

Workplace Practices and School Effectiveness of Public Elementary Schools in Paquibato District, Davao City

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Abstract:- This study aimed to determine the relationship between the workplace practices and school effectiveness of public elementary schools in Paquibato District, Davao City. This study utilized the descriptive-correlational design with one hundred fifty teachers school teachers selected using stratified random sampling technique. In gathering data, the researcher adapted a survey questionnaire both for the workplace practices and school effectiveness. Ethical considerations were observed in data collection. The collated data were subjected to statistical tests such as mean, Pearson's r and multiple linear regression. Findings showed that the extent of workplace practices of the elementary schools is extensive, which means that their workplace practices is oftentimes observed. The extent of school effectiveness of the elementary schools is extensive, which means that their school effectiveness is oftentimes observed. There was a moderate significant relationship between the workplace practices and school effectiveness. The domains of workplace practices that influenced the school effectiveness were technology integration, student-centered learning, family and community engagement, and social-emotional learning. With this, the Department of Education should prioritize infrastructure and facilities for public elementary schools to promote favorable physical environment for effective teaching and learning, which contributes to overall school effectiveness.

I. INTRODUCTION

School effectiveness has long been an issue in educational institutions, particularly in the Department of Education. As a matter of fact, making schools a viable place for every learner is a challenge for all school administrators today. For instance, schools have been having issues with their internal environment, which includes its physical setup, management, teacher quality, effective teaching techniques, positive social and learning environments, and home-school relations, which constitute everything about school effectiveness. With this, school administrators, teachers, and staff are constantly looking for critical aspects that are responsible for molding the effectiveness of the school and are regarded precursors for it to occur or take place.

The issue of how to make schools more effective has become a significant problem for Malaysian educators, who are looking for essential characteristics that will boost their efficacy (Koundyannan, Abdul Kadir, Basri & Ayub, A., 2020). The report of Duan, Du and Yu (2018) reveal that school leaders and managers fail to initiate plans that will spawn school development because they lack the understanding that good schools are associated with strong instructional management, clear learning expectations, and a conducive learning environment. Similarly, many of the causes of school failure and degradation in Ghana, Africa today are ascribed to factors such as a lack of a curricular framework, mismanagement, bad staff relationships, inefficient teaching practices, and poor student academic performance (Thiruchelvan, Kadir, Basri & Ayub, 2020).

In the Philippine context, there have been several studies that highlight the issues on instructional supervision, academic support, teacher's competence, technical assistance, and learner's participation toward improving school effectiveness (Benito, 2016; Magulod Jr., 2017; & Mante, 2023). One of the issues is the lack of resources and capacity building for school administrators to effectively carry out their roles. In a study by Ayuban and Benigno (2020), it was found that school administrators in the Philippines face challenges in accessing training programs, professional development opportunities, and resources such as technology and instructional materials. This lack of support compromises teacher's quality, student-centered learning and social relationships among school personnel, which negatively impact the ability of the school to carry-out any programs. Another issue is the cultural context of the Philippine education system, which puts emphasis on compliance rather than innovation and creativity. The study of Magalong and Torreón (2021) found that school leaders are often constrained by bureaucratic policies and procedures, which limit their ability to provide innovative instructional supervision and administrative support to teachers, as well as stakeholders linkages. This cultural context also affects the level of technical assistance provided to schools, with limited support for technology integration and other innovations.

In spite of the government's encouragement for school effectiveness, problems in national and local educational sectors have still been observed. Section E of Republic Act 9155 emphasizes the need for school leaders to establish school and community networks, encourage the active participation of teacher organizations, non-academic personnel of public schools and parents- teachers-community associations. This implies that school leaders and administrators must provide opportunities for collaboration of school's internal and external stakeholders, to develop leadership and shared responsibility for student/pupil outcomes (DepEd- TEEP, 2006), and must instill intensive supervision to achieve higher academic achievement as its instructional functionality. With all of these scenarios, the researcher finds it appropriate to investigate other factors that may influence school effectiveness in public elementary schools, specifically in Paquibato District, Division of Davao City, like workplace practices, which would become a basis in the formulation/ revisitation of the current programs to address the problems mentioned.

This research aimed to determine the extents of workplace practices and school effectiveness of public elementary schools in Paquibato District, Division of Davao City during the school year 2023-2024. Specifically, it aimed to answer the following questions:

- *What is the extent of workplace practices of public elementary schools in terms of:*
 - Technology Integration;
 - Problem Solving Practices;
 - Student-Centered Learning;
 - Family and Community Engagement; and
 - Social-Emotional Learning?
- *What is the extent of school effectiveness of public elementary schools terms of:*
 - Personnel and Staff Effectiveness;
 - Academic Support; and
 - Student Engagement?
- *Is there a significant relationship between workplace practices and school effectiveness of public elementary schools in Paquibato District?*
- *Which domains of workplace practices significantly influence the school effectiveness of public elementary schools in Paquibato District?*

II. METHOD

This chapter presents the method of the study which includes research design, respondents of the study, research instrument, data gathering procedure, and data analysis.

