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Effects Of School Environment on the Work Performance of Teachers

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ABSTRACT

This study determined the extent of the effects of the school environment on the work performance of teachers in selected public elementary schools in Binangonan District, Division of Rizal, during the conduct of the study. Specifically, it examined the effects of administrative support, physical environment, collegial relationships, and pupil behavior on teachers' work performance. Employing a descriptive survey research design, the study involved 256 public elementary school teachers from eight selected schools. A researcher-made questionnaire-checklist was utilized to gather data on the respondents' profiles and their perceptions of the school environment, while documentary analysis of the latest Individual Performance Commitment and Review (IPCR) ratings was conducted to determine their level of work performance. The findings revealed that most respondents were 41–50 years old, female, married, Teacher I position holders, had 1–10 years of teaching experience, possessed master's degree units, and had attended school-level in-service trainings. The school environment often affected teachers' work performance across all four dimensions, while their overall work performance was rated Very Satisfactory, with a mean of 4.29. Significant differences in teachers' perceptions were found when grouped according to age, civil status, and length of service, whereas no significant differences were observed in terms of sex, position title, educational attainment, and in-service trainings attended. Furthermore, administrative support, physical environment, and pupil behavior had no significant relationship with teachers' work performance. However, collegial relationships demonstrated a significant relationship with their performance. The study concluded that although the school environment influences teachers' professional experiences, collegial relationships are particularly associated with their work performance. It recommended strengthening administrative support, improving school facilities, promoting positive pupil behavior, fostering collaboration among teachers, and implementing an action plan to enhance the school environment and sustain teachers' performance.

Keywords: *School Environment, Teachers' Work Performance, Administrative Support, Physical Environment, Collegial Relationships, Pupil Behavior, Public Elementary Schools*

1. INTRODUCTION

1.1. Background and Context of the Study

The school environment plays an important role in shaping teachers' professional experiences, instructional practices, and work performance. It encompasses the physical, social, and organizational conditions that influence how teachers perform their responsibilities. These include administrative support, availability of instructional resources, physical facilities, collegial relationships, and pupil behavior. A conducive school environment promotes effective teaching, professional collaboration, and improved classroom management, while unfavorable conditions may create challenges that affect teachers' productivity and effectiveness.

Administrative support is essential in establishing a positive working environment. School heads provide instructional guidance, supervision, resources, and professional assistance that enable teachers to fulfill their responsibilities. Sebullen and Jimenez (2024) emphasized the relationship between transformational leadership, administrative support, and teacher job satisfaction. Similarly, Enriquez and Tiongco (2024) highlighted the importance of supervisory support and reduced administrative responsibilities in improving teaching performance. These findings reinforce the need for responsive school leadership and appropriate distribution of teachers' workloads.

The physical environment also influences the teaching and learning process. Adequate classrooms, proper ventilation, sufficient lighting, functional facilities, and instructional materials help teachers deliver lessons effectively. Navarro (2024) identified continuing infrastructure challenges in Philippine public schools, particularly concerning classroom availability and resource distribution. Medado and Andales (2025) likewise emphasized the importance of classroom conditions, facilities, and teacher-learner relationships in establishing a supportive learning environment.

Moreover, collegial relationships contribute to teachers' professional development and workplace satisfaction. Cooperation, open communication, teamwork, and shared responsibilities encourage the exchange of instructional strategies and provide opportunities for professional learning. Pangilinan and Vadil (2024) examined organizational climate and human relations skills among public elementary school teachers, highlighting the importance of positive interpersonal relationships. Pacino and Baguio (2024) also explored organizational behavior and workplace environment, emphasizing the relevance of maintaining favorable working conditions.

Pupil behavior is another significant dimension because classroom discipline and learner participation directly influence instructional activities. Rabago (2024) emphasized the role of school policies and administrative support in promoting effective classroom discipline. Similarly, Pollescas and Aguilar (2025) examined classroom management practices in relation to teachers' performance, highlighting the importance of discipline, classroom organization, and effective routines. Bugay et al. (2025) further identified administrative support, collegial relationships, and work demands as important considerations in teachers' perceptions of their workplace environment.

Other studies have examined the relationship between workplace collaboration, administrative assistance, and teacher productivity. Somosot and Bumagat (2025) explored these factors among hinterland high school teachers, while Matela and Caingcoy (2026) investigated administrative support in relation to teachers' research capabilities. These studies demonstrate the importance of institutional support and professional collaboration in strengthening teachers' capacity to perform their duties.

