Work Management Skills and Research Capability of Elementary School Teachers in Building Desirable Work Performance

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Abstract

The study aimed to assess the practice of work management skills and the research capability of elementary school teachers in building desirable work performance at the San Francisco District, Division of San Pablo City. A total of 165 teacher respondents were utilized in the study. The researcher used the descriptive survey questionnaires to gather information about prevailing conditions or situations for description, interpretation, and determining the extent of work management skills and research capability in building desirable work performance. The standard deviation and the mean were used to assess the level of manifestation among variables. In addition, Pearson r correlation analysis was employed to identify significant and positive relationships between work management skills, research capability, and teachers' work performance. Findings revealed that public elementary school teachers highly practiced work management skills. Similarly, respondents in the San Francisco District are highly capable of innovative, active, and creative research skills.

Furthermore, the study shows a very satisfactory level of teacher performance. The study also revealed that teacher respondents perceived themselves as high performers. Finally, there was a strong to very strong association between work management skills and work performance. This study also proved a weak-to-moderate relationship between research capability and work performance. The findings implied that work management skills and research capability are now essential since they directly impact the developing and maintaining desirable work performance.

Keywords: Work Management Skills; Research Capability; Plus Factor; Professional Development; Work Performance

1. Introduction

In the educational setting in the Philippines, teachers' work management and research capability skills have a significant role. Work management skills in education provide administrators, educators, pupils, parents, and stakeholders with a more substantial degree of control over the educational process by placing the planning, training, coaching, time, resources, communication, accountability, continuous improvement, innovation, curriculum, and curriculum instruction, and community involvement. Applying those skills can create a more productive and effective strategy for teachers and students to perform well and build desirable work performance. Work management skills are the abilities that help us work efficiently and take full advantage of our time. They are soft skills—valuable character attributes beneficial in various occupations and work settings (Indeed Editorial Team, 2022). Teachers are aware and encouraged to research to improve their teaching process and student learning outcomes. Their active, innovative, and creative research skills will lead them to create and develop a modernization tool they can use in their teaching profession and build a desirable work performance.

The Department of Education (2017) has been developing ways to train public school teachers to be knowledgeable and informed about the importance of doing research. Some teachers were trying their best to conduct research related to enhancing their school's best practices and interventions. Teachers categorically become researchers, which has always been linked to their professional development within the field of education. Educators should have research capabilities and good work management skills to observe models and examples that seek to review instructional materials and develop a practical understanding of selected research to build desirable performance outcomes. Educators may translate new knowledge and ideas into individual and collaborative curricular and instructional change plans. According to Pena (2018), the research could be a factor to consider in improving, enhancing, and developing teachers' and students' performance.

Catindig (2022) said that teachers' performance must be evaluated appropriately using the appropriate performance management system to ensure their effectiveness in providing quality education. The Results-Based Performance Management System (RPMS) is one of the tools that support the realization of the Department of Education's goals and objectives (DepEd). RPMS promotes performance evaluation based on pieces of evidence or means of verification. Every accomplishment or achievement declared by the ratees is counterchecked by the rater to ensure the veracity of the claims. Therefore, performance management is based on a rational and factual basis for performance targets and measures.

At the researcher's current school, Fernando A. Quisumbing Elementary School, teachers are encouraged to do action research, which will help them try to understand their ability to make different intervention and enrichment activities to help learners meet grade-level expectations in every learning area. However, despite the intervention programs in place, learners are still having difficulty reaching the grade level norm. To fill the void, the researcher investigated schoolwork management and research capabilities. It aims to improve teachers' and students' performance; cope with challenges in their daily professional life and to their general well-being; and shape students' good teaching and learning environments and influence student motivation, achievement, and advancement.

This study examined how work management and research capacity emphasizing education might build desirable performance outcomes or improve teaching and learning performance. It looks at the perceptions and observations of 165 primary school teachers in the San Francisco District about the practice of work management in terms of innovative leadership, time management, resource management, creative cooperation, assertive communication, community involvement, and research capabilities in fostering effective teacher performance and student learning outcomes, and it looks at the perceptions of research capability in education as innovative, active, and creative research skills.

The study proved that practical management skills of teachers' work and teachers` ability to conduct research are essential for harmonious workplace relationships, bolstering teachers' expertise, proficiency, and commitment, and overall teacher productivity and performance improvement. A good teacher is a good person who has a wholesome and motivating influence on young people through their skills, innovations, priorities, and goal setting. Several elements influence a teacher's work performance, such as their desire to do the job, capacity, and the time required to work in the workplace environment. A teacher's work management skills and research capability become effective and efficient for their duty as a teacher. Identifying the elements influencing teachers' productivity could be a foundation for developing effective and committed learning organizations.

2. Literature review

2.1 Work Management Skills

Work management skills in education provide administrators, educators, pupils, parents, and stakeholders with a more significant degree of control over the educational process by placing the planning, training and coaching, time, resources, communication, accountability, continuous improvement, innovation, curriculum, and curriculum instruction, and community involvement. Applying those skills can create a more productive and effective strategy for teachers and students to perform well and build desirable work performance. Work management skills are the abilities that help you work efficiently and take full advantage of your time. They are soft skills—valuable character attributes beneficial in various occupations and work settings (Indeed Editorial Team, 2022).

Lornem (2021) cited work management, 'to manage work is to forecast and plan, to organize, to coordinate and to control.' Therefore, to be able to manage work effectively, specific skills are required. Different writers on the topic have come up with several management skills. The following are some practical skills in managing work: planning, training, coaching, time management, resource management, creative cooperation, empathic communication, community involvement, and innovative leadership.

Reh (2019) pointed out that planning involves estimating future conditions and circumstances and making decisions based on these estimations about what work is to be done by those involved in the management of the educational sector. What heads of educational institutions need to understand is the rapid transformation in the education sector. In achieving a sustainable system in line with this transformation, plans need to be long-term and should, therefore, be reviewed periodically.

According to Indeed Editorial Team (2022), **p**lanning skills are practical abilities that directly contribute to productivity, accuracy, and effectiveness in the workplace. The conversational skills make it easier to handle workloads, accomplish tasks, and collaborate with others. There are various examples of planning abilities, including critical thinking, attention to detail, and communication. Learning how to improve your planning abilities can enhance your productivity in the workplace and allow you to support others to meet deadlines and achieve their goals.

Lornem (2021) also cited that training helps individuals acquire knowledge and skills for specific tasks or jobs. Academic and non-academic staff of educational institutions need training to improve their existing skills. The academic team of educational institutions needs to engage in systematic Continuing Professional Education (CPE) to maintain, improve, update, and broaden their knowledge, skills, and personal qualities required in their professional careers. While Coaching involves providing feedback and support for staff to help them improve their performance in their role. In America, for example, students are attached to a coach who handles students with low IQs. These students are given individual attention so that they can catch up with the other of their classmates.

A leadership approach known as innovative leadership emphasizes using creativity and innovation to manage educational organizations. Innovative leaders frequently motivate employees to work productively in novel ways and using unconventional methods. Having innovative and creative leaders on board can help schools and businesses that often deal with these scenarios since having the ability to apply innovation in times of uncertainty, ambiguity, and risk is crucial (Indeed Editorial Team, 2021).

Marron (2015) cited that innovative leaders inspire trust among their fellow workers, have been influential team members and served well in past leadership roles as collaborators, and take the "extra step" to ensure the team mission is accomplished. It is also clear that the innovative leader uses assessment data to make organizational decisions and strives for continuous improvement, providing credit where credit is due.

