

Original Research Article

Work Environment and Work Performance of Public Elementary Teachers in Zone 2, Division of Zambales, Philippines

Felina A. Ting^{1*}, Nora A. Arcelao¹

¹Graduate School, President Ramon Magsaysay State University, Philippines

Article History

Received: 25.09.2023

Accepted: 31.10.2023

Published: 03.11.2023

Journal homepage:

<https://www.easpublisher.com>

Quick Response Code



Abstract: An employee's workplace environment is a key determinant of the quality of their work and their level of productivity. How well the workplace engages an employee impacts their desire to learn skills and their level of motivation to perform. This study aimed to assess the work environment and work performance of public elementary teachers in Zone 2, Division of Zambales. The respondents of the study are the 154 public elementary teachers who belong to the big school category as recognized by the division of Zambales, Philippines in the Department of Education. A descriptive-correlational study was utilized. Data were subjected to statistical analyses using F-test and Pearson Correlation Coefficient. The result showed that the public elementary teachers strongly agreed on their work environment as to facilities and equipment, school typology, physical environment and administrative/supervisor's support. The study recommends that the school heads may ask assistance to the Local Government Unit to provide school service or transportation allowance if budget warrants for the public elementary teachers assigned in far-flung school.

Keywords: Work environment, work performance, descriptive-correlational, workplace, school typology, Philippines.

Copyright © 2023 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution **4.0 International License (CC BY-NC 4.0)** which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.

1. INTRODUCTION

In a world of increasingly global competition among companies and even among countries, the good performance of human resources is needed (Al-Omari & Okasheh, 2017). Employees' performance is influenced by a lot of aspects, such as motivation, work environment, and leadership in the agencies. People are very happy to have a job, but many of them no longer feel that their workplace is a second home, although much of their time is spent in the office. This often leads them to feel forced to accommodate the uncomfortable environment. Research (Suwati, Minarsih, & Gagh, 2016) has shown that the main goal of working for someone is not only to get a salary but to reach self-satisfaction. Employees' performance is influenced by a lot of aspects, such as motivation, work environment, and leadership in the agency.

One of the problems that has not received much attention from the management is the working environment. Studies have been conducted related to the effect of the working environment on productivity. For example, Awan and Tahir (2015) and Duru and Shimawua (2017) examined the influence of the work environment on the level of productivity among employees in Pakistan and Nigeria, and their studies

showed that the working environment correlates to the level of productivity of employees. In a similar vein to Al-Omari and Okasheh (2017), Pandey (2017) investigated the effect of work environment on the job performance of employees in Jordan, and their study also forwarded the similar finding that work environment influences the job performance and productivity of employees. The concept of a work environment has broadened and is not limited to the physical work environment. Merriam-Webster defines "environment" as "the circumstances of objects, or conditions by which one is surrounded or the aggregate of social and cultural conditions that influence the life of an individual or community."

The Civil Service Commission (CSC) said that the use of the Strategic Performance Management System (SPMS) allows an objective assessment of government employees' performance. Every government employee has his/her own Individual Performance Commitment and Review (IPCR) Form, a performance contract between the employee and management where targeted outputs for the specific rating period are clearly spelled out, including the performance standards that serve as the basis for evaluating each output. Dela Rosa-Bala, 2019). The

*Corresponding Author: Felina A. Ting

Graduate School, President Ramon Magsaysay State University, Philippines

individual performance of the teachers is significant for organizational productivity. Every educator has been obliged to use all reasonable effort to enhance their performance and free themselves of influences influencing how well they perform. To be able to do it is to help them perform better. It is essential that they understand the several things that can influence their performance standard (Haramain, 2019). Work performance focuses on the outcome and the behavior. The total expected value contribution to the organization explains the overall added value contributed by the employees to increase the value of the organization or the success of the organization, making the organization better, more profitable, and a nicer place to work (Heatfield, 2021). According to Abun, Nicolas, Apollo, Magallanes, and Encarnacion (2021), managing individual work performance has no single solution because performance can be affected by many factors. Factors that may affect performance are skills, knowledge, satisfaction, motivation, work environment, working relationship, etc. There is no other way to achieve competitiveness and organizational performance except through individual work performance.

Objective of the Study

This descriptive-correlational study aimed to assess the work environment and work performance of public elementary teachers in Zone 2, Division of Zambales. The respondents of the study are the 154 public elementary teachers who belong to the big school category as recognized by the division of Zambales, Philippines in the Department of Education

Work Environment

People are very happy to have a job, but many of them no longer feel that their workplace is a second home, although much of their time is spent in the office. This often leads them to feel forced to accommodate the uncomfortable environment. An employee's workplace environment is a key determinant of the quality of their work and their level of productivity. How well the workplace engages an employee impacts their desire to learn skills and their level of motivation to perform. In a world of increasingly global competition among companies and even among countries, the good performance of human resources is needed. Research (Suwati, Minarsih, and Gagah, 2016) has shown that the main goal of working for someone is not only to get a salary but to reach self-satisfaction. Employees' performance is influenced by a lot of aspects, such as motivation, work environment, and leadership in the agencies. According to Sehgal (2012), space components like office furniture, which consists of desks, chairs, the filing system, shelves, drawers, etc., have a specific role to play in the productivity and efficiency of the employees and the proper functioning of any office. Also, one of the most essential things to be guaranteed is whether the workplace furniture is ergonomic or not. Ergonomic office furniture guarantees that every worker

gels well with the things around him, like chairs, desks, PC arrangements, and even environmental factors.

Facilities and Equipment

DepEd Order No. 64, s. 2017, states that the Department and other stakeholders will guide in the preparation of plans—architectural, structural, electrical, fire protection, and sanitary—to ensure the comfort and safety of the would-be occupants of the school buildings. A well-designed school building that considers ergonomics, anthropometry, thermal comfort, illumination, ventilation, acoustics, color, and compliance with the law contributes to improved student performance and makes a lasting impression on the community with regard to the importance of education.