In the Philippine public elementary school setting, teachers perform various instructional and administrative responsibilities that require adequate resources, effective leadership, positive workplace relationships, and appropriate classroom conditions. Despite existing educational initiatives, differences in school facilities, administrative practices, collegial interactions, and pupil behavior may influence teachers' professional experiences and performance.

In Binangonan District, Division of Rizal, these conditions provide a relevant context for examining the school environment in selected public elementary schools. Accordingly, this study determined the effects of administrative support, physical environment, collegial relationships, and pupil behavior on teachers' work performance. It also examined differences in teachers' perceptions according to their demographic and professional profiles and established the relationship between the identified environmental factors and their IPCR ratings.

Ultimately, the study sought to provide an empirical basis for developing an action plan that would strengthen administrative support, improve school facilities, promote professional collaboration, and address pupil behavior concerns. Through these initiatives, the study aimed to contribute to a more supportive and productive school environment that sustains teachers' professional effectiveness.

1.2. Research Problem

The study aimed to determine the extent of effects of school environment on the work performance of teachers in selected public elementary schools in Binangonan District, Division of Rizal during the School Year 2025–2026.

Specifically, it sought answers to the following sub-problems:

1. What is the profile of the respondents in terms of:
   - 1.1. age;
   - 1.2. sex;
   - 1.3. civil status;
   - 1.4. position title;
   - 1.5. length of service;
   - 1.6. educational attainment; and
   - 1.7. in-service trainings attended?
2. What is the extent of effects of school environment on the performance of teachers as perceived by themselves with respect to:
   - 2.1. administrative support;
   - 2.2. physical environment;
   - 2.3. collegial relationships, and
   - 2.4. pupil behavior?
3. Is there a significant difference on the extent of effects of school environment on the work performance of teachers as perceived by themselves with respect to the cited aspects in terms of their profile?
4. What is the level of work performance of teachers as revealed by the latest rating in Individual Performance Commitment and Review (IPCR) Rating?
5. Is there a significant relationship between the extent of effects of school environment and the teachers' work performance?
6. What is the extent of the problems encountered by the teachers towards work environment?
7. What action plan may be proposed to improve the school environment and the work performance of teachers?

1.3. Research Gap

Previous studies have established that the school environment plays an important role in teachers' professional experiences, job satisfaction, instructional practices, and work performance. Existing research has examined administrative support, physical facilities, organizational climate, collegial relationships, and classroom management as factors influencing teaching effectiveness. Studies by Sebullen and Jimenez (2024), Pangilinan and Vadil (2024), Navarro (2024), and Bugay et al. (2025) have provided insights into the importance of supportive leadership, adequate school facilities, positive workplace relationships, and favorable working conditions.

However, despite these contributions, several gaps remain. First, previous studies have generally examined individual dimensions of the school environment rather than simultaneously investigating administrative support, physical environment, collegial relationships, and pupil behavior in relation to teachers' work performance. Second, limited contextual evidence is available regarding how these environmental dimensions influence teachers in selected public elementary schools in Binangonan District, Division of Rizal. Third, the relationship between teachers' perceptions of their school environment and their objectively documented work performance, particularly through their Individual Performance Commitment and Review (IPCR) ratings, requires further examination. Differences in perceptions according to teachers' demographic and professional characteristics also warrant investigation.

To address these gaps, the present study examined the four identified dimensions of the school environment and their relationship with teachers' work performance in eight selected public elementary schools in Binangonan District. It also determined whether significant differences existed in teachers' perceptions when grouped according to their age, sex, civil status, position title, length of service, educational attainment, and in-service trainings attended. By utilizing survey responses and documented IPCR ratings, the study sought to provide localized empirical evidence that could support school improvement initiatives. Its findings served as the basis for proposing an action plan designed to strengthen the school environment and promote teachers' professional effectiveness.

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1.4. Purpose and Objectives of the Study

This study aimed to determine the effects of the school environment on the work performance of teachers in selected public elementary schools in Binangonan District, Division of Rizal. Specifically, it examined the respondents' demographic and professional profiles in terms of age, sex, civil status, position title, length of service, educational attainment, and in-service trainings attended; determined the extent of the effects of the school environment in terms of administrative support, physical environment, collegial relationships, and pupil behavior; identified significant differences in teachers' perceptions when grouped according to their profile characteristics; assessed their level of work performance based on their Individual Performance Commitment and Review (IPCR) ratings; established the significant relationships between the identified dimensions of the school environment and teachers' work performance; and proposed an action plan to strengthen the school environment and enhance teachers' professional effectiveness.

