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STRESS, COMMITMENT, WORK VALUES, ORGANIZATIONAL CLIMATE, AND IMPLEMENTATION OF MODULAR DISTANCE LEARNING

ABSTRACT

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

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

Introduction

When the 2020-2021 school year started in October, no teacher could have predicted that they would be working from home for weeks to months. The sudden shift to distance

learning has placed an unprecedented type of stress for teachers to quickly adapt their curricula to an online format and other instructional modalities that are accessible for all students. Using these new technology platforms to simulate a normal school day poses many challenges, some out of the control of a teacher.

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

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

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

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

Theoretical and Conceptual Framework

Zone of Proximal Development Theory

The study was anchored on the Zone of proximal development theory and Learner autonomy. The Zone of Proximal Development was developed by Soviet psychologist and social constructivist Lev Vygotsky, stressed that the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in

collaboration with more capable peers. Vygotsky accepted that when a learner is within the zone of proximal advancement for a specific task, giving the suitable help will grant the learner enough of a boost to realize the task.

In addition, Social Interaction, according to Vygotsky is vital in learning by through social interaction with a capable mentor. The guide may demonstrate behaviors and/or give verbal instructions for the child. Vygotsky alludes to this as cooperative or collaborative dialogue. The child seeks to understand the activities or instructions given by the guide (frequently the parent or educator) at that point internalizes the data, utilizing it to direct or direct their own performance (McLeod, 2019).

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

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

learner.

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

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

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

In addition, other highlights of independent learning are the instructor gets to be less of an

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

Transactional Theory

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

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

As such, the experience of workplace stress according to the transactional theory, is

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

Moreover, the model of work stress developed by Cooper and Marshall also serve as underpinning of this investigation. The model sets out the sources of stress at work, factors which determine how an individual may respond to such stressors, go on to experience acute symptoms, and eventually go on to reach the chronic disease phase affecting one's physical and/or mental health (Cooper and Marshall 1976). This model is concerned with the long-term consequences of work-related stress, as well as the acute symptoms of sources, and the individual characteristics associated with work-related stress. Moreover, the model emphasized that stress occurs when there is a loss, or threat of loss of resources. This is because individuals ultimately seek to obtain and maintain their resources, loosely described by the authors as objects, states, conditions, and other things that people value. Some of these stressors may relate to resources such as one's home, clothing, self-esteem, relationship status, time and/or finances. In this context, work/relationship conflicts may result in stress, because resources such as time and energy are lost in the process of managing both roles effectively (Hobfoll, 2011). This may in turn result in job dissatisfaction and anxiety, although other resources such as self-esteem may moderate such conflicts and stress. Such a model would be useful in the development of resource-focused interventions which aim to make changes in employees' resources and subsequent outcomes (Halbesleben, et al. 2014).

Behavioral Theory

Another foundation of the study is the concept on organizational commitment.

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

Theory of Basic Human Values

In like manner, the theory of basic human values proposed by Schwartz (1992) as cited Purc & Laguna (2019) is currently considered to be the most comprehensive and empirically grounded approach to human values (Sagiv et al., 2011 & Cieciuch, 2013).

Schwartz argued that values are desirable trans situational goals, varying in importance, that serve as guiding principles in the life of a person or other social entity. Values have motivational power by providing direction and emotional intensity to action and by being acquired through socialization, in the context of dominant group values, as well as through individual learning. The central assumption of the theory is that basic values form a

universal, circular continuum and are organized in accordance with the motivation that they express. Relationships between motivations can be compatible, conflictual, or irrelevant to one another. Due to its structure, the value continuum can be partitioned in different manners (Sagiv and Roccas, 2017). Basic values can be structured into the following two bipolar dimensions: (1) openness to change (self-direction and stimulation) versus conservation (tradition, conformity, and security) and (2) self-transcendence (universalism and benevolence) versus self-enhancement (power and achievement); hedonism values share aspects of both dimensions. A distinction between the four higher-order values representing the endpoints of these two dimensions openness to change, conservation, self-enhancement, and self-transcendence are frequently used in research (Vecchione et al., 2015; Cieciuch et al., 2016) will be applied in this study.

