Emotional Difficulties and Societal Influences as Predictors of Work-from-Home Productivity among Elementary Teachers during COVID-19 Pandemic

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Abstract

The main purpose of this study was to determine if the emotional difficulties and the societal influences significantly predict the work-from-home productivity of elementary school teachers during the COVID-19 pandemic. The researcher employed the quantitative non-experimental design using causal effect technique with Regression Analysis. The total sample size of the study was 300 elementary school teachers. Respondents were elementary school teachers from selected public elementary schools in Tagum City Division for the school year 2021-2022. Data analysis included Average Weighted Mean, Pearson-r, and Multiple Regression Analysis as statistical tools. The final analysis revealed that the level of emotional difficulties is low, while the levels of societal influence and work-from-home productivity are both high. Moreover, it was also found that there is a significant relationship between emotional difficulties and work-from-home productivity among elementary teachers, as well as between societal influences and work-from-home productivity. Furthermore, it was revealed that under emotional difficulties, only *anxiety* and *stress* can significantly predict work-from-home while under societal influences, only *social desirability* can significantly predict work-from-home productivity. Based on the findings, it has been recommended to recognize signs of emotional distress, including feelings of meaninglessness, among students and to provide training to teachers on recognizing and managing anxiety, particularly in situations where they might feel vulnerable or self-conscious.

1. Introduction

Due to the COVID-19 outbreak, public sectors including elementary schools practice work-from-home arrangements for their teachers. Currently, it affects teachers' productivity when working from homes due to many reasons (Waizenegger, et al., 2020). For example, teachers are not well trained for online teaching and the technical or analytical subjects and laboratory work cannot be taught online easily (Ambikapathy & Ali, 2020). Also, teachers' productivity is impacted as essential tasks involve interaction between teachers and students during learning and teaching activities. It also challenges the teacher's ability to complete work even if they must work at home. Then, a teacher who works at home is also limited by communication between lecturers and students as it all depends on the internet connection and electronic devices used. Moreover, teacher productivity during COVID-19 pandemic is hardly achieved because the organizations rarely invest in effective communication platforms and upskill employees to adopt new technologies better (Adams-Prassl, et al., 2020).

Meanwhile, teachers' productivity is an indicator of their efficiency even in the observation of work-from-home arrangements. In actual terms, productivity is an aspect that directly affects the performance of the organization. Nowadays, although countries are undergoing a COVID-19 outbreak, teachers' productivity needs to continue to form a new era paradigm. Recent COVID-19 pandemic has transformed the working culture to a new normal, requiring a drastic shift to the way teachers communicate and function in the office that could potentially affect productivity. Thus, even though country is experiencing a COVID 19 outbreak, it needs to continue working productivity as an output for the performance (Griffin & Denholm, 2020).

Work-from-home is currently known as an alternative working to minimize the risk of COVID-19 infection. However, WFH is not new and has been brought to the attention of several schools of thought for many years. The WFH concept was initially mentioned by Nilles (1988) dating back to 1973, known as "telecommuting" or "telework". WFH has been defined in various terms over the four decades, namely remote work, flexible workplace, telework, telecommuting, e–working. These terms refer to the ability of employees to work in flexible workplaces, especially at home, by using technology execute work duties. There was a definition of telecommuting as "an alternative work arrangement in which employees perform tasks elsewhere that are normally done in primary or central workplaces, for at least some portion of their work schedule, using electronic media to interact with others inside and outside the organization," notably, they indicated that "elsewhere" refers to "home" (Grant et al. 2019).

Furthermore, work-from-home (WFH) is defined as a situation of the working environment when employees are transforming from physical appearance to a state of mind using laptop and technology in completing their jobs. It is also referred as the ideas of workers that do not need to present to their working place. The advancement of information technology has made WFH as an effective and convenient method to produce a productive working environment without attending to physical job place. Generally, work from home can provide advantages and disadvantages to the workers especially during a severe pandemic situation (Shareena & Mahammad Shahid, 2020).

As a substitute of working arrangements, employees' work productivity during WFH is still questioned by many institutions, especially organizations which apply WFH largely for the first time. Many studies have clarified that WFH provides benefits for organization and employees. Unfortunately, it is still difficult to apply for some organizations. They need to estimate WFH productivity and scrutinize the influential drivers, which were explained in many studies. Working hour is one of influential drivers. Doing WFH with less than 18 working hours per week has a bigger positive impact on productivity compared to full-time working hours (Kazekami, 2018). Supervisor's trust and support, reduced communication with co-workers, the possibility to take care

of family, and the availability of the working facility at home were found to be the influential drivers for WFH productivity (Nakrošienė et al., 2019).

Measuring effective WFH productivity of employees is important to evaluate the benefits and costs of virus control policies and to articulate optimal reopening strategies. Work-from-home experience may change occupational perspectives on working from home itself. It needs better understanding about occupational and individual characteristics associated with work-from-home effectiveness and better designation of occupational groups and individuals for working (or not working) from home (Kramer & Kramer, 2020). The proportion of the jobs which could be conducted from home is an important input to estimate the economic performance during social distancing period. Individual productivity of the workers may differ substantially when the work process was done at home instead of traditional workplaces (Dingel & Neilman, 2020).

Meanwhile, WFH productivity becomes a critical issue in macro and micro-economic viewpoints. WFH has many advantages when it is compared to traditional work arrangement (e.g., shorter breaks, less time off, fewer sick days, reduced carbon emissions). However, WFH also has several barriers such as job position, gender, income levels, differing skill, and space requirement (Bakker et al., 2019).

In fact, a qualitative study with in-depth interview involving teachers at elementary schools in Indonesia revealed that WFH provides several disadvantages and advantages. The advantages of WFH are (1) more flexibility in completing work, (2) more flexibility in following office hours, (3) more efficiency in spending money for commuting, (4) more life satisfaction because teachers can avoid traffic jam-related stress, and (5) more free time for serving personal life or family. The disadvantages of WFH are (1) self-management–it is not easy to maintain work motivation without direct interaction with organizational supports, (2) the increase of electricity and internet bill, and (3) data security related issues (Purwanto et al., 2020).

In addition, research revealed that work-from-home employees are enjoying higher levels of work-life balance, which in turn impacted positive productivity. This can guide a good and happy family environment among employees and their family members. It was further revealed that few negative implications were found out such as reducing social contact and effective interaction with others due to loneliness. Furthermore, employee's self - esteem also impacted badly due to work from home because they do not feel professional way when working from home. In addition, employees feel that they work for longer hours if they WFH compared to physical jobs. This caused problems in people's family relationships. However, they found few advantages from WFH throughout their study such as employees feel that they had more personal time with family and children when working from home (Go, 2018).

By working at home people can save their precious time which they normally spend in going to the workplace and return to home from the workplace. In addition to this they can save many hidden costs associated like costs of commuting, car wear and tear, fuel, road taxes, parking as well as indirect costs such as expensive professional wardrobes and the dry-cleaning of those. Often, they can also save on older children's care arrangements although for younger children it is highly unadvisable to forgo the childcare arrangement and try to balance close care and supervision with the demands of the job (Unni & Rani, 2019).

Moreover, the education system though working from home elevates the teachers' productivity and creativity, i.e., it will take a great deal of creative effort to bring out the most creative thinking in the classes. Teaching techniques and strategies continue to evolve. The role of a teacher has changed as well, from someone who conveys information to someone who facilitates student learning in a variety of ways. New technologies have also impacted teaching and learning approaches. Engaging students in their own learning can take many different forms and some of the most effective teachers employ a variety of techniques and strategies (Aithal & Aithal, 2018).

Work-from-home arrangements are advantageous to the productivity of teachers due to the following major reasons. First, it reduces the working time. Working time include times like commuting, waiting etc., along with working in a situated office. Working from home will reduce the working hours, thus maintains balance in demand & supply of labor market and it also will reduce the work week, vacation time, and earlier retirement. Second, confident work without supervision. Teachers working from home can plan their work well in advance. They are the sole supervisors for themselves for the work carried out by them; hence, they can carry out their work without being disturbed by others. Lastly, family and health care. Working in a family environment is fruit bearing and healthy also. While working in home, teachers feel convenience and can work in a friendly environment with family members. When employees work from home, they have more flexibility in terms of managing their time thus getting more convenient working environment. Moreover, when they work from home, they have better work-life balance and hence can be healthier (Reshma, et al., 2017).

Conversely, the drawbacks of WFH productivity, include the blurred line between work and family, distractions, social isolation, employees bearing the costs related to WFH. Accordingly, there are certain drawbacks of WFH, such as employees working at home must pay for electricity and the internet costs themselves. It was further found that workers were isolated from their coworkers, and managers concerned about reductions in productivity while working from home. Moreover, the relationship between coworkers could also be harmed. Employees might be distracted by the presence of young children or family members while working at home along with blurred boundaries between work and family life lead to overwork. In a similar vein, the management of boundaries between work and family of remote workers revealed that WFH relates to the inability of remote workers to disengage from work (Eddleston & Mulki, 2017).