Acree (2020) said a principal building psychological safety to nurture trust and innovation from teachers across her school could profoundly affect teaching and learning. This effect is further amplified when leaders from across the system can speak a shared language and work together to enact change. Consider a scenario where district leaders model risk-taking, self-awareness, listening, and clear communication for the building leaders. Those building leaders have the clarity they need to foster innovation from their teachers. The teachers feel supported and empowered by their principals to try new things best to meet the needs of each of their students.

The practice of creative collaboration is synergizing. It involves working as a team, being open-minded, and taking the risk of solving challenges in novel ways. However, it doesn't occur on its own. People contribute their knowledge and experience to the process, which is what it is. People start to develop new insights when genuinely interacting with one another and are willing to be influenced by one another. Because of disparities, the capacity to create novel ideas grows tremendously. We can develop original answers to problems that embrace diversity and satisfy all significant parties. (Sahra, 2011; Jack Medford, 2020)

Bozbayindir, F. (2019) cited that time management is defined in various ways in the literature: as being the process of applying management tools such as "planning, organizing, executing and controlling" to one's program so that an individual can effectively achieve their objectives both in work and social life; the activity of efficiently and effectively using and controlling time; effective management of time by people to achieve their targets; aiming to improve the volume and content of the work performed within a short time frame; and the management of oneself by an individual or organization within specific time frames that apply equally to everyone. According to Pugh and Nathwani (2017), there has been great emphasis on effective and efficient time management, which has also been considered the key to success. Time management is planning your available time and controlling your time on specific tasks to work more efficiently.

Resource management is planning, scheduling, and assigning resources to a program, including people, cash, and technology. It involves distributing resources to maximize organizational value. Resources are collaboratively and wisely mobilized and managed with openness, potency, and efficacy. The correct resources are made accessible at the right time for excellent work due to effective resource management (Brianna Hansen, 2021). One of a teacher's most significant duties is to manage resources effectively. After receiving financing from the state and federal governments, public schools must distribute that money to pay for programming and other essentials. According to Bird (2018), Obtaining, allocating, and managing the resources—including people and their skills, money, technology, materials, machinery, and natural resources—necessary for a program are all parts of resource management. Resources may be acquired from outside sources or collected internally from the host organization. The practical, timely, and cost-efficient utilization of both internal and external resources is ensured through resource management.

Communication, described as the process of exchange of feelings to understand one another, has been the essential instrument in forming the accumulation of knowledge that people, as social beings, transmitted from the past to the present. Communication skills, which people have and can improve with education, have gained increasingly paramount importance in today's world concerning fast-growing technology and social change (Aydin, 2021). Creating effective communication is understanding attitudes and behaviors mutually in line with expectations and having empathy (Mutlu et al., 2015). Empathic communication involves both accepting and allowing different perspectives and emotions in other people and sharing them with them to enable encouragement and support. It is also the practice of actively listening to understand the emotions with whom we are communicating (Cramerus, 2020).

Social well-being is supported and improved through meaningful participation in community-oriented activities. Community involvement includes being involved with, volunteering for, or donating to regional governments, nonprofit organizations, neighborhood associations, and local schools. Community involvement in schools can raise the overall standard of instruction kids receive (Jasper, 2016). Schools benefit in many ways when administrators endeavor to create a partnership that engages families and community members. Learn about overcoming the barriers to creating partnerships and developing strategies to realize numerous benefits of community involvement in education, such as boosting school morale and improving academics (Linde, 2021). Students perform better academically when their families and the community are active in their education. They also get supporters who assist them to succeed, which gives them more self-assurance in school and encourages them to take on more challenging coursework.

Furthermore, although there is no standard list, successful school administrators must have some personal and professional qualifications. These qualities are emerging with the conditions of the 21st century: in addition to having work management skills, innovative leadership, technology knowledge, effective communication, training, mentoring, coaching, discovering and developing individual talents, adequate supervision and evaluation, managing change and conflict, creating shared vision and mission, preparing and managing projects and organizations, distributing leadership to stakeholders in the school, and having the skills to cooperate with the school and its environment. It should establish a positive communication environment with all stakeholders, be open to development, and respect human and children's rights. It should act with the awareness that the task it undertakes is building trust, being able to manage differences, and sharing success (Kesen et al., 2019).

2.2 Research Capability

Research capability is finding the necessary information and using our skills to find reliable sources. We must critically review the information before we decide what is worth including in our writing. To begin research, we must formulate a potential question or framework. Research is the ability to audit what we already know, create an accurate picture of a product or tool, and identify the gaps in our knowledge. We should be able to assign the correct weight of importance to the different types of data we encounter and be able to interpret the meaning of what is in front of us (Heath, 2018) Research capability has recently received overwhelming and remarkable interest among academics and practitioners. This is timely since the Department of Education has institutionalized research and encouraged teachers to engage in it to support evidence-based practice, decision-making, policy, and program development (Caingcoy, 2020).

According to Quidmas (2017), capacity building significantly enhances teachers' capability, particularly in research. This may allow them to grasp more about the importance of research and have other experiences that may help them to be more active in research writing. Professional development is a vehicle through which teachers are given the possibility to boost their knowledge and skills. Within the prevalent type of professional development, research deliberates the characteristic of effective professional development which supports student learning achievement.

Educators should have a research capability and good management to observe models and

examples which seek to review instructional and develop a practical understanding of selected research. Educators may translate new knowledge and ideas into individual and collaborative curricular and instructional change plans. Writing research could be a factor to be considered in improving the school's curriculum for teacher researchers, school" administrative staff, and other stakeholders within the teaching and learning environment (Pena, 2018).

Research writing may be a valuable practice for teachers because it offers a collaborative, systematic, and participatory research process that actively searches for areas of concern or redress for teachers. Additionally, writing research provides teachers with good time management, specialized knowledge, and technical skills, which can require influencing constructive change within classrooms, schools, and communities (Galarion, 2018). Per Marcelo (2018), research writing could be a logical process to check and collect data that may help teachers and other educational personnel acknowledge and develop their practice. The "changing nature of work" was the primary motivator for the shift in what will be required. Similar to the findings of the other studies, the top capabilities could be categorized as innovation research skills: creativity, critical analysis, and complex problem-solving. These three abilities are necessary to create and implement a new idea that addresses a genuine need and adds value (Eich,2022). Innovative research focuses on developing new ideas, analyzing problems, diagnosing them, and identifying their causes. Innovative research creates new business solutions, strategies, technologies, and processes. They implement and observe modern, improved strategies. Krzewiska (2019) states, "Innovational research skill is the look for fresh concepts, tactical approaches, and procedures.

According to Lê (2022), innovation is the purposeful introduction and implementation of ideas, methods, goods, or procedures that are novel to the relevant unit of adoption and are intended to be highly advantageous. According to SIS International market research (2020), innovation research seeks solutions to known or occasionally undefined problems. Teachers can demonstrate their fulfilling curiosity regarding developing knowledge, predicting educational spectacles, and organizing such phenomena accurately and able to do timely research to develop a better solution to the specific problem that arises in their school. Active research can bridge the gap between theory and practice and aid teachers in developing new knowledge relevant to their classrooms. It helps empower teachers by allowing them to gather data to make decisions about their classrooms and schools. It is also a valuable and worthwhile method of fostering desirable work performance. Albalawi and Johnson (2022) cited that to improve their teaching techniques' effectiveness, educators must constantly make decisions about the teaching and learning context in which they operate. Teachers can benefit from research participation in several ways, including 1) research can help teachers focus their research on local needs and reality; 2) research can help teachers become aware of new research trends; 3) for teachers involved in research, the role of education research becomes active rather than passive.

