

1 **STRESS, COMMITMENT, WORK VALUES, ORGANIZATIONAL**
2 **CLIMATE, AND IMPLEMENTATION OF MODULAR**
3 **DISTANCE LEARNING**
4

5 **ABSTRACT**

6 Teachers are responsible for molding the youth into leaders and achievers. The tasks and
7 responsibilities that await these noble professionals are great. Teaching offers a bright and
8 rewarding career for those who can meet the intellectual and social challenges of the job. At the
9 same time, it could also be a source of frustration and stress. This study attempted to determine
10 the level of stress, commitment, work values, organizational climate, and the level of
11 implementation of the modular distance learning. The study used the correlational and causal
12 designs using a questionnaire checklist in gathering the data. A total of 130 secondary school
13 teachers were the participants of the study. The organizational and extra-organizational stress
14 levels of the teachers are tolerable, and their level of organizational commitment was
15 high especially under affective and continuance commitment except for normative commitment
16 which was at the moderate level. Moreover, there was congruency between the personal and
17 organizational values of the teachers, and the organizational climate was conducive for the
18 teachers to perform their responsibilities. Processes and practices in the implementation of the
19 modular distance learning were in place. Extra-organizational stress, affective and normative
20 commitment, personal and organizational values, reward system, socio-emotional, and teamwork
21 are statistically associated with the level of implementation of modular distance learning. Finally,
22 Extra-organizational Stress, Personal Values, Role Clarity, Reward System, and Teamwork best
23 influence the implementation of modular distance learning.

24 **Keywords:** stress in distance learning, commitment, work values, role clarity, teamwork

25 **Introduction**

26 When the 2020-2021 school year started in October, no teacher could have predicted
27 that they would be working from home for weeks to months. The sudden shift to distance
28 learning has placed an unprecedented type of stress for teachers to quickly adapt their curricula
29 to an online format and other instructional modalities that are accessible for all students. Using
30 these new technology platforms to simulate a normal school day poses many challenges, some
31 out of the control of a teacher.

32 According to the *Graide Network, Inc.* (2020) different online platforms are abundant
33 from Zoom and Google Classroom to Canvas and Microsoft Teams, and other variety of online
34 teaching tools. However, many teachers have never used these tools before and do not know
35 which are most effective and appropriate for their instruction style, class content, and student
36 abilities. It is a steeper learning curve than many parents, students, and teachers themselves
37 realize. As the pandemic unfolds and the days of distance learning turn to weeks, teachers face a
38 steep learning curve every single day. The mounting stress of ensuring their students receive a
39 quality education has translated to a handful of repeated negative emotions (*Yale Center for*
40 *Emotional Intelligence and the Collaborative for Social Emotional and Academic Learning,*
41 2020).

42 In response to the Covid-19 crisis and to ensure the continuity of learning while assuring
43 the health, safety, and wellbeing of all learners, teachers, and other employee, the Department of
44 Education instituted DepEd Order No.12 series of 2020 to establish new learning delivery
45 modalities in all levels embodied in the Learning Continuity Plan (LCP) for the school year
46 2020-2021. The alternative modes of delivering learning were envisioned to reach all learners
47 regardless of who and where they are. Among these implemented learning delivery modalities
48 (LDMs) were Distance Learning, Blended Learning, and Homeschooling. The Department of
49 Education (DepEd) conducted Learning Enrollment and Survey Form (LESF) on school opening
50 (Department of Education, 2020), it was found out that Modular learning, a form of distance
51 learning that uses Self-Learning Modules (SLM) is one of the highly convenient for most of the
52 typical Filipino students. It was also the most preferred learning system of most
53 parents/guardians for their children. The SLM is based on the most essential learning
54 competencies (MELCS) provided by the Department of Education.

55 Teaching is one of the most stressful jobs. Large class sizes, limited resources, long
56 hours, escalating job demands, and students with varying and complex needs can all contribute to
57 teacher burnout. A 2017 American Federation of Teachers survey of more than 5,000 educators
58 found that 61 percent describe their jobs as “often” or “always” stressful. Only 1 percent reported
59 never feeling stressed. High stress can lead teachers to leave the profession, call in sick
60 frequently, be irritable in the classroom, and generally experience low morale. These factors can
61 negatively affect student behavior and learning (Jones, 2019).

62 In the Philippines, printed modular distance learning modality was implemented to
63 continue delivering quality and relevant education amid the pandemic. The implementation of
64 modular distance learning in the public school system somehow gives additional burden to
65 teachers specifically on the distribution and retrieval of the modules. Teachers have adequate
66 training and skill development webinars necessary to effectively do their work. However, there is
67 an issue when it comes to pupils learning. Learners cannot totally focus on learning due to the
68 absence of face-to-face instruction (Guiamalon, et al., 2021). The city school division of El
69 Salvador implemented this learning modality hence, this is the most preferred learning scheme of
70 the students and the parents. Thus, this study was conceived to assess the quality and
71 implementation of modular distance learning in select public secondary schools. Likewise, it also
72 investigated the levels of stress and commitment of the teacher participants despite of the
73 challenges and difficulties they experienced in the implementation of modular distance learning.

74 **Theoretical and Conceptual Framework**

75 **Zone of Proximal Development Theory**

76 The study was anchored on the Zone of proximal development theory and Learner
77 autonomy. The Zone of Proximal Development was developed by Soviet psychologist and social
78 constructivist Lev Vygotsky, stressed that the distance between the actual developmental level as
79 determined by independent problem solving and the level of potential development as
80 determined through problem-solving under adult guidance, or in collaboration with more capable
81 peers. Vygotsky accepted that when a learner is within the zone of proximal advancement for a
82 specific task, giving the suitable help will grant the learner enough of a boost to realize the task.

83 In addition, Social Interaction, according to Vygotsky is vital in learning by through
84 social interaction with a capable mentor. The guide may demonstrate behaviors and/or give

85 verbal instructions for the child. Vygotsky alludes to this as cooperative or collaborative
86 dialogue. The child seeks to understand the activities or instructions given by the guide
87 (frequently the parent or educator) at that point internalizes the data, utilizing it to direct or direct
88 their own performance (McLeod, 2019).

89 Manlangit, et al. (2020), clarifies that parents are partners of teachers in education. They
90 are home facilitators, the ‘tagapagdaloy’ channel, but they will not teach the subject matter. It is
91 the teacher’s duty to teach. In modular learning, the primary function of parents is to create a link
92 and direct the child. Parents or guardians, as MKOs, should: (1) be responsible for interacting
93 with teachers, barangay representatives, and other stakeholders to acquire the various materials
94 and resources needed by the learner (example modules or textbooks); (2) regularly check the
95 child’s workweek plan and make sure that the learner sticks to their schedule; (3) prepare a
96 conducive learning study space for the learner; and (4) give appropriate praises, encouragement,
97 and rewards to heighten their child’s motivation to learn.

98 Parents and guardians will face various challenges in fulfilling their roles as MKOs. The
99 first challenge lies in the fact that parents and guardians have varying skills, knowledge, and
100 qualifications. Based on their attachment to the MKO, they choose who will support them with
101 their lessons and assignments. Some children want to have their mother or father teach them, or
102 even their older siblings teach them. When there is an appropriate and secure room for learning,
103 learners learn better. This conducive space is not limited to a physical one; even at home, the
104 MKO must give the learner a warm environment to enjoy learning. All these are the challenges
105 posed by the differences of MKOs in terms of expertise, educational attainment, cognitive biases,
106 and even emotional connection to the learner.

107 So, in applying these theories wherein parents or the more knowledgeable person will
108 assist the learners there will be possible challenges that they will encounter in the modular type
109 of learning, it could be time consuming, eligibility of the parents, lack of specific examples and
110 tips in teacher’s editions of modules, learner’s environment, teachers, students, and parent’s
111 exposure to corona virus diseases and others. Vygotsky’s theory tackle’s that the students will
112 learn more if there is assistance from the knowledgeable person, in which this approach is very
113 applicable in today’s time especially that the world are continually fighting against the corona
114 virus, through this modular curriculum is being implemented primarily in the public schools to
115 avoid contact with the virus, wherein teachers, learners as well as parents are being through
116 many challenges in this new normal practice.

117 On the other hand, learner autonomy has been used in education since the early 1980s,
118 when it was first used by the educator Henri Holec (2020). As stated, he defined learner
119 autonomy as the learner’s ability to take charge of his/her own learning. Other writers since
120 Holec had modified this definition, in part depending on whether they see learner autonomy to an
121 end, or the product itself. In short, autonomous learners need to be proactive, reflective, self-
122 aware, and motivated.

123 According to Richards (2020), learner autonomy alludes to the principle that learners
124 ought to take a most extreme sum of duty for what they learn and how they learn it. They ought
125 to be included in choices concerning setting goals for learning, deciding ways and implies of
126 learning, and reflecting on and assessing what they have learned. Autonomous learning is said to
127 create learning more personal and centered and subsequently accomplish way better learning
128 results since learning is based on learners’ needs and inclinations. It contrasts with the
129 conventional teacher-led approach in which most choices are made by the instructor, the utilize
130 of self-directed learning in a self-access center is one application of this approach.

131 In addition, other highlights of independent learning are the instructor gets to be less of
132 an teachers and more of a facilitator, learners are debilitated from depending on the educator as
133 the most source of knowledge, students' capacity to memorize for themselves is empowered,
134 learners are empowered to create choices almost what they learn, students' mindfulness of the
135 possess learning styles is energized, learners are empowered to create their possess learning
136 techniques. Theories anchored on this study, talks about learner as an independent learner. In
137 implementing the modular curriculum, learners are task to answer their modules at home without
138 relying more in the teacher but more in the learner itself. Learners should take a maximum
139 amount of responsibility for what they learn and how they learn. In implementing the modular
140 learning, the teacher becomes less of an instructor and more of a facilitator in making and
141 distributing the modules, while the parents will act as the facilitator in students learning on what
142 they learn and how they will learn based on the modules given. Thus, students are more
143 responsible of their learning.

144 **Transactional Theory**

145 Additionally, the transactional theory of (Lazarus, et al., 2001) also served as
146 underpinning of this investigation. The transactional theory suggests that stress is the direct product of
147 a transaction between an individual and their environment which may tax their resources and thus
148 threaten their wellbeing. A more recent version of this theoretical model suggests that it is the appraisal of
149 this transaction that offers a causal pathway that may better express the nature of the underlying
150 psychological and physiological mechanisms which underpin the overall process and experience of stress.

151 Furthermore, any aspect of the work environment can be perceived as a stressor by the
152 appraising individual. Yet the individual appraisal of demands and capabilities can be influenced
153 by several factors, including personality, situational demands, coping skills, pervious
154 experiences, time lapse, and any current stress state already experienced (Prem, et al. 2017). One
155 multidisciplinary review provides a broad consensus that stressors only exert their effects
156 through how an individual perceives and evaluates them (Ganster and Rosen 2013).

