

Working Environment and Teacher's Performance: A Correlation

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ABSTRACT: The study aims to determine the levels working environment and teacher's performance; and relationship between working environment and teacher's performance of 124 public elementary school teachers assigned in Uvo Manobo populated schools in Marilog A District, Davao City Division, Philippines, using quantitative non-experimental, descriptive-correlational research design. Results showed a high level of work environment in terms of facilities and equipment, physical learning environment, and administrator's support. Similarly, a high level of teacher's performance in terms of Individual Performance Commitment and Review Form (IPCRF) rating was manifested. Moreover, findings demonstrated that there was no significant correlation between the work environment and the teacher's performance of public elementary school teachers assigned in Uvo Manobo populated schools in Marilog A District. Findings of the study could be an important baseline to carry out policies and initiatives that will maintain or even improve the current high level work environment through the following programs such as provision facilities and equipment, enough classrooms and leadership training and workshops among school heads in addressing workplace needs to improve learning outcomes.

KEYWORDS: *education, working environment, teacher's performance, public school teachers, descriptive-correlational research, Philippines.*

I. INTRODUCTION

The Problem and Its Background : Egregious achievement gap in school outcome among ethnic groups and social classes tinted the teacher's performance globally (Hill-Jackson & Lewis, 2023). The performance of teachers played an important role in the teaching and learning process. According to Maryani et al. (2021), performance is defined as the record of outcomes produced on a specified job function or activity during a specified period. Several factors affected the performance of teachers as follows: reward, safety, interpersonal relationships, working environment conditions, and opportunities for self-development and improvement (Haryaka, 2021)). Based on this idea presented, it indicates one of these factors is working environment conditions believed to affect the performance of the teachers in Uvo Manobo populated schools. Further, The Philippines' miserable performance in recent international assessments such as PISA in 2018; TIMSS and SEAPLM in 2019 demonstrate that a learning crisis persists and remains a formidable challenge for the country (Generalao, Ducanes, Yee & David, 2022). A study was conducted by Baharuddin (2021) which aims to investigate the effect of the working environment on teacher's performance at MTS Madani Pao-Pao located in Sulawesi, Indonesia. The data were collected through a questionnaire with the Likert Scale and then analyzed using descriptive and inferential analyses. The finding indicated a significant influence between the working environment and the teacher's performance. Therefore, the conducive, comfortable, safe, and enjoyable working environment affected the teacher's performance at MTS Madani Pao-Pao. The implication of this research is to inform the principal or leadership to provide a conducive, comfortable, and safe working environment to improve the teacher's performance.

Furthermore, another study was conducted by Duplon et al. (2022) in Zambales, Philippines. The study used a quantitative descriptive research design of which a survey-questionnaire was the main instrument of data gathering for the study. The findings of the study revealed that teaching performance of the teacher participants is affected by the kind of working environment in terms of facilities and equipment, school typology, physical environment, alternative work from home and administrative/ supervisors' support. Furthermore, the participant teachers strongly agreed that addressing the challenges in the workplace as to fitting in, time management and productivity, culture in the workplace, communication and coordination and motivation will increase their teaching performance. In the school where the researcher is currently teaching, poor working environment is observable especially to the schools that are situated in far flung areas where majority of the student population are indigenous (IPs). Most of these schools are not well equipped with facilities and equipment and other learning materials but others are limited only. Textbooks for the students are not available to all. The use of technology in teaching is also very difficult due to the lack of electricity and internet connection and this is the reason why some teachers must bring their own laptops for their personal use in the classroom. For the teachers

it is also difficult for them to have more student activities since these schools do not have access to internet or to social media which could help them during the teaching-learning process. With this scenario, the researcher would like to conduct the study to determine if the working environment has something to do with the performance of the teachers.

Review of Related Literature and Studies : The following literatures and studies provide a rich context for the research, a plethora of important and relevant information, concerns, viewpoints, and subjects from various authors.

