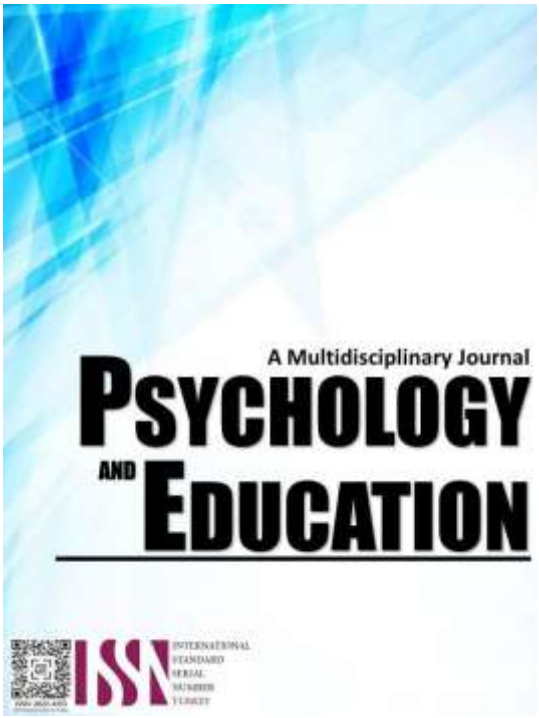
THE RELATIONSHIP BETWEEN STRATEGIC MECHANISMS AND TEACHERS' MOBILITY AND PRODUCTIVITY: KEY FACTORS FOR INTERVENTION



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Research Article

The Relationship between Strategic Mechanisms and Teachers' Mobility and Productivity: Key Factors for Intervention

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Abstract

This study investigates the relationship between strategic mechanisms and teachers' mobility and productivity in a public national high school, Division of Sultan Kudarat. The research aims to determine the extent to which strategic mechanisms, such as classroom observation, team supervision, evaluation, professional upgrading, and advanced learning, influence teachers' mobility (which includes transfers, promotions, and retirements), and productivity (which includes instructional competence, professional characteristics, punctuality, and attendance). A survey questionnaire collected data from 125 purposively selected teachers using a quantitative descriptive-correlational research design. The study employed descriptive statistics and correlation analysis to examine the data. Results indicate that teachers exhibit a high extent of strategic mechanisms, particularly in team supervision, evaluation, and classroom observation. Teachers generally view promotions and retirements favorably, but they are less inclined to favor transfer opportunities. Teachers' productivity receives a "Very Satisfactory" rating, demonstrating their dedication and effectiveness. The correlation analysis reveals a weak positive correlation between the teaching mechanism and teachers' mobility. Similarly, there is a moderate to strong positive correlation between the teaching mechanism and teachers' productivity. Despite positive trends, we cannot confidently assert the strategic mechanisms' impact on mobility and productivity due to their lack of statistical significance. Based on these results, the study recommends enhancing training on supervision and evaluation, reviewing teacher transfer procedures, and providing necessary resources and support to maintain high productivity levels. Implementing these recommendations can foster a culture of excellence and continuous improvement in the teaching profession.

Keywords: *teacher mechanism, mobility, productivity, high school teachers, multiple regression*

Introduction

The teaching profession is a dynamic discipline that necessitates ongoing adaptation to satisfy the requirements of educational systems and societal needs. The productivity and mobility of teachers significantly influence the overall quality of education and the efficacy of school operations. Educators have recognized classroom supervision, performance evaluation, and team collaboration as essential strategic mechanisms for enhancing instruction effectiveness and establishing career advancement pathways. Nevertheless, additional research is necessary to determine the degree to which these mechanisms affect productivity and mobility.

Teachers' strategic mechanism denotes the diverse strategies and perspectives that educators implement to improve both the effectiveness of their teaching practices and the engagement of their students. Educators must implement strategies that are dynamic, inclusive, and adaptive with the goal of equipping learners with 21st-century skills and providing training (González-Pérez & Ramíirez-Montoya, 2022).

In recent years, the demand for evidence-based approaches to address teacher mobility and productivity has increased. Mobility, including transfers, promotions, and retirements, frequently influences the career paths of educators and their propensity to remain in the profession. Conversely, productivity, usually assessed by teaching outcomes, indicates the capacity to execute instructional duties efficiently. Ingersoll et al. (2012) also emphasized that high rates of teacher mobility disrupt school stability and hinder long-term instructional planning. Similarly, Loeb, Darling-Hammond, and Luczak (2017) identified that frequent teacher transfers negatively impact school culture and collaborative practices, often leading to diminished productivity.

