

Working Conditions Of Teachers Under New Normal On Morale And Disposition

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Abstract— This study determined the relationship between teachers' working conditions and morale. Further, it investigated the relationship between the working conditions and dispositions of public elementary school teachers in San Miguel South District, San Miguel, Bulacan during the School Year 2020-2021. With mixed methods of research as research design and 75 public elementary school teachers as respondents of the study, findings showed that the public elementary school teacher agreed that they have pleasant working conditions and high level of morale. On the other hand, these teachers strongly agreed that the level of their disposition is high. Highly significant correlation was found between teachers' working conditions and their morale. Likewise, highly significant correlation was found between teachers' working conditions and their disposition. Based on the findings of the study, the following conclusions were drawn: There is a significant and direct relationship between teachers' working conditions and their morale. When the level of working conditions increases, the level of teachers' morale will also increase. There is a significant relationship between teachers' working conditions and their disposition. When the teachers' level of working conditions increases, the level of their dispositions will also increase.

Keywords— working conditions, morale, disposition, teacher's performance

Introduction

Improving pupils learning is a responsibility shared by policy makers, administrators, teachers, parents, and the learners as well as by members of the wider community. While each of these groups has important contributions to make, what teachers do mediate the effects of almost all such contributions. And what teachers do depend on their motivations, capacities, and the conditions under which they work.

To deliver high quality education, schools must attract, develop, and retain effective teachers. Working conditions play an important role in a school's ability to do so. Schools that are able to offer their teachers a safe, pleasant, and supportive working environment and adequate compensation are better able to attract and retain good teachers and motivate them to do their

best. Teachers' working conditions are important to students as well as teachers because they affect how much individual attention teachers can give to students. Large class sizes or disruptive students, for example, can make both teaching and learning difficult (Allodi and Fischbein, 2012).

With an increasing focus on data, curriculum revision, and student achievement, school administrators need to recruit and retain effective teachers. According to the New Teacher Center (NTC), working conditions are linked to teacher retention and academic success (New Teacher Center, 2011). Underperforming schools with lower student achievement tend to have teachers with poorer perceptions of working conditions and decreased teacher satisfaction.

Due to pandemic, learning condition of pupils changed as well as the working conditions of teachers. Teachers need a lot adjustment to adopt in the new normal setting of education. The change in working conditions for teachers requires a paradigm shift in terms of how the teacher handles instructional practices, assessments, interactions with pupils, and their use of time in an online setting. In the statement of Department of Education last June 2020, DepEd Secretary Leonor Magtolis Briones stated that "The first principle that we adhered to and which we are committed to, in compliance with the President's directive is to protect the safety, health and well-being of our learners, teachers and personnel and to prevent further transmission of COVID-19. But at the same time, we want to ensure learning continuity. Our battle cry is learning must continue. (Department of Education 2020)

As stated in DepEd order no. 21 s. 2019 entitled Policy Guidelines in the K to 12 Basic Education Program, distance learning is the possible solution to pursue the education amidst Covid 19. Distance learning refers to learning delivery modality where a learner is given materials or access to resources and he/she undertakes self-directed study at home or in another venue. It takes place between the learners who are geographically remote from each other during instruction. This modality has three types: Modular Distance Learning (MDL), Online Distance Learning (ODL), and television (TV)/Radio-Based Instruction. (Enclosure to DepEd Order No. 012, s. 2020). To evaluate the rate of expansion of online schools, school administrators were given a national survey in 2007 which was one of the initial studies conducted in

K-12 schools to gather data and evaluate blended and online learning (Picciano & Seaman, 2008). Out of the school districts that participated in the study, the national survey revealed that three quarters offered students blended or online courses, and 66% of the districts had active student enrollments online (Picciano & Seaman, 2008). It was estimated in the 2007-2008 school year that 1,030,000 students engaged in K-12 courses online, an increase of 47% from the 2005-2006 school year (Picciano & Seaman, 2008). More over according to Picciano & Seaman online class is more appropriate and maturing in tertiary level than primary and secondary level (2008). The challenge is greater to those teachers teaching kinder and primary level. Support from parents is very essential to mold the young minds of the children.

The problems of working conditions, physical conditions and psychological conditions, are issues always highlighted as the contributing factor to the poor performance of teachers to deliver lessons and involve students in learning. The conducive work environment can provide comfort and security for teachers in carrying out the instructional works and other duties. It helps teachers to do their job and obligations well and wholeheartedly. Teachers with optimal performance can significantly impact the future of their students or young generation and achieve educational goals (Asfah, Arifuddin, and Nurdin, 2013).

According to Donnelly, Gibson and Ivancevich (2014), some factors contributing to deterioration in teacher performance are (1) unsuitable performance plans goals that are too high or irrelevant may obviously lead to unsatisfactory performance; (2) unclear performance plans, lack of role clarity, and confusion about priorities or targets; (3) lack of knowledge or ability competence is prerequisite to work; (4) poor working conditions: problems related to equipment and working groups, improper leadership, and other environmental obstacles.

Teacher working conditions matter and directly affect the effectiveness of teaching. This can be explained by the fact that unlike other professions, teachers spend most of their professional time with students, isolated from other adults and face qualitative and subjective judgements of effectiveness (Appiah-Agyekum, Suapin and Pephrah, 2013).

Teachers, as part of the education system are expected to deliver learning, but on the other hand, they also deserve appropriate treatment from the system. Over the past few decades, the status of the teaching profession has declined across the world, in terms of pay, respect and working conditions. Many teachers struggle with difficult living and working conditions that undermine their commitment to effective teaching. Policy makers need to understand that no amount of inputs can substitute for teacher effort in classroom. Even teachers are in school, they may not teach or teach well. Understanding teachers' needs and providing professional working conditions are equally important as keeping teachers accountable

in order to achieve quality education (Dolton and Marcenaro-Gutierrez, 2011).

The teacher working conditions effort is allowing school communities to consider essential issues related to empowerment, leadership, facilities and resources, time, and professional development. Similarly, the teaching quality indicators effort allows for focus on more classroom-specific measures related to curriculum, instruction, and assessment. Collectively, the tools present the opportunity for school leaders, policymakers, and community members to consider how both school-level achievement gains and the achievement of students with individual teachers are predicted by a recognizable set of school- and classroom-level conditions (Keuren, Silova et al. 2015).

Improving teacher working conditions means more than focusing on resources, class sizes, and physical structures. The current concept of working conditions must move beyond typical labor issues of occupational health and safety concerns to consider a more comprehensive environment for teaching and learning. Recent teacher working conditions research includes measures to determine the effect of time allocation, empowerment, professional development, and leadership—complex issues now proven to be closely related to the capacity of professionals to improve student learning (Stello, 2016).

The quality of teaching and learning is determined not just by the quality of teachers, but also by the environment in which teachers work. Together with the intrinsic benefits of teaching, working conditions, which are shaped by factors such as salary range, compensation, bonuses and rewards; working time, staff-student ratios, good school leadership, infrastructure and facilities, influence teachers' satisfaction with the workplace, their tasks and the nature of the job as well as teachers' ability to do their work well and engage with students. Working conditions also play a crucial role for attracting teachers and for retaining effective teachers. In various countries, there are concerns about the impact of uncompetitive salaries, high workload, levels of stress, and poor working environments. While a certain level of staff attrition is inevitable, and it may be positive for institutions if ineffective teachers leave the profession, high rates of teachers leaving their position may compound staffing problems and lead to a loss of expertise. High rates of staff turnover can also disrupt institutions and adversely affect the quality of teaching and learning (Chikipe, 2012).

It is in this light that the researcher who is an elementary school teacher was motivated to conduct this research. It investigated the working conditions and its influence on teachers' morale and disposition.

Statement of the Problem

This study determined the relationship between teachers' working conditions and morale. Further, it investigated the relationship between the working

conditions and dispositions of public elementary school teachers in San Miguel South District, San Miguel, Bulacan during the School Year 2020-2021.

Specifically, this study sought answers to the following questions:

1. How may the working conditions of public elementary school teacher respondents be described in terms of the following factors:

- 1.1 time;
- 1.2 facilities and resources;
- 1.3 leadership;
- 1.4 empowerment;
- 1.5 community support; and
- 1.6 school culture?

2. How may the morale of public elementary school teacher respondents be described in terms of the following categories:

- 2.1 rapport with principal;
- 2.2 satisfaction with teaching;
- 2.3 rapport among colleagues;
- 2.4 teaching load with other assignment;
- 2.5 curriculum issues;
- 2.6 teacher status;
- 2.7 community support; and
- 2.8 school facilities and services?

3. How may the disposition of public elementary school teacher respondents be described in terms of the following factors:

- 3.1 motivation to teach;
- 3.2 teacher efficacy;
- 3.3 conscientiousness;
- 3.4 interpersonal and communication skills; and
- 3.5 professional development?

4. Is there a significant relationship between teachers' working conditions and their morale?

5. Is there a significant relationship between teachers' working conditions and their disposition?

6. How important are teachers' working conditions on their morale and disposition?

Hypothesis

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between teachers' working conditions and their morale.

2. There is no significant relationship between teachers' working conditions and their disposition.

Conceptual Framework

Schools provide a working environment and professional community for teachers. They make sure that teachers have appropriate teaching assignment; enough access to information, materials and technology; and adequate time to work with colleagues on matters of instruction (Little, 2013). There are alternative ways to conceptualize different aspects of teacher working conditions. In Perie and Baker's (2017) study, working conditions were identified as administrative support and leadership, student behavior and work atmosphere, and teacher control over the working environment.

In an effort to turn around low-performing schools, Futernick (2011) defined working conditions based on "the belief that when given the opportunity to work on a team with other qualified teachers who share the same vision, teachers can actually jolt the school out of its disequilibrium and transform it into a high-achieving school." His working condition elements include: (1) teams, (2) time, (3) physical environment, (4) class size reduction, (5) autonomy and shared governance, (6) leadership, (7) a well-rounded curriculum, (8) external support, and (9) parent/community involvement.