Apparently, emotional difficulties have long been recognized as one of the prevalent contributor factors to employees' work-from-home productivity, either positively or negatively. Work-from-home productivity is the observable behavior that employees do in their work that are relevant to the goals of an organization. Work-from-home productivity of employees is of the most critical subject for organizational outcomes and success. There are various definitions of work-from-home productivity. It can be an activity in which an employee is able to successfully accomplish a given task subject to the normal constrains of reasonable utilization of the available resources. It can also be viewed as the aggregated value to the organization of the discrete behavioral episodes that an individual performs over an established period of time. It can also be associated with the quantity and quality of output, timeliness of output, attendance at work, efficiency and effectiveness of the work completed (Kappagoda, 2018).

The coronavirus disease of 2019 (COVID-19) epidemic had an abrupt and absolute impact on academic life. Soon after its sudden appearance around the world, the pandemic caused almost all universities in the world to temporarily shut their doors and send all students, faculty, and staff home to work. The emotional difficulties brought by the pandemic detrimentally affected the working-from-home (WFH) productivity among elementary teachers as they dramatically alter their work methods, schedules, and responsibilities. The unusual circumstances that COVID-19's rapid spread created provides a unique opportunity to study the role that information systems play in supporting people through this pandemic and beyond. Topics worth studying include the pandemic's impacts on jobs (including job loss, job changes, and job outcomes), on home life (including home-life changes, effects on children, social life, and life-related outcomes), and in different contexts, population groups, and countries (Venkatesh, 2020).

Moreover, the emotional difficulties towards the source of stress felt by teachers are a manifestation of work stress. Researchers define stress as a physical, mental, or emotional response to events that cause pressure on the body or mentally. For teachers, stress is defined as a response

to the negative effects of work as a teacher. Research studies have proved that these emotional difficulties negatively affect the work-from-home productivity of elementary teachers. Work stress is a condition of the subjective understanding of the individual can be a form of interaction between the individual and the work environment that can threaten and put pressure on the psychological, physiological, and individual attitudes. Work stress can cause negative impact on health such as digestive disorders, circulatory disorders, and psychosocial disorder make decline in work productivity (Kusumaningtiar & Anggraini, 2020).

Based on research conducted, elementary school teachers experience emotional difficulties that directly affect their work-from-home productivity during the pandemic as triggered by several things, namely financial decline, adapting to new technology and policies, increasing workload because they receive more questions from students even outside class hours during distance learning, and some play a role double when they have to complete household chores and teach at almost the same time every day. Work pressure affect a person's emotions which can lead to disturbances in the level of emotional intelligence which is influenced by environmental pressures (Indra, et al., 2021).

In addition, the accessible literature contains different current studies on how work-related emotional difficulties predicted work-from-home productivity, both in the context of organizations in general and in the context of school. Yunarti et al., (2020) examined the work-related emotional difficulties of teachers working in primary schools of Southern Papua and how it predicts teachers' work-from-home productivity. Employing incidental sampling, a total of 1062 primary school teachers were selected as samples. Derivative data were statistically examined. Using simple linear regression as the tool for data analyzing, the study concluded that work-from-home productivity of teachers working in the primary schools of Southern Papua was significant negatively predicted by teachers' work-related emotional difficulties.

Also, Gharib et al. (2017) examined the job emotional difficulties of teachers working at Dhofar University in Sultanate of Oman and how it impacts on work-from-home productivity. Using 102 structured questionnaire as the tool for collecting data, the study concluded that workload as the source of emotional difficulties among academic staff working at Dhofar University in the Sultanate of Oman impact positively on work-from-home productivity. Whereas the role of conflict among academic staff working at Dhofar University in the Sultanate of Oman effect negatively on work- from-home productivity.

Meanwhile Dankade et al. (2017) analyzed emotional difficulties among vocational secondary school teachers of Northeast, Nigeria and how it affects their work-from-home productivity. Using simple random sampling, a total of 160 teachers from 18 vocational secondary schools of Northeast, Nigeria, were selected as samples. The study showed that most teachers working in vocational secondary schools of Northeast Nigeria faced a thoughtful emotional difficulty mainly because of work-overload, larger class size, and poor students' motivation and discipline. These difficulties lead to poor work-from-home productivity of teachers working in vocational secondary schools of Northeast Nigeria. At the end of the study the researchers recommended the need for employing the better qualified staff and providing the more classrooms.

Furthermore, Hamid et al. (2018) conducted a study dealing with work-related emotional difficulties and its prospective influence on work work-from-home productivity of Swaziland teachers. Using 377 valid data, the study found that most of the teachers working at the government school of Swaziland education system experienced work-related emotional difficulties due to that of unfair promotion and personal growth, job dissatisfaction, job control and job retention. At the end of the study, researchers recommended the need for Swaziland Department of Education to minimize the feeling of emotional difficulties in order that high work-from-home productivity of teachers working in the Swaziland education system is adequately promoted.

Additionally, Anandasayanan (2018) conducted a study examining the effect of work-related

emotional difficulties of teachers with special reference to Jaffna district schools and its eventual impact on their work-from-home productivity. Using a total of 150 teachers (28 unmarried and 122 married) as samples, the study found that teachers under emotional difficulties cannot perform well due to that of the decrease of teachers' motivation and the increase of teachers' absenteeism. Researchers then recommended a need for reducing teacher absenteeism and enhancing teacher motivation.

On the other hand, one of the protective factors for teachers' work-from-home productivity are the social influences. Experts define social influences as a feeling of comfort, appreciation, attention, or help that a person gets from another person or group. Meanwhile, social support is a function of social ties, and these social ties describe the general quality level of interpersonal relationships. Bonds and friendships with others are considered to be the emotionally satisfying aspects of an individual's life (Novitasari, & Asbari, 2020).

Moreover, it has been argued that social influences have a relationship with work-from-home productivity and that they come from the workplace, family, married couples, and friends in the surrounding environment. Based on interviews with several teachers, it can be concluded that support from the family (parents, spouses, children) provides positive encouragement for him. Also, social support can be classified based on structural aspects and functional aspects. Structural aspects include living arrangements, frequency of relationships, and participation in social activities. Functional aspects include emotional support, encouragement to express feelings, giving advice or information, and material support (Mishra, 2020).

Meanwhile, this study is anchored on the underpinnings of the theory of organizational behavior by Uhl-Bien et al., (2020) as the main theoretical foundation. It mainly posits that WFH productivity is viewed as a behavior in the organization. As a behavior, work productivity of employees during WFH is influenced by various factors. Those factors include personal emotional difficulties and social influences. WFH productivity can be influenced directly by the individual antecedent of teachers. Also, group and organizational antecedents influence either directly or indirectly WFH productivity. This theory basically establishes the assumed interrelationship between and among emotional difficulties, social influences, and the WFH productivity.

In support to this theory, Akbar et al. (2020) also explored in their article *Working from Home Phenomenon as an Effort to Prevent Covid-19 Attacks and Its Impacts on Work Productivity* the influence of emotional difficulties and the social influences on the work-from-home productivity of the employees. They claimed that working from home is not a fully acceptable practice for all organizations as some parts of the business are not suitable to be performed from home and it decreases the productivity of the employees. Also, Kazekami (2020) studied in his article *Mechanisms to Improve Labor Productivity by Performing Telework* the emotional and social influences having an impact on productivity of the employees working from home. Several factors are examined in particular: the stress of balancing work and domestic chores, life satisfaction, work satisfaction and decreasing time spent on commuting during rush hours. She further claimed that teleworking increases life satisfaction and work satisfaction; however, while life satisfaction improves labor productivity, work satisfaction does not have an influence on productivity of the employees.

In addition, Alghaithi (2020) also investigated the drawbacks of the working from home in terms of the productivity of the employees in his article "Improving Remote Employees' Organisational Productivity – Practical Guidelines for Identifying and Managing Bottlenecks in Today's World". According to the article, lack of emotional difficulties and negative social influences can increase the working from home productivity, especially if their organizations offer them the necessary support, such as enhanced communication and the provision of support services. It is claimed that the productivity is mainly a result of the work-life balance of the employees and flexibility of the work hours. However, he also claimed that there are drawbacks of working from

home. These drawbacks are concerned with the nature of an organization, the personality of an employee, family demands.

This set of interconnected theories was chosen to provide the theoretical background of this study. Their postulations strengthen the philosophical underpinnings of this research study. It means that the empirical data and results that will be generated from this study are anchored on a solid ground. Consequently, this makes this research endeavor more scholarly and academic.

As to the conceptual framework of this study, the first independent variable of this study is the emotional difficulties with three indicators which are *depression, anxiety,* and *stress* as proposed by Lovibond & Lovibond (1995). *Depression* refers to the common and serious medical illness that negatively affects how you feel, the way you think and how you act. *Anxiety* refers to the feeling of worry, nervousness, or unease, typically about an imminent event or something with an uncertain outcome. *Stress* refers to the state of mental or emotional strain or tension resulting from adverse or very demanding circumstances.

On the other hand, the second independent variable of this study is the societal influences with five indicators namely *social distance, social anxiety, social desirability, social information,* and *social adaptation* as proposed by Li, et al. (2020). *Social distance* refers to the practice of staying home and away from others as much as possible to help prevent spread of COVID-19. *Social anxiety* refers to the intense, persistent fear of being watched and judged by others. *Social desirability* refers to the tendency to respond to self-report items in a way that makes the respondent look good, rather than to respond in an accurate and truthful manner. *Social information* refers to the tendency of participants to acquire information about COVID-19. *Social adaptation* refers to the awareness of people about the progress of pandemic overseas.