Moreover, teacher productivity is typically assessed through narrow metrics like student test scores, leaving out comprehensive evaluations of teaching practices and professional growth (Jackson, Rockoff, & Staiger, 2014). Recent work by Sorensen and Ladd (2020) suggested that schools with frequent teacher turnover often experience challenges in implementing consistent professional development strategies, thereby affecting overall productivity. Despite these findings, there is a lack of in-depth studies exploring how strategic interventions targeting mobility could positively influence teacher productivity (Ado & Musah, 2021). Comprehending the interplay of strategic processes, mobility, and productivity is crucial for developing interventions that improve teacher performance and retention (Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. 2019).

The relationship between strategic mechanisms and teachers' mobility and productivity is a critical area of research, particularly in the context of educational policy and school management. This study aims to explore how various strategic mechanisms influence teachers' mobility, as well as their overall productivity in a public national high school.

Research Questions

This study aimed to determine the extent of teachers' teaching mechanisms and the relationship to their mobility and productivity in a

public National High School, Division of Sultan Kudarat. Specially, the study sought to answer the following questions:

1. To what extent is the strategic mechanisms employed by teachers in terms of:
    1.1. classroom observation;
    1.2. team supervision and evaluation;
    1.3. professional upgrading and
    1.4. advanced learning?
2. What is the level of mobility exhibited by teachers in terms of:
    2.1. Transfer
    2.2. Promotion and
    2.3. retirement?
3. What is the level of productivity exhibited by teachers in terms of:
    3.1. instructional competence;
    3.2. professional characteristics and
    3.3. punctuality and attendance?
4. Do teachers' strategic mechanisms significantly influence teachers' mobility?
5. Do teachers' strategic mechanisms significantly influence teachers' productivity?

Methodology

Research Design

This study utilized a quantitative research design and a descriptive-correlation approach to investigate the extent of teachers' teaching mechanisms and their relationship to mobility and productivity. It is a descriptive-correlational research approach that seeks to identify correlations between or among variables (Davis et al. 2011). It provides insights into the link between two or more objects by highlighting similarities or shared traits, as well as the ability to predict a specific event based on one or more pieces of information (Canivel, 2010).

Respondents

There were 125 teachers of public National High School, Division of Sultan Kudarat who were purposively selected. Purposive sampling was employed, where participants were selected based on specific characteristics required for this study.

Instrument

The survey questionnaire was adopted from Mayuga (2020). It was divided into three parts. Part 1 dealt with the teachers' teaching mechanism, which consists of four areas: classroom observation, team supervision and evaluation, professional upgrading, and advanced learning. The questionnaire included 40 items that respondents could respond to using a five-point Likert scale.

Part 2 contained questions or statements on the mobility of teachers. The instrument was a 30-point statement consisting of three (3) core areas: transfer, promotion, and retirement. Each indicator consists of ten (10) items. The tool used a 5-point Likert scale. Part III of the questionnaire was about teachers' productivity, which consists of three areas: instructional competence, professional characteristics, and punctuality and attendance.

Procedure

Before the conduct of the study, sets of communication letters addressed to concerned individuals were secured. A letter was sent to the schools division superintendent and school principal.

Upon granting the request, the researcher personally distributed the survey questionnaire and provided instructions to the respondents on how to answer the questions and the retrieval process.

Data Analysis

Descriptive statistics was used to compute the mean, overall means, and standard deviation for the quantitative data analysis. Spearman's rank correlation coefficient was used also to determine the relationship between a teacher's strategic mechanism and their mobility and productivity.

Ethical Considerations

Ethical considerations were strictly followed throughout the research process to ensure integrity and respect. Researcher obtained permission from school head before conducting a survey.

Results and Discussion

This section presents the quantitative results derived from the collected data and the extent of strategic mechanisms employed by teachers. It encompasses data analysis, display, and interpretation guided by the survey questionnaire and research questions.

Extent of Teaching Mechanism Employed by Teachers in terms of Classroom Observation

Table 1. *Extent of Teaching Mechanism in terms of Classroom Observation*

	Indicators	*Mean*	*SD*	*Verbal Description*
1.	Motivates teachers to prepare appropriate.	4.60	0.57	Very High Extent
2.	Makes the teacher feel more confident in teaching.	4.41	0.83	High Extent
3.	Motivates the principal to observe teachers in announced and unannounced bases.	4.20	0.71	High Extent
4.	Provides rooms for teachers to improve in their craft.	4.47	0.64	High Extent
5.	Paves way to improve the teaching-learning processes in the classes.	4.54	0.58	Very High Extent
6.	Specified in the Principal's Supervisory Plan and School Improvement Plan.	4.38	0.69	High Extent
7.	Necessitates the principal to conduct post conference with concerned teacher after observation.	4.50	0.66	Very High Extent
8.	Encourages the principal to point out the strengths and weaknesses of the teacher being observed.	4.49	0.64	High Extent
9.	Motivates the teachers to be more dedicated and enthusiastic.	4.52	0.68	Very High Extent
10.	Causes teachers to feel pressured, afraid and tensed	3.46	1.42	Moderately Extent
	Overall Mean	4.36	0.74	High Extent

