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Intellectual Capital and Performance Rating of Teachers: Basis for Enhancement Program

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ABSTRACT

The main purpose of this descriptive quantitative study was to determine the intellectual capital and performance ratings of teachers during COVID-19 pandemic. The researcher used a random sampling to determine the intellectual capital of teachers, purposive sampling to get the performance rating of the teachers by the students, and universal sampling technique to give the performance rating of the teachers by the master teachers. Adapted survey-questionnaires were utilized. There were 232 students and 123 teachers as respondents of the study. According to the data, the intellectual capital of teachers with a scoring to of 3.92 with a SD of 0.80, while their human capital with a scoring to of 4.01 with a SD of 0.81. The average structural capital of instructors was 3.80, with a standard variation of 0.80. This also implied that teachers agreed with the stated human and structural capital claims. The performance of teachers, as measured by student evaluations, scoring to 4.30 and S.D. of 0.60. The total mean, as determined by master teachers based on the ratings in their Individual Performance Commitment and Review (IPCR), is 4.28, and the S.D. is 0.30. This indicates that teachers did exceptionally well as educators. The relationship between intellectual capital and teacher performance was viewed as negative and inconsequential. This implies that as intellectual capital of teachers increased the performance rating decreased when rated by the students, however negligible. The intellectual capital and performance of teachers based on their IPCR was interpreted as slight correlation or definite but small correlation between the two variables.

Keywords: intellectual capital, performance ratings, teachers, pandemic.

1. INTRODUCTION

Over recent years, it can be noted that the nearby Investigation-related concerns have been considered of an increment of the extent of human mental capacities

underway and to the intellectualization of work. In this point, the interest to the idea of intellectual capital has been forever developing, most especially in the midst of the pandemic which educative processes have been

badly affected. Teachers, students, and parents encounter the changes brought about by how the government is implementing the policies to bring education to the students while securing their health and safety. With such situation, teachers who are implementers of the policies consider as a necessary component of value creation, rational investment is a crucial predictor of a school's feat (Radenovic, 2017).

In the international setting, education in Jordan is viewed as the principle condition for the intellectualization of work. Subsequently, according to Frank *et al.* (2019), the concerns of satisfied and assessment of the teacher's academic capital are given importance, specifically on what the teacher seems to have, and what information, abilities and capacities convey to students right now and what intellectual capital the professionals will have in the future.

Until the pandemic crisis struck. When the lockdown was first implemented, digital resources were the primary tools used to educate students and provide related sorts of help. Consequently, these technologies address the problem of observing kids while continuing to encourage their instructive efforts. As the outcome of the current COVID-19, nearly most of the types of education have gone online, resulting in a rapid transformation in the learning process (Pregowska *et al.*, 2021).

The COVID-19 epidemic has led many marginalized and vulnerable children to poor learning. These situations brought about to the worry and concerns of teachers on how to find effective approaches to address these issues. The need of having standard programs and appropriate systems would probably give ease for teachers (Hargreaves, 2021).

In the generation and development of teachers' intellectual capital, education system has a big role of. High levels of intellectual capital are essential to an

organization's efficiency and competitiveness and can be used as the foundation for a dominant position within a certain group (Akopov *et al.*, 2021).

In some state colleges in the Philippines, it needs to embrace the concept that intellectual capital is an idea for another way of working together. It includes seeing cycles, and individuals to benefit from the insight it contains. It is through corporatization because of the approaching cut down on government appropriation. That is why, according to Villarino (2020), even in the Department of Education during pandemic, in which teachers are hoping to have gadgets and other needed materials for their works during pandemic, it is still impossible to provide them all due to priority of budget which proceeds to printing of modules and others.

Tria (2020) stated that the DepEd are still in the deepest aim to help teachers in delivering all the competencies through the use of the new learning modalities which are not difficult on their own situations. Notwithstanding with the situation, teachers of different attitudes and capabilities are in the center of stress and depression due to COVID-19 crisis. It is due to the various tasks given, who are being challenged by many modules and other requirements. In many instances, teachers went home from work carrying the tasks and continue to accomplish it.