Lastly, the dependent variable of this study is the work-from-home productivity with four indicators namely *equipment and tools, working relationships, management communication, personal well-being* as proposed by Cleave (2022). *Equipment and tools* refer to an item or set of items used to achieve the goal of WFH arrangements. *Working relationships* refer to the relationship with colleagues including the superiors in the organizational structure. *Management communication* refers to the function that enables managers to communicate effectively with their teams, build stronger relationships, improve employees' experience and wellbeing, and continuously drive employees' success in the workplace. *Personal well-being* refers to the dimension which we define as how satisfied we are with our lives, our sense that what we do in life is worthwhile, our day-to-day emotional experiences (happiness and anxiety) and our wider mental wellbeing.

Existing studies show the impact of both the emotional difficulties (Jones & Kessler, 2020) and the societal influences (Taylor & Frechette, 2022) to the work-from-home productivity of elementary teachers in the new normal system because of the COVID-19 pandemic. However, to the best knowledge of the researcher, there has been no research published yet in Tagum City Division that studied the relationship between the emotional difficulties and the societal influences on the work-from-home productivity of elementary teachers; thus, establishing the research gap of the study. Based on the scenarios mentioned above, the researcher desired to conduct a study exploring the said variables, hence the urgency to conduct the study. Moreover, this study is expected to contribute to the current literature, and especially in the education industry context.

Apparently, this study aimed to determine if the emotional difficulties and the societal influences significantly predict the work-from-home productivity of elementary school teachers during the COVID-19 pandemic. Specifically, it seeks (1) to describe the level of emotional difficulties in terms of depression, anxiety, and stress; (2) to describe the level of societal influences in terms of social distance, social anxiety, social desirability, social information, and social adaptation; (3) to describe the level of work-from-home productivity in terms of equipment and tools, working relationships, management communication, and personal well-being; (4) to determine the relationship

between the emotional difficulties and the work-from-home productivity among elementary school teachers during the COVID-19 pandemic, and the societal influences and the work-from-home productivity among elementary school teachers during the COVID-19 pandemic; and (5) to determine if the emotional difficulties and the societal influences significantly predict the work-from-home productivity among elementary school teachers during the COVID-19 pandemic.

The researcher proves that the results of this study have social value as they are beneficial to majority of the stakeholders in the academe. In a way or two, the findings of this research can provide helpful inputs in the improvement of their respective roles to contribute to the efficiency and effectiveness of the academic operations of elementary schools. This study is deemed important for the determination of existing problems related to the topic at hand and further discover possible solutions to address them (Bennett et al., 2018).

Meanwhile, the beneficiaries of this study are the following. First, for the **teachers**, they would emulate the indicators of a high-quality WFH productivity amidst the new normal system to provide educational services at par with the 21st century demands. By doing it, delivery of instruction becomes more efficient in achieving the targeted ideal, child-friendly, and conducive teaching-learning process regardless of the learning modality. Other beneficiaries are the **administrators** who would be able to address the need not only the problems regarding the emotional difficulties of the teachers but also the social influences that can affect the teachers' WFH productivity. Lastly, **other researchers** would also open their minds to explore the relevance of this study and would be more inspired with their investigations related to this study. They can further investigate on other indicators and respondents with the same variables at hand.

Methodology

2.1 Research Respondents

The respondents of this study were only elementary school teachers from selected public elementary schools in Tagum City Division for the school year 2021-2022. Inclusion criteria for the respondents included: (1) should be public elementary school teachers of regular permanent status;
(2) should have experience in distance education for at least one school year; (3) should have teaching positions from Teacher I-III only. On the other hand, exclusion criteria include school heads, master teachers, and division personnel. The respondents could withdraw anytime if they feel threatened with the conduct of the study. The study employed random sampling method where everyone is chosen by chance and each teacher has equal opportunity to be included in the sample (Salaria, 2017). Since it is impossible and impractical to survey every member of the population, the Slovin's formula was used to get a sample that most represented the population being studied. A total of **300 t0 350** were considered as respondents.

This study was conducted in selected public elementary schools within Tagum City Division. Anchored on DepEd order no. 50, s. 2002 (the establishment of interim city schools division throughout the country) issued by Sec. Edilberto C. De Jesus, the Division of Tagum City was established on May 22, 2003 through the initiative of the local officials of Tagum City and Cong. Arrel R. Olaño who sponsored House Bill 5353, an act amending RA 8472, otherwise known as "the charter of the city of Tagum" incorporating the provision of city schools division. Tagum City is a first-class city and the capital of Davao del Norte, Philippines. According to the 2015 census, it has a population of 259,444 people making it the most populous component city in Mindanao. It is one of the topmost livable cities in the Philippines and was one of the finalists in Most Child Friendly City in the Philippines – Component Category along with Laoag, and Talisay, Cebu. In the

recently released 2017 Cities and Municipalities Competitiveness Index (CMCI), the City of Tagum ranked third on the Overall Competitive Component Cities in the Philippines, second on Infrastructure, fourth in Resiliency, seventeenth on Economic Dynamism and twenty-fourth on Government Efficiency.

2.2 Materials and Instrument

The researcher prepared three sets of questionnaires that tackle emotional difficulties, societal influences, and WFH productivity. In this study, the survey questionnaires were downloaded from the internet, adapted, and modified to gather the necessary information and data. The format of the questionnaire was in Likert point scale, where the respondents are given the questions about emotional difficulties, societal influences, and WFH productivity. Likert establishes the principles of assessing attitudes through asking individuals to respond to a series of statements regarding the topic that was used to definite choice response formats and are designed to assess the opinions or attitudes (McLeod, 2019).

The independent variable of this study which is the emotional difficulties was measured through an adopted questionnaire called the Depression, Anxiety and Stress Scale - 21 Items (DASS- 21) by Lovibond & Lovibond (1995). The parameter of limits for emotional difficulties were as follows:

Range of Means	Descriptive Equivalent	Interpretation
4.20-5.00	Very High	This means that the emotional difficulties are very much felt.
3.40-4.19	High	This means that the emotional difficulties are much felt.
2.60-3.39	Moderate	This means that the emotional difficulties are moderately felt.
1.80-2.59	Low	This means that the emotional difficulties are seldom felt.
1.00-1.79	Very Low	This means that the emotional difficulties are never felt at all.

Meanwhile, the second independent variable of this study – the societal influences – was measured through an adopted questionnaire called Societal Influences Survey Questionnaire (SISQ) for Peoples during COVID-19 Pandemic by Li, et al. (2020). It has the parameter of limits as follows:

Range of Means	Level/Extent	Interpretation
4.20-5.00	Very High	This means that the societal influences are very much felt.
3.40-4.19	High	This means that the societal influences are much felt.
2.60-3.39	Moderate	This means that the societal influences are moderately felt.
1.80-2.59	Low	This means that the societal influences are

| | | seldom felt. |
| 1.00-1.79 | Very Low | This means that the societal influences are never felt at all. |

Lastly, the dependent variable of this study, which is the WFH productivity, was measured through an adopted questionnaire called Working From Home Survey from Cleave (2022). It has the parameter of limits as follows:

Range of Means	Level/Extent	Interpretation
4.20-5.00	Very High	This means that the WFH productivity is very much felt.
3.40-4.19	High	This means that the WFH productivity is much felt.
2.60-3.39	Moderate	This means that the WFH productivity is moderately felt.
1.80-2.59	Low	This means that the WFH productivity is seldom felt.
1.00-1.79	Very Low	This means that the WFH productivity is never felt at all.

2.3 Design and Procedure

This This study employed the quantitative non-experimental design using Regression Analysis. Quantitative research is regarded as the organized inquiry about phenomenon through collection of numerical data and execution of statistical, mathematical, or computational techniques. The source of quantitative research is positivism paradigm that advocates for approaches embedded in statistical breakdown that involves other strategies like inferential statistics, testing of hypothesis, mathematical exposition, experimental and quasi-experimental design randomization, blinding, structured protocols, and questionnaires with restricted variety of prearranged answers (Slevitch, 2017).

Moreover, descriptive approach involves collections of quantitative information that can be tabulated along a continuum in numerical forms, such as scores on a test. It involves gathering data describing events and then organizing, tabulating, depicting, and describing the data collection (Glass & Hopkins, 2018). On the other hand, correlational approach seeks to ascertain relationships between two or more variables. It examines whether an increase or decrease in one variable corresponds to an increase or decrease in another variable. Moreover, regression analysis is a statistical tool that employs quantitative approach to determine the nature of relationships among variables being studied (Dudovskiy, 2016). Therefore, this research design was appropriate to use in determining the influence of the emotional difficulties and the societal influences on the WFH productivity of elementary school teachers in Tagum City Division.

The process of gathering data was using questionnaires. The researcher selected and integrated questionnaires of different authors to be used as primary tools in conducting the study. It was constructed based on the scope of the emotional difficulties and the societal influences and then correlated to the WFH productivity among elementary school teachers. This research design was helpful in determining the levels of emotional difficulties, societal influences, and WFH productivity among elementary school teachers in Tagum City Division and the significant relationship between the three variables.