Table 1 shows that the teacher's strategic mechanism for class observation is highly effective. The results showed that teachers have the highest mean motivation to prepare (M = 4.60, SD = 0.74), followed by improving the teaching-learning processes in the classroom (M = 4.54, SD = 0.74). The findings indicate that people perceive classroom observation to significantly enhance teaching practices, teacher motivation, and professional growth. The significant influence highlights classroom observation as an essential instrument for cultivating a supportive, growth-oriented atmosphere in educational institutions.

The results supported by the study of Kraft & Gilmour (2016) stated that teachers who undergo frequent and structured observations report higher levels of self-improvement and instructional adaptation, supporting the notion that observation can serve as a highly impactful mechanism for motivating teachers to prepare and refine their teaching practices.

The findings of Kraft and Gilmour (2016) support the idea that observation can be a highly effective mechanism for motivating teachers to prepare and refine their teaching practices. Specifically, teachers who participate in frequent and structured observations report higher levels of self-improvement and instructional adaptation. Furthermore, Donaldson (2016) underscored that regular, constructive feedback motivates teachers to enhance their instructional techniques.

Extent of Teaching Mechanism Employed by Teachers in terms of Supervision and Evaluation

Table 2. *Extent of Teaching Mechanism in terms of Supervision and Evaluation*

	Indicators	*Mean*	*SD*	*Verbal Description*
1.	Creates an atmosphere of excellence and quality in the school's classrooms and offices.	4.54	0.59	Very High Extent
2.	Urges teachers to improve their teaching competencies and processes.	4.50	0.56	Very High Extent
3.	Brings out the best of each teacher despite of the uniqueness and individual differences.	4.55	0.55	Very High Extent
4.	Moves teachers to share their best practices.	4.54	0.53	Very High Extent
5.	Gives opportunities to teachers to outshine and achieve self-fulfillment.	4.55	0.57	Very High Extent
6.	Initiates strong partnership between school and community.	4.52	0.59	Very High Extent
7.	Helps make the classes more conducive to teaching and learning.	4.57	0.56	Very High Extent
8.	Brings out the spirit of sportsmanship and cooperation.	4.50	0.64	Very High Extent
9.	Encourages teachers to achieve professional growth and development.	4.62	0.58	Very High Extent
10.	Motivates teachers to maintain if not improve their classroom structuring.	4.52	0.66	Very High Extent
	Overall Mean	4.54	0.58	Very High Extent

Table 2 indicates that Item 9, which states, "encourages teachers to achieve professional growth and development," received the highest weighted mean of 4.62, defined as "very high." Items 2 and 8, which read, "urges teachers to improve their teaching competencies and processes" and "brings out the spirit of sportsmanship and cooperation," both received an identical mean score of 4.50. The overall mean score of 4.54 signifies that the school's culture, environment, and professional practices significantly enhance excellence, collaboration, and teacher development.

Mette et al. (2015) analyzed the strategies employed by elementary school principals in high-performing institutions, demonstrating that supervision and evaluation processes are enhanced by personalized support customized to the experience levels and competences of teachers.

Furthermore, Torres (2015) advocates that elevated levels of monitoring and assessment foster professional development and improve teaching quality, particularly when feedback is precise and actionable. Kuizon & Reyes (2014) also emphasized the significance of instructional supervision as an effective strategy that educators view favorably when utilized to promote professional development.

Extent of Teaching Mechanism Employed by Teachers in terms of Professional Upgrading

Table 3. *Extent of Teaching Mechanism in terms of Professional Upgrading*

	Indicators	*Mean*	*SD*	*Verbal Description*
1.	Help teachers to gain new insights in teaching.	4.62	0.58	Very High Extent
2.	Bring out the best among teachers and help them become agents of constructive change in schools.	4.62	0.50	Very High Extent
3.	Open opportunities to master the craft and improve in the education delivery.	4.68	0.47	Very High Extent
4.	Cause confusion and bring additional workload to teachers.	3.33	1.41	Moderately High Extent
5.	Prepare teachers to implement programs and changes in the department.	4.45	0.53	High Extent
6.	Prepare teachers more confident and effective in the profession.	4.62	0.51	Very High Extent
7.	Keep teachers abreast with the recent trends and development in the education sector.	4.56	0.50	Very High Extent
8.	Improve the teaching processes of teachers which entail better educational outcomes.	4.46	0.60	High Extent
9.	Lead to changes in the implementation of curricular programs.	4.44	0.61	High Extent
10.	Cause disruption of classes leading to poor academic performance of students.	3.04	1.55	Moderately High Extent
	Overall Mean	4.28	0.73	High Extent

Table 3 shows that, in terms of professional development, teachers demonstrated a high extent of teaching mechanisms (M = 4.28; SD = 0.73). The findings demonstrated the high regard for professional development among teachers.