Furthermore, The Schwartz Theory of Basic Values (2012) as cited by International Coach Academy (2019) also serves as a foundational framework of the study. The theory presents a set of ten values universal across all cultures and helps to explain where they come from. It is based on the concept that the values form a circular structure based on the motivations each value expresses, which helps articulate how some values are more similar while others are more diametrically opposed. Schwartz claims that there are six main features of all values namely: 1. Values are beliefs link to affects. When a value is activated positively or negatively these will become steeped in emotions. 2. Values as motivational construct. These often relate to describe goals someone has which allows them towards action. 3. Values are bigger than specific actions or situations. These are more abstract and therefore able to apply in a variety of contexts. 4. Values serve as standards. These are lens through which decisions and evaluations can be made though often an unconscious one. 5. Values are ordered by relative importance. Every individual has a hierarchy of values, noting the relative importance for them personally. Lastly, the relative importance of multiple values guides actions. All actions or behaviors are the result of multiple values as opposed to one.

Social Identity and Organizational Development Theory

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

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

entire environment or hinders employees within the organization that influences how they complete organizational tasks.

In this study, the variables are categorized into independent and dependent. The independent variables are the following stress level, level of commitment, work values, and organizational climate. The stress level is categorized into work-related and non-work-related stress. The level of commitment will be measured in terms of affective, continuance, and normative commitment. Work values will be determined in terms of personal and organizational dimensions. The organizational climate will be assessed in terms of role clarity, reward system, socio-emotional support, and teamwork. On the other hand, the dependent variable was the level of implementation of modular distance learning.

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

Statement of the Problem

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

1. What is the level of stress among the teachers in terms of:
 - 1.1 organizational and;
 - 1.2 extra-organizational stress?
2. What is the level of organizational commitment of the teachers in terms of:
 - 4.1 affective commitment;
 - 4.2 continuance commitment; and
 - 4.3 normative commitment?

3. What is the level of work values of the teachers in terms of:
 - 2.1 personal; and
 - 2.2 organizational?
4. What is the level of organizational climate in terms of:
 - 4.1 Role Clarity;
 - 4.2 Reward System;
 - 4.3 Socio-emotional Support; and
 - 4.4 Teamwork?
5. What is the level of implementation of modular distance learning?
6. Is there a significant relationship between the teachers' level of implementation of modular distance learning and the level of stress, organizational commitment, work values, and organizational climate among secondary school teachers?
7. Which of the independent variable/s, singly or in combination, influence the implementation of modular distance learning?
8. What action plan can be designed based on the results of the study?

METHODOLOGY

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

Research Setting

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

School, Sambulawan High School, and San Francisco High School. The researcher selected this school division hence; majority of the learners preferred the modular distance learning as their mode of instructional delivery. In addition, some of the teachers also have trouble in distributing and retrieving the modules because some of the places are far from the barangay proper that somehow contributed to their stress.

Research Design

The study utilized the descriptive- correlational and causal research designs.

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

Participants and Sampling Procedure

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

Table 1

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

Research Instruments

To answer the specific research problems, a questionnaire checklist was employed as the

data-gathering device. The first part of the questionnaire tried to ascertain the stress level of the teacher-participants in terms of work-related and non-work-related stressors. It is a self-made questionnaire, and the items were taken from the reviewed literature and studies relative to organizational and extra-organizational stress. Part II sought to determine the level of commitment of the teachers in terms of affective, continuance, and normative dimensions. The items are taken from the Organizational Commitment Questionnaire developed by Allen & Meyer (1990). Part III attempted to ascertain the personal and organizational values of the teachers. Items of the questionnaire were taken from the work of Vveinhardt&Gulbovaite (2015). Part IV of the questionnaire sought to find out the organizational climate with reference to role clarity, communication, reward system, and career development. Items were taken from the work of Furnham & Goodstein (n.d). The final part of the questionnaire endeavored to determine the level of implementation of modular distance learning. Items of the questionnaire were taken from the work of Talimodao, et al. (2021) and Guiamon, et al. (2021). Moreover, the researcher emailed the authors asking permission to use some of the items in their work.