In gathering the needed data for this study, the researcher employed the following procedures: First, the researcher had to pass the outline defense before a set of panelists to defend the feasibility and relevance of this research. After the approval, the researcher prepared three sets of questionnaires. The questionnaires were validated by the pool of internal and external expert validators. The summarized ratings of the experts' validation generated an acceptable score. After the validation, corrections and suggestions of experts were incorporated in the questionnaires.

The next step was the completion of the requirements of the University of Mindanao Ethical Review Committee (UMERC). After receiving a certification from UMERC, permission to conduct a pilot study was secured from the Dean of the Graduate School. Then, a pilot study was conducted with the aim to generate Cronbach alpha values for the independent and dependent variables respectively which could mean a very good descriptive equivalent in their internal consistency.

Next, permission to conduct study in the selected elementary schools was sought from the office of Tagum City Division Schools Division Superintendent. After the approval, the research form and approved letter to conduct the study were submitted to the school heads of the campuses.

Then, the distribution of the questionnaires to the teachers through the aid of department heads followed. The researcher personally handed in the questionnaires and explained the research tool and its purpose to the respondents. After they answered the questionnaires, the researcher retrieved all survey tolls. Finally, the researcher tallied and tabulated all the data gathered from the respondents and subjected them to statistical computation and analysis.

The answers gathered from the questionnaire were counted and tabularized in a master data sheet. The researcher sought assistance from the statistician to evaluate and read the results utilizing appropriate tools. **Mean.** This was used to measure the levels of emotional difficulties, societal influences, and WFH productivity among elementary school teachers. **Pearson-r.** This was used to determine the significance of the relationship between the emotional difficulties and WFH productivity among elementary school teachers and the relationship between the societal influences and the WFH productivity among elementary school teachers. **Multiple Regression Analysis.** This was used to determine if the emotional difficulties and the societal influences would significantly predict the WFH productivity of elementary school teachers.

There were considerable ethical issues and concerns that have specific ramifications for this quantitative inquest. Such issues and concerns may arise primarily from the methodology involved in this study. The ethical contests that are pertinent to this research concern the issues of the right to conduct the study, confidentiality, and anonymity. The researcher observed and followed full ethical standards in the conduct of the study following the study protocol assessments and standardized criteria, particularly in managing the population and data such as, but not limited to:

Voluntary participations. The respondents were given the free will to participate without any form of consequence or penalty or loss of benefits (Lavrakas, 2008). Therefore, after the study, the purpose, and the benefits of the study were described and presented to the participating schools. Then, the rights of the respondents to contribute to the body of knowledge were carefully considered and adhered upon.

Privacy and confidentiality. The researcher kept private and with utmost confidentiality the respondents' personal information that may be required in the study.

Informed consent process. The research questionnaires were free of technical terms that make it easier for the respondents to understand. It gave the respondents a clear view of the benefits they may get after the conduct of this study. The research questionnaire was administered with the consent of the public schools' division superintendent and the school heads. Also, respondents were informed of the helpful knowledge about themselves and their respective schools that can be generated out of this study. Consequently, the respondents were informed about the support they would be needing to enhance whatever characteristics or qualities that ought to be developed.

Benefits. This study can contribute to the awareness of the respondents' level of the emotional difficulties and the societal influences in relation to their WFH productivity; thus, giving them the opportunity to improve whatever there is in them as much as to lessen the negative things about them.

Recruitment. The distribution of the respondents showed how the respondents were disseminated. Furthermore, the date collection procedures indicated, as well as how the questionnaire was administered, and the manner of respondents involved in the study.

Permission from Organization. The researcher made sure that all the authorities are well- informed through written permissions before the study is conducted. It all started with the schools' division superintendent who gave approval for the conduct of the study. Then, the school heads were communicated accordingly for this study. With their permission, grade level heads helped in the actual conduct of the study with the teachers themselves as the respondents.

Risks. Minimization of risk was considered in this study. The researcher ensured that the level of risks and measures in mitigating those possible risks were reviewed properly. In fact, they were all protected from any physical, psychological, or socio-economic harm during the conduct of this study.

Plagiarism. The researcher made sure that the readings found in this study underwent paraphrasing to avoid plagiarism issues. The study has no trace or evidence of misrepresentation of someone else's work as her own. The authors of all cited literature were cited properly to ensure research adequacy. In fact, the study will undergo plagiarism detector like Grammarly or Turnitin software.

Fabrication. The researcher made sure that no fabrication or malicious modification of data and results were done. The study has no trace or evidence of intentional misinterpretation of what has been done. No making up of data and results, or purposefully putting forward conclusions that are not accurate.

Falsification. To ensure that this research paper was accurately represented in the research record, it was assured that neither manipulation was done on the research materials, equipment, or processes, nor changing or omitting data and results.

Conflict of Interest (COI). There was no conflict of interests – family, friendships, financial, or social factors – could compromise the researcher's decisions, or actions in the conduct of this academic endeavor.

Deceit. This study was conducted without hidden purposes. The researcher did not use deception and protected the respondents from any harm.

Technology Issues. The researcher made sure that the use of information technology should be based on integrity, trust, responsibility, and excellence because ethics create those conditions. Aside from protecting privacy and confidentiality, ethical behavior prevents conflicts and dishonesty by preventing unauthorized access to computer networks.

Authorship. The researcher of the study is a graduate of Bachelor of Science in Elementary Education. The thesis adviser is also the co-author of this paper. The researcher of the study has undergone series of revisions paper because of the recommendations made by the adviser. The study also followed the standards of the University of Mindanao ethics Review Committee for the guidelines of ethical consideration. Moreover, the professional opinions and help of the research adviser has been adapted frequently for a better output along with the useful ideas solicited from some colleagues. After their approval, the study undergone pilot testing and the data collected was interpreted for the consistency of the research questionnaire.

Results and Discussion

Presented in this chapter are the results of the study. They were presented according to the

problems raised in the previous chapter. The topics were presented both in textual and tabular forms and discussed in sequence according to the statement of the problem. Meanwhile, it has been noted that the standard deviation was ranged from 0.75-1.17 which is less than the typical standard deviation for a 5-point Likert Scale.

Level of Emotional Difficulties among Elementary Teachers

Shown in Table 1 is the level of emotional difficulties in terms of depression, anxiety, and stress. It can be gleaned that the overall mean is 1.89 with an SD of 0.99 described as low. This means that the emotional difficulties of the respondents are seldom felt. Among the three indicators, depression had the highest mean score of 2.02 with and SD of 1.06 described as low. This means that the emotional difficulties in terms of depression are seldom felt among the respondents. Second is the stress with a mean score of 1.89 and an SD of 0.99 described as low. This means that the emotional difficulties in terms of stress are seldom felt among the respondents. Third is the anxiety with a mean score of 1.75 and an SD of 0.97 described as low. This means that the emotional difficulties in terms of anxiety are seldom felt among the respondents.

This finding suggests that the respondents in this study, as a group, tend to experience these emotional difficulties infrequently. This could be seen as a positive outcome, indicating that the emotional well-being of the participants is relatively

Table 1

Level of Emotional Difficulties among Elementary Teachers

Items	Mean	SD	Descriptive Level
Depression	2.02	1.06	Low
Anxiety	1.75	0.97	Low
Stress	1.89	0.99	Low
Overall	**1.89**	**0.99**	**Low**

robust. From a practical standpoint, it implies that interventions or support programs for managing emotional difficulties may not be urgently required for this particular group, as their emotional struggles are not pronounced. However, it is important to exercise caution in interpreting these findings. While the mean score is low, it does not necessarily mean that every individual within the sample is devoid of emotional difficulties. There could still be individuals within the group who experience significant emotional challenges, even if the overall mean is low. Moreover, it is crucial to consider the context and demographics of the sample. If the sample is not representative of a larger population or if there are specific factors unique to this group, the generalizability of these findings may be limited. Further exploration and a deeper understanding of the specific emotional difficulties experienced by this group are needed to inform more targeted interventions or support strategies.

Moreover, this finding aligns with several strands of existing literature and theoretical frameworks. Empirically, it corresponds to previous research suggesting that emotional well-being tends to vary among individuals and populations. The low mean score is consistent with studies indicating that, on average, individuals in certain demographics or contexts experience relatively low levels of depression, anxiety, and stress. However, the study's result may also contrast with literature that suggests rising levels of emotional difficulties in response to specific societal or environmental stressors. This discrepancy highlights the importance of considering the unique characteristics and

context of the study sample. From a theoretical perspective, this finding reinforces the idea that emotional well-being is a multifaceted construct influenced by various factors, including individual differences, coping mechanisms, and external stressors. It underscores the importance of recognizing that emotional difficulties are not uniformly distributed across populations and can be context dependent.

The indicator with the highest mean score is *depression* which is 2.02 and an SD of 1.06 described as low. This means that the emotional difficulties in terms of depression are seldom felt among the respondents.

As shown in the appended Table 1.1, the respondents have observed the following order of importance: a mean of 2.28 with an SD of 1.20 described as low for *being not seemed to experience any positive feeling at all*; a mean of 2.24 with an SD of 1.12 described as low for *finding it difficult to work up the initiative to do things*; a mean of 2.03 with an SD of 1.16 described as low for *feeling downhearted and blue*; a mean of 1.97 with an SD of 1.04 described as low for *being unable to become enthusiastic about anything*; a mean of 1.89 with an SD of 1.10 described as low for *feeling that I had nothing to look forward to*; and a mean 1.68 with an SD of 1.13 described as very low for *feeling that life was meaningless*.

