

Connection of Organizational Structure to the Key Pillar of Basic Education Development Plan, Teachers' Productivity and Workplace Environment

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Abstract—The study aimed to determine the connection of organizational structure to the key pillar of the basic education development plan, workplace environment, and teachers' productivity. It aimed to determine the levels of the following variables: organizational structure, key pillars of the Basic Education Developmental Plan, teachers' productivity, and workplace environment. Additionally, it tested the significant relationships among the organizational structure, the key pillars of the Basic Education Developmental Plan, teachers' productivity, and the workplace environment. The researcher employed a descriptive correlational research design, using a survey questionnaire to collect data from the respondents in this study. It was composed of key teachers from large and extra-large public elementary schools in the Division of Calamba City, who handled teachers at their grade level, for a total of 189 respondents. The research instrument used was a researcher-developed survey questionnaire validated by experts. To analyze the data, mean, standard deviation, and Pearson's r were used as statistical treatments. The study reveals that the variables under organization structure show a remarkable effect, except for centralization and decentralization, which are evident. Moreover, the variables under the Key Pillar of Basic Education Plan, teachers' productivity, and workplace environment gave the same result of very evident, while the relationship between organizational structure and the key pillars of basic education plan, teachers' productivity, and workplace environment is all negligible to low positive correlation. Furthermore, significant relations were found between organizational structure and the key pillars of the Basic Development Plan, organizational structure and teachers' productivity, and organizational structure and workplace environment, leading to the rejection of all hypotheses. This means that the organizational structure in schools is an important part of the success of the Basic Education Development Plan, especially in its pillar, by providing a stable and clear purpose, even if it yields only a low to moderate relationship. While work specialization and departmentalization boost teachers' motivation and productivity by fostering professional growth, extracurricular involvement, research engagement, and community work, they provide a clear role that focuses on their expertise and builds resilience to change. It is recommended that strengthening work specialization in the distribution of workloads and use of departmentalization as strategy in giving task may be considered by the administrators to ensure equitable opportunities for all educators. For future researchers, they may also employ mixed method approaches with a broader scope, incorporating additional variables beside work specialization and departmentalization to explore other indirect effects or relation of organizational structure on different factors in the school system.

Keywords— Organizational structure, Key Pillars of Basic Education Development Plan, Teachers' Productivity, Workplace Environment

I. INTRODUCTION

Education is the edge to success. In this era, education is a great starting point for fulfilling one's dreams. A weapon in a crucial world that anyone can't grab. A knowledge that is acquired from home to school and improves over time.

A school is not just a building with four walls; it is an infrastructure that has nothing to give. It is an educational institution with schools throughout the community, where learners are equipped with quality education that everyone deserves and must have.

Building a quality education requires significant effort, which can be achieved through an organizational structure. The organizational structure is the backbone of an institution that manages plans to attain organizational goals. It's also responsible for decision-making, roles and responsibilities, police, and governance. Ultimately, it creates a culture of accountability in which everyone understands their responsibilities and contributes to the organization's collective success (Dieffenbacher, 2023).

In line with this to ensure that quality education was attained the Department of Education in the Philippines states a plan that highlight the four pillar (DepEd Order no. 22 s. 2024): Access, ensuring that all Filipinos has an access in the quality education, Equity, providing the equal opportunity to education considering their status, ethnicity or inclusivity, Quality, the knowledge itself that equipped the learners in facing the real world in the future learners in facing the real world in the future learners while learning either physical, mentally or morally.

But the organization is not just about the learners and the organization; the warriors in the field of education can't be left behind. They are the weapons to build a well-equipped learner: the teachers. DepEd values teachers as the critical pillar of the educational system, committed to their professional excellence, welfare, and empowerment to ultimately improve learner outcomes. The department has many programs and initiatives, including training. Through this, the department invests to ensure that teachers' productivity remains on fire for learners, as teachers' influence extends beyond the classroom, impacting students' futures and the broader community (Chai, 2024).

Likewise, teachers' productivity also needs a peaceful workplace environment that boosts motivation to teach. A workplace that is safe from any harm and promotes a collaborative workplace characterized by trust and communication (Dumitriu et al, 2025), as well as recognition and work-life balance.

These were the main purposes of the study: to determine the relationships among organizational structure and the key pillars of the Basic Education Development Plan, organizational structure and teachers' productivity, and organizational structure and workplace environment. Relevant information from the study might benefit the Public School District Supervisors, school administrators, teachers, and future researchers.

1.1 Statement of the Problem

Problem/s which were addressed by the research

The purpose of this study is to determine the connection of organizational structure to the key pillar of the Basic Education Developmental Plan, working environment, and teachers' productivity.

1. What is the level of organizational structure in terms of:
 - 1.1 Centralization and Decentralization;
 - 1.2 chain of command;
 - 1.3 departmentalization;
 - 1.4 formalization;
 - 1.5 span of control; and
 - 1.6 work specialization?
2. What is the level of key pillars of the Basic Education Developmental Plan in terms of:
 - 2.1 Access;
 - 2.2 equity;
 - 2.3 quality; and
 - 2.4 resilience and well-being?
3. What is the level of teacher's productivity in terms of:
 - 3.1 Community engagement;
 - 3.2 extracurricular activities;
 - 3.3 professional development; and
 - 3.4 research?
4. What is the level of the workplace environment in terms of?
 - 4.1 Collaborative culture;
 - 4.2 recognition and appreciation;
 - 4.3 safety; and
 - 4.5 Work-life balance?
5. Is there a significant relationship between the organizational structure and the key pillars of the Basic Education Developmental Plan?
6. Is there a significant relationship between the organizational structure and teachers' productivity?
7. Is there a significant relationship between the organizational structure and the workplace environment?

II. METHODOLOGY

The researcher employed a descriptive correlational research design, using a survey questionnaire to collect data from the respondents in this study. It was composed of key teachers from large and extra-large public elementary schools in the Division of Calamba City, who handled teachers at their

grade level, for a total of 189 respondents. The research instrument used was a researcher-developed survey questionnaire validated by experts. To analyze the data, mean, standard deviation, and Pearson's r were used as statistical treatments.

III. RESULTS AND DISCUSSION

This chapter deals with the presentation, analysis, and interpretation of data. It discusses the results obtained from the treatment of the data gathered in this study. The following tabular presentations and discussions will further characterize the Organizational Structure, the Key Pillar of the Basic Education Development Plan, Teachers' Productivity, and the Workplace Environment.

Level of Organizational Structure

The following table shows the statement, mean, standard deviation, remarks, and verbal interpretation.

Mean score and standard deviation obtained from the points given by the respondents for each statement can be remarked as Strongly Agree, Agree, Slightly Agree, Either Agree or Disagree, Slightly Disagree, Disagree, and Strongly Disagree.

Moreover, from the remarks given, verbal interpretation can be determined as Very Evident, Evident, Moderately Evident, Neutral, Uncertain, Less Evident, Poorly Evident, or Not Evident.

Level of Organizational Structure in terms of Centralization and Decentralization

This study identifies the level of organizational structure in terms of Centralization and Decentralization. The table presents five statements about centralization and decentralization, which were crafted and analyzed using weighted means, standard deviations, remarks, and verbal interpretations.

Table 1 shows the level of Organizational Structure in terms of Centralization and Decentralization. The data revealed that, as a whole, both scaling of organization specifications, as denoted by Centralization and Decentralization (CAD), are present. A weighted mean score of 6.04 and a standard deviation of 0.67 confirm this impression. This implies a clear and visible system of authority in which the institution is well known for its efficiency, highly structured, but still economical. By using those needs, this result is in accord with the verbal interpretation 'Highly Structured'.

The findings also demonstrate that there are many strong forces for participation in management. Teachers' input is actively sought and considered in organizational decision-making, ranking highest (M=6.24, SD=0.79). This is Level to Very Evident according to the mean score; management is hierarchical, but it introduces perspectives from the peak down to the lower levels of the organization. At the other end of the scale, teachers expressed concerns that centralized control often leads to delays in responding to operational issues. The mean score in this instance (M = 5.92, SD = 0.85) was the smallest of all, yet it was still Evident. It suggests that while

teachers recognize a centralized system may offer safety, they also clearly see that the situation created by large organizations has an adhesive quality.

