MEDIATING ROLE OF COLLABORATION BEHAVIOR ON THE RELATIONSHIP BETWEEN COLLEGIAL PRACTICES AND WORK PRODUCTIVITY OF TEACHERS: A CONVERGENT DESIGN

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ABSTRACT

This study investigates the Mediating Role of Collaboration Behavior on the Relationship between Collegial Practices and the Work Productivity of Teachers in the selected public schools in President Roxas, North Cotabato Division. The design of this study was a convergent design where data was collected and analyzed using quantitative and qualitative tools. 300 respondents were employed to survey questionnaires, 10 participants from the in-depth interview, and 7 participants from focus group discussion. Of the quantitative strands, the data was collected and interpreted using statistical treatment. It was found out the level of Teachers' Collaboration Behavior, Collegial Practices, and Work Productivity was high. Moreover, Results from the correlation analysis revealed that there was a highly significant relationship between teachers' work productivity, teachers' collaborative practices, and collaborative behavior. Also, it was revealed that the teachers' collegial practices and collaborative behavior best predicts teachers' work productivity. Of the qualitative strands, results obtained from the transcribed in-depth interview and focus group discussions were gathered and analyzed using thematic synthesis. The themes that emerge from the qualitative questionnaires on the lived experiences of teachers pertaining to teachers' work productivity were Equal Workload Distribution, Time Management, Teaching Strategy Integration, Positive Working Environment, Goal Oriented Teaching, Teamwork, Teaching Collaboration, and External and Internal Platform Integration. Upon the merging of salient data integration, it was shown that there was corroboration that was satisfied on the merging and converging of data. Therefore, it is concluded that teacher work productivity affects professional progress, job satisfaction, organizational and professional devotion, school quality, and student performance.

Keywords: *Teachers 'Work Productivity, Teachers' Collaborative Behavior, Teachers Collegial Practices, Convergent Design, President Roxas, North Cotabato   Division.*

INTRODUCTION

Teachers and educators play a significant role in the fulfillment of national education all over the world because of their direct engagement in pedagogical activities at schools. Productivity at work is the most important organizational aspect since it requires instructors to plan, execute, and monitor each educational activity in order to achieve school goals. However, it was discovered that nearly 96 percent of problematic teachers pose a significant challenge for school principals to manage. Teachers with low productivity have a negative impact on other teachers, reduce other staff's credibility at school, and deteriorate teachers' collaboration and performance at work (Adom, 2021).

Moreover, Jex (2022) pointed out that productivity is defined as employee conduct that contributes positively to collegial practices of teachers. However, collegial behavior and absenteeism are thought to influence work productivity. It was revealed in the study that work satisfaction has a major impact on teachers' collegial characteristics such as productivity. It was

determined also from a survey of teachers in Cotabato City that teachers' satisfaction with their jobs had a positive influence on their work productivity.

Meanwhile, there are a variety of things that might affect productivity at work, including management style, work satisfaction, stress, and advancement. In addition, absence has a detrimental impact on production, according to research. Employee absenteeism and turnover have a detrimental impact on production. When employees don't show up to work on a regular basis, the development of the company is projected to be stunted. Recent research found that the high levels of absenteeism seen in their sample had a detrimental influence on productivity, reduced profits, and ultimately jeopardized the overall health of the company (Singh et al. 2019).

Several Studies on collegial behavior has been demonstrated to help teachers develop and improve their teaching methods and collegial practices. When it comes to fostering interdisciplinary collaboration and professional development among colleagues, teachers' impressions of design and preparation matter. The teachers who have more time for collegial work concentrate more on class goals and instructional outcomes for future planning. There is a strong belief that teachers should cooperate in order to generate lesson plans and assignments, as well as offer a variety of teaching methods in order to help students learn. There is a strong correlation between team coaching and professional connection and engagement in establishing collegial behavior (Alfred, 2019).

Despite this compelling evidence, the study regarding collegial practices among teachers and its role in team coaching and coursework remains vague. More so, growing evidence have emerged on the imperative impact of collegial practices among teachers, however, lacking to prove its role in team coaching and coursework in a broader study. Hence, the gap between these variables needs to be filled. Therefore, this study aims to investigate the teachers' collegial practices as a mediating factor of team coaching and coursework. (Bandura, 2019).

The goal of this study is to determine the mediating role of collaboration behavior on the relationship between collegial practices and work productivity of teachers.

FRAMEWORK

This study is anchored on the theory of Work Productivity by Hackman & Oldham (1975). This theory emphasized that Work productivity, intrinsic motivation, and productivity behavior are all influenced by the job's features. The most important features are skill variation, task identification, relevance, autonomy, and feedback. Also, the idea suggests that the employee's demand for psychological development affects their attitude and productivity at work. Job features have less impact on the growth needs of workers with low growth need strength. Productivity-related arguments were thrown out.

Moreover, this also anchors on the Collaboration Behavior theory of Eagleman (2019) may now be defined. There are various ways to express one's feelings and emotions, such as blinking or eating or reading or dancing or shooting or fighting. Social behavior, on the other hand, is focused on the welfare of others. Considers the other person's purposeful or logical meaning of their sphere of expression; incorporates expectations about the other's behaviors; and exhibits a goal to summon in another person specific experiences and intents. When it comes to determining whether a person's behaviors, activities, or habits are social or nonsocial, it comes down to whether or not another person is taken into consideration.

METHODS

Research Design

This research used a concurrent research design. This method simultaneously gathers qualitative and quantitative data and integrates the results to get a completer and more comprehensive grasp of the subject matter (Fryrear, 2019). Verifying, cross-validating, and confirming findings is the goal of this procedure. It is used to make up for the shortcomings of one approach by emphasizing the positive aspects of another (Fullan & Kirtman, 2019).

