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Predictors that Affect the Use of Alternative Work Arrangements and Work Performance of Secondary Teachers in Candelaria, Division of Zambales

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ABSTRACT: In the first quarter of 2020, the Philippines faced significant impacts from the coronavirus, leading to the cessation of operations in various industries, including the Department of Education (DepEd). To ensure the safety of its personnel, DepEd introduced an Alternative work arrangement. This study aimed to identify predictors influencing the use of these arrangements and their impact on the work performance of secondary school teachers in Candelaria, Zambales. Employing a descriptive research design, the study collected data through questionnaires from 121 secondary teacher-respondents in the Candelaria District. The study revealed that the typical teacher-respondents are female, married, in early adulthood, majoring in Technology and Livelihood Education (TLE), and hold Teacher I positions with some master's degree units. They exhibit a skeletal workforce in schools and strongly agree on the predictors influencing the use of Alternative Work Arrangements. Despite showing excellent work performance, significant differences exist among predictors related to work performance based on educational attainment and sex concerning technological factors. However, no significant relationships were found between selected alternative work arrangements and predictors affecting work performance.

KEYWORDS – *alternative work arrangement, job satisfaction, pedagogical leadership, teacher factor, technological factor*

I. INTRODUCTION

On the 30th of January 2020, the World Health Organization (WHO) declared an outbreak of Coronavirus disease (COVID-19) because of its contagious characteristics that can affect many people quickly. Since the emergence of Coronavirus disease (COVID-19), many industries and establishments were ordered to stop their operation, and eventually they closed and declared losses. As a result, many have lost their jobs and livelihoods.

The Department of Education (DepEd) was not exempt from this situation. Schools were temporarily closed to protect our teachers and learners from being infected with COVID-19.

To address the problem, the Department of Education (DepEd) released DepEd Order No.11, s. 2020, Revised Guidelines on Alternative Work Arrangements in the Department of Education during the Period of State of National Emergency due to the COVID-19 Pandemic. These guidelines provide for the work arrangements in the Department of Education (DepEd) under the Civil Service Commission (CSC) Memorandum Circular (MC) No. 10, s. 2020.

Alternative Work Arrangements identified by the Civil Service Commission that government agencies such as the Department of Education may adopt individually or in combination during the period of the State of National Emergency due to the COVID-19 Pandemic. It consists of the following: (a) Work-From-Home (WFH) – refers to an output-oriented work arrangement that authorizes the personnel to produce outputs/results and accomplishments outside of the office or school. Work-from-home arrangements may be allowed for the following tasks: research; policy formulation/review/amendment; project work, including but not limited to, drafting of proposals/ projects studies/ training modules; data encoding/ processing; adjudication of cases or review of cases, including legal work; budget planning and forecasting; recording, examination and interpretation of financial records and reports; evaluation and formulation of accounting, auditing and management control systems; computer programming; database maintenance; design work/ drafting of drawing plans; preparation of information materials; sending/receiving e-mail; HR Tasks, e.g. computation of leave credits, preparation of payroll etc., as the case maybe; and Other analogous tasks which require the use of a computer and World Wide Web (Internet) for reading, encoding, printing or submission of written outputs for the review, evaluation or final presentation/ assessment of the immediate supervisor, the head of office or management.

Skeleton Workforce (SWF) refers to operational capacity which utilizes the smallest number of people needed for a business or organization to maintain its basic functions, health and safety conditions, and transportation arrangements, shall be considered; in the identification of the personnel who shall be included in the skeleton workforce or physically reporting workforce, the individual personnel's roles and functions, health and safety conditions, and transportation arrangements, shall be considered: 1) personnel whose tasks can only be rendered within the office or school premises, may be required to physically report to their respective work stations; 2) schools personnel may be allowed to rendered services and perform tasks in school premises when a WFH arrangement or online modality is not feasible based on the assessment of the SDO.

Five-Day Physically Reporting Workweek on Two-week Shifting or Rotation – it is a system of rotation of work that will ensure reduced person-to-person contact and exposure, observance of the 14-day quarantine period due to probable exposure, and easier contact tracing if any personnel is infected or suspected to be infected. In this alternative work arrangement, heads of offices shall observe the following parameters; 1) a system of rotation shall be established such that an individual shall be in contact and exposed only to a specific person or group of persons; 2) switching of rotation shall be only be allowed under exceptional circumstances, such as but not limited to health, safety, or other compelling personal reasons; 3) total workforce is divided into two batches. The number of total physical reports to work for each batch shall not exceed 50% of the total workforce. 4) after completing the two-week physical reporting rotation, the personnel shall observe home quarantine for a period of 14 days or two (2) workweeks while reporting on a WFH basis; 5) personnel shall be allowed to resume physical reporting to office or school only when there is no manifestation of any COVID-related or COVID-like symptoms; and 6) for personnel physically reporting to the office/school, the workday may consist of six (6)-hours on-site at the work station and two (2)-hours on WFH arrangement. This is to allow sufficient time for travel, given the imposition of curfew hours, limited access to transportation, and other regulatory limitations on inter-zonal or cross-border travel.

Four-Day Physically Reporting Workweek and One-Day WFH on Weekly Shifting or Rotation of Work – it is a system of rotation of work that will ensure reduced person-to-person contact and exposure, and observance of a period of home quarantine and self-monitoring following physical reporting to work, and easier contact tracing if any personnel is infected or suspected to be infected. In this type of alternative work arrangement, heads of office and school heads shall observe the following parameters: 1) a system of rotation shall be established such that an individual shall be in contact and exposed only to a specific person or group of persons; 2) switching of rotation shall only be under exceptional circumstances, such as but not limited to health, safety, or other compelling personal reasons; 3) the workforce is divided into four batches. The number of personnel physically reporting to work for each batch shall not exceed 25% of the total workforce; 4) each batch shall physically report to work for four (4) days. After physically reporting to work, the personnel shall be required to be on home quarantine for a period of 10 calendar days while reporting on a WFH basis during workdays; 5) personnel shall be allowed to resume physical reporting to office or school only when there is no manifestation of any COVID-related or COVID-like symptoms; and, 6) or personnel physically reporting to the office/school, the workday may consist of six (6)-hours on-site at the work station and two (2)-hours on WFH arrangement. This is to allow sufficient time for travel, given the imposition of curfew hours, limited access to transportation, and other regulatory limitations on inter-zonal or cross-border travel.