Table 1. Level of Organizational Structure in terms of Centralization and Decentralization

Statements	Mean	SD	Remarks
Teachers have decision-making authority primarily concentrated at the top management level in my organization.	6.04	0.92	Agree
Teachers at lower levels have significant autonomy to make decisions relevant to their work.	5.94	0.93	Agree
Teachers are encouraged to delegate decision-making to various departments or units.	6.08	0.81	Agree
Teachers experience that centralized control often leads to delays in responding to operational issues.	5.92	0.85	Agree
Teachers' input is actively sought and considered in organizational decision-making	6.24	0.79	Strongly Agree
Weighted Mean	6.04		
SD	0.67		
Verbal Interpretation	Evident		

In other words, the result was a highly structured background where authority not only has its distinguishing elements but is also widely shared among the subjects. Across 189 respondents, with a standard deviation of 0.67, actuality has once again been seen to be synonymous with practice: at the enterprise level, where a vertical chain of command slowly beats down from players on the bottom right up to managers at headquarters who exist under regulations and laws full-time, daily life is.

While noting some areas that need improvement, such as the time it takes to receive service support, the data still gives a highly positive overall review: a calm framework system. But this highly uniform response demonstrates that this balance is good for both structure and autonomy.

Moreover, this kind of combination aligns with current organizational theory, which holds that successful organizations must possess "loose tight." A good breaking of the rules is necessary for maximum decentralization. Centralizing standards and core values while letting go of the self-autonomy of professional execution is a form that society, in particular, has been prone to ideal, but one which we must see through if it is to bear its logical fruit. This is very clear evidence of the special role that a well-thought-out institutional system plays in providing all sectors of the public with administrative responsibility and professional self-realization at the very same time.

Level of Organizational Structure in terms of Chain of Command

This study identifies the level of organizational structure in terms of the Chain of Command. The table presents five statements about the chain of command that were crafted and analyzed using weighted mean, standard deviation, remarks, and verbal interpretation.

From the data tabulated, it can be seen that the organizational structure, in terms of the Chain of Command (COC), is exceptionally clear-cut. The weighted average and standard deviation for word pairings are 6.35 and 0.60,

respectively. This result would be verbally categorized as Very Evident because the hierarchy and chains of command appear evident to respondents.

A careful look into the indices reveals that, on the one hand, the hierarchical roles are crystal clear. For instance, teachers who understand the chain of command and know whom to report to within the organization scored highest (M=6.54, SD=0.62), a result that reflects near unanimity about fundamental aspects of the chain of command structure. Even the lowest indicator in this set is "that Teachers feel comfortable escalating issues through the proper chain of command" (M=6.15, SD=0.77) -a fact that once again underscores the near-total recognition by the respondents that "Who reports to whom" remains transparent throughout our institution. This means while some restraints of the hierarchy may be a little less stressed than others, the overall framework of "who reports to whom" still stands clearly before us and guides everything we do.

Table 2. Level of Organizational Structure in terms of Chain of Command

Statements	Mean	SD	Remarks
Teachers understand the chain of command and know whom to report to within the organization	6.54	0.62	Strongly Agree
Teachers follow established hierarchical procedures when making decisions related to their work.	6.46	0.63	Strongly Agree
Teachers feel comfortable escalating issues through the proper chain of command.	6.15	0.77	Strongly Agree
Teachers believe the organization's chain of command supports clear communication.	6.28	0.72	Strongly Agree
Teachers experience that the chain of command effectively coordinates tasks and responsibilities.	6.32	0.70	Strongly Agree
Weighted Mean	6.35		
SD	0.60		
Verbal Interpretation	Very Evident		

The low standard deviation of 0.60 is particularly significant at the doctoral level. This suggests that the 189 participants share a tightly focused perspective on these items, as they respond within 1 standard deviation of each other, indicating consensus. In other words, the chain of command in perception is not just something on paper but an intrinsic reality in everyday professional life for teachers. This fused perspective suggests an environment with high role clarity. People know where they stand: instructions flow easily; problems are dealt with quickly and efficiently. With minimal loss in translation between one instruction and the next, or around bureaucratic obstacles en route up through the layers of an institutional hierarchy, it really lives up to that old adage: "as clear as crystal."

In summary, the results indicate an orderly, self-disciplined environment.

The unity of opinion indicates that everyone considers the chain of command to be Very Evident. Thus, bureaucratic authority remains clear while prescriptive clarity about what must be done next to keep operations steady prevails throughout an organization's hierarchy. Table 2 clearly supports this interpretation.

Level of Organizational Structure in terms of Departmentalization

This study identifies the level of organizational structure in terms of Departmentalization. The table presents five statements about departmentalization, crafted and analyzed using weighted means, standard deviations, remarks, and verbal interpretation.

The data indicate that the Departmentalization organizational structure has been implemented robustly, as evidenced by a weighted mean of 6.45 and a standard deviation of 0.55. This result corresponds to a verbal interpretation of Highly Structured, meaning that the grouping of activities and specialists into functional units is Very Evident for our respondents.

A closer look at the specific indicators reveals that the highest level of agreement was found for the item "Teacher collaboration is encouraged within departmentalized units in the organization" (M=6.54, SD=0.57), which was rated Very Evident. This suggests that departmentalization in the institution serves not only as a structural tool for division but also as a professional hub that fosters teamwork. Similarly, in Teacher communication within departments supports effective coordination of responsibilities (M=6.48), and Teacher expertise is better utilized through departmentalization of subjects (M=6.48), which received high mean scores, reinforcing the idea that the institution maximizes human capital by aligning teachers' specialized skills with their specific subject areas.

Table 3. Level of Organizational Structure in terms of Departmentalization

Statements	Mean	SD	Remarks
Teacher roles are clearly defined based on specialized subject areas within the organization.	6.45	0.72	Strongly Agree
Teacher collaboration is encouraged within the organization's departmentalized units.	6.54	0.57	Strongly Agree
Teacher workload is more manageable due to departmentalization of duties.	6.29	0.75	Strongly Agree
Teacher expertise is better utilized through subject departmentalization.	6.48	0.62	Strongly Agree
Teacher communication within departments supports effective coordination of responsibilities.	6.48	0.57	Strongly Agree
Weighted Mean	6.45		
SD	0.55		
Verbal Interpretation	Very Evident		

It is revealed that the teacher workload is more manageable due to departmentalization of duties (M=6.29, SD=0.75), which received the lowest mean in the set. However, it still maintains a Very Evident remark. This indicates that while the respondents strongly believe that departmentalization helps manage work, they perceive its impact as slightly less prominent than the benefits of collaboration and expertise utilization.

The overall standard deviation of 0.55 is notably the lowest among the structural variables analyzed. This reflects an unusually high level of consensus among 189 participants. It suggests that departmentalization is a deeply ingrained, uniform experience for those within the organization. There is a collective recognition that the school operates through well-

defined, specialized units that clarify roles and streamline institutional communication.

In sum, these results show an institution that excels in functional specialization: The Very Evident manifestation of departmentalization indicates that the organization has successfully created a framework in which teachers can focus their expertise while still benefiting from being part of a collaborative unit. This structural maturity is essential for managing the many complexities of a large educational institution, enabling both specialized instruction and administrative coordination to be delivered with high efficiency based on the data gathered, as shown in Table 3.

Level of Organizational Structure in terms of Formalization

This study identifies the level of organizational structure in terms of Formalization. The table presents five statements about formalization, which were crafted and analyzed using weighted mean, standard deviation, remarks, and verbal interpretations.

As for Formalization (FORMAL) in terms of organizational structure, the overall weighted average was 6.36, with a SD of 0.66. How well rules, procedures, and written policies govern the organization is Very Evident, with a Highly Structured professional environment being reflected. The data indicate that institutions prioritize clarifying procedures in their own way to maintain organizational order. A strong positive point of this structure is that roles are formally stipulated. Teacher roles and responsibilities are clearly defined through formal rules and procedures. which attained the highest weighted mean score of all items, 6.44 (SD = 0.64). This fairly high rating suggests that the organization is making full use of formalized standards to minimize role ambiguity. However, the Teacher activities and tasks are guided by established written policies in the organization (M = 6.38), and Teacher work is structured and standardized to ensure consistency across the organization (M = 6.34), which are also high: their sum indicates just how successful this formalized model can be in ensuring consistency throughout an entire service delivery system spread over diverse departments.