Working Environment. Recent studies emphasize that Quality of Work Life is more important in developing the welfare of employees and the success of an organization. Research has identified that there is better job satisfaction, motivation, and productivity found in the lives of the high quality of work life employees. This is due to the excellent working environment, fair remuneration for work done, balance of the work-life schedule, and opportunities for personal growth and development (Haar, Sune, Russo & Ollier-Malaterre, 2019). In addition to this, the work-to-family life balance is always a critical determiner of workers' well-being, especially for trying jobs (Koç, 2023). Research suggests that when teachers experience high quality of work life, including adequate resources, cultural sensitivity training, and community support, they are better equipped to foster meaningful learning experiences for Indigenous students (Bourke & Loveridge, 2018). Moreover, a positive working environment encourages teachers to remain committed to working in Indigenous settings, where there is often a greater need for culturally competent education. Improving the QWL for these teachers is therefore critical to addressing educational inequalities and promoting the preservation of indigenous knowledge systems (Binu Raj, Subramani & Jan, 2024).

It was an essential Quality of work life (QWL) indicator since it affects both the physical and psychological well-being of employees (Riyono, Hartati & Fatdina, 2022). Working conditions, friendly relations, and the prospect of growing in one's profession boost job satisfaction and quality of work life. For instance, in education, a good working environment means that teaching staff will be more motivated and less stressful, hence performing well. The failing working environment affects the health and productivity of employees (Taheri, 2020); therefore, the working environment determines quality of work life. An organization would therefore be required to create a good working environment to maximize productivity (Hazmin et al., 2024).

These are major indicators of the quality of work life in terms of shaping the working environment and employee satisfaction. Organizational culture refers to shared assumptions, values, and beliefs through which employees govern their behavior. On the other hand, organizational climate refers to the perceptions of policies, practices, and procedures by which employees perceive their work. Such a positive organizational culture and climate would mean that employees will have a higher motivation rate, higher job satisfaction, and even better performance in general. For instance, a supportive climate where autonomy and innovations are reinforced improves individual and organizational outputs (González-Torres et al., 2023). These factors are very important for the growth of a working environment that supports well-being at the personal and organizational levels. The relations and cooperation among employees, especially in a teamworking environment, are the central areas of quality of work life, QWL. Strong interpersonal ties set good cooperative relations; particularly trust leads to an amicable work climate, which increases more satisfactions and better organizational performances. According to findings, workers who have good relations with colleagues and supervisors, and come from cooperative workplace environments are likely to be more committed and productive. These relationships play a critical role in reducing job stress and improving job satisfaction, which in turn strengthens the overall QWL. This underlines that appropriate culture-based mutual respect and teamwork would enhance well-being among employees (Jayaraman, et al., 2021).

It is the most important aspect through which quality of work life is improved, and this is particularly done by enhancing employee motivation, job satisfaction, and career progression. Jobs must offer its employees continuous opportunities for skill development, which improves their confidence and increases job performance while at work and reduces errors associated with burnout. Companies will likely retain talent by investing in the training of employees since they feel appreciated and valued for growth in the organization. The programs also strengthen organizational culture, innovation, and align employees' goals with the core values of the organization. This leads to increased levels of engagement and productivity in the workforce and consequently a positive addition to overall QWL (Arief et al., 2021). It determines the quality of work life. As compensation and rewards are one of the important factors to attract and retain an employee, a well-planned compensation strategy not

Only contains base salaries but also performance-based incentives and benefits like health insurance and retirement plans. These rewards make the employees feel valued, and they have direct impacts on job satisfaction and engagement (Marleyna et al., 2022). Fair compensation also helps maintain the aspect of internal and external equity for the employers, which helps in enhancing loyalty to the organization and reducing turn-over rates, as it is one of the key issues to improve the performance of the organization (Carver et al., 2021). In the present scenario of work, where changes take place from time to time, the employers have to evaluate and revise the compensation strategy to meet the needs of the employees and the market conditions (Kang & Lee, 2021).

Within a workplace, the quality of work life since they impact the health of the employees, whether mental or physical. A room will thus make an employee feel at ease and raise the level of productivity as opposed to health problems such as musculoskeletal disorders. Modern facilities also raise job satisfaction and build a positive organizational culture due to plenty of private space for mental breaks. As the world learns to realize the importance of the well-being of an individual at work, more and more businesses pay for infrastructure in support of work-life balance to ensure a healthier and more engaged workforce (Bello, Tula, Omotoye, Kess-Momoh & Daraojimba, 2024). It can be related to job security: the belief in the stability of one's job and its unlikelihood of loss through termination. Studies concluded that both job satisfaction and job security have a lot to do with the psychological well-being, commitment towards the organization, and general QWL. Employees have job security. This sometimes implies increased motivation and performance, since job insecurity often leads to more stress, burnout, and poor performance at work (Jayaraman et al., 2023). Organizations that consider job satisfaction and security create a better working environment for employees, hence increasing retention and organizational performance.