157 As such, the experience of workplace stress according to the transactional theory, is
158 associated with exposure to workplace scenarios, and a person's appraisal of a difficulty in
159 coping. This experience is usually accompanied by attempts to cope with the underlying problem
160 and by changes in psychological functioning, behavior, and function (Aspinwall and Taylor
161 1997, Guppy and Weatherstone 1997) as cited in the work of Pezaro (2018). This theory
162 represented the sources of the stressor, the perceptions of those stressors in relation to his/her
163 ability to cope, the psychological and physiological changes associated with the recognition of
164 stress arising, including perceived ability to cope, the consequences of coping, and all general
165 feedback that occurs during this process.

166 Moreover, the model of work stress developed by Cooper and Marshall also serve as
167 underpinning of this investigation. The model sets out the sources of stress at work, factors
168 which determine how an individual may respond to such stressors, go on to experience acute
169 symptoms, and eventually go on to reach the chronic disease phase affecting one's physical
170 and/or mental health (Cooper and Marshall 1976). This model is concerned with the long-term
171 consequences of work-related stress, as well as the acute symptoms of sources, and the
172 individual characteristics associated with work-related stress. Moreover, the model emphasized
173 that stress occurs when there is a loss, or threat of loss of resources. This is because individuals
174 ultimately seek to obtain and maintain their resources, loosely described by the authors as
175 objects, states, conditions, and other things that people value. Some of these stressors may relate
176 to resources such as one's home, clothing, self-esteem, relationship status, time and/or finances.
177 In this context, work/relationship conflicts may result in stress, because resources such as time

178 and energy are lost in the process of managing both roles effectively (Hobfoll, 2011). This may
179 in turn result in job dissatisfaction and anxiety, although other resources such as self-esteem may
180 moderate such conflicts and stress. Such a model would be useful in the development of
181 resource-focused interventions which aim to make changes in employees' resources and
182 subsequent outcomes (Halbesleben, et al. 2014).

183 **Behavioral Theory**

184 Another foundation of the study is the concept on organizational commitment.
185 Organizational commitment is the individual's psychological attachment to an organization
186 (Sam, 2013). When it comes to the conceptualization of this phenomenon, there are many points
187 of view in the literature. These are behavioral theory, transactional theory, obligatory theory,
188 attitudinal theory, and a multidimensional approach (Mercurio, 2015). According to behavioral
189 theory, the commitment of employees occurs because of their actions. Some theorists use the
190 term volition to explain this mechanism and state that if employees are free to make decisions
191 about an activity in which they will participate, then they will feel a greater obligation and
192 responsibility to carry out these activities to the end, as well as consider the costs of non-
193 participation in these activities. The essence of the transactional theory is that commitment to an
194 organization results from the perceived loss of certain investments that an individual has made in
195 each organization. These investments are reflected in the invested time, effort, and money. In
196 short, commitment to an organization according to transactional theory is based on employee
197 economic decisions. This theory derives its name from Becker's (1960) side-bet theory as cited
198 by Mercurio (2015). The obligatory theory sees the basis for commitment to an organization in
199 the employee's sense of obligation to that organization. This internalized sense of obligation can
200 be based on the reciprocal benefits that the individual sees in the relationship with the
201 organization. Attitudinal commitment theory sees an explanation for commitment in identifying
202 the individual with the organization and feeling cohesive with it.

203 **Theory of Basic Human Values**

204 In like manner, the theory of basic human values proposed by Schwartz (1992) as cited
205 Purc & Laguna (2019) is currently considered to be the most comprehensive and empirically
206 grounded approach to human values (Sagiv et al., 2011 & Cieciuch, 2013). Schwartz argued that
207 values are desirable trans situational goals, varying in importance, that serve as guiding
208 principles in the life of a person or other social entity. Values have motivational power by
209 providing direction and emotional intensity to action and by being acquired through
210 socialization, in the context of dominant group values, as well as through individual learning.
211 The central assumption of the theory is that basic values form a universal, circular continuum
212 and are organized in accordance with the motivation that they express. Relationships between
213 motivations can be compatible, conflictual, or irrelevant to one another. Due to its structure, the
214 value continuum can be partitioned in different manners (Sagiv and Roccas, 2017). Basic values
215 can be structured into the following two bipolar dimensions: (1) openness to change (self-
216 direction and stimulation) versus conservation (tradition, conformity, and security) and (2) self-
217 transcendence (universalism and benevolence) versus self-enhancement (power and
218 achievement); hedonism values share aspects of both dimensions. A distinction between the four
219 higher-order values representing the endpoints of these two dimensions openness to change,
220 conservation, self-enhancement, and self-transcendence are frequently used in research
221 (Vecchione et al., 2015; Cieciuch et al., 2016) will be applied in this study.

222 Furthermore, The Schwartz Theory of Basic Values (2012) as cited by *International*
223 *Coach Academy* (2019) also serves as a foundational framework of the study. The theory

224 presents a set of ten values universal across all cultures and helps to explain where they come
225 from. It is based on the concept that the values form a circular structure based on the motivations
226 each value expresses, which helps articulate how some values are more similar while others are
227 more diametrically opposed. Schwartz claims that there are six main features of all values
228 namely: 1. Values are beliefs link to affects. When a value is activated positively or negatively
229 these will become steeped in emotions. 2. Values as motivational construct. These often relate to
230 describe goals someone has which allows them towards action. 3. Values are bigger than specific
231 actions or situations. These are more abstract and therefore able to apply in a variety of contexts.
232 4. Values serve as standards. These are lens through which decisions and evaluations can be
233 made though often an unconscious one. 5. Values are ordered by relative importance. Every
234 individual has a hierarchy of values, noting the relative importance for them personally. Lastly,
235 the relative importance of multiple values guides actions. All actions or behaviors are the result
236 of multiple values as opposed to one.

237 **Social Identity and Organizational Development Theory**

238 Theories on organizational climate and organizational development are likewise serve as
239 underpinning in this investigation. The theories taken into consideration are Social Identity
240 Theory and Organization Development Theory. These theories are very critical in understanding
241 the core elements of organizational climate. Specifically, the organization development theory is
242 based on organizational climate, organization culture and organization strategies. This theory
243 specifically defines organization climate as the mood or unique personality of an organisation. In
244 addition, the theory argues that attitudes and beliefs about organizational practices create
245 organization. This theory sheds light on the characteristics of organization climate such as
246 leadership, openness of communication, participation management, role clarity and conflict
247 resolutions, leader support and control. The social identity theory further explains the person's
248 concept of self-conscious from the group to which the person belongs. More so, the theory tries
249 to explain that an individual belongs to a group which determines his performance. Thus, the
250 person might act differently in varying social contexts according to the group he belongs to
251 (Ongori&Bosiri, 2019).

252 In addition, the concept of organizational climate proposed by Kurt Lewin in the 1930s,
253 with the term psychological climate also serve as the foundation of the study. Likewise, Tagiuri
254 Litwin then used the term organizational climate to explain behavior further in relation to its
255 background. Tagiuri and Litwin as cited by (Sunarsih&Helmitian, 2017) proposed that
256 organizational climate is the internal environment's quality of the organization, where employees
257 acquire experiences that influence their behavior. This can be described in a set of characteristics
258 or the organization's nature. Moreover, organizational climate is the perception of organizational
259 members either individually or in groups who always keep in touch with the organization
260 concerning things that exist or happen regularly within the organization. This relationship affects
261 attitudes, organizational behavior, and performance of employees who determine organizational
262 performance. According to Newstrom & Davis (2017), organizational climate is a human
263 environment where employees of an organization perform their job. Based on this definition,
264 organizational climate affects the entire environment or hinders employees within the
265 organization that influences how they complete organizational tasks.

266 In this study, the variables are categorized into independent and dependent. The
267 independent variables are the following stress level, level of commitment, work values, and
268 organizational climate. The stress level is categorized into work-related and non-work-related
269 stress. The level of commitment will be measured in terms of affective, continuance, and

270 normative commitment. Work values will be determined in terms of personal and organizational
271 dimensions. The organizational climate will be assessed in terms of role clarity, reward system,
272 socio-emotional support, and teamwork. On the other hand, the dependent variable was the level
273 of implementation of modular distance learning.

274 The researcher hypothesized that stress level, degree of commitment, work values, and
275 the organizational climate will have impact on the level of implementation of the modular
276 distance learning modality implemented in the public schools. Figure 1 on the next page
277 illustrates the research paradigm showing the interplay of the independent and dependent
278 variables.

279 **Statement of the Problem**

280 The study aimed to determine the implementation of modular distance learning, stress
281 level, work values, organizational commitment, and organizational climate among secondary
282 public-school teachers. Specifically, this study tried to answer the following questions:

- 283 1. What is the level of stress among the teachers in terms of:
 - 284 1.1 organizational and;
 - 285 1.2 extra-organizational stress?
- 286 2. What is the level of organizational commitment of the teachers in terms of:
 - 287 4.1 affective commitment;
 - 288 4.2 continuance commitment; and
 - 289 4.3 normative commitment?
- 290 3. What is the level of work values of the teachers in terms of:
 - 291 2.1 personal; and
 - 292 2.2 organizational?
- 293 4. What is the level of organizational climate in terms of:
 - 294 4.1 Role Clarity;
 - 295 4.2 Reward System;
 - 296 4.3 Socio-emotional Support; and
 - 297 4.4 Teamwork?
- 298 5. What is the level of implementation of modular distance learning?
- 299 6. Is there a significant relationship between the teachers' level of implementation of
300 modular distance learning and the level of stress, organizational commitment, work values, and
301 organizational climate among secondary school teachers?
- 302 7. Which of the independent variable/s, singly or in combination, influence the
303 implementation of modular distance learning?
- 304 8. What action plan can be designed based on the results of the study?

305 **METHODOLOGY**

306 This chapter deals with the research methodology such as research setting, research
307 design, participants and sampling procedures, research instruments, validity and reliability of the
308 instruments, data gathering procedures, and statistical techniques.

309 **Research Setting**

310 This study was conducted in the City Schools Division of El Salvador located in the City
311 of El Salvador, Misamis Oriental. El Salvador, officially known as the City of El Salvador, is a
312 6th class component city in the province of Misamis Oriental, Philippines. According to the 2020
313 census, it has a population of 58,771 people. It is bordered by the Municipality of Alubijid to the
314 west, Opol to the east and Manticao and Naawan to the south. On the north, lies Macajalar Bay
315 of the Bohol Sea. Specifically, the study was conducted in seven (8) secondary schools namely:

316 Molugan National High School, City High School, Sinaloc National School, Cogon National
 317 High School, Hinigdaan High School, Himaya High School, Sambulawan High School, and San
 318 Francisco High School. The researcher selected this school division hence; majority of the
 319 learners preferred the modular distance learning as their mode of instructional delivery. In
 320 addition, some of the teachers also have trouble in distributing and retrieving the modules
 321 because some of the places are far from the barangay proper that somehow contributed to their
 322 stress.