Table 4. Level of Organizational Structure in terms of Formalization

Statements	Mean	SD	Remarks
Teacher roles and responsibilities are clearly defined through formal rules and procedures.	6.44	0.64	Strongly Agree
Teacher activities and tasks are guided by the organization's established written policies.	6.38	0.75	Strongly Agree
Teacher compliance with organizational rules is regularly monitored and enforced.	6.34	0.72	Strongly Agree
Teacher work is structured and standardized to ensure consistency across the organization.	6.34	0.72	Strongly Agree
Teacher communication follows formal channels as outlined in organizational guidelines.	6.31	0.73	Strongly Agree
Weighted Mean	6.36		
SD	0.66		
Verbal Interpretation	Very Evident		

Overall, despite good performance elsewhere in Table 4, respondent institutions found that Teacher communication follows formal channels, as outlined in organizational

guidelines, was the least evident of all indicators, with a mean of 6.31 (SD = 0.73). There's a slight numerical dip after all, even though the rating is still remarkably high. This would suggest that, while the structure is rigid, communications may on occasion proceed along more informal or ad-hoc paths than in keeping with an otherwise strictly enforced set of administrative tasks. A low overall standard deviation of 0.66 indicates strong consensus among the 189 respondents, who all support the view that formalization is a dominant phenomenon across institutions rather than a particularity.

Level of Organizational Structure in terms of Span of Control

This study identifies the level of organizational structure in terms of Span of Control. The table presents five statements about span of control, which were crafted and analyzed using weighted mean, standard deviation, remarks, and verbal interpretation.

The overall weighted mean of 6.15 for Span of Control (SC) obtained a standard deviation of 0.71. The verbal interpretation for this result is "Highly Structured," indicating that supervisors dominate subordinate staff in the organization at "Very Evident" levels.

From the data, support is presented for a status quo that sees learning in schools as regulated and orderly. The most prominent point probed by this paper's current organizational structure is that teacher supervision is manageable given the number of direct reports under school leadership, which scores highest at 6.24 (SD = 0.74). This raises the question: to what extent can you "watch" or "manage with any effectiveness" given tight control by supervisor/s? Additionally, with a high score of (M = 6.20), teacher communication and support from supervisors remains adequate despite the number of employees managed: one as a supervisor of other faculty members and another where teachers manage small groups themselves. This means that no school has yet reached a stage wherein departmental staff supervise an entire institution independently or function exclusively as overseers for all personnel under their authority.

Table 5. Level of Organizational Structure in terms of Span of Control

Statements	Mean	SD	Remarks
Teacher supervision is manageable given the number of direct reports under school leadership.	6.24	0.74	Strongly Agree
Teacher workload is effectively balanced considering the span of control of their supervisors.	6.13	0.80	Agree
Teacher communication and support from supervisors remain adequate despite the number of employees managed.	6.20	0.74	Strongly Agree
Teacher performance is influenced by the number of subordinates a supervisor oversees.	6.05	0.92	Agree
Teacher accessibility to supervisors is affected by the size of the span of control within the organization.	6.15	0.77	Strongly Agree
Weighted Mean	6.15		
SD	0.71		
Verbal Interpretation	Very Evident		

Yet the results also show that the Span of Control variable has an observable impact on Teacher performance, with the number of subordinates a supervisor oversees (M = 6.05)

influencing it. Although still rated as Evident, this indicator had the lowest mean score and highest standard deviation (SD = 0.92). This variation identifies Span of Control as a sensitive indicator of individual department sizes. The overall standard deviation of 0.71, however, demonstrates that the institution has been successful in establishing predictable, easily accessible supervision for most of its staff.

Level of Organizational Structure in terms of Work Specialization

This study identifies the level of organizational structure in terms of Work Specialization. The table presents five statements about work specialization, crafted and analyzed using weighted means, standard deviations, remarks, and verbal interpretations.

The assessment method is to evaluate organizational structure from the perspective of Work Specialization (WS). It obtained an overall weighted mean of 6.37 with a standard deviation of 0.58. This result can be interpreted as meaning "Highly Structured." According to the respondents, specialized staff expertise matches specific institutional roles and was Very Evident.

From this, we can infer that the institution relies heavily on a "specialist model for establishing academic quality. A first finding is the high degree of consensus regarding what Teacher specialization contributes to higher-quality instruction and student outcomes. It reached the highest mean score of 6.46 (SD = 0.61), indicating strong professional agreement with the principle that confining teacher responsibilities to matters in which they are experts will clearly raise the overall standard of education. Also, high scores were received in Teacher assignments allow for the development and application of specialized knowledge in specific subject areas (M = 6.39), and Teacher opportunities for professional growth are aligned with their specialized subject areas (M = 6.39), which shows that the organization offers opportunities for teachers to broaden their subject-matter expertise.

Table 6. Level of Organizational Structure in terms of Work Specialization

Statements	Mean	SD	Remarks
Teacher responsibilities are clearly defined according to their specialized skills and expertise.	6.28	0.71	Strongly Agree
Teacher assignments allow for the development and application of specialized knowledge in specific subject areas.	6.39	0.62	Strongly Agree
Teacher job roles are structured to focus on specific tasks or subjects to improve efficiency.	6.35	0.62	Strongly Agree
Teacher specialization contributes to higher-quality instruction and better student outcomes.	6.46	0.61	Strongly Agree
Teacher opportunities for professional growth are aligned with their specialized subject areas.	6.39	0.69	Strongly Agree
Weighted Mean	6.37		
SD	0.58		
Verbal Interpretation	Very Evident		

However, a slight variation is found in that Teacher responsibilities are clearly defined according to their specialized skills and expertise (M = 6.28). Though still

interpreted as Very Evident, the lower mean contradicts the general rule: even when outcomes from specialization are clear, the management process for aligning responsibilities with competences at the beginning could be streamlined more usefully. The overall standard deviation of 0.58 shows an unusually low variance in responses. It can be concluded that work specialization is a constant and homogeneous experience for the 189 participants.

Level of Key Pillars of Basic Education Development Plan

The following table shows the statement, mean, standard deviation, remarks, and verbal interpretation about the level of key pillars of the basic education development plan in terms of access, equity, quality, and resilience, and well-being.

Mean score and standard deviation obtained from the points given by the respondents for each statement can be remarked as Strongly Agree, Agree, Slightly Agree, Either Agree or Disagree, Slightly Disagree, Disagree, and Strongly Disagree.

Moreover, from the remarks given, verbal interpretation can be determined as Very Evident, Evident, Moderately Evident, Neutral, Uncertain, Less Evident, Poorly Evident, or Not Evident.

Level of Key Pillars of Basic Education Development Plan in terms of Access

This study identifies the level of key pillars of the basic education development plan regarding access. The table presents five statements about access that were crafted and analyzed using weighted means, standard deviations, remarks, and verbal interpretation.

The BEDP pillar of Access: A Quantitative Study gave a score of 6.56 for 'Very Evident', with a standard deviation of 0.51. An indication that the strategies implemented reflect a 'Fully Implemented' status within the institution.

The data suggest that the 'Access' pillar is mainly determined by teachers' higher commitment than that of ordinary people. One significant finding is that the score of 6.60 (SD=0.54) for Teacher commitment, which plays a crucial role in providing access to quality education for marginalized groups was significantly higher than all other educational characteristics. Teacher efforts ensure that all students have equal access to educational resources and opportunities. Teacher involvement is essential in creating inclusive settings that promote access for all learners. All demonstrate that the teachers at this school have internalized mechanisms for students who have not yet entered school and have stayed there.

It is also worth noting that while the scores are very high in all cases except one, Teacher advocacy contributes to expanding access to education within the community, receiving a mean score of 6.49 (SD=0.57). Its seemingly lesser intensity may account for this. Therefore, while school-based and classroom access is both extremely high, extended community access extending the reach of education to all citizens in a truly all-encompassing way—is an area that, to a somewhat lesser extent, although equally energetic as ever, is evaluated here with slightly lower force. The low standard

deviation of 0.51 indicates strong consensus among the 189 respondents that the philosophy 'Access for All' is an institutional standard.

