VS
Average Performance	8.00	VS

Table 13 illustrates the performance level of classroom teachers based on various key indicators. The overall average performance rating was 8.00, which falls under the "Very Satisfactory" (VS) descriptive level. This result implies that, in general, teachers perform their duties with a high degree of competence and professionalism. Their commitment to instructional delivery, pupil development, punctuality, and engagement with the school community reflects a strong work ethic and a dedication to quality education.

Breaking down the performance components, Professional and Personal Characteristics received the highest rating of 8.64 (Outstanding), which suggests that teachers possess commendable attitudes, ethics, and interpersonal skills. Punctuality and Attendance followed closely with 8.50 (Very Satisfactory), reinforcing the notion that teachers consistently report to duty on time and demonstrate reliability. Under Instructional Competence, the teachers performed Very Satisfactorily in Lesson Planning and Delivery (7.56), Learner's Achievement (7.75), and School, Home and Community Involvement (6.97). However, Technical

Assistance received the lowest rating of 6.48 (Satisfactory), which could indicate an area needing further training or support. This discrepancy suggests that while teachers excel in planning and direct instruction, their capacity to extend support to peers or manage learning technologies may require improvement.

Teachers' effectiveness is consistently reflected in high ratings for punctuality, lesson delivery, and professional demeanor. However, technical support and collaboration remain areas often overlooked in performance metrics. Llego et al. (2019) emphasized that community involvement and personal development contribute significantly to overall work performance, recommending continuous professional development that focuses on peer support systems and instructional innovations. The present data reinforce this perspective, highlighting that while the foundations of teaching performance are strong, areas such as technical assistance and instructional coaching would benefit from targeted policy attention and structured capacity-building programs.

Table 14. Test of Significance of the Relationship between the Classroom Management Activities and Work Performance of Elementary Grade Teachers

Variables	N	r	DF	L	c.v	t
X Y	96	.52 Moderate Correlation (Substantial Relationship)	94	.05	1.960	6.22*

Legend:

X = Number of Problems; Y = Word Problems; N = Number of Cases; DF = Degree of Freedom; r = Pearson "Product Moment Coefficient of Correlation; L = Level of Significance; c.v = Critical Value; t = Test on Significance; * = Significant; ** = Insignificant

Interpretation of r

+ .100 = Perfect Correlation
 + .90 + .99 = Very High Correlation (Dependable Relationship)
 + .70 + .89 = High Correlation (Marked Relationship)
 + .40 + .69 = Moderate Correlation (Substantial Relationship)

+ .20 + .39 = Low Correlation (Definite but Small Relationship)
 + Below + .19 = Negligible Correlation (No Relationship)

Table 14 presents the test of significance on the relationship between classroom management activities and the work performance of elementary grade teachers. The computed Pearson r-value of 0.52 indicates a moderate correlation, which implies a substantial relationship between the two variables. Additionally, the computed t-value of 6.22 is greater than the critical value of 1.960 at the 0.05 significance level, with 94 degrees of freedom, indicating that the correlation is statistically significant. This means that the null hypothesis is

rejected, and there is a meaningful connection between how teachers manage classroom activities and how well they perform in their professional responsibilities.

The data suggest that classroom management activities significantly affect teacher performance. When teachers demonstrate strong classroom management practices—such as maintaining order, organizing learning resources, fostering discipline, and engaging students—their job performance also improves. Conversely, weak or inconsistent management practices are likely to result in diminished performance outcomes. This indicates that the effectiveness of classroom activities is a foundational component of teacher efficiency and instructional success.

The findings align with studies that found that teaching competence is strongly influenced by the quality of school-based services provided by teachers, particularly classroom organization and pupil management. Alia (2018) revealed that while some elements of basic services may not directly impact performance, consistent and well-managed instructional practices greatly contribute to teacher effectiveness. Furthermore, Magno and Punzalan (2020) emphasize that well-structured classroom routines and discipline strategies positively correlate with higher academic performance and teacher evaluation scores. This reinforces the importance of investing in training that enhances classroom management to sustain and elevate work performance among educators.