Respondents

The 300 teachers from selected schools in President Roxas, North Cotabato Division's would be selected through randomized sampling technique. The most effective strategy would be to use a random sample. There are several methods to gather a sample. To guarantee that each element has an equal chance of being selected, the population components are properly mixed prior to each draw. This is supposed to represent the image of political parties. A rational approach is one in which each candidate has an equal probability of getting selected.

The 17 teachers who will participate in the research would be selected using purposive sampling technique. The participants are undergoing through in-depth interviews and focus groups were performed with ten (10) and seven (7) teachers, respectively. Purposive sampling is the process used in the study through which the researchers utilize their own judgment to choose participants in surveys.

Instruments

In the quantitative phase of the study, the researcher administered a standardized questionnaire to gather the essential data for analysis and interpretation. In addition, during the qualitative phase, the researcher created a questionnaire for interview guides. After being used to perform the investigation, the questionnaire was validated by the research committee. The first part of the questionnaire was adopted from the study of George (2021), the second part was adopted from Giddens (2020) while the third part was adopted from Glaser (2021).

Statistical Tools

Frequency count, percentages, and weighted mean will be used to determine the indicators of the teacher's collaboration behavior, collegial practices, and work productivity. The concept of a weighted mean is like that of an average. Some data points contribute more "weight" to the final mean than others, rather than each contributing equally. If all the weights are equal, the weighted mean equals the arithmetic mean (the regular "average" you're used to) (Haan & Burger, 2021) Statistics using Pearson- R. This tool was used to determine the extent to which respondents' responses on teachers' collegial practices, collaboration behavior and work productivity are related. Regression Analysis was employed to determine the significant influence between the selected variables. Sobel Test was also used to determine the mediating effect of the mediating variable between independent and dependent variables. Meanwhile, thematic analysis was used to analyze the notes obtained from in-depth interviews and focus groups. This approach focuses on identifying, analyzing, and recording patterns (or "themes") in data. Patterns in data sets that are important to the description of a phenomenon and are linked to a specific research question are called themes (Hackman & O'Connor, 2020).

RESULTS AND DISCUSSION
QUANTITATIVE STRAND
Teachers' Collegial Practice

Table 1 shows the level of teachers' collegial practice. The teachers' collegial practice contains three indicators namely demonstrating mutual support, observing one another teaching, and joint planning and assessment. This variable obtained the overall mean score of 4.36 and a standard deviation of .412 which reflects the consistency of the responses of the participants. This suggests that instructors demonstrate mutual respect and support for one another. Teachers cultivate mutual trust to inspire one another to develop self-assurance.

The result of the study is supported by Alred (2019). He examined that mutual support helps significant team outcomes. Teams that assist one another are more effective. That is, they make fewer mistakes, assist one another, can solve their own problems, disperse jobs so that work is accomplished efficiently and effectively, and are more robust.

On the aspect of Observing one another teaching received the categorical mean score of 4.35 with an interpretation of agree and a standard deviation of 4.71 which indicates the consistency of the responses of the respondents. Moreover, the statement "Teachers in this school don't like being monitored by their peers while they're in the classroom" received the highest mean score of 4.40 with an interpretation as agree while the statement "The coworkers' feedback is taken into account and addressed properly" received the lowest mean score of 4.31.

The results indicate that observing other teachers is a crucial aspect of professional growth; it enhances teachers' self-awareness of their abilities and makes management more successful at finding areas for future development.

The finding of the study is supported by Anderson (2021). He examined that A good way for teachers to develop their craft is to see exemplary practices at other institutions. Teacher observation is an important aspect of professional growth because it helps educators reflect on their own practices and assists administrators in pinpointing areas for improvement, both of which contribute to a more enriching educational setting. Working together has a beneficial effect on student success and gives us teachers the chance to expand our pedagogical horizons.

Furthermore, indicator like joint planning and assessment received a categorical mean score of 4.34 which is interpreted as agree and a standard deviation of 4.82 which show the consistency of the responses of the respondents. Meanwhile, the statement "We collaborate to plan and prepare teaching techniques" and "To evaluate a concept or fresh method of instruction, we reach agreements collectively" obtained the same highest mean score of 4.39 and interpretation as agree while the statement " To evaluate a concept or fresh method of instruction, we reach agreements collectively" obtained the lowest mean score of 4.27.

The results imply that joint operation assessment offers fundamental ideas for integrating staff and intelligence viewpoints into planning and execution. It aids the combined force in identifying changing circumstances and determining their impact on the operation's progression.

The implication of the study is supported by Anfara (2019). He pointed out that the significance of joint operation assessment provides key concepts for incorporating staff and

intelligence perspectives into planning and execution. It helps the combined force notice changing conditions and assess their influence on the operation's progress.

Table 1
Level of Teachers' Collegial Practice

Indicators	Mean	Std. Deviation	Interpretation
Demonstrating Mutual Support and Trust	4.40	.469	High
Observing One Another Teaching	4.35	.471	High
Joint Planning and Assessment	4.34	.482	High
Overall Mean	**4.36**	**.412**	**High Level of Teaching Collegial Practice**

Teachers' Collaboration Behavior

Table 2 shows the level of teachers' collaboration behavior. The teachers' collaboration behavior contains four indicators namely decision-making, proactive coaching, goals and strategies, and accountability. This variable obtained the overall mean score of 4.39 and a standard deviation of .426 which reflects the consistency of the responses of the participants.

An indicator like decision-making got the categorical mean score of 4.35 with an interpretation of as agree and a standard deviation of .481. Hence, among the five statements "Teachers contribute to the creation of the school's disciplinary procedures" got the highest mean value of 4.44 while the statement "Teachers take part in creating methods for evaluating student achievement" got the lowest mean value of 4.31.

The results imply that good decision-making would assist teachers in demonstrating to their workers that they respect their job and have their best interests at heart. Managers who take the time to assess, analyze, and explain choices demonstrate thoughtfulness and integrity.