Goss et al. (2015) found that professional development that prioritizes data literacy, feedback mechanisms, and personalized teaching significantly enhances teachers' pedagogical practices and improves educational outcomes. According to ETF (2019), digital competencies and interdisciplinary learning are becoming increasingly vital in teacher training.

In contrast, Mu et al. (2018) and Ell & Major (2019) suggest that standalone professional development activities, such as single workshops, are less effective than comprehensive professional networks that facilitate continuous interaction, motivation, and adaptation within teachers' contexts. Effective professional development necessitates continuous, contextualized strategies that closely align with everyday teaching challenges.

Extent of Teaching Mechanism Employed by Teachers in terms of Advanced Learning

Table 4. *Extent of Teaching Mechanism in terms of Advanced Learning*

	Indicators	*Mean*	*SD*	*Verbal Description*
1.	Provides better chances for promotion to higher positions.	4.50	0.67	Very High Extent
2.	Equips teachers with recent trends in education.	4.62	0.53	Very High Extent
3.	Opens an avenue for professional growth and development.	4.70	0.50	Very High Extent
4.	Makes teachers more confident in teaching.	4.60	0.51	Very High Extent
5.	Promotes the spirit of competition among teachers.	3.56	1.33	High Extent
6.	Develops independence and self-reliance.	4.45	0.63	High Extent
7.	Helps teachers to become professionally prepared.	4.66	0.51	Very High Extent
8.	Takes so many resources from teachers.	3.86	1.00	High Extent
9.	Causes conflict in the teachers' performance of duties.	3.14	1.35	Moderately High Extent
10.	Entails additional workload for teachers.	3.46	1.32	Moderately High Extent
	Overall Mean	4.16	0.84	High Extent

Table 4 presents the outcomes of the teacher's mechanism in advanced learning. The overall mean for teachers' mechanisms in advanced learning was 4.16, with a standard deviation of 0.84, indicating a high degree of effectiveness. Data indicates that advanced learning mechanisms significantly enhance teachers' professional growth, confidence, and preparedness. Challenges, including heightened workload and resource requirements, highlight the necessity for institutional support.

Darling-Hammond et al. (2017) emphasize the necessity of creating professional development programs that are feasible and resource-efficient to enhance teacher engagement and ensure sustainability. Desimone and Garet (2015) emphasized that updating teachers on current trends is crucial for addressing changing classroom dynamics and student needs, highlighting the significance of modern training.

Summary of Mean on the Extent of Teaching Mechanism Employed by Teachers

Table 5 indicates that the teachers exhibit a high extent of teaching mechanisms, with a mean of 4.34 and a standard deviation of 0.46. Among these teaching mechanisms, team supervision and evaluation received the highest mean score (M=4.5, SD=0.36), followed by classroom observation (M=4.36, SD=0.33) and professional upgrading (M=4.28, SD=0.58). Advanced learning received the lowest mean score (M=4.16, SD=0.58).

Results indicated that the teaching mechanisms employed by teachers were extensive across multiple dimensions. The overall high extent (4.34) indicates that these mechanisms collectively enhance teachers' professional development and teaching efficacy. Each

mechanism targets distinct dimensions of teacher development, encompassing practical classroom competencies, collaborative supervision, and continuous professional learning.

Table 5. *Summary of Mean on the Extent of Teaching Mechanism*

Indicators	*Mean*	*SD*	*Verbal Description*
The teacher's teaching mechanism			
1. Classroom Observation	4.36	0.33	High Extent
2. Team Supervision and Evaluation	4.54	0.36	Very High Extent
3. Professional Upgrading	4.28	0.58	High Extent
4. Advanced Learning	4.16	0.58	High Extent
Overall Mean	4.34	0.46	High Extent

Darling-Hammond et al. (2017) assert that a multifaceted approach to professional development, exemplified by these mechanisms, provides comprehensive support for teachers, enabling them to address diverse instructional challenges and fostering ongoing professional growth. Fullan and Hargreaves (2020) propose that the integration of individual and team-based learning opportunities is essential for cultivating resilient and effective teaching communities and thereby enhancing overall school improvement.

Teachers' Mobility

The second research problem aimed to assess the level of mobility exhibited by teachers in terms of transfer, promotion and retirement.