According to the study of Navarro (2022), he assessed the adequacy of school infrastructure in the Philippine basic education sector and conducted benchmarking against developmental targets and other countries' performance. The study shows that, with respect to classrooms, there has been progress in decongesting schools, but spatial inequality in the classroom-student ratio exists and must be addressed. Spatial inequality is evident given the congested classrooms in some administrative regions. Moreover, additional classrooms are needed given that school buildings in certain remote areas do not meet quality and safety standards, enrolment is increasing, and existing classrooms deteriorate due to wear and tear and calamities. With respect to water, sanitation, and hygiene (WASH) facilities, the gaps are huge and become more visible when benchmarked against other countries. Even when compared to neighbouring countries with lower per capita income, the Philippines lags behind most countries in the Eastern and South-Eastern Asia region in providing WASH facilities to schools. With respect to access to electricity in schools, many countries in the Eastern and South-Eastern Asia region have already achieved universal access, and yet the Philippines still struggles to complete the electrification of schools. This challenge is compounded by the need to upgrade the electricity connections of schools to stabilize electricity current fluctuations and meet digital learning requirements. Information and communication technology (ICT) access is another area where the gaps are huge. Computer package delivery targets were not met, and to make things worse, the indicator's performance regressed. Philippine schools have low computer access rates and low internet access rates, unlike many of its neighbor countries, which have already achieved for their schools universal access to computers and universal access to the internet. Moreover, efforts to increase access rates had been marred by the poor implementation of programs for ICT infrastructure in schools. All of these imply the need to invest more in school infrastructure and pursue policy improvements. Both the public and private sectors must assume responsibility for improving the students' learning environment through better and more adequate

school infrastructure. After all, a good learning environment is a good investment. It would result in better student learning outcomes, higher productivity of workers in the future, and a higher potential for endogenous economic growth.

Physical Environment

According to Chamberlin (2015) in the University of Tulsa's Indoor Air Program, students perform significantly better in well-ventilated classrooms. The study suggests that increasing classroom ventilation rates toward recommended guidelines translates into improved academic achievement. Reaching the recommended guidelines and pursuing a better understanding of the underlying relationships would support sustainable and productive school environments for students and personnel. According to Berkeley Lab (2017), higher classroom ventilation rates have also been linked to a reduction in student absence, which, in turn, may improve student learning. In addition, the opportunities to increase student performance by increasing ventilation rates may be substantial.

According to Cox (2019), a clean classroom environment promotes conducive learning. Classroom setup is an important component in a learning environment because it is an essential piece of classroom management to support both teaching and learning. The physical atmosphere of the classroom can help prevent behaviour issues as well as promote and improve learning. The structuring of the learning environment is essential for teachers and students. The physical arrangement of the classroom can affect both student and teacher behaviour and a well-structured classroom management plan from design has the ability to improve learning and behavior. In order to create an inviting, safe, supportive learning environment, using classroom management in the way you arrange your desks matters. A supportive learning environment can mean the difference between having a good day and a bad day.

Administrative/ Supervisor Support

Hill (2020), administrators should encourage their teachers to continue their education as well as make opportunities available for them to do so. Good teachers become great teachers by going beyond the call of duty and beyond the textbook. To do this, he or she must continue their education. There are conferences, workshops, and continuing education opportunities that can provide teachers with additional technology assistance for their students. There are online workshops, and classes that teachers could attend as well as on-site workshops and classes.

In the study of Yilmaz (2016), national teacher survey results indicate that lack of administrative support is the most frequently cited reason as to why teachers leave charter schools. This non-experimental quantitative study explored what types of administrative

support are more valuable to urban charter school teachers and the extent of that support in their current schools. This study also investigated if the perceived needs of urban charter school teachers for administrative support change as they gain more teaching experience.

Work Performance

To better understand effectiveness in jobs, it is important to learn about links between job performance, people, and situational factors. Job performance is a very considerable factor influencing the profitability of any organization (Bevan, 2012). Performance is important for organizations, as employees' performance leads to business success. Also, performance is important for individuals, as achieving tasks can be a source of satisfaction (Muchhal, 2014).

Haramain (2019) discovered that performance-based education has become a trend to motivate students to achieve an outstanding level of performance or, at the very least, to maintain a very satisfactory level of performance, as evidenced by their annual report of the Results-based Performance Management System (RPMS), which is a tool for ensuring the attainment of educational vision, mission, goals, and objectives. Basically, high performing educators produce high performing students. On the other hand, low performing educators tend to produce low performing learners, and this is quite alarming since one of the major causes of students' low performance has been the product of low-performing teachers. The study was carried out in various schools throughout the Cordillera Administrative Region (CAR) in Luzon, Philippines, where 1,000 respondents completed floated questionnaires. The null hypothesis had been tested using the t-test to compare significant differences in means between the two groups of respondents. The study's findings revealed that the degree of effect of various undesirable factors such as person-related, school-related, student-related, and community-related factors affecting the performance level of public secondary school teachers in Northern Luzon, Philippines, as perceived by teachers and administrators, had a significant impact on the teachers' performance level, as demonstrated by the combined total weighted mean of 4.14. Therefore, the null hypothesis indicating that there is no significant difference between the perceptions of administrators and teachers on the degree of effect of the different undesirable factors affecting the performance level of public secondary school teachers in the Cordillera Administrative Region has been rejected ($t_{comp} = 4.575$; $t_{0.05, 44, df} = 2.017$). Based on the aforementioned findings, it could be inferred that the undesirable factors had significant effects on the low performance of teachers; therefore, person, school, student, and community-related factors are the culprits for low performing teachers, so there is a need to devise intervention measures to lessen if not eliminate the said forces affecting the teachers' performance, considering that the Fourth Industrial Revolution, or Education 4.0,

has become the trend to sustain international standards of excellence and productivity. This study is focused on the level of performance of selected teachers who are non-education graduates in public secondary schools in Tanay, Rizal, as perceived by the teachers themselves during the school year 2013–2014. A descriptive survey of research design was employed as a tool in gathering the needed data. Respondents to the study are 42 teachers who are holders of a bachelor's degree other than a bachelor's in education but supplemented with the required number of units in education that qualifies the degree holder to teach. They were described in terms of age, sex, educational attainment, length of service, and a noneducation bachelor's course. The variables considered are instructional skills, guidance skills, management skills, interpersonal skills, and leadership skills. The study found that the majority of the respondents have very satisfactory teaching performances. Age, length of service, and bachelor's degree course are significant for the teaching performance of selected teachers, while sex and educational attainment are not significant. The teaching performance of non-education graduates is very satisfactory, regardless of their sex and educational attainment. On the other hand, their teaching performance is associated with their age, length of service, and bachelor's degree. The study recommended that teachers pursue graduate education programs and undergo more seminars and trainings in order to sustain their professional development and update themselves on innovative trends and techniques, especially with the advent of K-12 programs. A proposed plan of action is recommended for implementation. Parallel studies may be conducted considering other variables. Keywords: guidance skills, instructional skills, interpersonal skills, leadership skills, management skills, non-education graduates, teaching performance (Catolos & Catolos, 2017). advancement all contribute to the achievement of the common objective of every teacher's overall development (Nolyab, 2016)

2. METHODOLOGY

This chapter presents the research design, respondents and location, research instruments used, data collection, and data analysis.