Table 7. Level of Key Pillars of basic Education Development Plan in term of Access

Statements	Mean	SD	Remarks
Teacher efforts ensure that all students have equal access to educational resources and opportunities.	6.59	0.53	Strongly Agree
Teacher commitment plays a crucial role in providing access to quality education for marginalized groups.	6.60	0.54	Strongly Agree
Teacher support helps overcome barriers that limit students' access to learning environments.	6.51	0.58	Strongly Agree
Teacher advocacy contributes to expanding access to education within the community.	6.49	0.57	Strongly Agree
Teacher involvement is essential in creating inclusive settings that promote access for all learners.	6.59	0.54	Strongly Agree
Weighted Mean	6.56		
SD	0.51		
Verbal Interpretation			Very Evident

Key Pillars of Basic Education Development Plan in terms of Equity

This study identifies the level of the Basic Education Development Plan regarding Equity. The table presents five statements about equity that were crafted and analyzed using weighted means, standard deviations, remarks, and verbal interpretations.

The quantitative evaluation of the Equity pillar as a whole, therefore, yielded an overall mean of 6.71 and a standard deviation per statement of 0.44. This reflects a general state of Very Evident strategies being taken to ensure fairness, inclusivity, and the celebration of diversity as a fully implemented status within the institution.

From the information, we can see that its implementation of equity is underpinned by an understanding that is informed by and compliant with inclusive pedagogical practices. The highest average score was obtained for Teacher use of culturally responsive teaching strategies enhances equity in the classroom (M = 6.76), suggesting that teachers are not merely giving everyone the same materials but actively adjusting their instruction, so it resonates with students' life experiences from different cultural backgrounds. The same is true of a teacher's awareness of student diversity, which helps address individual learning needs to support equity (M = 6.72), indicating that faculty possess diagnostic skills to identify specific learning barriers before they develop into failures at exam time.

However, while still remarkably high, the two lowest means were for indicators that Teacher efforts contribute to reducing achievement gaps among students from different socioeconomic groups and that Teacher advocacy is important for ensuring that all students have access to the resources they need to succeed, both scoring a mean of 6.69. This small numerical shift suggests that although teachers may believe they have great power in their instructional role (culturally responsive teaching), they are aware that socioeconomic factors often involve systemic difficulties that are more challenging than those confronted through classroom-based

pedagogy. Yet, the universally low overall standard deviation of 0.44, which is the lowest in this series of structures, is testimony to a deep professional consensus. "Equity" is seen not as many fragmented attempts but as a unified institutional standard for 189 respondents.

Table 8. Level of Key Pillars of Basic Education Development Plan in terms of Equity

Statements	Mean	SD	Remarks
Teacher practices actively promote equitable learning opportunities for all students regardless of background.	6.70	0.48	Strongly Agree
Teacher awareness of student diversity helps address individual learning needs to support equity.	6.72	0.47	Strongly Agree
Teacher efforts contribute to reducing achievement gaps among students from different socioeconomic groups.	6.69	0.49	Strongly Agree
Teachers' use of culturally responsive teaching strategies enhances equity in the classroom.	6.76	0.45	Strongly Agree
Teacher advocacy is important for ensuring that all students have access to the resources they need to succeed.	6.69	0.48	Strongly Agree
Weighted Mean	6.71		
SD	0.44		
Verbal Interpretation			Very Evident

Meanwhile, the highest indicator of equity is "Teacher use of culturally responsive teaching strategies enhances equity in the classroom," with a mean of 6.76 and SD of 0.45, and a remark of Strongly Agree. This explains that the department successfully followed the Implementing rules and regulations of Republic Act 10533, Enhanced Basic Education Act of 2013, which states that the curriculum shall be flexible enough to enable and allow schools to localize, indigenize, and enhance the same based on their respective educational and social contexts.

Level of Key Pillars of Basic Education Development Plan in terms of Quality

This study identifies the quality levels of the key pillars of the basic education development plan. The table presents five statements about quality that were crafted and analyzed using weighted means, standard deviations, remarks, and verbal interpretation.

Participants gave a weighted mean of 6.65 points and a standard deviation of 0.49 for the overall implementation level of the Basic Education Development Plan (BEDP) pillar on quality, which they interpreted as Very Evident (Fully Implemented). These findings suggest that the school retains its position as an important center of academic excellence, despite pedagogical updates and rigorous accountability, in an environment that continues to be de-emphasized. Regarding the question, "When will learning center on children?" all indicators show high performance, but the prevailing thought among teachers today is that quality should indeed also come from their hands. As for the paper trails, which thinkers are most willing to allow, thus far, unevaluated? Without departing in quality from what is available in Table 9, a finer point-by-point interpretation was made as follows: what is interesting is that the appropriate conditions for a QUALITY circle clearly already exist in this school.

Table 9. Level of Key Pillars of Basic Education Development Plan in terms of Quality

Statements	Mean	SD	Remarks
Teacher commitment plays a vital role in maintaining and improving the quality of education provided to students.	6.66	0.54	Strongly Agree
Teachers' use of diverse and student-centered teaching strategies enhances the quality of learning experiences.	6.71	0.50	Strongly Agree
Teachers' continuous professional development contributes significantly to ensuring education quality.	6.63	0.55	Strongly Agree
Teacher assessment and feedback practices are essential for monitoring and improving student learning quality.	6.63	0.53	Strongly Agree
Teachers' perceptions of their roles in maintaining and improving educational quality through commitment, teaching strategies, professional development, and assessment.	6.64	0.52	Strongly Agree
Weighted Mean	6.65		
SD	0.49		
Verbal Interpretation			Very Evident

Overall, Table 9 suggests that the school is highly effective in terms of delivering quality education. Therefore, decisions (based on individual questions), such as reducing class sizes or introducing group-teaching methods, must be reliable. From the distinctive teaching style to the required attitude, it is a high-level characteristic.

Results from a detailed analysis of the indicators indicate that teachers' use of diverse, student-centered teaching strategies enhances the quality of learning experiences, with a mean of 6.71 (SD = 0.50). This represents a significant shift towards modern, learner-oriented pedagogical methods as the primary means of ensuring high quality. On the other hand, teacher continuous professional development contributes significantly to ensuring education quality, and teacher assessment and feedback practices are essential for monitoring and improving student learning quality, both of which held a joint bottom mean of 6.63. While these are still very high figures and are marked Very Evident, it implies that teachers today place less emphasis on assessing and self-development aspects within the quality cycle than they do on the delivery of lessons.

The standard deviation of 0.49 implies a high degree of consensus among the 189 respondents. This degree of unity implies that commitment to ensuring quality is a value held by all. It presents a learning environment where high-quality teaching standards are achieved through joint effort and where student-centered modes of learning are equally strongly promoted.

Level of Key Pillars of Basic Education Development Plan in terms of Resilience and Well-Being

This study identifies the level of key pillars of the basic education development plan in terms of resilience and well-being. The table indicates five statements about resilience and well-being that were crafted and analyzed using weighted mean, standard deviation, remarks, and verbal interpretation. With a weighted mean score of 6.61, the assessment of the Resilience and Well-Being (RAWB) pillar of the BEDP results in an overall average with a standard deviation of about

0.55. This indicates that the tools to safeguard everyone's mental health in school were Very Evident, likely reaching full implementation status.

Table 10. Level of Key Pillars of Basic Education Development Plan in terms of Resilience and Well-Being

Statements	Mean	SD	Remarks
Teacher resilience is essential for maintaining personal well-being amid professional challenges.	6.64	0.56	Strongly Agree
Teacher practices support students' emotional well-being in the learning environment.	6.63	0.57	Strongly Agree
Teacher self-care strategies contribute to sustainable teaching and effective classroom management.	6.60	0.58	Strongly Agree
Teacher relationships with students and families foster a supportive and resilient educational community.	6.60	0.62	Strongly Agree
Teacher access to psychosocial support and institutional resources enhances their ability to cope with workplace stress.	6.56	0.63	Strongly Agree
Weighted Mean	6.61		
SD	0.55		
Verbal Interpretation	Very Evident		

Data indicate that the school has successfully gone beyond academic targets to focus on human education. An important result is that teacher resilience is essential for maintaining personal well-being in the face of professional challenges, which receives an average score of 6.64 (SD=0.56). The implication of this statistic is that there is a strong workforce of teachers who readily accept professional challenges and also prioritize self-development. All of this inner resilience is generously passed on to students, as evidenced by the high score for Teacher practices support the emotional well-being of students in the learning environment (M=6.63). This shows an environment full of care.