The implication of the study is supported by Arbinger (2020). He concluded in his study that good decision-making would help teachers analyze situations quickly and effectively so they can choose paths that will lead to the best possible results.

The aspect of Proactive Coaching obtained a categorical mean score of 4.49 and a standard deviation of .951 which shows the consistency of the responses of the respondents. Meanwhile, the statement "The school conduct training for a possible change in the education system" obtained the highest mean score of 4.64 with an interpretation as strongly agree while the statement "I discuss with my co-workers about how to make my teaching effective" got the lowest mean score of 4.28 which also obtained the interpretation as agree.

The results of the study indicate that coaching that is proactive focuses on preparing the leader for success. This might include the coach providing advice on how to complete a project in which they have expertise. On the other hand, reactive coaching involves assisting the leader in problem-solving.

Betz, N. E. (2020) supported that proactive coaching is a solution to standard performance appraisals. The final aim of proactive coaching, as an employee-empowered approach, is to design a clear personal development plan for the employee based on their personal and professional aspirations and relate them to team goals.

Moreover, Goals and Strategies received a categorical mean score of 4.34 as agree and a standard deviation of.406 which reflects the consistency of the responses of the respondents. On the other hand, the statement "Teachers contribute to developing each other's teaching strategies" and "Each teacher is willing for open communication and constructive feedback" received the highest mean score of 4.35 which was interpreted as agree while the statement "Teachers promote a collaborative environment for fresh ideas" received the lowest mean score of 4.32 which is also interpreted as agree. The result implies that teachers' goals and strategies Initiate actions pertaining to determining priorities, resource allocation, capability needs, and budgeting. Inform instructors of the individual and team goals utilized to concentrate and coordinate their efforts.

The implication of the study is supported by Blatchford (2019). He emphasized that goals and strategy assist us in defining school by providing it with a set of values and a sense of purpose. It enables us to comprehend what success entails. It serves as a road map for the school, indicating our target and identifying helpful rest stops along the route.

Furthermore, indicator like accountability got the categorical mean value of 4.41 and standard deviation of .456 which shows the consistency of the responses of the respondents. Thus, among the five statements "Teachers uphold responsibility to high standard performance" got the highest mean score of 4.47 which interpreted as agree while the statement "Teachers actively participate in societal concerns and issues and give their inputs" got the lowest mean score of 4.36 which is also interpreted as agree.

The result of the study indicate that accountability makes teachers dependable by exposing objectives and successfully compelling them to educate better than they have in the past. By presenting children with personal obstacles, it educates them to accept responsibility for their behavior.

Table 2
Level of Teachers' Collaboration Behavior

Indicators	Mean	Std. Deviation	Interpretation
Decision Making	4.35	.481	High
Proactive Coaching	4.49	.951	High
Goals and Strategies	4.34	.406	High
Accountability	4.41	.456	High
Overall Mean	**4.39**	**.426**	**High Level of Teachers' Collaboration Behavior**

Teacher's Work Productivity

Table 3 shows the level of teachers' work productivity. The teacher's work productivity obtained three indicators namely teaching competence, performance competence, and self-taught courses. This variable obtained an overall mean score of 4.18 and a standard deviation of .364 which reflects the consistency of the responses of the participants.

The indicator teaching competence got the categorical mean score of 4.43 which is interpreted as agree and a standard deviation of .734. However, among the five statements

"Teachers are able to solve situations in professional teaching life" got the highest mean score of 4.63 and was interpreted as strongly agree while the statement "Teachers have the practical knowledge in implementing procedures in the classroom" got the lowest mean score of 4.34 which is interpreted as agree.

The results indicate that teachers are efficient in their work at school. It implies further that instructors must be the most effective to achieve their objectives. If educators are productive, they are efficient enough to face the obstacles and complete the duties necessary to realize their aims.

The result of the study is supported by Boud (2020). He underlined that teachers' working productivity is vital to their success in the classroom. Teachers' work productivity increased because of the equal distribution of labor at a particular job, which enabled them to achieve their objectives and goals within a certain time frame.

On the aspect of teachers' performance, competence received the categorical mean score of 4.43 which is agree and a standard deviation of .734. Meanwhile, among the five statements "Teachers utilize the criteria established in the curriculum" had the highest mean score of 4.48 which is interpreted as agree while the statement "Each teacher provides scientific information to students to better and deeper their understanding" had the lowest mean score of 4.24.

The findings of the study imply that teachers' performance competence is vital for teachers' development and excellent teaching, particularly, competency will increase teachers' academic progress and instructional approaches.

The findings of the study are supported by Boyd et al., (2022). They emphasized that to guarantee excellent education, particularly for pupils in vocational schools, it is crucial that their teachers have the necessary skills and knowledge. The academic growth and skill acquisition of students will benefit, and instructors will be able to refine their own teaching methods thanks to, teachers' increased competence.

Moreover, the indicator Self-Taught Courses received the highest mean score 4.18 which is interpreted as agree, and a standard deviation of .364 which indicates the consistency of the responses of the respondents. Hence, among the five statements, "I learned how to integrate effective teaching strategies through modular courses" and "I explore different teaching strategies independently" got the highest mean score of 4.33 while the statement " I attend different courses to improve teaching strategies" got the lowest mean score of 1.53.

The study's findings suggest that teachers should take various teaching courses to enhance their teaching skills. However, teachers are already participating in many seminars, but there is a lack of implementation in the classroom.

The findings of the study are supported by Clarke et al., (2020). They stressed the importance of self-taught courses in enhancing instructor teaching performance. These self-taught courses, however, are meaningless if one has the aptitude to engage in these learnings. As a result, it is essential for teachers to apply immediately.

