

# Exploring Public High School Teacher's Work Productivity and Performance: A Phenomenological Inquiry

Kenneth T. Capillas<sup>1</sup>, Jomar B. Mendoza<sup>2</sup>, Mary Kaye C. Beriña<sup>3</sup>

<sup>1</sup>Teacher I, Las Piñas North National High School, Philippines

<sup>2</sup>Faculty Member, College of Arts and Sciences, World Citi Colleges - Quezon City, Philippines

<sup>3</sup>Teacher I, Las Piñas City Technical Vocational High School, Philippines

## Abstract

The productivity and performance of teachers play crucial roles in shaping the educational landscape and enriching the learning experience for students. The study explored the experiences of teacher's productivity and performance in public high school during the school year 2023-2024. It employed descriptive phenomenological research applying the Moustakas approach with 8 participants who participated in the Focus Group Discussion (FGD). The inclusion criteria in choosing them were as follows: 1. Teachers from Teacher I to Teacher III only, 2. Length of tenure, one new (with at least 3 years in service) and one old (with at least 15 years in service). Specifically, it considered teachers per year level from Grade 7 to Grade 10 Levels. The findings revealed that teachers perceive work productivity as outcome-oriented, while performance is viewed as process-oriented. Teachers' ability to allocate time efficiently, remain focused, make informed decisions, and maintain consistency in their approach contributes significantly to their productivity and performance in the classroom. One of the recommendations proposed is that the school administration should prioritize the implementation of targeted professional development programs aimed at enhancing teachers' skills in strategic planning, time management, and student-centered teaching approaches.

**Keywords:** Work Productivity, Performance, Descriptive-Phenomenological, Public High School Teachers

## Introduction

Educators constitute the fundamental pillar of any educational framework and wield a crucial influence on the trajectory of the society. The effectiveness and efficiency of teachers directly influence the caliber of education imparted to students (Griffith & Rask, 2018). Nonetheless, the teaching profession is frequently characterized by formidable workloads, extensive hours, and myriad pressures, resulting in stress, exhaustion, and diminished effectiveness. Moreover, the significance of scrutinizing the productivity and performance of teachers within public high schools cannot be overstated. Research endeavors in this domain have the potential to guide the development of interventions and methodologies aimed at bolstering teacher support and enhancing their welfare and effectiveness. Additionally, comprehending the variables influencing teachers' productivity and performance can empower

policymakers and educational administrators to make judicious decisions regarding resource allocation and policy formulation (Cuevas et al., 2019).

Analyzing the work productivity of teachers in public high schools is crucial for enhancing the standard of education received by students. Various factors, including workload, job demands, work-life balance, and support from school authorities and peers, can influence teachers' effectiveness (Skaalvik & Skaalvik, 2018). To improve teachers' productivity, policymakers and school leaders need to grasp these elements and devise strategies to foster their well-being and job contentment. Among these factors, workload stands out as a pivotal determinant. Teachers are tasked with numerous responsibilities, from crafting lesson plans and grading assignments to attending meetings and participating in professional development initiatives (Kyriacou, 2018).

According to the Department of Education (DepEd) in the Philippines, public high school teachers bear the crucial responsibility of nurturing learners' knowledge and skills. This task presents a challenge, demanding a high level of work productivity and performance from teachers to attain successful learning outcomes. Undoubtedly, such play important roles in achieving these outcomes for public high school teachers. Various factors such as work motivation, job satisfaction, work engagement, teacher-student relationships, organizational climate, school leadership, and teacher collaboration significantly influence teachers' productivity and performance (Okpako, 2020; Ortan et. al., 2021; Granziera & Perera, 2019; Gistituati, 2020). Hence, it is imperative for school heads and policymakers to prioritize providing teachers with comprehensive training and development programs, fostering a supportive work environment, and fostering collaboration among teachers to enhance their productivity and performance. Considering the performance of public high school teachers at Las Piñas North National High School over the past three years, the data reflects a commendable trend. The performance ratings indicate a consistent level of excellence: Very Satisfactory (4.199) in the school year 2019-2020, Outstanding (4.725) in the school year 2020-2021, and 4.698 in the school year 2021-2022. Despite these impressive ratings, there remains a pressing need to delve deeper into the dynamics of their work productivity and performance. The performance ratings alone offer an incomplete understanding of the factors contributing to their success or areas for improvement.