Despite the pandemic, teachers are still evaluated on their performance based on the Key Result Areas (KRAs) regarding their IPCR. In accordance with the Teachers' Performance Appraisal, this is the case. This identifies the exceptional focuses or areas required for the performance of the teacher in accordance with the objective to transform national teachers to internationalization (Morales, 2016).

Furthermore, the teachers of Digos City Division in the Province of Davao del Sur are contemplated with great attention on how they handled various situations with

their intellectual capital which could possibly affect their performances. As observed, they are to instruct students by using online platforms and other strategies. They also model expected behavior to establish and maintain rapport among colleagues. Hence, the current goal of the researcher is to assess the intellectual capital and instructional effectiveness of instructors in the Digos City Division. The researcher could create a potential departmental enhancement program based on the outcomes of this analysis

Objectives of the Study

This scientific study aimed to:

1. Determine the level of intellectual capital of teachers according to:
 - a. human capital, and
 - b. structural capital.
2. Identify the performance ratings of the teachers during pandemic based on the evaluation from:
 - a. Students; and
 - b. Teachers' IPCR Ratings.
3. Govern the relevance of the relationship between the intellectual capital and performance ratings of teachers

2. METHODOLOGY

2.1. Research Design

This study utilized a quantitative research method using descriptive research design. A variety of investigation methods may be used in a descriptive research plan to look at one or more variables (Abun, 2021). The intellectual capital of teachers was assessed in this study. Additionally, it was determined if the intellectual

capital of the teachers affected their performance evaluations.

2.2. Respondents

The respondents in conducting this study were the Filipino, English, Mathematics, and Science Teachers who are in Teacher I-III Positions and have rendered services during the SY 2020-2021.

For the performance ratings of the teachers, the respondents were the students of the school during the said school year. For the students being included in the study. There were 232 students, and 123 teachers as respondents who were randomly selected. More so, the teachers' ratings under their Individual Performance Commitment and Review (IPCR) for SY 2020-2021 was also considered to get the performance ratings of the teachers. IPCR was rated by the teachers' respective master teachers.

2.3. Sampling

For this study, to get the number of respondents for the intellectual capital of the teachers, random sampling was utilized.

For the number of students, to get the performance rating of the teachers, purposive sampling was used.

2.4. Data collection

In order to conduct descriptive quantitative research, the scholar requested a permit from Schools Division Superintendent's office requesting authorization to engage into study. After the approval, the researcher furnished a copy of the endorsement letter to the

Table 1. Participants

School	Students	Teachers				
		Fili	Eng	Math	Sci	Total
Digos City National High School	232	28	34	27	34	123

respective School Head of Digos City National High School in order to solicit their support and cooperation. When everything was already approved, the researcher informed the respondents of the schedule of the conduct of the data collection. This was done through google forms in which respondents answered the survey questionnaire online. To protect the form, password was secured to avoid someone not get into it without permission. Consent from respondents and a letter of authorization to conduct the research were included in the Google form. The survey form included instructions so that responders may be directed. In addition, the researcher inquired about instructors' IPCR ratings for SY 2020-2021 in order to estimate their performance rating. During the collection of data, they were informed that it will be used for analysis. The respondents were also advised that they could choose not to write their names at any time throughout data gathering. Finally, to ensure the trustworthiness and legitimacy of the data, respondents' responses were guaranteed to be kept anonymous, and all acquired data were scrambled for identity protection.

2.5. Statistical Tools

This study utilized the following statistical tools: Mean. This was used to determine teachers' intellectual capital levels and performance ratings. Pearson Correlation Coefficient. This was employed to determine if the relationship of intellectual capital of the teachers and their performance rating is really significant.

3. RESULTS AND DISCUSSIONS

3.1. Intellectual Capital of Teachers

Table 2 shows the intellectual capital of teachers in Digos City National High School as part in this research. The collective marking of teachers' given was 3.92 (S.D.=0.50), denoting that performance in Filipino, English, Mathematics, and Science departments correspond with the human capital and structural capital influences.

3.2. Human Capital

An examination of the human capital for teachers is shown in Table 2. Its scoring to is 4.01 and S.D.= 0.81. This means that teachers of Filipino, English, Mathematics and Science departments agree on the given statements under human capital.