Table 3
Level of Teacher's Work Productivity

Indicators	Mean	Std. Deviation	Interpretation
Teaching Competence	4.43	.734	High
Performance Competence	4.39	.450	High

Self-Taught Courses	3.74	.362	Moderate
Overall Mean	**4.18**	**.364**	**High Level of Teacher's Work Productivity**

Relationship Between the Variables

Table 4 presents the results of the correlational analysis of the variables between Teachers' Collegial Practices and Collaboration Behavior, Teachers' Work Productivity and Collaboration Behavior, and Teachers' Collegial Practices and Work Productivity. The result indicates that these variables have a highly significant relationship with each other.

Particularly, the reported results demonstrate that the correlation between Teachers' Collegial Practices and Collaboration Behavior yielded a p-value of.000, which is less than the 0.05 level of confidence, indicating that a correlation can be inferred between the two variables is high. With a modest degree of correlation (r=.666**), the null hypothesis "There is no significant relationship between Teachers' Collegial Practices and Collaboration Behavior " is consequently rejected.

The implication of the study is supported by Gendlin (2021). He pointed out that teachers who work together think that their efforts will have a beneficial effect on one another and will lead to school improvement as a natural byproduct of their cooperation. Some specific forms of teacher cooperation include teamwork, shared responsibility, mutual feedback, and a shared sense of trust.

Also, there was a significant correlation between the teachers' work productivity and collaboration behavior yielding a p-value of .000, which is less than the 0.05 level of confidence, indicating that a correlation can be inferred between the two variables is high. With a modest degree of correlation (r=.593**), the null hypothesis "There is no significant relationship between teachers' work productivity and collaboration behavior" is consequently rejected.

The result of the study concorded with the study of George (2021). He pointed out that teacher collaboration significantly affects teachers who work together have a good influence on one another and contribute to the progress of the school. Specific forms of teacher cooperation include working in teams, sharing duties, giving, and receiving criticism, and establishing trust.

Furthermore, the reported results demonstrate that the correlation between Teachers' Collegial Practices and Teachers' Work Productivity yielded a p-value of.000, which is less than the 0.05 level of confidence, indicating that a correlation can be inferred between the two variables is high. With a modest degree of correlation (r=.559**), the null hypothesis "There is no significant relationship between Teachers' Collegial Practices and Teachers' Work Productivity " is consequently rejected.

The finding of the study is supported by Giddens (2020). He emphasized that Collegiality practices among teachers indicate friendliness, consideration, and regard for one's coworkers. Teamwork suggests that coworkers collaborate effectively and efficiently to complete a job or attain a goal. Members of a team may make distinct contributions to the accomplishment of a task, but they will all get "credit" for the result.

Table 4
Relationship between the Variables

VARIABLES	R	p-value	Remarks

Teachers' Collaboration Behavior and Teachers' Collegial Practices	.666**	.000	Significant
Teachers' Collaboration Behavior and Teachers' Work Productivity	.593**	.000	Significant
Teachers' Collegial Practices and Teachers' Work Productivity	.559**	.000	Significant

*Significant at .05 level

Predictors of Teachers' Work Productivity

Table 5 revealed the results of regression analysis that Teachers' Work Productivity has a significant influence on Teachers' Collegial Practices and Teachers' Collaboration Behavior as reinforced by the magnitude of their respective p-value which are all less than 0.05. It was revealed that Teachers' Collegial Practices (r=.261, p<0.05) and Teachers' Collaboration Behavior (r=.339, p < 0.05) are the best predictor of Teachers' Work Productivity. Thus, it was revealed that for every increase of a single unit in Teachers' Collegial Practices and Teachers' Collaboration Behavior, an increase of .188 in Teachers' Work Productivity can be expected.

The result of the study implies that teacher collegial practices play an important role in teachers' work productivity. Teacher cooperation has a favorable effect on school success and helps them to explore new ground as educators. Students, teachers, and administrators work together, learn together, and develop together when collegiality is the norm. The culture becomes permeated with learning, and the school transforms into an environment where success thrives upon itself (Glaser, 2021).

Moreover, Teachers' Collaboration Behavior has influenced work productivity in the sense that Collaboration increases the team's ability to work together and solve problems. This results in greater creativity, process efficiency, higher success, and enhanced communication. Collaboration among teachers involves working in teams, sharing duties, offering feedback, and creating trust. Thus, Productivity increases morale and fosters an excellence-oriented organizational culture, resulting in an enhanced work environment. When a firm is very productive and profitable, it offers its workers incentives such as wage raises, rewards, and social insurance (Grant & Hartley, 2021).

Furthermore, the model explains that 40.1 % of the variance between Teachers' Collegial Practices and Teachers' Collaboration Behavior on Teachers' Work Productivity. This shows that the remaining 59.9 % of the variance of the variables can be attributed to other factors aside from the recognized variables.

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Table 5
Influence of Teachers' Collegial Practices and Teachers' Collaboration Behavior on Teachers' Work Productivity

Variables	Unstandardized Coefficients		Standardized Coefficient	T	p-value	Remarks
	B	Std. Error	Beta			
(Constant)	1.558	.188		8.277	.000	
Teachers' Collegial Practices	.261	.053	.295	4.897	.000	Significant
Teachers' Collaboration Behavior	.339	.051	.397	6.593	.000	Significant

Note: R=.633[a], R-square=.401, F=99.211, P>.05

Mediating Effect of Teachers' Collaborative Behavior Between Teachers' Collegial Practices and Teachers' Work Productivity