1.5. Significance and Practical Contribution of the Study

The findings of this study are significant to school administrators, teachers, learners, the Schools Division of Rizal, and future researchers. For school administrators and school heads, the results may provide a basis for improving administrative support, upgrading physical facilities, strengthening collegial relationships, and implementing appropriate classroom management

interventions. For teachers, the study may promote awareness of how workplace conditions influence their professional responsibilities and encourage collaboration, effective teaching practices, and continuous professional development. For learners, improvements in the school environment may contribute to more organized classrooms, positive teacher-learner interactions, and a conducive learning atmosphere. For the Schools Division of Rizal, the findings may serve as a reference in developing policies, programs, and interventions that address school-level environmental concerns and support teacher performance. Finally, future researchers may use the findings as a reference for further investigations involving school environment, teacher effectiveness, and other relevant educational management variables. The proposed action plan also provides a practical contribution by identifying appropriate interventions that may help establish a more supportive, collaborative, and productive school environment.

1.6. Sustainable Development Goals (SDG) Alignment

This study aligns primarily with Sustainable Development Goal (SDG) 4: Quality Education, which promotes inclusive, equitable, and quality education and lifelong learning opportunities for all. By examining the effects of administrative support, physical environment, collegial relationships, and pupil behavior on teachers' work performance, the study recognizes the importance of establishing supportive and conducive school environments that contribute to effective teaching and improved educational service delivery. It also supports SDG 8: Decent Work and Economic Growth, particularly in promoting productive employment, favorable working conditions, and professional development opportunities for teachers. Furthermore, the study relates to SDG 3: Good Health and Well-Being, as a positive and supportive workplace environment may contribute to teachers' occupational well-being and healthy professional relationships. Through the proposed action plan, the study seeks to encourage improvements in school facilities, administrative practices, workplace collaboration, and classroom management. These initiatives may contribute to sustainable school improvement by strengthening teachers' professional effectiveness and supporting the delivery of quality basic education in selected public elementary schools in Binangonan District, Division of Rizal.

2. METHODOLOGY

2.1. Research Design

The study employed a descriptive survey research design to determine the effects of the school environment on the work performance of teachers in selected public elementary schools in Binangonan District, Division of Rizal. This design was appropriate because it allowed the researcher to describe the respondents' demographic and professional profiles, assess their perceptions of the school environment in terms of administrative support, physical environment, collegial relationships, and pupil behavior, and determine their level of work performance. It also facilitated the examination of significant differences and relationships among the variables without manipulating the existing school conditions.

2.2. Research Locale

The study was conducted in eight selected public elementary schools in Binangonan District, Division of Rizal, namely Bilibiran Elementary School, Binangonan Elementary School, Casimiro Ynares Elementary School, Darangan Elementary School, Macamot Elementary School, Mahabang Parang Elementary School, Tatala Elementary School, and Tayuman Elementary School. These schools served as the research locale because they provided the institutional settings necessary to examine the school environment and teachers' work performance. The selection of these schools also enabled the researcher to gather relevant information from teachers working under different school conditions and administrative arrangements.

2.3. Sampling Technique

The study utilized proportionate sampling to select 256 public elementary school teachers, representing 50% of the total population of teachers in the selected schools. The respondents were identified based on the established sampling allocation to ensure representation from the participating institutions. Their demographic and professional characteristics were considered in the analysis, including age, sex, civil status, position title, length of service, educational attainment, and in-service trainings attended. This sampling approach provided an appropriate representation of the teacher population covered by the study.

2.4. Data Gathering Procedure

The researcher secured the necessary permissions from the appropriate educational authorities and school heads before conducting the study. Upon approval, the researcher coordinated with the administrators of the selected public elementary schools regarding the distribution and retrieval of the researcher-made questionnaire-checklist. The purpose of the study and the instructions for answering the instrument were explained to the respondents. After retrieving the completed questionnaires, the responses were checked, organized, coded, and prepared for statistical analysis. In addition, permission was obtained to access the respondents' latest Individual Performance Commitment and Review (IPCR) ratings, which served as the basis for determining their level of work performance.