This study utilized quantitative research design which refers to the plan or strategy of shaping the research (Henn & Madow, 2018) that might include the entire process from conceptualizing a problem to writing a research questions, and on to data collection, analysis, interpretation and report writing (Creswell, 2002) and used to develop and employ of mathematical models, theories and/or hypotheses pertaining to phenomena (Given, 2008 as cited in Maca, 2019). The researcher employed the correlational design to describe the statistical association between two or more variables (Creswell, Plano Clark, Gutmann & Hanson, 2003). Specifically, this study utilized the descriptive-correlational design to describe the relationship among variables rather than to infer cause and effect relationship. This is useful in describing how on phenomenon is related to another in situations where the researcher has no control over the independent variables that are believed to cause or influence the dependent or the outcome variable (Lappe, 2000 as cited in Backfish et al., 2021).

In this study, the respondents were the one hundred fifty (150) public elementary school teachers from the selected ten (10) elementary schools in Paquibato District, Division of Davao City who are classroom teachers. The respondents being part of the study were teachers teaching Grade 1 to Grade 6 with not less than 3 years of service; thus, they were selected as they already have experienced on how effective the school is especially the system and in implementing various programs. Moreover, the demographic profile of the respondents such as sex, age, civil status, position, highest educational attainment, and length of service were not taken. This study, on the other hand, used stratified random sampling for each school, especially those small schools, to have representative as respondents being part of the study. The purpose of stratification is to ensure that each stratum in the sample and to make inferences about specific population subgroups. By dividing the population into strata, researchers can ensure that each group has representatives to avoid sampling biases (Anderson & Spencer, 2002 as cited in Klassen & Chiu, 2010). In this study, the selected ten (10) elementary schools in Paquibato District, Division of Davao City were given the opportunity to have teachers as representatives in the study, to give their rating on the extents of workplace practices and school effectiveness.

The researcher gathered primary data from the selected elementary school teachers from ten (10) public elementary schools in Paquibato, Division of Davao City. The two variables of this study were assessed using two instruments: the scales used in Workplace Practices domains was taken from the original instrument developed by Koundyannan et al. (2020). This instrument contains items which describes a specific way in which a school workplace practices may observe. It is a self-report questionnaire with a Likert scale that focuses on a detailed evaluation of the construct of workplace practices in terms of technology integration, innovation and creativity, student-centered learning, family and community engagement, and social-emotional learning. Moreover, the questionnaire that focused on the extent of School Effectiveness in terms of staff and personnel effectiveness, academic support and student engagement adopted from the study of Ganad (2018). This instrument includes items that detail particular ways in which a school's effectiveness is demonstrated. For validation, the survey questionnaire was forwarded to three (3) experts. They used a Validation Sheet to rate the instrument. All of the experts' opinions and recommendations were followed. Following the validity test, the survey questionnaire was piloted to twenty (20) elementary school teachers from other schools in Paquibato District that were not included in the study. Cronbach alpha was then used to assess its reliability. Items having Cronbach alpha values greater than 0.70 were regarded reliable, while items with values less than 0.70 were revised, according to Darren and Mallery (1999), as cited in Wadkar, Singh, Argade, and Chakravarty (2018).

The researcher underwent the following steps and procedures in gathering the data of this study: (1) *Permission to Conduct the Study*. The researcher asked an endorsement letter from the Dean of the Graduate School of Rizal Memorial Colleges with the consent of the thesis adviser to conduct the study. With the endorsement letter, the researcher sent a request letter to the DepeEd Division Office of Davao City through the Schools Division Superintendent (SDS) to conduct the study. The researcher then asked permission to the respective school principal of the respondents to gather data. (2) *Distribution and Retrieval of Survey Questionnaire*. The researcher set a schedule to the school principals and to the respondents for the actual administration of the survey questionnaire. The schedule for the administration and retrieval of the questionnaires was done from September to October 2023. The survey questionnaire was made through printed copies, however google form was considered upon the request of the respondents. (3) *Collation and Statistical Treatment of the Study*. The responses of the respondents were collated and tabulated following the successful administration and retrieval of the survey questionnaires. The data were processed and analyzed employing the appropriate statistical tools, and results were interpreted. Conclusions and recommendations were then drawn.

In analyzing and interpreting the result of the study, the researcher used the following statistical tools: *Mean* was used to describe the extent of workplace practices in terms of technology integration, innovation and creativity, student-centered learning, family and community engagement, and social-emotional learning. *Pearson Product Moment Correlation (Pearson's r)* was used to determine if significant relationship exists between workplace practices and school effectiveness of public elementary schools in Paquibato District, Division of Davao City. *Multiple Linear Regression* was employed to determine which domains of workplace practices (technology integration, innovation and creativity, student-centered learning, family and community engagement, and social-emotional learning) would influence the school effectiveness of public elementary schools in Paquibato District, Division of Davao City.