323 **Research Design**

324 The study utilized the descriptive- correlational and causal research designs.
 325 A correlational study is a type of research design where a researcher seeks to understand what
 326 kind of relationships naturally occurring variables have with one another. In simple terms,
 327 correlational research seeks to figure out if two or more variables are related and, if so, in what
 328 way (Katzukov, 2020). More so, it is also causal design because it identified which of the
 329 independent variable/s, singly or in combination, influence the implementation of modular
 330 distance learning (*Indeed Editorial Team, 2021*).

331 **Participants and Sampling Procedure**

332 The participants of the study were the junior high school teachers in the school division
 333 of El Salvador. The researcher used the stratified random sampling in selecting the participants of
 334 the study. In a stratified sample, researchers divide a population into homogeneous
 335 subpopulations called strata based on specific characteristics. Every member of the population
 336 studied should be in exactly one stratum. Each stratum is then sampled using another probability
 337 sampling method, such as cluster or simple random sampling, allowing researchers to estimate
 338 statistical measures for each sub-population (Arnab, 2017). The researcher used the Slovin
 339 formula to determine the sample size.

340 **Table 1**

341 *Population and sample size of the participants*

School	Population	Sample
Cogon National High School	49	35
Molugan National High School	53	38
Hinigdaan National High School	18	12
Sinaloc National High School	11	7
Sambulawan High School	12	8
City High School	26	20
San Francisco de Assis National High School	12	8
Himaya High School	11	7
Total	192	135

342 **Research Instruments**

343 To answer the specific research problems, a questionnaire checklist was employed as the
 344 data-gathering device. The first part of the questionnaire tried to ascertain the stress level of the
 345 teacher-participants in terms of work-related and non-work-related stressors. It is a self-made
 346 questionnaire, and the items were taken from the reviewed literature and studies relative to
 347 organizational and extra-organizational stress. Part II sought to determine the level of
 348 commitment of the teachers in terms of affective, continuance, and normative dimensions. The
 349 items are taken from the Organizational Commitment Questionnaire developed by Allen &
 350 Meyer (1990). Part III attempted to ascertain the personal and organizational values of the
 351 teachers. Items of the questionnaire were taken from the work of Vveinhardt&Gulbovaite (2015).

352 Part IV of the questionnaire sought to find out the organizational climate with reference to role
353 clarity, communication, reward system, and career development. Items were taken from the work
354 of Furnham & Goodstein (n.d). The final part of the questionnaire endeavored to determine the
355 level of implementation of modular distance learning. Items of the questionnaire were taken
356 from the work of Talimodao, et al. (2021) and Guiamon, et al. (2021). Moreover, the researcher
357 emailed the authors asking permission to use some of the items in their work.

358 **Validity and Reliability of the Instruments**

359 Before the questionnaires were tried out these were shown to three experts to determine
360 the contents if these can generate data to answer the research questions. The comments, and
361 suggestions of the experts to improve the tool were incorporated in the final draft of the
362 questionnaires and was tried out to thirty (30) individuals who have the same characteristics of
363 the target participants. The generated data from the try-out was submitted to a statistician for
364 reliability test and item analysis. Items with corrected item-total correlation below 0.30 were not
365 included in the final questionnaire. The results of the reliability test showed that the
366 questionnaire is reliable as evident on the Cronbach's Alpha 0.95. However, from the original
367 165 items only 138 items are retained hence the corrected item total correlation of 27 items did
368 not reach 0.30.

369 **Data Gathering Procedures**

370 To guarantee quality and reliability of research findings, the researcher observed the
371 following data gathering procedures:

372 The researcher asked approval from the adviser after careful assessment and review of
373 the manuscript for the thesis. The Dean of the School of Teacher Education approved the
374 schedule for the defense of the proposal after a thorough review of the final manuscript. After
375 the proposal defense, the researcher incorporated all the corrections and recommendations of the
376 panel members during the proposal defense. The corrected manuscript was then forwarded to
377 the panel members to ensure that all their suggestions and recommendations were followed and
378 signed the approval sheet. Afterwards the researcher accomplished the Research Ethics
379 Application Form and submitted it to Liceo de Cagayan University Research Ethics Board
380 (LREB) together with the approved research proposal. The board reviewed the proposal and
381 Research Ethics Form for completeness and compliance with the University format and
382 guidelines as well as the ethical considerations.

383 After the approval of the Research Ethics Board the researcher made a letter addressed to
384 the Dean, School of Teacher Education asking permission to conduct the study. Upon approval
385 another letter was made addressed to the Superintendent of the city schools Division of El
386 Salvador asking permission to administer the questionnaire to the junior high school teachers in
387 the division. Upon approval, another letter was made addressed to the administrators of the
388 different high schools seeking permission to float the questionnaire to their respective teachers.
389 After the approval of the principals the researcher personally approach the target participants and
390 explain the purpose, risks, and benefits of the study. They were guaranteed that the study will not
391 affect their work. Likewise, they were assured that utmost confidentiality will be observed
392 strictly and the data will only be used solely for this study. However, if there is an opportunity to
393 present and publish the paper, then this is the only reason that the results can be shared.
394 Moreover, it was also emphasized that they are free to refuse and discontinue or withdraw their
395 participation in the research and are free to decline to answer any item in the questionnaire. The
396 participants were given a week to answer the items in the questionnaire, after which the
397 answered questionnaires were retrieved personally by the researcher with their signature on the

398 informed consent. The retrieved questionnaires were submitted to a statistician for data
 399 processing afterward these will be kept and after six months the questionnaires will be destroyed
 400 to prevent leakage of information.

401 **Statistical Techniques**

402 Mean and standard deviation for Problems 1-5 were employed to determine the stress
 403 level, organizational commitment, work values, organizational climate, and level of
 404 implementation of modular distance learning. Pearson Product-Moment Correlation was utilized
 405 for Problem 6 to find out the relationship between the dependent and independent variables.
 406 Multiple Regression was used for Problem 7 to establish which of the independent variable/s
 407 singly or in combination influence/s the level of implementation of modular distance learning.
 408 For problem 8 a qualitative interpretation was used based on the outcomes of the study.

409 **RESULTS AND DISCUSSION**

410 **Problem 1. What is the level of stress among the teachers in terms of:**

- 411 **1.1 organizational and;**
 412 **1.2 extra-organizational stress?**

413 **Table 2**
 414 *Level of Organizational Stress*

Indicators	Mean	Standard Deviation	Interpretation
1. I am bothered with the lack of direction of curriculum change in the organization.	3.29	.93	Moderately High
2. I experienced several problems in implementing change in the organization.	3.21	.86	Moderately High
3. There is poor promotional opportunities in the organization	2.94	1.19	Moderately High
4. I do not have enough hours in the day to do all the things that I must do.	3.25	1.08	Moderately High
5. In school there is shortage of school materials and equipment.	3.23	1.27	Moderately High
6. My salary is not commensurate with the amount of training required in the teaching profession.	3.28	1.18	Moderately High
7. My salary does not keep up with the rate of inflation now.	3.68	1.07	Very High
8. Lack of access to the tools and equipment needed to perform my job.	3.37	1.02	Moderately High
9. I have constraints in learning new communication tools and dealing with technical difficulties.	2.91	1.10	Moderately High
10. I feel that there are too many deadlines in my work life that are difficult to meet.	3.78	1.03	Very High
Overall Mean	3.29	.77	Moderately High

416 Table 2 reveals the mean and standard deviation of the organizational stress level of the
 417 teacher-participants. It can be deduced from the table that the teachers have a moderately high
 418 stress level as indicated by the overall mean (M=3.29) and (SD=.77). The highest rated among
 419 the indicators are “I feel that there are too many deadlines in my work / life that are difficult to meet”
 420 with mean value (M=3.78) and (SD=1.03). This is closely followed by the indicator “My salary does not
 421 keep up with the rate of inflation now” with a mean value (M= 3.68) and (SD=1.07). The findings suggest
 422 that the teachers experienced a high level of work-related stress. According to *World Health*
 423 *Organization* (2020) work-related or organizational stress is a growing problem around the world
 424 that affects not only the health and well-being of employees, but also the productivity of
 425 organizations.
 426

427 The data collaborates to Wilkie (2017) the survey found that the most common cause of
 428 stress was deadlines (30 percent). The second most common was being responsible for the lives
 429 of others (17 percent), followed by competitiveness (10.2 percent) and physical demands (8.4
 430 percent). According to *Asia Analysis* (2019) that forty-four percent of work-related stress is
 431 caused by high workload. In like manner, Mandic (2019) pointed out that specialist teachers for
 432 deaf children are battling stress, spiraling workloads and excessive hours as the system falls into
 433 crisis.

434 In like manner, approximately 80 percent of people feel stressed on the job, according to
 435 the *American Institute of Stress* about 25 percent say that their job is the primary stressor in their
 436 lives (Picinco, 2019). Moreover, the primary task of every employer is to recognize stress as far
 437 as most employees never state that they have mental or emotional problems (Horner, 2014). The
 438 proper prevention of work-related stress is essential for successful outcomes, and it should
 439 include interventions that aim at reducing the stressful environment. The enhancement of
 440 employee resilience results in better work performance and well-being of all personnel (Leon &
 441 Halbesleben, 2013).

442 In addition, the teachers also experienced some challenges in terms of their finances due
 443 to the high rate of inflation. High inflation may have a downside effect on the financial capability
 444 of the teachers. It is therefore necessary for the teachers to be financially literate on how they
 445 can manage their financial resources to make both ends meet. According to a study published
 446 in *Psychosomatic Medicine*, women of lower socioeconomic status lower income and education
 447 levels and African American women reported higher allostatic load, which is how the effects of
 448 chronic stress accumulate and impact them in a negative way (Upchurch, et al., 2015).

449 Further, the table also shows the indicators rated low by the teachers. The indicators “I
 450 have constraints in learning new communication tools and dealing with technical difficulties” got
 451 the lowest mean value (M=2.91) and (SD=1.10). This is followed by the indicator “There is poor
 452 promotional opportunities in the organization” with mean rating (M=2.94) and (SD=1.19). The
 453 data imply that the teachers possessed the 21st century skills on the use of Information
 454 Communication Technology (ICT) into their teaching. The impact of technology on learning and
 455 teaching is so strong that it is even evident in a developing country like the Philippines. Despite
 456 the challenges occurring from lack of technical infrastructures, economic resources and
 457 knowledge and skills training, teachers have a growing optimism to continue to find ways to
 458 integrate technology in learning (Dahlstrom, 2012).

459 **Table 3**
 460 *Level of Extra-organizational Stress*

Indicators	Mean	Standard Deviation	Interpretation
1. I am disturbed with the long-term ill health of a family member and a close friend.	2.65	1.23	Moderately High
2. I am bothered with the loss of a loved one by death or separation.	2.84	1.38	Moderately High
3. I feel anxious with the political and economic situation of the country.	2.74	1.13	Moderately High
4. I take care of personal and family needs while working.	3.15	1.22	Moderately High
5. I have a great concern about the risk	3.52	1.11	Very High

of being exposed to the virus.