More recently, Johnson (2016) also has conducted extensive literature reviews and explained from case studies in the topic of teacher working conditions. She has noted that working conditions can include (1) physical features such as the suitability of buildings and equipment; (2) organizational structures that influence workload, autonomy, and supervisory and collegial arrangements; (3) sociological components that influence teachers' roles and status as well as experiences with students and peers; (4) political features that define teachers' power and authority; (5) cultural dimensions that frame values, traditions, and norms; (6) psychological issues that may support or diminish teachers personally; and (7) educational policies, such as those related to teacher education, curriculum, and accountability, that may enhance or constrain what and how teachers can teach.

In the past, discussions of teacher working conditions have focused primarily on teacher salaries and benefits, class size, and internal transfer policies, as well as other similar issues addressed in traditional

contractual arrangements (Loeb, Kalogrides and Béteille, 2011).

Moreover, (Sass, et al. 2012), studied the effects of teachers' working conditions in high-need schools, and found that the specific aspects of the working conditions that matter the most to teachers are not narrowly school level working conditions such as clean and well-maintained facilities or access to modern instructional technology; instead, it is the teaching and instruction related working conditions such as instructional coaching, professional environment, that predominate in predicting teachers' job satisfaction and their students' achievement. However, there is less agreement about how classroom and instruction level support operate.

Researchers have examined the impact of many working conditions, such as school leadership, teacher compensation, school economic status, etc. Others have studied the effects of classroom and instruction level working conditions, such as professional instruction supports offered, time allotted for instruction planning and collaboration (Ladd, 2011). In addition to examining each aspect of these various factors, a few researchers also focused on a series of different aspects as well as overall working conditions.

In recent studies, Johnson, et al., (2012), compared the effects of each specific aspects of teachers' working conditions on teachers' effects in student achievement, and showed that the professional environment, the principal's leadership, teacher collaboration matter more than the school level working conditions such as clean and well-maintained facilities. Similarly, Jackson (2014) examined several dimensions of the teachers' working conditions in predicting teacher effectiveness; and found that average teacher effectiveness is higher, in schools with strong instructional support and in which teachers perceive a high level of collegial support.

In most studies, working conditions were correlated to instructional effectiveness and pupils' academic outcomes. However, in the present study working conditions will be correlated to teachers' morale and dispositions.

According to Strasser, D. (2014), morale is a person's mental state that is exhibited by assurance, control, and motivation to perform a task.

In this era of increased accountability, school leaders face complex challenges in attempting to balance the tasks of meeting organizational goals and maintaining the esprit de corps of the learning environment. Teacher morale serves as an essential aspect of cultivating a positive work environment. Although vitally important, the notion of morale holds ambiguous connotations. For example, the basic term, morale, can refer to either a person or group, and Senechal, Sober, and Hope (2016), posited that it is not clear whether it holds the same general meaning collectively and individually.

While teacher morale remains vitally important to school success, teacher morale and job satisfaction across the nation is at its lowest point in 25 years (Santos, 2012). Recent education reform across the country negatively influences teacher morale. For example, education policies, mandates and technologies that promise to revolutionize teaching and education result in increased teacher stress. These reforms, coupled with increased demands of non-teaching assignments, have led to a decline in nationwide teacher morale. Consistent with teacher morale across the nation, teacher morale in elementary schools continues to decline as well (Eger & Habib, 2015).

Research indicates elevated teacher morale increases job performance and motivation. However, in recent years, public school teachers experienced an unparalleled level of low morale. Schools battle teacher shortages (Kiker & Emeagwali, 2010), negative perceptions of the public, and limited financial resources. Public perception of teaching as a profession also influences teacher morale. Although teachers are required to hold a college degree, and many actually hold advanced degrees, they do not receive the pay, respect and recognition afforded to other professions. (Green, 2012), indicates the perception teachers are treated as professionals in the same way as are engineers, doctors and farmers are ludicrous. This viewpoint, coupled with demands on teachers to increase test scores is only part of the low morale problem.

Teacher morale is essential to job satisfaction in the retention of teachers when measuring public school efficacy. According to (Fernet, et al., 2012), teachers speak about the personal satisfaction derived from assisting students in their learning. This job satisfaction leads to increased teacher morale. Teachers in stable school environments predictably exhibit higher morale than those experiencing high turnover.

Understanding teacher morale and retention has been limited by focusing on individual decisions. Research in the field of teacher morale demonstrates the importance of individual and communities of educators in every school, as they hold the power to create schools that substantially better the quality of the future lives of their students and future generations (Thapa, et al., 2013).

Consequently, findings from this study will provide insight concerning teacher perspectives about factors that have encouraged them to remain in the profession and in the same building for an extended period of time. Research indicates that administrators play a pivotal role in maintaining a positive school culture in light of increased pressures on education as a whole (Richardson, 2014). Results from this study may also provide insight into how school leaders can work with teachers to enhance teacher morale within a building despite the pressures they face (Eyal & Roth, 2011).

Maintaining high morale becomes difficult when teachers feel neither respected nor trusted. The assertion that public education fails to accomplish its potential led to systematic assessments and performance appraisals, which serve to further reduce teacher morale. Teachers feel increased pressure due to public scrutiny when accountability and testing are mentioned (Noddings, 2014).

Increased expectations, along with increasingly negative public perception of schools, add to a reduction of teacher morale. With increasing responsibilities, expectations, and mandates from both state and federal government, teachers struggle to maintain positive morale (Farmer, 2011).

Tschannen-Moran & Tschannen-Moran (2014), opined that low teacher morale indicates basic human needs are unmet. Additionally, they reported that teachers with twenty years' experience were more likely to describe morale as lower now than when they began their career, while teachers who had been teaching fewer than ten years suggested morale had always been low. Teacher motivation or lack thereof directly relates to the extent of job satisfaction.

In the same manner, Senechal, et al., (2016), asserted that lack of administrative leadership, failure to evaluate work, lack of policy, classroom interruptions, and poor faculty communications causes lower teacher morale. Little has changed in regard to declining teacher morale since that time. Schools with the most academically and socioeconomically disadvantaged students frequently suffer negative effects of teacher dissatisfaction and withdrawal. Further, they stated that low staff morale results from professional lives that have little meaning; from frustration and the inability to change what is happening.

Frustration with increasing class size fosters low teacher morale. Student behavior issues, availability of instructional materials, and increased accountability standards for those increasing class sizes may explain the relationship with lower teacher morale. The inability to teach and manage the class effectively may lead to a reduction in motivation and teacher morale. Student misbehaviors increase teacher job dissatisfaction and reduced morale (Stearns, et al., 2014).

Researchers also found autonomy in the classroom negatively affects teacher morale (Zoch, 2017). In addition, he found lack of autonomy in the classroom altered teacher pedagogy in ways that conflicted with best practices. Studies show that classroom autonomy is a major factor in determining level of job satisfaction and effective teaching because it demonstrates to whether educators are treated as professionals (Walker, 2016).

Meanwhile, teacher dispositions are an equally important contributor to effective teaching, particularly in relation to characteristics such as empathy, enthusiasm and fairness (CESE 2013). However, empirical evidence of the importance of particular

dispositions (or dispositions at all) in teaching is limited, due in large part to the complexity of teacher dispositions and lack of suitable or reliable measurement instruments. A highly robust and reliable disposition scale is needed as a first step in addressing this complex issue (Rice, Volkoff, and Dulfer 2015).

Despite the importance and growing prominence of teacher disposition research (NSW DEC 2013), existing research rarely agrees on dispositions considered essential to effective teaching. For instance, little research establishes what composition(s) of dispositions are related to better student outcomes. Nominated factors range from motivation to verbal ability to fairness (Stronge, Ward, and Grant 2011).

However, the extent to which these dispositions overlap, the dispositions that are especially important and the behaviors they individually or conjointly influence remain unclear. This is exacerbated by a lack of suitable disposition instruments, which limits empirical investigation of these questions (O'Neill, Hansen, and Lewis 2014). The tools that do exist often lack psychometric evaluation or consultation with current and highly accomplished members of the teaching profession. However, this has not stopped the development and use of many institutional dispositional scales, many sharing common dispositional themes that are proposed as demonstrating effective teaching, such as ethics, professional growth and service (TEMAG, 2014).

This study is anchored to Self-determination theory (SDT) by Ryan & Deci (2000), articulates a macro-theory of human motivation, emotion, and development utilizing factors that either accelerate or deviate growth-oriented processes in individuals. Deci and Ryan (2010), identified the core elements underlying sustainable motivation. Their findings suggest basic motivation needs of autonomy, relatedness, and competence are innate rather than learned. Self-determination theory assumes human nature contains the disposition to be curious about one's environment and interest in increasing one's knowledge (Deci, Olafsen & Ryan, 2017).

Based on the theory, related studies and literature cited and explained above, the researcher came up with the paradigm that served as guide in the conduct of the study. This study sought to explore the relationship between teacher's working condition and their morale and dispositions in a public school setting.

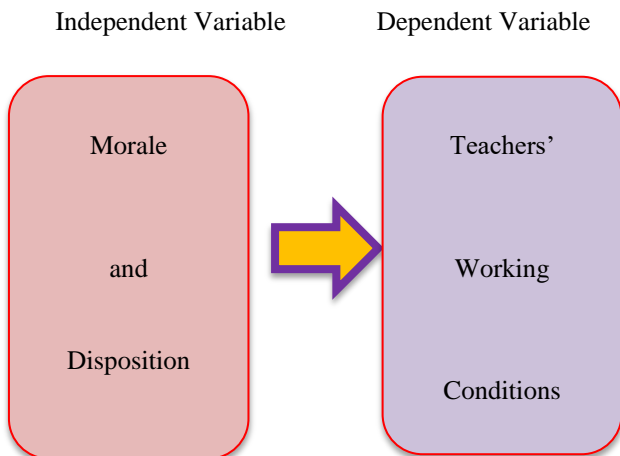


Figure 1. Paradigm of the Study

Figure 1 shows that the independent variable is the working conditions of public elementary school teacher respondents in terms of time, facilities and resources, leadership, empowerment, colleagues, professional development, community support and school culture. This variable was hypothesized to influence (as implied by the arrowhead) the dependent variables which are: (a) morale of public elementary school teacher respondents in terms of rapport with principal, satisfaction with teaching, rapport among colleagues, teaching load with other assignment, curriculum issues, teacher status, community support, and school facilities and services; and (b) disposition of public elementary school teacher respondents in terms of motivation to teach, teacher efficacy, conscientiousness and interpersonal and communication skills.