Among all statements under human capital, statement 2 which is "the teachers get the most out of its work when they cooperate with one another in team tasks" received 4.24 with S.D.= 0.90, which implies teachers strongly agree. This further means that teacher shares enough time to help others and cooperate to their tasks or works. Considering the different situations, teachers are still able to extend assistance to others whoever need their help at school. It only shows that collaboration and unity in the organization is still observed despite the hard times on this pandemic.

Additionally, statement 4 which is "school teachers continuously learn from others (colleagues and outsiders)" 4.23 is the mean, and 0.91 is the S.D. which also means that teachers strongly agree to the statement. Teachers who have rendered their duties and

Table 2. Human Capital of Teachers

Variables	Group	n	Scoring to	Std. Deviation	Variance
Intellectual Capital	Human Capital	123	4.01	0.81	0.65

responsibilities during pandemic have huge consideration of everyone's situation, knowing that it is not easy to do these things at work without the presence and help from others. With the sharing and observation of the experiences, and the direct experiences encountered by the teachers, still they are able to learn from others. This widely informs us that whatever thing happened, the important is, we are able to cope with and learn from it.

The statements and situations encountered by the teachers during COVID-19 pandemic had challenged to develop their intellectual capital and reflect from their experiences as their human capital is identified.

However, the statement 10 "teachers' learning and education affect school enrollment" gained a score of 3.80 (S.D.=0.50) an indicative of slight bearing on instructors. This indicates that teachers partake no opinion on the observations. It only indicates that teachers believe their learning and education will have little impact on school enrollment. Similar to statement

5, stating that "the ratio of educated workers is average (number of PhD, Master, and Bachelor degrees)," 3.80 scoring to and S.D.=0.80. This indicates that educators share a neutral stance on the provided statement.

In the study conducted by Martin-Sardesi and Guthrie (2018), it was revealed that the interactions between instructors and other colleagues could result in a loss of academic human capital. It may occur that a relationship that evaluates intangibles is implemented without addressing the potential for undesirable outcomes. Teachers should not be required to game their interactions with others and their educational experiences by focusing on the quantity rather than the quality of their deliverables.

Furthermore, teachers of high level of intellectual human capital manifested the thoughts of working in the school environment which various experiences are present especially in the times of pandemic. They encountered different challenges related to school

Table 3. Statements of Human Capital of Teachers

No.	Statement	Mean	Std. Deviation
1	The competence of teachers equates to the ideal level.	3.91	0.98
2	Teachers benefits from the collaboration among colleagues.	4.24	0.98
3	School teachers continuously attend training programs.	4.11	0.96
4	School teachers learn from others.	4.23	0.93
5	The ratio of educated employees is typical.	3.80	0.87
6	The school invests to update knowledge and skills.	3.89	0.90
7	The performance of teachers is improving.	3.98	0.86
8	Teachers' professional enhancement affects productivity.	4.12	0.90
9	Teachers' learning and education affect school's performance.	4.07	0.93
10	Teachers professional characteristics affects enrolment.	3.80	1.01
	Overall	4.01	0.81

Table 4. Structural Capital of Teachers

Variables	Group	n	Scoring to	Std. Deviation	Variance
Intellectual Capital	Structural Capital	123	3.80	0.88	0.77

* $p < 0.05$

works. Yet, they are able to perform well on their duties.

3.3. Structural Capital

Table 4 also shows the intellectual capital of teachers which focused on the structural capital. According to the data, its overall scoring to is 3.80 and its S.D.= 0.88. This also indicates that teachers concur with the stated structural capital claims.

Among all the statements, the statement 8 which is “teachers contribute to the school’s systems and programs’ performance” has the highest scoring to of 4.01 with the S.D. of 1.12. This also means that teachers agree to the statement. In building the organization, all employees and their employers have shared common goal to achieve it successfully. They are the ones who

comprised the structure of the organization. This includes their passion, dedication, hard work and commitment to work. With the given statement under structure capital, teachers also reflect to the statements in which they had also encountered at their work field. Teachers believed that they had contributed to whatever achievement of the school. Additionally, they are able to gear up the functions in the school by extending their skills, talents and capabilities. This is seen as teachers grasped the ideas of working with each other in the organization.