The study aimed to determine the Predictors that affect the Use of Alternative Work Arrangements and Work Performance of the Secondary School Teachers in Candelaria, Division of Zambales. The following research questions would be directed in line with this purpose:

1. What is the demographic profile of the teacher-respondent in terms of:
   - 1.1 sex;
   - 1.2 age;
   - 1.3 civil status;
   - 1.4 area of specialization;
   - 1.5 academic position; and
   - 1.6 highest educational attainment?
2. What is the demographic profile of the teacher-respondents in terms of:
   - 2.1 Work-from-home;
   - 2.2 Skeletal Workforce;
   - 2.3 Staggered Working Hours;
   - 2.4 Four-day Compressed Workweek;
   - 2.5 Five-day Physical Reporting Workweek on Two-week Shifting or Rotation; and
   - 2.6 Four-Day Physical Reporting Workweek and One-Day WFH on Weekly Shifting or Rotation of Work?
3. How do the teacher-respondents perceive the Predictors that affect the Use of Alternative Work Arrangements in the following aspects?
   - 3.1 Job Satisfaction;

3.2 Organizational Support;
3.3 School's Head Pedagogical Leadership;
3.4 Teacher Related; and
3.5 Technological?

4. What is the work performance of the teacher in the IPCRF during the school year 2020-2021?
5. Is there a significant difference in the predictors that affect the work performance in the use of Alternative Work Arrangements when teachers are grouped according to their profile?
6. Is there a significant relationship between the selected Alternative Work Arrangements and the predictors that affect Work Performance?
7. Is there a significant relationship between the predictors that affect the use of Alternative Work Arrangements and the Work Performance of teachers?

II. RELATED LITERATURE

2.1 Introduction

Alternative Work Arrangements are beneficial to employees and employers. Flexible scheduling rules have been demonstrated in several studies to boost morale, job satisfaction, reduce absenteeism, reduce turnover, and reduce burnout-all with no quantifiable loss in production. The procedure must be properly planned, but when done right, it reaps enormous benefits.

Job Satisfaction. Job satisfaction is a person's general attitude towards work, which shows the difference between the number of awards received by workers and the amount they believe they should receive (Gewasari et al., 2017). Work flexibility offers employees a balance between professional and personal life, leading to job satisfaction and performance, with positive consequences for the well-being of the organization. Work flexibility is very important, digital transformations and technology allowing the carrying out of activities based on an internet connection in many areas (Davidescu, Apostu, Paul, & Casuneanu, 2020).

Organizational Support. Teachers performed better when they experienced organizational support from the institute and higher authorities. It means that organizational support has a strong association with teachers' performance. Across various cultures, teachers constantly must face high stress. Different factors can contribute to occupational stress, including insufficient salary, long working hours, lack of acknowledgment, poor teaching facilities, and lack of social support at the workplace. When an organization provides support to its employees, occupational stress decreases. The confidence level of employees increases when this sense develops that the organization values their work and contributions. On the other hand, if no support is provided, the level of occupational stress may increase, which impairs the employee's functioning (Malik, 2015).

School Head Pedagogical Leadership. A pedagogy leader can be considered to be a person who, by their actions, speeches, or otherwise, promotes pedagogical activity. Pedagogical leadership requires special readiness and ability based on the hidden attitudes of the leader. The leader's role includes the feeling of leadership and authority, such as a teacher or pedagogue, but the forms, techniques, and methods are different. The concept of pedagogical leadership brings leadership closer to people's interaction, as opposed to the previous hierarchical leadership style. The management of pedagogy is a management of the whole – how the personnel can work in their work as educators and learn and develop in their work. Pedagogical leadership, on the other hand, is the management of personnel learning, and its implementation is defined by each leader's learning concept (Lahiten, 2017).

Teacher Factors. Based on the study of Sukawati, Gunawan, Prayoga, and Wardani (2020), teachers or educators are individual beings and social creatures. As a social being, there is an internal urge to relate (interaction) with other humans, because by nature, humans need support and assistance from other humans. On the other hand, a teacher or educator is also a sensitive individual, so they often touch other humans. Therefore, often personal problems between teachers are feelings of offense towards others, either because of wrong words or mispronunciation. To overcome this, a teacher must have a good personality. A good personality is very important for a teacher. A good personality will be a teacher's capital to interact and relate to other humans.

2.2 Conceptual Framework

Figure 1 presents the conceptual framework of the study. It consists of an Independent Variable – Dependent Variable (IV-DV). The independent variable contains predictors affecting the performance of secondary school teachers in Candelaria, which are the School Head's Pedagogical Leadership, Technological Factor, Teacher Factor, Job Satisfaction, and Organizational Support. The dependent variable focuses on the use of alternative work arrangements and teachers' work performance.

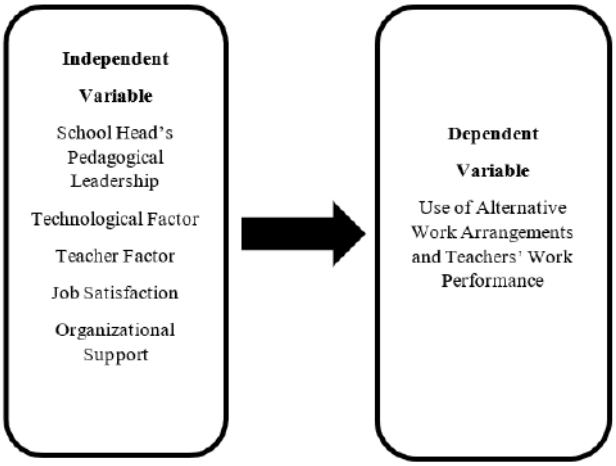

Figure 1. Framework of the Study

The independent variable contains predictors affecting the performance of secondary school teachers in Candelaria, which are the School Head's Pedagogical Leadership, Technological Factor, Teacher Factor, Job Satisfaction, and Organizational Support. The dependent variable focuses on the use of alternative work arrangements and teachers' work performance.