While all figures are in the 'Very Evident' range, the item about Teacher access to psychosocial support and institutional resources, which enhances their ability to cope with workplace stress, has the lowest score of 6.56 (SD=0.63). Although still excellent, this result indicates a small difference in how teachers perceive the availability of outside help. It speaks to a situation in which teachers enjoy their own resilience but have been encouraged to be clients for students who may feel that, while the 'institutional' aspect of psychological counseling is well publicized and catered to, it should be extended even more widely. The relatively low standard deviation of 0.55 across all items indicates that a culture of mutual support and care has taken hold among the 189 respondents.

Level of Teachers' Productivity

The following table shows the statement, mean, standard deviation, remarks, and verbal interpretation about the level of teachers' productivity in terms of community engagement, extracurricular activities, professional development, and research

Mean score and standard deviation obtained from the points given by the respondents for each statement can be remarked as Strongly Agree, Agree, Slightly Agree, Either Agree or Disagree, Slightly Disagree, Disagree, and Strongly Disagree. Moreover, from the remarks given, verbal

interpretation can be determined as Very Evident, Evident, Moderately Evident, Neutral, Uncertain, Less Evident, Poorly Evident, or Not Evident.

Level of Teacher's Productivity in terms of Community Engagement

This study identifies the level of teachers' productivity in terms of community engagement. The table presents five statements about community engagement, crafted and analyzed using weighted means, standard deviations, remarks, and verbal interpretation.

For teacher productivity as one aspect of Community Engagement, the data yielded an overall weighted mean of 6.53 and a standard deviation of 0.52, which can be verbally interpreted as "Very Evident." The finding suggests that teachers not only consider the community an external stakeholder but also see it as a major driver of their professional effectiveness and workplace morale.

The comparative analysis of the indicators reveals a distinct pattern: teachers perceive the psychological and environmental benefits of engaging in community activities more seriously than merely going through the logistical steps. The highest mean scores were recorded for teacher efforts in community engagement, motivating them to perform better in their teaching roles (M = 6.56), and for teacher support from the community, which contributes to a more productive and positive workplace environment (M = 6.56). These results imply that "community social capital" is the primary driver of productivity. In comparison, teacher participation in community activities positively influences their overall productivity at work gained the lowest mean of 6.48. Although still rated "Very Evident," the lower score, together with a higher standard deviation (SD = 0.62), indicates a little stress: while teachers recognize the fruits of community engagement, having to put time and effort into such affairs poses relatively greater difficulty in daily productivity.

Table 11. Level of Teacher's Productivity in terms of Community Engagement

Statements	Mean	SD	Remarks
Teacher participation in community activities positively influences their overall productivity at work.	6.48	0.62	Strongly Agree
Teacher collaboration with community members enhances students' learning environment.	6.54	0.56	Strongly Agree
Teacher involvement in community projects strengthens the relationship between the school and the community.	6.54	0.54	Strongly Agree
Teachers' efforts in community engagement motivate them to perform better in their teaching roles.	6.56	0.56	Strongly Agree
Teacher support from the community contributes to a more productive and positive workplace environment.	6.56	0.54	Strongly Agree
Weighted Mean	6.53		
SD	0.52		
Verbal Interpretation	Very Evident		

The low overall standard deviation of 0.52 indicates strong consensus among the 189 respondents. It explains that

uniformity itself bears testimony to the "community-centered" productive model in place within our institutions. It gives rise to a structure in which faculty use surrounding social capital to bolster their internal educational achievement, thereby seamlessly bridging the gap between home and the school-community.

Supporting this result, Estigoy et al. (2023) noted that strengthened community connections foster collaboration and mutual support, enriching both school and community life. Schools should be community-oriented and enthusiastic about improving their communities' well-being through extension and outreach services.

Level of Teacher's Productivity in terms of Extracurricular Activities

This study, it identifies the level of teachers' productivity in terms of extracurricular activities. The table presents five statements about extracurricular activities, crafted and analyzed using weighted means, standard deviations, remarks, and verbal interpretation.

The research on Extracurricular Activities as a productivity factor yielded a weighted mean of 6.36 (SD = 0.65), interpreted as "Very Evident." The results show that the administration recognizes the "Hidden Curriculum," which encompasses extracurricular activities, as an important part of a school's overall professional output and cultural health.

Table 12. Level of Teacher's Productivity in terms of Extracurricular Activities

Statements	Mean	SD	Remarks
Teacher involvement in extracurricular activities positively impacts their overall job satisfaction and productivity.	6.30	0.70	Strongly Agree
Teacher participation in extracurricular supervision strengthens relationships with students and enhances classroom management.	6.38	0.67	Strongly Agree
Teacher commitment to extracurricular activities contributes to a more positive school culture and community.	6.41	0.67	Strongly Agree
Teacher engagement in extracurricular roles motivates them to perform better in their academic responsibilities.	6.37	0.74	Strongly Agree
Teacher time management improves when extracurricular duties are balanced with regular teaching tasks.	6.32	0.73	Strongly Agree
Weighted Mean	6.36		
SD	0.65		
Verbal Interpretation	Very Evident		

By taking a critical look at the internal hierarchy of this data set, the most prominent value of extracurricular activities appears to be in Cultural Development. The highest average was found for Teacher commitment to extracurricular activities contributes to a more positive school culture and community (M = 6.41). This was closely followed by opinions that Teacher participation in extracurricular supervision strengthens relationships with students and enhances classroom management (M = 6.38). These results suggest that teachers view these "peripheral" duties as an investment. Although they take time away from the classroom, in terms of time and impact on organizational standards, they generate

"social capital," making actual teaching and classroom management easier and more efficient.

The results also underscore the logistical burden these responsibilities entail. The lowest mean scores were Teacher involvement in extracurricular activities positively impacts their overall job satisfaction and productivity (M = 6.30), or Teacher time management improves when balancing extracurricular duties with regular teaching tasks (M = 6.32). Moreover, these two indicators have higher standard deviations (0.70 and 0.73, respectively) than the others; this suggests that, while most people see these jobs as useful, a sizable minority of teachers report feeling excessive strain from the accompanying demands on their professional records.

Level of Teacher's Productivity in terms of Professional Development

This study identifies the level of teachers' professional development productivity. The table presents five statements about professional development, crafted and analyzed using weighted means, standard deviations, remarks, and verbal interpretation.

The quantitative analysis of Professional Development (PD) as a driver of teacher productivity yielded an overall weighted average of 6.64 and a standard deviation of 0.49. This is a Very Evident signal, indicating that the institution makes professional growth a cornerstone of non-negotiable success.

Table 13. Level of Teacher's Productivity in terms of Professional Development

Statements	Mean	SD	Remarks
Teacher participation in professional development programs enhances their instructional skills and productivity.	6.64	0.52	Strongly Agree
Teachers' continuous learning through professional development contributes to improved classroom performance.	6.65	0.52	Strongly Agree
Teacher collaboration during professional development sessions fosters the sharing of effective teaching practices.	6.66	0.52	Strongly Agree
Teacher engagement in job-embedded professional development supports sustained improvements in productivity.	6.64	0.52	Strongly Agree
Teacher access to relevant and ongoing professional development increases their motivation and work efficiency.	6.62	0.53	Strongly Agree
Weighted Mean	6.64		
SD	0.49		
Verbal Interpretation	Very Evident		

The results reveal a "collective mastery" model in the organization. The indicator with the highest mean score was awarded to teacher collaboration during professional development sessions, which fosters the sharing of effective teaching practices (M = 6.66). This means that schools derive overwhelmingly positive returns from peer-to-peer discussions and from getting together as individuals whose lives are, in essence, dedicated to the study of the professionalization cycle. Most training takes place at school as well, and gradually it becomes incorporated into every aspect of life. This teacher continues learning through professional

development, which contributes to improved classroom performance (M = 6.65) and demonstrates that our training is necessarily translating into action.

Moreover, the uniformity of responses, as evidenced by the very evident overall standard deviation of 0.49, confirms that these productivity enhancements are not coincidental. While the teacher's access to relevant and ongoing professional development increased their motivation and work efficiency, it had the lowest mean (M = 6.62). Its Very Evident status suggests that even the smallest detail in these subjects lives up to a very high level. This symbolic gesture would perhaps also represent how the institution's training in practice targets every stage of instruction and, eventually, connects all jobs at the elbow joint for better efficiency.