2.5. Data Analysis

The gathered data were analyzed using appropriate descriptive and inferential statistical tools. Frequency count and percentage were used to describe the demographic and professional profiles of the respondents, while weighted mean was utilized to determine the extent of the effects of the school environment in terms of administrative support, physical environment, collegial relationships, and pupil behavior. The mean was also used to describe the respondents' level of work performance based on their IPCR ratings. Appropriate tests of significant differences were employed to determine variations in teachers' perceptions when grouped according to their profile characteristics, while correlation analysis was used to establish the significant relationships between the dimensions of the school environment and teachers' work performance. All statistical results were interpreted in relation to the research objectives and the established level of significance.

2.6. Ethical Considerations

The researcher observed ethical principles throughout the conduct of the study to protect the rights, privacy, and welfare of the respondents. Participation was voluntary, and informed consent was obtained after explaining the purpose, procedures, and nature of the research. The respondents were assured that their participation or decision not to participate would not affect their professional standing or employment. Confidentiality and anonymity were maintained by ensuring that personal information and individual IPCR ratings were accessed only with appropriate authorization and handled securely. The collected data were used exclusively for academic and research purposes, and findings were presented in summarized form to prevent the identification of individual participants. The researcher also ensured that proper permissions were secured from the concerned authorities and that the study was conducted with honesty, objectivity, and respect for all participants.

3. RESULTS AND DISCUSSION

3.1. Profile of the Respondents in Terms of Age, Sex, Civil Status, Position Title, Length of Service, Educational Attainment and In-Service Trainings Attended

The profile of the 256 respondents revealed that the majority were aged 41–50 years old (43.4%), female (87.9%), and married (68.8%). In terms of position title, most were Teacher I (54.7%), followed by Teacher III (30.5%). Regarding length of service, more than half had 1–10 years of teaching experience (52.3%), while 37.9% had earned master's degree units, followed by those holding a Bachelor's Degree (31.3%). In terms of professional development, most respondents had attended school-level in-service trainings (50.4%), followed by division-level trainings (24.6%). Overall, the findings indicate that the respondents were predominantly middle-aged, female, married, beginning- to mid-career teachers, with graduate-level academic advancement and participation in school-based professional development activities.

3.2. Extent of Effects of School Environment on the Performance of Teachers as Perceived by Themselves with Respect to Administrative Support, Physical Environment, Collegial Relationships and Pupil Behavior

The findings revealed that significant differences in teachers' perceptions of the effects of the school environment on their work performance existed when grouped according to age, civil status, and length of service, as all four dimensions obtained p-values below the 0.05 level of significance. However, no significant differences were found when respondents were grouped according to sex, position title, educational attainment, and in-service trainings attended, with all corresponding p-values exceeding 0.05. These results indicate that teachers generally share similar perceptions regardless of their professional position, sex, educational qualifications, and training experiences. However, age, civil status, and length of service may contribute to variations in their perceptions because of differences in personal circumstances, professional maturity, and workplace experiences. The findings are supported by Apagalang (2022), who reported significant differences in teachers' perceptions of classroom social environment across selected dimensions. Similarly, Olaifa (2025) emphasized the relevance of workplace conditions and school-related factors in understanding differences in teachers' job performance. These findings suggest that school administrators should consider teachers' varying personal and professional circumstances when developing interventions to improve the school environment..

3.3. Level of Work Performance of Teachers as Revealed in Their Latest Individual Performance Commitment and Review (IPCR) Rating

The findings revealed that the majority of teachers, comprising 81.3%, obtained Very Satisfactory IPCR ratings, while 14.8% received Outstanding ratings and 3.9% received Satisfactory ratings. No respondents obtained Unsatisfactory or Poor ratings. The overall mean rating of 4.29, verbally interpreted as Very Satisfactory, with a standard deviation of 0.321, indicates a consistently high level of work performance among the respondents. These results suggest that teachers demonstrate competence, professionalism, and commitment in fulfilling their instructional and administrative responsibilities. The findings are supported by Abarquez et al. (2025), who reported high teacher performance based on IPCRF ratings among public elementary school teachers. Similarly, Esplana (2024) associated teachers' very high performance with a positive workplace culture and supportive working conditions. These findings emphasize the importance of sustaining professional development, effective school leadership, and collaborative working environments to maintain and further enhance teachers' performance

3.4. Significant Relationship Between the Extent of Effects of School Environment and the Level of Work Performance of Teachers