III. RESULTS AND DISCUSSIONS

This chapter presents the findings and discussion based on the data gathered. The presentation is organized in four sections: first, workplace practices of public elementary schools; second, school effectiveness of public elementary schools; third, relationship between workplace practices and school effectiveness of public elementary schools; and fourth, domains of workplace practices significantly influence the school effectiveness of public elementary schools.

➤ *On the Workplace Practices of Public Elementary Schools*

This section presents the extent of workplace practices of public elementary schools in terms of: 1) technology integration, 2) problem solving practices, 3) student-centered learning, 4) family and community engagement, and 5) social-emotional learning.

Presented in Table 1 is the workplace practices of public elementary schools in terms of technology integration. It reveals that the statement "one's school practices different online platforms for easy information dissemination among teachers and students" obtained the highest mean value among the five items ($\bar{x}=4.15$), which is described as "extensive". On the other hand, the statement "one's school promotes paperless practice among teachers by storing documents in the google drive" obtained the lowest mean value among the five (5) items ($\bar{x}=4.03$) which is described as "extensive". It also reveals that the overall mean value on the extent of workplace practices of public elementary schools in terms of technology integration is 4.09, which is described as "extensive".

Table 1 Workplace Practices of Public Elementary Schools in terms of Technology Integration.

No.	Statements	Mean	SD	Descriptive Equivalent
	<i>Our school...</i>			
1.	Practices different online platforms for easy information dissemination among teachers and students.	4.15	0.62	Extensive
2.	Imposes the usage of different types of technology in the Classroom, including a virtual classroom, creates learners who are actively engaged with learning objectives.	4.14	0.66	Extensive
3.	Utilizes different technological platforms for fast and easy compliance and submission of documents.	4.08	0.68	Extensive
4.	Enforces teachers to use technology for interactive games to support math, spelling, phonetic, and reading skills.	4.06	0.71	Extensive
5.	Promotes paperless practice among teachers by storing documents in the google drive.	4.03	0.70	Extensive
OverAll		4.09	0.67	Extensive

This indicates the respondents oftentimes observed that their school practices different online platforms for easy information dissemination among teachers and students. Moreover, they oftentimes observed that their school promotes paperless practice among teachers by storing documents in the google drive. This implies that the workplace practices of public elementary schools in Paquibato District, Division of Davao City in terms of technology integration is oftentimes observed. The regular observation and implementation of good technology integration techniques in public elementary schools extend beyond the classroom. They contribute to a more dynamic and technologically capable learning environment, equipping learners for the digital age's challenges and opportunities.

The finding is consistent with what Dinc (2019) claimed that the working practices of public elementary schools regarding technology integration vary greatly depending on issues like as available resources, policies, and the institution's

general educational philosophy. The availability and accessibility of devices such as computers, tablets, and interactive whiteboards frequently determines the extent of technological integration. Schools with adequate resources may implement one-to-one device efforts to ensure that every student has access to technology (Ahmadi, 2018). Moreover, Harrell and Bynum (2018) pointed out that public elementary schools can include technology by using digital curriculum materials and instructional tools. Interactive e-books, instructional software, and internet platforms that enhance traditional teaching materials could all fall under this category. Teachers' continual professional development is frequently required for successful technology integration. Schools may offer training sessions, conferences, or online courses to help instructors improve their ability to use technology for instructional objectives (Valenzuela & Buenvenida, 2021).

Presented in Table 2 is the workplace practices of public elementary schools in terms of problem solving practices.

Table 2 Workplace Practices of Public Elementary Schools in Terms of Problem-Solving Practices

No.	Statements	Mean	SD	Descriptive Equivalent
	<i>Our school...</i>			
1.	Encourages initiative and interest for group members to speak up/talk about their problems regarding team-building.	4.11	0.62	Extensive
2.	Turns creative ideas into actions.	4.09	0.60	Extensive
3.	Looks for ways to make things better.	4.18	0.61	Extensive
4.	Comes up with the right decision in solving the problems.	4.11	0.65	Extensive
5.	Meets with the group to share the problems and obtain inputs from them and then decide.	4.10	0.62	Extensive
OverAll		4.12	0.62	Extensive

It reveals that the statement “one’s school looks for ways to make things better” obtained the highest mean value among the five items ($\bar{x}=4.18$), which is described as “extensive”. Moreover, the statement “one’s school turns creative ideas into actions” obtained the lowest mean value among the five (5) items ($\bar{x}=4.09$) which is described as “extensive”. It also reveals that the overall mean value on the extent of workplace practices of public elementary schools in

terms of problem solving practices is 4.12, which is described as “extensive”.

This indicates the respondents oftentimes observed that their school looks for ways to make things better. Moreover, they oftentimes observed that their school turns creative ideas into action. This implies that the workplace practices of the public elementary schools in Paquibato District, Division of

Davao City in terms of problem solving practices is oftentimes observed. When public elementary schools continuously observing and implementing good problem-solving strategies in the workplace go beyond immediate issue resolution. They help to foster a positive school culture, improve educational outcomes, and foster the development of skills and attitudes that benefit both students and the larger school community.