III. RESEARCH METHODOLOGY

3.1 Research Design

The study utilized descriptive research design to identify the perception of teacher-respondents regarding to the predictors that affect the use of Alternative Work Arrangements.

3.2 Respondents and Location

The respondents were composed of 121 secondary school teachers from Candelaria comprised of Candelaria School of Fisheries, located at Sinabacan, Candelaria, Zambales, Lauis National High School, located at Lauis, Candelaria, Zambales, Pamibian Integrated School, located at Pamibian, Candelaria, Zambales, and Uacon Integrated School, located at Uacon, Candelaria, Zambales.

3.3 Sampling Method

The research study utilized the total population or the entire population sampling. All identified secondary school teachers from Candeleria District.

3.4 Instrument

The instrument used in gathering data in this research was a questionnaire. To further ensure the validity, reliability, clarity, and clearness of the item indicators, the researcher conducted a pilot test with 20 teacher-respondents. The pilot testing respondents would not be included in the actual data. Cronbach's alpha would be computed to test the reliability of the responses in the pilot testing. The Cronbach's alpha values and the corresponding interpretation for Job Satisfaction was 0.953, the Qualitative Interpretation was Excellent; for Organizational Support was 0.900, the Qualitative Interpretation was Good; School Head's Pedagogical Leadership was 0.948, the Qualitative Interpretation was Excellent; Teacher Factor was 0.929, the Qualitative Interpretation was Excellent; and the Technological Factor was 0.968, the Qualitative Interpretation was Excellent. Based on the result of Cronbach's Alpha, the instrument was reliable since four out of 5 predictors got higher value, stable, and consistent scores.

3.5 Data Analysis

The statistical tools used in the analysis and interpretation of data and hypothesis testing were; frequency distribution, to determine the frequency counts and percentage distribution of personal-related variables in the respondents; mean, to measure the responses on the perceived predictors that affect the use of alternative work arrangements in terms of job satisfaction, organizational support, school head's pedagogical leadership, teacher-related and technological; and ANOVA, to test the significant difference of the responses when respondents are group according to profile variables.

IV. RESULTS AND DISCUSSION

This study presentthe gathered and processed data using tabular form, interpreted and analyzed for clear and better understanding.

4.1 Profile of Teacher-Respondents

The frequency and percentage distribution on the teacher-respondents profile of sex, age, civil status, area of specialization, academic position and highest educational attainment is shown in Table 2.

Table 2
Frequency and Percentage Distribution on the Teacher-respondent's Profile Variable

Profile Variables		Frequency (f)	Percentage (%)
Sex	Male	27	22.30
	Female	94	77.70
	Total	**121**	**100.00**
Age Mean = 39.02 or 39 years old	55 & Above	9	7.40
	50-54	10	8.30
	45-49	18	14.90
	40-44	15	12.40
	35-39	27	22.30
	30-34	17	14.00
	25-29	24	19.80
	20-24	1	0.80
	Total	**121**	**100.00**
Civil Status	Single	25	20.70
	Married	95	78.50
	Widow/er	1	0.80
	Total	**121**	**100.00**

Table 2
Frequency and Percentage Distribution on the Teacher-respondent's Profile Variable (Continuation)

Profile Variables		Frequency (f)	Percentage (%)
Area of Specialization	Filipino	10	8.30
	English	11	9.10
	Mathematics	20	16.50
	Science	21	17.40
	Araling Panlipunan	16	13.20
	Edukasyon sa Pagpapakatao	5	4.10
	Technology Livelihood Education	33	27.30
	MAPEH	5	4.10
	Total	**121**	**100.00**
Academic Position	Head Teacher III	2	1.70
	Master Teacher II	1	0.80
	Master Teacher I	1	0.80
	Teacher III	27	22.30
	Teacher II	37	30.60
	Teacher I	53	43.80
	Total	**121**	**100.00**
Highest Educational Attainment	Doctoral Degree	3	2.50
	With Doctoral units	2	1.70
	Master's Degree	32	26.40
	With Masteral units	73	60.30
	Bachelor's Degree	11	9.10
	Total	**121**	**100.00**

4.1.1 Sex. Most of the teacher-respondents are females with 94 (or 77.70%), while only 27 (or 22.30%) are males.
4.1.2 Age. The highest frequency of respondents belongs to the age group 35-39 years old with 27 (or 22.30%) of the responses, while only 1 (or 0.80%) belongs to the age group 20-24 years old.
4.1.3 Civil Status. Most of the respondents with 95 (or 78.50%) are married, while only 1 (or 0.80%) is a widow/er.
4.1.4 Area of Specialization. Most of the respondents are with the area specialization of Technology Livelihood Education (TLE) with 33 (or 27.30%), while only 5 (or 4.10%) are Edukasyon sa Pagpapakatao and MAPEH majors, respectively.
4.1.5 Academic Position. Most of the teacher-respondents, 53 (or 43.80%) are Teacher I while only 1 (or 0.80) is Master Teacher II and Master Teacher I, respectively.

4.1.6 Highest Educational Attainment. Most of the respondents earned units in Master's with 73 (or 60.30%), while only 2 (or 1.70%) earned units in doctoral.

