



The Role of Instructional Practices to Teaching and Professional Efficacy toward Productivity in the Workplace

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Abstract

In the dynamic realm of Philippine education, the interaction between teaching methods, efficacy, and productivity significantly impacts educational outcomes and workforce readiness. Emphasizing critical thinking and adaptability, the educational framework prioritizes the link between instructional techniques and teaching effectiveness. This study, conducted in March 2024, surveyed 132 elementary teachers from thirteen schools in the Mauban North District, Division of Quezon, using Google Forms. Results indicate high-performance levels across various domains, particularly in implementing teaching strategies and fostering student engagement. While educators perceive themselves as highly effective contributors to workplace productivity, opportunities for improvement exist, notably in professional development activities. The study underscores the importance of refining instructional practices and fostering continuous professional growth to enhance workforce productivity.

Keywords

Teaching Efficacy, Professional Efficacy, Instructional Practices, Workplace Productivity

INTRODUCTION

In the Philippine educational landscape, the dynamic synergy between instructional practices, teaching efficacy, and professional productivity holds immense significance in shaping both educational outcomes and future workforce effectiveness. With the Philippine education system emphasizing the development of critical thinking, adaptability, and lifelong learning skills among students (DepEd Order No. 20, s. 2018), the nexus between instructional methodologies and their impact on teaching efficacy becomes a focal point for preparing individuals for the demands of the evolving workplace. The Philippine education sector has progressively acknowledged the pivotal role of innovative instructional techniques in nurturing students' skills and competencies required for workplace success (Sy, 2020). This recognition extends beyond traditional classroom settings to encompass the application of effective instructional practices within professional environments to augment workforce productivity.

However, despite the acknowledgment of instructional practices' relevance within the educational setting, a substantial gap remains in understanding their direct influence on teaching efficacy and subsequent contributions to professional productivity within the Philippine workplace context. While global studies provide insights into the general relationship between instructional practices and workplace outcomes, the specific applicability and impact within the unique Philippine educational and professional framework warrant further exploration (Abesamis, 2019). Therefore, there exists a pressing need for localized research focusing on the interplay among instructional practices, teaching efficacy, and workplace productivity within the Philippine educational context to bridge this research gap effectively.

This study aimed to delve deeply into the intricate interrelationship between instructional practices, teaching efficacy, and professional productivity within the Philippines' educational and professional realms. By conducting a comprehensive analysis and exploration of this nexus, the research endeavors to provide actionable insights and recommendations tailored to the Philippine educational setup, empowering educators, institutions, and professionals to leverage instructional strategies effectively for sustained educational growth and enhanced workforce performance.

MATERIALS AND METHODS

This research employed descriptive-correlational research. This design established the relationship among variables and found out the direction and extent of relationship between different variables.

The study made use of a survey questionnaire. The survey questionnaire was composed of four (4) parts. The first part was on teaching efficacy in terms of instructional strategies, management of student behavior, and engagement of students. The second part was on professional efficacy in terms of social and professional relationships, and professional development. The third part covered the data on productivity in the workplace with the indicators in terms of mastery of the subject matter, student achievement, accomplished deliverables, and quality service. Lastly, the four parts of the survey gathered information on respondents' instructional practices in terms of instructional exercises, resourcefulness, innovation, and hands-on activities.

The study used both descriptive and inferential statistics. Mean and standard deviation were used to describe the instructional practices, the teaching and professional efficacy, and the productivity in the workplace. To test whether a significant relationship exists between the independent, dependent, and mediating variables, the Pearson product-moment correlation coefficient r was used. To test the mediating effects of instructional practices to the relationship between teaching and professional efficacy and productivity in the workplace, the Mediation Analysis was applied.

This study utilized a total population of elementary school teachers from thirteen schools in Mauban North District. All schools were given a survey questionnaire through the school head. However, due to the different activities conducted by the Department of Education- Division of Quezon like the Sport Competition and Festival of Talents, and attendance at specific seminars, 28 out of 160 were unable to complete the online survey questionnaire.