Similarly, Gregoire (2018) maintained that workplace problem-solving methods in public elementary schools are vital for fostering an environment that promotes critical thinking, teamwork, and successful problem-solving solutions. Schools frequently urge administrators, teachers, and staff to make decisions together. Teams can be formed to identify and address problems collectively, generating a sense

of shared responsibility and ownership. Accurately recognizing and assessing challenges is the first step in effective problem solving (Richardson & Mishra, 2018). Sasan and Baritua (2022) suggested that practices that enable teachers and staff to carefully assess obstacles, grasp root causes, and define problems clearly can be implemented in public primary schools. By implementing these problem-solving strategies, public elementary schools can foster a culture of innovation, cooperation, and continual improvement, resulting in a more effective and dynamic learning environment for students and teachers (Kaplan, 2019).

Presented in Table 3 is the workplace practices of public elementary schools in terms of student-centered learning.

Table 3 Workplace Practices of Public Elementary Schools in Terms of Student-Centered Learning.

No.	Statements	Mean	SD	Descriptive Equivalent
	<i>Our school...</i>			
1.	Analyzes, assess and describe the value orientation of the students within the school	4.15	0.67	Extensive
2.	Stimulates the development of activities directed toward providing information about and to the students	4.15	0.68	Extensive
3.	Places priority on counselling with individual and group of students	4.40	0.98	Very Extensive
4.	Initiates research and utilizes research information from present and previous students as a basis for improving the guidance and total educational programs	4.13	0.64	Extensive
5.	Structures activities that foster understanding and interaction among students.	4.17	0.66	Extensive
OverAll		4.20	0.73	Extensive

It reveals that the statement “one’s school places priority on counseling with individual and groups of students” obtained the highest mean value among the five items ($\bar{x}=4.40$), which is described as “very extensive”. On the other hand, the statement “one’s school initiates research and utilizes research information from present and previous students as a basis for improving the guidance and total educational programs” obtained the lowest mean value among the five (5) items ($\bar{x}=4.13$) which is described as “extensive”. It also reveals that the overall mean value on the extent of workplace practices of public elementary schools in terms of student-centered learning is 4.20, which is described as “extensive”.

This indicates the respondents always observed that their school places priority on counseling with individual and groups of students. However, they oftentimes observed that their school initiates research and utilizes research information from present and previous students as a basis for improving the guidance and total educational programs. This implies that the workplace practices of public elementary schools in Paquibato District, Division of Davao City in terms of student-centered learning is oftentimes observed. The consistent observation of student-centered learning activities in public elementary schools demonstrates a dedication to providing children with a more engaging, inclusive, and effective educational experience.

The finding is congruent to the result of the of Mingorance et al. (2019), who revealed that student-centered learning techniques frequently result in increased levels of student engagement. Students are more likely to be motivated and invested in their studies when they have an active part in their education, with options and input into their learning process. Consistent procedures imply a commitment to personalizing instruction to the requirements of individual students. Individualization allows for different learning styles, speeds, and preferences, resulting in a more individualized educational experience. Serin (2018) emphasized that critical thinking skills are developed through student-centered instruction. Students develop the analytical and problem-solving abilities required for success in various areas of life when they are encouraged to investigate, question, and apply their knowledge in real-world circumstances. Student-centered methods instill a passion of learning and promote lifelong learning habits by actively integrating students in their learning journey. Students become more self-directed, inquisitive, and driven to learn outside of the classroom (Ali, 2019).

Presented in Table 4 is the workplace practices of public elementary schools in terms of family and community engagement. It reveals that the statement “one’s school ensures that parents participate in the improvement of the school” obtained the highest mean value among the five items ($\bar{x}=4.33$), which is described as “very extensive”. On

the other hand, the statement “ones’ school has an inventory of community resources” obtained the lowest mean value among the five (5) items (\bar{x} =4.09) which is described as “extensive”. It also reveals that the overall mean value on the extent of workplace practices of public elementary schools in terms of family and community engagement is 4.17, which is described as “extensive”.

This indicates the respondents always observed that their school ensures that parents participate in the improvement of the school. However, they oftentimes

observed that their school has an inventory of community resources. This implies that the workplace practices of public elementary schools in Paquibato District, Division of Davao City in terms of family and community engagement is oftentimes observed. Consistent observation of family and community involvement initiatives in public elementary schools demonstrates a dedication to providing a collaborative and supportive educational environment. The results include several facets of student progress, community ties, and the school's overall favorable image in the community.

Table 4 Workplace Practices of Public Elementary Schools in Terms of Family and Community Engagement.