The findings revealed that a significant relationship existed only between collegial relationships and teachers' work performance, as indicated by an r-value of 0.144 and a p-value of 0.044, which was below the 0.05 level of significance. Thus, the null hypothesis was rejected for this dimension. This indicates a weak but statistically significant positive relationship, suggesting that more favorable collegial relationships were associated with higher teacher performance. However, no significant relationships were established for administrative support, with an r-value of 0.027 and a p-value of 0.710; physical environment, with an r-value of 0.136 and a p-value of 0.058; and pupil behavior, with an r-value of 0.128 and a p-value of 0.076. Accordingly, the null hypotheses for these dimensions were accepted. These results suggest that although teachers may demonstrate very satisfactory work performance regardless of their perceptions of administrative support, physical facilities, and pupil behavior, professional collaboration and supportive relationships among colleagues may contribute to improved performance. The findings are consistent with Ladaga (2024), who reported a positive relationship between the school environment and teachers' work performance, and Piansay (2025), who emphasized the influence of classroom environment on teaching performance. Nevertheless, the present findings highlight collegial relationships as the only school environment dimension significantly associated with teachers' IPCR ratings. Therefore, school administrators should strengthen collaboration, mutual support, and professional interaction among teachers to promote a more productive working environment.

3.5. Extent of the Problems Encountered by the Teachers Towards School Environment

The findings revealed that teachers sometimes encountered problems related to the school environment, as reflected by the overall weighted mean of 2.73. Among the identified concerns, pupils' disruptive behavior during classroom discussions ranked first with a weighted mean of 2.88, followed by poor ventilation and inadequate lighting with a mean of 2.85, and limited support in providing teaching materials and resources with a mean of 2.82. Pupils' misbehavior affecting teachers' teaching performance ranked fourth with a mean of 2.80, while poor communication between administrators and teachers ranked last with a mean of 2.55. All identified problems were interpreted as Sometimes Encountered. These results indicate that teachers experience recurring challenges involving classroom discipline, physical learning conditions, and access to instructional resources, which may create difficulties in maintaining an effective teaching-learning process. The findings further highlight the need to strengthen classroom management strategies, improve school facilities, ensure the availability of teaching materials, and promote open communication and responsive administrative support. These results are consistent with Duplon et al. (2022), who identified challenges involving facilities, technology access, communication, time management, and workplace culture as factors affecting teaching performance. Similarly, Abuyo et al. (2025) emphasized that unfavorable working conditions and insufficient emotional and physical support may negatively affect employee and teacher performance. Overall, addressing these concerns may help establish a more supportive and conducive school environment that promotes teachers' professional effectiveness and instructional delivery.

4. CONCLUSIONS AND RECOMMENDATIONS

The study concludes that the school environment plays an important role in teachers' professional experiences and work performance. The respondents generally perceived administrative support and collegial relationships as having a very high extent of influence, while physical environment and pupil behavior had a high extent of influence. Significant differences in these perceptions were observed when teachers were grouped according to age, civil status, and length of service, but not according to sex, position title, educational attainment, and in-service trainings attended. In terms of work performance, the respondents obtained an overall mean IPCR rating of 4.29, interpreted as Very Satisfactory. However, among the four dimensions of school environment, only collegial relationships had a significant relationship with teachers' work performance. The findings also revealed that teachers sometimes encountered problems involving pupils' disruptive behavior, inadequate ventilation and lighting, and limited instructional resources. These results indicate that although teachers generally demonstrate satisfactory performance, certain aspects of the school environment require continuing attention and improvement.

In view of these findings, school administrators are encouraged to strengthen professional collaboration, mutual support, and positive working relationships among teachers through regular consultation, peer mentoring, collaborative planning, and professional learning activities. They should also address the commonly encountered environmental concerns by improving classroom ventilation and lighting, ensuring the availability of teaching materials, and implementing appropriate classroom management and pupil discipline strategies. Clear communication channels and consistent implementation of school policies should likewise be promoted to create a more supportive and organized workplace. These interventions should consider the varying experiences and circumstances of teachers, particularly those associated with age, civil status, and length of service.

Furthermore, the proposed action plan should be adopted as a guide for addressing the identified concerns and strengthening the school environment. School heads, teachers, and other stakeholders are encouraged to work collaboratively in implementing, monitoring, and evaluating appropriate interventions. Regular assessment of teachers' concerns and workplace conditions may help determine whether the strategies are responsive to their needs and contribute to sustaining their Very Satisfactory work performance. Future researchers may also conduct related studies in other schools or divisions to further examine the relationship between school environment and teacher performance using additional variables and research approaches.

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