Table 6 shows the use of the Medgraph involving the Sobel Test and provides an analysis of the significance of the mediation effect. Hence, it can determine whether the mediation is full or partial. As can be gleaned in the figure, the direct effect of teachers' work productivity on teachers' collegial practices from the beta of .593 to .295 when the mediator variable was placed in the relationship model. Since the direct effect of teachers' work productivity on teachers' collegial practices is no longer significant, it would imply a partial mediation.
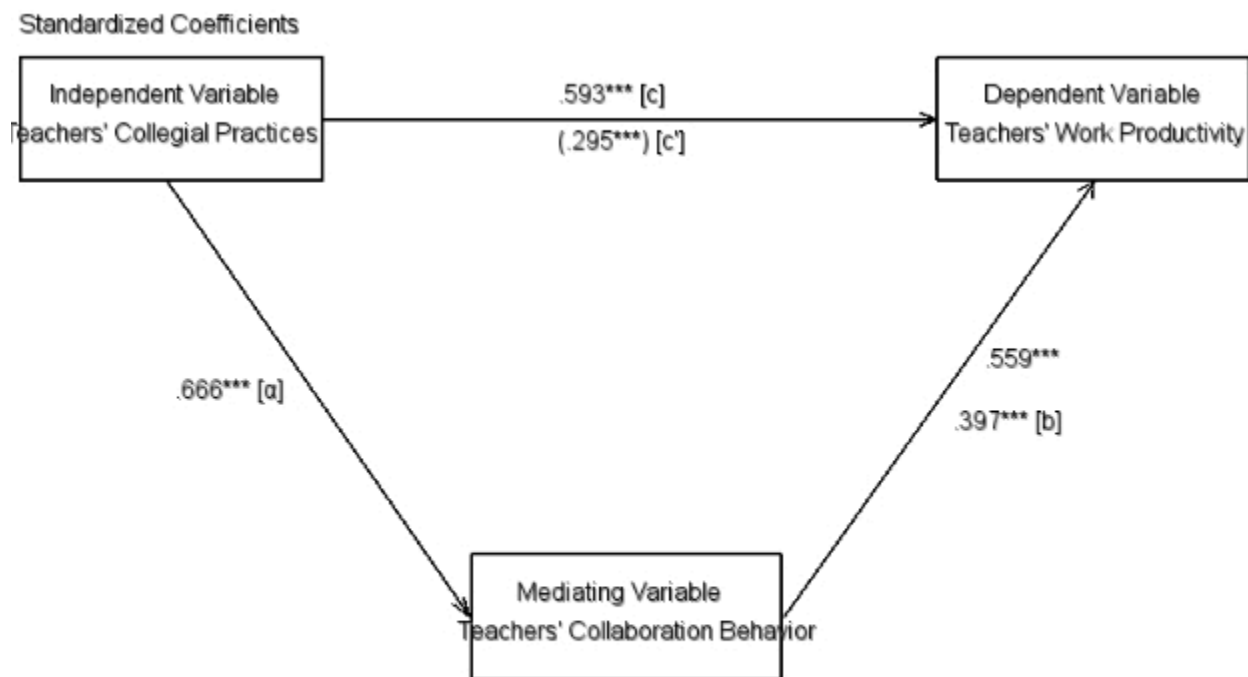
Meanwhile, Sobel's test denotes that there is a significant mediation that takes place in the model (z= 5.185205, p = < 0.000001). Since it is partial mediation, it could totally claim that teachers' collaborative behavior is the reason how teachers' collaborative practices can influence teachers to work productivity. This indicates that teachers' collaborative behavior is a contributory factor in how teachers' collegial practices and teachers work productivity is enhanced.

On the other hand, the effect size (β=.264) measures how much of the effect of teachers' collegial practices (IV) on teachers' work productivity (DV) can be attributed to the indirect path (IV to MV to DV). The total effect (β=.593) is the summation of both the direct effect and indirect effect. The direct effect (β=.295) is the size of the correlation between teachers' collegial practices (IV) and teachers' work productivity (DV) with teachers' collaborative behavior (MV) included in the regression.

The indirect to total ratio index reveal an R-square of .0000. This means that about 100 percent of the total effect of IV on the DV goes through MV, and zero percent of the total effect is either direct or mediated by other variables not included in the model.

Table 6
Type of Mediation Used

Type of Mediation	Significant	
Sobel z-value	5.185205	p = < 0.000001
	95% Symmetrical Confidence Interval	
	Lower	.32852
	Higher	.72781
Unstandardized indirect effect		
	a*b	.52816
	se	.10186
Effective Size Measures		
Standardized Coefficients		R2 Measures (Variance)
Total:	.593	.313
Direct:	.295	0000
Indirect:	.264	.313
Indirect to Total ratio:	.445	0000

Standardized Coefficients

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Independent Variable          .593*** [c]          Dependent Variable
Teachers' Collegial Practices  (.295***) [c']      Teachers' Work Productivity


    .666*** [a]                                      .559***
                                                     .397*** [b]


                   Mediating Variable
                   Teachers' Collaboration Behavior
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NOTE: The numerical values in the parentheses are beta weights taken from the second regression
       and the other values are zero order correlations.

QUALITATIVE STRAND

Essential themes that Emerged from the Lived Experiences of Teachers Pertaining to Work Productivity.

This section discusses eight main themes that arose from the in-depth interviews and focus group discussions with the participants. Table 8 depicts these themes as the respondents' assessment in analyzing the lived experiences of teachers pertaining to work products such as Equal Workload Distribution, Time Management, Teaching Strategy Integration, Positive Working Environment, Goal Oriented Teaching, Teamwork, Teaching Collaboration, and External and Internal Platform Integration.

Equal Workload Distribution. Sharing the workload in a team guarantees that no single person is overburdened while others are underutilized. If this is the situation on your team, start by determining the current workload for each team member.

> *"Being a teacher is not an easy task, we are tasked to teach but there are lots of extra works that has been given to us. With the help of my colleauges,i fulfill my duties and reponsibilities as a teacher" (IDI_P1).*

> *"When we discuss workplace productivity, we primarily mean how much work is completed in a specific working environment, over a specific amount of time. Productivity ought to be maximized when a corporation is fully operational and operating at capacity. Thus, there should be an equal distribution of work" (IDI_P3).*

"It keep us always busy to attain the work on time" (IDI_P3).