Active research abilities include methodically evaluating the evidence, according to Riel (2020). The findings of this kind of research are valuable and pertinent and can influence theory. Action research is distinct from other types of research in that the relevance of the findings to the researcher and the local collaborators is valued more highly than the generalizability of the findings. Active research for educators, according to Gorski (2018), satisfies the following criteria: it is a non-traditional and community-based form of educational evaluation conducted by educators, not by outside researchers or evaluators; it is focused on improving teaching and learning, as well as the character and effectiveness of teaching and social and environmental factors influence learning; it is formative, not summative—it is an ongoing process of evaluation, recommendation, practice, and reflection.

According to Parsons and Brown (2020), active research is a type of inquiry for teachers to address issues and enhance professional practices in their classrooms. It entails methodical observation and data gathering that the practitioner-researcher can utilize for reflection, decision-making, and creating more efficient teaching techniques. In order to gather information about how their specific schools run, how they teach, and how effectively their students learn, teacher researchers do innovative research using creative research skills, which is a systematic inquiry into the teaching/learning

environment and their work performance. Johnson (2012), said that creative research is a valuable tool for advancing teachers' professional development since it allows them to be advanced and outstanding as teacher researchers. In order to improve the effectiveness of their teaching techniques, educators must constantly make decisions about the teaching and learning context in which they operate. OICR (2020) described creative research as a developing field that aims to create new understandings, situating and reconfiguring knowledge in the telematic age. Specifically, it is devoted to the rethinking and recalibration of unstable, fast-changing relations between machine-generated data and human experience, theory and practice, life and mind, the possible and the real, perception and intelligence, truth and falsity, time and judgment, medium and matter, process and end-driven behavior. It addresses the challenge of living amid virtually infinite streams of information while lacking adequate means of arranging, patterning, and making meaning of this massive accumulation of data.

2.3 Work Performance

According to Tolentino (2021), teachers must manage all tasks related to classroom functions or school-related responsibilities. Their expertise and services for the welfare of everyone can make a significant impact on our community. Time, resource management, training, coaching, innovation, cooperation, good communication, involvement, motivation, empowerment, and appreciation are some keys to helping teachers cope with all the tasks designated. A positive mindset and perspective towards work can help them accomplish their sworn duty as molders of the future generation.

According to the DepEd Memorandum 004, s. 2022, Implementation of the Results Based Performance Management System Philippines Professional Standard for Teacher (RPMS-PPST) for the School Year 2021-2022 provides guidelines on teachers' performance management and appraisal using the 5 KRA indicators, which are Content knowledge and pedagogy; Learning environment; Diversity of learner, curriculum and planning, & assessment and reporting; Community linkages and professional engagement & Personal growth and professional development, and Plus factor in their RPMS. The prescribed performance indicators in the teacher's classroom observation tool also must be reflected in the IPCRF of teachers.

According to Mamauag (2022). An exemplary implementation of Classroom observation has to lead to teachers' better understanding of the work expected of them. This provided a concrete picture of their roles in the education system. The technical support and assistance extended among teachers and the provision of appropriate interventions created an environment that cultivated professional growth, which yielded better performance outcomes. Gilbert (2019) said that teaching and learning performance appears to be linked with connecting with teachers' preferred delivery and communication styles. The more like their teachers, the students are, the better their performance. Reinforcing new knowledge and skills was recognized as an essential component of training.

The current study sought to determine the work culture and learning organization practices in promoting work productivity among public elementary school teachers. Precisely, it aims to (1) determine the extent on practice work management skills as to planning, training, and coaching; time management; innovative leadership, creative cooperation, management of resources, empathic communication, and community involvement; (2) determine the research capability in terms of innovative, active, and creative skills; (3) determine the level of teachers' work performance as to content knowledge and pedagogy, and plus factor are outstanding meanwhile as of learning environment, diversity of learner, curriculum, and planning, assessment and reporting, community linkages professional engagement & personal growth, and professional development are very satisfaction; and (4) determine the significant relationship of work management skills and research capability to work performance.

3. Methodology

The researcher used a descriptive research design to facilitate the study. Salaria (2012) defined descriptive research as gathering information about prevailing conditions or situations for the purpose of description and interpretation. This method is not simply tabulating facts but includes proper analysis, interpretation, comparisons, and relationships. In addition, Kowalczyk (2015) noted that descriptive research would be designed to depict the participants accurately. The descriptive survey was utilized since the researcher administered a survey questionnaire to the participants to determine their level of practice on work management skills and research capability in building desirable work performance. Likewise, the correlational research design was used to determine the significant relationship and whether there is a positive, negative, or zero correlation between work management skills and the research capability of elementary teachers in building desirable work performance. The study utilized crafted and adapted survey questionnaires to gather data needed to answer the research problems. The data collected served as the primary basis for the researcher to recommend an output faculty development.

The study was conducted in the Division of San Pablo City, particularly in the district of San Francisco, encompassing eleven (11) public elementary schools. There are 165 public elementary teachers who served as respondents of the study. Convenience sampling was utilized to achieve the study's objective, and to assess elementary school teachers' work management skills and research capability in building desirable work performance. The questionnaire employed in this study was divided into four (4). Part I is Composed of the Respondent's profile such as school, age, gender, educational attainment, designation, research presenter, years in service and coordinatorship. Part II is a checklist composed of a questionnaire about the extent do the teacher respondents practice work management skills that include planning, training and coaching, time management, innovative leadership, creative cooperation, management of resources, empathic communication, and community involvement. These sub-variables consist of five items each and a Likert scale ranging from not practiced (1) to highly practiced (5). Scores perceived in each sub-variable were classified into five levels: highly practiced, practiced, moderately practiced, slightly practiced, and not practiced. Part III is a checklist composed of questionnaire about the perception of the teacher respondents perceive their research capability which includes innovative research skills, active research skills, and creative research skills. These sub-variables consist of five items each and 5 Likert scale ranging from not capable (1) to highly capable (5). These were perceived research capability in terms of innovative research skills, active research skills, and creative research skills which were classified into five levels: highly capable, capable, moderately capable, slightly capable and Not at all capable. Part IV-A is a checklist composed of questionnaire about the level of the teachers' work performance in their IPCRF-RPMS. And the last Part IV-B is a checklist composed of questionnaire about the perception of the teacher respondents on work performance in the classroom which include content knowledge and pedagogy; learning environment; diversity of learners & curriculum and planning; assessment and reporting; community linkages and professional engagement & personal growth and professional development; and plus factor. These sub-variables consist of 5 items each and 5 Likert scale ranging from never (1) to always (5). These were measured perceived teachers' work performance were classified into 5 levels: highly performed, performed, moderately performed, slightly performed and not at all performed.

The data that gathered were analyzed and interpreted using tables supported by statistical treatment. Likewise, on Part II, III and IV, frequency and percent count were utilized to identify the level of work performance of the respondents toward work management skills and research capability in building desirable work performance. To test the significant relationship between level of work performance of the respondents toward work management skills and research capability in building desirable work performance, Pearson correlation coefficient (Pearson r) was used.

The research instrument's internal and external validation ensured that the indicators

appropriately represent the variables. Ten (10) experts from different schools served as the external validators. After validating the instrument, it was tested for reliability and internal consistency (Table 1) through pilot testing of thirty (30) teacher- respondents. Due to the on-going COVID-19 pandemic, the instrument was converted to a Google form for efficient distribution.