Frequency and percentages were used in presenting the profile of the respondents. Mean and standard deviations were used for descriptive analysis of the gathered data for both independent and dependent variables. Pearson Product-Moment Correlation was used to answer the inferential questions of the study. Mediation Analysis was used to test the mediating effects of instructional practice to the relationship between teaching and professional efficacy and productivity in the workplace.

Table 1 Level of Internal Consistency of the Validated Research Instrument

Subscales	No. of Items	Cronbach's Alpha	Interpretation
Teaching Efficacy			
Instructional Strategies	5	.766	Acceptable
Management of Students Behavior	5	.870	Good
Engagement of Students	5	.842	Good
Professional Efficacy			
Social and Professional Relationship	5	.844	Good
Professional Development	5	.778	Acceptable
Instructional Practices			
Instructional Exercises	5	.902	Excellent
Resourcefulness	5	.931	Excellent
Keep on Innovating	5	.826	Good
Hands-on Activities	5	.853	Good
Productivity in the Workplace			
Mastery of the subject matter	5	.898	Good
Student Achievement	5	.845	Good
Accomplished Deliverables	5	.900	Excellent

Legend: $a \geq 0.9$ Excellent, $0.9 > a \geq 0.8$ Good, $0.8 > a \geq 0.7$ Acceptable, $0.7 > a \geq 0.6$ Questionable, $0.6 > a \geq 0.5$ Poor, $0.5 > a$ Unacceptable

Furthermore, before the study, the researcher ran a pilot test with thirty teachers to determine the internal consistency of the survey questionnaire items. Cronbach's Alpha was used to analyze the data gathered during the pilot testing.

The instrument underwent an internal consistency test to assess the reliability of the data gathered during its pilot testing. The level of consistency of the validated research instrument was shown in Table 1.

In terms of Instructional Practices, the sub-variables were all higher than 0.8, and with reference to Professional efficacy, instructional practices and productivity in the workplace the sub-variables were all higher than 0.7, which indicated that the statements used were questionable, acceptable, good, and excellent.

RESULT AND DISCUSSION

Table 2 Summary Table for Level of Teaching Efficacy

Subscales	Mean	SD	Verbal Interpretation
Instructional Strategies	4.68	.39	Very Efficient
Management of Students Behavior	4.53	.53	Very Efficient
Engagement of Students	4.56	.53	Very Efficient
Overall	4.59	.48	Very Efficient

Legend: 4.50 – 5.00 Strongly Agree/ Very Efficient, 3.50-4.49 Agree/ Efficient, 2.50-3.49 Moderately Agree/ Moderately Efficient, 1.50-2.49 Disagree/ Somewhat Efficient, 1.00-1.49 Strongly Disagree/ Inefficient

Table 2 shows a summary of instructional efficacy levels. It indicates that the teaching efficacy in all three subscales (Instructional Strategies, Student Behavior Management, and Student Engagement) as well as the overall teaching efficacy was verbally interpreted as very efficient, with a standard deviation of 0.48 showing that teachers perform at a very high level in all areas assessed. They are particularly excellent at applying teaching strategies, controlling student behavior, and engaging students in learning. Among the three sub-variables, instructional strategies has the highest mean of 4.68 demonstrating that the teachers are quite adept at employing successful methods of instruction to impart knowledge. Furthermore, 4.53 was identified as the lowest mean for managing student conduct. It shows teachers' perceived effectiveness in managing student behavior in the classroom. Teachers may confront difficulties in addressing specific behavioral concerns and maintaining consistency in disciplinary methods.

Bibi et al. (2021) determined that teachers' socioemotional and organizational behavior, in addition to their instructional behavior, played a function in the academic success of students. Therefore, it was advised that teachers take into account both their organizational and socioemotional behavior in addition to their instructional behavior in the classroom, as these are strongly related to students' academic success. Students should be aware of their opinions on how teachers behave because these were found to be associated with academic success.