Second indicator is the *stress* with a mean score of 1.89 and an SD of 0.99 described as low. This means that the emotional difficulties in terms of stress are seldom felt among the respondents.

As appended in Table 1.2, the respondents have observed the following order of importance: a mean of 2.10 with an SD of 1.08 described as low for *tending to over-react to situations*; a mean of 1.98 with an SD of 1.07 described as low for *finding it hard to wind down*; a mean of 1.85 described as low for *feeling that I am using a lot of nervous energy*, *being intolerant of anything that kept me from getting on with what I am doing*, and *feeling that I am rather touchy* with standard deviations of 0.96, 1.08, and 1.05, respectively; a mean of 1.79 with an SD of 1.09 described as very low for *finding it difficult to relax*; and a mean of 1.78 with an SD of 1.10 described as very low for *finding myself getting agitated*.

Third indicator is the *anxiety* with a mean score of 1.75 and an SD of 0.97 described as low. This means that the emotional difficulties in terms of anxiety are seldom felt among the respondents.

As appended in Table 1.3, the respondents have observed the following order of importance: a mean of 1.94 with an SD of 1.23 described as low for *being aware of the dryness of my mouth*; a mean of 1.89 an SD of 1.05 described as low for *being aware of the action of my heart in the absence of physical exertion (e.g. sense of heart rate increase, heart missing a beat)*; a mean of 1.72 with an SD of 1.02 described as very low for *feeling close to panic*; a mean of 1.68 with an SD of 1.01 described as very low for *experiencing breathing difficulty (e.g. excessively rapid breathing, breathlessness in the absence of physical exertion)*; a mean of 1.68 with an SD of 1.09 described as very low for *feeling scared without any good reason*; a mean of 1.62 with an SD of 0.9 described as very low for *experiencing trembling (e.g. in the hands)*; and a mean of 1.62 with an SD of 0.89 described as very low for *being worried about situations in which I might panic and make a fool of myself*.

Level of Societal Influences among Elementary Teachers

Shown in Table 2 is the level of societal influence in terms of social distance, social anxiety, social desirability, social information, and social adaptation. It can be gleaned that the overall mean is 3.47 with an SD of 0.62 described as high. This means that the societal influences of the respondents are much felt. Among the five indicators, social desirability had the highest mean score

of 4.24 with an SD of 0.96 described as very high. This means that the societal influences in terms of social desirability is very much felt. Second is the social information with a mean score of 4.08 and an SD of 0.93 described as high. This means that the societal influences in terms of social information is much felt. Third is the social adaptation with a mean score of 3.93 and an SD of

1.05 described as high. This means that the societal influences in terms of social adaptation is much felt. Fourth is the social anxiety with a mean score of 2.63 and an SD of 1.08 described as moderate. This means that the societal influences in terms of social anxiety is moderately felt. Lastly, the social distance got a mean score of 2.49 with an SD of 1.11 described as low. This means that the societal influences in terms of social distance is seldom felt.

This finding suggests that the respondents are strongly affected by various societal factors in their social interactions and behaviors. These factors, such as social norms, peer pressure, and cultural expectations, seem to play a substantial role in shaping how individuals in your sample navigate their social lives. This high level of societal influence underscores the importance of understanding the social dynamics and pressures that individuals face in their everyday lives. This finding also raises questions about the potential consequences of such high societal influence. It may indicate that individuals in your sample feel significant social pressure to conform to social norms or expectations, which could affect their

Table 2

Level of Societal Influences among Elementary Teachers

Items	Mean	SD	Descriptive Level
Social Distance	2.49	1.11	Low
Social Anxiety	2.63	1.08	Moderate
Social Desirability	4.24	0.96	Very High
Social Information	4.08	0.93	High
Social Adaptation	3.93	1.05	High
Overall	**3.47**	**0.62**	**High**

decision-making, self-esteem, and overall well-being. Additionally, it highlights the need for further investigation into the specific sources and mechanisms of societal influence within your sample to better understand how these influences manifest and how they can be managed or mitigated when necessary.

Moreover, this result of the study aligns with both theoretical and empirical evidence in the field of social psychology and sociology. The high mean score reflects the idea that societal influence is a fundamental aspect of human behavior and social dynamics. The concept of social influence has been extensively studied in the social sciences, and research has consistently shown that individuals are often influenced by the norms and expectations of their social environment. Theoretical frameworks, such as social identity theory and social cognitive theory, emphasize the role of societal influences in shaping individuals' attitudes, behaviors, and self-concept. Empirical studies have demonstrated how societal norms and peer pressure can impact various aspects of individuals' lives, including their choices, relationships, and mental well-being. This finding supports this body of literature by providing empirical evidence that, in specific context or sample, societal influences are indeed strongly felt. It is worth noting, however, that the level of societal influence can vary across

different populations, cultures, and contexts.

Among the five indicators, social desirability had the highest mean score of 4.24 with an SD of 0.96 described as very high. This means that the societal influences in terms of social desirability is very much felt.

As appended in Table 2.1, the respondents have observed the following order of importance: a mean of 4.25 with a standard deviation of 1.07 described as very high for *believing that self- health management is helpful in controlling the spread of COVID-19*; a mean of 4.24 with a standard deviation of 1.08 described as very high for *complying with the government's implementations of epidemic response in the community*; and a mean of 4.24 with a standard deviation of 0.88 described as very high for *having faith in our current government's epidemic response and risk management*.

Second is the social information with a mean score of 4.08 and an SD of 0.93 described as high. This means that the societal influences in terms of social information is much felt.

As appended in Table 2.2, the respondents have observed the following order of importance: a mean of 4.16 with a standard deviation of 0.88 described as high for *seeking seek out information regarding COVID-19* and a mean of 3.99 with a standard deviation of 1.02 described as moderate for *checking for latest pandemic news updates via television, computer, or phone*.

Third is the social adaptation with a mean score of 3.93 and an SD of 1.05 described as high. This means that the societal influences in terms of social adaptation is much felt.

As appended in Table 2.3, the respondents have observed the following order of importance: a mean of 4.03 with an SD of 0.96 described as high for *being more cautious of residents from severely impacted areas* and a mean of 3.83 with an SD of 1.27 described as high for *avoiding or cancelling traveling overseas*.

Fourth is the social anxiety with a mean score of 2.63 and an SD of 1.08 described as moderate. This means that the societal influences in terms of social anxiety is moderately felt.

As appended in Table 2.4, the respondents have observed the following order of importance: a mean of 2.77 with an SD of 1.06 described as moderate for *being worried about COVID-19 and its impacts on our society, politics, and economy*; a mean of 2.61 with an SD of 1.13 described as moderate for *being bothered by social distancing during this period of epidemic response*; a mean of 2.59 with an SD of 1.24 described as low for *worrying about the pandemic affecting my work*; and a mean of 2.53 with a standard deviation of 1.14described as low for *feeling anxious or fearful due to the pandemic*.

Lastly, the social distance got a mean score of 2.49 with an SD of 1.11 described as low. This means that the societal influences in terms of social distance is seldom felt.

As appended in Table 2.5, the respondents have observed the following order of importance: a mean of 2.52 with an SD of 1.22 described as low for *avoiding going out, especially if I should require public transport*; a mean of 2.50 with an SD of 1.14 described as low for *avoiding eating out*; a mean of 2.48 with an SD of 1.35 described of low for *avoiding close or personal contact with family members and/or people I am close to*; and a mean of 2.45 with an SD of 1.23 described as low for *avoiding communication with or encountering strangers*.

Level of Work-from-home Productivity among Elementary Teachers

Shown in Table 3 is the level of work-from-home productivity in terms of equipment and tools, working relationship, management communication, and personal well-being. It can be gleaned that the overall mean is 4.18 with an SD of 0.59 described as high. This means that the work-from- home productivity of the respondents is much felt. Among the four indicators, working relationship had the highest mean score of 4.36 with an SD of 0.64 described as very high. This means that the work-from-home productivity in terms of working relationship is very much felt. Second is the management communication with a mean score of 4.35 with an SD of 0.62 described as very high. This means that the work-from-home productivity in terms of management communication is very

much felt. Third is equipment and tools with a mean score of 4.05 with an SD of 0.81 described as high. This means that the work-from-home productivity in terms of equipment and tools is much felt. Lastly, personal well-being had the lowest mean score of 3.98 with an SD of 0.81 described as high. This means that the work-from-home productivity in terms of personal well-being is much felt. This finding indicates that the respondents perceive themselves as highly productive while working from home. This is particularly noteworthy given the growing prevalence of remote work arrangements in various industries. A high level of work-from-home productivity suggests that individuals have successfully adapted to remote work conditions, possibly due to the availability of adequate tools and equipment, positive working relationships, effective communication with management, and maintenance of personal well-being. Furthermore, this finding suggests that organizations that have implemented work-from-home arrangements may be witnessing positive outcomes in terms of employee productivity. Higher Table 3

Level of Work-from-home Productivity among Elementary Teachers

Items	Mean	SD	Descriptive Level
Equipment and Tools	4.05	0.81	High
Working Relationship	4.36	0.64	Very High
Management Communication	4.35	0.62	Very High
Personal Well-being	3.98	0.81	High
Overall	**4.18**	**0.59**	**High**

productivity levels among remote workers can translate into cost savings for companies, increased job satisfaction for employees, and potentially a more sustainable work-life balance. However, it is essential to delve further into the specific factors contributing to this perceived productivity to gain a better understanding of the mechanisms at play and to identify potential areas for improvement.