2.1 Research Design

A descriptive-correlational study was utilized in the study. Eugene and Lynn (2017) explained that the descriptive research design will help provide answers to the questions of who, what, when, where, and how associated with a particular research problem; a descriptive study cannot once and for all ascertain answers to why. Bhat (2019) defined descriptive research as a research method that describes the characteristics of the population or phenomenon that is being studied. This methodology focuses more on the "what" of the research subject than the "why" of the research subject. The goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with

what rather than how or why something has happened. According to McCombes (2020), correlational research design measures a relationship between two variables without the researcher controlling either of them. It aims to find out whether there is either a positive, negative, or zero correlation.

2.2 Respondents and Location

The researcher used 154 public elementary teachers from Iba Central School, Paulo Abastillas Memorial Elementary School, Palauig Central School, Bulawen Elementary School, Botolan South Central School, and Botolan North Central School. The stratified sampling technique was used in the study. The researcher used the big school category as recognized by the Division of Zambales, Department of Education. The study was conducted in Zone 2, Division of Zambales consisting of Iba, Botolan and Palauig Districts with six central schools.

2.3 Instruments

The instruments used were adopted from the studies of Duplon, Ventura, and Decena (2021). The instruments have two parts. Part I deals with the profile of the respondents as to sex, age, position, highest educational attainment, and number of years in teaching. Part II deals with the work environment of the public elementary teachers as to facilities and equipment, school typology, the physical environment, and administrative and supervisory support.

Experts validated the instruments to ensure their accuracy. Afterwards, the researcher conducted a pilot test with the respondents. The respondents will not be included in the actual distribution of the questionnaire. The instruments were submitted to a reliability test using Cronbach's alpha. The Cronbach alpha values of facilities and equipment (0.772), school typology (0.779), and physical environment (0.757) are interpreted as accepted, while the administrative /supervisor's support (0.943), interpreted as excellent.

Once the instruments are accepted, the researcher proceeds with the collection of data.

2.4 Data Collection

The researcher secured a letter to be signed by the thesis adviser and graduate school director to conduct a study addressed to the school division superintendent. Once approved, a letter of endorsement was submitted to the school principals in Zone 2, Division of Zambales, for the chosen elementary schools. The researcher personally distributed the questionnaire to the respondents for two weeks. The researcher explained the overview of the study. The research strictly observed the minimum health protocols of COVID-19. The individual work performance of the public elementary teachers was collected to the School Heads.

After 2 weeks, the data was collected, tabulated, analyzed, and interpreted.

2.5 Data Analysis

The data collected from the respondents were analyzed using SPSS. Statistical tools such as frequency

and percentage distribution, weighted mean, F-test, Pearson Correlation Coefficient were utilized.

3. FINDINGS AND DISCUSSION

3.1 Profile of the Respondents

The profile of the teacher respondents is shown in Table 1.

Table 1: Frequency and Percentage Distribution of Profile of the Respondents

Profile		Frequency	Percent
Sex	Female	136	88.31
	Male	18	11.69
	Total	154	100.00
Age Mean = 41.63 years old	61 years old and a	1	0.65
	51-60 years old	37	24.03
	41-50 years old	46	29.87
	31-40 years old	43	27.92
	21-30 years old	27	17.53
	Total	154	100.00
Position	Master Teacher I	15	9.74
	Teacher III	47	30.52
	Teacher II	24	15.58
	Teacher I	68	44.16
	Total	154	100.00
Highest Educational Attainment	Ph. D./ Ed. D. degree	4	2.60
	with Ph. D./ Ed. D. units	0	0.00
	MA/ MS Degree	27	17.53
	with MA/ MS units	79	51.30
	BS/ BA degree	44	28.57
	Total	154	100.00
Number of Years in Teaching Mean = 8.67	35 years in service and above	3	1.95
	30- 34 years in service	10	6.49
	25- 29 years in service	23	14.94
	20- 24 years in service	15	9.74
	15- 19 years in service	18	11.69
	10-14 years in service	41	26.62
	5- 9 years in service	24	15.58
	0- 4 years in service	20	12.99
	Total	154	100.00
Number of Designation Mean = 2.09	6 and above	9	5.84
	3 - 5	41	26.62
	0 - 2	104	67.53
	Total	154	100.00

Sex

Majority of the public elementary teachers with 136 or equivalent to 88.31% are females, and 18 or equivalent to 11.69% are males. The result shows that more females are into teaching or in academe. According to Organization for Economic Cooperation and Development (2017),

around 82% of primary school teachers and 63% of secondary school teachers are women. Some policy makers see this trend as a cause for concern, citing, among other things, that the lack of male teachers and role models might play a role in the decline of learning outcomes among young boys.

Age

Most of the public elementary teachers with 46 or equivalent to 29.87% are from the age group of 41-50-year-old; 43 or equivalent to 27.92% from age group of 31-40 years old; 37 or equivalent to 24.03% from age group of 51-60 years old; 27 or equivalent to 17.53% from age group of 21-30 years old; and 1 or equivalent to 0.65% from age group of 61 years old and above. The computed mean age of the respondents was 41.63 years old.

The result is supported by the report of Zippia (2022) wherein the average age of elementary school

teachers is 40+ years old, which represents 60% of the population in the United States.

Position

Most of the public elementary teachers with 68 or equivalent to 44.16% are Teacher I; 47 or equivalent to 30.52% are Teacher III; 24 or equivalent to 15.58% are Teacher II; and 15 or equivalent to 9.74% are Master Teacher I in their position. The result indicates that teachers are newly hired in teaching since Teacher I is the entry level position offered by the Department of Education. Department of Education Order Number 7, series 2015 re: Hiring Guidelines for Teacher I Positions for School Year (SY) 2015- 2016 states that the guidelines, which will apply to the filling-up of newly created and/or natural vacancies for Teacher I positions in public elementary (including kindergarten) and secondary schools.