4. Findings and Discussion

Table 1. Perceived Extent on Practice Work Management Skills among Elementary School Teachers

Work Management Skills	Mean	SD	VI
Planning	4.91	0.29	HP
Training and Coaching	4.92	0.28	HP
Time Management	4.91	0.27	HP
Innovative Leadership	4.91	0.28	HP
Creative Cooperation	4.93	0.25	HP
Management of Resources	4.89	0.31	HP
Emphatic Communication	4.91	0.26	HP
Community Involvement	4.91	0.26	HP

Legend: 4.50-5.00 -Highly Practiced (HP), 3.50-4.49-Practiced(P), 2.50-3.49-*Moderately Practiced* (MP),
1.50-2.49-Slightly Practiced (SP), 1.00-1.49 -Not Practiced (NP)

It is shown in Table 1 that the overall extent perceptions among elementary school teachers on work performance in term of planning is highly practiced ($\bar{X}$ =4.91; σ=0.29). It means that work management skills as to planning are highly performed in the San Francisco District, maybe because they set a clear plan of what they desire to accomplish every day. The teachers are involved in estimating future conditions and making decisions based on what work is to be done. For instance, early registration was held at all San Francisco district schools every year in the forecast of the start of the new school year. As stated in the DepEd Order No. 3, s. 2018 or the Basic Education Enrollment Policy, aims to guarantee that new students are enrolled for the following school year and assist the Department in better anticipating and addressing potential difficulties and issues. And through the "Brigada Eskwela, the combined efforts of numerous partnership engagements produce an atmosphere safe for learning for students, teachers, non-teaching staff, and the community to attain safety while guaranteeing the delivery of quality education. The completion of the plans and programs was motivated by an unwavering love for the profession of teaching children.

School administrators in San Francisco District ensured that all teachers were involved in the planning and preparing of the said activities. The teachers also does the school mapping. It is a procedure used to estimate future education requirements at the local level and determine what needs to do to meet the goal. In that sense, school mapping is a micro-planning exercise, with the specificity that it seeks a better match between the supply of and demand for education. School mapping gives a dynamic and prospective vision of how the education service should look in the future, showing its buildings, teachers, and facilities to enable the implementation of education policies. Every teacher in San Francisco District increasingly realizes the essence of planning to perform excellently at their teaching jobs. The result implies that educators set objectives and state what must be accomplished and when. Determine alternative strategies for reaching goals and the appropriate course of action for accomplishing goals after weighing the many choices. Formulate the appropriate measures, ensure that plans are carried out effectively, and continuously assess the performance of their plans. Provide feedback to help them do better and, where necessary, take corrective action. Improve how the task is carried out.

It also reveals the perceived extent on practice work management skills in terms of training and coaching are highly practiced ($\bar{X}$ =4.92; σ=0.28). Results showed that work management skills as to training and coaching are being exercised at schools in the San Francisco District. This is because they conducted a teacher's induction program for newly hired teachers to acquire knowledge and develop skills, especially in the teaching process and learning outcome. Teachers attended in-service training to gain understanding and enhance their professional career development. School heads and master

teachers provided technical assistance before and after the execution of classroom observation and school activities done by the teachers. The skilled performing teachers shared their expertise and helped others succeed through the program and project implementation review every quarterly. They also initiated action to promote personal growth through the school learning action cell, which aims to perform advanced various related work activities.

The results also showed that training and coaching in work management skills were considered an important attribute to help the organization to learn more and develop the knowledge and skills of every teacher and acquire new and innovative ideas that will support the continuous improvement in building their desirable work performance. Lornem (2021) cited that training and coaching help individuals acquire knowledge and skills for a teacher to carry out specific tasks or a job. It involves providing feedback and support for staff to help them enhance their performance in their role. Academic and non-academic staff of educational institutions need training to improve their existing skills. According to the data presented, work management skills in terms of time management is being performed at school. Teachers performed their multi-roles for eight hours inside the school, six hours for their teaching load, and another two hours for preparing instructional material and other school-related work inside or outside the school. They set a clear plan of what they desire to accomplish every day. The result above implies that teachers believe effective time management to handle the tasks, responsibilities, and challenges associated with their professional activity is crucial in affecting significant outcomes and well-being in building desirable work performance. It was shown in the overall perceptions among elementary school teachers on work management skills as to time management is highly practiced ($\overline{X}$ =4.91; σ=0.27). Effective work management skills help individuals allocate their time wisely and set realistic deadlines for tasks. They understand how to prioritize their activities based on importance and urgency, ensuring that all tasks are completed in a timely manner. By managing time effectively, individuals can avoid procrastination, meet deadlines, and maintain a consistent workplace. The teachers in the San Francisco district carry out their work professionally while maintaining a high practice of their work management skills on time since good performance would undoubtedly affect the quality of their teaching process, student learning outcomes, and their desirable work performance. Teachers today constantly advance their careers to the newest educational theory, methods, and strategies developments. Friday (2021) said that time management is a technique for creating and putting resources and processes into use to attain the highest levels of performance, efficacy, and productivity. Creating and applying processes and tools for optimum efficiency, effectiveness, and productivity, necessitates mastering several skills, including goal setting, planning, and prioritizing.

The overall perceptions among elementary school teachers on work management skills in terms of innovative leadership is highly practiced ($\overline{X}$ =4.92; σ=0.28), it means that innovative leadership is exercised and performed in the schools. This implies that teachers believe their ability to innovatively lead and handle the duties, commitments, goals, and challenges related to their professional activity is critical to improving their work performance and influencing important outcomes and well-being in their working environment. Teachers as innovative leaders inspire trust among their fellow workers; they have been effective team members and served well in past leadership roles as collaborators. They take the "extra step" to accomplish the team goal. It is also clear that the innovative leader uses assessment data to make organizational decisions and strives for continuous improvement, giving credit where credit is due.

In a school setting, an innovative leadership necessitates frequent communication with coworkers. While technology does not always inspire creativity in the classroom, it can help. The Covid-19 pandemic has spawned many new ideas for employing technology and other key tools to improve teaching and student engagement. Furthermore, school stakeholders, particularly teachers, must create innovative ways to interact with parents and meet the needs of pupils. As a result, it's critical to concentrate on new developments in child psychology, learning theories, and teaching approaches. Innovative leadership is a style of leadership that involves applying innovation and creativity to managing school organizations. Innovative leaders often inspire productivity in new ways

and with different approaches than have typically been used and taken. The ability to apply innovation is especially important in times of uncertainty, ambiguity, and risk, so schools and organizations that often encounter such situations can benefit from bringing on innovative and creative leaders (Indeed Editorial Team, 2021).

Teachers in the San Francisco district are getting along with each other. When educators collaborate and cooperate creatively, crucial professional and personal bonds are formed. Teachers frequently rely on one another for assistance and might allocate chores that allow each teacher to feel productive. Collaboration among teachers aids school progress and student achievement. Encourage creativity and find a solution that works for everyone through the execution of classroom observation and school learning action cells. This implies that despite having multi-school related work, the teachers still bond with each other, especially in times of trouble; teachers approach their fellow teachers and value and learn from the strengths of others. The overall perceptions among elementary school teachers on work management skills in terms of creative cooperation is highly practiced ($\overline{X}$ =4.93; σ=0.25). The result shows that the respondents believe that they are highly exercising their creative cooperation with their colleagues productively, value and learn from the strengths of others, find a solution that works for everyone, build a strong relationship with the school stakeholders, and build desirable work performance among them. According to Medford 2020 and Sahra 2011, Creative cooperation is teamwork, open-mindedness, and the adventure of finding new solutions to old problems. But it doesn't happen on its own. It's a process; through that process, people bring their experience and expertise to the table. When people interact genuinely and are open to each other's influence, they gain new insight. The capability of inventing new approaches increases exponentially because of differences. We can develop innovative solutions to a specific problem that leverages diversity and satisfy all key stakeholders.