Several studies confirmed that giving employees autonomy about how they can perform tasks, manage their time, and making decisions leads to better job satisfaction and mental wellbeing. This fosters a supportive working environment, giving the employees discretion over their work, thus enhancing job satisfaction and reducing stress (Leitão et al., 2019). Autonomy is linked with workplace well-being in that autonomy also leads to job crafting: employees are empowered to alter the job as they see fit given their skills and interests, and this further boosts their well-being and performance, according to Lu et al. (2023). Hence, autonomy is both an important predictor of QWL and well-suited to meeting the needs of agency satisfaction and fulfillment at work. Resource adequacy will also play a highly important role in determining the standard quality of work life, since they ensure workers perform their tasks efficiently and comfortably. For instance, earlier research on job satisfaction and employee engagement has revealed that access to adequate resources both in terms of physical tools and technological support influences how employees perceive themselves in satisfaction and engagement (Xanthopoulou et al. 2007). A serious lack of adequate resources can move workers into experiencing heightened job demands, which can raise levels of stress and dissatisfaction. The JD-R model insists that employee well-being and performance be balanced with the resources needed for the job demands (Albrecht, Green & Marty, 2021). Hence, organizations must ensure that their employees have enough resources to attain a better working environment and an improvement in quality work-life conditions.

It is very well recorded that working environment is highly significant in teaching and directly affects job satisfaction, motivation, and overall performance of teachers (Forson et al., 2021). A good quality of work life positively supports the professionals in achieving work-life balance and promising prospects in professional growth, leading to better improvements in student outcomes. Research further indicates that teachers with high QWLs will exhibit an increased job commitment, reduction in stress, and increased classroom management skills. The above fosters a healthier school environment and contributes to teacher retention and student success growth (Darling-Hammond, & DePaoli, 2020). Hence, it follows that positive working environment supports sustainability and effectiveness of educational systems (Žalėnienė & Pereira, 2021).

The first indicator of working environment is *facilities and equipment*. The quality of school facilities and equipment greatly impacts on the working environment for both the instructors and the students (Rusticus et al., 2023). Properly kept facilities, according to some research studies, lead to better performance. For example, in the report published last 2020 from the National Center for Education Statistics, maintenance of school facilities directly determines the conducive learning environment where students perform well, therefore impacting the satisfaction level of the teachers (Yangambi, 2023). This implied that the school has enough space for school activities and programs (Navarro, 2022). With advanced technology, the management of school facilities has become highly efficient and safe (Haleem et al., 2022). In an article published in 2023 by EdTech Magazine, it is indicated that with updated software, hardware, and networks, the facilities management teams can

Work more effectively, saving the districts money and making the entire school environment better. In addition, it has been indicated that the implementation of advanced facilities management practices would enhance the safety and security of school environments. A publication by the National Science Teaching Association in 2022 underscores the importance of proactive safety measures, such as surveillance cameras and access control systems, as it creates a safe and secure learning environment, and fosters trust within the school community. To raise the standard of the teaching and learning process in schools, infrastructure and facilities are crucial. In schools, principals oversee overseeing the infrastructure and facilities. Inadequate infrastructure and facilities will make it difficult to implement learning to teach in schools (Siswanto & Hidayati, 2020). It also showed that there were aspects that needed to be improved in a computer room for the DepEd Computerization Program, the provision of lighting facilities in the classroom and the issuance of printers for each teacher for the printing of learning modules (Bustillo & Aguilos, 2022).

The second indicator of working environment is *physical learning environment*. The physical learning environment is very crucial for the overall school working environment and affects teaching efficacy as well as the outcome for students (Benevene et al., 2020). Studies have emerged in recent times reveal how well-designed physical spaces are important to enhance educational experiences. For instance, the IRIS Center puts it that the physical environment involves the overall design and arrangement of classrooms and should be designed to ensure maximum opportunities for learning and engagement by every child. Such environments are accessible and of value to all students only when the principles of Universal Design for Learning (UDL) are implemented (Cumming & Rose, 2022).