Level of Teacher's Productivity in terms of Research

This study identifies the level of teachers' research productivity. The table presents five statements about research that crafted and analyzed results using weighted means, standard deviations, remarks, and verbal interpretation.

It emerged from the quantitative appraisal of Research as part of professional productivity that every score was 6.35, with a standard deviation of 0.62, indicating "Very Evident." These findings imply that the institution has successfully woven scholarly inquiry into the professional landscape, breaking away from traditional instruction in favor of a more evidence-based pedagogy.

Table 14. Level of Teacher's Productivity in terms of Research

Statements	Mean	SD	Remarks
Teacher research productivity is positively influenced by their academic qualifications and professional experiences.	6.32	0.66	Strongly Agree
Teachers' motivation to conduct research enhances their overall productivity and teaching quality.	6.30	0.68	Strongly Agree
Teacher access to research training and resources supports higher levels of research output.	6.37	0.66	Strongly Agree
Teacher collaboration with colleagues and students in research activities increases productivity and knowledge development.	6.41	0.62	Strongly Agree
Teacher institutional support and incentives encourage sustained engagement in research projects.	6.33	0.67	Strongly Agree
Weighted Mean	6.35		
SD	0.62		
Verbal Interpretation	Very Evident		

The data suggest that the institution's main strength lies in Collaborative Inquiry. The score for teacher collaboration with colleagues and students in research activities increases productivity and knowledge development, reaching the highest average of 6.41. This indicates that research is considered to be a social process, not a top-down administration of knowledge. It is co-produced by the joint actions of teachers and students. Additionally, their high marks for Teacher access to research training and resources support higher levels of research output (M = 6.37), suggesting that the school's infrastructure actually supports the technical requirements of research.

Furthermore, all measures remain at a high level. The teacher's motivation to conduct research, which enhances their overall productivity and teaching quality, had the lowest average score of 6.30, although it was still judged "Very Evident." This indicates that, while teachers engage in active research, it is unique in its demand for per-unit work rather than in the routine motivations of daily teaching. The standard deviation of 0.62 signifies that, of the 189 people who answered the survey, there was a high degree of consensus. This shows that research has become a routine expectation, at a minimum, within the organization's work-productive framework.

Level of Workplace Environment

The following table presents the statement, mean, standard deviation, remarks, and verbal interpretation of the level of the workplace environment in terms of collaborative culture, recognition and appreciation, safety, and work-life balance.

Mean score and standard deviation obtained from the points given by the respondents for each statement can be remarked as Strongly Agree, Agree, Slightly Agree, Either Agree or Disagree, Slightly Disagree, Disagree, and Strongly Disagree.

Level of Workplace Environment in terms of Collaborative Culture

This study identifies the level of the workplace environment in terms of collaborative culture. The table presents five statements about collaborative culture, crafted and analyzed using weighted means, standard deviations, remarks, and verbal interpretation.

In a detailed analysis of indicators, the highest mean score was obtained for the statement that teacher willingness to share best practices and resources contributes to a positive collaborative culture (M = 6.63). Here, there is a culture of 'professional generosity': teachers do not hoard knowledge in their own positions but instead regard knowledge-sharing as part of their common mission. In addition, the high marks for Teacher collaboration with colleagues enhances the overall productivity and effectiveness of teaching and Teacher trust and mutual respect among staff members are key factors in sustaining a productive collaborative culture both (M = 6.59) imply that the basis for this productivity is primarily trust between people and groups—teachers feel not only that their effectiveness is conditioned by skill but also that they are surrounded by a reflective cloud.

There is not much difference in the values of all indicators, but the statements regarding Teacher participation in professional learning communities fostering a supportive and collaborative work environment and Teacher engagement increasing when school leadership encourages shared decision-making and teamwork are slightly lower in number (M = 6.57). While all are still in the very evident range, this means that as organic teacher collaboration flourishes, we will always need further formalization of these processes by school leaders. The very low overall standard deviation of 0.52 reflects deep consistency among all 189 respondents,

indicating that there is agreement on this point, which proves beyond a doubt that collaboration is now a taken-for-granted professional expectation in our institution.

Table 15. Level of Workplace Environment in terms of Collaborative Culture

Statements	Mean	SD	Remarks
Teacher collaboration with colleagues enhances overall teaching productivity and effectiveness.	6.59	0.59	Strongly Agree
Teacher participation in professional learning communities fosters a supportive and collaborative work environment.	6.57	0.58	Strongly Agree
Teacher engagement increases when school leadership encourages shared decision-making and teamwork.	6.57	0.58	Strongly Agree
A teacher's willingness to share best practices and resources contributes to a positive collaborative culture.	6.63	0.54	Strongly Agree
Teacher trust and mutual respect among staff members are key factors in sustaining a productive collaborative culture.	6.59	0.56	Strongly Agree
Weighted Mean	6.59		
SD	0.52		
Verbal Interpretation			Very Evident

Level of Workplace Environment in terms of Recognition and Appreciation

This study identifies the level of workplace environment in terms of recognition and appreciation. The table presents five statements about recognition and appreciation that were crafted and analyzed using weighted means, standard deviations, remarks, and verbal interpretation.

The quantitative evaluation of Recognition and Appreciation (RA) as a dimension of the workplace environment showed that its average score was 6.63, with a standard deviation of 0.53; this is Very Evident. These results suggest that the institution views human capital as its most valuable asset and uses positive feedback as its primary means of maintaining high performance.

The figures show that Equitable Recognition plays by far the biggest role in an educator's commitment. Teacher engagement and commitment are strengthened through equitable recognition programs, which reached an average mean score of 6.67. This means that teachers are not just looking for praise; they want a clear, open system where success is recognized objectively. That sense of fairness directly influences a teacher's willingness to innovate and perform at their best, with appreciation level (M = 6.64) influencing this. This confirms that teachers who feel "seen" and "valued" through both official and unofficial feedback loops demonstrate significantly more drive to surpass standards.

Although they all score highly, the statement regarding the teacher job satisfaction is enhanced by a workplace culture that values and acknowledges their contributions, which had the lowest mean of 6.59 (SD = 0.60). Although it is still at a Very Evident level, this small variance indicates that while the recognition programs are well established, the daily atmosphere of appreciation is one area where continual effort is necessary to keep morale from becoming merely

transactional. With an overall standard deviation of just 0.53, all 189 participants agreed: if you want teachers to stick around and perform well, appreciation must play a vital part in your school's overall labor strategy.

Table 16. Level of Workplace environment in terms of Recognition and Appreciation

Statements	Mean	SD	Remarks
Teacher productivity increases when their efforts and achievements are formally recognized by the school administration.	6.61	0.60	Strongly Agree
Teacher motivation improves when they receive regular appreciation and positive feedback for their work.	6.62	0.57	Strongly Agree
Teacher job satisfaction is enhanced by a workplace culture that values and acknowledges their contributions.	6.59	0.60	Strongly Agree
Teacher engagement and commitment are strengthened through equitable recognition programs.	6.67	0.52	Strongly Agree
Teachers' willingness to innovate and perform at their best is influenced by the level of appreciation they receive.	6.64	0.57	Strongly Agree
Weighted Mean	6.63		
SD	0.53		
Verbal Interpretation			Very Evident

Level of Workplace Environment in terms of Safety

This study identifies the level of the workplace environment in terms of safety. The table presents five statements about safety that were crafted and analyzed using weighted means, standard deviations, remarks, and verbal interpretation.

In the quantitative assessment of safety, the overall weighted mean was 6.62, and the standard deviation was 0.55. This was interpreted as "Very Evident." This situation is creating the well-known sense of security provided by an institution: teachers can put their effort into teaching instead of spending much time and energy making sure that they will not be physically hurt or go through some kind of crisis themselves.

Looking into the indicators in detail, the highest mean score was gained Teacher collaboration with colleagues helps create a safer and more secure working environment (M = 6.66). This suggests that, in this context of safety, it is not just about physical locks and guards; it is a social contract in which one can rely on colleagues looking out for them. This was closely followed by the impact of Teacher productivity improvement when the school provides adequate safety resources and policies (M = 6.65), suggesting that the administration's pro-facility stance on such issues is strongly emphasized among staff members.