Significance of the Study

This study is beneficial and important in the educational arena. It will help the educators understand the influence of working conditions to elementary school teachers' morale and dispositions and it will ultimately benefit the following:

Teachers. Findings of the study would give high awareness to elementary school teachers about the importance of working conditions to boost their morale and develop dispositions. When teachers experience high morale, they positively influence students and their school. High teacher morale may be a result of empowering teachers. When teachers feel appreciation, when they feel heard, and when they feel supported, morale often elevates.

School Administrators. The findings of this study will benefit the administrators in providing teachers under their supervision a working condition that is comfortable to both learners and teachers. Further, his can serve as basis in planning for the upcoming seminars and training for teachers' morale and dispositions.

Learners. When teachers possess high morale, learning becomes more effective for the learners. Teachers with high morale are more capable in raising learners' achievement.

Future Researchers. The researcher ultimately believe that the findings of this study will help the future researchers to conduct in-depth study or similar subject using other variables that may influence the teachers' morale and dispositions.

Scope and Limitation of the Study

The main objective of the study is to determine the relationship between the working condition of elementary school teachers and their morale and disposition. Hence, the variables under study are limited only to working conditions, morale and dispositions.

The working conditions of public elementary school teacher respondents were limited to time, facilities and resources, leadership, empowerment, community support and school culture. Meanwhile, the morale of public elementary school teacher respondents was limited to rapport with principal, satisfaction with teaching, rapport among teachers, teacher salary, teaching load with other assignment, curriculum issues, teacher status, community support, and school facilities and services. On the other hand, the disposition of public elementary school teacher was limited to motivation to teach, teacher efficacy, conscientiousness and interpersonal and communication skills and professional development.

The respondents of this study were the 75 teachers in selected public elementary schools in San Miguel South District, San Miguel, Bulacan. This study was conducted in the 2nd quarter of School Year 2020-2021.

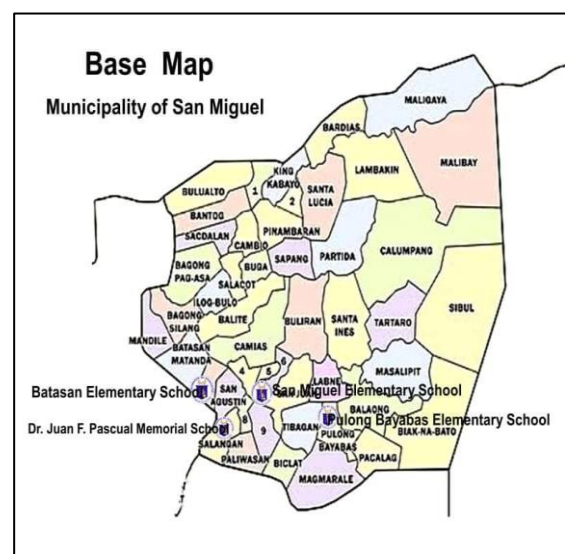


Figure 2. Location Map

Definition of Terms

The following are the terms used in the study including their definitions. These will help the readers to understand the study easily.

Colleagues. It refers to the co-teacher of the respondents.

Community Support. It refers to the extent to which families and the broader community support teachers and students in the school.

Conscientiousness. It refers to a teacher who spends extra time with students, to assure they're learning.

Curriculum. It refers to framework that sets expectations for pupils learning and serves as guide to teachers on how they deliver their lesson under the new normal.

Dispositions. These refer to professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities.

Empowerment. It refers to the extent to which teachers are involved in decision-making about matters of school governance.

Facilities and Resources. These refer to the extent to which teachers work in a safe, clean, and well-maintained school environment that enables them to be productive.

Interpersonal and Communication Skills. These refer to skills that the teachers use every day when they communicate and interact with other people, both individually and in groups. They include a wide range of skills, but particularly communication skills such as listening and effective speaking. They also include the ability to control and manage your emotions.

Leadership. It refers to the extent to which school leaders provide feedback on instruction, create an orderly and safe instructional environment, and address teachers' concerns about issues in the school.

Morale. It refers to the mental and emotional condition of an individual or group with regard to the function or tasks at hand.

Motivation to Teach. It refers to reasons that emanating from individuals' intrinsic values to choose to teach and sustaining teaching, and the intensity of teacher motivation which is indicated by effort expended on teaching as influenced by a number of contextual factors.

Professional Development. It refers to the extent to which teachers are recognized as educational experts and are given the flexibility to make professional decisions about instruction.

Rapport among Colleagues. As used in the study, it refers to the relationship that teachers have with one another; their level of collaboration, trust in the teaching competence of colleagues, and ethics.

Rapport with Principal. It refers to the relationship between the teacher and principal, including leadership practices that affect morale and the level of communication, professionalism, and human relation skills employed by the principal.

Satisfaction with Teaching. It refers to teachers' levels of job satisfaction, morale, individual and collective efficacy, and success with teaching.

School Culture. It refers to the extent to which the school environment is characterized by mutual trust, respect, openness, and commitment to student achievement

School Facilities and Services. These refer to appropriateness of facilities, procedures, materials, supplies and equipment made available to teachers.

Teacher Efficacy. It refers to the extent to which a teacher believes he or she can influence students' behavior and their academic achievement, especially of pupils with difficulties or those with particularly low learning motivation.

Teacher Status. It refers to the extent to which teachers feel valued as members of the school community. Teacher status may also be considered the position that an individual holds within the teaching profession.

Teaching Load with other assignment. It refers to administrative tasks (record-keeping, clerical work, community and district demands) and extracurricular expectations.

Time. It refers to the extent to which teachers have sufficient time to meet their instructional and non-instructional responsibilities in the school.

Willingness to Learn. It refers to how likely a teacher is to seek out knowledge and participate in behavior change.

Working Conditions. It refers to the working environment and aspects of a teacher's terms and conditions of employment. This covers such matters as: the organization of work and work activities; training, skills and employability; health, safety and well-being; and working time and work-life balance.

CHAPTER II

METHODOLOGY

The information about the research and sampling procedures that were utilized by the researcher are provided in this chapter. The research design that was employed, as well as the data gathering techniques,

and data analysis scheme are also discussed in this chapter.

Research Design

This study utilized the mixed methods approach where the quantitative phase is followed by the qualitative phase. According to Teddlie and Tashakkori (2012), mixed methods research is basically defined as the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study. Philosophically, it is the "third wave" or third research movement, a movement that moves past the paradigm wars by offering a logical and practical alternative. It is an expansive and creative form of research, not a limiting form of research. It is inclusive, pluralistic and complementary. Additionally, Greene (2012), stated that mixed methods research focuses on collecting, analyzing and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone. Thus better understanding results because mixed methods offer strengths that offset the weaknesses of separately applied quantitative and qualitative research methods. It also encourages the collection of more comprehensive evidence for study problems; helps answer questions that quantitative or qualitative methods alone cannot answer. Mixed methods research is important today because of the complexity of problems that need to be addressed, the rise of interest in qualitative research and the practical need to gather multiple forms of data for diverse audiences.

The researcher firmly believed that mixed methods research provides a comprehensive understanding of the relationship between working conditions and teachers' morale and dispositions.

Data Gathering Techniques

Prior to the conduct of the study, the researcher sought permission from the Schools Division Superintendent of Bulacan. Upon receiving the approved permit to conduct, the researcher coordinated with the principal of the school respondents for the schedule of quantitative and qualitative data collection.

Due to pandemic times, quantitative data gathering was done through the use of different social media platforms such as google forms, facebook, email, twitter, etc. In this phase of the study, closed-ended questionnaire was used in gathering the needed quantitative data which is composed of three (3) parts. Part I of the questionnaire was adapted from Ni (2017), to describe the teacher respondents' working conditions. Meanwhile, Part II was adapted from Hunter (2011), was to measure the teachers' morale. On the other hand, Part III of the questionnaire was adapted from West, Baker, Ehrich, Woodcock,

Bokosmaty, Steven and Eady, (2018), to describe the teachers' dispositions.

In the qualitative data collection, open-ended questions which were personally made by the researcher were asked to selected teacher respondents during the semi-structured interviews. This was conducted through phone call. The data gathered in this phase was used to further explain, validate and support the quantitative findings of the study. This was done to arrive at a more in-depth explanation and analysis of all the quantitative results of the study.

Sampling Procedures

The researcher employed stratified random sampling in determining the respondents of the study. Selected teachers teaching in San Miguel South District, San Miguel, Bulacan were requested to participate in the conduct of the study.

It can be observed from Table 1 that a total of 75 public elementary school teachers composed the respondents of the study. These respondents were informed by the researcher through phone or messenger for the schedule of data collection. Moreover, they were informed that the collected data will be treated in utmost confidentiality and will be used for research purposes only. They were also given assurance that after the conduct of this research all collected data will be disposed and destroyed properly by the researcher.

On the qualitative part of the study, two teachers per school were requested to participate in the semi-structured interviews. Before the interview, these teachers were given prior information about the topics to be discussed during the said interview for them to be ready for the questions to be asked. Interview was conducted through the use of phone and video call.

Table 1. Distribution of Teacher Respondents

School	Teacher	%
1. Batasan Elementary School	25	33.33%
2. Dr. Juan F. Pascual Memorial School	24	32%
3. Pulong Bayabas Elementary School	11	14.67%
4. San Miguel Elementary School	15	20%
TOTAL	75	100%

Data Analysis Scheme

After collecting all the questionnaires, these were organized, tallied tabulated, and analyzed using some statistical tools.

On the other hand, weighted mean was computed to describe the (a) working conditions of public

elementary school teacher respondents in terms of time, facilities and resources, leadership, empowerment, community support and school culture; (b) morale of public elementary school teacher respondents in terms of rapport with principal, satisfaction with teaching, rapport among colleagues, teaching load with other assignment, curriculum issues, teacher status, community support, and school facilities and services; and (c) disposition of public elementary school teacher in terms of motivation to teach, teacher efficacy, conscientiousness and interpersonal and communication skills and professional development.

Pearson Product-Moment Correlation Coefficient was applied to determine if significant correlations existed between the dependent and independent variables.