Furthermore, the physical environment of learning differs from class-based environments to a blend of formal and informal learning situations, both in school and out of school (Carraro & Trinder, 2021). The criticisms on the conventional schooling contexts reveal that very idealistic conditions may discourage comprehensive learning; therefore, there has been a clamor for an effective dynamic and adaptive set of physical learning spaces that supports different kinds of learning needs. The classrooms are provided with needed furniture like teacher's table and chair, armchairs, desks, bookshelves and cabinets (Duplon et al., 2022). Moreover, research indicates that the physical environment is related to student achievement and behavior, promoting a positive attitude that encourages learning (Sökmen, 2021). Hence, Neuroscience research indicates that prior experience and expectation significantly impact on our perception of physical space, suggesting that thoughtfully designed learning environments can enhance student engagement and success.

Recent research has especially emphasized how physical learning spaces can seriously affect the quality of working life. For example, it has been documented by the study of Reyne-Pugh et al., (2020) model in details, which illustrated the assessment of how other environmental components such as Air Quality; Noise; and thermal levels, lighting elements have seriously affected the factors that shape the comfort feeling and perception of employees inside offices from the point of view of job satisfaction that they maintain. Similarly, Rahaman et al. (2020) discussed concentration levels at open-plan workplaces, further emphasizing the need for both ambient and physical factors that can help in maintaining worker focus and productivity. Designing educational facilities also impacts on the working environment of teachers and students. Kohl et al., (2024) evaluated the indoor environmental quality of an Austrian school building, concluding that aspects like temperature and CO₂ levels were at the top limit of comfort guidelines and could have an impact on the well-being of both teaching staff and students. These results are typical of how poor conditions in the built environment are detrimental to work performance, yet learning environments must be constructed to meet all users' comfort needs.

Besides, evidence-based design principles in learning environments have been proven to enhance the outcomes of learning and working environments. The report from OECD, 2020 reveals that the connection between education, physical learning environments, and the required facilities points out that well-designed physical spaces can support educational goals and enhance the quality of the working environment for educators. This, then underlines the necessity to consider the physical design elements as a basis for effective supportive learning environments (Kuuskorpi & González, 2011). The third indicator of working environment is administrator's support. Recent studies point to the importance of administrative support in improving the quality of working environments. Administrative support specialists are fundamental in making an organization work effectively by providing essential support that smooth out operations. These include managing schedules, handling correspondence, and maintaining files that are basic requirements in day-to-day functions that enable teams to deliver strategic work. The teachers are encouraged to participate in webinars and workshops (Dayagbil et al., 2024).

Interpersonal skills have so much contributed to the amiable working environment for administrative assistants. What brings out communication and creates a warm-hearted rapport that encourages open exchange where teamwork is appreciated, comes through in efforts and ability of such people at administrative level (Johnson & Johnson, 2024). The very activities that include team building or mediatory activities make these administrators 'glue that binds an office' with respect to employees' morale, among other job satisfactions. Administrative teams are essential for the growth of an organization. Support to these teams ensures that small problems are solved before they become significant problems (Shannon, 2021). Also, it is important that adequate resources and recognition are given to administrative staff to increase their job satisfaction and the efficiency and productivity of the organization in general.

Good judgment and interpersonal skills are required by the administrative assistants, who generally prioritize tasks and make employer decisions (Bureau of Labor Statistics, 2023). Their role thus reflects all the responsibilities that are required to be managed in relation to the critical functioning of the organization, thereby explaining the importance of their support in maintaining a quality working environment. Managers can improve employee job satisfaction by implementing actionable strategies that elevate the working environment (DIYA, 2023). By fostering a culture that values employee well-being and providing support to administrative teams, organizations can enhance morale and reduce turnover rates. This underscores the importance of administrative support as a factor in creating a quality working environment.

Teacher's Performance. In recent research has focused on good teaching practices to enhance student learning outcomes based on Philippine Professional Standards for Teachers PPST (Gonong, et al., 2017). For instance, the Tennessee Educator Acceleration Model (TEAM) lists several teaching practices that result in effective instruction, such as having high expectations for students, giving clear explanations, and involving students in meaningful learning activities. Similarly, the California Teaching Performance Expectations focus on student engagement and support in learning, meaningful organization of subject matter, and planning for instruction that honors diversity (California Commission on Teacher Credentialing, 2016). Evaluation of teacher's performance has been the major concern in educational research with several models developed for measuring instructional effectiveness. According to Education Advanced (2023), five best teaching practices that are mostly used to evaluate are classroom management, instructional delivery, and assessment strategies. According to Frontline Education (2023), a successful teacher evaluation model contributes to instructional practice, learning for students, and retention of teachers. To improve their students' reading and numeracy skills, teachers should employ a variety of instructional techniques (Alam & Mohanty, 2023).