4.2 Alternative Work Arrangement (AWA) that Teacher-respondents Practice in their Respective Schools

Table 3
Frequency and Percentage Distribution on the Alternative Work Arrangement (AWA) Practiced by Teacher-respondents in their Respective Schools

Alternative Work Arrangement (AWA)	Frequency (f)	Percentage (%)
Work-from-home	29	24.00
Skeletal (Skeleton) Workforce	90	74.40
Staggered Working Hours	1	0.80
Four-Day (Compressed) Workweek	1	0.80
Five-Day Physical Reporting Workweek on Two-week Shifting or Rotation	0	0.00
Four-Day Physical Reporting Workweek and One-Day WFH on Weekly Shifting or Rotation of Work	0	0.00
Total	**121**	**100.00**

Table 3 showed most teacher-respondents practiced a skeletal workforce in their school, with 90 (or 74.40%) of the responses, while only 1 (or 0.80%) practiced a four-day (compressed) workweek and five-day physical reporting workweek on two-week sifting or rotation in their schools, respectively.

In the study of Spreitzer, Cameron, and Garrett (2017) identified three dimensions of flexibility that undergird alternative work arrangements; (a) flexibility in the employment, (b) flexibility in the scheduling of work, and (c) flexibility in where work is accomplished.

4.3 Predictors that Affect the Use of Alternative Work Arrangement (AWA) as Perceived by Teachers

4.3.1 Job Satisfaction

The Table 4 showed that the teacher-respondents strongly agreed on predictors that affect the use of Alternative Work Arrangement in terms of job satisfaction.

Table 4
Perceived Predictors that Affect the Use of Alternative Work Arrangement in terms of Job Satisfaction

Job Satisfaction		Weighted Mean	Descriptive Equivalent	Rank
Job satisfaction affects the use of alternative work arrangements when				
1	Satisfied with the workload level	3.21	Agree	10
2	Satisfied with current responsibility in the workplace	3.28	Strongly Agree	7
3	Satisfied with the support I receive from the school management/administration	3.41	Strongly Agree	3.5
4	Satisfied with the cooperation I receive from the school management/administration	3.36	Strongly Agree	6
5	Satisfied with the trust that school management/administration has placed in me	3.40	Strongly Agree	5
6	Satisfied with the autonomy when making decisions about my day-to-day work	3.27	Strongly Agree	8
7	Satisfied with the cooperation I receive from my colleagues	3.41	Strongly Agree	3.5
8	Satisfied with the freedom I have in my workplace	3.48	Strongly Agree	2
9	Satisfied with my current income	3.05	Agree	12
10	Satisfied with the in-service training and webinar opportunities available for me as a teacher	3.18	Agree	11
11	Satisfied with the promotion opportunities available to me as a teacher	3.26	Strongly Agree	9
12	Satisfied with my collegial relationship with fellow teachers	3.50	Strongly Agree	1
Overall Weighted Mean		**3.32**	**Strongly Agree**	

In the study of Toropova, Myrberg , and Johansson (2020) revealed that teachers are reported higher job satisfaction when they perceived greater teacher cooperation, less student misbehavior and higher school principal support.

4.3.2 Organizational Support

The Table 5 showed that the teacher-respondents agreed on predictors that affect the use of Alternative Work Arrangements in terms of organizational support.

Table 5

Perceived Predictors that Affect the Use of Alternative Work Arrangement in terms of Organizational Support

Organizational Support		Weighted Mean	Descriptive Equivalent	Rank
Organizational support affects the use of alternative work arrangements when				
1	The organization provides gadgets like laptops, tablets, and self-learning modules to teachers to address the needs of learning delivery modality	2.86	Agree	11
2	The organization provides gadgets like laptops, tablets, and self-learning modules to learners to address the needs of learning delivery modality	2.88	Agree	9.5
3	The organization provides accessible internet connections for teachers	2.88	Agree	9.5
4	The organization provides accessible internet connections for learners	2.61	Agree	12
5	The organization provides webinars for teachers to address the transition from the old normal delivery of education to the new normal delivery of education	3.12	Agree	8
6	The organization provides webinars for teachers for professional development	3.35	Strongly Agree	3
7	The organization provides software applications like MS Office, Adobe, and Canva	3.14	Agree	7
8	The organization provides webinars for teachers about mental health and psychological issues during the pandemic	3.20	Agree	6
9	The organization initiates a good working relationship with one another	3.29	Strongly Agree	5
10	The organization provides a COVID-19 kit during the pandemic (alcohol, mask, vitamins, air purifier, etc.)	3.59	Strongly Agree	1
11	The organization provides instruction and supervision to teachers so they can work safely inside the school or in their homes	3.45	Strongly Agree	2
12	The organization implements an alternative work arrangement scheme based on the prevailing community quarantine classification	3.32	Strongly Agree	4
Overall Weighted Mean		**3.14**	**Agree**	

According to Wang and Zhou (2020) the support is often manifested through factors like providing professional development opportunities, maintaining a reasonable workload, and ensuring an equitable distribution of educational resources. Their study also showed that organizations should not only care for their teachers but also empower them to contribute to the school's intellectual development, which is a power driver of teacher well-being.

4.3.3 School Head's Pedagogical Leadership

Table 6
Perceived Predictors that Affect the Use of Alternative Work Arrangement in terms of School Head's Pedagogical Leadership

School Head's Pedagogical Leadership		Weighted Mean	Descriptive Equivalent	Rank
The school head's pedagogical leadership affects the use of alternative work arrangements when				
1	The principal promotes positive teaching and learning outcomes	3.64	Strongly Agree	1
2	The principal helps teachers develop professionally, along with personal health and well-being	3.54	Strongly Agree	3
3	The principal initiates innovation and creativity	3.51	Strongly Agree	6
4	The principal advocates positive changes in the school or the community	3.53	Strongly Agree	4
5	The principal monitors efficient and effective school operations	3.52	Strongly Agree	5
6	The principal supports teachers in terms of their advocacy, projects, activities, decisions, and actions	3.50	Strongly Agree	7
7	The principal has complete trust in the actions and decisions of the teachers	3.61	Strongly Agree	2
8	The principal assigns abrupt tasks	3.27	Strongly Agree	10
9	The principal discusses the duties and responsibilities with the person concerned	3.44	Strongly Agree	8
10	The principal develops strategic plans through consultation with the faculty members	3.40	Strongly Agree	9
Overall Weighted Mean		**3.50**	**Strongly Agree**	

The Table 6 showed that the teacher-respondents strongly agreed on predictors that affect the use of Alternative Work Arrangement in terms of the school head's pedagogical leadership.