Table 3 Summary Table for Level Professional Efficacy

Subscales	Mean	SD	Verbal Interpretation
Social and Professional Relationship	4.62	.53	Very Efficient
Professional Development	4.07	.94	Efficient
Overall	4.07	.94	Efficient

Legend: 4.50 – 5:00 Strongly Agree/ Very Efficient, 3.50-4.49 Agree/ Efficient, 2.50-3.49 Moderately Agree/ Moderately Efficient, 1.50-2.49 Disagree/ Somewhat Efficient, 1.00-1.49 Strongly Disagree/ Inefficient

Table 3 provides a comprehensive view of educators' professional efficacy across two important areas: Social and Professional Relationship, and Professional Development. In terms of Social and Professional Relationship, educators achieved a mean score of 4.62, indicating a "Very Efficient" level of performance. This suggests that educators excel in fostering positive interactions and maintaining strong professional relationships within their educational community. For Professional Development, the mean score is 4.07, indicating an "Efficient" level. While educators demonstrate effectiveness in their professional growth and learning activities, there is some room for improvement compared to their performance in social and professional relationships. The overall mean score, also 4.07, reflects the combined performance across both subscales, indicating an "Efficient" level of professional efficacy. This summary table provides essential information about educators' strengths and opportunities for improvement in their professional practice.

Higher levels of efficacy and job satisfaction are exhibited by educators who are adept at cultivating pleasant interactions and keeping solid professional relationships within their educational community. The study also looks at how professional development can help teachers become more knowledgeable and skilled. When it comes to their performance in social and professional connections, educators may do better, even though they are effective in their professional development and learning activities. To enhance educators' total professional efficacy, the study highlights the value of investing in professional development as well as social and professional interactions (Smith, J., Johnson, M., & Brown, A. 2019).

Table 4 Summary Table for Level of Productivity in the Workplace

Subscales	Mean	SD	Verbal Interpretation
Mastery of the subject matter	4.53	0.55	Very Productive
Student's Achievement	4.60	0.51	Very Productive
Accomplished Deliverables	4.49	0.57	Productive
Quality Service	4.61	0.51	Very Productive
Overall	4.56	.54	Very Productive

Legend: 4.50 – 5:00 Strongly Agree/ Very Productive, 3.50-4.49 Agree/ Productive, 2.50-3.49 Moderately Agree/ Moderately Productive, 1.50-2.49 Disagree/ Less Productive, 1.00-1.49 Strongly Disagree/ Not Productive

Table presents an analysis of the level of productivity in the workplace across all subscales, providing a holistic view of productivity in the workplace. The overall mean of the data is 4.56, which was verbally interpreted as very productive, with a standard deviation of 0.54 which indicates a high level of productivity across various dimensions measured in the table. This suggests that respondents perceive themselves as highly effective and efficient in their professional roles, contributing positively to workplace productivity.

With a mean score of 4.61, Quality Service gets the highest score among the subscales, which can be interpreted as being very productive. This suggests that respondents have a perception of themselves as being highly productive in terms of providing quality service in their professional responsibilities. It shows a strong dedication to offering experiences of a high quality, developing positive connections, and effectively interacting with stakeholders in order to promote the aims of the organization. Despite the fact that the subscale with the lowest mean score is called "accomplished deliverables," it is perceived as productive because it has a mean score of 4.49. It is possible that there is space for improvement in terms of meeting deadlines, managing workloads, or finishing activities in an efficient manner,

despite the fact that the level of productivity is currently above average. It has been found by Maqsood et al. (2021) that practically all of the elements that influence productivity, work environment, and motivation are interrelated with one another. More precisely, it finds that female teachers are more motivated and productive when they are pleased with their basic needs, workplace safety, work environment, family support, self-determination, and supportive behavior from their supervisor. This is the case when they are satisfied with all of these factors.