In the study of Cricelli *et al.* (2018), Intellectual structural capital is based on academic accomplishment, but treats it in a broad rather than a specific manner. Understanding the success of a school system and the individual schools within it is crucial for policymakers,

Table 5. Statements of Structural Capital of Teachers

No.	Statement	Mean	Std. Deviation
1	The educator has specific professional program for each position.	3.63	0.95
2	The teachers’ culture and atmosphere are conducive.	3.83	0.96
3	The educators staffing programs are wide-ranging.	3.72	0.95
4	The educators are well-accorded based on reward system.	3.57	1.02
5	The school supports the teachers constant upgrading.	3.79	0.96
6	Teachers influence in the choices have within the institution.	3.79	1.00
7	The school’s overall system is contributed by educators.	3.98	0.94
8	The school’s overall system is contributed by educators	4.01	0.96
9	Teachers contribute to the institutions system and enrolment	3.88	0.92
	Overall	3.80	0.88

Table 6. Intellectual Capital of Teachers

Variables	Group	n	Scoring to	Std. Deviation	Variance
Intellectual Capital	Human Capital	123	4.01	0.81	0.65
	Structural Capital	123	3.80	0.88	0.77
	Overall	123	3.92	0.80	0.71

Table 7. Performance Ratings of Teachers from Students

Group	N	Scoring to	Std. Deviation	Variance
Personality Traits	232	4.4	0.58	0.33
Teaching Skills	232	4.21	0.77	0.6
Instructional Materials	232	4.28	0.67	0.45
Overall	232	4.3	0.6	0.46

* $p < 0.05$

as the public has a growing interest in ensuring that money is being spent appropriately. It is particularly noteworthy since it explores a scenario in a developing nation that is underrepresented in the existing intellectual capital for education (Guthrie & Dumay, 2015).

Moreover, the statement “teachers contribute to the school’s systems and programs’ productivity” a 3.98 scoring to with S.D.=0.91 which indicates instructors agree. Teachers, as obliged to do their duties and responsibilities, have also shown their genuine dedication at work by working outstandingly. They had counter parted to the school systems and programs as mandated by the department.

An intriguing model for analyzing the performance acknowledges the connection between intellectual

capital accumulated in schools and their capacity to transfer that capital to society through research, advancement, and training, linking it to the phase of intellectual capital exploration (Dumay & Garanina, 2013; Dumay, 2014).

The structure of the organization reflects to the kind of people in it. As teachers are doing their part to perform their duties and responsibilities, teachers show that individual has specific role in the organization. These different characteristics make the colors in it. It builds the potential of a group to develop and achieve whatever goals they have.

The aggregate scoring to value of teachers’ intellectual capital is 3.92, with S.D.=0.80. This suggests that instructors agree with the human and structural capital

Table 8. Teacher Evaluation by the Students

No.	Personality Traits	Mean	SD
1	With a respectable association with school children and colleagues.	4.47	0.92
2	Exhibit intelligence, assurance, and determination in constructing pronouncements.	4.17	0.87
3	Levy strict punishment and adhere to given directions.	4.58	0.94
4	Have a charismatic character with respectable logic of wit.	4.38	1.01
5	Are approachable to comments	4.39	0.96
No.	Teaching Skills	Mean	SD
1	Clearly outline the lessons.	4.21	0.91
2	Have expert knowledge of the subject.	4.14	0.95
3	Are organized in topic.	4.16	1.02
4	Within the current leanings pertinent to the theme.	4.32	0.98
5	Utilize a variety of ideas and techniques in giving the instructions.	4.19	0.92
No.	Instructional Materials	Mean	SD
1	Use virtual platforms in elucidating the teachings.	4.16	0.89
2	Provide and receive elements and activity sheets.	4.57	0.91
3	Utilize technology in delivering the lessons.	4.32	0.97
4	Provide interference, upgrading and corrective courses.	4.04	0.90
5	Open for materials for project growth.	4.28	0.92
	Overall	4.30	0.60

Table 9. Performance Ratings of Teachers from Master Teachers

Group	N	Scoring to	Std. Deviation	Variance
IPCR Rating	123	4.28	0.32	0.11
Total	123			

*p<0.05

arguments made in the report.