"Proper distribution of task among faculty will be helpful so that everbody has its own duty and responsibilities to fulfill" (IDI_P1).

"As a teacher our task must be equally divided according to our strenghts and weaknesses so that everyone has the chance to show what they have and ask help for their weaknesses" (IDI_P8).

"Our lived experiences pertaining to work productivity in my workplace was everyone was cooperating and helping to accomplish every task given to us" (FGD_P1).

Participants' opinions suggested that teachers should optimize their productivity by distributing their workload evenly so that they may complete every task assigned to them.

Thus, the ideas of the participants is supported by Desouky and Allam (2019) which states that teachers are stressed because of their workload, which includes planning lessons, organizing activities, developing curriculum, managing extra-curricular activities, supervising classes, providing information, maintaining discipline, covering for teacher shortages and absences, maintaining records, administering time tables, evaluating and assessing students' performance, and motivating students through words and actions.

Time Management. Teachers must take steps to appropriately manage time in order to create a successful classroom environment. It is feasible to keep up with the educational demands of every student, solve urgent problems instantly, and prevent falling behind when unexpected occurrences occur by implementing teacher time management tactics.

"I do my work with perseverance as well as managing well my time in a multitask way" (IDI_P4).

"Work productivity enhance my professional teaching. It hone my capability and skills to manage work at a time" (IDI_P10).

"Our experiences pertaining to work productivity is that to achieve things or work on time" (FGD_P2).

"WE can accomplish my work on time without cramming for any work deadlines" (FGD_P3).

The remarks of the participants implies that time management is essential in accomplishing the task given to them and as well as enhancing their professional teaching skills. These specific statements are supported by Britton and Tesser (2021) which states that time management is a misnomer since it is an inaccessible component that might be considered as monitoring and regulating the time. In previous literature and studies, there is no permanent and correct definition of time management. Despite the fact that many writers alluded to and supported the process of evaluating requirements, creating goals to satisfy established objectives, prioritizing and arranging the actions necessary to attain the resolved goals. It is also known as time management techniques because it is a technique for making effective use of time to complete tasks that require planning and allocating time in order to be structured and purposeful in order to gain insight into how to use time efficiently to pursue activities and practices that maximize intellectual productivity.

Teaching Strategy Integration. Integrated teaching and learning processes enable students to acquire and apply fundamental abilities in all curriculum areas, as well as to create positive attitudes toward sustained success in learning throughout the primary grades. Integration recognizes and builds on the relationships that exist between all things.

> *"I respond comprehensively to different work-related situations and integrate effective teaching strategies to foster professional teaching life and interpersonal relationships." (IDI_P2)*

> *"The impact of productivity is that I learned different teaching strategies through my colleagues and discovering and inventing the best strategies by my own." (IDI_P8)*

> *"I am able to solve situations professionally and implement procedures in the classroom and provides new and specific information for the better and deeper understanding." (IDI_P9)*

> *"It influences my work productivity since it involves strategic approach in which I used, my decision making and a lot more." (IDI_P7)*

The implication of the participants' remarks is that to solve an issue professionally, teachers should use a strategic strategy approach to improve their teaching effectiveness.

Thus, these remarks are supported by Denscombe (2020) which states that for the last three decades, the notion of achievement goals has dominated the field of motivation research. Many of its studies focus on the differences between achieving mastery and achieving performance objectives. On the whole, goal holds that the two avoidance objectives result in negative consequences, the performance-approach goals provide a combination of moderately negative and mildly positive outcomes, and the mastery-approach goals produce only good outcomes.

Positive Working Environment. Positivity in the workplace generates large intangible returns that improve the bottom line. Employees who enjoy their employment, appreciate their coworkers, and look forward to coming to work are more likely to go above and beyond to help the firm succeed. A healthy workplace culture acknowledges each employee's value, dignity, and worth, which helps both the individual and the business.

> *"These influence me much for it makes me feel comfortable and happy in any work that will be assign to me." (IDI_P6)*

> *"I am excited to go to work and happily practice my teaching ang assignments in school." (IDI_P2)*

> *"We had a stress free and productive working environment." (FGD_P4)*

Participants' thoughts suggest that they are having a comfortable and excited with their work productivity. Thus, they also state that they are stress free and had a productive working environment.

The participants' statement is anchored to Haley (2021) which states that after all, the working environment of instructors is the learning condition of students, and an unproblematic environment in which to teach is also a comfortable environment in which to study. Instructors at schools with pleasant working circumstances report high levels of satisfaction and a low desire

to leave the field, independent of student demographics or the teachers' socioeconomic background.

Goal Oriented Teaching. The goal-oriented teaching style teaches students how to define their own goals prior to conducting research. The major focus is on cognitive processes that produce research topics. They might compare their own study resources to classroom teaching materials.

> *"It has a big impact since it gives me motivation to work hard for the success of my learners." (IDI_P1)*

> *"It influences me to work hard, be competitive and improve communication." (IDI_P10)*

> *"It affects us in terms of improving my work and interpersonal relationships with our co-workers." (FGD_P1)*

The participants' statements imply that the factors that affects their work productivity is by working hard and improve their individual capacity to build the success with their learners and co-workers.

These participants' statements are anchored to Pintrich (2020) which states that Recently, emphasis has begun to move toward instructors' goal orientations. Indeed, this issue has been introduced in the worldwide literature as a component that has been investigated in the previous 15-20 years and proven to alter motivational beliefs in regard to the teaching profession. Goal orientations are related to the objectives that people establish for themselves and how they act in respect to those goals. Goal orientation is a characteristic that also pertains to individuals' attitudes about tasks, task completion, and task evaluation. It is a motivational notion that asks why people want to be successful, why they want to finish a certain activity, and how they decide on success criteria while performing the work.