The overall perceptions among elementary school teachers on work management skills in terms of management of resources is highly practiced ($\overline{X}$ =4.89; σ=0.31) that means well management of resources is exercised and performed in the schools. In School-based management teacher's most significant plus factor is to manage resources effectively. The completion of the plans and programs was motivated by an unwavering love for the profession of teaching children. Teachers have conducted a school mapping to align the supply and demand for education by considering the existing situation alongside the available resources and estimating future needs. These are determined by strategic options in education policies, demographic changes, and the internal dynamics of the education system (flow rate variations). Yet this exercise needs to be improved with technical difficulties. It presupposes sound methodological control of school mapping and implies constant reliance on micro-planning tools. Teachers also implemented brigada eskwela before the class opening to ensure the combined efforts of numerous partnership engagements produce an atmosphere safe for learning for students, teachers, non-teaching staff, to attain safety while guaranteeing the delivery of quality education. Hansen (2021) said that resource management is known as planning, scheduling, and assigning resources to a program, including people, cash, and technology. It involves distributing resources to maximize organizational value. Resources are collaboratively and wisely mobilized and managed with openness, potency, and efficacy. The correct resources are made accessible at the right time for the right work because of effective resource management.

Teachers create good relationships based on trust and empathy when they rely on one another for help. Attending regular meetings and teacher's conferences is crucial for developing long-term professional and mentoring connections. Teachers who feel supported are more likely to extend that assistance to their students. It involves accepting and allowing other people's various viewpoints and emotions and sharing them with them to enable encouragement and support. Additionally, it involves actively listening to comprehend the feelings of the person they are speaking with. And it fosters desired workplace performance. The overall perceptions among elementary school teachers on work management skills in terms of emphatic communication is highly practiced ($\overline{X}$ =4.91; σ=0.26) Creating effective communication is understanding attitudes and behaviors mutually in line with expectations

and having empathy (Mutlu et al., 2015). Empathic communication involves both accepting and allowing different perspectives and emotions in other people and sharing them with them to enable encouragement and support. It's also the practice of actively listening to understand the emotions with whom you're communicating (Cramerus 2020).

Schools in San Francisco District conducted a Gawad Parangal, recognizing the outstanding performance of not only the teaching and non-teaching personnel but also those stakeholders and partners for their undying willingness to support the school projects and programs by giving them a plaque of recognition and appreciation. The overall extent perceptions among elementary school teachers on work management skills in terms of community involvement is highly practiced ($\overline{X}$ =4.91; σ=0.26) which implies that teachers all highly practiced community involvement at work in the school to acquire learning opportunities and encourage optimism among co-workers and where community members can provide opportunities to contribute to decision-making. Teachers establish excellent and harmonious relationships with the community by encouraging them to feel trusted, respected, and needed when attending school activities or programs to build a desirable work performance. According to Jasper (2016) social well-being is supported and improved through meaningful participation in community-oriented activities. Community involvement includes being involved with, volunteering for the school clean-drive operation or donating school materials to local schools. Community involvement in schools can raise the overall standard of instruction kids receive.

Table 2. Perceived Research Capability among Elementary School Teachers

Research Capability	Mean	SD	Verbal Interpretation
Innovative Research Skills	4.72	0.44	HC
Active Research Skills	4.66	0.47	HC
Creative Research Skills	4.64	0.49	HC

Legend: 4.50-5.00 -Highly Capable (HC), 3.50-4.49-Capable(C), 2.50-3.49-Moderately Capable (MC),
1.50-2.49-Slightly Capable (SC), 1.00-1.49 -Not Capable (NC)

Table 2 revealed that the perceived research capability among elementary school teachers as to innovative research skills is highly capable ($\overline{X}$ =4.72; σ=0.44), which means that teachers are competent at doing good research using innovative research skills. DepEd encouraged teachers to conduct innovative research to improve their teaching processes and student learning outcomes. DepEd encouraged teachers to do innovative research to improve their teaching process and student learning outcomes. Their innovative research skills will lead them to create and develop a modernization tool they can use in their teaching profession and build desirable work performance. Some of the San Francisco District's teachers willingly participated in the 2022 Online Division Research Conference and the 2021 Virtual Conference of Basic Education Researchers (VCBER). They showed and enhanced their research capability skills and created innovative tools to enhance the capability of the teachers and build their desirable schoolwork performance. The "changing nature of work" was the main motivator for the shift in what will be required. Similar to the findings of the other studies, the capabilities could be categorized as innovation research skills: creativity, critical analysis, and complex problem-solving. These three abilities are necessary to create and implement a new idea that addresses a genuine need and adds value (Eich,2022).

Teachers in the San Francisco district demonstrated their fulfilling curiosity through active research regarding developing knowledge, predicting educational spectacles, organizing such phenomena accurately, and being able to do timely research to establish a better solution to the specific problem that arises in their school. Active research can bridge the gap between theory and practice and aid teachers in developing new knowledge relevant to their classrooms. It helps empower teachers by allowing them to gather data to make decisions about their classrooms and schools. It is also a valuable and worthwhile method of fostering desirable work performance. The overall perception reveals on research capability as to active research skills is highly capable ($\overline{X}$ =4.72; σ=0.44), which reveals that teachers can do good action research using active research skills. Albalawi & Johnson (2022) cited that

in order to improve the effectiveness of their teaching techniques, educators must constantly make decisions about the teaching and learning context in which they operate. Teachers can benefit from research participation in several ways, including 1) research can help teachers focus their research on local needs and reality; 2) research can help teachers become aware of new research trends; 3) for teachers involved in research, the role of education research becomes active rather than passive.

The teachers in the San Francisco district can conduct creative research to enhance their practice and continue learning and development. They learn how to solve problems and make decisions through creative research. This will aid educators in improving their pedagogical repertoire, learning more about their classroom practices, and engaging in reflective practice. Teachers' attitudes, professional identities, and competence can continue to develop as they consider their needs in their specific setting through action research. Creative research empowers educators to take control of their profession, widens the pedagogical repertoire of instructors, encourages reflective teaching and thinking, and strengthens the relationship between practice and student accomplishment. The overall perception reveals on research capability as to creative research skills is highly capable ($\bar{X}$ =4.72; σ=0.44), which reveals that teachers are highly able to make good timely educational research using creative research skills. In order to gather information about how their specific schools run, how they teach, and how effectively their students learn, teacher researchers do creative research, using creative research skills, which is a systematic inquiry into the teaching/learning environment and their work performance. According to Johnson (2012), creative research is a valuable tool for advancing teachers' professional development since it allows them to be advanced and outstanding as teacher researchers. In order to improve the effectiveness of their teaching techniques, educators must constantly make decisions about the teaching and learning context in which they operate.

Table 3. Level of Teachers' Work Performance in the IPCRF-RPMS

Work Performance	Mean	SD	VI
Content Knowledge and Pedagogy	4.66	0.49	O
Learning Environment	4.19	0.39	VS
Diversity of Learners and Curriculum and Planning and Assessment and Reporting	4.16	0.37	VS
Community Linkages and Professional Engagement and Personal Growth and Professional Development	4.20	0.40	VS
Plus Factor	4.67	0.48	O
Overall	4.38	0.27	VS

Legend: 4.50-5.00 -Outstanding (O) (Highly Performed), 3.50-4.49-Very Satisfactory (VS) (Performed), 2.50-3.49-Satisfactory (S)(moderately Performed), 1.50-2.49-Unsatisfactory (US (Slightly Performed), 1.00-1.49 -Poor (P)(Not Performed)

It is shown in Table 3, that indicator Plus Factor, got the highest mean of 4.67 with standard deviation of 0.48 which interpreted as outstanding and highly performed. While indicator Diversity of Learners and Curriculum and Planning and Assessment and Reporting, got the lowest mean of 4.16 with standard deviation of 0.37 which interpreted as very satisfactory and performed. The results reveal the Level of Teachers' Work Performance in their IPCRF-RPMS, with an overall mean of 4.38 with a standard deviation of 0.27 which means that the San Francisco District teachers are performing teachers and very satisfactory in their work performance.