CHAPTER III

RESULTS AND DISCUSSIONS

This chapter deals with the presentation, analysis and interpretation of the data collected and the results of the statistical treatment employed in the study with the purpose of determining the influence of working conditions to teachers' morale and dispositions in the new normal.

The Teachers' Working Conditions

In the belief that the teachers' working conditions has a direct effect on their performance, taken into consideration are time, facilities and resources, leadership empowerment, community support, and school culture of where the teacher respondents belong.

Time

This factor refers to the extent to which teachers have sufficient time to meet their instructional and non-instructional responsibilities in the school. It is also the way teachers organize and plan on how to divide their time between specific activities. Good time management enables teachers to work smarter and harder.

In Table 2, presents the working conditions of teachers in terms of time.

Showed from the table that teacher gave their highest mean to item statement "Standards and expectations for teachers are organized, simplified and streamlined to allow teachers to focus on developing skills that are most important for successful flexible instruction". Meanwhile, item statement "Teachers have sufficient non-instructional time to collaborate with highly skilled, dedicated colleagues" received the lowest computed weighted mean. An overall mean of 4.00 was computed.

Table 2. The Working Conditions of Public Elementary School Teacher in terms of Time

Item Statement	Responses (N=75)					Mean	VD
	5	4	3	2	1		
1. Teachers have reasonable class sizes, affording them time to meet the educational needs of all pupils.	22	44	6	3	0	4.13	A
2. Standards and expectations for teachers are organized, simplified and streamlined to allow teachers to focus on developing skills that are most important for successful flexible instruction.	22	42	11	0	0	4.15	A
3. School leadership tries to minimize the amount of administrative paperwork required of teachers.	23	32	15	3	2	3.95	A
4. Teachers have sufficient instructional time to meet the needs of all pupils.	13	50	9	3	0	3.97	A
5. Teachers have sufficient time for the distribution and retrieval of modules.	19	40	14	2	0	4.01	A
6. Teachers have sufficient non-instructional time to collaborate with highly skilled, dedicated colleagues.	11	38	25	1	0	3.79	A
Overall Mean						4.00	A

These results imply that having enough time to finish all necessary tasks in a day at work is the most rewarding.

In a study by Moore (2019), The impact of teacher working conditions and beginning teacher support on the retention of beginning teachers in high-poverty school districts, he stated that having sufficient time provides teachers opportunities for discussion of their concerns, ask questions, and provide guidance and moral support to their students. This is important for the success of teachers in classroom management and instruction. One of the teacher respondents said in an interview "During this time, I am pleased that I handle classes with reasonable number of students, which allows me to accomplish checking and preparing the lessons". As teachers are held accountable for providing quality instruction to their students, they must be given with adequate time to accomplish their tasks.

Facilities and Resources

These refer to the extent to which teachers work in a safe, clean, and well-maintained school environment that enables them to be productive. It is also the extent to which teachers are provided instructional resources such as school supplies needed in the reproduction of modules.

Table 3. The Working Conditions of Public Elementary School Teacher in terms of Facilities and Resources

Item Statement	Responses (N=75)					Mean	VD
	5	4	3	2	1		
1. Teachers have sufficient access to appropriate instructional materials and resources for flexible teaching.	4	38	18	3	2	3.79	A
2. Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	7	36	21	1	0	3.92	A
3. Teachers have access to reliable communication technology – including phones, faxes and email.	6	41	17	1	0	3.96	A
4. Teachers have sufficient training and support to fully utilize the available instructional technology.	10	33	29	3	0	3.67	A
5. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	8	39	18	0	0	4.00	A
6. Teachers have adequate professional space to sort the modules.	12	39	19	5	0	3.77	A
Overall Mean						3.85	A

Table 3 presents the working conditions of public elementary school teachers in terms of facilities and resources.

Seen from the table that the item statement “Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.” got the highest computed weighted mean of 4.00. On the other hand, the item statement “Teachers have sufficient training and support to fully utilized the available instructional technology obtained the lowest computed weighted mean of 3.67. An overall mean of 3.85 was computed.

These imply that teachers were provided with sufficient access to appropriate instructional materials and resources for flexible teaching, instructional technology, reliable communication technology and adequate professional space to sort the modules.

Inconformity to the study of Kara et al (2020), where most of the female teachers working from home

could not get administrative support during the distance education process, teachers in the school respondents claimed that they were given administrative support. Upon asking the respondents, they heartily agreed that they were provided with adequate resources in school. “Yes, we are provided by the school with enough supplies to suffice the academic related needs.” This indicates that teachers who were supplied with sufficient resources at work, minimizes job related issues and concerns.

Leadership

It refers to the extent to which school leaders provide feedback on instruction, create an orderly and safe instructional environment, take accountability on every decision and address teachers’ concerns about issues in the school. It also refers to the extent of support given by the school head to his/her teachers as they go through this New Normal classroom set up.

Table 4. The Working Conditions of Public Elementary School Teacher in terms of Leadership

Item Statement	Responses (N=75)					Mean	VD
	5	4	3	2	1		
1. The principal is a strong and supportive leader.	26	35	6	6	2	4.03	A
2. All stakeholders (including teachers) participate in the in the distribution and retrieval of modules.	15	46	9	5	0	3.95	A
3. The school leadership communicates clear expectations to pupils and parents.	21	40	8	4	2	3.99	A
4. The school leadership consistently supports teachers.	24	39	9	1	2	4.09	A
5. School leaders establish policies related to pupil discipline in flexible classes.	15	45	9	6	0	3.92	A
6. Teacher performance evaluations are handled in an appropriate manner.	23	40	4	6	2	4.01	A
Overall Mean						4.00	A

Table 4 exhibits the working conditions of teachers in terms of leadership.

It can be gleaned from the table that the item statement “The school leadership consistently supports teachers” got the highest computed weighted mean of 4.09 and the item statement “School leaders establish policies related to pupil discipline in flexible classes” got the lowest computed weighted mean of 3.92. Meanwhile, an average of 4.00 was computed as an overall mean.

Moore (2019) and Toropova et al., (2020), state that leadership support significantly affects teacher performance. “My principal is very supportive, we appreciate this kind of support and we are extremely

grateful.”, one of the respondents mentioned in an interview. This suggests that teachers are empowered and decided to stay in the profession, than individuals who lack support from the administration.

Empowerment

It refers to the extent to which teachers are involved in decision-making about matters of school governance. Being an empowered teacher means having enough resources and freedom to provide every pupil with the education they deserve.

Table 5. The Working Conditions of Public Elementary School Teacher in terms of Empowerment

Item Statement	Responses (N=75)					Mean	VD
	5	4	3	2	1		
1. There are many avenues available for educators to express their concerns and propose solutions.	19	42	11	3	0	4.03	A
2. Teachers are recognized as educational experts and are trusted to make sound professional decisions.	21	43	10	1	0	4.12	A
3. There is an atmosphere of mutual respect, where each professional is empowered to do his/her work.	21	42	6	6	0	4.04	A
4. The faculty has an effective process for making group decisions and solving problems	19	40	13	3	0	4.00	A
5. Teachers have the authority in the distribution and retrieval of modules for flexible classes.	23	41	10	1	0	4.15	A
6. Teachers are centrally involved in decision making about education issues.	18	42	7	8	0	3.93	A
Overall Mean						4.04	A

Table 5 reiterates that the teacher respondents feel empowered in their respective work set up. With the mean of 4.15 as the highest computed weighted mean, the teachers “agree” that they have the authority in the distribution and retrieval of modules for flexible classes. On the other hand, statement “Teachers are centrally involved in decision making about education issues” got the lowest computed weighted mean of 3.93. An overall computed mean of 4.04 was revealed.

These results implicit that teachers have their academic freedom in their respective schools and even in the delivery mode of learning, they have the authority.

Based from the interview, teachers believe that their workplace promotes mutual respect in the workplace where each professional is empowered to do his/her work. “I do my job without anyone pointing

out to me that I am wrong all the time, we offer constructive criticisms to one another in terms of our strategies and work ethics.” This shows that teachers feel that they are respected by their co teachers despite having minimal to huge differences in age. Shonje (2016), in his study on the influence of working conditions on teachers’ job satisfaction disclosed that empowerment in the workplace allows teachers to demonstrate satisfaction and motivate them. Motivated employees exhibit loyalty and commitment to their jobs resulting in higher productivity.

Community Support

It refers to the extent to which families, Parent Teacher Association PTA and the broader community such as the Barangay Chairman and councilors, leaders of different sectors in the community support teachers and students in every event in the school especially during this time of pandemic.

Table 6. The Working Conditions of Public Elementary School Teacher in terms of Community Support

Item Statement	Responses (N=75)					Mean	VD
	5	4	3	2	1		
1. Teachers are supported by the community in the distribution and retrieval of modules.	16	42	17	0	0	3.99	A
2. Families help pupils achieve educational goals.	19	42	14	0	0	4.07	A
3. Parents support their children in flexible classes.	21	42	12	0	0	4.12	A
4. Barangay officials show support in the distribution and retrieval of modules.	10	39	18	8	0	3.68	A
5. The community support young learners to have access in flexible classes.	10	33	28	4	0	3.65	A
6. There is a collaboration among the community, parents and teachers to meet the needs of all pupils in flexible classes.	11	46	16	2	0	3.88	A
Overall Mean						3.90	A

Table 6 presents the working conditions of public elementary teachers in terms of community support.

It can be seen from the table that item statement “Parents support their children in flexible classes” got the highest computed weighted mean of 4.12. On the other hand, item statement “Barangay officials show support in the distribution and retrieval of modules” got the lowest computed weighted mean of 3.68. The computed overall mean of 3.90 was registered for the teacher respondents.

These results imply that parents are taking the responsibility to help the teachers in imparting knowledge to their children because when parents are

involved in their child’s education, that child does better on a range of measures. Also, barangay officials show support in the distribution and retrieval of modules as they see the school as part of the community that they need to help especially during the time of pandemic.