The study of Oluwatusin and Olanrewaju (2025) confirmed that when school head's actively engaged in pedagogical leadership such as supervising instruction and promoting professional development, it positively and significantly influences how effectively teachers perform their duties.

4.3.4 Teacher Related

The Table 7 showed that the teacher-respondents strongly agreed on predictors that affect the use of Alternative Work Arrangements in terms of teacher-related factors.

Table 7
Perceived Predictors that Affect the Use of Alternative Work Arrangement in terms of Teacher-related

Teacher-related		Weighted Mean	Descriptive Equivalent	Rank
The following statements related to teachers affect the use of alternative work arrangements when				
1	The teacher has a good relationship with learners and their parents or guardians	3.79	Strongly Agree	2
2	The teacher has a good rapport with colleagues and heads	3.70	Strongly Agree	5
3	The teacher makes himself/herself prepared for work	3.81	Strongly Agree	1
4	The teacher completes the task ahead of time	3.66	Strongly Agree	8
5	The teacher observes the quality of accomplished outputs	3.68	Strongly Agree	6.5
6	The teacher exerts more effort to complete a task	3.72	Strongly Agree	4
7	The teacher attends webinars and training for professional development	3.59	Strongly Agree	9
8	The teacher has good time management	3.56	Strongly Agree	10
9	The teacher has a sense of accountability related to his/her duties and responsibilities as an adviser and coordinator	3.74	Strongly Agree	3
10	The teacher is open to suggestions and positive criticism for personal and professional development	3.68	Strongly Agree	6.5
Overall Weighted Mean		3.69	Strongly Agree	

According to the study of Gading (2024) teacher competence is a central factor in the effectiveness of alternative work arrangements (AWA). Coaching and mentoring practices highlight that a teacher's engagement with professional development greatly influences AWA success, particularly for those with varying competency levels. Personal responsibilities significantly affect teacher's experiences with AWAs, as managing workloads is crucial for achieving work-life balance. Additionally, emotional well-being factors like professional motivation and resilience are vital for maintaining performance amid challenges such as stress and isolation in AWAs.

4.3.5 Technological

The Table 8 showed that the teacher-respondents strongly agreed on predictors that affect the use of Alternative Work Arrangements in terms of technology.

Table 8
Perceived Predictors that Affect the Use of Alternative Work Arrangement in terms of Technological

Technological		Weighted Mean	Descriptive Equivalent	Rank
The following Technological factors affect the use of alternative work arrangements when				
1	There are available gadgets like desktops, laptops, tablets, and smartphones for personal productivity	3.28	Strongly Agree	10
2	There are technological devices used for the submission of reports	3.31	Strongly Agree	8.5
3	There are available gadgets used for communication with learners, parents, or guardians (e.g., e-mail, online chats, text messages, or phone calls)	3.35	Strongly Agree	6.5
4	There are available gadgets used to access electronic resources (e.g., LRMDS, DepEd Commons, PD-LMS, etc.)	3.39	Strongly Agree	4
5	There are technology devices used to attend webinars for professional growth and development	3.41	Strongly Agree	1.5
6	There are available technology devices used in learning distance modality (e.g., Modular Distance Learning, Online Distance Learning, and TV/Radio Based Instruction)	3.31	Strongly Agree	8.5
7	There are available software and applications used to facilitate teaching specific concepts (e.g., PowerPoint, Inknoe, ClassPoint, Canva, etc.)	3.36	Strongly Agree	5
8	There is available software and applications used for information presentations (e.g., PowerPoint, digital media)	3.40	Strongly Agree	3
9	There is available software and applications used to analyze student achievement and performance data	3.41	Strongly Agree	1.5
10	There is available software and applications used for classroom management (e.g., Google Classroom)	3.35	Strongly Agree	6.5
Overall Weighted Mean		**3.36**	**Strongly Agree**	

4.4 Summary: Predictors that Affect the Use of Alternative Work Arrangement (AWA) as Perceived by Teachers

Table 9
Summary on the Perceived Predictors that Affect the Use of Alternative Work Arrangement

Dimensions		Overall Weighted Mean	Descriptive Equivalent	Rank
1	Job Satisfaction	3.32	Strongly Agree	4
2	Organizational Support	3.14	Agree	5
3	School Head's Pedagogical Leadership	3.50	Strongly Agree	2
4	Teacher-related	3.69	Strongly Agree	1
5	Technological	3.36	Strongly Agree	3
Grand Mean		**3.40**	**Strongly Agree**	

4.4.1 Job Satisfaction. The respondents strongly agreed on predictors that affect the use of Alternative Work Arrangement in terms of job satisfaction.

4.4.2 Organizational Support. The respondents agreed on predictors that affect the use of Alternative Work Arrangements in terms of organizational support.

4.4.3 School Heads' Pedagogical Leadership. The respondents strongly agreed on predictors that affect the use of Alternative Work Arrangement in terms of the school head's pedagogical leadership.

4.4.4 Teacher-related. The respondents strongly agreed on predictors that affect the use of Alternative Work Arrangements in terms of teacher-related factors.

4.4.5 Technological. The respondents strongly agreed on predictors that affect the use of Alternative Work Arrangements in terms of technology.