Teachers' responsibilities as personnel, teacher responsibilities to the pupils, teachers' responsibilities to parents. A very important part or the teacher's role is to monitor learners' performances and keep records such as lesson plans, attendances, punctuality, assessments, achievements, and learners' development. With that teacher think that they have limited time to complete the assigned task to them. Added responsibilities of teachers during this pandemic is to make sure and keep in touch and ensures everyone working with students are responsible to respond to their needs especially during this time homeschooling/ Modular Distance Learning. With all that information the teacher will find easier to get to know the students properly and adopt different strategies that ensure successful learning for all. Being a teacher is not easy, it is very challenging and honorable

profession. Teachers are often challenged with personal and professional boundaries.

Flexibility is among the best traits for a teacher. Both of them are skilled performers. Every day in the classroom, teachers offer incredible energy. Teachers should strive to smile as much as they can. Teachers of the San Francisco District should demonstrate care, respect, and integrity toward learners, colleagues, parents, and other education stakeholders by creating a welcoming and inclusive learning environment. A positive learning environment promotes a sense of belonging and supports student learning. Create a welcoming, safe environment in the classroom where you embrace variety and help children feel a sense of community. Communicate effectively. Speak with students, colleagues, and parents openly and honestly. Clear communication can help build trust and strengthen relationships. Show empathy. Understand their students' unique needs and experiences and show compassion when addressing their concerns or struggles. This can help students feel valued and supported—Fosters collaboration and teamwork. Encourage students to work together and create opportunities for collaborative learning. Work with colleagues to improve teaching practices, enhance student learning, and demonstrate ethical behavior. Teachers should model ethical behavior and uphold professional standards. This includes respecting the confidentiality of student information and avoiding conflicts of interest.

By exhibiting these practices, teachers can uphold the dignity of their teaching profession. It shows a dedication to fostering a supportive learning environment and addressing the requirements of students, coworkers, parents, and other education stakeholders. It also reinforces the importance of professionalism, which is essential to maintaining the credibility and integrity of the teaching profession. According to the DepEd Memorandum 004, s. 2022, Implementation of the Results Based Performance Management System Philippines Professional Standard for Teacher (RPMS-PPST) for the School Year 2021-2022 provides guidelines on teachers' performance management and appraisal using the 5 KRA indicators, which are Content knowledge and pedagogy; Learning environment; Diversity of learner, curriculum and planning, & assessment and reporting; Community linkages and professional engagement & Personal growth and professional development, and Plus factor in their RPMS. The prescribed performance indicators in the teacher's classroom observation tool also must be reflected in the IPCRF of teachers.

Table 4. Perceived Work Performance among Elementary School Teachers

Work Performance	Mean	SD	VI
Content Knowledge and Pedagogy	4.92	0.28	HP
Learning Environment	4.92	0.27	HP
Diversity of Learners and Curriculum and Planning	4.91	0.27	HP
Assessment and Reporting	4.91	0.31	HP
Community Linkages and Professional Engagement and Personal Growth and Professional Development	4.91	0.28	HP
Plus Factor	4.91	0.29	HP

Legend: 4.50-5.00 -Highly Performed (HP), 3.50-4.49-Performed (P), 2.50-3.49-Moderately Performed (MP), 1.50-2.49-Slightly Performed (SP), 1.00-1.49 -Not Performed (NP)

To stay updated with the newest trends, instructional methods, and educational methodologies, instructors nowadays must constantly advance their professional skills. Classroom observation, both stated and unannounced, is used to evaluate teachers' job performance. We refer to the visible results in the classroom as "teacher performance." Students' educational objectives are met due to the activities, attitudes, and behaviors present in the teaching-learning environment. It is shown in Table 4, that the overall perceptions among elementary school teachers on work performance as to content knowledge and pedagogy is highly performed ($\overline{X}$ =4.92; σ=0.28). It means that teachers' work performance which includes applying suitable instructional goals for lessons, the ability to incorporate and integrate technology into teaching, and helping learners develop their skills using a learner-centered approach, are highly practiced in their school.

This shows that additional elements, such as teachers' subject-matter expertise, pedagogical

understanding, classroom behavior, and other practices, might significantly impact how well pupils achieve academically. Understanding these elements and investigating their effects on student learning is very interesting. As a result, more formal classroom observation techniques are being developed and used to watch, evaluate, and quantify classroom teaching and learning processes. Information about current teaching techniques and advancements over time has been made available by these tools. Pedagogical content knowledge is the term educators use to describe how teachers assist students in their academic development within a particular subject area. When broken down into its parts, content knowledge is the body of knowledge and competencies related to a given subject. Pedagogy includes particular instructional methods and tactics that promote student learning. By combining these terms, educators can deliberate about the teaching-learning process while considering what kids need to learn (Hernbloom, 2021).

The utmost goal of classroom observation is to enhance the teaching and learning performance to attain the educational vision, mission, and goal. The teachers and learning environment are considered instruments for students' learning performances. The observation regarding teaching and learning management is infinitely ambiguous. One of the many reasons for carrying out classroom observation is to ensure that each teacher and student perform their duties and responsibilities. Overall perceptions among elementary school teachers on work performance in terms of learning environment are highly performed ($\bar{X}$ =4.92; σ=0.27). It means that teachers' work performance in the learning environment is highly exercised and practiced in their school. The environment in which learning occurs is one component that affects its effectiveness. This covers the teaching tools such as classrooms, books, technology, furniture, and supplies. If teaching is to have the desired effects, learning environments at school and home must be conducive and sufficient. Undeniably, the kind and caliber of the educational tools and supplies significantly impact how effectively the school delivers instruction.

A learning environment is one in which students should feel comfortable sharing their thoughts, taking risks, asking questions, and confronting challenges in their learning. Educators can create this environment by presenting clear classroom expectations, providing opportunities to improve social skills, building student relationships, and offering relevant content. In this type of classroom setting, students feel educators value their input. From here, students can become more active participants in the learning process, creating a more productive learning environment (Indeed Editorial Team, 2021).Verma (2019) asserts that the classroom atmosphere is a crucial element influencing student learning. When students see their classrooms as welcoming and friendly, it is the perfect learning environment. They feel safe and comfortable there. A pupil feels at ease in a welcoming setting where they can develop strong bonds with their classmates and teachers. A setting that is supportive and encouraging is essential for learning. In a supportive setting, learning becomes a process that kids can quickly become used to and enjoy. Young students must be nurtured with love, care, and support in order to create this environment.

The infinite variety of life experiences and attributes a child brings to their formal learning at school. All students with diverse learning needs have a right to access a full and engaging education on the same basis as their peers is learning diversity. Instructional materials should be more flexible to meet the needs of students. innovations should provide instruction, practice, and feedback, so they are interactive, which allows students to learn the material presented. To develop innovation, the lecturers must understand how far the interests and talents of students go, so that students are motivated to learn independently to be able to control the competencies that have been determined. The overall results of perceptions among elementary school teachers on work performance in terms of diversity of learners and curriculum and planning are highly performed ($\bar{X}$ =4.91; σ=0.29). It means that teachers' work performance as to diversity of learners and curriculum and planning is highly exercised and practiced in their school.