As for safety indicators, teacher workplace safety is a priority that contributes to higher productivity, and teacher perception of a safe working environment positively affects their teaching effectiveness; these indicators had the lowest mean scores (6.59 and 6.60, respectively). While still relatively high compared to other scores, their slight reduction suggests that, even though the environment is secure, the explicit relationship between safety and the rule-of-classroom minute-by-minute production is a little more insidious than light and day when it comes to resource- or team-based

influences. The low standard deviation (SD = 0.55) indicates stable, reconciled observations across all 189 respondents.

Table 17. Level of Workplace Environment in terms of Safety

Statements	Mean	SD	Remarks
Teacher safety at the workplace is a priority that contributes to higher productivity.	6.59	0.65	Strongly Agree
Teacher perception of a safe working environment positively affects their teaching effectiveness.	6.60	0.60	Strongly Agree
Teacher collaboration with colleagues helps create a safer and more secure working environment.	6.66	0.55	Strongly Agree
Teacher productivity improves when schools provide adequate safety resources and policies.	6.65	0.55	Strongly Agree
A teacher's feeling of physical and psychological safety at school supports sustained work performance.	6.62	0.56	Strongly Agree
Weighted Mean	6.62		
SD	0.55		
Verbal Interpretation		Very Evident	

Level of Workplace Environment in terms of Work-Life Balance

This study identifies the level of workplace environment in terms of work-life balance. The table presents five statements about work-life balance, which were crafted and analyzed using weighted means, standard deviations, remarks, and verbal interpretation.

In terms of Work-Life Balance (WLB), the average weighted mean of the overall working environment is 6.44, with a standard deviation of 0.68; that is, Very Evident. One implication of these results is that the institution has a comprehensive understanding of its faculty's needs. Recognizing that professional output is essentially related to personal well-being, and that tiredness is a destructive factor.

Table 18. Level of Workplace environment in terms of Work-Life Balance

Statements	Mean	SD	Remarks
Teacher workload is manageable, allowing sufficient time to balance professional duties and personal life.	6.41	0.80	Strongly Agree
Teacher school leadership provides adequate support to help manage both work responsibilities and personal life.	6.46	0.75	Strongly Agree
Teacher access to flexible work arrangements contributes to a better balance between work and life commitments.	6.43	0.72	Strongly Agree
Teacher well-being improves when the school culture encourages taking time off to prevent burnout.	6.45	0.69	Strongly Agree
Teacher ability to discuss work-life balance concerns with supervisors positively impacts their productivity.	6.46	0.72	Strongly Agree
Weighted Mean	6.44		
SD	0.68		
Verbal Interpretation		Very Evident	

Analyzing the indicators in detail, the highest average scores come from teacher school leadership provides adequate support to help manage both work responsibilities and personal life (M = 6.46), and teachers' ability to discuss work-life balance concerns with supervisors positively impacts their productivity (M = 6.46). This means that for teachers, the

'Human Face' of administration is particularly well done. People feel able to place demands on leaders without fear. In addition, the institution's culture of Teacher well-being improves when the school culture encourages taking time off to prevent burnout (M = 6.45), indicating a healthy institutional climate where long-term sustainability counts.

The final indicator, examining the Teacher workload is manageable, allowing sufficient time to balance professional duties and personal life, had the lowest mean score of 6.41, yet the highest standard deviation of 0.80. This broad range perhaps suggests that the workload surrounding teachers remains the most onerous aspect of work-life balance. For some teachers, managing the number of tasks is harder than it is for others. This may be attributable to differences in grade levels or administrative duties. However, an overall weighted mean score of 6.44 shows that the school has established a strong support system to help bear these pressures.

Significant relationship between the organizational structure and the key pillars of the Basic Education Developmental Plan

The organizational structure in terms of Centralization and Decentralization (CAD) shows a significant, low-to-moderate positive relationship with the BEDP pillars, with correlation coefficients ranging from $r = 0.307$ to 0.351 and a p-value of 0.000 across all pillars. This indicates that the degree of decision-making concentration in the school significantly relates to how Access, Equity, Quality, and Resilience and Well-Being (RAWB) are managed.

Furthermore, the organizational structure, as measured by the Chain of Command (COC), shows a significant, negligible relationship with the BEDP pillars ($r = 0.211$ to 0.268), with p-values ranging from 0.000 to 0.004 across the tests. Similarly, the structure in terms of Departmentalization (DEPT) shows a significantly positive relationship with the pillars ($r = 0.334$ to 0.370 ; $p = 0.000$).

Moreover, Formalization (FORMAL) shows a significant, low-to-negligible positive relationship with the pillars ($r = 0.270$ - 0.318), with p-values of 0.000 across the tests. Additionally, Job Specialization (JS) shows a significantly low positive relationship with the BEDP pillars ($r = 0.319$ - 0.383 ; $p = 0.000$). Lastly, the organizational structure in terms of Span of Control (SC) shows a significant, low-to-moderate positive relationship with the pillars ($r = 0.267$ - 0.326), with a p-value of 0.000.

The relationship between these two sets of variables is measured using Pearson Correlation coefficients, which range from 0.211 to 0.383 in this analysis. This range indicates a negligible to low positive correlation between the organizational structure and the BEDP pillars. The significance levels (2-tailed) for all pairs of variables are less than 0.05, which indicates that the correlations are statistically significant. This means that the observed correlations are unlikely to have occurred by chance, and the null hypothesis of no significant relationship is rejected.

The data suggest that the organizational structure serves as the essential framework for institutionalizing the BEDP's goals. Notably, Work Specialization (WS) and Departmentalization (DEPT) emerged as the most consistent

predictors of success across the pillars. Job Specialization achieved the highest correlation with the Resilience and Well-being (RAWB) pillar ($r = .383$), indicating that when teacher roles are clearly defined and specialized, the school's capacity to support faculty well-being and institutional resilience is significantly enhanced. Similarly, Departmentalization showed a steady, low positive relationship across all pillars ($r = .334$ to $.370$), suggesting that a clear division of functional units is vital for the systematic delivery of Access, Equity, and Quality.

Table 19. Significant relationship between the organizational structure and the key pillars of the Basic Education Developmental Plan.

Key Pillars of Basic Education Developmental Plan		Access	Equity	Quality	Resilience and Well-Being
Centralization and Decentralization	Pearson Correlation	.343**	.307**	.333**	.351**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	189	189	189	189
Chain of Command	Pearson Correlation	.238**	.211**	.268**	.259**
	Sig. (2-tailed)	.001	.004	.000	.000
	N	189	189	189	189
Departmentalization	Pearson Correlation	.334**	.335**	.336**	.370**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	189	189	189	189
Formalization	Pearson Correlation	.318**	.270**	.312**	.314**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	189	189	189	189
Span of Control	Pearson Correlation	.290**	.267**	.326**	.309**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	189	189	189	189
Work Specialization	Pearson Correlation	.340**	.319**	.352**	.383**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	189	189	189	189

Conversely, the chain of Command (COC) represents the vertical Hierarchy and reporting lines yielded the most negligible correlations ($r = .211$ to $.268$). While these relationships remain statistically significant, the lower r values suggest that a clear hierarchy provides order and accountability but has a less direct influence on classroom-level outcomes like Equity and Quality than the specialized tasks and departmental support provided to teachers. The consistency of responses across 189 respondents confirms a unified institutional perspective that structural clarity is a prerequisite for achieving the BEDP.

In Summary, the key relationships indicate that the school's organizational framework is a necessary infrastructure for the future success of BEDP. The findings verify a sharp difference between administrative order and instructional support. While the Chain of Command (COC) guarantees vertical accountability and is thus necessary in overall educational activities, it is not significantly correlated with

good educational results; Work Specialization is more important for well-qualified teachers than any other factor in achieving success.

Likewise, Departmentalization is a parent theme, and it is perfectly transparent: when roles and task units are well-defined, teacher productivity increases, and the institution becomes much more resilient to change. Our results collectively indicate that, while the organizational structure accounts for a low to moderate share of influence on some of BEDP's Four Pillars, it remains necessary. Only with such an organic design can there be calm stability and a clear purpose, which allows both faculties to concentrate on carrying out their core missions—Access, Equity, Quality—and the hope that institutional objectives are not just a gamble but rather reflect a planned, systematic effort. This suggests that stronger organizational structures enhance BEDP outcomes, with work specialization.