No.	Statements	Mean	SD	Descriptive Equivalent
	<i>Our school...</i>			
1.	Has an inventory of community resources.	4.09	0.63	Extensive
2.	Considers the needs, problems and resources of community and its program.	4.14	0.65	Extensive
3.	Ensures that parents participate in the improvement of the school.	4.33	0.76	Very Extensive
4.	Ensures that parents participate in the decision-making process.	4.15	0.70	Extensive
5.	Establishes linkages with government agencies, local and abroad.	4.13	0.68	Extensive
	OverAll	4.17	0.68	Extensive

The result is supported by the finding of Garcia (2019), that practices of family and community engagement is related to increased student performance. When parents and community members are actively involved in their children's education, academic achievement, attendance, and overall well-being improve. This can foster greater trust, collaboration, and mutual support, resulting in a deeper sense of community. Moreover, Hetherington and Forrester (2022) highlighted that the observation of engagement techniques indicates a desire to increase parental involvement. Parents who are involved in school events, attend parent-teacher conferences, and support their child's learning at home are more likely to participate. This helps to improve communication between the school and the parents, ensuring that critical information is communicated and understood.

Presented in Table 5 is the workplace practices of public elementary schools in terms of family and community engagement. It reveals that the statement “one’s school takes pride in his/her accomplishment at work” and “one’s school provides opportunities for free expressions of ideas to plan improvements and other projects in school” both obtained

the highest mean value among the five items (\bar{x} =4.19, respectively), which are described as “extensive”. On the other hand, the statement “one’s school cares about the general satisfaction of the teachers at work” obtained the lowest mean value among the five (5) items (\bar{x} =4.09), which is described as “extensive”. It also reveals that the overall mean value on the extent of workplace practices of public elementary schools in terms of social-emotional learning is 4.15, which is described as “extensive”.

This indicates the respondents oftentimes observed that their school takes pride in their accomplishment at work and provides opportunities for free expressions of ideas to plan improvements and other projects in school. Moreover, they oftentimes observed that their school cares about the general satisfaction of the teachers at work. This implies that the workplace practices of public elementary schools in Paquibato District, Division of Davao City in terms of social-emotional learning is oftentimes observed. When social and emotional learning practices are observed often in public elementary schools, the results extend to creating a good, inclusive, and supportive educational atmosphere that fosters children' academic and emotional well-being.

Table 5 Workplace Practices of Public Elementary Schools in Terms of Social-Emotional Learning.

No.	Statements	Mean	SD	Descriptive Equivalent
	<i>Our school...</i>			
1.	Cares about the well-being of the staffs, teachers and students.	4.14	0.69	Extensive
2.	Cares about the general satisfaction of the teachers at work	4.09	0.72	Extensive
3.	Appreciates any extra effort from the staffs, teachers and students	4.12	0.68	Extensive
4.	Takes pride in our accomplishment at work.	4.19	0.64	Extensive
5.	Provides opportunities for free expressions of ideas to plan improvements and other projects in school.	4.19	0.67	Extensive
	OverAll	4.15	0.68	Extensive

Congruent to the claim of Jagers, Rivas-Drake and Williams (2019) who mentioned that learners' emotional well-being is the emphasis of social-emotional practices. Consistent observation indicates a dedication to meeting students' social and emotional needs, which contributes to enhanced mental health, reduced stress, and general well-being. It promotes emotional intelligence development, which includes self-awareness, self-regulation, empathy, and interpersonal skills. Regular practice demonstrates a commitment to developing these skills, which are critical for personal and academic success (Ciotto & Gagnon, 2018). Furthermore, Mahoney, Durlak and Weissberg (2018) maintained that incorporating SEL techniques frequently results in more effective classroom management. Learners with social and emotional skills are better able to manage their conduct, resolve problems, and communicate well with peers and teachers.

➤ *On the School Effectiveness of Public Elementary Schools*

This section presents the extent of school effectiveness of public elementary schools in terms of: 1) personnel and staff effectiveness, 2) academic support; and 3) student engagement.

Shown in Table 6 is the extent of school effectiveness of public elementary schools in terms of personnel and staff effectiveness. This indicates the respondents always observed that their school encourages initiative and interest for group members to speak up/talk about their problems

regarding team-building. Moreover, they oftentimes observed that their school assess group and individual in-service educational activities and recommends ways of improving them. This implies that school effectiveness of public elementary schools in Paquibato District, Division of Davao City in terms of personnel and staff effectiveness is always observed. Consistent observation of personnel and staff effectiveness indicates a dedication to sustaining good teaching standards. This can result in better teaching quality and thus better student learning results.

Conversely, Magalong and Torreon (2021) confirmed that the regular implementation of personnel and staff efficacy in public elementary schools has far-reaching positive effects, including instructional quality, student outcomes, school culture, and the educational institution's overall success. An emphasis on continuous improvement and staff assistance helps to a healthy and successful learning environment. For instance, Kataoka (2021) emphasized that schools that focus on personnel and staff effectiveness frequently includes opportunities for continued professional development. Teachers and staff personnel benefit from training sessions, workshops, and materials that keep them up to date on educational best practices. Increased student engagement and success are also linked to effective personnel and staff practices. Teachers who are engaged and well-supported contribute to a healthy learning environment that promotes academic accomplishment and personal growth.