Level of Teachers Mobility in Terms of Transfer

Table 6. *Level of Teachers Mobility in terms of Transfer*

Indicators	*Mean*	*SD*	*Verbal Description*
1. Transfer makes the possibility of teacher's localization of station.	4.33	0.73	Agree
2. Transfer from station to station creates problems for teachers.	3.07	1.32	Undecided
3. Transfer of teachers brings about new associations and adjustments.	4.17	0.93	Agree
4. Transfer creates space for teachers to evaluate their performance.	3.93	1.04	Agree
5. Transfer of teachers causes conflict and mixed emotions.	3.17	1.34	Undecided
6. Transfer gives opportunities for teachers to widen their horizons.	4.15	0.91	Agree
7. Transfer from a grade level to another entail's changes in the workload.	3.97	1.09	Agree
8. Transfer connotes a negative feeling among peers and co-workers.	3.12	1.30	Undecided
9. Transfer is form of disciplinary action.	2.88	1.58	Undecided
10. Transfer shows favoritism and nepotism among immediate superiors			Undecided
Overall Mean	3.64	1.14	Agree

Table 6 reveals the mobility of teachers in terms of transfer. The average mean rating stands at 3.64, indicating a verbal agreement. The teachers seem to agree that schools implemented transfer as a mobility method to tackle pressing issues and requirements.

This finding corresponds with recent literature emphasizing teacher mobility, including transfers, as a crucial strategy for improving school adaptability and addressing emerging needs (Hanushek, Rivkin, & Schiman, 2016). The research by Grissom & Viano (2021) highlights that those strategic transfers enhance school improvement initiatives by utilizing teachers' expertise in specific domains, thereby reinforcing the overall school ecosystem.

Level of Teachers Mobility in Terms of Promotion

Table 7. *Level of Teachers Mobility in terms of Promotion*

Indicators	*Mean*	*SD*	*Verbal Description*
1. Serves as a target for teachers to achieve through worthwhile endeavors.	4.48	0.70	Agree
2. Reveals exemplary performance of teacher's worthy of emulation.	4.47	0.73	Agree
3. Is a means of reward for teachers who perform excellently.	4.56	0.67	Strongly Agree
4. Is subjective.	3.85	0.93	Agree
5. Paves way for healthy or unhealthy competition among teachers.	3.86	0.92	Agree
6. Opens an avenue for teachers to widen their horizon and excel.	4.43	0.61	Agree
7. Is influenced by higher authorities and recommendations.	3.95	0.99	Agree
8. Is dependent on the teachers' performance and educational achievement.	4.06	1.01	Agree
9. Is highly dependent on the appointing authority and superiors.	3.82	1.13	Undecided
10. Encourages nepotism and favoritism	3.10	1.30	Undecided
Overall Mean	4.06	0.90	Agree

Table 7 presents the findings regarding teachers' mobility in promotion. Item 10 received the lowest mean rating of 3.10, categorized as "undecided," whereas Item 3 achieved the highest mean rating of 4.56, categorized as "strongly agree." The results show an overall mean score of 4.06, indicating a high level of agreement among respondents. This suggests that the majority of teachers perceive a significant degree of mobility or opportunity for promotion in their current positions.

This aligns with the findings of Shields et al. (2012), indicating that teachers exhibit a degree of satisfaction regarding available promotional opportunities. However, the specifics of this satisfaction may differ based on variables such as school type, years of experience, and other contextual factors affecting career advancement. Educational institutions need to take note of this, as it not only reveals a generally positive attitude towards career advancement, but also pinpoints areas that could benefit from improved mobility (Ingersoll & Perda, 2010).

Level of Teachers Mobility in Terms of Retirement

Table 8. *Level of Teachers Mobility in terms of Retirement*

Indicators	*Mean*	*SD*	*Verbal Description*
1. Provides opportunities for teachers to cherish their families.	4.74	0.51	Strongly Agree
2. Is a reward for hard work and committed service to the department.	4.66	0.62	Strongly Agree
3. Is every teacher's dream.	4.37	0.96	Agree
4. Isolates teachers from their long-time friends and companions.	3.17	1.29	Agree
5. Encourages teachers to work efficiently and effectively.	4.30	0.74	Agree
6. Is the end of official connections to the department.	3.72	1.27	Agree
7. Brings about changes in the teachers' usual routines and activities.	4.34	0.66	Agree
8. Ensures security and financial stability of the teachers' families.	4.12	0.78	Agree
9. Makes teachers anxious of their future associations.	3.52	1.31	Agree
10. Causes teachers to feel loneliness and boredom.	2.82	1.27	Undecided
Overall Mean	3.98	0.94	Agree

Table 8 presents the findings on teachers' mobility regarding retirement, indicating an overall mean of 3.98 and a standard deviation of 0.94. The mean score suggests that, on average, teachers generally agree that retirement affects their professional mobility. The findings indicate that retirement is a significant factor influencing teachers' decisions to move or leave their current positions.

