

Workforce Diversity and Work Adjustment Towards Productivity, Performance, and Resiliency of Public Elementary School Teacher

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Abstract— This study was conducted to determine the relationship between workforce diversity and work adjustment towards productivity, performance and resiliency for public elementary school teachers. The Descriptive-Correlational research design was adopted and the statistical tools such as mean and standard deviation were utilized to test the relationship of the independent and dependent variables. Hypotheses were tested and the findings revealed the following information: the findings indicate a significant relationship between workforce diversity and teaching performance, as well as between teachers' work adjustments and their teaching performance, leading to the rejection of the respective null hypotheses. Having all those findings, this study recommends that: the school may introduce diversity training programs to cultivate inclusive practices and cultural awareness among educators. Tailored professional development opportunities addressing teachers' experience levels and religious affiliations should be provided to enhance their professional growth. Fostering a collaborative work environment through team-building activities and knowledge-sharing forums is recommended. Offering workshops on time management and stress reduction techniques can aid teachers in achieving a healthy work-life balance. Developing training sessions focusing on effective teaching methods and communication strategies is essential for improving student learning outcomes. Regular recognition of teachers' achievements is crucial for boosting morale and productivity. Establishing mentorship programs to support teachers in building resilience and coping strategies is advisable. Promoting diversity in hiring practices can contribute to creating a more representative teaching workforce. Providing ongoing support and resources to assist teachers in adapting to their roles and overcoming challenges is vital for enhancing teaching performance. Additionally, future research endeavors could explore broader regional or national contexts to yield comprehensive insights.

Keywords— workforce diversity, work adjustment, teaching performance.

INTRODUCTION

This study delves into how the diversity of elementary school teachers in Sto. Tomas, Batangas, affects their teaching performance, aiming to boost both teacher productivity and student outcomes. We'll explore various factors like age, gender, education, and job role and how they influence teachers' ability to adapt to their work environment, including workload and relationships.

Research indicates that older teachers tend to adapt better to changes in education [5]. Gender diversity has been shown to enhance collaboration among teaching teams [11], especially in creating supportive environments for LGBTQ+ teachers [16]. Teachers from diverse regions are often adept at connecting with students from different

backgrounds [23], and experience has been linked to better performance [13]. Additionally, discussions on the role of religious beliefs in teacher resilience have surfaced [24].

Certain studies have discussed how job function impacts collaboration [2], and how work diversity is associated with seniority influencing pedagogical innovation [18]. Inclusive practices have been directly linked to collaboration [14], along with an examination of professional development preferences based on job roles [21].

The study also looks into how the work environment shapes educators' experiences and outcomes. Conducive environments foster effective teacher collaboration, suggesting mentoring initiatives to optimize collaboration [17]. Teacher leadership and involvement in decision-making enhance teaching performance [20], while role clarity positively impacts job satisfaction. Positive relationships also enhance educator satisfaction [8], and mentoring programs play a crucial role in mitigating workload-related challenges and promoting resilience [4].

Effective instruction is closely linked to educator job satisfaction [19], and effective teaching practices significantly impact student learning outcomes [1]. Meaningful performance assessments can enhance work adjustment, with problem-solving skills mediating classroom management [22].

Teacher productivity plays a crucial role in teaching effectiveness and student outcomes [3], with productive teachers positively impacting student achievement [10]. Social growth also contributes to teacher productivity [9].

High work satisfaction correlates with life satisfaction [15], and achievements and recognition boost teaching effectiveness [7][6]. Resilient teachers have a positive influence on student outcomes [12].

OBJECTIVES OF THE STUDY

This study endeavors to investigate the intricate relationship between the effects of workforce diversity and work adjustment in bolstering teachers' productivity, teaching performance, and resilience within the educational context of the city division of Sto. Tomas, located in the province of Batangas, during the academic year spanning 2023 to 2024. Specifically, it aims to comprehensively examine various dimensions of diversity, encompassing both internal factors such as age, gender, sexual orientation, ethnicity, and language/dialect, as well as external factors including educational attainment, tenure in teaching, and religious affiliation. Moreover, the study seeks to assess perceptions of organizational diversity, work adjustment among teachers, teaching performance, teacher productivity, and resilience among respondents. In doing so, it aspires to ascertain potential correlations between workforce diversity and teaching performance, discern significant associations between work adjustment and teaching performance, and explore the interplay between work adjustment, teacher productivity, and resilience. This research endeavors to contribute valuable insights to the scholarly discourse on workforce diversity and its implications for educational practice and teacher well-being.