Validity and Reliability of the Instruments

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

Data Gathering Procedures

To guarantee quality and reliability of research findings, the researcher observed the

following data gathering procedures:

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

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

answered questionnaires were retrieved personally by the researcher with their signature on the informed consent. The retrieved questionnaires were submitted to a statistician for data processing afterward these will be kept and after six months the questionnaires will be destroyed to prevent leakage of information.

Statistical Techniques

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

RESULTS AND DISCUSSION

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

- 1.1 organizational and;
- 1.2 extra-organizational stress?

Table 2

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

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

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

In like manner, approximately 80 percent of people feel stressed on the job, according to the American Institute of Stress about 25 percent say that their job is the primary stressor in their lives (Picinco, 2019). Moreover, the primary task of every employer is to recognize stress as far as most employees never state that they have mental or emotional problems

(Horner, 2014). The proper prevention of work-related stress is essential for successful outcomes, and it should include interventions that aim at reducing the stressful environment. The enhancement of employee resilience results in better work performance and well-being of all personnel (Leon & Halbesleben, 2013).

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

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

Table 3

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 of being exposed to the virus.

3.52

1.11

Very High

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

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

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

The findings are supported by the Graide Network (2020) stressing that personal fear of safety for their families in contracting COVID-19 and taking care of their families' needs while teaching full-time and learning the new technologies for online education was the most recurrent emotion they experienced amidst the pandemic. In addition, the study of Sorensen, et al. (2021) disclose that the overall level of perceived stress can be statistically

explained by a combination of work- and nonwork-related stressors and perceived social support both at population level and in subgroups. The most important explanatory variables of overall perceived stress are disease, perceived social support and work situation.

Furthermore, according to the Management Advisory Service (2019) non-work-related or extra-organizational stress can be caused by many factors such as: bereavement and loss, relationship breakdown, financial problems, caring for children and elderly parents, personal or family illness, commuting pressures, and many others. In addition, 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.” Common external causes of stress include relationship difficulties or a divorce, serious illness in the family, caring for dependents such as children or elderly relatives, bereavement, moving other residence, and debt problems.

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

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

2.1 affective commitment;

2.2 continuance commitment; and

2.3 normative commitment?

Table 4 reveals the mean and standard deviation of the level of commitment of the teachers in terms of affective dimension. It can be inferred from the table that the level of affective commitment of the teachers was very high as evident on the overall mean value ($M=3.71$) and ($SD=.86$). The indicators with the highest mean ($M=3.97$) were acquired by “I

feel a strong sense of belonging to my organization” and “I feel like part of the family in my organization.” This was closely followed by indicator “This organization has a great deal of personal meaning for me” with a mean value (M=3.88) and (SD=.79).

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

Table 4

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

Moreover, Candelario, et al. (2020) conducted a study on the Organizational Commitment and Job Satisfaction among Government Employees, the results revealed that the respondents are highly committed to their organization. This implies that employees are happy to spend the rest of their career in their organization. Hence, they are somewhat determined to stay and are willing to spend additional years serving their organization. With this, the respondents are emotionally attached to their agency, which is a manifestation of their caring attitude towards their organization. Their high level of affective commitment to their organisation coincides with the results of previous studies, in which their attachment is attributed to the relationship they have with their fellow employees. That is, they can relate well, despite their differences (Casimir, Ngee Keith Ng, Yuan Wang, & Ooi, 2014).

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

Table 5 displays the level of normative commitment of the teacher-respondents. It can be discerned from the table that the respondents have a moderate level of normative commitment to the organization as revealed by the overall mean rating ($M=3.40$) and ($SD=.60$). The highest mean rating is acquired by indicator "I think that people these days move from one organization to another too often" ($M=3.71$) and ($SD=.77$) verbally described as high extent. The indicators "I believe that a person must always be loyal to his or her organization" and "I was taught to believe in the value of remaining loyal to one

organization” come next with a mean rating (M=3.62) interpreted as high level. The findings imply that the teachers are showing firm and constant support or allegiance to the organization. More so, they feel a sense of obligation and ought to remain in the organization (Singh & Gupta, 2015).

Table 5

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

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

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

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

Table 6

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, Buela, & 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, Nasseem, & 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 timely and constructive feedback on performance.

4.47

.67

Highly Positive

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. **1** 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. 1 It is important to me that the reputation of the organization, where I work, is positive.