The findings corroborate the assertion made by Smith and Ingersoll (2015) that decisions related to retirement could potentially result in workforce turnover. Studies by Guarino, Santibañez, and Daley (2006) highlight the significance of examining the effects of retirement on teacher mobility, especially regarding the attrition of experienced educators and its implications for school stability.

Summary of Mean on the Extent of Teachers' Mobility

Table 9. *Summary of Mean on the Level of Teachers' Mobility*

Indicators	*Mean*	*SD*	*Verbal Description*
The teacher's mobility			
1. Transfer	3.64	1.14	Agree
2. Promotion	4.06	0.90	Agree
3. Retirement	3.98	0.94	Agree
Overall Mean	3.89	0.99	Agree

The table 9 indicates that teachers support the concept of teaching mobility, evidenced by a mean of 3.89 and a standard deviation of 0.99. In the context of teachers' mobility, promotion exhibited the highest mean (M=4.06, SD=0.90), followed by retirement (M=3.98, SD=0.94), while transfer recorded the lowest mean (M=3.64, SD=1.14).

The findings show that within the teaching profession, people regard promotion and retirement as mobility factors more favorably and consistently, while they seem to appreciate transfers less uniformly. This is consistent with prior studies highlighting the importance of professional development and career advancement in education as factors influencing job satisfaction and retention (Farkas, 2016; Ingersoll, 2015). Furthermore, Johnson et al. (2017) argued that the promotion of teachers can enhance motivation and overall satisfaction in their teaching roles. In addition, teachers' awareness of retirement opportunities can significantly impact their long-term career decisions and transitions (Greenhaus et al., 2016). Finally, unfavorable perceptions of teacher transfers, especially those that are involuntary, often result in increased burnout and dissatisfaction (Borman & Dowling, 2017).

Teachers' Productivity

The third research problem aimed to assess the level of productivity exhibited by teachers in terms of instructional competence, professional characteristics and punctuality and attendance.

Level of Teachers Productivity in Terms of Instructional Competence

Table 10 displays the productivity of teachers in terms of instructional competence. Table 10 classifies the individual scores of each indicator, ranging from 7.90 to 8.40, as "Very Satisfactory" and highlights critical components of instructional competence in teaching. The areas with the highest scores—evaluating learning outcomes (8.40), ensuring student participation (8.30), and addressing individual differences (8.30)—indicate that instructors are achieving excellence in the establishment of a learning environment that is inclusive, engaging, and assessment-focused. The total mean of 8.18 indicates a "Very Satisfactory" performance level, implying that teachers are well-prepared and very successful in instructional competency.

Table 10. *Level of Teachers Productivity in terms of Instructional Competence*

	Indicators	*Mean*	*Verbal Description*
1.	Maintains clean and orderly environment.	8.10	Very Satisfactory
2.	Selects contents and prepares appropriate instructional materials/ teaching aids.	8.20	Very Satisfactory
3.	Presents and develops lessons.	8.10	Very Satisfactory
4.	Formulates/Adopts objectives of lesson plan.	8.10	Very Satisfactory
5.	Selects teaching methods/strategies.	8.10	Very Satisfactory
6.	Shows mastery of the subject matter.	8.20	Very Satisfactory
7.	Conveys ideas clearly.	8.20	Very Satisfactory
8.	Maintains classroom conducive to learning.	8.10	Very Satisfactory
9.	Provides appropriate motivation.	8.20	Very Satisfactory
10.	Ensures pupils'/students' participation.	8.30	Very Satisfactory
11.	Diagnoses learners' needs.	7.90	Very Satisfactory
12.	Utilizes the art of questioning to develop higher level of thinking.	8.20	Very Satisfactory
13.	Relates new lesson with previous knowledge/skills.	8.30	Very Satisfactory
14.	Addresses individual differences.	8.30	Very Satisfactory
15.	Evaluates learning outcomes.	8.40	Very Satisfactory
16.	Assesses lesson to determine desired outcomes within the allotted time.	8.10	Very Satisfactory
	Overall Mean	8.18	Very Satisfactory

The findings support the conclusion by Simonsen et al. (2015) that a clean and orderly classroom environment enhances student engagement and focus, corroborating the high ratings teachers received for maintaining effective learning spaces. Furthermore, the ability to evaluate learning outcomes (rated 8.40 in the study) also reflects on teachers' effectiveness. Furthermore, Marzano and Simms (2017) added that systematic evaluation of learning outcomes allows educators to make informed instructional modifications that address students' progress. Tomlinson (2017) affirmed that differentiation in teaching approaches enables educators to address diverse learning needs and demonstrates teachers' competence in line with current trends in differentiated instruction.