Teamwork. Working in groups distributes responsibilities, fosters creativity, strengthens connections, and fosters community among instructors. Teachers are mutually beneficial. They exchange ideas, offer new techniques, and question assumptions. By observing one another, they get fresh views and insights, approaches and values.

> *"It affects my work productivity in the sense that work should be easily done if the teachers work together. Thus, it enhances unity. However, if work is only done by individual the work is prolong and not be done easily" (IDI_P3).*

> *"It helps a lot, especially now a days that there are lots of paperwork and online reports need to be done and submitted by the teachers. Everyone should cooperate and support in order to submit the report on time" (IDI_P7).*

> *"The effective collegial and collaborative behavior affects my productivity through this you can have to work together and help each other by sharing and giving what you learn and shares it to your colleagues for the betterment of your learners" (FGD_P7).*

The remarks of the participants' states that work productivity should be easily done by teachers working together with proper cooperation and communication by sharing their ideas and thoughts about the given task.

These remarks are anchored to Ronfield (2021) which states that teamwork may lead to fewer workplace mistakes, higher levels of satisfaction among employees and clients, and chances for professional development. Teamwork is also beneficial to schools. Different types of teacher collaboration relate to increased student impact, preparedness to teach, teacher dedication, teacher entrepreneurial conduct, and high student accomplishment in math and reading.

Teaching Collaboration. Teaching collaboration is especially crucial for fostering a growth-oriented learning environment and accelerating student learning development. According to research, instructors who collaborate and learn from one another are more effective in improving student results than those who work alone

> *"Helping one another is very important factor to make a school successful in terms of fulfilling the dreams you wan.ted to fulfill" (IDI_P4)*

> *"It influences my productivity through a prof. interactions among teachers and teamed up to achieve the goals of our schools."(IDI_P5)*

> *"Cooperation between co-workers are very important. It makes me comfortable working with them. While working with your co-workers it helps me build confidence." (FGD_P6)*

. The participants' statement imply that teaching collaboration is an important factor in building their success and to achieving the goals of school. Thus, it also helps them to build their self-confidence.

These statements are anchored to Hattie (2019) which states that collaboration among teachers is a powerful force that has a beneficial impact on the entire school community. The augment collaborative activities in the form of professional learning communities, claiming that such collaborative communities "hold out huge, unprecedented optimism for schools and the advancement of teaching". Teachers benefitted from enhanced self-efficacy, increased teaching effectiveness, and improved educational quality. These beneficial impacts will enhance their professional competence, and teacher quality alone accounts for 30% of the difference in student achievement.

External and Internal Platform Integration. Teacher training and seminars are essential for both seasoned instructors and those who are new to the teaching profession. To enliven the teaching-learning process, teachers must master creative pedagogy, interactive assessment methodologies, and differentiation in the classroom.

> *"As a teacher, specially me a newly hired teachers on our district I would like to have trainings and seminar that focuses on team building and strengthening the collaborative and cooperation our workplace to work more harmoniously." (IDI_P9)*

> *"I create a supportive work environment, communicate expectations clearly, use an online platform to communicate, work with your employees' strengths, encourage team members to brainstorm, invest in automation for your business, create overlap zones." (IDI_P10)*

> *"I suggest to that teachers should attend trainings regarding collegial practices and collaborative behavior to develop more their work productivity." (IDI_P1)*

"Conduct workshops regarding with collegial practices and collaboration behavior." (IDI_P2)

"I propose that teachers should undergo trainings about collegial practices to improve more their work productivity." (IDI_P3)

"Initiate team building activities that will develop a healthy relationship among teachers to their superiors. Also attend to different trainings and seminars to improve skills as a teacher, adapt new and effective behavior that will contribute positively to any working environment." (FGD_P3)

The remarks of the participants states that teachers should attend trainings, seminars, and workshops for the improvement of their professional practice and as well promote a harmonious workplace.

The participants statements are anchored to Uche (2021) and emphasizes that the need of training and seminars for teachers in order to promote and optimize the use of newly found teaching methods. According to him, this will allow instructors to master new abilities and keep up with fresh information.

Joint Display of Salient Quantitative and Qualitative Results

Table 9 explicates the joint display of salient quantitative and qualitative findings. It determines the nature and function of data integration in both quantitative and qualitative findings of the study.

Table 9
Joint Display of Salient Quantitative and Qualitative Results

Aspect or Focal Point	Quantitative Findings	Qualitative Findings	Nature of Integration	Axiological Implication
Teachers' Collegial Practice	Table 1 on the level of Teachers' Collegial Practice in terms of Demonstrating Mutual Support and Trust described the following items include: **1.** *There is a lot of social support available to teachers' coworkers.* *2. Professional interactions among teachers are cooperative and supportive* *3. Staff members have a sense of confidence and trust.* *4. Teachers view their other educators as friends.* *5. Most of my coworkers will be there for me whenever I need them.*	Table 8 on the lived experiences of teachers Pertaining to work productivity, teachers' collaborative practices, and collaborative behavior has an essential theme **"External and Internal Platform Integration"** This theme described the following ideas such as follows: • *As a teacher, especially me a newly hired teacher in our district I would like to have training and seminar that focuses on team building and strengthening collaborative and cooperation in our workplace to work more harmoniously. (IDI_P9)*	**Converging/ Merging**	This implies that teacher collegiality has a significant impact on teacher professional growth and development, work happiness, organizational and professional dedication, school quality, and student success.