6. I incurred debt beyond my means of repayment	2.80	1.10	Moderately High
7. I must take care of the children and my elderly parents.	2.64	1.29	Moderately High
8. I had trouble in paying monthly bills.	2.81	1.16	Moderately High
9. One of the immediate members of the family need to be hospitalized.	2.49	1.42	Low
10. I have a family member infected with the virus.	2.18	1.44	Low
11. I become very frustrated at having to wait in a queue.	2.62	1.15	Moderately High
Overall Mean	2.77	.87	Moderately High

461

462 Table 3 presents the stress level of the teachers in terms of extra-organizational stress.

463 It can be deduced from the table that the participants had a moderately high stress level as
 464 revealed by the overall mean (M=2.77) and (SD=.87). The highest mean rating (M=3.52) and
 465 (SD=1.11 is on indicator “I have a great concern about the risk of being exposed to the virus”.
 466 Next is indicator “I take care of personal and family needs while working” with a mean value
 467 (M=3.15) and (SD=1.22). The data entail that the teachers are anxious to be exposed and
 468 infected with the virus. Likewise, they are also worried of the personal and family needs while
 469 they are in their workstation. This finding collaborates with the previous outcome of this study
 470 that their salary does not keep up with the rate of inflation.

471 The findings are supported by the *Graide Network* (2020) stressing that personal fear of
 472 safety for their families in contracting COVID-19 and taking care of their families’ needs while
 473 teaching full-time and learning the new technologies for online education was the most recurrent
 474 emotion they experienced amidst the pandemic. In addition, the study of Sorensen, et al. (2021)
 475 disclose that the overall level of perceived stress can be statistically explained by a combination
 476 of work- and nonwork-related stressors and perceived social support both at population level and
 477 in subgroups. The most important explanatory variables of overall perceived stress are disease,
 478 perceived social support and work situation.

479 Furthermore, according to the *Management Advisory Service* (2019) non-work-related or
 480 extra-organizational stress can be caused by many factors such as: bereavement and loss,
 481 relationship breakdown, financial problems, caring for children and elderly parents, personal or
 482 family illness, commuting pressures, and many others. In addition, *NIBusiness Info.Co.UK*.
 483 (2021) pointed out that “sometimes people may suffer from stress that is not caused by work-
 484 related issues but instead has an external cause from their personal life.” Common external
 485 causes of stress include relationship difficulties or a divorce, serious illness in the family, caring
 486 for dependents such as children or elderly relatives, bereavement, moving other residence, and
 487 debt problems.

488 On the contrary, the table also presents the indicators rated low by the participants. It can
 489 be observed in the table that statement ”I have a family member infected with the virus” with a
 490 mean rating (M=2.18) and (SD=1.44) verbally described as low stress. This implies that this non-
 491 work-related stressor was not experienced by most of the teachers. Hence, this stressor obtained
 492 the lowest mean. Further, the teachers are extra careful with the welfare and safety of their
 493 family members not to be infected with the virus by observing the minimum health protocols
 494 amidst the pandemic.

495 **Problem 2. What is the level of organizational commitment of the teachers in terms of:**

496 **2.1 affective commitment;**

497 **2.2 continuance commitment; and**

498 **2.3 normative commitment?**

499 Table 4 reveals the mean and standard deviation of the level of commitment of the
500 teachers in terms of affective dimension. It can be inferred from the table that the level of
501 affective commitment of the teachers was very high as evident on the overall mean value
502 (M=3.71) and (SD=.86). The indicators with the highest mean (M=3.97) were acquired by “I feel
503 a strong sense of belonging to my organization” and “I feel like part of the family in my
504 organization.” This was closely followed by indicator “This organization has a great deal of
505 personal meaning for me” with a mean value (M=3.88) and (SD=.79).

506 The findings suggest that the teacher-respondents had a strong positive emotional
507 attachment and involvement to the organization. In addition, the teachers have the desire to stay
508 in the organization and more satisfied with their job. This is in accord with *The Decision Lab*
509 (2019) stressing that affective commitment leads to improve job satisfaction, which improves
510 willingness to volunteer when extra responsibilities are offered. Even when an attractive work
511 opportunity comes their way, an employee with a strong emotional connection to their work is
512 not likely to jump ship due to their sense of loyalty to the company.

513 **Table 4**

514 *Level of Affective Commitment*

Indicators	Mean	Standard Deviation	Interpretation
1. I would be very happy to spend the rest of my career with this institution.	3.70	.91	High
2. I enjoy discussing my institution with people outside it.	3.55	.88	High
3. I really feel as if the institution's problems are also mine.	3.78	.85	High
4. I think that I could easily become as attached to another organization as I am to this one.	3.28	.89	Moderate
5. I feel like part of the family at my organization.	3.97	.77	High
6. I feel emotionally attached to this organization.	3.82	.75	High
7. This organization has a great deal of personal meaning for me.	3.88	.79	High
8. I feel a strong sense of belonging to my organization.	3.97	.69	High
9. I am happy and contented with my working environment	3.63	.93	High
10. I want to spend my career until I retire in this institution	3.55	1.02	High
Overall Mean	3.71	.86	High

515 Moreover, Candelario, et al. (2020) conducted a study on the Organizational
516 Commitment and Job Satisfaction among Government Employees, the results revealed that the

517 respondents are highly committed to their organization. This implies that employees are happy to
 518 spend the rest of their career in their organization. Hence, they are somewhat determined to stay
 519 and are willing to spend additional years serving their organization. With this, the respondents
 520 are emotionally attached to their agency, which is a manifestation of their caring attitude towards
 521 their organization. Their high level of affective commitment to their organisation coincides with
 522 the results of previous studies, in which their attachment is attributed to the relationship they
 523 have with their fellow employees. That is, they can relate well, despite their differences (Casimir,
 524 Ngee Keith Ng, Yuan Wang, & Ooi, 2014).

525 On the other hand, the indicator with the lowest mean rating (M=3.28) and (SD=.89) is
 526 obtained by “I think that I could easily become as attached to another organization as I am to this
 527 one.” This implies that the teachers perceived that they may have difficulty to be attached to
 528 other organization as compared to their present affiliation. Furthermore, this means that the
 529 teacher-respondents have the intention to stay in the organization than leaving and looking for
 530 another job.

531 Table 5 displays the level of normative commitment of the teacher-respondents. It can
 532 be discerned from the table that the respondents have a moderate level of normative commitment
 533 to the organization as revealed by the overall mean rating (M=3.40) and (SD=.60). The highest
 534 mean rating is acquired by indicator “I think that people these days move from one organization
 535 to another too often” (M=3.71) and (SD=.77) verbally described as high extent. The indicators “I
 536 believe that a person must always be loyal to his or her organization” and “I was taught to
 537 believe in the value of remaining loyal to one organization” come next with a mean rating
 538 (M=3.62) interpreted as high level. The findings imply that the teachers are showing firm and
 539 constant support or allegiance to the organization. More so, they feel a sense of obligation and
 540 ought to remain in the organization (Singh & Gupta, 2015).

541 **Table 5**
 542 *Level of Normative Commitment*

Indicators	Mean	Standard Deviation	Interpretation
1. I think that people these days move from one organization to another too often.	3.71	.77	High
2. I believe that a person must always be loyal to his or her organization.	3.62	.86	High
3. Jumping from one organization to another seems unethical.	3.01	.95	Moderate
4. One of the major reasons I continue to work for this organization is that I believe that loyalty is important.	3.58	.99	High
5. If I got another offer for a better job elsewhere, I would not feel it is right to leave my organization.	3.07	1.07	Moderate
6. I was taught to believe in the value of remaining loyal to one organization.	3.62	.91	High
7. Things were better in the days when people stayed with one organization for most of their career.	3.43	.92	Moderate

8. I do not think that wanting to be a “company man” or “company woman” is still sensible.	3.06	.87	Moderate
9. I feel a sense of moral obligation to remain in my institution.	3.41	.98	Moderate
10. It is difficult to find another organization the same with my present workplace.	3.52	.97	High
Overall Mean	3.40	.60	Moderate

543
544 More so, (Messner, 2013) described normative commitment as the work behavior of
545 individuals guided by a sense of duty, obligation, and loyalty toward the organization. Members
546 of the organization remain committed based on moral reasons. The normative committed
547 employees stay in the organization because it is perceived by him/her as morally right to do so,
548 regardless of how much status or satisfaction the organization provides over the years.

549 Furthermore, the table also shows the indicator rated low by the teacher-respondents.
550 The indicator “I do not think that wanting to be a “company man” or “company woman” is still
551 sensible” got the lowest mean (M=3.06) and (SD=.87) verbally interpreted as moderate level.
552 The teachers rated this item low hence, this is a negative statement that means that being part of
553 the organization they made their decisions based on emotions. This further implies that that the
554 teachers make good decisions and judgements based on reason rather than emotion. Furthermore,
555 the teachers commit to and remain with the organization because of feelings of obligation.

556 The data in table 6 present the level of continuance among the teacher-respondents. It
557 can be gleaned from the table that the teachers have a high continuance commitment as revealed
558 by the mean value (M=3.65) an (SD-.59). This suggests that the teachers commit to the
559 organization because they perceive a high cost of losing organizational membership. This is in
560 accord with Faloye (2014) who pointed out that the individual’s association with the
561 organization is based on an ongoing assessment of economic benefits gained by remaining with
562 the organization. Furthermore, organizational members develop commitment because of the
563 positive extrinsic rewards obtained without necessarily identifying with the organization’s goals
564 and values.

565 **Table 6**
566 *Level of Continuance Commitment*

Indicators	Mean	Standard Deviation	Interpretation
1. I am afraid of what might happen if I quit my job without having another one lined up.	3.93	.90	High
2. It would be very hard for me to leave my organization right now, even if I wanted to.	3.87	.87	High
3. Too much in my life would be disrupted if I decided to leave my organization.	3.66	.91	High
4. It would not be too costly for me to leave my organization.	3.15	1.01	Moderate
5. Right now, staying with my organization is a matter of necessity as much as a desire.	3.75	.99	High

6. I feel that I have too few options to consider leaving this organization.	3.40	.89	High
7. One of the few serious consequences of leaving this organization would be the scarcity of available alternatives.	3.64	.86	High
8. Moving to another organization may not match the overall benefits I have here.	3.65	.89	High
9. If I had not already put so much of myself into this organization, I might consider working elsewhere.	3.64	.89	High
10. One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice.	3.83	.85	High
Overall Mean	3.65	.59	High

In addition, the indicator “I am afraid of what might happen if I quit my job without having another one lined up” got the highest mean value (M=3.93) and (SD=.90) verbally described as high level. This is closely followed by the indicator “It would be very hard for me to leave my organization right now, even if I wanted to” with a mean value (M=3.87) and (SD=.87). The findings entail that the teachers feel it is practical to remain in their organisation and leaving the organization means having no assurance of being employed immediately when they apply for a new job. This is supported by the previous literature on continuance commitment which revealed that the reluctance of the employees to leave the organisation is due to the fact that too much of their life would be disrupted if they decided to leave their organization now (Ahluwalia & Preet, 2016; Mclerney, Ganotice, King, Morin, & Marsh, 2015), as well as the fact that work is a necessity (Joseph, Buella, & Rajalakshmi, 2017), especially in countries, such as the Philippines, where the economic situation is unstable, and financial security and flexibility is necessary for employees (Thang & Fassin, 2017; Tolentino, 2013).