Study of Fajardo (2024) indicated that positive factors facilitating the use of alternative work arrangements (AWAs), included work-life balance, as AWAs provided a clear distinction between work and personal life, enhancing well-being and safety. A focus on results rather than physical presence was essential for the success of AWAs. Additionally, support and encouragement from supervisors significantly influenced teachers' willingness to embrace the effectively utilize these flexible schedules.

4.5 **Work Performance of Teachers as Reflected in their IPCRF during SY 2020-2021**

The Table 10 showed Most of the teacher-respondents, with 119 (or 98.30%), had a work performance rating ranging from 4.500-5.000, interpreted as "Outstanding", while only 2 (or 1.70%) with work performance ratings ranging from 3.500-4.499, indicating "Very Satisfactory" performance.

Table 10

Frequency and Percentage Distribution on the Performance Level of Teacher-respondents during SY 2020-2021 as reflected in their IPCRF

Descriptive Equivalent	Performance Rating	Frequency	Percentage
Outstanding	4.500 – 5.000	119	98.30
Very Satisfactory	3.500 – 4.499	2	1.70
Satisfactory	2.500 – 3.499	0	0.00
Unsatisfactory	1.500 – 2.499	0	0.00
Poor	1.000 – 1.499	0	0.00
Total		**121**	**100.00**
Mean = 4.74 (Outstanding)			

The key factors in high level performance of teachers based on their IPCRF are very good environment, which includes positive organizational culture, supportive interpersonal relationships with administrators and co-teachers, quality and availability of school facilities, and autonomy in their roles. Relational trust among teachers has positively impacted the collaborative and supportive atmosphere of the workplace (Gubal and Eder, 2025)

4.6 Test of Difference in the Predictors that Affect the Work Performance of Teachers in the Use of Alternative Work Arrangement (AWA) when Teachers are Grouped According to Profile Variables

4.6.1 Job Satisfaction

There was no significant difference in the predictors that affect the work performance of teachers in the use of Alternative Work Arrangement as to job satisfaction when grouped according to sex, age, civil status, area of specialization, academic position, and highest educational attainment.

Table 11

Analysis of Variance to test difference in the Predictors that Affect the Work Performance of Teachers in the Use of Alternative Work Arrangement as to Job Satisfaction when Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.285	1	0.285	1.347	0.248	Accept Ho Not Significant
	Within Groups	25.128	119	0.211			
	Total	25.412	120				
Age	Between Groups	2.241	7	0.320	1.561	0.154	Accept Ho Not Significant
	Within Groups	23.171	113	0.205			
	Total	25.412	120				
Civil Status	Between Groups	0.534	2	0.267	1.266	0.286	Accept Ho Not Significant
	Within Groups	24.878	118	0.211			
	Total	25.412	120				
Area of Specialization	Between Groups	0.933	7	0.133	0.615	0.742	Accept Ho Not Significant
	Within Groups	24.479	113	0.217			

	Total	25.412	120				
Academic Position	Between Groups	0.748	5	0.150	0.697	0.627	Accept Ho Not Significant
	Within Groups	24.665	115	0.214			
	Total	25.412	120				
Highest Educational Attainment	Between Groups	0.847	4	0.212	1.000	0.1	Accept Ho Not Significant
	Within Groups	24.565	116	0.212			
	Total	25.412	120				

4.6.2 Organizational Support

There was no significant difference in the predictors that affect the work performance of teachers in the use of Alternative Work Arrangement as to organizational support when grouped according to sex, age, civil status, area of specialization, academic position, and highest educational attainment.

Table 12
Analysis of Variance to test the difference in the Predictors that affect the Work Performance of Teachers in the Use of Alternative Work arrangements as to Organizational Support when Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.976	1	0.976	3.061	0.083	Accept Ho Not Significant
	Within Groups	37.944	119	0.319			
	Total	38.920	120				
Age	Between Groups	4.261	7	0.609	1.985	0.063	Accept Ho Not Significant
	Within Groups	34.659	113	0.307			
	Total	38.920	120				
Civil Status	Between Groups	0.005	2	0.002	0.007	0.993	Accept Ho Not Significant
	Within Groups	38.915	118	0.330			
	Total	38.920	120				
Area of Specialization	Between Groups	1.523	7	0.218	0.658	0.707	Accept Ho Not Significant
	Within Groups	37.396	113	0.331			
	Total	38.920	120				
Academic Position	Between Groups	1.363	5	0.273	0.835	0.528	Accept Ho Not Significant
	Within Groups	37.557	115	0.327			
	Total	38.920	120				
Highest Educational Attainment	Between Groups	1.626	4	0.406	1.264	0.288	Accept Ho Not Significant
	Within Groups	37.294	116	0.321			
	Total	38.920	120				

4.6.3 School Head's Pedagogical Leadership

There was no significant difference in the predictors that affect the work performance of teachers in the use of Alternative Work Arrangement as to School Head's pedagogical leadership when grouped according to sex, age, civil status, area of specialization, academic position, and highest educational attainment.

Table 13
Analysis of Variance to test the difference in the Predictors that affect the Work Performance of Teachers in the Use of Alternative Work arrangements as to School Head's Pedagogical Leadership when Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.622	1	0.622	2.931	0.090	Accept Ho Not Significant
	Within Groups	25.237	119	0.212			
	Total	25.859	120				
Age	Between Groups	1.651	7	0.236	1.101	0.367	Accept Ho Not Significant
	Within Groups	24.207	113	0.214			
	Total	25.859	120				
Civil Status	Between Groups	0.648	2	0.324	1.517	0.224	Accept Ho Not Significant
	Within Groups	25.211	118	0.214			
	Total	25.859	120				
Area of Specialization	Between Groups	1.049	7	0.150	0.682	0.687	Accept Ho Not Significant
	Within Groups	24.810	113	0.220			
	Total	25.859	120				
Academic Position	Between Groups	1.081	5	0.216	1.003	0.419	Accept Ho Not Significant
	Within Groups	24.778	115	0.215			
	Total	25.859	120				
Highest Educational Attainment	Between Groups	0.595	4	0.149	0.683	0.605	Accept Ho Not Significant
	Within Groups	25.263	116	0.218			
	Total	25.859	120				

4.6.4 Teacher Related

There was no significant difference in the predictors that affect the work performance of teachers in the use of Alternative Work Arrangement, as to teacher-related factors when grouped according to sex, age, civil status, area of specialization, and academic position. On the other hand, there was a significant difference in the predictors that affect the work performance of teachers in the use of Alternative Work Arrangement, as to teacher-related factors when grouped according to the highest educational attainment.