	Obtained the categorical mean score of 4.40and standard deviation of .469 whereas the following items obtained the following mean score of 4.37, 4.46, 4.42 4.38, and 4.32 which interpreted the same as agree.	• *I create a supportive work environment, communicate expectations clearly, use an online platform to communicate, work with your employees' strengths, encourage team members to brainstorm, invest in automation for your business, and create overlap zones* (IDI_P10). Merged the theme from the quantitative data on "*Demonstrating Mutual Support and Trust*" was satisfied during the merging/ Converging of the data integration.		
Teachers' Collaboration Behavior	Table 2 on the level of Teachers' Collaboration Behavior in terms of **"Accountability"** described the following items include: *1. Teachers actively participate in societal concerns and issues and give their input.* *2. Teachers are value-oriented in all aspects.* *3. Teachers work together to better the lives of the students.* *4. Teachers don't easily give up on their students.* *5. Teachers uphold the responsibility to high standard of performance.* Obtained the categorical mean score of 4.41 and standard deviation of .456 whereas the following items obtained the following mean score of 4.36, 4.41, 4.38, 4.42, and 4.47 which interpreted the same as agree.	Table 8 on the lived experiences of teachers Pertaining to work productivity, teachers' collaborative practices, and collaborative behavior has an essential theme **"Teamwork"** This theme described the following ideas such as follows: • *It affects my work productivity in the sense that work should be easily done if the teachers work together. Thus, it enhances unity. However, if work is only done by individual the work is prolong and not be done easily (IDI_P3).* • *It helps a lot, especially now a days that there are lots of paperwork and online reports need to be done and submitted by the teachers. Everyone should cooperate and support in order to submit the report on time (IDI_P7).* • *The effective collegial and collaborative behavior affects my productivity through this you can have to work together and help each*	**Converging/ Merging**	This implies that Empower teachers to effectively collaborate with others toward a shared objective. They include speaking properly, actively listening to others, accepting responsibility for one's errors, and valuing the variety of one's coworkers.

		other by sharing and giving what you learn and shares it to your colleagues for the betterment of your learners (FGD_P7). Merged the theme from the quantitative data on "*Accountability*" was satisfied during the merging/ Converging of the data integration.		
Teacher's Work Productivity	*Table 3 on the level of Teacher's Work Productivity in terms of* ***"Performance Competence"*** *described the following items include:* *1. Each teacher provides scientific information to students to better and deeper their understanding.* *2. Teachers maintain an interactive environment among students and co-teachers.* *3. Teachers uses materials that facilitates learning.* *4. Teachers utilize the criteria established in the curriculum.* *5. Teachers responds clearly to questions asked in the class.* Obtained the categorical mean score of 4.39 and standard deviation of .450 whereas the following items obtained the following mean score of 4.24, 4.42, 4.35, 4.48 and 4.46 which interpreted the same as agree.	Table 8 on the lived experiences of teachers Pertaining to work productivity, teachers' collaborative practices, and collaborative behavior has an essential theme **"Equal Workload Distribution"** This theme described the following ideas such as follows: • *Being a teacher is not an easy task, we are tasked to teach but there are lots of extra works that has been given to us. With the help of my colleauges,i fulfill my duties and reponsibilities as a teacher (IDI_P1).* • *When we discuss workplace productivity, we primarily mean how much work is completed in a specific working environment, over a specific amount of time. Productivity ought to be maximized when a corporation is fully operational and operating at capacity. Thus, there should be an equal distribution of work (IDI_P3).* • *It keep us always busy to attain the work on time (IDI_P3).* • *Proper distribution of task among faculty will be helpful so that everbody has its own duty and*	**Converging/ Merging**	This implies that Teacher productivity accomplish duties and deliver excellent work within the allocated time constraints for each necessity. Keeping teams productive begins with fostering the physical and emotional wellness of each employee and defining healthy objectives.

| | | *responsibilities to fulfill (IDI_P1).*

 • *As a teacher our task must be equally divided according to our strenghts and weaknesses so that everyone has the chance to show what they have and ask help for their weaknesses (IDI_P8).*

 • *Our lived experiences pertaining to work productivity in my workplace was everyone was cooperating and helping to accomplish every task given to us (FGD_{P1).*

 Merged the theme from the quantitative data on "*Performance Competence*" was satisfied during the merging/ Converging of the data integration. | | |

CONCLUSION

Based on the descriptive analysis it was revealed that the Teachers' Collegial Practice was high in terms of Demonstrating Mutual Support and Trust, Observing One another, and Joint Planning and Assessment. It indicates that Teacher collegial practices affect professional progress, job satisfaction, organizational and professional devotion, school quality, and student performance. Moreover, it was also revealed that the Level of Teachers' Collaboration Behavior was high in terms of Decision Making, Proactive Coaching, Goals and Strategies, and Accountability. It indicates that teachers' collaboration helps teachers achieved their goals. They include speaking correctly, listening carefully, accepting responsibility for errors, and appreciating the variety of colleagues. Also, the Level of Teacher's Work Productivity was very high in terms of Teaching Competence, Performance Competence, and Self-Taught Courses. It means that Teacher productivity entails carrying out responsibilities and delivering great work within the allotted time restrictions for every need.

Furthermore, results revealed from the correlation analysis that there was high significant relationship between Teachers' Collaboration Behavior and Teachers' Collegial Practices (r = .666, p < 0.05), Teachers' Collaboration Behavior and Teachers' Work Productivity (r = .593, p<0.05), and Teachers' Collegial Practices and Teachers' Work Productivity (r = .559, p<0.05). Also, results revealed from the regression analysis that Teachers' Collegial Practices (r= .261, p<0.05) and Teachers' Collaboration Behavior (r=.339, p<0.05) are the best predictors of teachers' work productivity. In the same manner, results revealed from the Sobel test that teachers' collaborative behavior significantly mediates the

relationship between teachers collegial practices and teacher work productivity ($z = 5.185205$ p = < 0.000001).

Based on the thematic analysis that there were eight (8) themes revealed from the lived experience of teachers pertaining to work productivity such as Equal Workload Distribution, Time Management, Teaching Strategy Integration, Positive Working Environment, Goal Oriented Teaching, Teamwork, Teaching Collaboration, and External and Internal Platform Integration. Finally, based on the results revealed from the quantitative and qualitative findings the data integration was confirming, connecting, and converging.

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