From the overall results, this states that the school is a place where human, just like teachers, are able to show their real characteristics. This perhaps be molded as teachers encounter different attitudes and characteristics of others. Moreover, the learning experiences of teachers from the environment would be of great help as it will mold their personality to the best of him/her, in which the organization plays a great influence on it.

More so, during pandemic, in which the educational system of the country is challenged, teachers' role is highlighted because of their extra ordinary sacrifices by the bulk of tasks and additional works. Yet, teachers are able to perform their responsibilities as what is expected from them, such printing and sorting of modules, perform other designated tasks on clubs and coordinatorship, and more. Knowing that teachers are submitting themselves to whatever modalities that the school is utilizing, the role of a teacher is irreplaceable and inseparable.

3.4. Overall Intellectual Capital of Teachers

This phase as "intellectual capital exploration", goes beyond the instructive foundation's limitations. The stage considers how intellectual capital might help solve social problems by surveying educational institutions as partners in a larger context. Thinking about linkages outside the confines of a single school or examination focus to society in everyday life advances beyond the

stage intellectual capital climate (Dumay *et al.*, 2017).

This fairly emphasized that an intellectual capital of human, reflects to the reality for a person that his ideas, knowledge, and thoughts may be developed on how he grasped the learning from his/her environment. And that for teachers, the school plays a great factor on how they develop their personality (Guthrie & Dumay, 2015).

3.5. Performance Rating of Teachers

3.5.1. Students

Table 7 displays the teacher performance ratings based on student evaluations. Essential indicators such as personality qualities, teaching skills, and instructional materials comprised the teachers' performance. The overall average is 4.30, and the S.D.=0.60. This indicates that teachers consistently exhibit the aforementioned statements describing their performance as rated by students.

For teachers' personality traits, scoring to is 4.40 and SD is 0.33. This means that teachers always manifest statement under personality traits as mentioned in Table 8. Among all the statements, the statement 3 which is "impose proper discipline and implement the prescribed rules" with 4.58 scoring to and S.D.=0.94 which means that teacher always displayed the said traits and behavior to the students.

Teacher work performance relates decidedly to participative dynamic, higher independence at work, and eventually prompts positive workplace condition. A happy teacher is a productive teacher for his students.

Table 10. Correlation between Intellectual Capital and Performance Ratings of Teachers

Intellectual Capital	Pearson r	Relationship	p-value	Remarks
Students	-0.01	Negative negligible relationship	0.88	Not Significant
Master Teachers (IPCR Ratings)	0.23	Slight correlation, definite but small relationship	0.01	Significant

Because of the studies, teachers summed up that if their students were happy with their classes, that fulfillment and performance would be converted into high usefulness (Hughes & Sharrock, 2016).

Moreover, on the teaching skills of the teacher as evaluated by the students, its scoring to is 4.21 and its SD is 0.77. This means that teachers always manifest the teaching skills as being mentioned, which is based on the assessment of the students. Among all statements in Table 8, statement 4 which is "are updated with present trends, relevant to the subject matter" has 4.32 scoring to and S.D.=0.98. This means that the teacher always manifests the said teaching skills as evaluated by the students.

The quality or adequacy of teachers is viewed as related with his fulfillment towards his calling, his fulfillment with his qualities, and knowledge on the subject matter. Accordingly, a successful and skillful teacher will accomplish the ideal learning results, if he is fulfilled in his calling or work by imposing appropriate and effective teaching skills (Wagner & Gooding, 2017; Wright & Crapanzano, 2017).

Finally, based on the evaluation of students for the performance of the teachers, the use of instructional materials is considered. It has the overall scoring to of 4.28 and its S.D.= 0.67. This also implies that instructors demonstrate the usage of instructional resources throughout the teaching and learning processes. The statement is "supply and receive modules and activity sheets." Its scoring to is 4.57 and its S.D.=0.91. This explains that teachers use always the said instructional materials.