In contrary to the findings of Shoje (2016), where teachers receive no to minimal support from the community, the teachers in the selected schools are provided with ample assistance from the community specifically the parents and the barangay officials. “During the distribution and retrieval of the modules, we can really see how the parents are inclined to help us, which reflects how important education is for them,” this was a statement by one of the teacher respondents. Teachers who sense support from the community become more motivated to work than those whose felt that parents and other local leaders do not cooperate with them in these difficult times.

School Culture

It refers to the extent to which the school environment is characterized by mutual trust, respect, openness, and commitment to student achievement.

Table 7. The Working Conditions of Public Elementary School Teacher in terms of School Culture

Item Statement	Responses (N=75)					Mean	VD
	5	4	3	2	1		
1. Teachers feel comfortable raising issues and concerns about flexible classes.	16	42	12	5	0	3.92	A
2. There is an atmosphere of trust and mutual respect within the school.	22	40	9	4	0	4.07	A
3. Clear expectations are communicated to pupils and their respective families.	17	47	11	0	0	4.08	A
4. The teachers are committed to helping every pupil learn.	32	37	6	0	0	4.35	SA
5. Teachers are recognized for a job well done.	27	34	9	5	0	4.11	A
6. Teachers like the way things are run in flexible classes.	16	43	11	5	0	3.93	A
Overall Mean						4.08	A

In the Philippines, it is evident how teachers are devoted to their profession despite having no salary increase, the school culture promotes positive commitment as manifested in Table 7, the statement “The faculty are committed to helping every pupil learn” has the highest computed weighted mean of 4.35 which means that the respondents “strongly agree” that each of their colleagues are extremely committed to helping the students learn even without face-to-face classes. Meanwhile, the statement “Teachers feel comfortable raising issues and concerns about flexible classes” got the lowest computed weighted mean of 3.92. An overall

computed weighted mean of 4.08 with the verbal description of “agree” was registered.

These results imply that the teachers are determined to teach despite of the unexpected scenario such as Covid ’19 pandemic. Teachers were ready to adapt in the new normal set up just to comply with the DepEd’s battle cry that “learning must continue”.

Moreover, they also agree that in their work environment, there is an atmosphere of trust and mutual respect within the school, clear expectations are communicated to pupils and their respective families, and teachers are recognized for a job well done. “I cannot say that I completely like or dislike the new set up. It still feels good to meet students and teach them face-to-face than online, this new set up has its advantages and disadvantages”, a statement from one of the respondents claiming that this new normal set up is not all about drawbacks.

O’Neill et al., (2014), discussed how the culture of the school has direct impacts on the job satisfaction of the teachers. In this study, it entails how positive the atmosphere of the school where the respondents involve, which may highly contribute to their work ethics and feeling of satisfaction in their job.

The Morale of Teachers

The morale of teachers is measured in terms of their rapport with the head of the school, satisfaction with teaching, rapport among colleagues, teaching load with other assignment curriculum issues, teacher status, community support, school facilities and services.

Rapport with Principal

It refers to the relationship between the teacher and principal, including leadership practices that affect morale and the level of communication, professionalism, and human relation skills employed by the principal.

Table 8 presents the morale of teachers in terms of rapport with principal.

It can be inferred from the table that teachers agree that they have a good rapport with their principal. Item statement “The work of individual faculty members is appreciated and commended by our Principal” got the highest computed weighted mean of 4.07. On the other hand, item statement “Teachers feel free to criticize administrative policy at faculty meetings called by our principal” and “I do not hesitate to discuss any school problems with my Principal” got the lowest computed weighted mean of 3.87. The computed overall mean of 3.96 denotes that it is evident that the principal and the teachers have a good rapport.

In like manner, Principal does not show favoritism in his/her relations with teachers in the school and

he/she makes a real effort to maintain close contact with the faculty. The principal also shows considerations to his/her subordinates during unexpected scenarios.

Table 8. The Morale of Teachers of Public Elementary School Teacher in terms of Rapport with Principal

Item Statement	Responses (N=75)					Mean	VD
	5	4	3	2	1		
1. The work of individual faculty members is appreciated and commended by our Principal.	25	37	8	3	2	4.07	A
2. Teachers feel free to criticize administrative policy at faculty meetings called by our principal.	14	47	6	6	2	3.87	A
3. Our principal does not show favoritism in his/her relations with teachers in the School.	26	35	8	4	2	4.05	A
4. My principal makes a real effort to maintain close contact with the faculty.	21	39	9	4	2	3.97	A
5. Our principal's leadership in faculty meetings challenge and stimulate our professional growth.	22	38	12	1	2	4.03	A
6. My principal makes my work easier and more pleasant.	15	42	16	0	2	3.91	A
7. My school principal understands and recognizes good teaching procedures.	20	42	10	1	2	4.03	A
8. The lines and methods of communication between teachers and the principal in our school are well developed and maintained.	14	44	14	1	2	3.89	A
9. My principal shows a real interest in my department/grade.	19	43	10	1	2	4.01	A
10. Our principal promotes a sense of belonging among the teachers in our school.	15	44	9	4	2	3.91	A
11. My principal is concerned with the problems of the faculty and handles these problems systematically.	17	44	6	6	2	3.91	A
12. I do not hesitate to discuss any school problems with my principal.	16	41	12	4	2	3.87	A
13. My principal acts interested in me and my problems.	14	43	13	3	2	3.85	A
14. My school principal supervises the teachers in our school.	23	37	9	4	2	4.00	A
15. Teachers' meetings conducted by our principal add energy of the staff.	17	45	7	4	2	3.95	A
16. My principal has a	18	47	7	1	2	4.04	A

reasonable understanding of the problems connected with my teaching assignment.							
17. I feel that my work is judged fairly by my principal.	14	51	2	6	2	3.92	A
18. My principal tries to make me feel comfortable when visiting my classes.	24	33	13	3	2	3.99	A
19. My principal makes effective use of the individual teacher's capacity and talent.	16	47	9	1	2	3.99	A
20. Teachers feel free to go to the principal about problems of personal and group welfare.	16	43	13	1	2	3.93	A
Overall Mean						3.96	A

Moreover, they could not agree more that their principal's leadership in faculty meetings challenge and stimulate their professional growth, it makes their work easier and more pleasant, the school principal understands and recognizes good teaching procedures, and the lines and methods of communication between teachers and the principal in their school are well developed and maintained. The school principal understands that trust is so essential in building good rapport among school head and teachers and this trust must be earned.

It is evident that their principal shows a real interest in their departments, promotes a sense of belonging among the teachers in our school, shows concern with the problems of the faculty and handles these problems systematically, acts interested in their problems, supervises the teachers in our school, tries to make teachers feel comfortable when visiting classes, make an effort to see their job a blessing and not a burden, sees that every struggle and challenges are chances to improve, appreciates teachers effort in handling classroom problem and makes effective use of the individual teacher's capacity and talent.

This results in the teacher's empathy to approach the principal about problems of personal and group welfare and not reluctant in discussing school conflicts relating to teaching assignments. "My principal is very supportive and fair in judging our performance. We do not encounter problems related to administration which makes us feel more appreciated in the workplace." "My school head always see first the good traits among her subordinates and always commend us before telling the things that we need to improve in ourselves." These reflects how the leadership of the principal clearly affects the motivation and commitment of the teachers to their jobs.

In conformity with the results of the study of Moore (2019), shows that the leadership of the administrators are not significantly related to the teacher satisfaction and performance, however, in the case of the teacher respondents in this school, the appreciation, support, and leadership provided by the administration

manifests in their teaching performance, job satisfaction, and emotional well-being in the workplace.

Satisfaction with Teaching

It refers to teachers' levels of job satisfaction, morale, individual and collective efficacy, and success with teaching. Also, it could be described as teacher's positive emotional state resulting from their appreciation of being teachers.

The statement "I love to teach" received the greatest number of "strongly agree" responses with the computed weighted mean of 4.48. Teacher respondents also claim that if they could plan their career again, they would choose teaching, recommend teaching as an occupation, and would not stop teaching despite earning more money in another occupation all of which showing how teaching is much of a passion rather than just a job. On the other hand, statement "As far as I know the other teachers think I am a good teacher" got the lowest computed weighted mean of 3.91.

Table 9. The Morale of Teachers of Public Elementary School Teacher in terms of Satisfaction with Teaching

Item Statement	Responses (N=75)					Mean	VD
	5	4	3	2	1		
1. Teaching gives me a great deal of personal satisfaction.	31	37	7	0	0	4.32	SA
2. Teaching enables me to make my greatest contribution to society.	33	36	6	0	0	4.36	SA
3. I love to teach.	40	31	4	0	0	4.48	SA
4. If I could plan my career again, I would choose teaching.	28	35	10	2	0	4.19	A
5. I would recommend teaching as an occupation to students of high scholastic ability.	25	35	13	2	0	4.11	A
6. If I could earn as much money in another occupation, still I would not stop teaching.	17	42	13	3	0	3.97	A
7. I find my contracts with pupils, for the most part, highly satisfying and rewarding.	33	36	6	0	0	4.36	A
8. I feel that I am an important part of this school system.	25	43	7	0	0	4.24	SA
9. I feel successful and competent in my present position.	26	38	11	0	0	4.20	A
10. I enjoy working with pupil organizations, clubs, and societies.	17	54	4	0	0	4.17	A
11. As far as I know, the other teachers think I am a good teacher.	16	36	23	0	0	3.91	A
12. My pupils regard me with respect and	27	46	2	0	0	4.33	SA

seem to have confidence in my professional ability.							
13. My pupils appreciate the help I give them with their schoolwork.	23	50	2	0	0	4.28	SA
14. To me there is no more challenging work than teaching.	31	39	3	2	0	4.32	SA
15. As a teacher, I think I am as competent as most other teachers.	17	38	18	2	0	3.93	A
16. I really enjoy working with my students.	32	39	4	0	0	4.37	SA
17. I am well satisfied with my present teaching position.	29	34	8	4	0	4.17	A
Overall Mean						4.22	SA

The results imply that teachers find teaching highly satisfying and rewarding as much as they feel that they are an important part of the school system. They enjoy working with pupil organizations, clubs, and societies, pupils regard them with respect and seem to have confidence in my professional ability, and they claim that really enjoy working with students. Relevant to teacher respondents "strongly agree" on the personal satisfaction brought to them by teaching, they also approve that teaching enables them to make my greatest contribution to society.