New approaches for evaluating the performance of teachers have been taken with the help of the newer technologies and methodologies. Regarding this, Aguilar, Pérez and Aguilar, (2020) proposed the hierarchical BERT model in teacher-performance assessment in online education: verbal cues and course-structure design. According to them, such models are powerful predictors of teacher performance; valuable knowledge for improving online teaching. The effects of teacher evaluations on instructional quality have been an empirical topic of interest. Taylor and Tyler (2012) discovered that teachers are more productive in the years following evaluation, with significant gains reported by those who scored relatively low before evaluation. This indicates that formal evaluation procedures can be a stimulus for professional development and better teaching practice.

In a comprehensive teacher evaluation system, there are several measures incorporated to give an overall picture of teaching performance. According to the National Center for Education Statistics (2023), the effective evaluation systems guide improvement in teaching skills, recognize and reinforce excellence in teaching, and allow teachers to focus on outcomes for students. Teachers created a learner-centered culture by adapting their teaching methods to their socioeconomic, linguistic, cultural, and religious backgrounds (Ghafar, 2024).

Recent studies focused on the different factors that affect the performance of teachers in the Philippines. Ereje and Ambag (2020) found out whether there is a correlation between students' learning outcomes and teacher's performance in Grade 10 students in Cavite Province. The results showed that the improvement of student performance came along with the mastery of subject matter knowledge and diversification of pedagogical practice, including constructivism and integration. Similarly, the Philippine Institute for Development Studies (2022) demonstrated that since 2010, 56% of teacher education institutions in the country had passing rates less than the average. In other words, there exists a need to enhance teaching training programs so as to enhance educational performance. Another area of interest and research has been on how school leaders improve teacher's performance. For example, Ereje and Ambag (2020) conducted a current study on the competencies of school heads and effects on teacher performance in a Philippine Professional Standards for Teachers context. The results revealed that the school heads' competencies in instructional leadership and a supportive learning

Environment were highly related to teacher performance levels. Furthermore, studies from the Philippine Star (2023) reported that poor performance in international assessments like PISA is partly because of government neglect and lack of support for teachers, highlighting the role of administrative support in teacher effectiveness. Recent literature has focused on teacher workload and its effect on performance. The Department of Education (2023) conducted a study that focused on the effects of workload policies on public school teachers in the Philippines. It concluded that increased workloads led to burnout, thus affecting teaching performance negatively. Policies to reduce non-teaching tasks and provide adequate support can improve teacher satisfaction and effectiveness. Moreover, in research by the Asian Journal of Education and Social Studies (2023), a model has been developed that links job design characteristic with organizational commitment and job satisfaction towards teacher performance. This indicates a call for structured job roles towards creating effective teachers. The first domain of measuring teacher's performance is content knowledge and pedagogy with the following strands: content knowledge and its application within and across curriculum areas; research-based knowledge and principles of teaching and learning; positive use of ICT; strategies for promoting literacy and numeracy; strategies for developing critical and creative thinking; as well as other higher-order thinking skills; mother tongue, Filipino and English in teaching and learning; and classroom communication strategies (PPST, 2017).

The first domain is Content Knowledge and Pedagogy, which emphasizes mastery of the subject matter and use of effective instructional strategies in ensuring student learning. Teachers are expected to demonstrate deep understanding of content knowledge in its application within and across curriculum areas and foster interdisciplinary connections that make learning relevant and meaningful (Lilly et al., 2021). In addition to this, research-based knowledge and principles of teaching and learning will further enrich instructional practices by providing teachers with the means of aligning their methods to proven theories and frameworks, which cater to diverse learners. This domain emphasizes that effective teaching is not about transferring knowledge but about creating an engaging and supportive environment where students can thrive. The positive use of Information and Communication Technology is the other major strand of this domain. In the present technology-driven educational arena, integration of ICT tools is a must for teachers to improve teaching-learning processes. This can be done by employing digital media, multimedia tools, and interactive tools. Teachers can motivate students towards learning, collaborate with their peers, and provide students with personalized attention to individual needs. Some of the strategies for encouraging literacy and numeracy and development of critical, creative, and higher-order thinking are the spine of quality education. Such strategies make learners think creatively, solve problems effectively, and apply what they learned to real life, thus preparing them for the trials of the academic and working world (Rajan et al., 2021).