Diversity of learners, curriculum, and planning aid in identifying problems students may be having or methods to make the experience more positive overall. Additionally, it is an opportunity to

talk about how they are doing in class and give advice on how they can do better based on their particular needs as a student. It aims to provide or offer students real-world, challenging experiences that allow all students to grow and align with their learning goals. Explore selecting and adapting content, applications, and other resources to support diverse learners. Learn the importance of determining which curriculum is developmentally appropriate. Teachers may use differentiated activities and learning materials to ensure that they address the students' varying levels in the classroom. All learners can be challenged if we set difficult goals for them and then use efficient scaffolding techniques to help them when they get stuck. We can accomplish this because the goal is flexible (Khare, 2018).

Educators are often required to follow a curriculum approved by their state or supervisor. The curriculum is the subjects that make up a course of study in a school setting. Curriculum planning is the process of identifying and organizing the instructional material that the course will follow. A curriculum designer makes decisions about what the students will be learning and how to deliver that material to the students. Curriculum planning is important because it helps make sure daily teaching has a larger purpose. It provides a guide by supplying learning outcomes along with activities designed to help achieve those outcomes. It serves as a framework of reference for the classroom teacher and ensures the teacher delivers the appropriate content effectively to the students. The curriculum plan helps ensure daily teaching has a larger purpose by breaking down a broad concept into smaller, more manageable steps. At the end of a unit, the previous material that has been learned fits together to help students realize the bigger goal or purpose. (Tanya Baldwin, 2022).

Teachers utilize various assessment methods and strategies to monitor, measure, record, and report on their students' needs, development, and accomplishments. These activities are known as assessment and reporting. This relates to using assessment data to improve teaching and learning strategies and processes. It relates to teachers giving students appropriate feedback regarding their academic progress. Teachers can choose, plan, and employ reliable assessment techniques thanks to this feedback, which also influences the reporting cycle. The overall results of perceptions among elementary school teachers on work performance in terms of assessment and reporting are highly performed ($\bar{X}$ =4.91; σ=0.31). It indicates that teachers' work performance in the areas of assessment and reporting—including the development, arrangement, and use of assessment strategies, the monitoring and evaluation of learner progress and achievement, the provision of feedback to improve learning, the dissemination of learner needs, progress, and achievement to essential stakeholders, and the use of assessment information to enhance teaching methods and initiatives—is highly emphasized and practiced in their school.

DepEd Order No. 42, s. 2017 stated that the five components of assessment and reporting are design, choice, organization, and assessment strategies. Feedback on student progress and achievements is tracked and evaluated to advance learning. Feedback is information provided to the learner regarding their behavior concerning the learning objectives or results. It ought to work to improve students' learning. Feedback is helpful before, right after, and sometime after learning. The frequency of feedback should be more specifically addressed in feedback policies.

Teachers utilize various assessment methods and strategies to monitor, measure, record, and report on their students' needs, development, and accomplishments. These activities are known as assessment and reporting. This relates to using assessment data to improve teaching and learning strategies and processes. It relates to teachers giving students appropriate feedback regarding their academic progress. Teachers can choose, plan, and employ reliable assessment techniques thanks to this feedback, which also influences the reporting cycle.

In order to encourage lifelong learning, it recognizes how important it is for educators to accept responsibility for their professional growth and personal development. By preserving attributes that sustain the dignity of teaching, such as a caring attitude, respect, and honesty, teachers' professional development, and personal growth underline their proper and high personal value for the profession. The overall results of perceptions among elementary school teachers on work performance in terms of community linkages professional engagement and personal growth, and professional development are

highly performed ($\overline{X}$ =4.91; σ=0.28). It indicates that teachers' work performance as to Community Linkages Professional Engagement & Personal Growth, and Professional Development which includes developing networks that enhance ties with parents/guardians and the entire school community to optimize their involvement in the educational process, serve as an example and spokesperson for preserving the honor of the teaching profession in order to develop a positive teaching and learning culture both inside and outside the school is highly exercised and practiced in their school. Attending professional development seminars and workshops, reading educational journals and publications, and participating in online forums and discussions related to the teaching profession. Building positive relationships with the community, using instructional strategies sensitive to the community's culture and values, personalizing instruction for individual students, involving the community in the learning process, and continuously improving your instructional practices through professional development.

DepEd Order No. 42, s. 2017 emphasized that Growth and Professional Development acknowledge the role of teachers in forming school-community relationships aimed at enhancing the learning environment and the community's involvement in the educational process. It concerns teachers' understanding of and adherence to their duties to respect professional ethics, accountability, and openness to foster professional and cordial relationships with students, parents, schools, and the community. Teachers are expected to recognize and act upon opportunities that connect classroom instruction and learning to the experiences, passions, and goals of the larger school community and other significant stakeholders. According to Llego (2017), community ties and professional involvement create school-community alliances to enhance the learning environment and the community's participation in the educational process. They recognize and take advantage of opportunities that connect classroom instruction and learning to the experiences, passions, and goals of other important stakeholders and the larger school community. They are aware of and carry out their responsibilities to respect professional ethics, accountability, and openness to foster effective and peaceful interactions with students, parents, schools, and the larger community.

Teachers in the San Francisco district play more than just the roles of classroom-related functions. They are also tasked with various school-related responsibilities. Some ancillary parts of teachers designated to teachers are the subject area coordinator, grade-level chairpersons, club moderators, academic and non-academic coaches, and school parent-teacher association advisers under the teachers plus factor. These are additional responsibilities besides the teaching load mandated by the department manual. The overall results of perceptions among elementary school teachers on work performance in terms of plus factor are highly performed ($\overline{X}$ =4.91; σ=0.29). It means that teachers' work performance as to plus factor, which includes performing various related works/activities that contribute to the teaching-learning process, is highly exercised and practiced in their school. Aside from being classroom teachers, they have other classroom-related functions. Time, resource management, training, coaching, innovation, collaboration, good communication, community involvement, motivation, empowerment, and appreciation are some keys to helping teachers cope with all the tasks designated. A positive mindset and perspective towards work can help them accomplish their sworn duty as molders of the future generation. In the study by Parham and Gordon (2011), a person seeks multiple ancillary functions or plus factor to enhance their professional development and promotion. Doing a plus factor tends to be linked with promotion. On the other hand, signing teachers with various ancillary functions is one of the methods of the school principal in empowering and promoting innovative leadership within their teachers (retrieved by Tolentino 2021). Teachers now participate in daily decision-making in schools, working together to establish priorities and resolve organizational issues affecting their students' learning (Jordan, 2013). He continued by saying that many educators invest time in exploring various issues related to educational efficacy that deepen knowledge of learning processes. More teachers are spending mentoring time and ensuring that education school graduates are prepared for the challenging demands of today's classrooms by mentoring new members of their profession.