Highest Educational Attainment

Majority of the public elementary teachers with 79 or equivalent to 51.30% are with MA/MS units; 44 or equivalent to 28.57% are BS/BA degree; 27 or equivalent to 17.53% with MA/MS degree; 4 or equivalent to 2.60% with Ph.D/ Ed.D degree; and 0 or equivalent to 0.00% are with Ph. D./ Ed. D. units. The result shows that teachers are enrolled in graduate school to further enhance their teaching competence. Up-skilling and re-skilling will require significant human resource efforts across hiring, on boarding, and development structures. By identifying present and future state of skill development, teams can begin to identify both barriers and bridges along new and existing competencies (Johnson, 2020).

Number of Years in Teaching

Most of the public elementary teachers with 41 or equivalent to 26.62% have rendered 10- 14 years in service; 24 or equivalent to 15.58% have rendered 5- 9

years in service; 23 or equivalent to 14.94% have rendered 25-29 years in service; 20 or equivalent to 12.99% have rendered 0- 4 years in service; 18 or equivalent to 11.69% have rendered 15-19 years in service; 15 or equivalent to 9.74% have rendered 20- 24 years in service; 10 or equivalent to 5.49% have rendered 30- 34 years in service; and 3 or equivalent to 1.95% have rendered 35 years in service and above. The computed mean number of years in teaching of the respondents was 8.67. The result shows that once the teachers hired as permanent position in DepEd, they would consider to stay and not to look for another work because of having a stable job. Atrero (2020) where the teacher respondents had been in the teaching services for almost a decade.

Number of Designation

Majority of the public elementary teachers with 104 or equivalent to 67.53% have 0-2 number of designations; 41 or equivalent to 26.62% have 3-5 number of designations; and 9 or equivalent to 5.84% with 6 and above number of designations. The computed mean number of designation was 2.09. The result signifies that teachers are do not only play the roles of classroom related functions. They are also tasked to perform various school related responsibilities or ancillary functions. Some of the ancillary functions that are being designated to teachers are subject coordinators, grade level chairpersons, organizations/ club moderators, school paper advisers, coaches in academic and non-academic contests, canteen managers and members of various technical and working committee (Toletino, 2021).

3.2 Summary of the Work Environment of the Public Elementary Teachers

The summary on the work environment of the public elementary teachers is shown in Table 2.

Table 2: Summary of the Work Environment of the Public Elementary Teachers

WORK ENVIRONMENT	Mean	Descriptive Rating	Rank
Facilities and Equipment	3.58	Strongly Agree	4
School Typology	3.68	Strongly Agree	2
Physical Environment	3.70	Strongly Agree	1
Administrative/ Supervisor’s Support	3.67	Strongly Agree	3
Overall Weighted Mean	3.66	Strongly Agree	

The public elementary teachers unanimously assessed strongly agreed on the work environment as to physical environment (3.70, rank 1st); school typology (3.68, rank 2nd); administrative/ supervisor’s support (3.67, rank 3rd); and facilities and equipment (3.58, rank 4th). The computed work environment of the public elementary teachers was 3.66 with a descriptive rating of strongly agree. The result signifies that the Department of Education (DepEd) continues to work towards making all schools child-friendly, safe and conducive to learning. Part of this effort is providing the appropriate facilities. According to the study of Navarro (2022), the

adequacy of school infrastructure in the Philippine basic education sector and conducts benchmarking against developmental targets and other countries’ performance.

The study shows that with respect to classrooms, there had been progress in decongesting schools, but spatial inequality in classroom-student ratio exists and must be addressed. Spatial inequality is evident given the congested classrooms in some administrative regions. Moreover, additional classrooms are needed given that school buildings in certain remote areas do not meet quality and safety standards, enrolment

is increasing, and existing classrooms deteriorate due to wear and tear and calamities. With respect to water, sanitation, and hygiene (WASH) facilities, the gaps are huge and become more visible when benchmarked against other countries.

3.3 Work Performance of the Public Elementary Teachers

The work performance of the public elementary teachers is shown in Table 3.

Table 3: Work Performance of the Public Elementary Teachers

Descriptive Rating	Scale	Frequency	Percent
Outstanding	4.50 - 5.00	142	92.21
Very Satisfactory	3.50 - 4.49	12	7.79
Satisfactory	2.50 - 3.49	0	0.00
Unsatisfactory	1.50 - 2.49	0	0.00
Poor	0.00 - 1.49	0	0.00
Total		154	100.00
Mean		4.69	
		Outstanding	

Majority of the public elementary teachers garnered outstanding rating with 142 or equivalent to 92.21% and only 12 or equivalent to 7.79% garnered very satisfactory. The computed mean on the work performance of the public elementary teachers was 4.69 with a descriptive rating of Outstanding. The result shows that the teachers demonstrated exemplary performance during the School Year 2021-2022 amidst COVID-19 pandemic. Teachers showed hard work, perseverance and commitment on their teaching endeavor. They had exceeded the minimum requirements/indicators for the said rating but were not

able to achieve the highest requirements for outstanding rating (Sarabia &Collantes, 2020).

3.4 Significant Difference on the Work Environment of the Public Elementary Teachers When Grouped According to Profile Variables

3.4.1 Facilities and Equipment

The test of significant difference on the work environment of the public elementary school teachers in terms of facilities and equipment when grouped according to profile variables is shown in Table 4.

Table 4: Test of Significant Difference on Work Environment of the Public Elementary Teachers in terms of Facilities and Equipment when Grouped According to Profile Variables

Source of Variations		df	F	Sig.	Decision/ Interpretation
Sex	Between Groups	1	0.16	0.69	Accept Ho Not Significant
	Within Groups	152			
	Total	153			
Age	Between Groups	4	0.54	0.71	Accept Ho Not Significant
	Within Groups	149			
	Total	153			
Position	Between Groups	3	0.89	0.45	Accept Ho Not Significant
	Within Groups	150			
	Total	153			
Highest Educational Attainment	Between Groups	3	1.09	0.35	Accept Ho Not Significant
	Within Groups	150			
	Total	153			
Number of Years in Teaching	Between Groups	7	1.36	0.23	Accept Ho Not Significant
	Within Groups	146			
	Total	153			
Number of Designation	Between Groups	2	2.05	0.13	Accept Ho Not Significant
	Within Groups	151			
	Total	153			

There was no significant difference on the work environment of the public elementary school teachers in terms of facilities and equipment on the computed P-values of sex (Sig.= 0.69), age (Sig.= 0.71), position (Sig.= 0.45), highest educational attainment (Sig.= 0.35), number of years in teaching (Sig.= 0.23) and number of designation (Sig.=0.13)which are greater than (>) 0.05

Alpha Level of Significance, therefore the Null Hypothesis is Accepted, hence there is no significant difference when grouped according to profile variables in terms of sex, age, position, educational attainment, number of years in teaching and number of designation. The results clearly manifest that that the demographic of the respondents has no effects or impact on the work

environment as to facilities and equipment. Teachers are able to access and use the available educational resources for teaching and other related ancillary tasks. Management and maintenance of education facilities require significant investment, and thus the primary focus can be given to school building specifications that contribute to learning. This is especially essential for the current education environment of the Philippines due to the recent reform in their education system necessitating

rapid school building expansions (Okabe 2013; Shahani 2015).