Proper planning and other factors relate to a teacher's satisfaction in their performance. Kuncoro & Dardiri (2017), revealed that teacher performance is highly dependent on teacher satisfaction. "Teaching students make me feel satisfied and witnessing them learn and grow into successful individuals makes this job the most rewarding job of all." This statement indicates how the teacher respondent is so passionate about doing her job as an educator. Being an educator becomes most rewarding when students accomplish tasks not only inside the classroom but also their goals in life.

Rapport among Colleagues

It refers to the relationship that teachers have with one another; their level of collaboration, trust in the teaching competence of colleagues, and ethics.

Table 10 displays the morale of teachers in terms of rapport among colleagues.

Clarify from the table that the item statement "Experienced teachers accept new and younger members as colleagues" got the highest computed weighted mean of 4.23 and the item statement "The competency of the teachers in our school compares favorably with that of teachers in other schools with which I am familiar" got the lowest computed mean of 3.93. Meanwhile, an overall computed mean of 4.11 was obtained.

Table 10. The Morale of Teachers of Public Elementary School Teacher in terms of Rapport among Colleagues

Item Statement	Responses (N=75)					Mean	VD
	5	4	3	2	1		
1. Generally, teachers in our school do not take advantage of one another.	18	42	11	4	0	3.99	A
2. The teachers in our school cooperate with each other to achieve common, personal, and professional objectives.	25	36	8	6	0	4.07	A
3. Experienced teachers accept new and younger members as colleagues.	29	34	12	0	0	4.23	SA
4. The competency of the teachers in our school compares favorably with that of teachers in other schools with which I am familiar.	15	40	20	0	0	3.93	A
5. Our teaching staff is congenial to work with.	19	43	13	0	0	4.08	A
6. My teaching associates are well prepared for their jobs.	18	45	11	1	0	4.07	A
7. The teachers in our school work well together.	32	28	12	3	0	4.19	A
8. The cooperativeness of teachers in our school helps make our work more enjoyable.	32	28	12	3	0	4.19	A
9. The teachers in our school have desirable influence on the values and attitudes of their pupils.	27	36	11	1	0	4.19	A
10. Teachers in our school are appreciative of their colleagues' work.	28	31	12	4	0	4.11	A
11. The teachers with whom I work have high professional ethics.	23	45	6	1	0	4.20	A
12. The teachers in our school show a great deal of initiative and creativity in their teaching assignments.	20	45	9	1	0	4.12	A
Overall Mean						4.11	A

These results imply that teachers do not discriminate newly hired teachers, instead they see them as an asset of the school because of their age and advancement in the technology.

In consonance with the results of the study, Taporova et al., (2020), revealed that the culture of the school directly impacts on their job performance and job satisfaction, it is remarkable to figure out in this study that teachers establish strong connections with their co-workers. "My co-teachers are particularly appreciative and they have high professional ethics. I can say they have initiatives and very creative in terms of academic and non-academic work." This culture within the workplace establishes rapport within the individuals and allows them to manifest productivity rather than passivity in the workplace. Each member of

the team can positively or negatively influence the other.

Teaching Load with other Assignment

It refers to administrative tasks (classroom advisory, canteen manager, officer-in-charge. record-keeping, clerical work, school and district coordinatorship, community and district demand) and extracurricular expectations such as coaching in academic and sports.

Table 11 shows the morale of teachers in terms of teaching load with other assignment.

Based from the result, Item statement "My teaching load does not restrict my nonprofessional activities" got the highest computed weighted mean of 4.04 while the statement "the extra-curricular load of the teachers in our school is reasonable" got the lowest computed weighted mean of 3.92.

Table 11. The Morale of Teachers of Public Elementary School Teacher in terms of Teaching Load with other Assignment

Item Statement	Responses (N=75)					Mean	VD
	5	4	3	2	1		
1. Teacher in our school are expected to do a reasonable amount of record keeping and clerical work.	12	52	9	2	0	3.99	A
2. Community demands upon the teachers' time are reasonable.	13	47	13	2	0	3.95	A
3. Teachers in our school have the same number of teaching loads.	18	45	5	6	1	3.97	A
4. The extra-curricular load of the teachers in our school is reasonable.	15	49	4	4	3	3.92	A
5. The number of hours a teacher must work is reasonable.	14	47	11	3	0	3.96	A
6. The school schedule places my classes at an advantage.	15	45	13	2	0	3.97	A
7. In our school, keeping up professionally is not a burden.	13	52	8	2	0	4.01	A
8. My teaching load does not restrict my nonprofessional activities.	16	48	9	2	0	4.04	A
Overall Mean						3.98	A

These results imply that teaching in their schools is not a burden as they "agree" on the fact that they do only a reasonable amount of record keeping and clerical work, teaching load, extra-curricular load, number of work hours, and school and class schedule.

One of the respondents said "I think keeping up professionally is not a burden as we are given reasonable teaching load schedules which is equally distributed among all faculty members."

The present study conforms with Dadulo and Canencia (2010), discussed in their study that teachers in public schools are given at least the same number of subjects per school year, while those who are given additional positions were given service credits. This means that the extra effort exerted by teachers in their work is given additional recognition however, without extra numerations.

Curriculum Issues

These are issues in the curriculum faced by elementary school teachers in terms of balance, reasonability, revisions, objectives, and impact to the students. Most especially in the time of Pandemic where a huge shift in the curriculum was done in order to pursue learning continuity.

Table 12 shows that teachers seem satisfied as to how the present curriculum is planned. The mean 3.90 with a verbal description “agree” demonstrates that DepEd has a balanced curriculum for elementary pupils, the curriculum makes reasonable provisions for pupil individual differences, the purposes and objectives of the school can be achieved by the present curriculum, and the curriculum does a good job of preparing pupils to become enlightened and competent citizens.

Table 12. The Morale of Teachers of Public Elementary School Teacher in terms of Curriculum Issues

Item Statement	Responses (N=75)					Mean	VD
	5	4	3	2	1		
1. The DepEd has a balanced curriculum for elementary pupils.	18	43	12	2	0	4.03	A
2. The curriculum makes reasonable provisions for pupil individual differences.	15	51	9	0	0	4.08	A
3. The curriculum doesn't need revisions.	5	40	22	8	0	3.56	A
4. The purposes and objectives of the school can be achieved by the present curriculum.	10	49	14	2	0	3.89	A
5. The curriculum does a good job of preparing pupils to become enlightened and competent citizens.	11	50	12	2	0	3.93	A
Overall Mean						3.90	A

However, though teachers agree that the curriculum doesn't need revisions, it is mandated that the curriculum be revised or annually updated as it has to adapt to the trends and cope with the new mode of education. The Department of Education constantly releases memorandum for appropriations of the curriculum at various times. As per DepEd Memo OUCI-2020-307, instruction has been modified to foster “academic ease” during the COVID-19 pandemic.

Teacher Status

It refers to the extent to which teachers feel valued as members of the school community. Teacher status may also be considered the position that an individual holds within the teaching profession.

Table 13. The Morale of Teachers of Public Elementary School Teacher in terms of Teacher Status

Item Statement	Responses (N=75)					Mean	VD
	5	4	3	2	1		
1. My teaching position gives me the social status in the community that I desire.	14	53	8	0	0	4.08	A
2. Teaching enables me to enjoy many of the material and cultural things I like.	11	54	10	0	0	4.01	A
3. Our community makes its teachers feel as though they are a real part of the community.	14	53	8	0	0	4.08	A
4. Teaching affords me the security I want in an occupation.	16	51	8	0	0	4.11	A
5. Teaching gives me the prestige I desire.	16	49	10	0	0	4.08	A
6. My teaching job enables me to provide a satisfactory standard of living for my family.	18	44	13	0	0	4.07	A
7. This community respects its teachers and treats them like professional persons.	19	51	5	0	0	4.19	A
8. It is easy for teachers to gain acceptance by the people in this community.	22	41	12	0	0	4.13	A
Overall Mean						4.09	A

Teaching, one of the noblest professions welcome more aspiring teachers to take the course and be part of the teaching community. Table 13 shows that teachers “agree” in the statement “These community respects its teachers and treats them like professional persons” got the highest computed weighted mean of 4.19. Further, item statement “Teaching enables me to enjoy many of the material and cultural thing I like” got the lowest computed weighted mean of 4.01. Meanwhile, an overall mean of 4.09 was computed.

Based from the results, it implies that teachers feel that the community welcomes them in a society that promotes respect to each and everyone that leads to productivity in their career.

In the analysis of Gurr et al., (2018), claimed in his study that the fulfilment of teacher leadership allows teachers to stay in the profession longer and has the strongest relation to teacher retention.

Community Support

It refers to the extent to which families, Parent Teacher Association (PTA) and the broader community such and the Barangay Officials and leaders of different sectors support teachers and students in every single event in school especially during New Normal.

Table 14. The Morale of Teachers of Public Elementary School Teacher in terms of Community Support

Item Statement	Responses (N=75)					Mean	VD
	5	4	3	2	1		
1. Most of the people in this community understand and appreciate good education.	17	53	5	0	0	4.16	A
2. In my judgment, this community is a good place to raise a family.	16	45	14	0	0	4.03	A
3. The people in this community, generally, have a sincere and whole-hearted interest in the school system.	14	45	16	0	0	3.97	A
4. This community supports ethical procedures regarding the appointment and reappointment of members of the teaching staff.	12	50	13	0	0	3.99	A
5. This community is willing to support a good program of education	11	50	14	0	0	3.96	A
Overall Mean						4.02	A

Exhibit in Table 14, teacher respondents “agree” with the highest computed weighted mean of 4.16 that most of the people in this community understands and appreciate good education. They also “agree” that this community is a good place to raise a family. However, in the item statement “The people in this community, generally, have a sincere and whole-hearted interest in the school system” got the lowest computed weighted mean of 3.97. An overall computed weighted mean of 4.02 was recorded. Meanwhile, they altogether approve that this community supports ethical procedures regarding the appointment and reappointment of members of the teaching staff and this community is willing to support a good program of education.

These results imply that the community valued education as they see that younger generation today will soon follow the footsteps of the leaders today.