METHODOLOGY

This study employed a quantitative research approach, utilizing a descriptive-correlational design to explore the relationships between workforce diversity, work adjustment, and teaching performance among elementary school teachers in the Division of Sto. Tomas, Batangas during the academic year 2023 – 2024. The research design aimed to systematically gather numerical data and examine correlations between variables without inferring causation.



Purposive sampling was employed to select 100 teachers from public elementary schools, ensuring participants possessed specific characteristics relevant to the study's objectives. This sampling technique allowed for intentional selection based on expertise, enhancing the relevance and validity of the data collected. The research instruments included a structured questionnaire, assessing demographic information and perceptions on diversity, work adjustment, and teaching performance. Likert-type scales were utilized to quantitatively measure perceptions, facilitating statistical analysis. Rigorous pilot testing ensured the reliability and validity of the instruments. Data collection adhered to strict ethical guidelines, securing approvals and informed consent from participants. Statistical analyses, including frequency analysis, weighted mean, standard deviation, and Pearson correlation coefficient, were conducted to gain insights into data distribution and relationships between variables. These methodologies aimed to provide valuable insights into workforce diversity, work adjustment, and teaching performance, informing the development of effective mentoring programs for elementary school teachers in Sto. Tomas, Batangas.

RESULTS AND DISCUSSION

Table 1 provides a concise overview of the distribution of external diversity among the respondents. The data illustrates that 34.0% of respondents hold a Master's Degree as their highest educational attainment. Additionally, 29.0% of respondents are female and have been teaching for a certain number of years, although the exact duration is not specified.

Table 1. Distribution of the Respondent's External Diversity

External Diversity	Frequency	Percentage
Educational Attainment (Master's Degree)	34	34.0
No. of Years in Teaching (Female)	29	29.0
Religious Affiliation (Roman Catholicism)	27	27.0

Furthermore, 27.0% of respondents identify with Roman Catholicism as their religious affiliation. These findings highlight varied dimensions of external diversity within the respondent pool, encompassing educational background, gender, teaching experience, and religious beliefs.

Table 2. Respondents' Perception of Organizational Diversity

Organizational Diversity	Mean	SD	VI
Job Function	4.33	0.52	Agree
Seniority	4.11	0.70	Agree
Inclusive Practices	4.24	0.55	Agree

Table 2 presents the perception of organizational diversity among respondents. The mean scores indicate the level of agreement on organizational diversity as perceived by respondents across different dimensions, including job function, seniority, and inclusive practices. In general, respondents reported relatively high levels of perceived organizational diversity, as evidenced by mean scores of job function (Mean 4.33), Seniority (Mean 4.11), and inclusive practices (Mean 4.24). In this context, respondents' perceptions of organizational diversity across job



function, seniority, and inclusive practices are agreed upon. That suggests a consensus among respondents that their organizations exhibit a favorable level of diversity.

Table 3. Respondents' Perception of Work Adjustment

Work Adjustment	Mean	SD	VI
Work Environment	4.25	0.58	Agree
Professional Development	4.18	0.61	Agree
Role Clarity	4.31	0.53	Agree
Interpersonal Relationships	4.30	0.58	Agree
Workload	4.21	0.54	Agree

Table 3 provides a concise overview of the distribution of respondents' perceptions regarding work adjustment, encompassing various dimensions such as work environment, professional development, role clarity, interpersonal relationships, and workload. The mean scores indicate the average level of perceived work adjustment within each dimension, ranging from 4.18 to 4.31 on a scale of 1 to 5. These scores suggest generally high levels of perceived work adjustment among respondents across all dimensions. Specifically, respondents reported favorable perceptions regarding their work environment, professional development opportunities, role clarity, interpersonal relationships, and workload management. In this instance, respondents' perceptions across all dimensions fall under the category of "Agree," indicating a consensus among respondents regarding the positive nature of their work adjustment experiences.

Table 4. Respondents' Perception of Teaching Performance

Teaching Performance	Mean	SD	VI
Classroom Instruction	4.27	0.55	Agree
Student Learning Outcomes	4.28	0.54	Agree
Assessment and Feedback	4.19	0.60	Agree
Communication Skills	4.30	0.50	Agree

Table 4 provides a succinct overview of the distribution of respondents' perceptions regarding teaching performance, focusing on various dimensions such as classroom instruction, student learning outcomes, assessment and feedback, and communication skills. The mean scores reflect the average level of perceived teaching performance within each dimension, ranging from 4.19 to 4.30 on a scale of 1 to 5.

These scores suggest generally high levels of perceived teaching performance among respondents across all dimensions. Specifically, respondents reported favorable perceptions regarding their classroom instruction, effectiveness in facilitating student learning outcomes, provision of assessment and feedback, and proficiency in communication skills.