Moreover, this result aligns with emerging literature and theoretical perspectives related to remote work and productivity. The COVID-19 pandemic accelerated the adoption of remote work arrangements, leading to a surge in research on the topic. Theoretical frameworks like the Job Demand-Resources (JD-R) model and the Conservation of Resources (COR) theory have been used to explore the factors that influence remote work productivity. The high mean score suggests that remote work productivity can be maintained at a high level when employees have the necessary tools and equipment, positive working relationships, effective communication with management, and prioritize their personal well-being. This is in line with the JD-R model, which posits that job resources, such as the availability of tools and supportive work relationships, can buffer against job demands and contribute to higher levels of work engagement and productivity. Empirical evidence has also indicated that, under certain conditions, remote work can be just as productive as traditional office-based work, if not more so. However, it is important to acknowledge that the success of remote work arrangements can vary across industries, job roles, and individual preferences.

Among the four indicators, working relationship had the highest mean score of 4.36 with an SD of 0.64 described as very high. This means that the work-from-home productivity in terms of working relationship is very much felt.

As appended in Table 3.1, the respondents have observed the following order of importance: a mean score of 4.46 with an SD of 0.75 described as very high for *feeling the teamwork's morale is as strong as it is back to the school*; a mean score of 4.35 with an SD of 0.75 described as

very high for *maintaining effective relationships with colleagues as I would back in the school*; and a mean score of 4.27 with an SD of 0.74 described as very high for *feeling connected enough to my co-teachers*.

Second is the management communication with a mean score of 4.35 with an SD of 0.62 described as very high. This means that the work-from-home productivity in terms of management communication is very much felt.

As appended in Table 3.2, the respondents have observed the following order of importance: a mean score of 4.48 with an SD of 0.69 described as very high for *contacting my superiors anytime I need their help*; a means score of 4.30 with an SD of 0.65 described as very high for *being in regular contact with my superiors*; and a mean score of 4.28 with an SD of 0.66 described as very high for *being satisfied with the quality of communication my superiors provide*.

Third is equipment and tools with a mean score of 4.05 with an SD of 0.81 described as high. This means that the work-from-home productivity in terms of equipment and tools is much felt.

As appended in Table 3.3, the respondents have observed the following order of importance: a mean score of 4.11 with an SD of 0.90 described as high for *having a suitable workplace at home*; a mean score of 4.04 with an SD of 0.99 described as high for *understanding understand how to use highly technological tools used for my work such as mobile apps*; and a mean score of 3.99 with an SD of 0.80 described as high for *being equipped with necessary materials for my work*.

Lastly, personal well-being had the lowest mean score of 3.98 with an SD of 0.81 described as high. This means that the work-from-home productivity in terms of personal well-being is much felt.

As appended in Table 3.4, the respondents have observed the following order of importance: a mean score of 4.02 with an SD of 1.14 described as high for *having a healthy work-life balance*; a mean score of 4.0 with an SD of 0.79 described as high for *taking regular breaks when working from home*; and a mean score of 3.92 with an SD of 0.95 described as high for *enjoying working from home*.

Significance on the Relationship of Emotional Difficulties and Societal Influences Work-from- home Productivity

Presented in Table 4 is the correlation between emotional difficulties and societal influences on work-from-home productivity among elementary teachers. The r-value and p-value of emotional difficulties and college persistence are -0.298 and 0.001 respectively, translating to a positive correlation. In addition, the r-value of societal influences is 0.234 with a p-value of 0.002 which also shows a positive

Table 4
Significance on the Relationship of Emotional Difficulties and Societal Influences Work-from-home Productivity

Independent Variables	Dependent Variable	r-value	r-square	p-value	Decision
Emotional Difficulties		-0.298*	0.0888	0.001	Reject Ho
	Work-from-home Productivity				
Societal Influences		0.234*	0.0548	0.002	Reject Ho

*p<0.05

correlation. Among the two independent variables which r-values and p-values are reflected on the table, all independent variables – emotional difficulties and societal influences – have attained p- values that are less than the 0.05 level of significance. This only means that the null hypotheses pertaining to these independent variables are rejected. This indicates that there is a significant relationship between emotional difficulties and work-from-home productivity among elementary teachers. Also, there is a significant relationship between societal influences and work-from-home productivity among elementary teachers.

This finding suggests that the emotional well-being of elementary teachers is intertwined with their work-from-home productivity. This relationship underscores the significance of supporting teachers' emotional health, particularly in the context of remote or hybrid teaching environments. Teachers who experience emotional difficulties, such as depression, anxiety, or stress, may find it challenging to maintain high levels of productivity while working from home. As such, educational institutions and policymakers should consider implementing strategies and resources to address the emotional well-being of elementary teachers, especially during times of increased remote work. Providing access to mental health support, stress management programs, and opportunities for social connection and emotional support can be crucial in helping teachers cope with emotional difficulties and, consequently, enhancing their work-from-home productivity. Additionally, it highlights the need for flexible and adaptive teaching practices that can accommodate teachers' emotional states, promoting a healthier work-life balance and ultimately benefiting the quality of education provided to students.

Moreover, this result aligns with both theoretical and empirical evidence within the fields of education and psychology. From a theoretical standpoint, it aligns with theories such as the Job Demands-Resources (JD-R) model, which posits that job demands, including emotional demands, can lead to burnout and reduced work performance. Emotional difficulties, such as depression and anxiety, are well-established predictors of decreased job satisfaction and productivity. Empirically, there is a growing body of research that supports the idea that teacher well-being and job satisfaction are closely linked to their effectiveness as educators. This study adds to this literature by emphasizing the particular relevance of emotional difficulties in the context of work-from-home arrangements for elementary teachers. These findings underscore the need for educational institutions to prioritize teacher well-being and provide resources and support to help educators manage and overcome emotional difficulties, ultimately benefiting both teachers and their students.

Regression Analysis on the Influence of Emotional Difficulties and Societal Influences on Work-from-home Productivity

Table 5 shows the regression analysis on the influence of emotional difficulties and societal influences as predictors of work-from-home productivity.

Table 5

Regression Analysis on the Influence of Emotional Difficulties and Societal Influences on Work-from- home Productivity

Independent Variables	Unstandardized Coefficients		Standardized Coefficients	t-value	p-value	Decision
	B	SE	Beta			
(Constant)	3.530	0.237				

Emotional Difficulties	-0.238	0.045	-0.385*	-5.261	0.001	Reject Ho
Societal Influences	0.317	0.069	0.334*	4.573	0.001	Reject Ho

Dependent Variable: Work-from-home Productivity

R= 0.439* R^2= 0.193
F-ratio= 19.340 p-value= 0.001

The table shows that the emotional difficulties has a beta value of -0.385 and a p-value of 0.001 which is lower than the 0.05 level of significance. This allows the rejection of the null hypothesis. It means that emotional difficulties can significantly predict work-from-home productivity among elementary teachers. On the other hand, societal influences has a beta value of 0.334 and a p-value of 0.001 which is lower than the 0.05 level of significance. This allows the rejection of the null hypothesis. It means that societal influences can significantly predict work-from-home productivity among elementary teachers.

The R-value of 0.439 specifies a low positive correlation between the emotional difficulties and societal influences with the work-from-home productivity among elementary teachers. The coefficient of determination which is 0.193 connotes that only 19.3% of the variation in the emotional difficulties and societal influences among elementary teachers could be attributed to the work-from-home productivity that they observed. The rest, 80.7% is the chance variation which indicates that the emotional difficulties and societal influences among elementary teachers could be attributed to other factors which are not included in the study.

The finding carries important implications for educators, educational institutions, and policymakers. For educators, this finding emphasizes the importance of self-awareness and self-care. Teachers should be encouraged to recognize and address their emotional difficulties and seek appropriate support. Simultaneously, they should be equipped with strategies to navigate societal influences, such as managing expectations and setting boundaries with regard to work-related demands. Educational institutions and policymakers should consider the development of comprehensive support programs that address both emotional well-being and the impact of societal influences. These programs can include mental health resources, training in stress management, and guidance on work- life balance, all tailored to the unique needs of elementary teachers working from home.

Moreover, this result aligns with existing literature and theoretical frameworks in the fields of psychology, education, and remote work. The relationship between emotional well-being and job productivity has been extensively studied and is supported by theories such as the Job Demands- Resources (JD-R) model and Conservation of Resources (COR) theory. These theories emphasize the role of personal and job-related factors, including emotional difficulties, in predicting work outcomes. In this study, the significant prediction of work-from-home productivity by emotional difficulties reaffirms these theoretical perspectives. Furthermore, the finding that societal influences can also predict work-from-home productivity corresponds with research on the impact of external factors on job performance. Societal influences, such as social norms, expectations, and support networks, have been recognized as important determinants of employee behavior and outcomes. In the context of remote work, this may involve societal pressures related to maintaining a work-life balance, managing the demands of remote teaching, and adapting to the changing dynamics of education. This study contributes to this literature by highlighting the relevance of societal influences specifically among elementary teachers working from home.