In contrary to the study of Cole (2018), that teachers in secondary schools are facing challenges with communication and curricular planning as well as successes with logistics and program flexibility, teacher respondents in this study insinuate that the community support in their school was powerful.

School Facilities and Services

These refer to appropriateness of facilities, procedures, materials, supplies, and equipment made available to teachers. School facilities and services are an integral part of every school and require the ongoing assessment of resources.

Table 15. The Morale of Teachers of Public Elementary School Teacher in terms of School Facilities and Services

Item Statement	Responses (N=75)					Mean	VD
	5	4	3	2	1		
1. My school provides me with adequate classroom supplies and equipment.	23	42	9	0	1	4.15	A
2. The procedures for obtaining materials and services are well defined and efficient.	13	52	9	0	1	4.01	A
3. My school provides the teachers with adequate audio-visual aids and projection equipment.	15	40	15	2	3	3.83	A
4. Our school provides adequate clerical services for teachers.	10	55	7	0	3	3.92	A
5. Library facilities and resources are adequate for the grade or subject area which I teach.	10	40	13	9	3	3.60	A
Overall Mean						3.90	A

Table 15 displays the morale of public elementary teachers in terms of school facilities and services.

Demonstrated from the table that the item statement “My school provides me with adequate classroom supplies and equipment” got the highest computed mean of 4.15. meanwhile. The item statement “Library facilities and resources are adequate for the grade or subject area which I teach” got the lowest computed mean of 3.60.

An overall mean of 3.90 with a verbal description “agree” was revealed.

The results imply that the teachers were provided with enough supplies and equipment in respond to the new normal.

This working condition allow teachers to work productively and efficiently. The findings of Uzun and Ozdem (2017), revealed how adequate facilities and resources provide support for the teachers in their academic and extra-curricular work that has an immediate impact on their job performance and job satisfaction. In the interview, a teacher respondent said “Yes, we are provided with supplies and materials for the modules, and there was also technical support provided by the school to help us with the issues in today’s teaching.” The teacher respondent was indeed grateful for being provided with these materials, that they no longer need to provide materials using their

own money to print out and other resources for their teaching.

The Teacher Disposition Scale

Teacher's disposition in this study is measured by the teacher's motivation to teach, efficacy, conscientiousness, interpersonal and communication skills, and professional development.

Motivation to Teach

It refers to reasons that emanating from individuals' intrinsic values to choose to teach and sustaining teaching, and the intensity of teacher motivation which is indicated by effort expended on teaching as influenced by a number of contextual factors.

Table 16. The Teacher Disposition Scale of Public Elementary School Teacher in terms of Motivation to Teach

Item Statement	Responses (N=75)					Mean	VD
	5	4	3	2	1		
1. Shows a passion for teaching.	28	42	5	0	0	4.31	SA
2. Demonstrates a passion and responsibility for pupils' learning.	27	48	0	0	0	4.36	SA
3. Understands their roles and responsibilities in the flexible classes.	27	44	4	0	0	4.31	SA
4. Demonstrates a commitment to pupils' learning	32	38	5	0	0	4.36	SA
5. Shows creativity to make teaching effective.	30	42	3	0	0	4.36	SA
Overall Mean						4.34	SA

Table 16, reveals the teacher disposition scale of public elementary school teacher in terms of motivation to teach.

It can be gleaned from the table that highest computed weighted mean to the item statement "Demonstrate a passion and responsibility for pupils' learning", "Demonstrates a commitment to pupils learning" and "Shows creativity to make teaching effective". Meanwhile, the lowest computed weighted mean to item statement "Shows a passion for teaching" and "Understands their roles and responsibilities in the flexible classes". An overall mean of 4.34 was computed.

These findings imply that the teacher respondents are motivated to teach given the working condition mentioned above.

The passion presented by teachers in teaching and making the students learn are exemplary. "To explain how much I am in love with teaching is beyond measure, I just make sure that my students learn what they need to learn, establish connections with them, and make them feel like we really are their second parents at school."

In accordance with the study of Vannatta and Nancy (2004), explained in their findings that it is really the willingness to commit their time "above and beyond the call of duty" that is needed for this profession. Being a teacher does not end after the class hours, teaching is a profession that never has an end.

Teacher Efficacy

It refers to the extent to which a teacher believes he or she can influence students' behavior and their academic achievement, especially of pupils with difficulties or those with particularly low learning motivation.

Table 17. The Teacher Disposition Scale of Public Elementary School Teacher in terms of Teacher Efficacy

Item Statement	Responses (N=75)					Mean	VD
	5	4	3	2	1		
1. Considers and employs a variety of effective teaching strategies.	23	49	3	0	0	4.27	SA
2. Approaches the teaching profession with adequate preparation.	24	45	6	0	0	4.24	SA
3. Demonstrates strong overall teacher professionalism at all times inside the school context.	24	46	5	0	0	4.25	SA
4. Engages all pupils to participate in communications and collaborations.	26	40	9	0	0	4.23	SA
5. Displays genuine empathy, warmth and compassion for pupils.	30	38	7	0	0	4.31	SA
Overall Mean						4.26	SA

Close to the teacher efficacy in Table 17, it shows that teachers "strongly agree" in the statement "Displays genuine empathy, warmth and compassion for pupils" which got the highest computed weighted mean of 4.31 and next to this is the statement "Considers and employs a variety of effective teaching strategies" in which got the second to the highest computed mean of 4.27. On the other hand, statement "engages all pupils to participate in communications and collaborations" got the lowest computed mean of 4.23. An overall computed mean of 4.26 was revealed.

The result implies that teachers are passionate in their chosen profession as perceived by the teacher and parent of their pupils who gives and supports whatever they need. A variety of ways to teach are done by the teachers in order to adapt in the new normal setting of education.

This is supported by the study of Rezaeian et al., (2020), that self-perceived teacher efficacy ranked above average in their survey and surprisingly open to changes despite its high rate. "I make sure na [that] my approaches are learner-centered. Gone are the days of mainly teacher-centered approaches," said one respondent during an interview. This reflects the

answers in the survey which primarily corresponds to learner-centered instruction.

Conscientiousness

It refers to a teacher who spends extra time and effort for the students, to assure that the students are learning the subject matter. Teacher conscientiousness capture important dimensions to teacher quality, more conscientious teachers are more effective at improving their pupils' ability and skills and particularly their behavior.

Table 18. The Teacher Disposition Scale of Public Elementary School Teacher in terms of Conscientiousness

Item Statement	Responses (N=75)					Mean	VD
	5	4	3	2	1		
1. Demonstrates strong overall teacher professionalism at all times outside the school context.	25	45	5	0	0	4.27	SA
2. Foresees the need to differentiate for diverse pupils.	23	45	7	0	0	4.21	SA
3. Shows a commitment to teaching.	25	43	7	0	0	4.24	SA
4. Makes plans and follows through with them.	22	46	7	0	0	4.20	A
5. Does a thorough job.	21	47	7	0	0	4.19	A
Overall Mean						4.22	SA

Table 18 with the overall mean of 4.22 illustrates that public school elementary teachers "agree" that they "demonstrate strong overall teacher professionalism at all times outside the school context" this statement got the highest computed weighted mean of 4,27, and "does a thorough job" got the lowest computed weighted mean of 4.19.

In line with the result of the present study, it proved that teachers carry their profession at all times, what ever they do and whenever they are, you can say that they are professional and living with their career.

This conform with the findings of Vannatta and Nancy (2004), explicated in their verdicts that it is really the will to commit themselves in their chosen profession "above and beyond the call of duty". "Sometimes, I am still concerned about work-related matters while at rest, at home, or even during weekends", a statement from a respondent which explains how a teacher's job extends beyond work hour unlike any other profession.

Interpersonal and Communication Skills

These refer to skills that the teachers use every day when they communicate and interact with other people, both individually and in groups. They include a wide range of skills, but particularly communication skills such as listening and effective speaking. They also include the ability to control and manage your emotions. Interpersonal and communication skills is important to teachers in order to meet their pupils

during class and to communicate with parents regarding pupils' progress.

Table 19. The Teacher Disposition Scale of Public Elementary School Teacher in terms of Interpersonal and Communication Skills

Item Statement	Responses (N=75)					Mean	VD
	5	4	3	2	1		
1. Demonstrates on-going effective collaboration with whole school community	15	48	12	0	0	4.04	A
2. Engages in effective problem-solving strategies.	14	52	9	0	0	4.07	A
3. Possesses strong verbal communication skills (speaking and listening)	17	47	11	0	0	4.08	A
4. Engages in reflective practices of pedagogy.	17	49	9	0	0	4.11	A
5. Possesses strong written communication skills.	12	51	12	0	0	4.00	A
Overall Mean						4.06	A

Table 19 displays the disposition of teachers in terms of interpersonal and communication skills.

Item statement "Engages in reflective practices of pedagogy" got the verbal description of "agree" from the respondents with the computed weighted mean of 4.11 while the item statement "Possesses strong written communication skills" got the least number of "agree" response in which the computed weighted mean is 4.00. An overall computed mean of 4.06 was obtained.

The result implies that it is imperative for a teacher to know how to communicate effectively with other people. Accordingly, Saltis et al., (2020), emphasized that teachers who are more confident in the delivery of their speech allows proper transfer of knowledge to the students.

Professional Development

It refers to the extent to which teachers are recognized as educational experts and are given the flexibility to make professional decisions about instruction. It also refers to the extent to which teachers continue to study to grow professionally and acquire learning to improve teaching.

Table 20 exhibits the teacher disposition Scale in terms of professional development.

Reveal in the table, the statement "professional growth of teachers is valued as the basis for improving pupils' achievement" got the highest computed weighted mean of 4.01. On the other hand, statement "Teachers have sufficient training to fully utilize instructional technology in online classes" got the lowest computed weighted mean od 3.81. This denotes that they declare that there were sufficient funds and resources are available to allow teachers to

take advantage of professional development activities, provides teachers with the knowledge and skills most needed to teach effectively, and a variety of types of learning opportunities are recognized as valuable, including study groups and teacher research. An overall mean of 3.94 was computed.