From the result, it is widely noticed that students recognized their real situation during COVID-19 pandemic in which dominant students are utilizing the modular form of learning. Students will just receive the modules from the school, and submit it back to the

teachers for checking and recording. The process is noticed as most of them receive activity sheets, and the self-learning modules, which they considered as the instructional materials provided by the teacher.

Teacher initiative on making the learning process more meaningful, such as crafting learning activities isn't inescapable in testing conditions; on the other hand, teachers in schools in which there is acceptable support towards teaching and learning and a solid feeling of collegiality and support (Kyriacou, 2011).

3.5.2. Teachers IPCR Rating

Table 9 displays the performance ratings of teachers based on master teachers' evaluations. IPCR System evaluations determine the performance of the educators.

The performance ratings of teachers in Digos City National High School teaching Filipino, English, Science and Mathematics from their IPCR 4.28 scoring to and S.D.=0.32. This means that teachers performed in teaching very satisfactorily. Dominant of the teachers rated very satisfactory by the master teachers. This reflects on the various Key Results Areas (KRAs) which are the defined objectives and are vital to the performance of each teacher.

Teachers' performance based from the assessment of the Master Teachers is anchored on the Key Result Areas (KRAs) of their Individual Performance Commitment and Review (IPCR). These key performance indicators include Content Knowledge and Pedagogy, Learner Diversity and Assessment and Reporting, Curriculum and Planning, Community Links and Professional Engagement, Personal Development and Professional Growth, and the Plus Factors.

Teachers need to perform from these various areas in order to gain the appropriate ratings that will reflect to

his/her overall performance. The holistic performance of the teachers comprises the personal dealings to different aspects in teaching the students, his/her commitment to the stakeholders and community and to continue developing oneself through various professional development. Moreover, work performance assessment systems need to focus on these two independent, yet related measurements (Rogan *et al.*, 2011).

The NCBTS was created and it was based by the Teacher Work Performance Appraisal (Frank *et al.*, 2019). This distinguishes the remarkable focuses or areas required for the performance of the teacher in accordance with the goal of making Filipino educators globally competitive (Morales, 2016).

3.6. Relationship between Intellectual Capital and Performance Ratings of Teachers

Table 10 compares teacher performance with intellectual capital. Students and master teachers evaluate teachers' performance.

The intellectual capital of teachers and performance of teachers as rated by students has a correlation coefficient $r = -0.01$, which is interpreted as negative that there is no significant correlation between the two factors. This means that when teachers' intellectual capital improves, their students' performance ratings decline, albeit little. The p-value of 0.88 is above 0.05. The null hypothesis that teachers' intellectual capital has no effect on student achievement was not refuted.

Moreover, the intellectual capital of teachers and performance of teachers based on their IPCR's has a correlation coefficient $r = 0.23$, which is interpreted as slight correlation or definite but small correlation between the two variables. The p-value is 0.01, below 0.05. This shows that instructors' intellectual capital affects performance.

In general, instructors who are satisfied with their jobs demonstrate greater motivation and performance (Caprara *et al.*, 2016). The fulfillment that teachers acquire from their work might be capable independently, however educating isn't drilled in a social or social vacuum (Greenglass & Burke, 2013).

A developing group of studies is enlightening the connection between teachers' inspiration and occupation related variables, however seeing how instructors' and mentors' inspiration, work fulfillment, and occupation stress are impacted by setting and social qualities has been to a great extent neglected. Work fulfillment and occupation responsibility were higher for collectivists due to bring down protection from collaboration and expanded eagerness to concede to administrative choices. This further developed as teachers' mentors portray relevant guidance in order for them to perform better (Kirkman & Shapiro, 2011).

4. SUMMARY

This study was undertaken to establish the level of intellectual capital and performance rating of Filipino, English, Science, and Mathematics teachers at the Digos City National High School.

Specifically, this study was to determine if there is a substantial correlation between the level of intellectual capital of instructors and their performance ratings as determined by student and master teacher evaluations. The researchers used the descriptive quantitative research method. Moreover, data were gathered through the use of contextualized and adapted survey questionnaire administered to the respondents.