In this context, respondents' perceptions across all dimensions fall under the category of "Agree," indicating a consensus among respondents regarding the positive nature of their teaching performance.

Table 5. Respondents' Perception of Teacher's Productivity

Teacher's Productivity	Mean	SD	VI
Social Growth	4.35	0.51	Agree
Work Satisfaction	4.32	0.57	Agree
Achievements and Recognition	4.18	0.61	Agree

Table 5 offers a concise summary of respondents' perceptions regarding teacher productivity, focusing on three key dimensions: social growth, work satisfaction, and achievements and recognition. The mean scores indicate the average level of perceived teacher productivity within each dimension, ranging from 4.18 to 4.35 on a scale of 1 to 5. These scores suggest generally high levels of perceived teacher productivity among respondents across all dimensions. Specifically, respondents reported favorable perceptions regarding teachers' contributions to social growth, their level of work satisfaction, and their achievements and recognition within the professional context. In this instance, respondents' perceptions across all dimensions fall under the category of "Agree," indicating a consensus among respondents regarding the positive nature of teachers' productivity. While these findings suggest overall satisfaction with various aspects of teacher productivity among respondents, it's important to consider potential contextual factors and individual differences that may influence perceptions.

Table 6. Respondents' Perception of Resiliency

Resiliency	Mean	SD	VI
Coping Strategies	4.22	0.62	Agree
Support Networks	4.22	0.68	Agree
Self-Efficacy	4.30	0.51	Agree

Table 6 provides a concise overview of respondents' perceptions regarding resiliency, focusing on three main dimensions: coping strategies, support networks, and self-efficacy. The mean scores reflect the average level of perceived resiliency within each dimension, ranging from 4.22 to 4.30. In this context, respondents' perceptions across all dimensions fall under the category of "Agree," suggesting a consensus among respondents regarding the positive nature of their resiliency.

Table 7. Test of Relationships between Workforce Diversity and Teaching Performance

Workforce Diversity	Teaching Performance			
	CI	SLO	AF	CS
Internal Diversity				
Age	.324**	.347**	.395**	.344**
Gender	.300**	.263**	.316**	.264**
Sexual Orientation	.376**	.385**	.342**	.363**
Ethnicity	.271**	.275**	.236**	.273**
Language/Dialect	.304**	.311**	.331**	.305**
External Diversity				



Educational Attainment	.301**	.307**	.344**	.242**
No. of Years in Teaching	.408**	.438**	.458**	.391**
Religious Affiliation	.191**	.172**	.165**	.267**
Organizational Diversity				
Job Function	.804**	.756**	.749**	.799**
Seniority	.719**	.703**	.731**	.661**
Inclusive Practices	.842**	.826**	.821**	.818**

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

Legend: CI-Classroom Instruction SLO-Student Learning Outcome

AF-Achievement and Recognition CS-Coping Strategies

The table presents the relationship between workforce diversity factors and teaching performance indicators. Notably, several relationships are statistically significant at the 0.01 level, indicating strong associations between workforce diversity factors and teaching performance indicators. For instance, significant correlations exist between workforce diversity factors such as age, gender, sexual orientation, ethnicity, language/dialect, educational attainment, years in teaching, and job function with teaching performance across all indicators (CI, SLO, AF, and CS). To answer the question, based on the significant relationship observed in the table, it can be inferred that there is indeed a notable correlation between workforce diversity and teaching performance. Factors such as age, gender, educational attainment, years in teaching, and job function show particularly strong correlations with teaching performance indicators. This suggests that a diverse workforce, encompassing a variety of demographic characteristics and professional backgrounds, may positively influence teaching performance in public elementary schools. However, further research and analysis would be needed to fully understand the nature and extent of this relationship.

Table 8. Test of Relationships between Work Adjustment and Teaching Performance

Work Adjustment	Teaching Performance			
	CI	SLO	AF	CS
Workload	.811**	.817**	.785**	.769**
Opportunities for Professional Dev't.	.836**	.856**	.843**	.819**
Role Clarity	.894**	.898**	.841**	.905**
Interpersonal Relationship	.841**	.872**	.808**	.775**
Work-life Balance	.891**	.870**	.843**	.844**