Table 14
Analysis of Variance to test the difference in the Predictors that affect the Work Performance of Teachers in the Use of Alternative Work arrangements as to Teacher-related when Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.374	1	0.374	3.305	0.072	Accept Ho Not Significant
	Within Groups	13.450	119	0.113			
	Total	13.823	120				
Age	Between Groups	0.564	7	0.081	0.686	0.683	Accept Ho Not Significant
	Within Groups	13.260	113	0.117			
	Total	13.823	120				
Civil Status	Between Groups	0.351	2	0.176	1.538	0.219	Accept Ho Not Significant
	Within Groups	13.472	118	0.114			
	Total	13.823	120				
Area of Specialization	Between Groups	0.479	7	0.068	0.580	0.771	Accept Ho Not Significant
	Within Groups	13.344	113	0.118			
	Total	13.823	120				
Academic Position	Between Groups	0.698	5	0.140	1.223	0.303	Accept Ho

	Within Groups	13.125	115	0.114			Not Significant
	Total	13.823	120				
Highest Educational Attainment	Between Groups	1.367	4	0.342	3.182	0.016	**Reject Ho Significant**
	Within Groups	12.457	116	0.107			
	Total	13.823	120				

The result implies that the perceived predictors that affect the work performance of teachers in the use of Alternative Work Arrangement differ as to teacher-related differs and to their highest educational attainment. Furthermore, there is no statistically detected difference in the predictors that affect the work performance of teachers in the use of Alternative Work Arrangement as to teacher-related in terms of sex, age, civil status, area of specialization, and academic position.

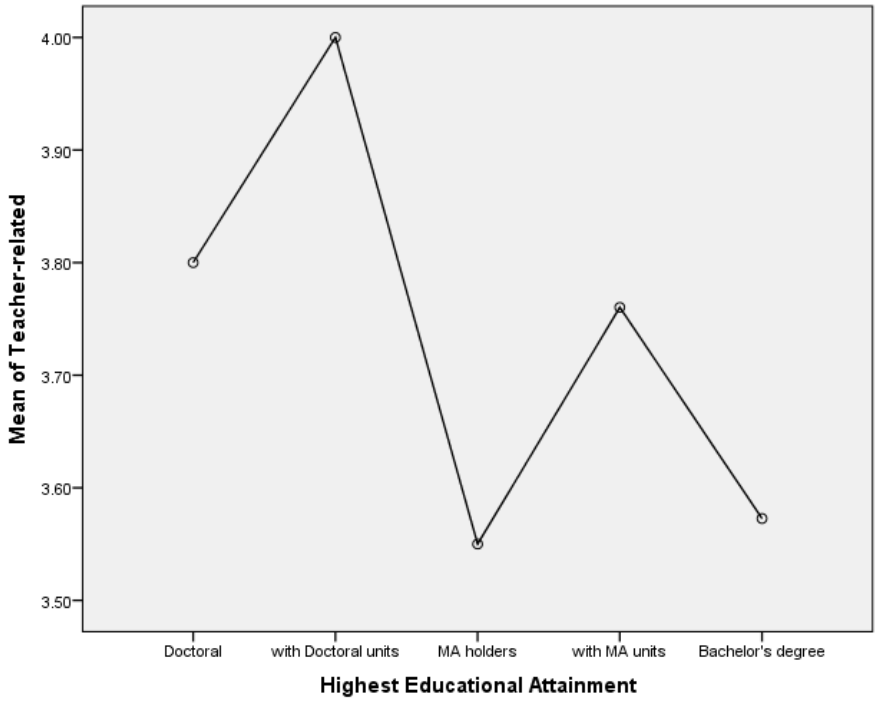

Figure 2

Post hoc using the Scheffe Test and Means Plot in determining where the Difference lies on the Predictors that affect the Work Performance of Teachers in the Use of Alternative Work arrangements, specifically, teacher-related factors when Grouped According to Highest Educational Attainment

The post hoc figure clearly illustrates that the difference lies between those respondents with Doctoral units compared to MA holders. This implies that the teachers who have Doctoral units are likely to maintain good relationships with learners, parents, colleagues, and the school head, can ensure timely completion of tasks, can produce quality output, and can maintain good time management.

4.6.5 Technological

There was no significant difference in the predictors that affect the work performance of teachers in the use of Alternative Work Arrangement, as to technological factors when grouped according to age, civil status, area of specialization, academic position, and highest educational attainment. On the other hand, there was a significant difference in the predictors that affect the work performance of teachers in the use of Alternative Work Arrangement, specifically technological, when grouped according to sex.

Table 15
Analysis of Variance to test the difference in the Predictors that affect the Work Performance of Teachers in the Use of Alternative Work arrangements as to Technological when Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	1.810	1	1.810	4.373	0.039	**Reject Ho Significant**
	Within Groups	49.265	119	0.414			
	Total	51.075	120				
Age	Between Groups	4.108	7	0.587	1.412	0.207	Accept Ho Not Significant
	Within Groups	46.967	113	0.416			
	Total	51.075	120				
Civil Status	Between Groups	0.686	2	0.343	0.803	0.450	Accept Ho Not Significant
	Within Groups	50.389	118	0.427			
	Total	51.075	120				
Area of Specialization	Between Groups	3.382	7	0.483	1.145	0.341	Accept Ho Not Significant
	Within Groups	47.693	113	0.422			
	Total	51.075	120				
Academic Position	Between Groups	2.500	5	0.500	1.184	0.321	Accept Ho Not Significant
	Within Groups	48.575	115	0.422			
	Total	51.075	120				
Highest Educational Attainment	Between Groups	2.685	4	0.671	1.609	0.177	Accept Ho Not Significant
	Within Groups	48.390	116	0.417			
	Total	51.075	120				

Alternative work arrangements have become increasingly popular in workplaces across the world. Organizations globally have been using this as a strategy on how best to increase employee competitiveness while reducing business expenses, maximizing employees' productivity, as well as promoting a work environment where employees could still enjoy work-life balance. In the Philippines, alternative work arrangements are believed to be offered, but no previous studies have been conducted yet regarding their impact on the employees (Realon, 2018).