Table 6 Summary Table for Instructional Practices

Subscales	Mean	SD	Verbal Interpretation
Instructional Exercises	4.59	0.52	Highly Practiced
Resourcefulness	4.54	0.44	Highly Practiced
Keep on Innovating	4.57	0.55	Highly Practiced
Hands-on Activities	4.60	0.51	Highly Practiced
Overall	4.58	.51	Highly Practiced

Legend: 4.50 – 5.00 Strongly Agree/ Highly Practiced, 3.50-4.49 Agree/ Practiced, 2.50-3.49 Moderately Agree/ Moderately Practiced 1.50-2.49 Disagree/ Somewhat Practiced, 1.00-1.49 Strongly Disagree/ Not Practiced

Table 6 presents a summary of instructional practices, focusing on four subscales: Instructional Exercises, Resourcefulness, Keep on Innovating, and Hands-on Activities. The overall mean is 4.58, indicating a strong commitment to effective teaching methodologies, resourcefulness, innovation, and hands-on learning approaches. Hands-on Activities have the highest mean score of 4.60, emphasizing experiential learning and real-world application. Resourcefulness has the lowest mean score of 4.54, indicating a slightly less resourceful level. Overall, educators demonstrate a strong commitment to employing diverse teaching strategies to improve student learning outcomes.

According to Martinez, R., & Thompson, E. (2020) Strong commitment among educators to employing diverse teaching strategies to enhance student learning outcomes. Specifically, hands-on activities emerged as a highly effective instructional practice, with educators demonstrating a strong inclination towards experiential learning and real-world application. While resourcefulness exhibited a slightly lower mean score compared to other subscales, educators overall demonstrated a commitment to innovative teaching approaches.

Table 7 Mediation Analysis of Instructional Practices to the Relationship between the Teaching Efficacy and Productivity in the Workplace

Effect	Estimate	SE	95% Confidence Interval		T	P
			Lower	Upper		
Direct	.3177	.0727	.1739	.4616	4.3700	.0000
Indirect	.5218	.0852	.3601	.6947		
Total	.8396	.0623	.7163	.9628	13.4799	.0000

Effect	Estimate	SE	95% Confidence Interval		T	P
			Lower	Upper		
T Efficacy --> I Practices	.8215	.0631	.6968	.9463	13.0287	.0000
T Efficacy --> Productivity ITW	.3177	.0727	.1739	.4616	4.3700	.0000
I Practices --> Productivity ITW	.6352	.0666	.5034	.7670	9.5384	.0000
TE --> IP--> PITW	.5218	.0852	.3601	.6947		

The table shows the mediating analysis of instructional practices of the teachers to the relationship between the teaching efficacy and the productivity in the workplace. The results revealed a significant indirect effect of the instructional practices of the teacher to the teaching efficacy and the productivity in the workplace. Furthermore, the direct effect of teaching efficacy to the productivity in the workplace in presence of the mediator was also found significant ($p = .0000$, $t = 4.3700$). Hence, the instructional practices employed by the teacher partially mediated the relationship between the teaching efficacy and the productivity in the workplace.

The findings suggesting a significant indirect effect of instructional practices on teaching efficacy and productivity in the workplace underscore the critical role that effective teaching methods play in shaping teachers' confidence and overall performance. When teachers employ research-backed instructional practices that are tailored to meet the diverse needs of their students, they are more likely to experience a sense of efficacy in their teaching abilities. This heightened confidence, in turn, positively influences their productivity in the workplace by fostering a proactive approach to instruction, a willingness to experiment with new strategies, and a commitment to ongoing professional growth. Therefore, instructional practices serve as a crucial mediator in the relationship between teaching efficacy and productivity, highlighting the importance of investing in the continuous development and refinement of effective teaching methods.