Consequently, conducting a comprehensive study on work productivity and performance can provide valuable insights for both the school head and the teachers. These insights can inform strategic decisions aimed at further enhancing teaching effectiveness and student outcomes. Therefore, the researchers were prompted to undertake this study, focusing on exploring the experiences of teachers' productivity and performance at Las Piñas North National High School, within the Schools Division of Las Piñas City, for the school year 2023-2024

### **Statement of the Problem**

This study explored the experiences of teachers' productivity and performance in Las Piñas North National High School for the school year 2023-2024. Specifically, it sought answers to the following questions:

1. What are the work experiences of public high school teachers concerning their work productivity and teaching performance?
2. What implications can be drawn from the findings and results of the study?

### **Methods**

Since the research study delved into teachers' work productivity and performance experiences, the research

design adopted was descriptive phenomenological research. Descriptive phenomenology, as described by Moustakas (1994), seeks to explore, describe, and understand the meaning of experiences as they are lived. In this approach, researchers aim to describe the essence of the experience as perceived by the participants without imposing any preconceived theories or assumptions.

The study's participants were public high school teachers, with the researchers selecting only eight individuals who remained involved throughout the research process. The inclusion criteria consisted of selecting teachers from Teacher I to Teacher III and considering their length of tenure, with one new teacher (with at least three years of service) and one veteran teacher (with at least 15 years of service) selected. Specifically, the study considered teachers from Grade 7 to Grade 10. Purposive sampling was utilized to select participants, where researchers established specific characteristics that participants needed to meet to be included in the study.

The data collection method employed in this study was the Focus Group Discussion (FGD) protocol. The protocol commenced with a clear introduction, outlining the study's purpose, ensuring confidentiality of participant identities, and emphasizing the importance of their insights. Warm-up questions were then used to establish rapport and understand participants' backgrounds and perspectives. Subsequent main questions focused on exploring productivity and performance domains, structuring the discussion. Open-ended follow-up questions enabled a deeper exploration of participants' experiences and challenges, and their impact on teacher effectiveness and student learning outcomes.

Data obtained were gathered and interpreted through thematic analysis. Responses were meticulously recorded, labeled, and analyzed based on Moustakas' framework. The researchers observed the five-step process: (1) Immersion in the data: Researchers immersed themselves in the data by reading and re-reading transcripts or recordings of the focus group discussion. They aimed to understand the participants' experiences and perspectives comprehensively. (2) Identification of significant statements: Researchers identified significant statements that captured the essence of the participants' experiences and perspectives. They highlighted keywords and phrases that were meaningful and relevant to the research question. (3) Extraction of themes: Researchers extracted themes from the significant statements by clustering similar statements together. They aimed to identify overarching patterns and themes that reflected the participants' experiences and perspectives. (4) Development of themes: Researchers developed themes by reflecting on the extracted themes and the significant statements. They aimed to create meaningful and descriptive labels for each theme. (5) Checking the themes: Researchers checked the themes by reviewing the significant statements and the extracted themes. They ensured that the themes accurately reflected the participants' experiences and perspectives and that there were no discrepancies or omissions. This approach provided a deeper understanding of participants' experiences and perspectives, generating meaningful themes relevant to addressing the research question. Ultimately, employing the Moustakas approach facilitated a comprehensive exploration of the research topic, enriching the study's findings.