Significant relationship between the organizational structure and the teacher's productivity

This table presents the Pearson Product-Moment Correlation analysis of the relationship between the dimensions of Organizational Structure and the indicators of Teacher's Productivity, including Community Engagement (CE), Extracurricular Activities (EA), Professional Development (PD), and Research.

The school's organizational structure, specifically its balance of Centralization and Decentralization (CAD), shows a modest but significant positive link to teacher productivity. Correlation coefficients range from $r = 0.317$ to 0.410 , with a p -value of 0.000 across all indicators. In short, how decisions get made in the institution meaningfully shape teachers' involvement in community activities and their professional development. Furthermore, the Chain of Command (COC) in organizational structure also ties significantly to teacher productivity, though correlation vary: negligible with Community Engagement (CE) ($r = 0.306$) and Professional Development (PD) ($r = 0.299$), but low positive with Extracurricular Activities (EA) ($r = 0.354$) and Research ($r = 0.355$), all at $p = 0.000$. Likewise, Departmentalization (DEPT) shows a consistent, low-positive link to all productivity indicators, ranging from $r = 0.355$ to 0.401 , with p -values of 0.000 .

Moreover, Formalization (FORMAL) likewise shows a significant, low-positive link to teacher productivity ($r = 0.353$ - 0.400), with p -values of 0.000 across all measures. Job Specialization (JS) stands out as the strongest, with the highest correlations and a significantly positive relationship with productivity indicators ($r = 0.379$ - 0.472 ; p -value = 0.000). Finally, Span of Control (SC) shows a significant, low-to-moderate positive tie ($r = 0.305$ - 0.389 ; $p = 0.000$).

Pearson correlation coefficients measure these relationships, ranging from 0.299 to 0.472 , pointing to negligible to low positive ties between Organizational Structure and Teacher Productivity. All are statistically significant (2-tailed) for all pairs of variables, with p -values < 0.05 , indicating they are unlikely to be due to chance. We can confidently reject the null hypothesis of no relationship.

Overall, the data indicate that organizational structure is a key driver of teacher productivity. Work Specialization (WS) leads with the strongest links – especially to Extracurricular Activities (EA) ($r = 0.472$) and Community Engagement (CE) ($r = 0.433$) – showing how clearly defined roles boost teachers’ involvement beyond core instruction. Departmentalization (DEPT) shines brightest with Professional Development (PD) ($r = 0.401$), highlighting. How structured units foster steady growth.

Table 20. Significant relationship between the organizational structure and the teacher’s productivity

Teachers’ Productivity		Community Engagement	Extracurricular Activities	Professional Development	Research
Centralization and Decentralization	Pearson Correlation	.317**	.410**	.345**	.381**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	189	189	189	189
Chain of Command	Pearson Correlation	.306**	.354**	.299**	.355**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	189	189	189	189
Departmentalization	Pearson Correlation	.355**	.363**	.401**	.384**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	189	189	189	189
Formalization	Pearson Correlation	.353**	.400**	.353**	.363**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	189	189	189	189
Span of Control	Pearson Correlation	.305**	.389**	.332**	.365**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	189	189	189	189
Work Specialization	Pearson Correlation	.433**	.472**	.379**	.407**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	189	189	189	189

In summary, the significant ties across all structural elements affirm that.

A solid organizational structure boosts teacher productivity. A clear hierarchy emerges: Chain of Command (COC) and Span of Control (SC) offer essential order but play secondary roles (lower correlations). Work Specialization (WS) and Departmentalization (DEPT), however, drive the biggest gains- especially in extracurriculars and professional growth – by clarifying roles and channeling expertise. Ultimately, smart structural design does not just organize staff; it actively fuels a thriving professional environment, minimizing doubt to sustain engagement in community engagement, research, and professional development.

Significant relationship between the organizational structure and the workplace environment

This table presents the Pearson Product-Moment Correlation between the dimensions of Organizational Structure and the indicators of the Workplace Environment, which include Collaborative Culture (CC), Recognition and Appreciation (RA), Safety, and Work-Life Balance (WLB).

The statistical analysis in Table 21 confirms a significant association between all dimensions of organization structure and workplace environment indicators, warranting rejection of the null hypothesis. Pearson correlation coefficients, spanning $r = 0.232$ to 0.393 , denote negligible to low positive relationships, with p-values ranging from 0.00 to 0.01, affirming statistical significance.

Vertical structural components exhibit negligible correlations: centralization and decentralization (CAD) consistently range from $r = 0.295$ to 0.303 across indicators, including collaborative culture (CC) and work-life balance (WLB); similarly, chain of command (COC) yields $r = 0.257$ to 0.288 , implying limited direct influence on safety and recognition.

Table 21. Significant relationship between the organizational structure and the teacher’s productivity

Workplace Environment		Collaborative Culture	Recognition and Appreciation	Safety	Work-Life Balance
Centralization and Decentralization	Pearson Correlation	.298**	.300**	.295**	.303**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	189	189	189	189
Chain of Command	Pearson Correlation	.288**	.288**	.257**	.259**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	189	189	189	189
Departmentalization	Pearson Correlation	.358**	.287**	.256**	.287**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	189	189	189	189
Formalization	Pearson Correlation	.332**	.275**	.232**	.265**
	Sig. (2-tailed)	.000	.000	.001	.000
	N	189	189	189	189
Span of Control	Pearson Correlation	.292**	.251**	.274**	.303**
	Sig. (2-tailed)	.000	.001	.000	.000
	N	189	189	189	189
Work Specialization	Pearson Correlation	.393**	.302**	.290**	.361**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	189	189	189	189

In contrast, horizontal features are highly visible. Job specialization (JS) evidence the strongest associations, with low positive correlations to collaborative culture (CC) ($r = 0.393$) and Work-Life Balance (WLB) ($r = 0.361$), indicating that clearly defined roles reduce task overload and boost

teamwork. Departmentalization (DEPT) exerts its peak effect on collaborative culture (CC) ($r = 0.358$), underscoring the efficacy of functional segmentation in promoting teamwork. Formalization (FORMAL) and span of control (SC), however, maintain predominantly eligible linkages, notably to safety ($r = 0.232$ and 0.274 , respectively).

These patterns suggest an organizational structure as a foundation for the workplace environment. Although correlation remains modest, it shows how structural clarity avoids barriers such as role confusion, fostering conditions ideal for safety, acknowledgment, and stability. In particular, the connection between Work Specialization (WS) and Work-Life Balance (WLB) indicates that precise role specialization reduces task diffusion, generating downstream gains in recognition and appreciation (RA) via specific, reachable targets.

In summary, organizational structure forms the essential groundwork for a thriving workplace environment. Though it does not directly control emotional aspects, it provides necessary clarity and steadiness. Findings from 189 respondents consistently show that prioritizing horizontal elements – such as job specialization and departmentalization – helps leaders move beyond basic supervision, fostering collaboration and staff well-being.

IV. CONCLUSION AND RECOMMENDATIONS

The Organizational Structure shows a significant relationship to the Basic Education Development Plan (BEDP), which means the hypotheses are rejected. It concludes that the organizational structure plays a minor role in the success of BEDP, but it remains important. With a strong structure, the school has a stable, clear direction, and teachers can focus on achieving the goals of the four pillars.

All factors of organization structure are positively linked to this teachers productivity as it shows a rejection of hypotheses, therefore there is a significant relationship between organizational structure and teachers' productivity which means that smart structural design doesn't just organize

staff; it actively fuels a thriving professional environment, minimizing doubt to sustain engagement in community engagement, research and professional development.

Significant relation between all dimensions of organization structure and workplace environment indicators, warranting rejection of the hypothesis. It means that organizational structure is the essential groundwork for a thriving workplace environment. Though it doesn't directly control emotional aspects, it provides necessary clarity and steadiness.

Based on the summary of findings and conclusions, the following were hereby recommended by the researcher:

Public School District Supervisors may consider work specialization (WS) and departmentalization over the chain of command (COC) or span of control (SOC).

School Heads may continue to strengthen the teachers' specialization in the distribution of workload and use departmentalization as strategy in the giving task to provide opportunities to all teachers with great capacity.

Future Researcher may conduct a mixed method of research with larger scope considering adding variables beside work specialization and departmentalization to identify or find out the other indirect effect or relation of organizational structure on different factors in the school system.

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