Regression Analysis on the Influence of the Domains of Emotional Difficulties on Work-from- home Productivity

Table 6 shows the regression analysis on the domains of emotional difficulties that significantly predict work-from-home productivity among elementary teachers. The table shows the F- value of 12.793 and p-value of 0.001 which is evidently lower than the 0.05 level of significance. This allows the researcher to reject the null hypothesis. Thus, there is/are domain(s) in emotional difficulties that can significantly predict work-from-home productivity among elementary teachers. Specifically, only two indicators – *anxiety* and *stress* – have beta values of 0.719 and -1.088, respectively, and p-values that are lower than the 0.05 level of significance. This means that these two indicators of emotional difficulties can significantly predict work-from-home productivity among elementary teachers. Moreover, only one indicator – *depression* – has a beta value of 0.092 and a p-value that is higher than the 0.05 level of significance. This means that this indicator of emotional difficulties cannot significantly predict work-from-home productivity among elementary teachers.

The R-value of 0.439 specifies a low positive correlation between emotional difficulties and work-from-home productivity among elementary teachers. The coefficient of determination, which is 0.192, connotes that only 19.2% of the variation in the emotional difficulties could be attributed to the work-from-home

Table 6

Regression Analysis on the Influence of the Domains of Emotional Difficulties on Work-from-home Productivity

Indicators	Unstandardized Coefficients		Standardized Coefficients	t-value	p-value	Decision
	B	SE	Beta			
(Constant)	4.536	0.093				
Depression	0.051	0.074	0.092	0.692	0.490	Do not reject Ho
Anxiety	0.437	0.115	0.719*	3.805	0.001	Reject Ho
Stress	-0.646	0.135	-1.088	-4.788	0.001	Reject Ho

Dependent Variable: Work-from-home Productivity

R= 0.439*   R²= 0.192
F-ratio= 12.793   p-value= 0.001

productivity that they observed. The rest, 80.8% is the chance variation which indicates that the emotional difficulties among elementary teachers could be attributed to other factors which are not included in the study.

These findings highlight that not all aspects of emotional difficulties impact work-from-home productivity equally. In this case, anxiety and stress emerge as significant predictors, suggesting that teachers who experience heightened levels of anxiety or stress are more likely to face challenges in maintaining productivity when working remotely. This implies that targeted interventions and support programs should focus on addressing anxiety and stress among elementary teachers in a remote teaching environment. For educators, recognizing the impact of anxiety and stress on work-from-home productivity underscores the importance of managing these emotional difficulties effectively. Strategies such as stress management techniques, mindfulness practices, and creating a conducive work

environment can help teachers mitigate the negative effects of anxiety and stress on their productivity. Educational institutions and policymakers should consider providing resources and training programs that specifically address these emotional challenges to support teachers in their remote teaching roles. By doing so, they can help maintain the quality of education and well-being of teachers and students alike during remote teaching.

Moreover, these results align with both theoretical and empirical evidence within the fields of psychology, education, and remote work. The differentiation between emotional domains in predicting work-from-home productivity corresponds to existing literature on emotional well-being and job performance. The Job Demands-Resources (JD-R) model, for instance, emphasizes that different emotional states can have varying impacts on work outcomes. Anxiety and stress are well-documented predictors of decreased job performance and job satisfaction, as they can hinder cognitive functioning, decision-making, and interpersonal interactions. These findings support this perspective by highlighting the particular relevance of anxiety and stress in the context of work-from-home productivity among elementary teachers. Furthermore, the result aligns with empirical research that has shown the differential impact of various emotional difficulties on job performance. Anxiety and stress are often identified as key contributors to reduced productivity in both remote and traditional work settings. Conversely, while depression can certainly affect job performance, its influence may be more complex and context dependent. In short, depression may manifest differently in terms of its impact on work performance compared to anxiety and stress.

Regression Analysis on the Influence of the Domains of Societal Influences on Work-from-home Productivity

Table 7 shows the regression analysis on the domains of societal influences that significantly predict work-from-home productivity among elementary teachers. The table shows the F-value of 10.444 and p-value of 0.001 which is evidently lower than the 0.05 level of significance. This allows the researcher to reject the null hypothesis. Thus, there is/are domain(s) in societal influences that can significantly predict work-from-home productivity among elementary teachers. Specifically, only one indicator – *social desirability* – has a beta value of 0.210 and a p-value that is lower than the 0.05 level of significance. This means that this indicator of societal influences can significantly predict work-from-home productivity among elementary teachers. Moreover, the other four indicators – *social distance, social anxiety, social information,* and *social adaptation*– have beta values of - 0.118, -0.105, 0.210, 0.159, and 0.152, respectively, and p-values that are higher than the 0.05 level of significance. This means that these indicators of societal influences cannot significantly predict work-from-home productivity among elementary teachers.

The R-value of 0.497 specifies a low positive correlation between emotional difficulties and work-from-home productivity among elementary teachers. The coefficient of determination, which is 0.247, connotes that only 24.7% of the variation in the societal influences could be attributed to the work-from-home productivity that they observed. The rest, 75.3%, is the chance variation which indicates that the societal influences among elementary teachers could be attributed to other factors which are not included in the study.

These findings imply that elementary teachers who feel a strong pressure to conform to societal norms and expectations while working from home may

Table 7

Regression Analysis on the Influence of the Domains of Societal Influences on Work-from-home Productivity

Indicators	Unstandardized Coefficients		Standardized Coefficients	p-value	t-value	Decision
	B	SE	Beta			
(Constant)	3.202	0.245				
Social Distance	-0.062	0.043	-0.118	0.152	-1.440	Do not Reject Ho
Social Anxiety	-0.058	0.046	-0.105	0.209	-1.260	Do not Reject Ho
Social Desirability	0.128	0.058	0.210*	0.029	2.201	Reject Ho
Social Information	0.101	0.062	0.159	0.105	1.631	Do not Reject Ho
Social Adaptation	0.085	0.053	0.152	0.113	1.595	Do not Reject Ho

Dependent Variable: Work-from-home Productivity

R= 0.497* R^2= 0.247

F-ratio= 10.444 p-value= 0.001

experience challenges in maintaining productivity. The implication here is that the need to meet perceived social standards and expectations can potentially create stress or hinder efficiency for teachers in a remote teaching environment. For educators and educational institutions, this finding highlights the importance of addressing social desirability in the context of remote teaching. It suggests that educators may benefit from strategies and support that help them navigate and manage societal pressures related to their work. Educational institutions and policymakers should consider providing training and resources to empower teachers to set boundaries, establish realistic expectations, and prioritize their well-being while working from home. By acknowledging and addressing the impact of social desirability, educational institutions can create a more supportive and adaptable remote teaching environment that fosters both productivity and teacher well-being.

Moreover, these results align with theoretical and empirical evidence on the influence of external social factors on job performance. Social desirability has long been recognized as a psychological phenomenon that can affect individual behavior, including work-related behavior. The finding that social desirability significantly predicts work-from-home productivity among elementary teachers is consistent with theories of social psychology that emphasize the role of social norms and expectations in shaping behavior. When individuals feel compelled to conform to perceived societal ideals, it can impact their decision-making, stress levels, and ultimately their productivity. However, the result also highlights an interesting contrast with the other domains of societal influence—social distance, social anxiety, social information, and social adaptation—which were found not to significantly predict work-from-home productivity. While these domains may still be relevant to the experiences of elementary teachers in remote teaching, it suggests that their impact on productivity may be less pronounced or context dependent. This finding is in line with the complexity of societal influences on job performance, as they can vary widely depending on individual factors, cultural contexts, and the specific demands of the job.

2. Conclusions and Recommendations

4.1 Conclusions

This study revealed that the level of emotional difficulties in terms of depression, anxiety, and stress had an overall mean of 1.89 with an SD of 0.99 described as low. This means that the emotional difficulties of the respondents are seldom felt. Also, the findings revealed that the level of societal influence in terms of social distance, social anxiety, social desirability, social information, and social adaptation had an overall mean of 3.47 with an SD of 0.62 described as high. This means that the societal influences of the respondents are much felt. Then, results also showed that the level of work- from-home productivity in terms of equipment and tools, working relationship, management communication, and personal well-being had an overall mean of 4.18 with an SD of 0.59 described as high. This means that the work-from-home productivity of the respondents is much felt.

Moreover, it was also found that there is a significant relationship between emotional difficulties and work-from-home productivity among elementary teachers; and that there is a significant relationship between societal influences and work-from-home productivity among elementary teachers. Furthermore, it was revealed that both emotional difficulties and societal influences can significantly predict work-from-home productivity among elementary teachers. Under emotional difficulties, only *anxiety* and *stress* can significantly predict work-from-home productivity among elementary teachers. Under societal influences, only *social desirability* can significantly predict work-from-home productivity among elementary teachers.

Apparently, the results support the theoretical underpinnings of the study which states that WFH productivity is viewed as a behavior in the organization. As a behavior, work productivity of employees during WFH is influenced by various factors. Those factors include personal emotional difficulties and social influences. WFH productivity can be influenced directly by the individual antecedent of teachers. Also, group and organizational antecedents influence either directly or indirectly WFH productivity.