According to Masood, Nassem, & Khan (2016), employees with high level of continuance commitment will remain in the organization. Individuals with continuance commitment remain with specific organization because of money and other investments they as employee have made because of the time spent in the organization, and not because they subscribe with its principles. In continuance commitment the worker should be aware of the actual costs before leaving the organization (Nawaz, et al., 2013).

Problem 3. What is the level of work values of the teachers in terms of:

- 2.1 personal; and**
- 2.2 organizational?**

Table 7

Level of Personal Work Values

Indicators	Mean	Standard Deviation	Interpretation
1. It is important to me to feel like a part of the organization that I work in.	4.56	.62	Very Highly Positive
2. It is important to me to work in a team.	4.58	.61	Very Highly Positive
3. Friendly and pleasant working relationships are important to me.	4.65	.60	Very Highly Positive
4. It is important to me to receive	4.47	.67	Highly Positive

timely and constructive feedback on performance.

5. It is important to me to receive timely help from my superior.	4.39	.74	Highly Positive
6. It is important to me to receive help from my colleagues when a problem occurs.	4.52	.61	Very Highly Positive
7. It is important to me to be treated with respect.	4.65	.62	Very Highly Positive
8. It is important to me to openly share knowledge and information at the workplace.	4.60	.64	Very Highly Positive
9. It is important to me to sense the significance of work.	4.58	.67	Very Highly Positive
10. It is important to me to have the ability to achieve higher results in healthy competition with my co-workers	4.45	.72	Highly Positive
11. It is important to me that the reputation of the organization, where I work, is positive.	4.64	.65	Very Highly Positive

591 Table 7 reveals the level of personal work values of the teachers. It can be inferred from
 592 the table that the teachers have a very highly positive personal work values as evident on the
 593 overall mean rating (M=4.55) and (SD=.56). This signifies that the teachers possess an excellent
 594 personal work values that lead the foundation for an effective and efficient workers. The highest
 595 mean rating (M=4.65) is obtained by indicators “ Friendly and pleasant working relationships are
 596 important to me” and “It is important to me to be treated with respect.” These mean that the
 597 teachers personally value a friendly, pleasurable, and a working environment where everyone is
 598 respected. Respect is a feeling when you treat someone well for their qualities or character traits,
 599 but respect can also be a manifestation of dignity towards people. Respect should be the norm in
 600 the workplace, regardless of personal feelings. Employees and managers should respect each
 601 other as it creates a good work environment, which increases employees’ productivity (Khan,
 602 2020). More so, respect is an important element in every workplace as it helps the employee to
 603 work hard as their efforts are appreciated. Team members would not necessarily love or admire
 604 the personalities of their leaders or colleagues, but they still need to respect their work to achieve
 605 their goals and be professional.

606 According to Deer (2021) being valued and treated respectfully helps to promote a
 607 positive work culture in which employees are fulfilled, loyal, engaged, and motivated to perform
 608 at their very best. Employees who do not offer respect to others are unprofessional and pose a
 609 threat to the health and success of their company. More so, Meshanko (2013) pointed out that
 610 respect in the workplace can increase safety and productivity.

611 The table also shows the indicator rated low by the teacher “It is important to me to
 612 receive timely help from my superior” with a mean rating (M=4.39) and (SD=.74). This implies
 613 that the teachers understand that their superior has also other responsibilities that there instances
 614 that their needs are not addressed immediately. However, this cannot stop them perform their
 615 duties and responsibilities as facilitator of learning. This finds support to the previous finding of

616 this study that the teachers have a high affective commitment to the organization. Having such
 617 kind of commitment implies that employees are happy to spend the rest of their career in their
 618 organization (Candelario, et al., 2020).

619 Table 8 shows the means and verbal interpretation of the Level of Organizational Work
 620 Values of the teacher-respondents. The data can be interpreted that the teachers have a high
 621 positive organizational values as indicated by the overall mean (M=3.97) and (SD=.90). Further,
 622 this means that the teachers are generally feel more satisfied working in organizations in which
 623 their personal values match the values of the organization. According to Shockley-Zalabak
 624 (2020) stressed that organizational values help employees understand what behaviors are
 625 regarded as worthwhile and important within the organization.

626 The table also shows the indicators rated high by the teacher-respondents. Indicator “At
 627 the organizations I work in, initiatives and new ideas provided by the employees are valued” got
 628 the highest mean rating (M=4.49) and (SD=.87). This is closely followed by indicator “At the
 629 organization I work in, encourages open knowledge and information sharing” with a mean rating
 630 (M=4.10) and (SD=.81). The data suggest that the ability of the teachers to assess and initiate
 631 things independently are acknowledge and valued by the organization. Likewise, the
 632 organization maintains transparency, knowledge, information sharing, and collaboration to
 633 realize the goals and vision of the DepEd.

634 **Table 8**
 635 *Level of Organizational Work Values*

Indicators	Mean	Standard Deviation	Interpretation
1. The immediate superior is attentive towards the employees at the organizations I work in	3.98	1.0	Highly Positive
2. Timely and constructive feedback to the employees on performance is provided at the	3.96	.95	Highly Positive
3. The employees receive timely help from their superiors at the organization I work in.	3.91	1.0	Highly Positive
4. The adequate physical work environment for the employees is provided at the organization I work in	3.92	.93	Highly Positive
5. At the organization I work in, attractive work environments are created.	3.78	.95	Highly Positive
6. At the organization I work in, the positive reputation of the organization in the public eye is cared for.	4.06	.69	Highly Positive
7. At the organization I work in, the health of the employees is cared for.	3.81	.94	Highly Positive
8. At the organization I work in, the suitable work conditions are provided.	3.85	.88	Highly Positive
9. At the organization I work in, the environment for career improvement is provided.	3.87	.99	Highly Positive
10. At the organizations I work in, initiatives and new ideas provided by the employees are valued.	4.49	.87	Highly Positive
11. At the organization I work in encourages open knowledge and information sharing.	4.10	.81	Highly Positive
12. At the organization I work in, tolerance is encouraged.	3.95	.80	Highly Positive
13. At the organization I work in, the practice	3.92	.89	Highly Positive

is done honestly.

Overall Mean	3.97	.90	Highly Positive
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636

637 Ertuson&Adiguzel (2020) states that the values of an organisation provide a detailed and
638 general justification for the activities and functions of a system and for the appropriate behaviors
639 of its members. Shared values are the primary focus of organizational culture research, and it is
640 thought that they facilitate effective interaction between members and provide integration. In the
641 literature, there are cultural values that are believed to represent organizational culture.
642 Organizational culture theorists argue that organizations have a relatively narrow set of values
643 and certain values are useful in understanding organizational processes.

644 Furthermore, Dorkenoo, et al. (2015) stated that an organization's clear and explicit set of
645 principles and values, which the management devotes considerable time to communicate to
646 employees and clients, and which values are shared widely across the organization have a great
647 influence on the employees' work and how the public view the organization. An inspiring
648 workplace value that encourages and enables employees to bring their best efforts and best ideas
649 to work every day is one that promotes individual growth and organizational performance and
650 profitability. The three factors that seem to greatly contribute to the building up of a strong
651 workplace value system are; a founder or an influential leader who established desirable values,
652 a sincere and dedicated commitment to operate the business according to these desirable values
653 and a genuine concern for the well-being of the corporation's stakeholders. From the foregoing
654 evaluation, there is no doubt that the type of values prevailing in an organization has a great
655 bearing on its performance. This calls for the development and perpetuation of a strong value
656 system that supports high performance in an organization.

657 The data in the table also presents the lowest indicator rated by the teachers. The
658 indicator "At the organization I work in, attractive work environments are created" with a mean
659 rating (M=3.78) and (SD=.95). This suggests that the teachers can still perform their functions
660 and responsibilities even though the working environment is not as favorable as they wish to.
661 This further implies how flexible and adaptable are the teachers. According to Gagnon (2019)
662 effective teachers need to be able to work in a constantly evolving environment and adjust their
663 teaching methods based on the age of their students, the resources available and changing
664 curriculum, practices, and requirements.

665 **Problem 4. What is the level of organizational climate in terms of:**

666 **4.1 Role Clarity;**

667 **4.2 Reward System;**

668 **4.3 Socio-emotional Support; and**

669 **4.4 Teamwork?**

670 The data in table 9 reveals the Level of Organizational Climate in Terms of Role Clarity.
671 It can be noted from the table that the teachers have a high level of role clarity in the Department
672 of Education as revealed by the overall mean rating (M=4.21) and (SD=.59). This entails that the
673 teachers have a clear understanding of their tasks, responsibilities, and processes in the
674 workplace. This clarity is not limited to their own role; it also includes their colleagues roles.
675 Clarity is an essential precursor of productivity, and a lack thereof can cause stress and confusion
676 (Pijnacker, 2019).

677 Table 9 also shows the indicators rated high by the teachers. Indicator "I know what my
678 responsibilities are" got the highest mean rating (M=4.51) and (SD=.66) verbally interpreted as
679 very high. This is closely followed by indicator "I am familiar with the mission, vision, and
680 values of the organization with a mean rating (M=4.47) and (SD=.70) with an interpretation of

681 high level. The findings imply that the teacher-respondents are very aware of their duties and
 682 obligations. Moreover, they have a full grasp of the mission, vision, and goals of the DepEd.
 683 This can be attributed to the fact that all newly hired teachers in the department undergone
 684 Teachers Induction Program (TIP) for them to familiarize the organizational culture of DepEd.
 685 Llego (2019) emphasized the following benefits of TIP strong commitment of teachers, retention
 686 of teachers in the profession, and demonstrating successful classroom management.

687 **Table 9**

688 *Level of Organizational Climate in Terms of Role Clarity*

Indicators	Mean	Standard Deviation	Interpretation
1. I have clear goal and objectives for my job.	4.34	.65	High
2. I know what my responsibilities are.	4.51	.66	Very High
3. I know exactly what is expected from me	4.38	.66	High
4. I know what most people in the organization do.	4.15	.71	High
5. Work in the organization makes the best use of people's experience.	4.20	.84	High
6. I know what most people around me.	4.01	.77	High
7. I know what most departments do.	3.88	.80	High
8. The organization has good quality workers.	4.13	.73	High
9. I can see the link between my work and the organization's vision, mission, and goals.	4.09	.83	High
10. I am familiar with the mission, vision, and values of the organization.	4.47	.70	High
Overall Mean	4.21	.59	High

689 In addition, Madziwanyika (2021) emphasized that being aware of how the environment
 690 and structures around affect the individual is an important part of being an employee in the 21st
 691 Century. Before the focus was mainly on salaries but now, the narrative is shifting to a more
 692 holistic outlook on an individual's experience at work.