4.64

.65

Very Highly Positive

Table 7 reveals the level of personal work values of the teachers. It can be inferred from the table that the teachers have a very highly positive personal work values as evident on the overall mean rating (M=4.55) and (SD=.56). This signifies that the teachers possess an excellent personal work values that lead the foundation for an effective and efficient workers. The highest mean rating (M=4.65) is obtained by indicators “ Friendly and pleasant working relationships are important to me” and “It is important to me to be treated with respect.” These mean that the teachers personally value a friendly, pleasurable, and a working environment where everyone is respected. Respect is a feeling when you treat someone well for their qualities or character traits, but respect can also be a manifestation of dignity towards people. Respect should be the norm in the workplace, regardless of personal feelings. Employees and managers should respect each other as it creates a good work environment, which increases employees’ productivity (Khan, 2020). More so, respect is an important element in every workplace as it helps the employee to work hard

as their efforts are appreciated. Team members would not necessarily love or admire the personalities of their leaders or colleagues, but they still need to respect their work to achieve their goals and be professional.

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

The table also shows the indicator rated low by the teacher “It is important to me to receive timely help from my superior” with a mean rating ($M=4.39$) and ($SD=.74$). This implies that the teachers understand that their superior has also other responsibilities that there instances that their needs are not addressed immediately. However, this cannot stop them perform their duties and responsibilities as facilitator of learning. This finds support to the previous finding of this study that the teachers have a high affective commitment to the organization. Having such kind of commitment implies that employees are happy to spend the rest of their career in their organization (Candelario, et al., 2020).

Table 8 shows the means and verbal interpretation of the Level of Organizational Work Values of the teacher-respondents. The data can be interpreted that the teachers have a high positive organizational values as indicated by the overall mean ($M=3.97$) and ($SD=.90$). Further, this means that the teachers are generally feel more satisfied working in organizations in which their personal values match the values of the organization.

According to Shockley-Zalabak (2020) stressed that organizational values help employees understand what behaviors are regarded as worthwhile and important within the organization.

The table also shows the indicators rated high by the teacher-respondents. Indicator “At the organizations I work in, initiatives and new ideas provided by the employees are valued” got the highest mean rating ($M=4.49$) and ($SD=.87$). This is closely followed by indicator “At the organization I work in, encourages open knowledge and information

sharing” with a mean rating (M=4.10) and (SD=.81). The data suggest that the ability of the teachers to assess and initiate things independently are acknowledge and valued by the organization. Likewise, the organization maintains transparency, knowledge, information sharing, and collaboration to realize the goals and vision of the DepEd.

Table 8

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 organization I work in.

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 is done honestly.

3.92

.89

Highly Positive

Overall Mean

3.97

.90

Highly Positive

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

Furthermore, Dorkenoo, et al. (2015) stated that an organization's clear and explicit set of principles and values, which the management devotes considerable time to communicate to employees and clients, and which values are shared widely across the organization have a great influence on the employees' work and how the public view the organization. An inspiring workplace value that encourages and enables employees to bring their best

efforts and best ideas to work every day is one that promotes individual growth and organizational performance and profitability. The three factors that seem to greatly contribute to the building up of a strong workplace value system are; a founder or an influential leader who established desirable values, a sincere and dedicated commitment to operate the business according to these desirable values and a genuine concern for the well-being of the corporation's stakeholders. From the foregoing evaluation, there is no doubt that the type of values prevailing in an organization has a great bearing on its performance. This calls for the development and perpetuation of a strong value system that supports high performance in an organization.

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

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

- 4.1 Role Clarity;
- 4.2 Reward System;
- 4.3 Socio-emotional Support; and
- 4.4 Teamwork?

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

can cause stress and confusion (Pijnacker, 2019).

Table 9 also shows the indicators rated high by the teachers. Indicator “I know what my responsibilities are” got the highest mean rating (M=4.51) and (SD=.66) verbally interpreted as very high. This is closely followed by indicator “I am familiar with the mission, vision, and values of the organization with a mean rating (M=4.47) and (SD=.70) with an interpretation of high level. The findings imply that the teacher-respondents are very aware of their duties and obligations. Moreover, they have a full grasp of the mission, vision, and goals of the DepEd. This can be attributed to the fact that all newly hired teachers in the department undergone Teachers Induction Program (TIP) for them to familiarize the organizational culture of DepEd. Llego (2019) emphasized the following benefits of TIP strong commitment of teachers, retention of teachers in the profession, and demonstrating successful classroom management.