3.4.2 School Topology

The test of significant difference on the work environment of the public elementary school teachers in terms of school topology when grouped according to profile variables is shown in Table 5.

Table 5: Test of Significant Difference on Work Environment of the Public Elementary Teachers in terms of School Topology when Grouped According to Profile Variables

Source of Variations		df	F	Sig.	Decision/ Interpretation
Sex	Between Groups	1	0.29	0.59	Accept Ho Not Significant
	Within Groups	152			
	Total	153			
Age	Between Groups	4	2.88	0.02	Reject Ho Significant
	Within Groups	149			
	Total	153			
Position	Between Groups	3	1.68	0.17	Accept Ho Not Significant
	Within Groups	150			
	Total	153			
Highest Educational Attainment	Between Groups	3	3.30	0.02	Reject Ho Significant
	Within Groups	150			
	Total	153			
Number of Years in Teaching	Between Groups	7	2.51	0.02	Reject Ho Significant
	Within Groups	146			
	Total	153			
Number of Designation	Between Groups	2	1.44	0.24	Accept Ho Not Significant
	Within Groups	151			
	Total	153			

There was a significant difference on the on the work environment of the public elementary school teachers in terms of school topology on the computed P-values of age (Sig.= 0.02), highest educational attainment (Sig.= 0.02) and number of years in teaching (Sig.= 0.02) which are less than or equal to (\leq) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Rejected, hence there is a significant difference when grouped according to profile variables in terms of age, highest educational attainment and number of years in teaching. The results clearly show on the divergence of perception on the work environment as to school topology when grouped according to age, highest educational attainment and number of teaching. It is important for teacher to create an environment that motivates students' learning. Teachers play a vital role in creating an environment that supports students' learning. They often do this through their support for students' autonomy (Schuitema, Peetsma, & Van Der Veen, 2016). There was no significant difference on the work environment of the public elementary school teachers in terms of school topology on the computed P-values of sex (Sig.= 0.59), position (Sig.= 0.17), and number of

designation (Sig.= 0.24) which are greater than ($>$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Accepted, hence there is no significant difference when grouped according to profile variables in terms of sex, position and number of designation. The results suggest that the sex, position, and number of designation has no effect on the work environment as to school topology. It tracked public education resources from national and local governments to a nationally representative sample of elementary schools and high schools in the Philippines and assessed the availability and quality of key education inputs. The availability of teachers in schools has improved as a result of recent teacher hiring efforts. However, there are signs of growing inefficiency in teacher deployment because of weaknesses in teacher allocation systems (World Bank Group, 2016).

3.4.3 Physical Environment

The test of significant difference on the work environment of the public elementary school teachers in terms of school topology when grouped according to profile variables is shown in Table 6.

Table 6: Test of Significant Difference on Work Environment of the Public Elementary Teachers in terms of Physical Environment when Grouped According to Profile Variables

Source of Variations		df	F	Sig.	Decision/ Interpretation
Sex	Between Groups	1	0.06	0.81	Accept Ho Not Significant
	Within Groups	152			
	Total	153			
Age	Between Groups	4	1.84	0.12	Accept Ho Not Significant
	Within Groups	149			
	Total	153			
Position	Between Groups	3	1.58	0.20	Accept Ho Not Significant
	Within Groups	150			
	Total	153			
Highest Educational Attainment	Between Groups	3	3.43	0.02	Reject Ho Significant
	Within Groups	150			
	Total	153			
Number of Years in Teaching	Between Groups	7	2.10	0.05	Reject Ho Significant
	Within Groups	146			
	Total	153			
Number of Designation	Between Groups	2	1.13	0.32	Accept Ho Not Significant
	Within Groups	151			
	Total	153			

There was a significant difference on the on the work environment of the public elementary school teachers in terms of physical environment on the computed P-values of highest educational attainment (Sig.= 0.02) and number of years in teaching (Sig.= 0.05) which are less than or equal to (\leq) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Rejected, hence there is a significant difference when grouped according to profile variables in terms of highest educational attainment and number of years in teaching. The results suggest that the physical environment of the public elementary teachers has different perceptions when grouped according to highest educational attainment and number of years in teaching. Effective physical learning environment requires the introduction of 21st century learning environment with the utilization of technology in the teaching and learning process (Dela Rosa, 2020). In congruence with the aforementioned, Schwartz (2013) stated that the design features of the new school facility with updated technology and equipment has helped teachers to be more effective.

There was no significant difference on the work environment of the public elementary school teachers in terms of physical environment on the computed P-values of sex (Sig.= 0.81), age (Sig.= 0.12), position (Sig.= 0.20), and number of designation (Sig.= 0.32) which are greater than ($>$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Accepted, hence there is no significant difference when grouped according to profile variables in terms of sex, age, position and number of designation. An effective, well- managed, vibrant and favorable classroom, environment should be ensued so that teaching learning process may take place successfully and effectively. The authors also suggested that classroom with basic advance facilities to stimulate the teaching learning process (Kausar, Kiyani & Suleman, 2017).

3.4.4 Administrative/ Supervisor’s Support

The test of significant difference on the work environment of the public elementary school teachers in terms of school topology when grouped according to profile variables is shown in Table 7.