693 **Table 10**

694 *Level of Organizational Climate in Terms of Reward System*

Indicators	Mean	Standard Deviation	Interpretation
1. Good work is recognized appropriately.	3.87	.86	High
2. Work that is not of the highest importance is dealt with appropriately.	3.53	.73	High
3. In general, people are adequately rewarded in this organization.	3.73	.91	High
4. In my opinion, the organization's pay scale is competitive with similar organization.	3.60	.93	High
5. I receive appropriate benefits.	3.53	1.22	High
6. There is an appropriate difference between the pay awarded to performers and non-performers.	3.47	1.22	Moderate

7. I feel a strong sense of satisfaction.	3.40	1.33	Moderate
8. Virtually everyone in the organization receives an appropriate salary.	3.50	1.14	High
9. I am satisfied with my benefit package.	3.43	1.19	Moderate
10. I am paid fairly for the work I do.	3.50	1.11	High
Overall Mean	3.63	.99	High

695
696 Table 10 displays the means and verbal interpretation of the level of organizational
697 climate in terms of reward system. It can be inferred from the table that the teachers have a high
698 level of organizational climate in terms of reward system as evident on the overall mean value
699 (M=3.63) and (SD=.99). This indicates that DepEd as an organization has the mechanisms in
700 place to acknowledge and reward the efforts of the teachers in the organization. Further, reward
701 systems are strategic as they influence people's attitudes, behavior, and performance (Santos &
702 Mejia, 2015).

703 Rewarding employees is associated with the motivation of the workforce of organization
704 for better performance (Kitoito, 2014). It is observed that reward have positive impact on the
705 employee's health and workplace safety. It is one of the factors that sought increase in
706 employee's engagement in the workplace, which is the key element in the workplace
707 performance (Furtado, Aquino, & Meira, 2012).

708 The table also reveals the indicators rated high by the teachers, indicator " Good work is
709 recognized appropriately" with a mean value (M=3.87) and (SD=.86) verbally described as
710 high level. The indicator "In general, people are adequately rewarded in this organization" with a
711 mean rating (M=3.73) and (SD=.91). This means that the DepEd acknowledges the efforts and
712 sacrifices of the teachers towards the organization just to perform their functions especially
713 during this difficult time of the pandemic. Kalsoom, et al. (2017) conducted a study on Teachers'
714 Perception regarding Effect of Reward System on Teachers' Performance at Elementary Level
715 the results of the study showed that reward system makes a significant impact on performance of
716 teachers at elementary level. The study made a significant contribution in revealing the
717 relationships between reward system and teacher's performance at elementary level.

718 On the other hand, the table also shows the indicators rated low by the teachers. The
719 indicator "I feel a strong sense of satisfaction" with a mean rating (M=3.40) and (SD=1.33). This
720 suggests that some of the teachers are not fully satisfied with the reward system of the
721 organization. Further, the department can initiate some measures to increase the satisfaction of
722 the teachers in terms of reward system for them to stay in the system. Yamoah (2013) stressed
723 that the hallmark of an organization success is effective employee performance. However,
724 employees' effort will be driven to this objective if their expectations of fair and just reward
725 system are met.

726 Table 11 depicts the means and verbal interpretation of the level of organizational climate
727 in terms of socio-emotional support. It can be gleaned from the table that the teachers have a
728 high extent of socio emotional support as evident on the overall mean value (3.97) and (SD=.68).
729 This means that the teachers have received strong emotional support that help them cope with
730 daily problems, stress, disappointments, or pain and makes them feel happier and more
731 resourceful to deal with the troubles of life. According to (Ferren, 2021), educators have gone
732 above and beyond during the pandemic, leaving many burnt out and with little time to process
733 the events of the past year. To ensure that the education system can fully recover from the

734 impacts of the pandemic, it is critical that schools and districts invest in their educators,
 735 especially in their social and emotional health.

736 Additionally, Ramos & Almeida (2017) conducted a study on Work engagement, Social
 737 Support, and Job Satisfaction in Portuguese Nursing Staff. The study revealed that job
 738 satisfaction was significantly predicted by work engagement and social support from supervisor
 739 and from co-workers. The significant interaction in predicting job satisfaction showed that social
 740 support from coworkers enhances the effects of work engagement on nurses' satisfaction.
 741 Moreover, a climate of social support among co-workers and higher levels of work engagement
 742 has a positive effect on job satisfaction, improving quality care and reducing turnover intention
 743 in nursing staff.

744 **Table 11**
 745 *Level of Organizational Climate in Terms of Socioemotional Support*

Indicators	Mean	Standard Deviation	Interpretation
1. I feel valued by my colleagues in the organization	4.17	.86	High
2. I value my colleagues in the organization	4.40	.70	High
3. I feel valued by my colleagues in the organization as a whole	4.15	.82	High
4. I value my colleagues in the company as a whole	4.40	.74	High
5. My department respects other departments	4.35	.73	High
6. My department is respected by another department	4.26	.83	High
7. Workers needs are well meet by this organization	3.71	.95	High
8. Virtually everybody in the organization is aware of people's special needs	3.71	.89	High
9. This organization is flexible in order to meet people's needs	3.73	1.03	High
10. The ways in which women and minority employees are treated in this organization is likely to attract other women and minority workers	3.90	.84	High
11. I receive all the information I need to carry out my work	3.65	.85	High
12. The socio-emotional needs of the workers are taken care of by the organization	3.58	.94	High
13. The organization has a strong support system to employees who needs assistance.	3.59	.95	High
Overall Mean	3.97	.68	High

746 Table 11 also reveals the indicators rated high by the teachers. The indicators “I value
 747 my colleagues in the organization” and “I value my colleagues in the company as a whole” both
 748 got the highest mean value (M=4.40) and (SD=.70 and .74) respectively. This indicates that the
 749 teachers perceived that they valued their co-workers and the organization. More so, this implies
 750 that the organization has a healthy working climate that will contribute to the mission, vision,
 751 and goals of the department (Ramos & Almeida, 2017).

752 **Table 12**
 753 *Level of Organizational Climate in Terms of Teamwork*

Indicators	Mean	Standard Deviation	Interpretation
1. My department collaborates well with other departments	4.14	.72	High
2. By and large, people in my group pull their weight	3.88	.73	High

3. People here generally support each other well	4.10	.77	High
4. Work rarely pile up faster than I can complete it	3.57	.97	High
5. There is rarely too much work and too little time	3.55	1.09	High
6. In general, this is a caring and cooperative organization	3.77	1.01	High
7. Most of us in this organization are committed in helping one another learn from our work	4.06	.77	High
8. This organization works well together.	4.07	.76	High
9. This organization is fun to work with	4.01	.81	High
10. Everyone in the organization participates at an acceptable level	3.95	.81	High
Overall Mean	3.91	.81	High

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Table 12 presents the means and verbal interpretation of organizational climate in terms of teamwork. It can be observed from the table that the teachers have a high extent of teamwork as evident in the overall mean rating ($M=3.91$) and ($SD=.81$). This shows that a good teamwork is present in the organization that makes their work easier and productive. This in accord with (Zincirkiran, Emhan, & Yasar, 2015) pointing out that members of the team should work together to accomplish a common objective.

More so, teamwork complements the skills and commitment to organizational goals with the performance and approach they use to be responsible for their work (Lawasi & Triatmanto, 2017). Teamwork is one of the most important elements in the organization since it depends on individual aspects affecting team performance in achieving the goals set by the organization ((Abdullah et al., 2015). Teamwork can improve cooperation and communication within the company as well as departments outside the company. Teamwork usually consists of people who have different skills in achieving goals (Masyithah et al., 2018).

It can also be noted from the table that indicator “My department collaborates well with other departments” was rated high by the teachers with a mean rating ($M=4.14$) and ($SD=.72$) interpreted as high level. This means that the teacher-respondents perceived that within the organization there is proper coordination among the different offices or department to make things easier and achievable. However, the indicator “There is rarely too much work and too little time” was rated low by the teachers with a mean value of (3.55) and ($SD=1.09$). This means that there is a good teamwork in the organization because even how tedious and draining the teaching profession the teachers did not consider it as burdensome.

Problem 5. What is the level of implementation of modular distance learning?

Table 13

Level of Implementation of Modular Distance Learning

Indicators	Mean	Standard Deviation	Interpretation
1. Availability of printing supplies/materials	3.87	.95	Highly Implemented
2. Participation of parents/LGU, and other stakeholders	3.97	.81	Highly Implemented
3. Availability of schedule for	4.40	.58	Highly

distribution/retrieval			Implemented
4. Reporting of learners' progress to parents	4.32	.59	Highly Implemented
5. Feedback mechanism	4.13	.74	Highly Implemented
6. Organization/System for distribution/retrieval	4.38	.62	Highly Implemented
7. Appropriateness of activity/required output	4.32	.64	Highly Implemented
8. Availability of post-test in every module/lesson	4.27	.71	Highly Implemented
9. Accuracy of content/lesson	4.22	.84	Highly Implemented
10. Accuracy to the approved learning competencies	4.24	.79	Highly Implemented
11. Teachers' preparation for remote/distance education	4.15	.65	Highly Implemented
12. Assessing learning outcomes in distance learning	4.12	.64	Highly Implemented
13. Each unit in the module is organized, well thought of and smooth	3.98	.83	Highly Implemented
14. The activities in the module matched to what the students are supposed to learn	3.95	.89	Highly Implemented
15. The students are encouraged to look for references and related sources of the lesson	4.25	.61	Highly Implemented
16. Plenty of examples and illustrations were given to help the students to grasp things better	4.06	.79	Highly Implemented
17. It was clear to students what were expected in the assessed work in the module	4.15	.77	Highly Implemented
18. Establishing a way of communication with the parents and guardians regarding school policies	4.15	.77	Highly Implemented
19. Encouraging students to ask whenever there are points of clarification	4.30	.63	Highly Implemented
20. Helping students develop awareness of their school responsibilities.	4.40	.59	Highly Implemented
21. The school has a separate budget for necessary materials used in making and printing modules	4.32	.64	Highly Implemented
22. The school provides time for	3.95	.95	Highly

teacher's time to discuss problems issues on learning modality			Implemented
23. The school provided relevant training opportunities for teachers and staff	3.99	.77	Highly Implemented
24. The school followed health protocols in gathering, meeting or in any school activities	4.08	.85	Highly Implemented
25. The school acknowledged the risks involved in module distribution and retrieval	4.34	.71	Highly Implemented
Overall Mean	4.17	.50	Highly Implemented

781 Table 13 reveals the means and verbal description of the level of implementation of
782 modular distance learning. It can be deduced from the table that the modular distance learning
783 was highly implemented in the secondary schools as evident on the overall mean rating
784 (M=4.17) and (SD=.50). This means that despite of the challenges of this learning modality
785 during the pandemic it was still effectively implemented as an innovative learning modality
786 during this difficult time where almost all schools shifted from face-to-face to remote distance
787 learning. Further, this implies that the teachers are well prepared and ready to implement this
788 alternate instructional delivery to the learners. This collaborates with the findings of Guiamalon,
789 et al. (2021) stressing that the teachers and the school where they are teaching were prepared in
790 terms of technical elements. Teachers also expressed their preparedness to perform their tasks
791 and functions related to the teaching and learning process on the new normal education.