Table 9

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

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

Table 10

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

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

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).

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

and teacher's performance at elementary level.

On the other hand, the table also shows the indicators rated low by the teachers. The indicator "I feel a strong sense of satisfaction" with a mean rating ($M=3.40$) and ($SD=1.33$).

This suggests that some of the teachers are not fully satisfied with the reward system of the organization. Further, the department can initiate some measures to increase the satisfaction of the teachers in terms of reward system for them to stay in the system.

Yamoah (2013) stressed that the hallmark of an organization success is effective employee performance. However, employees' effort will be driven to this objective if their expectations of fair and just reward system are met.

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

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

Table 11

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

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

Table 12

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

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 distribution/retrieval

4.40

.58

Highly 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 teacher's time to discuss problems issues on learning modality

3.95

.95

Highly 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

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

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

The table also shows the indicators rated high by the teachers. It can be observed from the table that indicators “Availability of schedule for distribution and retrieval” and “Encouraging students to ask whenever there are points of clarification” rated high by the teachers with mean rating ($M=4.40$) and ($SD=.58$ and $.59$) respectively. The data entail that mechanisms in the distribution and retrieval of the printed modules were in place hence, there was a smooth process on these aspects. Likewise, processes and procedures in terms of communicating the teachers were also observed in case the students had some queries relative to the learning activities in the module. Further, this entails that the DepEd was prepared in implementing this innovative mode of learning delivery. This is in accord with the study conducted by Lapada, et al. (2020), the study showed that the teachers expressed their readiness to switch to distance learning education. Moreover, the study of Carreon, (2021) revealed that most of the English teachers are ready on the implementation of Modular Distance Learning in areas such as the knowledge and skills required, access of learning materials, and establishing communication and monitoring students’ progress even with the limited time for preparation. The English teachers were prepared for the utilization of the modality in their respective schools.

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

Furthermore, Castroverde and Acala (2021) stressed that the challenges in preparing the modules are related to the time, materials, and supplies needed to prepare and print the modules. The lack of enough time in preparing and printing the modules of the students

causes the late production of modules. Furthermore, the lack of printing materials and scarcity of supplies affect the productivity of teachers in the production of modules. Sometimes, teachers ask for donations from other individuals such as bond papers and inks.

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

6.1 level of stress;

6.2 organizational commitment;

6.3 work values; and

6.4 organizational climate?

Table 14

Correlation Analysis between Level of Implementation of Modular Distance Learning, Stress,

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

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

Table 14 presents the correlation analysis between Level of Implementation of Modular Distance Learning, Stress, Organizational Commitment, Work Values, and Organizational Climate. It can be gleaned from the table that Extra organizational Stress with (R-value=-2.89) and (P-value=.000<0.05); Affective Commitment with (R-value=0.464) and (P-value=.000<0.05); Normative Commitment with (R-value=0.209) and (P-value=0.17); Personal Work Values with (R-value=0.254) and (P-value=.000<0.05); Organizational Work Values with (R-value= .478) and (P-value=.000<0.05); Role Clarity with (R-value=.390) and (P-value=.000<0.05); Reward System with (R-value=0.618) and (P-value=.000<0.05); Socio emotional Support with (R-value=0.588) and (P-value=.000<0.05); and Team Work with (R-value=0.599) and (P-value=.000<0.05) are statistically related to the level of implementation of modular distance learning. Thus, extra organizational stress, affective commitment, normative commitment, personal work values, organizational work values, role clarity, reward system, socio emotional support, and teamwork are statistically associated to the level of implementation of modular distance learning. Therefore, the null hypothesis is rejected on this ground.

Further, the table shows that extra organizational stress has a negative weak correlation to the level of implementation of modular distance learning. This implies that lower is the stress level the higher is the level of implementation of modular distance learning. On the other hand, the higher is the stress level the less effective is the implementation of this alternative learning modality. Jayasinghe & Mendis (2017) pointed out that most employees feel they will perform more effectively and efficiently when they are allowed to

work with autonomy and lesser stress. On the other hand, when there is a higher stress, often results an increase level of staff turnover, absenteeism, and work environment disputes that may affect the performance of the employees.