Table 7: Test of Significant Difference on Work Environment of the Public Elementary Teachers in terms of Administrative/ Supervisor Support when Grouped According to Profile Variables

Source of Variations		df	F	Sig.	Decision/ Interpretation
Sex	Between Groups	1	0.11	0.74	Accept Ho Not Significant
	Within Groups	152			
	Total	153			
Age	Between Groups	4	0.38	0.83	Accept Ho Not Significant
	Within Groups	149			
	Total	153			
Position	Between Groups	3	2.21	0.09	Accept Ho Not Significant
	Within Groups	150			
	Total	153			
Highest Educational Attainment	Between Groups	3	1.31	0.27	Accept Ho Not Significant
	Within Groups	150			

Source of Variations		df	F	Sig.	Decision/ Interpretation
	Total	153			
Number of Years in Teaching	Between Groups	7	1.24	0.29	Accept Ho Not Significant
	Within Groups	146			
	Total	153			
Number of Designation	Between Groups	2	2.96	0.05	Reject Ho Significant
	Within Groups	151			
	Total	153			

There was a significant difference on the work environment of the public elementary school teachers in terms of administrative/ supervisor’s support on the computed P-value of number of designation (Sig.= 0.05) which is less than or equal to (\leq). 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Rejected, hence there is no significant difference when grouped according to profile variables in terms of number of designations. The results clearly suggest that the number of designation given to the teachers really matters to the work environment as to administrative/ supervisor’s support. Teachers are given designation with at least 2 designations because the school heads identified the teachers of their potentials and capabilities to handle an ancillary task. In fact, past research into the experiences of teachers in Davao City (Into & Gempes, 2018) and Davao del Sur (Retubada, 2014) revealed that teachers in the said areas were performing multiple ancillary functions.

There was no significant difference on the work environment of the public elementary school teachers in terms of administrative/ supervisor’s support on the computed P-values of sex (Sig.= 0.74), age (Sig.= 0.83), position (Sig.= 0.09), highest educational attainment (Sig.= 0.27), and number of years in teaching (Sig.= 0.29) which are greater than ($>$) 0.05 Alpha Level of

Significance, therefore the Null Hypothesis is Accepted, hence there is no significant difference when grouped according to profile variables in terms of sex, age, position, educational attainment, and number of years in teaching. The results clearly suggest there are no variations among the respondents regardless of profile variables towards work environment as to administrative/ supervisor’s support. Teachers state they have administrative support and they believe the administration is there to help them (Crosby 2015). In the emerging needs of teachers, the administrative supports play a vital role for the continued implementation of quality education among the students. In this constantly changing world, especially in the educational context, it is a mere challenge to meet the educational needs and to comply with the emerging individual differences of the students.

3.4.5. Significant Relationship Between the Work Environment and Work Performance of Public Elementary Teachers

The test of significant relationship on the work environment and work performance of the public elementary school teachers in terms of school topology when grouped according to profile variables is shown in Table 8.

Table 8: Test of Significant Relationship between the Work Environment and Work Performance of Public Elementary Teachers

Source of Correlations		Work Environment	IPCRF	Decision/ Interpretation
Work Environment	Pearson Correlation	1	0.018	No Relationship Accept Ho Not Significant
	Sig. (2-tailed)		0.826	
	N	154	154	
Work Performance	Pearson Correlation	0.018	1	
	Sig. (2-tailed)	0.826		
	N	154	154	

The computed Pearson r value of 0.018 denotes no relationship on the work environment and work performance of the public elementary teachers. The computed P- value of 0.826 is greater than ($>$) 0.05 level of significance, therefore the null hypothesis is accepted. The results denote that even if the work place is conducive, comfortable, safe, and enjoyable, there is no effect on the teacher’s performance. The teachers will continuous to work and productive. The result was supported by the study of Kuncoro and Dardiri (2017) that there was no correlation between work environment and teacher performance, meaning that the work

environment does not positively support the pedagogical and professional performance of teachers.

3.4.6 The proposed intervention program is presented in Table 9
Rationale

The working environment of teachers is extremely important to them and, ultimately, to their students; teachers are more satisfied and intend to stay longer in schools with a positive work environment, regardless of the student demographic characteristics of the school (Johnson, Kraft, & Papay, 2012). Clean and

well-maintained facilities and access to new instructional technology are not the most important aspects of the work environment for teachers (Hassanain & Ali, 2015). The physical surroundings, such as safety and comfort, as well as economic variables like compensation and job security, were all important aspects of a teacher’s employment; it also incorporates assignment structures such as workload and supervision, as well as cultural and social variables such as organizational culture strength and co-worker and student qualities.

Thus, the intervention program was developed to address the findings with lowest or least mean. The findings that needs to be given an intervention are as follows: facilities and equipment, school typology, physical environment and administrative/ supervisors’ support. The intervention program is expected to enhance the work environment of the public elementary schools in Zone 2, Division of Zambales.

Table 9: Proposed Intervention Program

Key Results Area	Benchmark Statement	Proposed Activities	Persons Involved	Duration	Budget Requirement	Expected Outcome
Facilities and Equipment	There is Science/Math Room equipped with science/ mathematical instruments and equipment.	Conducting meeting with the stakeholder Inclusion of the Annual Procurement Plan	School Heads Teachers Local Government Unit Representative	August 2024	Php 200,000.00	Purchased science/ mathematical instruments and equipment
	The books, reference materials and educational resource are available in the library/Learning Resource, Management and Development Canter (LRMDC)	Training-Workshop on the Development of Instructional Materials	School Heads Teachers Resource Speaker/ Trainer	5 days	Php 60,000.00	90% of the public elementary teachers
	There are sufficient classrooms to cater the pupils in every grade level.	Consultative Meeting Inclusion of the construction of classroom in the School Improvement Plan	School Division Superintendent School Division of Zambales Engineer School Heads Teachers Local Government Unit Representative Stakeholders	School Year 2025-2026	Php5,000,000.00	Construction of classrooms
School Typology	The school is strategically located in a fur-flung area.	Conduct of Consultative Meetings Provision of transportation service from the LGU	School Heads Teachers Local Government Unit Representative	16 Hours	Php 15, 000.00	A proposal of action plan for implementation Teachers are able to transport from their house to school.
	The pupil ratio is 1:35.	Consultative Meeting Check the number of enrollees during enrollment period.	School Heads Teachers Registrar	1 day	Php 5,000.00	80% of the schools implemented the 1:35 ratio