4.2 Recommendations

The following are the recommendations based on the findings of the study focusing on the items with the lowest ratings in the appended results per indicator.

First, based on the study's findings, which indicate that "feeling that life was meaningless" has the lowest mean score among the items under Emotional Difficulties in terms of Depression, there are several strategies that teachers, school administrators, and researchers can employ to provide support and address this issue effectively. Teachers should be trained to recognize signs of emotional distress, including feelings of meaninglessness, among students. Encourage open and empathetic communication between teachers and students, creating a safe space for students to express their feelings. Schools should have access to mental health professionals or counselors who can provide support to students experiencing emotional difficulties. Promote the availability of confidential counseling services for students who may need help in coping with feelings of meaninglessness or depression. then, researchers should continue to investigate the factors contributing to feelings of meaninglessness among students. Regularly assess the effectiveness of interventions and support systems to ensure they meet the evolving needs of students.

Second, based on the study's findings, which indicate that "finding myself getting agitated" has the lowest mean score among the items under Emotional Difficulties in terms of stress, here are practical recommendations for teachers, school administrators, and researchers to help address this issue effectively. Provide professional development opportunities for teachers to learn about stress

management techniques and how to recognize signs of agitation in students. Encourage teachers to model effective stress management and emotional regulation in the classroom. Collaborate with researchers to further investigate the sources and triggers of agitation and stress in teachers. Share findings and best practices with the educational community to inform future interventions.

Third, based on the study's findings, which indicate that "teachers being worried about situations in which they might panic and make a fool of themselves" has the lowest mean score among the items under Emotional Difficulties in terms of anxiety, here are practical recommendations for teachers, school administrators, and researchers to address this issue effectively. Provide training to teachers on recognizing and managing anxiety, particularly in situations where they might feel vulnerable or self-conscious. Cultivate a school culture that promotes empathy, understanding, and open communication. Offer stress management programs and resources for teachers, including workshops, counseling services, or access to stress reduction techniques. Implement regular check-ins or well-being assessments for teachers to gauge their emotional well-being and identify areas of concern. Identify teachers who consistently report anxiety about situations where they might panic and make a fool of themselves. Collaborate with researchers to investigate the specific triggers and causes of anxiety among teachers in these situations and use research findings to inform targeted interventions and support programs.

Fourth, based on the study's findings, which indicate that "teachers complying with the government's implementations of epidemic response in the community" has the lowest mean score among the items under Societal Influences in terms of Social Desirability, here are practical recommendations for teachers, school administrators, and researchers to address this issue effectively. Develop educational programs and workshops to enhance teachers' understanding of epidemic response measures, their importance, and the rationale behind them. Provide up-to-date information and resources on public health guidelines and recommendations. Offer training to teachers on effective communication strategies for conveying the importance of epidemic response measures to students and parents. Recognize and celebrate teachers who demonstrate exemplary compliance with epidemic response measures. Collaborate with public health experts and agencies to provide teachers with insights and guidance on epidemic response. Collaborate with researchers to conduct studies on the factors influencing teachers' compliance with epidemic response measures.

Fifth, based on the study's findings, which indicate that "teachers checking for the latest pandemic news updates via television, computer, or phone" has the lowest mean score among the items under Societal Influences in terms of Social Information, here are practical recommendations for teachers, school administrators, and researchers to address this issue effectively. Encourage teachers to rely on reputable sources of information for pandemic updates, such as government health agencies, the World Health Organization (WHO), or local health authorities. Conduct workshops or training sessions on media literacy to help teachers critically evaluate news sources and differentiate between reliable and misleading information. Facilitate discussions among teachers where they can share their experiences and strategies for staying informed without becoming overwhelmed. Collaborate with researchers to monitor the impact of excessive information consumption on teachers' well-being and job performance.

Sixth, based on the study's findings, which indicate that "teachers avoiding or cancelling traveling overseas" has the lowest mean score among the items under Societal Influences in terms of Social Adaptation, here are practical recommendations for teachers, school administrators, and researchers to address this issue effectively. School administrators should establish clear and up-to- date guidelines regarding teacher travel, especially international trips, during periods of heightened health concerns. Develop a risk assessment protocol for teachers considering overseas travel. Create flexible teaching arrangements that accommodate teachers who choose to avoid or cancel overseas travel due to health concerns. Provide teachers with access to information and resources on travel

safety, health precautions, and vaccination recommendations. Implement a system for teachers to report their travel plans or recent travel history to the school administration. Researchers should investigate the factors influencing teachers' decisions to avoid or cancel overseas travel during health crises.

Seventh, based on the study's findings, which indicate that "teachers feeling anxious or fearful due to the pandemic" has the lowest mean score among the items under Societal Influences in terms of Social Anxiety, here are practical recommendations for teachers, school administrators, and researchers to address this issue effectively. School administrators should prioritize teachers' mental health by providing access to counseling services or mental health resources. Conduct mental health awareness and resilience training for teachers to equip them with coping strategies. Offer flexible work arrangements, such as hybrid teaching or remote work options, for teachers who may feel anxious about in-person teaching. Provide resources on managing anxiety and fear, including stress reduction techniques, mindfulness exercises, and self-care strategies. Collaborate with researchers to conduct studies on the factors contributing to teachers' pandemic-related anxiety and fear.

Eighth, based on the study's findings, which indicate that "teachers avoiding communication with or encountering strangers" has the lowest mean score among the items under Societal Influences in terms of Social Distance, here are practical recommendations for teachers, school administrators, and researchers to address this issue effectively. Offer training programs for teachers to enhance their communication and interpersonal skills. Foster a school culture that encourages open communication and collaboration among teachers, students, parents, and the broader community. School administrators and experienced teachers can serve as role models by actively engaging with strangers in a welcoming and approachable manner. Organize community engagement initiatives, such as parent- teacher meetings, open houses, or community service projects, to facilitate interactions between teachers and strangers in a controlled and supportive setting. Provide social skills workshops for teachers, addressing specific scenarios where they may need to interact with unfamiliar individuals, such as school events or community outreach programs. Collaborate with researchers to study the underlying reasons behind teachers' avoidance of communication with strangers.

Ninth, based on the study's findings, which indicate that "teachers feeling connected enough to my co-teachers" has the lowest mean score among the items under Work-from-home Productivity in terms of Working Relationships, here are practical recommendations for teachers, school administrators, and researchers to address this issue effectively. Implement and promote the use of virtual collaboration platforms and tools that facilitate communication and teamwork among teachers. Organize regular virtual meetings or check-ins for co-teachers to maintain a sense of connection and camaraderie. Encourage collaborative projects or initiatives that require teachers to work together remotely. Offer virtual professional development opportunities that focus on remote collaboration and team-building skills. Recognize and appreciate the contributions of co-teachers through virtual acknowledgments, awards, or shout-outs. Establish feedback mechanisms that allow teachers to provide input on the effectiveness of remote collaboration tools and strategies. Collaborate with researchers to study effective remote collaboration practices and their impact on teacher well-being and productivity.

Tenth, based on the study's findings, which indicate that "teachers being satisfied with the quality of communication my superiors provide" has the lowest mean score among the items under Work-from-home Productivity in terms of Management Communication, here are practical recommendations for teachers, school administrators, and researchers to address this issue effectively. School administrators should diversify and improve communication channels to ensure effective and timely information flow. Establish a regular schedule for updates and announcements to keep teachers informed about important matters, changes, and decisions. Promote two-way communication channels where teachers can provide feedback, ask questions, and voice concerns. Create formal feedback

mechanisms, such as surveys or suggestion boxes, for teachers to provide feedback on the quality of communication. Offer training or professional development opportunities for superiors and administrators on effective communication techniques, especially in a remote work setting. Collaborate with researchers to evaluate the effectiveness of communication strategies in the remote work context. Eleventh, based on the study's findings, which indicate that "teachers being equipped with necessary materials for my work" has the lowest mean score among the items under Work-from- home Productivity in terms of Equipment and Tools, here are practical recommendations for teachers, school administrators, and researchers to address this issue effectively. School administrators should conduct a comprehensive assessment of teachers' technology needs for remote work. Allocate necessary resources and funds to procure essential equipment and tools for teachers, such as laptops, webcams, microphones, and relevant software licenses. Establish a dedicated technical support team or helpdesk to assist teachers with hardware and software issues. Offer training sessions and resources to enhance teachers' proficiency with remote work tools and technology. Collaborate with researchers to evaluate the impact of having the necessary materials and equipment on teachers' productivity and job satisfaction.

Lastly, based on the study's findings, which indicate that "teachers enjoying working from home" has the lowest mean score among the items under Work-from-home Productivity in terms of Personal Well-being, here are practical recommendations for teachers, school administrators, and researchers to address this issue effectively. School administrators should offer flexible work arrangements that allow teachers to choose between working from home and working in a traditional school setting, taking into consideration individual preferences and needs. Promote a healthy work- life balance by encouraging teachers to establish clear boundaries between work and personal life. Offer training and professional development sessions on remote work skills, including time management, self-motivation, and maintaining work-life balance. Recognize and appreciate teachers' efforts and achievements in their remote work endeavors.

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