Table 6. Extent of School Effectiveness of Public Elementary Schools in Terms of Personnel and Staff Effectiveness.

No.	Statements	Mean	SD	Descriptive Equivalent
	<i>Our school...</i>			
1.	Encourages initiative and interest for group members to speak up/talk about their problems regarding team-building.	4.43	0.71	Extensive
2.	Assess group and individual in-service educational activities and recommends ways of improving them.	4.13	0.68	Extensive
3.	Assess the degree of congruence between expectations for the role and the need-dispositions of the individual.	4.15	0.70	Extensive
4.	Engages in development activities and designed to update my professional knowledge and skill related to educational and administrative processes.	4.16	0.71	Extensive
5.	collects, organizes and analyzes data concerning the processes and products of teaching.	4.20	0.69	Extensive
	OverAll	4.21	0.70	Extensive

Presented in Table 7 is the extent of school effectiveness of public elementary schools in terms of academic support.

Table 7 Extent of School Effectiveness of Public Elementary Schools in Terms of Academic Support.

No.	Statements	Mean	SD	Descriptive Equivalent
	<i>Our school...</i>			
1.	Encourages teachers to conduct remedial session for problematic students.	4.16	0.68	Extensive
2.	Imposes counselling program for students at risk of dropping out.	4.13	0.66	Extensive
3.	Conducts teacher's workshops for supplementary materials development.	4.18	0.68	Extensive
4.	Creates academic opportunities during the school day, such as learning labs, to increase the instructional time for academically struggling students.	4.15	0.66	Extensive
5.	Provides after-school or before-school programs, usually within the school building, that provide students with tutoring or mentoring.	4.17	0.64	Extensive
OverAll		4.16	0.66	Extensive

It reveals that the statement "one's school conducts teacher's workshops for supplementary materials development" obtained the highest mean value among the five items ($\bar{x}=4.18$), which is described as "extensive". On the other, the statement "one's school imposes counseling program for students at risk of dropping-out" obtained the lowest mean value among the five (5) items ($\bar{x}=4.13$) which is described as "extensive". It reveals that the overall mean value on the extent of school effectiveness of public elementary schools in terms of academic support is 4.16, which is described as "extensive".

This indicates the respondents oftentimes observed that their school conducts teacher's workshops for supplementary materials development. Moreover, they oftentimes observed that their school imposes counseling program for students at risk of dropping-out. This implies that the school effectiveness of public elementary schools in Paquibato District, Division of Davao City in terms of academic support is oftentimes observed. Academic support strategies that are routinely implemented in public elementary schools have a wide range of benefits, including enhanced student achievement, individualized learning, inclusive education, and a commitment to lifelong learning. Such measures greatly contribute to the school's overall performance and the positive academic development of its students.

This finding is congruent to the contention of Boonk et al. (2018) that regular implementation of academic support methods indicates a dedication to improving student accomplishment. Academic assistance services, such as

tutoring and other resources, can help students achieve better academic results. Individualized learning plans for pupils are frequently used in effective academic support. Regular practice implies a commitment to personalizing instruction to each student's individual requirements and learning styles, creating a more personalized and targeted approach. Specifically, Early intervention strategies are frequently used in academic assistance practices. Consistent observation suggests a proactive strategy to recognizing and correcting learning obstacles early on, preventing academic troubles from worsening (Wong, Tao & Konishi, 2018). Schools that highly support on academic outcome often involve collaboration among teachers, administrators and staffs. Consistent practice reflects a commitment to building a collaborative atmosphere in which teachers collaborate to meet students' different learning needs.

Table 8 is the extent of school effectiveness of public elementary schools in terms of student engagement. It reveals that the statement "one's school provides activities to showcase students' skills and talents" obtained the highest mean value among the five items ($\bar{x}=4.21$), which is described as "extensive". On the other hand, the statement "one's school makes provisions for involving students meaningfully in the decisions concerning the program of the school" obtained the lowest mean value among the five (5) items ($\bar{x}=4.09$) which is described as "extensive". It also reveals that the overall mean value on the extent of school effectiveness of public elementary schools in terms of student engagement is 4.17, which is described as "extensive".

Table 8 Extent of School Effectiveness of Public Elementary Schools in Terms of Student Engagement.

No.	Statements	Mean	SD	Descriptive Equivalent
	<i>Our school...</i>			
1.	Makes provisions for involving students meaningfully in the decisions concerning the program of the school.	4.09	0.66	Extensive
2.	Supports the development of operational policies and provides the resources for an effective student government within the school.	4.16	0.64	Extensive
3.	Sustains students' empowerment through establishing students organization.	4.17	0.64	Extensive
4.	Provides activities to showcase students' skills and talents.	4.21	0.64	Very Extensive
5.	Encourages and supports students for inter-school competitions.	4.20	0.61	Extensive
OverAll		4.17	0.64	Extensive

This indicates the respondents always observed that their school provides activities to showcase students' skills and talents. Moreover, they oftentimes observed that their school makes provisions for involving students meaningfully in the decisions concerning the program of the school. This implies that the school effectiveness of public elementary schools in Paquibato District, Division of Davao City in terms of student engagement is oftentimes observed. Student engagement practices that are routinely observed in public elementary schools extend to numerous aspects of student development and school success.