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

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

Additionally, the organizational work values have a moderate positive relationship with the level of implementation of modular distance learning as revealed by the (R-value=0.478) and (P-value=.000<0.05). This entails that the higher is the level of organizational values of the teachers the more effective is their implementation of the modular distance learning amid the pandemic. The importance of organizational values for organizations is shown

even stronger now in the time of economic uncertainty than even before. Organizations use organizational values to inspire their employees as well as their customers.

Gorenak&Kosir (2012) emphasized that that organizational values influence organizational performance.

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

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

Moreover, 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, socioemotional support and teamwork are also statistically associated with the level of implementation of modular distance learning as evident on their P-value ($P=.000<0.05$). Both have a moderate positive relationship to the implementation of

modular distance learning with (R-value=0.588) and (R-value= .599) respectively. These entail that socioemotional support and teamwork are critical factors in the performance and productivity of the teachers. To ensure that the education system can fully recover from the impacts of the pandemic, it is critical that schools and districts invest in their educators, especially in their social and emotional health (Ferren, 2021). More so, teamwork in organizational settings is an important aspect of creating a well-oiled machine to get tasks and projects done. It 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).

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

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

Table 15

Variables

Unstandardized Coefficients

Standard Coefficients Beta

T

Sig.

Multiple Regression Analysis between Independent Variables and the Level of Implementation of Modular Distance Learning

B

Std. Error

(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

R² = .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 the company. Teamwork usually consists of people who have different skills in achieving goals (Masyithah et al., 2018).

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

Furthermore, the R2 value explains the influence of the whole set of independent variables taken as one on the level of implementation of modular distance learning modality. The measure of the total variation of the dependent variable consisted of 50.5 percent, which reflects the amount of variance explained by the five (5) independent variables. In comparison, 49.5 percent of the influence can be attributed to other factor variables not included in the study.

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

This model is illustrated:

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

Where: 1.996 = constant

Y = Level of Implementation

X1 = Extra-organizational Stress

X2 = Personal Work Values

X3 = Role Clarity

X4 = Reward System

X5 = Teamwork

Conclusions

Based on the significant findings the following conclusions were drawn:

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

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

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

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

The organizational climate is conducive for the teachers to perform their responsibilities.

Further, they feel that they are valued, rewarded, and supported by the organization for them to perform at their best.

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

The implementation of the modular distance learning is statistically associated with extra-organization stress, affective and normative commitments, personal and organizational values, role clarity, reward system, socioemotional support, and teamwork. Thus, these independent variables are significantly related with implementing the modular distance learning.

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

Recommendations

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

1. The City Schools Division of El Salvador through the Human Resource may conduct a seminar-workshop to be focused on financial and time management. In addition, the school heads may take appropriate measures to lessen the paper works of the teachers so that they can focus on instruction.
2. The school administrators may find ways to increase the level of normative commitment of the teachers by increasing the psychological or relational contract of the employee and the organization to retain the most qualified teachers.
3. The schools are encouraged to maintain or even enhance the present working environment or climate by reinforcing or rewarding the teachers for their exceptional work for them to be more loyal and committed in the organization.
4. The schools may strengthen their collaboration and linkages with the different stakeholders Government Organizations or Non-government Organizations for possible outsourcing of any kind relative in the preparations of instructional materials.
5. The teachers may consider identifying and manage their extra-organizational stress level hence; this can affect their productivity and performance. Likewise, the schools may take relevant actions to make the working conditions more facilitative for the teachers to be more motivated, satisfied, and productive.
6. Future researchers may replicate this study using other variables in another setting with bigger sample size to be able to validate the present findings from their collected results.
7. It is suggested also that the school administrators in the Division of El Salvador City

may review and implement some activities applicable in their school in the proposed action plan presented in this study.

Proposed Action Plan

Rationale

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

Goal

To increase the productivity and commitment of the teachers by implementing appropriate measures in the areas of stress and time management, financial literacy, linkages, and collaboration with the stakeholders through a proposed action plan.

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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