Table 20. The Teacher Disposition Scale of Public Elementary School Teacher in terms of Professional Development

Item Statement	Responses (N=75)					Mean	VD
	5	4	3	2	1		
1. Sufficient funds and resources are available to allow teachers to take advantage of professional development activities.	17	40	15	1	2	3.92	A
2. Teachers have sufficient training to fully utilize instructional technology in online classes.	13	40	17	5	0	3.81	A
3. Professional development provides teachers with the knowledge and skills most needed to teach effectively	13	47	13	2	0	3.95	A
4. Professional growth of teachers is valued as the basis for improving pupils' achievement.	15	46	14	0	0	4.01	A
5. A variety of types of learning opportunities are recognized as valuable, including study groups and teacher research.	16	43	16	0	0	4.00	A
Overall Mean						3.94	A

These results imply that teaching profession needs constant improvement and growth. Teachers must not be stagnant on what they know, thus it is necessary to attend variety of workshops, seminars, trainings for professional development. According to a respondent, "the Department of Education usually hosts different programs online for us to attend and develop our skills even in this time of pandemic, also, a lot of organizations offering seminars and trainings for teachers wherein you can choose to attend and the school allocates funds for the participants. Different social media platforms such as facebook, google classroom, google meet, zoom and youtube were used to conduct these webinars." Relevant to this, Saltis et al., (2020), in their study explained how fundamental professional development is in the professional disposition of teachers. It should be taken into account that teachers, in order to be productive in the workplace, must be driven through adequate mastery and skill development.

Relationship between Teachers' Working Conditions and their Morale

In this part of the study, the results of the Pearson Product-Moment correlation coefficient analysis are presented in Table 21.

Interpretation from the table that highly significant relationship was found between teachers' working conditions in terms of time, facilities and resources, leadership, empowerment, community support and school culture and their morale in terms of rapport with principal, satisfaction with teaching, rapport among colleagues, teaching load with other assignment, curriculum issues, teacher status, community support and school facilities and services. This highly significant correlation was brought about by the fact that the computed probability values (p-values) for these variables which are all equal to 0.000 is smaller than the 0.01 level of significance.

Table 21. Results of the Pearson product-moment Correlation Analysis on the Relationship between Teachers' Working Conditions and their Morale

Morale	Working Conditions					
	Time	Facilities & Resources	Leadership	Empowerment	Community support	School culture
Rapport with Principal	0.703** (0.000)	0.714** (0.000)	0.929** (0.000)	0.869** (0.000)	0.553** (0.000)	0.842** (0.000)
Satisfaction with Teaching	0.666** (0.000)	0.644** (0.000)	0.576** (0.000)	0.605** (0.000)	0.552** (0.000)	0.690** (0.000)
Rapport among Colleagues	0.622** (0.000)	0.650** (0.000)	0.804** (0.000)	0.823** (0.000)	0.671** (0.000)	0.822** (0.000)
Teaching load w/ other Assignment	0.754** (0.000)	0.678** (0.000)	0.840** (0.000)	0.772** (0.000)	0.598** (0.000)	0.791** (0.000)
Curriculum issues	0.725** (0.000)	0.639** (0.000)	0.647** (0.000)	0.605** (0.000)	0.587** (0.000)	0.649** (0.000)
Teacher status	0.749** (0.000)	0.554** (0.000)	0.623** (0.000)	0.639** (0.000)	0.534** (0.000)	0.652** (0.000)
Community support	0.575** (0.000)	0.627** (0.000)	0.641** (0.000)	0.644** (0.000)	0.582** (0.000)	0.588** (0.000)
School facilities and Services	0.653** (0.000)	0.638** (0.000)	0.853** (0.000)	0.807** (0.000)	0.488** (0.000)	0.720** (0.000)

Reflected on the table reveals that direct relationship existed between working conditions and teachers' morale as manifested by the positive sign of the correlation values (r-values) that ranged from 0.488 to 0.929. This finding implies as the level of working conditions increases, the level of teachers' morale also increases. Furthermore, these computed values indicated that the relationship between the

aforementioned variables is moderate to very strong correlation.

These results imply that teachers need a working condition which suited to the trends in education today for them to boost their morale.

In conjunction to the findings of the present study, Govindarajan (2018), also found that working conditions have significant influence to the morale of the teachers. Moreover, he asserted that that the improvement of teachers' morale is important to empower the positiveness of their professional attitudes. Teachers' morale is an assisting factor to enhance students' positive behaviors as well as their learning. If teachers have higher morale, they form better learning environment to promote students' success. For teachers, higher morale can also increase their job satisfaction as an essential organizational requirement to obtain better educational results in schools.

Results of the qualitative data analysis are in accordance with the quantitative findings of the study. When the teachers were asked about the importance of working conditions in their morale, they answered that "In these pandemic days working condition is very important for us to be motivated to work and to perform our duties and responsibilities to our pupils. Additionally, a pleasant working condition in these very challenging days boost our morale." Further, these teachers stated that "Support from all school stakeholders in this new normal made us more dedicated and positive that we can achieve our mission in spite of the challenges caused by the COVID-19".

Relationship between Teachers' Working Conditions and their Disposition

The results of the correlation analysis which was done to determine if significant relationship existed between teachers' working conditions and their disposition are presented in Table 22.

Results of the analysis disclosed that highly significant relationship was found between teachers' working conditions in terms of time, facilities and resources, leadership, empowerment, community support and school culture and their disposition in the new normal in terms of motivation to teach, teacher efficacy, conscientiousness, interpersonal and communication skills and professional development. Highly significant correlation is manifested by the probability values for these variables which are all equal to 0.000 and which is less than the 0.01 level of significance.

Table 22. Results of the Pearson product-moment Correlation Analysis on the Relationship between Teachers' Working Conditions and their Disposition

Disposition	Working Conditions					
	Time	Facilities & Resources	Leadership	Empowerment	Com. support	School culture
Motivation to teach	0.666** (0.000)	0.625* (0.000)	0.579** (0.000)	0.628* (0.000)	0.450** (0.000)	0.671** (0.000)
Teacher efficacy	0.682** (0.000)	0.566* (0.000)	0.625** (0.000)	0.697* (0.000)	0.598** (0.000)	0.739** (0.000)
Conscientiousness	0.673** (0.000)	0.550* (0.000)	0.629** (0.000)	0.713* (0.000)	0.522** (0.000)	0.757** (0.000)
Interpersonal and comm. Skills	0.611** (0.000)	0.549* (0.000)	0.683** (0.000)	0.715* (0.000)	0.621** (0.000)	0.684** (0.000)
Professional development	0.713** (0.000)	0.723* (0.000)	0.777** (0.000)	0.723* (0.000)	0.561** (0.000)	0.639** (0.000)

Further perusal of the same table reveals that direct correlation existed between teachers' working conditions and dispositions as indicated by the positive sign of the computed correlation values that ranged from 0.450 to 0.777. This result shows that as the teachers' level of working conditions increases, the level of their dispositions also increases. Moreover, this finding reveals that the relationship between the aforementioned variables is moderate to very correlation.

These results imply that elementary school teachers during these pandemic days need an environment and workplace that promotes their efforts in a variety of ways to retain and boost their dispositions in performing and doing their best work with their pupils.

Accordingly, Jackson (2018), strongly agreed that teacher dispositions and effectiveness are not just about teachers' experience, knowledge, skills, etc.; but also about the conditions under which they work. Further, he concluded that "Teachers may be more or less effective as a contextual function of schools' working conditions that transpose human capital into productivity and effective instructional practice of teachers". Moreover, he reiterated that teachers' working conditions play an important role in a school's ability to deliver high quality education. Schools that are able to offer their teachers a safe, pleasant, and supportive working environment can better attract and retain good teachers and even motivate them to do their best.

In the same manner, results of the conducted interview corroborate with the quantitative findings of the present study. When the teachers were asked about the importance of working conditions on their dispositions, they answered that "*We firmly believed that the level of our teaching dispositions will definitely increase when school provides a working environment*

and professional community with enough access to information, materials and technology; and adequate time to work with our colleagues on matters of instruction fitted for this new normal.”

CHAPTER IV

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the major findings, the conclusions arrived at based on the findings, and the recommendations given in accordance with the conclusions.

Findings

This study determined the relationship between teachers' working conditions and morale. Further, it investigated the relationship between the working conditions and dispositions of public elementary school teachers in San Miguel South District, San Miguel, Bulacan during the School Year 2020-2021.

Using the procedures described in the preceding chapter, the answers to the problems raised in this study were ascertained and summarized as follows: Findings revealed that the public elementary school teacher agreed that they have pleasant working conditions in terms of time, facilities and resources, leadership, empowerment, community support and school culture.

In the same manner, the public elementary school teachers agreed that the level of their morale in terms of rapport with principal, satisfaction with teaching, rapport among colleagues, teaching load with other assignment, curriculum issues, teacher status, community support and school facilities and services is high.

On the other hand, these public elementary school teachers strongly agreed that the level of their disposition in terms of motivation to teach, teacher efficacy, conscientiousness and interpersonal and communication skills and professional development is high.

Highly significant correlation was found between teachers' working conditions in terms of time, facilities and resources, leadership, empowerment, community support and school culture and their morale in terms of rapport with principal, satisfaction with teaching, rapport among colleagues, teaching load with other assignment, curriculum issues, teacher status, community support and school facilities and services.

Likewise, highly significant correlation was found between teachers' working conditions in terms of time, facilities and resources, leadership, empowerment, community support and school culture and their disposition in the new normal in terms of motivation to teach, teacher efficacy, conscientiousness,

interpersonal and communication skills, and professional development.

Conclusions

Based on the findings of the study, the following conclusions were drawn: There is a significant and direct relationship between teachers' working conditions and their morale. When the level of working conditions increases, the level of teachers' morale will also increase.

There is a significant relationship between teachers' working conditions and their disposition. When the teachers' level of working conditions increases, the level of their dispositions will also increase.

Recommendations

In light of the findings and conclusions of the study, the following recommendations were drawn:

1. Additional support to public elementary school teachers may be provided for them to strongly agree that they have a pleasant working condition and high morale in this new normal.
2. Teachers may be provided with training and support to fully utilize the available instructional technology in this new normal.
3. For future researchers, further research along this line could be conducted. A pure qualitative study may be conducted to arrive at in-depth analysis of the morale and dispositions of elementary school teachers in this new normal.

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