792 In like manner, Talimodao, et al. (2021) conducted a study on Implementation and
793 Challenges in the Implementation of Printed Modular Distance Learning. Generally, the findings
794 showed that the extent of implementation of printed modular distance learning was excellent.
795 Moreover, the results indicated that DepEd was successful in standardizing the implementation
796 of this innovative approach in learning amid the pandemic. In addition, Aviles, et al. (2021)
797 conducted a study on Teachers' Critical Challenges and Opportunities in Modular Distance
798 Delivery. The result revealed that no matter what the challenges in modular distance learning
799 delivery, the teachers did not back instead they pass through it.

800 The table also shows the indicators rated high by the teachers. It can be observed from
801 the table that indicators "Availability of schedule for distribution and retrieval" and
802 "Encouraging students to ask whenever there are points of clarification" rated high by the
803 teachers with mean rating (M=4.40) and (SD=.58 and .59) respectively. The data entail that
804 mechanisms in the distribution and retrieval of the printed modules were in placed hence, there
805 was a smooth process on these aspects. Likewise, processes and procedures in terms of
806 communicating the teachers were also observed in case the students had some queries relative to
807 the learning activities in the module. Further, this entails that the DepEd was prepared in
808 implementing this innovative mode of learning delivery. This is in accord with the study
809 conducted by Lapada, et al. (2020), the study showed that the teachers expressed their readiness
810 to switch to distance learning education. Moreover, the study of Carreon, (2021) revealed that
811 most of the English teachers are ready on the implementation of Modular Distance Learning in
812 areas such as the knowledge and skills required, access of learning materials, and establishing

813 communication and monitoring students' progress even with the limited time for preparation.
 814 The English teachers were prepared for the utilization of the modality in their respective schools.

815 On the other hand, the table also displays the indicators rated low by the teachers. It can
 816 be seen in the table that indicator "Availability of printing supplies and materials" got the lowest
 817 mean rating (M=3.87) and (SD=.95) although this is still interpreted as highly implemented
 818 however, if the department will not address this concern it may have an adverse effect on the
 819 implementation of this modality. The finding coincides with the result of the study conducted by
 820 Dangle and Sumaoang (2020) revealing that the teachers lack resources for reproduction and
 821 delivery of modules. Sometimes, the printer is not functioning well. In worst case, sometimes
 822 there is no electricity. Therefore, they have trouble in printing and mass production of modules.

823 Furthermore, Castroverde and Acala (2021) stressed that the challenges in preparing the
 824 modules are related to the time, materials, and supplies needed to prepare and print the modules.
 825 The lack of enough time in preparing and printing the modules of the students causes the late
 826 production of modules. Furthermore, the lack of printing materials and scarcity of supplies affect
 827 the productivity of teachers in the production of modules. Sometimes, teachers ask for donations
 828 from other individuals such as bond papers and inks.

829 **Problem 6. Is there a significant relationship between the teachers' level of**
 830 **implementation of modular distance learning and the:**

- 831 **6.1 level of stress;**
- 832 **6.2 organizational commitment;**
- 833 **6.3 work values; and**
- 834 **6.4 organizational climate?**

835 **Table 14**

836 *Correlation Analysis between Level of Implementation of Modular Distance Learning, Stress,*
 837 *Organizational Commitment, Work Values, and Organizational Climate*

Independent Variables	Correlation Coefficient (r)	Probability	Descriptive Rating
Organizational Stress	-.164	.062	Not Significant
Extra organizational Stress	-.289*	.000	Significant
Affective Commitment	.464*	.000	Significant
Normative Commitment	.209*	.017	Significant
Continuance Commitment	.144	.101	Not Significant
Personal Work Values	.254*	.000	Significant
Organizational Work Values	.478*	.000	Significant
Role Clarity	.390*	.000	Significant
Reward System	.618*	.000	Significant
Socio-emotional Support	.588*	.000	Significant
Teamwork	.599*	.000	Significant

838 *. Correlation is significant at the 0.05 level (2-tailed)

839 Table 14 presents the correlation analysis between Level of Implementation of Modular
 840 Distance Learning, Stress, Organizational Commitment, Work Values, and Organizational
 841 Climate. It can be gleaned from the table that Extra organizational Stress with (R-value=-2.89)
 842 and (P-value=.000<0.05); Affective Commitment with (R-value=0.464) and (P-
 843 value=.000<0.05); Normative Commitment with (R-value=0.209) and (P-value=0.17); Personal
 844 Work Values with (R-value=0.254) and (P-value=.000<0.05); Organizational Work Values with
 845 (R-value= .478) and (P-value=.000<0.05); Role Clarity with (R-value=.390) and (P-
 846 value=.000<0.05); Reward System with (R-value=0.618) and (P-value=.000<0.05); Socio
 847 emotional Support with (R-value=0.588) and (P-value=.000<0.05); and Team Work with (R-
 848 value=0.599) and (P-value=.000<0.05) are statistically related to the level of implementation of

849 modular distance learning. Thus, extra organizational stress, affective commitment, normative
850 commitment, personal work values, organizational work values, role clarity, reward system,
851 socio emotional support, and teamwork are statistically associated to the level of implementation
852 of modular distance learning. Therefore, the null hypothesis is rejected on this ground.

853 Further, the table shows that extra organizational stress has a negative weak correlation to
854 the level of implementation of modular distance learning. This implies that lower is the stress
855 level the higher is the level of implementation of modular distance learning. On the other hand,
856 the higher is the stress level the less effective is the implementation of this alternative learning
857 modality. Jayasinghe & Mendis (2017) pointed out that most employees feel they will perform
858 more effectively and efficiently when they are allowed to work with autonomy and lesser stress.
859 On the other hand, when there is a higher stress, often results an increase level of staff turnover,
860 absenteeism, and work environment disputes that may affect the performance of the employees.

861 Additionally, affective commitment is moderately related to the level of implementation
862 of the modular distance learning as revealed by (R-value=.464). This means that the acceptance
863 and internalization of the organization's goals and values, and a willingness to exert effort on
864 their behalf and a strong emotional attachment will result to an improved productivity.
865 Employees who are affectively committed to the organization will probably carry on working for
866 it because they want. Vandenberghe, Bentein, & Panaccio, (2014) stressed that individuals with
867 high affective commitment remain with the organization because they can find themselves as
868 being part of the productivity, and success of the organization. More importantly, their affective
869 commitment is a manifestation of their belief, and appreciation of their organizational values.

870 Likewise, normative commitment and personal values have a positive weak relationship
871 to the level of modular distance learning implementation as indicated by (R-value=0.209) and
872 (R-value=0.254) respectively. This entails that if the teachers have a sense of commitment due to
873 a feeling of obligation they will try their best to implement any program effectively and
874 efficiently for the good image and reputation of the organization. This is supported by Satyendra
875 (2020), that committed employees are one of the greatest assets in an organization and can have
876 and play a major role in overall organizational efficiency and profitability. The greater levels of
877 employee commitment led to organizational benefits such as a continuous flow of improvements,
878 cost and efficiency improvements and active employee participation.

879 Additionally, the organizational work values have a moderate positive relationship with
880 the level of implementation of modular distance learning as revealed by the (R-value=0.478) and
881 (P-value=.000<0.05). This entails that the higher is the level of organizational values of the
882 teachers the more effective is their implementation of the modular distance learning amid the
883 pandemic. The importance of organizational values for organizations is shown even stronger
884 now in the time of economic uncertainty than even before. Organizations use organizational
885 values to inspire their employees as well as their customers. Gorenak&Kosir (2012) emphasized
886 that that organizational values influence organizational performance.

887 More so, role clarity is statistically associated with the level of implementation of
888 modular distance learning as evident on the (P-value=.000<0.05). Role clarity laid down the
889 foundation for effective teamwork for a team-based organization, research shows that role clarity
890 is essential for the effective functioning of workgroups (*Active Agile Leadership*, 2021). In
891 addition, clearly defining roles and expectations can have a positive impact on the organization,
892 particularly as it relates to teamwork where everyone knows what to do. When the organization
893 clearly define roles and responsibilities, everyone knows what is expected of them within the
894 group (Pijnacker, 2019).

895 In addition, reward system is also significantly related to the level of implementation of
 896 modular distance learning as revealed by (P-value=.000<0.05) and (R-value=0.618) interpreted
 897 as positive moderate relationship. According to Santos & Mejia (2015) reward systems are
 898 central to the Human Resource Management function. Their purpose is to attract talented
 899 individuals, motivate them and retain those that have a better fit with the organization. Reward
 900 systems have a direct impact and in most organization the most important one on the cost side of
 901 the organization's financial statement. They are strategic as they influence people's attitudes,
 902 behavior, and performance.

903 Moreover, rewarding employees is associated with the motivation of the workforce of
 904 organization for better performance (Kitoito, 2014). It is observed that reward have positive
 905 impact on the employee's health and workplace safety. It is one of the factors that sought
 906 increase in employee's engagement in the workplace, which is the key element in the workplace
 907 performance (Furtado, Aquino, & Meira, 2012).

908 Finally, socioemotional support and teamwork are also statistically associated with the
 909 level of implementation of modular distance learning as evident on their P-value (P=.000<0.05).
 910 Both have a moderate positive relationship to the implementation of modular distance learning
 911 with (R-value=0.588) and (R-value= .599) respectively. These entail that socioemotional support
 912 and teamwork are critical factors in the performance and productivity of the teachers. To ensure
 913 that the education system can fully recover from the impacts of the pandemic, it is critical that
 914 schools and districts invest in their educators, especially in their social and emotional health
 915 (Ferren, 2021). More so, teamwork in organizational settings is an important aspect of creating a
 916 well-oiled machine to get tasks and projects done. It is one of the most important elements in the
 917 organization since it depends on individual aspects affecting team performance in achieving the
 918 goals set by the organization ((Abdullah et al., 2015).

919 On the other hand, organizational stress and continuance commitment are not
 920 significantly related to the level of implementation of modular distance learning as evident their
 921 P-values (P=.062>0.05) and (P=.101>0.05) respectively. The finding implies that the
 922 implementation of the modular distance learning has no significant influence by organizational
 923 stress and continuance commitment.