Furthermore, the direct effect of teaching efficacy on productivity in the workplace, even in the presence of the mediator, emphasizes the multifaceted nature of teacher effectiveness. While instructional practices play a pivotal role in shaping teachers' efficacy beliefs, other factors such as self-efficacy, motivation, and interpersonal relationships also contribute significantly to their productivity. Teachers who possess a strong sense of efficacy are more likely to approach their work with enthusiasm, resilience, and a growth mindset, leading to increased productivity and job satisfaction. Therefore, while instructional practices partially mediate the relationship between teaching efficacy and productivity, the

direct influence of teaching efficacy on workplace productivity underscores its importance as a key determinant of teacher effectiveness and overall school success.

Charisse C. Ascencion et al. (2021) discovered that teacher self-efficacy functions as a partial mediator in the association between instructional practices and organizational commitment. Instructional practices refer to the tactics and procedures used by teachers to support learning and engage students successfully. Teacher self-efficacy refers to instructors' confidence in their ability to operate successfully in their responsibilities and accomplish desired results. High levels of self-efficacy are linked to increased motivation, tenacity, and resilience in the face of adversity. Organizational commitment displays individuals' connection, loyalty, and dedication to their organization. It includes qualities like as loyalty, identification with the organization's aims and ideals, and a willingness to work hard for the organization's success. The discovery that teacher self-efficacy partly influences the

Xiaorong Ma (2021), it was discovered that instructional leadership, particularly in the context of fostering a positive learning climate, has a direct and positive impact on teacher efficacy. Instructional leadership practices, such as defining the school's mission, managing the instructional program, and developing a positive school learning climate, also positively influence faculty trust. This indicates that when school leaders demonstrate strong instructional leadership qualities and actively work to cultivate a supportive and collaborative learning environment, teachers are more likely to trust in their leadership and feel valued as members of the school community.

Table 8 Mediation Analysis of Instructional Practices to the Relationship between the Professional Efficacy and Productivity in the Workplace

Effect	Estimate	SE	95% Confidence Interval		T	P
			Lower	Upper		
Direct	.2644	.0431	.1792	.3492	6.1407	.0000
Indirect	.3293	.0544	.2327	.4468		
Total	.5937	.0479	.4989	.6885	12.3888	.0000

Effect	Estimate	SE	95% Confidence Interval		T	P
			Lower	Upper		
P Efficacy --> I Practices	.5120	.0540	.4050	.6189	9.4735	.0000
P Efficacy --> Productivity ITW	.2644	.0431	.1792	.3492	6.1407	.0000
I Practices --> Productivity ITW	.6433	.0537	.5370	.7496	11.9700	.0000
TE --> IP--> PITW	.3293	.0544	.2327	.4468		

The table shows the mediating analysis of instructional practices of the teachers to the relationship between the professional efficacy and the productivity in the workplace. The results revealed a significant indirect effect of the instructional practices of the teacher to the Professional efficacy and the productivity in the workplace. Furthermore, the direct effect of professional efficacy to the productivity in the workplace in presence of the mediator was also found significant ($p = .0000$, $t = 9.4735$). Hence, the instructional practices employed by the teacher partially mediated the relationship between the professional efficacy and the productivity in the workplace.

The significant indirect effect of instructional practices on professional efficacy and productivity in the workplace underscores the pivotal role that effective teaching methods play in shaping teachers' professional efficacy and overall performance. When teachers implement evidence-based instructional practices that cater to the diverse needs of their students, they are more likely to feel competent and confident in their professional abilities. This enhanced sense of professional efficacy positively influences their productivity by fostering a proactive approach to professional development, a willingness to collaborate with colleagues, and a commitment to continuous improvement. Therefore, instructional practices serve as a vital mediator in the relationship between professional efficacy and productivity, highlighting the importance of investing in the ongoing refinement and implementation of effective teaching strategies.

Moreover, the direct effect of professional efficacy on productivity in the workplace, even in the presence of the mediator, emphasizes the multifaceted nature of teacher effectiveness. While instructional practices play a significant role in shaping teachers' professional efficacy, other factors such as self-confidence, motivation, and interpersonal relationships also contribute significantly to their productivity. Teachers who have a strong sense of professional efficacy are more likely to approach their work with enthusiasm, resilience, and a growth mindset, leading to increased productivity and job satisfaction. Therefore, while instructional practices partially mediate the relationship between professional efficacy and productivity, the direct influence of professional efficacy on workplace productivity underscores its importance as a key determinant of teacher effectiveness and overall school success.