## Results and Discussions

### *Significant Statements*

Teacher A

*"When we say productivity it is the outcome of the lesson..."*

*"...performance it is the mastery of the lesson in order to have effective learning strategies."*

Teacher B

*"Performance, for me, we say that we have an aim to teach and for the children to learn."*

*"For productivity, as a teacher, you need to be SMART in making your DLLs (Daily Lesson Logs), your materials, at the same time."*

Teacher C

*"For me, work productivity and productivity is generally measured by work result in form of quantity, quality and timeliness..."*

*"...in teachers completing their work and planning implementing learning."*

Teacher D

*"In my teaching profession, productivity involves planning and executing lessons..."*

*"While I define performance in my teaching as the demonstration of effectiveness and impact in the classroom."*

Teacher E

*"Productivity is the outcome of your performance."*

*"Performance is the process of your teaching profession."*

Teacher F

*"For me productivity is when you do something worthwhile, worthy of your field of specialization."*

*"Performance is when you do what you are supposed to do in front of your learners..."*

Teacher G

*"For me, productivity in teaching profession I think the efficiency use of time in making DLL and instructional materials..."*

*"For me, productivity in the teaching profession, I think it's the efficient use of time in making DLLs and instructional materials as a teacher."*

Teacher H

*"For me, productivity is the output..."*

*"Performance is the execution."*

*Themes or Meaning Units and Evidence*

**Themes**

**Evidence**

Productivity: Outcome-oriented

*When we say productivity it is the outcome of the lesson...*

*For me productivity is when you do something worthwhile, worthy of your field of specialization.*

*Productivity is the outcome of your performance.*

Performance: Process-oriented *Performance is the process of your teaching profession.*

*...while the performance it is the mastery of the lesson in order to have effective learning strategies.*

*Performance, for me, we say that we have an aim to teach and for the children to learn.*

*... While I define performance in my teaching as the demonstration of effectiveness and impact in the classroom.*

### **Productivity: Outcome-oriented**

In reflecting on the teaching practices, teachers emphasized the crucial role of productivity in achieving positive outcomes in the classroom. One teacher highlighted the significance of productivity in the teaching profession, emphasizing an outcome-oriented approach. As supported by Gistuati (2020), productivity in teacher work is indeed measured by the outcomes produced, such as completed lesson plans and student learning outcomes. This aligns with the view that productivity is measured by work results in quantity, quality, and timeliness. Additionally, Gistuati (2020) identified factors influencing teacher productivity, including leadership and job satisfaction, echoing the emphasis on efficiency and time management in making instructional materials. Therefore, teachers' understanding of productivity emphasizes tangible results and efficient work practices, as echoed by various teachers in their responses. Moreover, one teacher expressed the importance of enhancing teacher productivity, which finds support in the work of Suhardi et al. (2020). Suhardi et al. (2020) emphasized the role of strengthening commitment to the teaching profession in increasing productivity, aligning with the perspective on the significance of dedication and passion in teaching. This suggests that by fostering a strong commitment to teaching, teachers can strive for greater productivity and contribute more effectively to student development.

### **Performance: Process-oriented**

Teachers also highlighted the importance of process-oriented performance in the teaching profession. This perspective underscores the dynamic nature of teaching practices and the continuous process of refining instructional methods to meet the diverse needs of students. One teacher articulated that performance in teaching is not solely about achieving specific outcomes but also about the ongoing execution of effective teaching strategies in the classroom. Another teacher emphasized that engagement with students and adaptability to address evolving classroom dynamics are crucial aspects of performance. These viewpoints align with the concept of performance as the process of teaching. Furthermore, teachers emphasized the interactive nature of performance, highlighting the importance of engagement with students and the adaptability to address evolving classroom dynamics. This perspective resonates with scholarly literature on effective teaching practices. Wayhu et al. (2021) define teacher performance in lesson planning, implementation, and evaluation, emphasizing the importance of meeting criteria in learning materials, resources, media, and assessment of learning outcomes. Additionally, Ahyar et al. (2019) suggest that teacher performance management involves planning, implementation, and evaluation phases, with a focus on individual teacher goals and educational institution objectives. By integrating their experiences with evidence from academic research, teachers underscored the significance of process-oriented performance in promoting student learning and academic success.