IV. SUMMARY OF FINDINGS, CONCLUSION, RECOMMENDATION

Summary of Findings

1. Perceptions of School Administrators and Teachers Regarding Classroom Activities of Teachers. The findings of the study revealed the perceptions of school administrators and teachers on classroom management activities in five key areas. In terms of classroom management, both groups rated the activities as Well Manifested, with administrators having a mean score of 3.72 and teachers with 3.61. Regarding guidance and counseling, administrators rated the activities as Manifested (3.35), while teachers rated them as Well Manifested (3.66). In the area of provision of health services, both administrators (3.45) and teachers (3.67) perceived the activities as Well Manifested. For instruction-related activities, the same trend was observed, with administrators (3.48) and teachers (3.72) both

indicating a Well Manifested level. Finally, in terms of evaluation activities, administrators perceived them as Manifested (3.35), while teachers rated them Well Manifested (3.80). Overall, the consolidated weighted mean scores were 3.51 for administrators and 3.69 for teachers, both interpreted as Well Manifested, suggesting that classroom activities were evident across all domains.

2. Work Performance Level of the Teachers. With regard to the work performance of teachers, the findings showed that the overall average performance was rated as Very Satisfactory with a mean score of 8.00. Specifically, lesson planning and delivery were rated Very Satisfactory (7.56), while technical assistance was Satisfactory (6.48). Learner's achievement (7.75) and school, home, and community involvement (6.97) were both rated Very Satisfactory. Teachers also received an Outstanding rating (8.64) in professional and personal characteristics, and a Very Satisfactory rating (8.50) in punctuality and attendance. These results indicate that teachers demonstrated strong performance across multiple domains of their professional duties.
3. Significance of the Relationship Between Classroom Management Activities and Work Performance. The test of significance revealed a substantial relationship between classroom management activities and teachers' work performance. The computed Pearson correlation coefficient was $r = .52$, indicating a moderate but meaningful relationship. The relationship was found to be statistically significant at the 0.05 level with a computed t-value of 6.22, which exceeded the critical value of 1.960. This result leads to the rejection of the null hypothesis, thereby confirming that there is a significant relationship between the classroom management activities of teachers and their work performance.

Conclusions

Based on the findings, it can be concluded that both school administrators and teachers generally perceive the classroom management activities of elementary teachers as well manifested, particularly in the areas of classroom organization, instructional delivery, health service provision, and evaluation, though some variation exists in guidance and counseling. Teachers demonstrated very satisfactory overall work performance, excelling especially in professional and personal characteristics, punctuality, and instructional competence. Furthermore, the significant and

substantial positive relationship between classroom management activities and work performance indicates that teachers' effectiveness in classroom-related duties contributes meaningfully to their overall job performance, affirming the importance of strong classroom management in enhancing educational outcomes.

Recommendations

For Teachers. It is recommended that teachers regularly reflect on their classroom activities to identify strengths and areas needing improvement. Emphasis should be placed on enhancing guidance and counseling roles, instructional techniques, and consistent application of evaluation practices. Participation in continuous professional development programs focused on classroom management, learner-centered teaching, and formative assessment is also advised to further elevate work performance and promote student success.

For School Administrators. Administrators should establish structured feedback and mentoring systems to help teachers improve in areas such as technical assistance and evaluation. Regular classroom observations aligned with professional standards and supportive coaching can better guide teachers toward performance excellence. Furthermore, administrators should facilitate capacity-building sessions and recognize effective practices to motivate and sustain high-quality teaching behaviors.

For DepEd Officials. It is recommended that DepEd consider integrating the findings of this study into policy reviews, particularly regarding teacher evaluation frameworks and supervision protocols. Policies should be crafted to better support teacher development in both instructional and non-instructional duties. Investments in regular training, resource allocation, and standardization of best practices across divisions will ensure that high-performing classroom activities are replicated and institutionalized system-wide.

For Students. While not direct subjects of the study, students stand to gain significantly when teachers are well-supported and effective. Schools should consider implementing feedback mechanisms that allow students to voice how instructional and classroom practices affect their learning experiences, ensuring that teaching strategies remain responsive to learner needs.

For Future Researcher. Future studies should explore the causal impact of classroom management activities on student achievement and long-term teacher performance. Expanding the scope to include factors like teacher well-being, motivation, and institutional climate would provide a more holistic understanding of what drives educational effectiveness. Comparative studies across districts or educational levels are also encouraged to generalize findings and further inform policy and practice.

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