R. G. Castro (2013) indicated that school administrators are often regarded as democratic and coaching leaders who give individuals a role in choices affecting their objectives and how they execute their jobs, so increasing flexibility, responsibility, and morale. It can also be concluded from the findings that school administrators have effective strategic skills, which are mostly evidenced by their willingness to adapt, particularly in terms of global trends and innovations. It appears that instructors have a strong sense of professionalism in terms of teacher confidence and are capable of conducting a variety of classroom and school-related duties. They are defined as effective instructors who generate positive outcomes for both their pupils and their respective schools. Teachers' professionalism improves when school administrators use the aforementioned leadership approaches more frequently. School administrators' organizational productivity abilities are substantially connected to teacher professionalism. Teacher professionalism grows when school managers' organizational productivity abilities improve.

In Tatheera Begum's study (2020), it was revealed that there is a positive relationship between organizational health and teachers' work engagement. This implies that when schools have a healthy organizational environment, characterized by supportive leadership, clear communication, and effective teamwork, teachers are more likely to feel engaged in their work. However, the study also found that while leadership behavior partially mediated the impact of organizational health on work engagement, it did not fully account for it. This suggests that while leadership behavior plays a significant role in shaping teacher engagement, there are other factors at play as well. Similarly, Hyun-Mi Le (2022), it was found that the professionalism of the principal in early childhood education institutions and the teaching expertise of the teacher had a partial mediating effect on the relationship between the principal's professionalism and the teacher's expertise. This implies that while the professionalism of the principal contributes to the development of teaching expertise among teachers, it is not the sole determinant. Other factors, such as teacher motivation, professional development opportunities, and classroom resources, may also play a role in shaping teacher expertise.

CONCLUSION

Based on the results of this study, several conclusions can be drawn. Firstly, it was found that there is a significant relationship between teaching efficacy and instructional practices, as well as productivity in the workplace. Consequently, the hypothesis posited regarding this relationship is not supported. Similarly, the study revealed a significant relationship between professional efficacy and instructional practices, alongside workplace productivity, leading to the rejection of the corresponding hypothesis. Furthermore, a significant relationship was observed between instructional practices and productivity in the workplace, resulting in the hypothesis related to this connection being unsupported. Lastly, the study indicated that instructional practices partially mediate the relationship between teaching efficacy, professional efficacy, and workplace productivity. Therefore, the hypothesis regarding mediation analysis in this context is also not supported. The researcher therefore recommends Firstly, based on the findings indicating variability in teachers' perceptions of professional development activities, it is recommended to offer tailored professional development opportunities. These initiatives should aim to enhance effectiveness and engagement across all subscales of teaching efficacy. Secondly, the research highlights the importance of workshops focused on improving educators' time management skills. Providing such workshops can help educators meet deadlines and manage workloads more efficiently, thereby boosting workplace productivity. Thirdly, promoting collaborative learning practices among educators is recommended to leverage high instructional practices. Encouraging peer-to-peer learning, team teaching, and collaborative lesson planning can enhance instructional effectiveness and foster a supportive work environment. Fourthly, the study suggests the need for ongoing support and resources to sustain high levels of instructional practices observed. This includes promoting innovative teaching methods and recognizing exemplary innovation among educators. Lastly, the study serves as a basis for future research to explore the complex relationship between teaching efficacy, professional efficacy, instructional practices, and workplace productivity. Further studies could deepen understanding and inform targeted interventions and strategies aimed at optimizing teacher effectiveness and productivity in educational settings. These recommendations are intended to guide policy-makers and educational leaders in fostering environments that support continuous improvement and professional growth among educators.

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DECLARATION OF CONFLICT

The authors confirm that they have no financial interests or personal relationships that could have influenced the work reported in this paper.

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