Key Results Area	Benchmark Statement	Proposed Activities	Persons Involved	Duration	Budget Requirement	Expected Outcome
Physical Environment	The classrooms and laboratories are adequate for utilization in the teaching and learning process	<p>Consultative Meeting</p> <p>Inclusion of the construction of classroom in the School Improvement Plan</p>	<p>School Division Superintendent</p> <p>School Division of Zambales Engineer</p> <p>School Heads</p> <p>Teachers</p> <p>Local Government Unit Representative</p> <p>Stakeholders</p>	School Year 2025-2026	Php5,000,000.00	Construction of classrooms
	The school buildings adhere to building designs standards and structural soundness.	Re-orientation seminar on the Republic Act Number 6541 Philippine Building Code of the Philippines	<p>Division Superintendent</p> <p>School Division of Zambales Engineer</p> <p>School Heads</p> <p>Teachers</p>	1 Day	Php10,000.00	100% of the participants was given a re-orientation on the Republic Act Number 6541 Philippine Building Code of the Philippines
	The classrooms are conducive for teaching and learning.	Maintenance of the clean and order of the classrooms	<p>School Heads</p> <p>Teachers</p>	August 1-26, 2024	Php50,000.00	100% of the classrooms are conducive for teaching and learning.
Administrative /Supervisor's Support	The school head/principal provides sufficient materials such as bond papers and ink for the printing of learning materials and reports.	<p>Re-orientation and planning session on the Annual Procurement Plan</p> <p>Submit the Annual Procurement Plan the needed materials such as as bond papers and ink for the printing of learning materials and reports</p>	<p>School Heads</p> <p>Teachers</p> <p>Supply Officers</p>	1 day	Php10,000.00	<p>100% of the public elementary teachers are given a re-orientation on the annual procurement plan</p> <p>100% of the public elementary teachers submit the needed materials for the approval of the Annual Procurement Plan</p>
	The school head / principal provides financial support on the school activities such as academic and non-academic competitions.	Conduct strategic planning on the School Year Activities	<p>School Heads</p> <p>Teachers</p>	1 day	Php 10,000.00	<p>Conducted strategic planning</p> <p>Inclusion of the academic and non- academic activities on the MOOE.</p>
	The school head /principal provides printers for each teacher in the printing of learning materials and reports					

Key Results Area	Benchmark Statement	Proposed Activities	Persons Involved	Duration	Budget Requirement	Expected Outcome
	The school heads allows the teachers the opportunity to promote.	Orientation on the Linking Standards and Quality Practice Program (LiSQuP), a joint project of Philippine Normal University (PNU) and Department of Education Conduct a regular SLAC and Training and Seminars	School Heads Teachers	1 Day Year Round	Php 10,000.00 Php100,000.00	Public elementary teachers are enrolled in Masters and Doctorate degree programs in PNU 90% of the public elementary teachers participated in the SLAC, seminars and trainings.

4. CONCLUSIONS

The study concludes that most of the public elementary teachers are females, middle adulthood, Teacher I, with MA/MS units, 10-14 years in teaching, and with at least 2 designations. They strongly agreed on their work environment as to facilities and equipment, school typology, physical environment and administrative/ supervisor’s support. The work performance of the public elementary teachers is outstanding. There was no significant difference on the work environment of the public elementary school teachers in terms of facilities and equipment when grouped according to sex, age, position, highest educational attainment, number of years in teaching and number of designation. There was a significant difference on the work environment of the public elementary school teachers in terms of school typology when grouped according to age, highest educational attainment and number of years in teaching. There was a significant difference on the work environment of the public elementary school teachers in terms of physical environment when grouped according to highest educational attainment and number of years in teaching. There was no significant difference on the work environment of the public elementary school teachers in terms of administrative/ supervisor’s support when grouped according to number of designation. There was no relationship on the work environment and work performance of the public elementary teachers. The intervention program was proposed based on the findings on school typology.

5. RECOMMENDATIONS

Based on the research findings, the study makes the following recommendations:

- The school heads may prioritize the inclusion of the procurement of the instruments and equipment for Science/ Mathematics in the Annual Procurement Plan.

- The school heads may ask assistance to the Local Government Unit to provide school service or transportation allowance if budget warrants for the public elementary teachers assigned in far- flung school.
- The school heads may prioritize the construction of additional rooms or buildings in the School Improvement Plan.
- The school heads are encouraged to have a budget allocation on the school activities such as academic and non-academic competitions for financial support.
- The proposed intervention program is suggested to be presented to the School Heads for its implementation if possible.
- A similar study may be conducted by the future researchers to validate the findings.

REFERENCES

- Abun, D., Nicolas, M. T., Apollo, E. P., Magallanes, T., & Encarnacion, M. J. (2021). Employees’ self-efficacy and work performance of employees as mediated by work environment. *International Journal of Research in Business and Social Science* 10(7) 01-15.
- Al-Omari, K., & Okasheh, H. (2017). The Influence of Work Environment on Job Performance: A Case Study of Engineering Company in Jordan. *International Journal of Applied Engineering Research*, 12(24), 15544-15550.
- Allen, I. V., James, A. M., James Riddell, I. V., Rosenblat, T., Yang, D., & Yu, H. (2021). Teaching and incentives: substitutes or complements? *National Bureau of Economic Research*, 35, 2021.
- Araneta, M. L. R., Catalan, R. D., & Martir, E. M. (2020). Administrative Support and Teaching Quality: Inputs to Professional Development Program. *Journal o Higher Education Theory and Practice*, 20(6).