Results of the study showed the following:

- The overall scoring to of teachers' intellectual capital, which is comprised of two major indices such as human, structural capital, is 3.92 with S.D

of 0.50. This demonstrates that academics from the Filipino, English, Mathematics, and Science departments agree with the human capital and structural capital arguments made.

- Human capital scoring to 4.01 and 0.81 in relation to the intellectual capital of teachers. This shows that professors from the Filipino, English, Mathematics, and Science departments concur with the stated human capital statements.
- The average intellectual capital of teachers who emphasized their structural capital is 3.80, with S.D.=0.80. This also indicates that teachers concur with the stated structural capital claims.
- The performance of the teachers based on the evaluation of students, comprised of the essential indicators which has the 4.30 scoring to and 0.60 SD. For personality traits of teachers in Digos City National High School teaching Filipino, English, Science and Mathematics, scoring to is 4.40 and SD is 0.58. This means that teachers always manifest the personality traits as being mentioned, which is based on the assessment of the students. On the teaching skills of the teacher as evaluated by the students, it has the 4.21 with 0.77 SD. This means that teachers always manifest the teaching skills as being mentioned, which is based on the assessment of the students. For the performance of the teachers on the use of instructional materials, it has the overall scoring to of 4.28 and its S.D.= 0.67. This also means that teachers always manifest the use of the instructional materials in the teaching and learning processes.
- The performance of the teachers as evaluated by master teachers is based on the ratings in their IPCR Form. The Scoring to is 4.28 and S.D.= is 0.32. This means that teachers performed in teaching very satisfactorily.
- The correlation coefficient between the intellectual capital of teachers and their pupils' evaluations of

their performance is -0.01, This suggests that the link between the two variables is negative and negligible. This indicates that while teachers' intellectual capital increases, their students' performance evaluations decrease, albeit little. Its p-value of 0.88 is greater than 0.05, making it statistically significant.

- The intellectual capital of teachers and performance of teachers based on their IPCR's has a correlation coefficient $r = 0.23$, which is interpreted as slight correlation or definite but small correlation between the two variables. The p-value of 0.01 is less than the significance threshold of 0.05. This shows that the null hypothesis is rejected, and it is plausible to conclude that there is either a positive correlation or a weak but distinct relationship between teachers' intellectual capital and their performance.

5. CONCLUSION

Based forenamed findings, the researcher concluded that teachers have high intellectual capital during COVID-19 pandemic. This pertains on how teachers deal with various situations which were observed on their human and structural capital. This means that no matter what happened, when a teacher possessed the traits and behaviors under human and structural capital, he/she may able to bounce back and cope with the difficult situations. Students and master teachers had recognition and appreciation on the effort of teachers in dealing difficult situations during COVID-19 pandemic while they continue to deliver the curriculum and instruction, as noticed on the performance ratings they gave to the teachers. The intellectual capital of the teachers could be affected by the changes or results of their performance rating, and so with the performance ratings will be affected.

6. RECOMMENDATIONS

Following careful analysis, the researcher made the following recommendations:

The Department of Education Officials may implement relevant programs that can develop the intellectual capital of teachers in all situations, and other essential activities which include the participation of the students that will grow the skills of the teachers and to improve their instruction performance during pandemic. On the other hand, the department may also conduct trainings for teachers for the development of their mastery on the subject matter.

The School Administrators may initiate trainings for teachers on technology integration in the new normal, and on management for students' psychosocial well-being. Moreover, the school may also conduct activities and programs that will provide evidence and attachments in accomplishing the Individual Performance and Commitment Review (IPCR) of the teachers in order to obtain higher ratings.

Finally, the teachers may attend trainings and seminars to improve their intellectual capital in the new normal, dealing all situations pro-actively and continue helping students in their academic areas, while doing their duties and responsibilities at school despite the difficult situations.

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8. CONFLICT OF INTEREST

When it comes to conflict of interest (COI) wherein no trace of COI, there will be no set of conditions in which a professional judgment concerning primary interest such as participants' welfare or the validity of the research tends to be influenced by a secondary interest such a financial or academic gains or recognitions. Deceit will be also avoided in which evidence that the benefit of misleading the respondents outweigh any possible harm to them.

9. SOURCE/S OF FUNDING

NA

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