Level of Teachers Productivity in Terms of Professional Characteristics

Table 11. *Level of Teachers Productivity in terms of Professional Characteristics*

	Indicators	*Mean*	*Verbal Description*
1.	Honesty/Integrity	8.20	Very Satisfactory
2.	Courtesy	8.40	Very Satisfactory
3.	Human Relations	8.30	Very Satisfactory
4.	Proper Attire/Good Grooming	8.30	Very Satisfactory
5.	Leadership	7.90	Very Satisfactory
6.	Initiative/Resourcefulness	8.00	Very Satisfactory
7.	Decisiveness	7.60	Very Satisfactory
8.	Dedication/Commitment	8.40	Very Satisfactory
9.	Fairness/Justice	8.20	Very Satisfactory
10.	Stress Tolerance	7.30	Very Satisfactory
	Overall Mean	8.06	Very Satisfactory

Table 11 reveals that the level of teacher productivity through various professional characteristics shows that teachers are rated "Very Satisfactory" across all indicators, with an overall mean of 8.06. This interpretation suggests that teachers demonstrate high performance in these professional qualities, contributing positively to the learning environment and student outcomes.

The total mean score shows that teachers have good professional characteristics, which contribute to a productive and helpful educational environment. This is consistent with the findings of Basikin (2018), who highlights the role of teachers' professional traits in improving educational quality and outcomes.

Level of Teachers Productivity in Terms of Punctuality and Attendance

Table 12. *Level of Teachers Productivity in terms of Punctuality and Attendance*

	Indicators	*Mean*	*Verbal Description*
1.	Arrive and depart from school 15 minutes before the start and end of official time.	7.50	Very Satisfactory
2.	Finish writing my lesson plan for the next day before going home.	7.20	Very Satisfactory
3.	Prepare TOS and test bank before conducting periodical tests.	7.60	Very Satisfactory
4.	Submit required reports on time.	7.90	Very Satisfactory
5.	Compute and submit grades ahead of deadline.	8.10	Very Satisfactory
6.	Number of times absent during the rating period.	5.00	Satisfactory
7.	Number of times tardy during the rating period.	5.30	Satisfactory
	Overall Mean	6.94	Very Satisfactory

The data in Table 12 shows an overall "Very Satisfactory" rating for teachers' productivity in terms of punctuality and attendance, with an overall mean score of 6.94. This indicates that teachers demonstrate a high level of productivity, particularly in attendance, punctuality, and preparation.

The findings supported by the study of Mugisha et al. (2020) found that punctuality and attendance are associated with higher student achievement, as they allow teachers to establish consistent routines and meet instructional goals. Additionally, Ahmed et al. (2018) demonstrated that teachers' adherence to schedules and deadlines positively impacts school operations and student discipline, reinforcing the role of teacher accountability in school settings.

Studies by Santos and De Guzman (2019) highlight that teacher who maintain punctuality in preparing materials and submitting requirements create a positive example for students, fostering a culture of responsibility. Rivera and Dominguez (2021) also underscored the relationship between teacher attendance and productivity, finding that teachers who reduce tardiness and absenteeism demonstrate higher engagement levels, crucial for meeting educational standards.

Summary of Mean on the Level of Teachers' Productivity

Table 13. *Summary of Mean on the Level of Teachers' Productivity*

Indicators	*Mean*	*Verbal Description*
The teacher's productivity		
1. Instructional Competence	8.18	Very Satisfactory
2. Professional Characteristics	8.06	Very Satisfactory
3. Punctuality and Attendance	6.94	Very Satisfactory
Overall Mean	7.73	Very Satisfactory

Table 13 presents the level of teachers' productivity across three aspects: instructional competence (M = 8.18), professional characteristics (M = 8.06), and punctuality and attendance (M = 6.94). The overall mean of 7 reflects a very satisfactory level of performance among teachers, pointing to a generally high standard of productivity within the profession.

Tichenor and Tichenor (2019) supported these findings, stating that teachers' professional characteristics contribute to a positive school culture and foster trust among students, which are vital for a supportive learning environment. Furthermore, Alkhawaldeh et al. (2017) assert that teacher competence plays a crucial role in educational effectiveness and continuous professional development to uphold high standards. Lastly, Allen et al. (2020) emphasized that regular attendance is an important part of teacher professionalism, contributing to stability and a consistent learning experience for students.