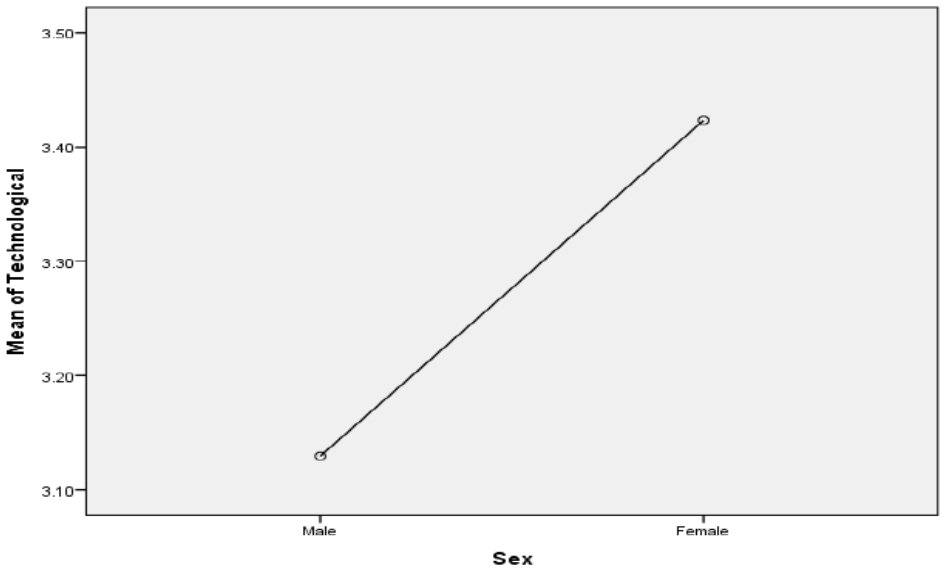

Figure 3
Post hoc using Scheffe Test and Means Plot in determining where the Difference lies on the Predictors that affect the Work Performance of Teachers in the Use of Alternative Work arrangements, as to Technological factors when Grouped According to Sex

The post hoc analysis using Scheffe's test and means plot in determining where the difference lies on the predictors that affect the work performance of teachers in the use of alternative work arrangement, as to technological factors when grouped according to sex, is presented in Figure 4.

The post hoc figure clearly illustrates that the difference lies between male and female respondents. This implies that female teachers are more likely to use technology in their classrooms to enhance student engagement and facilitate personalized learning.

4.7 Test of Relationship between the Selected Alternative Work Arrangement Made and the Predictors that Affect Work Performance

There was no significant relationship between the selected alternative work arrangement and the predictors that affect the work performance of teachers.

Table 16

Pearson Product-Moment Coefficient of Correlation to determine the Relationship between the Selected Alternative Work Arrangement made and the Predictors that Affect Work Performance

Sources of Correlations		Selected AWA	Predictors	Decision / Interpretation
Selected AWA	Pearson Correlation	1	0.045	**Accept Ho No Relationship**
	Sig. (2-tailed)		0.621	
	N	121	121	
Predictors	Pearson Correlation	0.045	1	
	Sig. (2-tailed)	0.621		
	N	121	121	

4.8. Test of Relationship between the Predictors that Affect the Use of Alternative Work Arrangement and Work Performance of Teachers

There was no significant relationship between the predictors that affect the use of alternative work arrangements and the work performance of teachers.

Table 17

Pearson Product-Moment Coefficient of Correlation to determine the Relationship between the Predictors that affect the Use of alternative work Arrangement and Work Performance of Teachers

Sources of Correlations		Predictors	Work Performance	Decision / Interpretation
Predictors	Pearson Correlation	1	0.000	**Accept Ho No Relationship**
	Sig. (2-tailed)		0.997	
	N	121	121	
Work Performance	Pearson Correlation	0.000	1	
	Sig. (2-tailed)	0.997		
	N	121	121	

V. CONCLUSION

The typical teacher-respondents are female, in their early adulthood, married, Technology and Livelihood Education (TLE) major, Teacher I with earned units in a master's degree. The teacher-respondents practiced a skeletal workforce in their schools. The teacher respondents strongly agreed on predictors that affect the use of Alternative Work Arrangements. The teacher-respondents have outstanding work performance. There was a significant difference in the predictors that affect the work performance of teachers in the use of Alternative Work Arrangement, as to teacher-related factors when grouped according to highest educational attainment, and significant as to technological factors when grouped according to sex. There was no significant relationship between the selected alternative work arrangement and the predictors that affect the work performance of teachers. There was no significant relationship between the predictors that affected the use of alternative work arrangements and the work performance of teachers.

Head teachers may consider reviewing the workload of teachers in order to satisfy them and optimize their work performance. The organization may partner with other agencies in providing accessible internet connections for learners. School principals may consider alternative plans for the assignments and tasks of teachers. Teachers are encouraged to strategize good time management. Schools may consider purchasing additional gadgets like desktops, laptops, tablets, and smartphones for personal productivity among teachers. Teachers are encouraged to sustain their work performance level. To future researchers may conduct a follow-up study with in-depth and wider in scope to validate the findings obtained in the study.

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