Relatedly, creating an engaging and happy learning environment lays the groundwork for greater academic performance, social well-being, and the development of skills necessary for future success (Martin & Collie, 2019). Serrano et al. (2019) found that schools that highlight student engagement techniques demonstrate a dedication to providing a dynamic and exciting learning environment.

Improved academic performance and learning outcomes are frequently connected with increased student engagement. On the other hand, Delfino (2019) claimed that student engagement is now widely viewed as a sign of good classroom instruction and institutional quality. Some researchers have linked student engagement and motivation, arguing that engaged students demonstrate persistent behavioral involvement in learning activities, supported by a good emotional disposition. Such kids are more likely to choose difficult assignments, take initiative in their learning pursuits, put in significant effort and focus, and exhibit positive emotions such as enthusiasm, optimism, curiosity, and interest during the learning process.

Presented in Table 9 is the test of relationship between workplace practices and school effectiveness of public elementary schools in Paquibato District, Division of Davao City.

Table 9 Relationship between Workplace Practices and School Effectiveness of Public Elementary Schools.

Variables	Mean	SD	R	R ²	Degree of Relationship	p-value	Decision @ a 0.05 Level
Workplace Practices	4.15	0.68	0.49	0.25	Moderate	0.00	Significant (Reject H ₀)
School Effectiveness	4.18	0.67					

It reveals that the relationship between workplace practices and school effectiveness is moderate ($R=0.49$) and it is significant ($p\text{-value}=0.000<0.05$) at .05 level of significance. It shows that the workplace practices significantly influenced the school effectiveness. This implies that when the workplace practices in public elementary schools is always observed, the school effectiveness would be high.

It further reveals that 25 percent ($R^2=0.25$) of the variance in school effectiveness can be attributed for the workplace practices, while the other 75 percent is caused by other factors. This indicates that the workplace practices may be helpful in increasing the school effectiveness in Paquibato District, Division of Davao City. This implies that schools that continuously observe and prioritize strong workplace practices are more likely to be effective and productive. This includes a variety of factors like as organizational efficiency, professional growth, teamwork, adaptability, and a dedication to continual improvement, all of which contribute to the school's overall success.

The claim of Hero (2019) supports this finding, as he mentioned that workplace practices cover a wide range of features of how teachers and administrators behave in the school setting. These practices can greatly contribute to overall school success when they are aligned with educational goals and build a pleasant, collaborative, and student-centered culture. Likewise, a collaborative workplace culture supports the interchange of ideas and creative teaching approaches by requiring teachers to

collaborate and participate in ongoing professional development. This collaboration improves teaching quality, allows for the exchange of best practices, and adds to a supportive educational environment, all of which have a favorable impact on student learning results (Patil, 2020). Moreover, Gezim and Xhomara (2020) argued that positive workplace practices help to build a positive school culture, which fosters an environment favorable to effective teaching and learning. A collaborative, inclusive, and student-centered workplace improves the school's overall success, favorably influencing student outcomes and community relationships. On the other hand, effective school leadership strategies set the tone for a healthy and meaningful educational environment. Strong leadership promotes goal alignment, the development of a supportive culture, and the implementation of methods that improve overall school effectiveness (Yadov, Gupta & Khetrpal, 2018).

➤ *On the Domains of Workplace Practices that Significantly Influence the School Effectiveness of Public Elementary Schools.*

Displayed in Table 10 is the test of influence of the domains of workplace practices that significantly influence the school effectiveness of public elementary schools in Paquibato District. It reveals that at 0.05 level of confidence, technology integration ($B=0.13$, $p\text{-value}=0.017<0.05$), student-centered learning ($B=0.07$, $p\text{-value}=0.025<0.05$), family and community engagement ($B=0.09$, $p\text{-value}=0.010<0.05$), and social-emotional learning ($B=0.017$, $p\text{-value}=0.003<0.05$) significantly influenced the school effectiveness. It further shows that the model of

school effectiveness is fit ($F=9.401$, $p\text{-value}=0.000<0.05$). The signs of statistically significant domains of workplace practices (technology integration, student-centered learning,

family and community engagement, and social-emotional learning) are positive, indicating direct positive relationships with school effectiveness.

Table 10 Domains of Workplace Practices that Influence the School Effectiveness of Public Elementary Schools.