### **Textual and Structural Descriptions**

The theme underscores the importance of productivity as the concrete outcome or result of teaching activities. It encompasses the tangible outputs generated through teachers' efforts, such as lesson plans, instructional materials, and student learning achievements. Teachers perceive productivity as the culmination of their preparatory work and instructional delivery, aiming for measurable results in student

learning and performance. Within the framework of outcome-oriented, teachers prioritize the completion and effectiveness of teaching tasks. They engage in meticulous planning and preparation to produce high-quality instructional materials and implement effective teaching strategies. The focus is on achieving specific learning objectives and enhancing student outcomes through systematic and organized teaching practices.

In terms of performance, the theme highlights performance as the dynamic process of teaching, encompassing the ongoing actions and behaviors of teachers in the classroom. It emphasizes the interactive and iterative nature of teaching, where teachers continuously adapt their instructional methods and approaches to meet the diverse needs of students. Performance is viewed as the manifestation of teachers' expertise, effectiveness, and engagement in facilitating student learning. In the context of process-oriented performance, teachers prioritize the quality and efficacy of their teaching practices. They demonstrate adaptability, responsiveness, and creativity in addressing the evolving dynamics of the classroom environment. Performance is seen as a continuous journey of professional growth and development, characterized by reflective teaching practices and a commitment to enhancing student learning experiences.

### **The Essence of Experience**

Teachers unveil a profound understanding of the multifaceted nature of their profession, where productivity and performance intertwine to shape impactful teaching practices. At its core, their experiences reflect a relentless commitment to student success and holistic development. Productivity is viewed as more than just the completion of tasks; it embodies the tangible results and the efficiency of teaching practices. Teachers strive to produce high-quality lesson plans, instructional materials, and learning experiences that foster student growth and development. Moreover, performance is perceived as a dynamic process characterized by continuous improvement and adaptability. Teachers prioritize engagement with students, reflective teaching practices, and a dedication to meeting the diverse needs of learners. The essence of the participants' experiences underscores a holistic approach to teaching, where productivity and performance intersect to create meaningful learning experiences and promote student success. This essence encapsulates the participants' perspectives on productivity and performance, highlighting their dedication to effective teaching practices and student-centered learning.

### **Implications**

The work experiences of public high school teachers depict a balanced approach to productivity and performance, with a focus on outcome-oriented productivity and process-oriented performance. Teachers define productivity by emphasizing tangible results such as completed lesson plans and student learning outcomes, underlining their commitment to promoting student success. Additionally, they recognize the role of commitment and passion in enhancing productivity, aligning with scholarly literature emphasizing dedication to the teaching profession. Concurrently, teachers view performance as process-oriented, highlighting the dynamic nature of teaching and the continuous need for adaptation and improvement. They prioritize engagement with students and adaptability to address evolving classroom dynamics, thus emphasizing the significance of ongoing improvement and student development.

Strategic planning, time management, and student-centered teaching approaches emerge as integral components of teachers' work experiences, contributing to their productivity and performance in the classroom. Strategic planning plays a crucial role in shaping instructional design, as teachers integrate

strategic planning initiatives to enhance student learning outcomes. Moreover, teachers prioritize time management and workload handling to facilitate effective teaching practices, resonating with studies emphasizing the impact of workload handling on teacher performance. Additionally, teachers embrace student-centered teaching approaches, fostering dynamic and engaging learning environments, and empowering students to take ownership of their learning.

Regarding their desire to remain focused, efficient time management emerges as a pivotal factor influencing teaching effectiveness and student outcomes. Teachers' ability to allocate time effectively enables them to dedicate sufficient attention to planning and executing instructional strategies, ultimately contributing to improved student academic performance and teacher-student relationships. Moreover, maintaining focus and positivity is highlighted as essential for both teachers' personal well-being and creating a conducive learning environment for students. Cultivating a positive mindset and nurturing supportive relationships within the educational community significantly contribute to teachers' emotional and physical well-being, further enhancing their effectiveness in the classroom.