Language and communication will be at the forefront in offering good instruction. Strands of this domain talk about using mother tongue, Filipino, and English to deliver instructions for learning with a focus away from allowing the language from interfering in their comprehension by the student. Teachers are encouraged to use multiple linguistic approaches toward improving the comprehensibility and inclusivity of the class. Further, effective ways of communicating within the class, including explicit instructions, active listening, and productive feedback, also help maintain a friendly atmosphere in a class. The strategies employed improve interactions between teachers and students, build confidence in students, enhance participation, and maximize the overall learning capacities of the student (Warren, 2021). The second domain of measuring teacher's performance is learning environment, consisting of six strands: learner safety and security; fair learning environment; management of classroom structure and activities; support for learner participation; promotion of purposive learning; and management of learner behavior (PPST, 2017).

A focus on creating a climate in the classroom that enhances and facilitates learning and development of personality (Ferreira et al., 2020). One of the key strands is making a safe and secure space in a physical and emotional setting wherein students feel safe, valued, and respected. In preventing bullying, discrimination, or causing harm, measures for preventing these are enacted through the teachers to the best of their abilities for a feeling of being protected. A fair learning environment also gives the assurance of inclusiveness and equity that provides equal chances for any student, be it their background or capacity, in participation and results. Thus, teachers are expected to show fairness about assessing them and creating interaction among themselves that would facilitate a belonging and trusting relationship (Akinyemi et al., 2020). The other related important aspect of the classroom would be managing its structure and activities. Teachers need to design the physical space of the classroom for better learning and provide stimulating and time-on-task activities that can address different learners' needs (Daniel, 2023). Several practices characterizing successful classroom management are having established routines, setting up great expectations, and maximizing time in an attempt to increase the learning time. Lastly, support to learners' participation highlights the aspect that a participative learning environment

Implies learners' participation in class operations. The above can be made effective through teacher stimulation for dialogue, interaction with colleagues, and participatory activities where students experience independence over the learning of new skills. The strands of promoting purposeful learning and the management of learner behavior seem to outline a focused and productive environment for learning (Lunenburg & Irby, 2022). In return, the teacher is responsible for taking the student toward meaningful learning objectives along with incorporating lessons in his everyday life and ensuring that students doubt things. Simultaneously, constructive control over disruptive behavior, positive discipline, and rewarding positive behavior are necessary features of the effective management of learner behavior. Teachers who excel in this area maintain a harmonious, goal-oriented environment that inspires and empowers learners to go all out. Collectively, these threads underscore the role the teacher assumes in preparing a learning environment conducive to achieving academic success, personal growth, and social-emotional well-being.

The third domain of measuring teacher's performance is diversity of learners, consisting of five strands: learners' gender, needs, strengths, interests and experiences; learners' linguistic, cultural, socio-economic and religious backgrounds; learners with disabilities, giftedness and talents; learners in difficult circumstances; and learners from indigenous groups (PPST, 2017). This assessment, under the domain of diversity of learners, ensures that a teacher can recognize, respect, and respond to the special characteristics of each learner (Burden, 2025). The first strand speaks to the needs, strengths, interests, and experiences of learners regarding gender as they call upon the teacher to use inclusive approaches to accommodate diversity. In so far as the teacher knows students bring varied perspectives and strengths to the classroom; in valuing these differences the teacher can create individual learning experiences. For example, tailoring lessons to work on the strength and interests of students may improve their involvement and motivation and helping them to meet their needs ensures equity in opportunities to learn. This strand also highlights the need for an effective teacher to start by understanding the learner.