Domains of Workplace Practices	B	BE	Beta	t-stat	p-value	Decision @ a 0.05 Level
(Constant)	3.09	0.34		9.23	0.000	Significant
Technology Integration	0.13	0.05	0.23	2.41	0.017	Significant
Problem Solving Practices	0.06	0.06	0.11	1.03	0.303	Not Significant
Student-centered Learning	0.07	0.03	0.21	2.26	0.025	Significant
Family and Community Engagement	0.09	0.03	0.23	2.62	0.010	Significant
Social Emotional Learning	0.17	0.05	0.28	3.06	0.003	Significant
Regression Model:						
School Effectiveness = 3.09 + 0.13(Technology Integration) + 0.07(Student-centered Learning) + 0.09(Family and Community Engagement) + 0.17 (Social-emotional Learning)						
F: 9.401, R: 0.49, R ² : 0.25, p: 0.000						

This indicates that when the technology integration is always observed by the public elementary schools in Paquibato District, their school effectiveness would also become high. This implies that while technology integration can improve school effectiveness, its success is dependent on careful planning, teacher training, and continuing evaluation to ensure that technology corresponds with educational goals and improves the overall learning experience.

The finding is congruent to the finding of Abid-Azhar and Iqbal (2018) that when technology is deliberately and effectively integrated into teaching and learning processes, it has the potential to improve numerous aspects of school effectiveness, such as student engagement, achievement, and overall educational quality (Yang, 2021). However, in order to optimize the positive effects of technology integration on overall school effectiveness, Patil (2020) suggests that schools must properly plan, execute, and regularly assess it. For instance, technology integration allows for a variety of interesting learning experiences, such as interactive information, multimedia tools, and online collaboration. Thereby, effective use of technology can improve the learning environment by making it more interesting, relevant, and suited to the requirements of students, thereby adding to school effectiveness. Moreover, the incorporation of technology promotes adaptation and innovation in teaching and learning activities. Schools that embrace change and innovation through technology are more likely to adapt to changing educational landscapes, increasing overall effectiveness (Statti & Torres, 2020).

This also indicates that when the student-centered learning is always observed by the public elementary schools in Paquibato District, they would also have high school effectiveness. This implies that adopting student-centered learning approaches can greatly improve school effectiveness by providing students with a more individualized, engaging, and impactful educational experience. Individual growth, critical thinking, and lifelong learning are emphasized to meet the changing demands of students in the twenty-first century. The result is parallel to the speculation of Lawson et al. (2018) that when schools prioritize approaches centered on students' needs, interests, and growth, they are more likely to experience positive results that contribute to overall school effectiveness. Student-centered learning emphasizes individualizing education to meet the needs of each student, allowing for unique learning experiences. It can improve overall school effectiveness by increasing student involvement, motivation, and academic success (Yang, 2021). Moreover, Mikhailova (2018) agreed that student-centered learning emphasizes students' active participation, cooperation, and critical thinking. This technique allows students to take control of their learning, instilling a sense of responsibility and independence in them. With this, students are more likely to retain material, get a deeper comprehension of subjects, and contribute positively to the learning environment, thus improving school effectiveness (Hero, 2019).

IV. CONCLUSIONS AND RECOMMENDATIONS

➤ *Based on the Results, The Following Conclusions Are Drawn:*

The workplace practices in public elementary schools is extensive. This demonstrates a dedication to accountability, constant improvement, responsiveness to change, and an emphasis on quality education, all of which contribute to the educational institution's overall effectiveness.

The school effectiveness in public elementary schools is extensive. Schools are likely held to aim for high standards, guaranteeing consistent adherence to laws, seeking areas for enhancement, and implementing strategic changes to improve overall effectiveness.

The extent of school effectiveness of public elementary schools in Paquibato District would depend on their workplace practices. When their workplace practices is high, the school effectiveness would also increase. A friendly and collaborative work atmosphere has a beneficial ripple effect, positively impacting numerous parts of the school's operations and, ultimately, improving the educational institution's overall efficacy.

Moreover, it is evident that those elementary schools that highly practiced technology integration, student-centered learning, family and community engagement, and social-emotional learning would always manifest a high school effectiveness. This can lead to better job satisfaction, teamwork, and overall well-being, as well as a greater focus on student success, which may have a favorable impact on school effectiveness.

➤ *Based on the Conclusions, the Following are Recommended:*

The Department of Education should prioritize infrastructure and facilities, ensuring enough facilities and resources for public elementary schools to promote favorable physical environment for effective teaching and learning, which contributes to overall school effectiveness. Moreover, the Davao City School Division should invest in and promote the integration of technology in classrooms to support current teaching methods and improve educational outcomes, enriching the learning experience, providing learners with necessary skills, and adding to overall school success.

The schools should encourage the use of student-centered learning approaches that prioritize individual student needs and involvement, hence improving student outcomes, participation, and overall school success. They should also foster collaborative leadership models that incorporate input from a variety of stakeholders, such as teachers, parents, and community members. They should, in

particular, develop techniques for actively engaging parents and the community in school activities, decision-making processes, and collaborative ventures.

The school teachers should participate in opportunities for continuing professional development to stay current on educational methods and methodologies. They should also collaborate with colleagues to exchange ideas, resources, and best practices, as well as actively participate in school improvement programs and give insights to improve teaching and learning.

The Future Researchers may use this study as a reference to further explore the underlying dimensions of school effectiveness and other factors that could affect school efficacy utilizing qualitative research design.

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