The table displays relationships between work adjustment factors (W, OPD, RC, IR, WL) and teaching performance indicators (CI, SLO, AF, CS). These correlations are assessed based on various dimensions of work adjustment, including workload (W), opportunities for professional development (OPD), role clarity (RC), interpersonal relationships (IR), and work-life balance (WL). All are statistically significant at the 0.01 level (2-tailed), indicating a strong association between work adjustment and teaching performance across all dimensions. To answer the question, based on the significant relationship observed in the table, it can be concluded that there is indeed a



significant association between the work adjustment of teachers and their teaching performance. Factors such as workload, opportunities for professional development, role clarity, interpersonal relationships, and work-life balance show particularly strong correlations with teaching performance indicators. This suggests that teachers who experience favorable work adjustment conditions, characterized by manageable workloads, abundant professional development opportunities, clear role expectations, positive interpersonal relationships, and a healthy work-life balance, are more likely to demonstrate higher levels of teaching performance in public elementary schools. When educators have the support and resources necessary to navigate their roles effectively, they are better positioned to focus on their instructional responsibilities and engage with students more meaningfully. A manageable workload allows teachers to dedicate sufficient time and attention to planning, preparation, and delivering instruction, without feeling overwhelmed by excessive demands. Professional development opportunities provide educators with the chance to enhance their skills, stay current with educational trends, and continuously improve their teaching practices. Clear role expectations ensure that educators understand their responsibilities and can align their efforts with the school's objectives effectively.

Table 9. Test of Relationship between Work Adjustment and Teachers' Productivity

Work Adjustment	Teacher's Productivity		
	Social Growth	Work Satisfaction	Achievement
Workload	.762**	.779**	.737**
Opportunities for Professional Dev't.	.813**	.807**	.770**
Role Clarity	.883**	.830**	.739**
Interpersonal Relationship	.786**	.780**	.750**
Work-life Balance	.822**	.785**	.794**

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

Legend: CI-Classroom Instruction SLO-Student Learning Outcome AF-Achievement and Recognition CS-Coping Strategies

The table presents the results of the relationship analysis between work adjustment and teachers' productivity, focusing on social growth, work satisfaction, and achievement.

These indicate a strong positive relationship between work adjustment and teachers' productivity across all dimensions. Specifically, the correlations range from 0.737 to 0.883, all of which are statistically significant at the 0.01 level. This suggests that as work adjustment increases, teachers' productivity in terms of social growth, work satisfaction, and achievement also increases.

These findings underscore the importance of work adjustment in enhancing teachers' productivity in various aspects of their professional lives.

Overall, the results highlight a significant association between work adjustment and teachers' productivity, emphasizing the need for interventions and support systems to enhance work adjustment among teachers to improve their overall productivity and well-being.



Table 10. Test of Relationship between Work Adjustment and Resilience

Work Adjustment	Resilience		
	Coping Strategies	Support Networks	Self-Efficacy
Workload	.766**	.795**	.786**
Opportunities for Professional Dev't	.797**	.805**	.814**
Role Clarity	.785**	.803**	.829**
Interpersonal Relationship	.810**	.807**	.802**
Work-life Balance	.784**	.817**	.830**

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

Legend: CI-Classroom Instruction SLO-Student Learning Outcome AF-Achievement and Recognition CS-Coping Strategies

The table presents the results of the relationship analysis between work adjustment and teachers' resilience, focusing on coping strategies, support networks, and self-efficacy. The correlation coefficients indicate a strong positive relationship between work adjustment and resilience across all dimensions. Specifically, the correlations range from 0.766 to 0.830, all of which are statistically significant at the 0.01 level. This suggests that as work adjustment increases, teachers' resilience in terms of coping strategies, support networks, and self-efficacy also increases. These findings underscore the importance of work adjustment in enhancing teachers' resilience, enabling them to effectively cope with challenges, access support systems, and maintain confidence in their abilities. Overall, the results highlight a significant association between work adjustment and teachers' resilience, emphasizing the need to foster supportive work environments and provide resources to enhance work adjustment and resilience among teachers.

CONCLUSION AND RECOMMENDATION

The findings of this study highlight a significant relationship between workforce diversity and teaching performance, as well as between teachers' work adjustments and their teaching performance, leading to the rejection of the respective null hypotheses.

These results emphasize the importance of addressing workforce diversity and work adjustment in enhancing teaching performance among public elementary school teachers.

The study recommends various interventions, including diversity training programs, tailored professional development opportunities, fostering a collaborative work environment, offering workshops on time management and stress reduction, developing training sessions on effective teaching methods, establishing mentorship programs, and promoting diversity in hiring practices.

These recommendations underscore the necessity of supporting teachers in adapting to their roles and overcoming challenges to ultimately improve teaching performance and enhance educational outcomes for students. Future research endeavors could explore broader regional or national contexts to provide comprehensive insights into workforce diversity and its implications for teaching performance.



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