In terms of making the right choices, teachers demonstrate a commitment to adapting instruction to meet diverse student needs, emphasizing personalized approaches to support student growth. This adaptability optimizes teaching performance and fosters inclusive learning environments conducive to academic growth and achievement. Additionally, effective decision-making emerges as a cornerstone of successful teaching practice, enabling proactive actions, reducing cognitive load, and fostering positive learning environments.

Lastly, concerning practicing consistency, teachers underscore the importance of adaptability, continuous improvement, commitment, dedication, collaboration, and consistency in their work productivity and performance. Their emphasis on adaptability and continuous improvement aligns with contemporary research findings, emphasizing the crucial role of adaptability in effective teaching practices. Commitment and dedication emerge prominently, reflecting the vital role of teacher commitment in fostering student success. Collaboration and consistency underscore the importance of collaborative efforts and maintaining a consistent approach in effective teaching practices, ultimately contributing to positive student outcomes and academic success.

Overall, the work experiences of teachers emphasize the importance of these factors in enhancing teaching effectiveness and student outcomes.

## Conclusion

The study delving into the work experiences of public high school has illuminated crucial insights into the multifaceted dynamics of productivity and performance in the teaching profession. Through a comprehensive exploration of various domains including strategic planning, time management, student-centered teaching approaches, maintaining focus, making the right choices, and practicing consistency, several key themes have emerged. Firstly, the teachers' commitment to productivity is evident through their dedication to achieving tangible outcomes, driven by strategic planning and a focus on student success. Moreover, their emphasis on process-oriented performance highlights the dynamic nature of teaching, necessitating adaptability, continuous improvement, and a student-centered approach to foster meaningful learning experiences. Additionally, the importance of effective time management, maintaining focus, making the right choices, and practicing consistency has been underscored as essential components of teaching effectiveness. Teachers' ability to allocate time efficiently, remain focused, make informed decisions, and maintain consistency in their approach contributes significantly to their productivity and

performance in the classroom. Furthermore, the study highlights the intrinsic connection between teacher commitment, dedication, collaboration, and resilience, and their impact on student success. Teachers' unwavering commitment to their profession, dedication to student growth, collaborative efforts, and resilience in overcoming challenges play pivotal roles in fostering positive educational outcomes. Overall, the findings of the study not only provide valuable insights into the work experiences of public high school teachers but also offer implications for enhancing teaching effectiveness and student outcomes. By understanding and addressing the various factors influencing productivity and performance, educational institutions can support teachers in their professional development and create environments conducive to optimal teaching and learning experiences. Through ongoing collaboration, continuous improvement, and a commitment to student-centered approaches, teachers can strive towards excellence

### Recommendations

Based on the insightful findings and conclusions of the study conducted regarding teachers' work experiences on productivity and performance, several key recommendations emerge to enhance teaching effectiveness and student outcomes. Firstly, the school administration should prioritize the implementation of targeted professional development programs aimed at enhancing teachers' skills in strategic planning, time management, and student-centered teaching approaches. These programs should provide teachers with opportunities to learn and apply effective instructional strategies, leverage technology for teaching, and adapt their practices to meet the diverse needs of students. Moreover, offering workshops or training sessions focused on improving time management skills and workload handling strategies can empower teachers to manage their responsibilities more efficiently and maintain a healthy work-life balance. Additionally, fostering a culture of collaboration among teachers through peer collaboration opportunities, collaborative lesson planning, and peer observation can facilitate knowledge sharing, promote professional growth, and enhance teaching effectiveness. Providing guidance and support to help teachers make effective decisions in the classroom, along with recognition and appreciation for their dedication and resilience, are crucial in sustaining teacher motivation and morale. Moreover, establishing mechanisms for continuous feedback and reflection, coupled with institutional support for maintaining consistency in teaching practices, can further support teachers in their professional development journey. By implementing these recommendations, the public high school can create a nurturing and empowering environment that fosters teachers' productivity, performance, and overall well-being, ultimately leading to improved student outcomes and academic success.

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