Relationship Between the Teachers' Teaching Mechanisms and Teachers' Mobility

Table 13. *Influence of Teachers' Mechanism to Teachers' Mobility*

Variables	*r-value*	*p-value*
Teaching mechanism and Teachers' mobility.	0.388	0.746

The result r = 0.388 reveals that there is a weak positive correlation between the teaching mechanism and teachers' mobility. This means that as the strategic mechanism improves, there is a slight tendency for teachers' mobility to increase, but the relationship is not strong. The p-value of 0.746 is much higher than the common significance level of 0.05. This suggests that the observed correlation lacks statistical significance. It suggests that this relationship is not statistically significant. Therefore, it cannot confidently conclude that changes in the strategic mechanism have a meaningful impact on teachers' mobility.

According to Johnson et al. (2014), schools that provide strong professional support and foster a positive teaching environment help mitigate the negative effects that challenging teaching mechanisms might have on teacher retention.

Kraft, Marinell, and Shen-Wei Yee's (2016) research, on the other hand, showed that teachers who feel empowered by their teaching practices and receive opportunities for professional development may remain in the profession for longer. These teachers are less likely to experience negative mobility because their teaching mechanisms are fulfilling and positively reinforced by the educational environment.

Relationship Between the Teachers' Teaching Mechanisms and Teachers' Productivity

Table 14. *Influence of Teachers' Mechanism to Teachers' Productivity*

Variables	*r-value*	*p-value*
Teaching mechanism and Teachers' Productivity.	0.699	0.507

The r-value of 0.699 indicates a moderate to strong positive correlation between the teaching mechanism and teachers' productivity. This suggests that as the strategic mechanism improves, teachers' productivity tends to increase as well. The strength of this correlation is relatively high, implying a substantial relationship. The p-value of 0.507 is higher than the common significance level of 0.05. This indicates that the observed correlation is not statistically significant. In other words, there is a considerable probability that the observed relationship could be due to random chance rather than a true underlying effect.

The findings supported by the study of Taylor (2017) affirmed that the relationship between teacher skills and productivity varies depending on the instructional approach used, supporting the idea that while there can be strong correlations, statistical significance is not always achieved. Furthermore, Burroughs et al. (2019) also added that while certain teaching mechanisms can positively influence productivity, the relationships are often complex and influenced by multiple factors.

Lastly, Stronge et al. (2018) concluded that innovative teaching practices like differentiated instruction and active learning strategies greatly increase teacher productivity by enhancing classroom management and encouraging student engagement. Moreover, Darling-Hammond et al. (2017) concluded that mentorship opportunities and professional development programs are two examples of successful methods that raise teacher productivity.

Conclusions

The study emphasizes the substantial contribution of strategic mechanisms to the improvement of the productivity and mobility of teachers. The high extent of teaching mechanisms, particularly team supervision and evaluation, underscores the significance of structured support and assessment in enhancing teaching practices.

Teachers' general support for mobility, especially in terms of promotion and retirement, indicates positive perceptions of these forms of mobility. However, the lower agreement on transfer opportunities implies that teachers may not find such mobility as desirable or relevant in their professional context.

The "Very Satisfactory" rating for teachers' productivity reflects their dedication and effectiveness, particularly in instructional competence and professional characteristics, though there is room for improvement in punctuality and attendance.

Although positive correlations exist between the teaching mechanism and both mobility and productivity, these are not statistically significant, suggesting the relationships may be due to chance. Schools should continue refining strategic mechanisms to bolster teacher performance and educational outcomes.

Based on the conclusions of the study, the following recommendations are drawn.

Enhance training in supervision and evaluation: Implement advanced training programs to improve teachers' competencies in team supervision, evaluation, and classroom observation. This may encompass peer coaching frameworks and collaborative observation methodologies. Support teachers in adopting innovative instructional strategies, such as technology integration, differentiated learning, and student-centered approaches, to enhance their teaching methods.

Review and amend teacher transfer procedures to address issues and improve the process. Family considerations, workload, and support systems should all be considered while taking on new assignments. Highlight and promote career advancement mechanisms such as promotions and recognition programs in order to keep instructors motivated and satisfied.

Provide Resources and Support: Ensure teachers have access to the necessary resources, including teaching materials, technology, and professional development opportunities, to maintain their "Very Satisfactory" productivity levels. Establish recognition programs that celebrate outstanding teacher performance to foster a culture of excellence and continuous improvement.

Integrate mechanisms with career development: Tie effective teaching mechanisms, such as classroom observation and evaluation, to career development pathways to motivate teachers to adopt these practices.

Develop Comprehensive Support Programs: To optimize productivity, provide mentorship, professional learning communities, and instructional tools in comprehensive support programs. Continuously assess teaching methods to uncover best practices and areas for development that meet productivity goals.

Conduct regular assessments to monitor the impact of strategic mechanisms on teaching practices and make data-driven adjustments. This will ensure that the mechanisms remain relevant and effective over time.

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