Table 5. Correlation Between Work Management Skills and Work Performance

Work Management Skills	Work Performance					
	Content Knowledge and Pedagogy	Learning Environment	Diversity of Learners	Assessment and Reporting	Community Linkages	Plus Factor
Planning	.578**	.570**	.624**	.582**	.590**	.674**
Training and Coaching	.601**	.537**	.647**	.552**	.659**	.591**
Time Management	.688**	.685**	.730**	.702**	.693**	.620**
Innovative Leadership	.658**	.705**	.758**	.725**	.718**	.689**
Creative Cooperation	.697**	.687**	.801**	.761**	.762**	.683**
Management of Resources	.686**	.675**	.770**	.641**	.731**	.656**
Emphatic Communication	.644**	.635**	.735**	.599**	.698**	.617**
Community Involvement	.629**	.616**	.726**	.634**	.738**	.563**

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

The respondent's perception as regards work management skills such as planning, training and coaching, time management, innovative leadership, creative cooperation, management of resources, emphatic communication, and community involvement is highly significant related to work performance as to content knowledge and pedagogy, learning environment, diversity of learner, curriculum, and planning, assessment and reporting, community linkages professional engagement & personal growth, and professional development and, plus factor as revealed by Pearson r correlation analysis. Work management skills are correlated with work performance because they enable individuals to effectively organize, prioritize, and execute their tasks and responsibilities. Effective work management skills help individuals allocate their time wisely and set realistic deadlines for tasks. They understand how to prioritize their activities based on importance and urgency, ensuring that all tasks are completed in a timely manner. By managing time effectively, individuals can avoid procrastination, meet deadlines, and maintain a consistent workplace. Work management skills involve organizing tasks. Add breaking them down into manageable components. This helps individuals understand the steps required to complete a task, plan resources, and ensure smooth progress. By organizing tasks effectively, individuals can reduce confusion, stay focused, and prevent work from filling up or becoming overwhelming.

Work management skills involve setting clear goals and objectives that align with overall organizational objectives. By defining specific, measurable, achievable, relevant, and time-bond goals, individuals can stay focused on their targets and work toward them systematically. This helps maintain motivation, task progress, and achieve desired outcomes. Work management skills enable individuals to identify, and prioritize task based on their importance, and impact on overall objectives. They understand how to distinguish between urgent and non-urgent task, critical and non-critical task, and high-value and low-value activities. By prioritizing effectively, individuals can ensure that their time and effort are allocated to the most crucial task, leading to improved productivity and work performance. The teachers in the San Francisco district carry out their work professionally while maintaining a high practice of their work management skills since good performance would undoubtedly affect the quality of their teaching process, student learning outcomes, and their desirable work performance. Teachers today constantly advance their careers to the newest educational theory, methods, and strategies developments. Keeping up-to-date and relevant is vital to adequately addressing students' learning needs and helping them successfully reach their full potential. We use the term

teacher performance to define the observable outcomes in the classroom of training and development or lack of it. That is, the set of actions, attitudes, and behaviors in the teaching-learning environment results in achieving students' educational goals in the teacher's desirable work performance.

According to Tolentino (2021), teachers need to manage all the tasks assigned to them, whether related to classroom functions or school-related responsibilities. Their expertise and services for the welfare of everyone can make a significant impact on our community. Time, resource management, training, coaching, innovation, cooperation, good communication, involvement, motivation, empowerment, and appreciation are some keys to helping teachers cope with all the tasks designated. A positive mindset and perspective towards work can help them accomplish their sworn duty as molders of the future generation.

Table 6. Correlation Between Research Capability and Work Performance

Research Capability	Work Performance					
	Content Knowledge and Pedagogy	Learning Environment	Diversity of Learners	Assessment and Reporting	Community Linkages	Plus Factor
Creative	.283**	.313**	.307**	.251**	.307**	.272**
Active	.292**	.320**	.340**	.257**	.339**	.269**
Innovative	.327**	.359**	.381**	.303**	.383**	.300**

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

The table reveals the respondent's perception as regards to research capability such as creative, active, and innovative skills is positively significantly and weak positive related to work performance as to content knowledge and pedagogy, learning environment, diversity of learner, curriculum, and planning, assessment and reporting, community linkages professional engagement and personal growth, and professional development and, plus factor. The results show that research capability skills were slightly significant and positively weak correlated with work performance. This implies that the teachers in San Francisco District are still motivated researchers despite the challenging effect of the gaps in the new normal education system. They have the capabilities to conduct action research to enhance and improve their teaching process and student learning outcome in building desirable work performance. The teachers in the San Francisco district can conduct action research to enhance their practice and continue learning and development. They learn how to solve problems and make decisions through action research. This will aid educators in improving their pedagogical repertoire, learning more about their classroom practices, and engaging in reflective practice. Teachers' attitudes, professional identities, and competence can continue to develop as they consider their needs in their specific setting through action research. Action research empowers educators to take control of their profession, widens the pedagogical repertoire of instructors, encourages reflective teaching and thinking, and strengthens the relationship between practice and student accomplishment.

Teachers do action research not only into promotion but also to show that they are really capable to make innovative teaching technique and learning instructional materials to enhance their skills and their diverse learners. Teachers joined in the basic education researcher training. DepEd San Pablo encouraged them to be active and innovative researcher to improve their teaching process and student learning outcomes. Their active, creative, and innovative research skills will lead them to produce and develop a modernization tool they can use in their teaching profession and build a desirable work performance. In its ongoing effort to promote evidence-based policy creation and decision-making, the Department of Education is providing funds to eligible proponents from the National, Regional, and School Division Offices and to the public elementary and secondary schools nationwide. Some of the San Francisco District's teachers are willingly participated in the 2022 Online Division Research Conference and the 2021 Virtual Conference of Basic Education Research (VCBER). They showed and enhanced their research capability skills and created innovative tools to

build their desirable schoolwork performance. Some also joined the Basic Education Research Fund 2023 and approved BERF grantees.

Teachers as research proponents are deeply engaged in promoting the culture of research in the Division of San Pablo City, whether BERF Grantees or NOT; the most significant is their undertaking of contributing to the pool of knowledge to achieve very satisfactory results of the learning outcomes if not outstanding. They are not only doing something or conducting a study because it is a prerequisite for advancement, promotion, or recognition. Educational researchers want to gain the best results in resolving the dilemma of encountering obstacles and problems in the field of education. Their creativity and originality empowered us to transcend mainstream ideas and current conceptual limitations that restrict their epistemic options through championed innovations.

5. Conclusion

Based on the finding, the following conclusions were drawn: The extent of respondents' work management skills as to planning, training, and coaching; time management; innovative leadership, creative cooperation, management of resources, empathic communication, and community involvement are highly practiced in public elementary schools in San Pablo City- San Francisco District. The teacher-respondents are highly capable as to innovative, active, and creative research skills. The level of teachers' work performance in their IPCRF-RPMS as to content knowledge and pedagogy, and plus factor are outstanding meanwhile as of learning environment, diversity of learner, curriculum, and planning, assessment and reporting, community linkages professional engagement & personal growth, and professional development are very satisfaction. The teacher-respondents perceived themselves as highly performing as to work performance in the content knowledge and pedagogy, learning environment, diversity of learner, curriculum, and planning, assessment and reporting, community linkages professional engagement & personal growth, and professional development and, plus factor. There is a significant relationship between the teachers work management skills and their work performance. The research capability of the teacher significantly related to the work performance. There is a significant relationship between the work management skills of elementary school teachers and their work performance. From the results of the study the null hypothesis is not sustained. There is a significant relationship between teachers' research capability and teachers' work performance. From the results of the study the null hypothesis is not sustained.

Public elementary school teachers may enhance their performance in terms of DepEd work management skills and research capability at all levels, they may initiate training and seminars, a collaborative information drive campaign for disseminating essential information, and propagate the mandated vision and mission of an institution. Public elementary school teachers, regardless of age, gender, length of service, present rank or position, achievements, and educational attainment, may exert additional time and effort to preserve and uplift their awareness about work management skills and research capability in building desirable work performance. This may be done through readings and familiarization with the memorandum and orders issued by DepEd. Future research may replicate the findings of this study by employing larger sample which may give affluent, more in-depth, and well-substantiated findings.

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