- Awan, A. G., & Tahir, M. T. (2015). Impact of working environment on employee's productivity: A case study of Banks and Insurance Companies in Pakistan. *European Journal of Business and Management*, 7(1).
- Badayai, A. R. (2012). A Theoretical Framework and Analytical Discussion on Uncongenial Physical Workplace Environment and Job Performance among Workers in Industrial Sectors. *Social and Behavioral Sciences*, 42, 486-495.
- Bautista Jr., A. P., Bleza, D. G., Buhain, C. B., & Balibrea, D. M. (2021). School Support Received and the Challenges Encountered in Distance Learning Education by Filipino Teachers during the Covid-19 Pandemic. *International Journal of Learning, Teaching and Educational Research*, 20(6), 360-385
- Berkerly Lab. (2017). Ventilation and School Performance. *Online Journal*. <https://iaqscience.lbl.gov/performancerates-school>
- Catolos, L. C., & Catolos, F. G. (2017). ICMSIT 2017: 4 th International Conference on Management Science, Innovation, and Technology.
- Chanberlin, M. (2015) University of Tulsa's Indoor Air Program. Classroom Ventilation Affects Student Performance. *Online Journal*. https://www.healthyfacilitiesinstitute.com/a_47Study_Classroom_Ventilation_Affects_Student_Performance
- Child Hope Philippines (2021). The Importance of Technology in Philippine Education. <https://childhope.org.ph/importance-of-technology-in-philippine-education/>
- Compasivo, G. P., & Faculnaya, B. C. (2020). Administrative Support and Job Satisfaction of Private School Teachers. *Palarch's Journal of Archaeology of Egypt/Egyptology*, 17(6).
- Cooman, R. D., & Vlegels, W. (2022). Person-Environment Fit: Theoretical Perspectives, Conceptualizations, and Outcomes. <https://doi.org/10.1093/acrefore/9780190224851.013.377>.
- Dela Rosa-Bala, A. (2019). Assessing performance of gov't workers necessary- CSC. <http://www.csc.gov.ph/new-updates/1737-assessing-performance-of-gov%E2%80%99t-workers-necessary-%E2%80%93-csc.html>
- DepEd Order No. 64, s. 2017. Establishing The Minimum Performance Standards and Specifications for Deped School Buildings. <https://www.deped.gov.ph/2017/12/15/do-64-s-2017-establishing-the-minimum-performance-standards-and-specifications-for-deped-school-buildings/>
- FutureLearn. (2021). Explore: The Philippine Education System. <https://www.futurelearn.com/info/futurelearn-international/explore-philippines-education-system>
- Haramain, J. G. T. (2019). Undesirable Factors Affecting the Performance Level of Public Secondary School Teachers in Northern Luzon, Philippines. *International Journal of Research & Review*, 6(2).
- Haramain, J. T. (2018). Desirable Factors Contributing to the Leading Performance of Public Secondary School Teachers in Cordillera Administrative Region-Luzon, Philippines; *International Journal of Scientific and Research Publications (IJSRP)*, 8(7). (ISSN: 2250-3153), DOI: <http://dx.doi.org/10.29322/IJSRP.8.7.2018.p7939>.
- Heathfield, S. M. (2021). *Examples of Adding Value in Your Organization*. Careers. Retrieved from <https://www.thebalancecareers.com/value-add-in-a-company-1918286>.
- Hill, L. (2020). The Value of Workshops and Continuing Education for Teachers. <https://evollution.com/opinions/the-value-of-workshops-and-continuing-education-for-teachers/>.
- Iowa Association of School Boards. (2012). The link between buildings and learning [Data file]. Available November 12, 2012, from IASB Web site: <http://www.iasb.org/schoolfacilities.aspx?id=560>.
- Kausar, A., Kiyani, I., & Suleman, Q. (2017). Effect of Classroom Environment on the Academic Achievement of Secondary School Students in the Subject of Pakistan Studies at Secondary Level in Rawalpindi District, Pakistan, Vol. 8 No. 24. *Electronic Journal*. ISSN 2222- 288X (Online) www.iiste.org
- Kekare, S. H. (2015). Classroom Physical Environment and Academic Achievement of Students. *The International Journal of Indian Psychology*. Volume 2, Issue 3.
- Kruss, G., S. Mcgrath, Petersen, I. H., & Gastrow, M. (2015). Higher Education and Economic Development: The Importance of Building Technological Capabilities. *International Journal of Educational Development*, 43, 22–31. doi: 10.1016/j.ijedudev.2015.04.011.
- Legaspi, A. (2014). Lack of materials, facilities still hound K to 12 implementation. GMA News Online. <https://www.gmanetwork.com/news/topstories/specialreports/363734/lack-of-materials-facilities-still-hound-k-to-12-implementation/story/>
- Mansoor, F., & Hassan, Z. (2016). Factors influencing Employee Engagement: A study on a Telecommunication Network provider in the Maldives. *International Journal of Accounting & Business Management*, 4(1). <https://doi.org/10.24924/ijabm/2016.04/v4.iss1/50.64>
- Maslow, A. (2016). Effects of Physical Environments on Education Outcome. Sun. Star Pampanga. <https://www.pressreader.com/philippines/sunstar-pampanga/20160107/281659664025097>

- Muchhal, D. S (2014). *HR Practices and Job Performance. IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 19(4), 55-61.
- Navaroo, A. M. (2022). School Infrastructure in the Philippines: Where Are We Now and Where Should We Be Heading? Philippine Institute for Development Studies.
- Nolyab, J. (2016). Factors Affecting the Performance of Teachers. Prezi.com/pyq0jxd95j0k.
- Tehseen, S., & Hadi, N. (2015). Factors Influencing Teachers' Performance and Retention. *Mediterranean Journal of Social Sciences*. DOI 10.5901/mjss.2015.v6n1p233.
- Okabe, M. (2013). Where Does Philippine Education Go? The "K to 12" Program and Reform of Philippine Basic Education [Online]. Chiba, Japan: IDE-JETRO.
- Pandey, P. (2017). *The impact of work environment on employees' productivity*. Munich: GRIN Verlag. Retrieved from <https://www.grin.com/document/412794>.
- Raufelder, D., & Kulakow, S. (2021). The role of the learning environment in adolescents' motivational development. *Motivation and Emotion*, 45(3), 299–311.
- Schwartz, G. D. (2013). An analysis of the effect of a 21st-century-designed middle school on student achievement. Electronic Theses and Dissertations. 3. <http://scholarworks.uni.edu/etd/3>
- Sehgal, S. (2012). Relationship between Work Environment and Productivity. *International Journal of Engineering Research and Applications*, 2(4), 1992-1995.
- Shahani, L. R. (2015). The Challenges of Basic Education: Dealing with K-12. The Philippine Star.
- Suleman, Q. (2014). Effects of Classroom Physical Environment on the Academic Achievement Scores of Secondary School Student in Kohar Division, Pakistan. Online Journal https://www.researchgate.net/publication/276025749_Effects_of_Classroom_Physical_Environment_on_the_Academic_Achievement_Scores_of_Secondary_School_Students_in_Kohat_Division_Pakistan
- Suwati, Magdalena, M., & Gagah, E. (2016). Influence of motivation work, career development and cultural organization on the job satisfaction and implications on the performance of employees. *Journal of Management*, 2(2).
- Urtil, J. A. S. (2016). Nature of Classroom Environment as a Source of Variation in Grade 10 Science Class. Unpublished Thesis. Southern Luzon State University, Lucban, Quezon.
- Wise. (2017). The education system of the Philippines. <https://wise.com/gb/blog/the-philippines-education-overview>.
- Yilmaz, A. (2016). Teacher Perceptions of Administrative Support in Urban Charter Schools. University of Wisconsin Milwaukee UWM Digital Commons.
- World Bank Group. (2016). Assessing Basic Education Service Delivery in the Philippines: Public Education Expenditure Tracking and Quantitative Service Delivery Study. World Bank, Washington, DC. © World Bank. <https://openknowledge.worldbank.org/handle/10986/24676>

Cite This Article: Felina A. Ting & Nora A. Arcelao (2023). Work Environment and Work Performance of Public Elementary Teachers in Zone 2, Division of Zambales, Philippines. *East African Scholars J Edu Humanit Lit*, 6(11), 515-529.