924 **Problem 7. Which of the independent variable/s, singly or in combination, influence the**
 925 **implementation of modular distance learning?**

926 **Table 15**

Variables	Unstandardized Coefficients		Standard Coefficients Beta	T	Sig.
<i>Multiple Regression Analysis between Independent Variables and the Level of</i>					
<i>Implementation of</i>	B	Std. Error			
<i>Modular Distance</i>					
<i>Learning</i>					
(Constant)	1.996	.403		4.953	.000
Organizational Stress	.068	.057	.105	1.192	.236
Extra organizational Stress	-.091	.053	-.156	-1.701	.032
Affective Commitment	.143	.095	.159	1.505	.135
Normative Commitment	-.119	.081	-.141	-1.470	.144
Continuance Commitment	.051	.066	.059	.767	.445
Personal Work Values	.234	.098	.258	2.396	.018
Organizational Work Values	.025	.069	.038	.371	.712
Role Clarity	.380	.134	.442	2.844	.005
Reward System	.319	.090	.463	3.536	.001

Socio-emotional Support	.078	.116	.104	.668	.506
Teamwork	.218	.123	.276	1.779	.018
R = .711	R ² = .505	F = 10.942	Sig. = .000		

a. Dependent Variable: Level of Implementation

Table 15 presents the Multiple Regression Analysis between Independent Variables and the Level of Implementation of Modular Distance Learning. Obviously, the level of implementation of modular distance learning is influenced by Extra-organizational Stress ($\beta=-0.91$, $t=-1.701$, $P=.032<0.05$), Personal Work Values ($\beta=.234$, $t=2.396$, $P=.018<0.05$), Role Clarity ($\beta=.380$, $t=2.844$, $P=.005<0.05$), Reward System ($\beta=.319$, $t=3.536$, $P=.001<0.05$), and Teamwork ($\beta=.218$, $t=1.779$, $P=.018<0.05$). This suggests that the implementation of modular distance learning is affected by these factors. More precisely, the predicted scores for values of the independent variables are indicated by the beta weights (β) which means that each additional score/unit accounted by these variables would imply an increase in the level of implementation of the modular distance learning modality.

Kurtagh (2013) emphasized that non-work-related stressors are events that occur outside of one's job but cause stress at work that can influence job performance and productivity. One type of non-work-related hindrance stressor is work-family conflict. Work-family conflict is when a family role interferes with a work role, damaging the person's ability to fulfill those roles. This conflict can go both ways, with problems at home affecting work performance or problems at work affecting an employee's family life.

In like manner, *NIBusiness Info.Co.UK*. (2021) pointed out that sometimes people may suffer from stress that is not caused by work-related issues but instead has an external cause from their personal life that will have an impact on their job performance. Moreover, according to *World of Work Project* (2021) personal work values are common core values for the workplace with descriptions autonomy. Likewise, values can be a powerful concept to help individuals in their career decisions and understanding why they may feel a certain way about their current employer. Personal values represent an important force in organization. It can influence how someone approaches a conflict thus, influence the productivity and performance of the organization.

In addition, Role Clarity also influenced the implementation of modular distance learning as revealed by ($\beta=.380$, $t=2.844$, $P=.005<0.05$). Role clarity is essential for the effective functioning of workgroups (*Active Agile Leadership*, 2021). Role Clarity brings insight into the roles within an organization and provides an understanding of responsibilities associated with those roles, which contributes to improved teamwork and increased productivity (Long, 2022). In like manner, Reward System also influenced the implementation of modular distance learning as evident on the ($\beta=.319$, $t=3.536$, $P=.001<0.05$). Rewarding employees is associated with the motivation of the workforce of organization for better performance (Kitoito, 2014). It is observed that reward have positive impact on the employee's health and workplace safety. It is one of the factors that sought increase in employee's engagement in the workplace, which is the key element in the workplace performance (Furtado, Aquino, & Meira, 2012).

Finally, the table also shows that teamwork influenced the implementation of modular distance learning as evident on the ($\beta=.218$, $t=1.779$, $P=.018<0.05$). Teamwork is one of the most important elements in the organization since it depends on individual aspects affecting team performance in achieving the goals set by the organization ((Abdullah et al., 2015). Teamwork can improve cooperation and communication within the company as well as departments outside

971 the company. Teamwork usually consists of people who have different skills in achieving goals
972 (Masyithah et al., 2018).

973 Additionally, a team that works well together can fulfil many requirements. For instance,
974 aspects like creativity, motivation, happiness, collaboration, and unity are all part of what it
975 means to be part of a team. Each one of these can directly affect the way the team functions and
976 their levels of success when working together. Often, the purpose of teamwork is to achieve
977 higher levels of productivity (*Indeed Editorial Team, 2022*).

978 Furthermore, the R^2 value explains the influence of the whole set of independent
979 variables taken as one on the level of implementation of modular distance learning modality. The
980 measure of the total variation of the dependent variable consisted of 50.5 percent, which reflects
981 the amount of variance explained by the five (5) independent variables. In comparison, 49.5
982 percent of the influence can be attributed to other factor variables not included in the study.

983 From the preceding analysis, however, the value equation in predicting the percentage of
984 the level of implementation (Y) as indicated by the (F-value=10.942) with its corresponding
985 probability value (P=.000) is significant at (p<.05).

986 This model is illustrated:

$$987 \quad Y = -.091X_1 + .234X_2 + .380X_3 + .319X_4 + .218X_5 + 1.996$$

988 Where: 1.996 = constant

989 Y = Level of Implementation

990 X_1 = Extra-organizational Stress

991 X_2 = Personal Work Values

992 X_3 = Role Clarity

993 X_4 = Reward System

994 X_5 = Teamwork

995 **Conclusions**

996 Based on the significant findings the following conclusions were drawn:

997 The organizational and extra-organizational stress levels of the teachers are tolerable.
998 This indicates that they have coping mechanisms to overcome the hardships and difficulties they
999 had met in the implementation of the modular distance learning amid the pandemic.

1000 The level of organizational commitment of the teachers is high especially under affective
1001 and continuance commitment except for normative commitment which is at the moderate level.
1002 These indicate that the teachers are emotionally attached in the organization and committed to be
1003 in the organization until they retire.

1004 There is incongruency between the personal and organizational values of the teachers.

1005 Congruence of personal values and organizational values means the identity of the values of the
1006 employees and the organization when the individual is ready to follow and support the
1007 organization's rules and regulations.

1008 The organizational climate is conducive for the teachers to perform their responsibilities.
1009 Further, they feel that they are valued, rewarded, and supported by the organization for them to
1010 perform at their best.

1011 Processes and practices in the implementation of the modular distance learning are in
1012 place. The teachers are prepared with the support and collaboration of the stakeholders to
1013 implement this innovative modality of instruction.

1014 The implementation of the modular distance learning is statistically associated with
1015 extra-organization stress, affective and normative commitments, personal and organizational

1016 values, role clarity, reward system, socioemotional support, and teamwork. Thus, these
1017 independent variables are significantly related with implementing the modular distance learning.

1018 Extra-organizational Stress, Personal Values, Role Clarity, Reward System, and
1019 Teamwork best influence the implementation of modular distance learning. Therefore, the null
1020 hypothesis that there is no independent variable/s, singly or in combination, influence the level
1021 of implementation of modular distance learning is rejected. Thus, an action plan is proposed to
1022 maintain the state of balance of the teachers for them to maintain and enhance their productivity
1023 and performance.

1024 **Recommendations**

1025 Based on the conclusions drawn from the findings of the study, the following are offered:

1026 1. The City Schools Division of El Salvador through the Human Resource may conduct a
1027 seminar-workshop to be focused on financial and time management. In addition, the school
1028 heads may take appropriate measures to lessen the paper works of the teachers so that they can
1029 focus on instruction.

1030 2. The school administrators may find ways to increase the level of normative
1031 commitment of the teachers by increasing the psychological or relational contract of the
1032 employee and the organization to retain the most qualified teachers.

1033 3. The schools are encouraged to maintain or even enhance the present working
1034 environment or climate by reinforcing or rewarding the teachers for their exceptional work for
1035 them to be more loyal and committed in the organization.

1036 4. The schools may strengthen their collaboration and linkages with the different
1037 stakeholders Government Organizations or Non-government Organizations for possible
1038 outsourcing of any kind relative in the preparations of instructional materials.

1039 5. The teachers may consider identifying and manage their extra-organizational stress
1040 level hence; this can affect their productivity and performance. Likewise, the schools may take
1041 relevant actions to make the working conditions more facilitative for the teachers to be more
1042 motivated, satisfied, and productive.

1043 6. Future researchers may replicate this study using other variables in another setting with
1044 bigger sample size to be able to validate the present findings from their collected results.

1045 7. It is suggested also that the school administrators in the Division of El Salvador City
1046 may review and implement some activities applicable in their school in the proposed action plan
1047 presented in this study.

1048 **Proposed Action Plan**

1049 **Rationale**

1050 The educational sector was in a quandary brought about by the global pandemic. The
1051 sudden shift to distance learning has placed an unprecedented type of stress for teachers to
1052 quickly adapt their curricula to synchronous and asynchronous instructional modalities that are
1053 accessible for all students. Using these new technology platforms to simulate a normal school
1054 day poses many challenges, some out of the control of a teacher. The Department of Education
1055 (DepEd) despite the challenges encountered during this difficult times brought about by the
1056 COVID 19 pandemic continue to serve her stakeholders, through innovative learning modalities
1057 such as modular distance learning, blended learning approach, and synchronous and
1058 asynchronous learning are implemented to deliver instruction to the learners. With remote
1059 distance learning, schools and teachers face a whole new set of challenges as they aim to make
1060 learning equitable in this new normal.

1061 **Goal**

1062 To increase the productivity and commitment of the teachers by implementing
 1063 appropriate measures in the areas of stress and time management, financial literacy, linkages, and
 1064 collaboration with the stakeholders through a proposed action plan.
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Objectives	Activities	Time Frame	Persons Involved	Budget/ Funding	Performance Indicators
To increase the financial literacy of the teachers	-conduct seminar-work shop -to include financial literacy topic during the Learning Action Cell session (LAC)	August 2023	-school head -teachers -resource person	MOOE	Teachers who can manage their finances effectively
To enhance the time management of the teachers	-seminar workshop -incorporate time management topic during the Learning Action Cell session (LAC)	August 2023	-school head -teachers -resource person	MOOE	Teachers who are capable to manage their time between their work and personal life
To strengthen the collaboration and linkage with the stakeholders	- regular communication with the stakeholders -benchmarking	August 2023	-school head -teachers -parents -other stakeholders	MOOE PTCA Fund	Sustained and strong linkage with the stakeholder
To improve the facilities and equipment of the school	- outsource from stakeholders -strengthen the connection with the stakeholders	August 2023	-school head -teachers stakeholders	MOOE Budget	School equipped with facilities and equipment
To monitor the proper implementation of the plan	- conduct regular assessment of the plan -craft assessment tool to evaluate the program	November 2023	-school head -teachers -other stakeholders	MOOE PTCA funds	Well-monitored and sustained program

To disseminate the plan and program to concerned stakeholders	-wide dissemination of the plan to concerned stakeholders	August 2023 and whole year round	-school head -teachers -other stakeholders	MOOE PTCA funds	Well-informed stakeholders about the plan and program
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