This is the most critical aspect that this domain focuses on-the acknowledgment of backgrounds on linguistic, cultural, socio-economic, and religion that learners hold (Mavuru & Ramnarain, 2020). That creates an inclusive environment. Therefore, a teacher should welcome various cultures to avoid learning where any student feels belittled or marginalized only for his or her own cultural background. This also applies to the use of examples of different cultures for relevance or use of different languages. Moreover, understanding the socio-economic realities of learners allows the teacher to provide appropriate support such as using cost-effective resources or addressing challenges such as food insecurity that may have a bearing on learning. Respect and adaptation to religious diversity also create a harmonious and respectful classroom community. This domain further underlines the need to address learners with disabilities, giftedness, and talents; learners in difficult circumstances; and learners from indigenous groups. Teachers are expected to use differentiated instruction to accommodate the different needs of such learners. For disabled learners, this may involve assistive technologies or adjusting the tasks so that they become accessible. For gifted and talented learners, it may mean giving them enrichment opportunities or more challenging tasks to stretch and develop their potential. Those influenced by poverty or trauma need care and additional emotional or academic support. There is culturally relevant content for indigenous groups, which recognizes the indigenous people's traditional knowledge to preserve their identity and encourage them to attend education. Collectively, this domain brings out the fact that a teacher is an advocate for equity and inclusion to ensure all learners thrive despite their diversity and circumstances (Landsman & Lewis, 2023).

The fourth domain of measuring the teacher's performance is curriculum and planning, including five strands: planning and management of teaching and learning process; learning outcomes aligned with learning competencies; relevance and responsiveness of learning programs; professional collaboration to enrich teaching practice; and teaching and learning resources including ICT (PPST, 2017). The domain of curriculum and planning emphasizes that a good teacher can strategically design an instructional plan to ensure meaningful learning, thereby providing effective planning in teaching and learning (Mystakidis, 2021). Under the strand of planning and management of the teaching and learning process, structuring lessons is important in being able to achieve educational goals effectively. The instructional activity has to be organized within an appropriate time frame, ensuring proper use of teaching skills that are suitable for learner's needs. Good planning involves anticipating challenges ahead of time and also tailoring their approaches to include dynamics learning experiences that attract and maintain students' interested. Planning is also not perfect unless goals are set and workable steps leading to them are properly charted to help one sense direction and purpose. Another crucial consideration of this study is that the learning outcome must always be aligned with learning competencies. Teachers, in fact,

Are called to align instructional goals against curriculum standards as well as ensure relevancy and responsiveness to real-world application for students' needs in lessons (Tomlinson & Jarvis, 2023). The preparation by teachers of academically rigorous and meaningful programs facilitates students' connections of knowledge learned to its application. This alignment ensures that learners gain the skills, knowledge, and values needed to thrive in academic and professional contexts. This collaboration and resource utilization further enrich teaching and learning in this domain. The strand of professional collaboration to enrich teaching practice shows the value of teacher's collaboration, which includes sharing best practices, co-developing instructional materials, and professional development. It encourages a culture of continuous learning and innovation, which will benefit students in the long run. Proper use of teaching and learning resources, including ICT, is necessary to enhance the delivery of lessons and student engagement (Rana & Rana, 2020).

The design, selection, organization, and use of strategies in strands for assessing are focused on the ability of a teacher to produce and employ multiple tools to measure students' learning appropriately (Leavy & Hourigan, 2022). These strategies must be aligned with curriculum standards, yet should be fair, reliable, and valid. The proper blend of formative and summative assessments, whether quizzes, projects, and performance tasks, provide the teacher with an integrated view of student learning. Properly conceived assessments will not only make judgments about what the student learned but also help them to see the gaps in understanding. The domain also observes and monitors the learner's progress as well as his achievement; thus, the domain gives room for improvement. Continuous monitoring will help teachers trace the development of their students over time and know which areas are strong and where they need improvement (Bryk, 2021). Timely and constructive feedback from teachers will enable students to know about their performance and improve their skills and understanding. Feedback should be specific, relevant, and focused on growth to empower students to take ownership of their learning journey. By inculcating the reflective and self-improving culture in teachers, assessment becomes a potent tool for improving the outcomes of the learner.

Besides, using assessment results in teaching and learning practices and program improvement is a sign of the analysis of results that facilitates the fine-tuning of instructional methods and designs of the curriculum (Abate & Mishore, 2024). Teachers pinpoint effective strategies through the interpretations of trends and patterns of data from assessments and come up with targeted interventions while ensuring the programs remain responsive to learner needs. In a nutshell, it features an active interplay for assessment, reporting, and instructional improvement towards learner-centered data and research-based approaches in education. The sixth domain of measuring the teacher's performance is community linkages and professional engagement, consisting of four strands: establishment of learning environments that are responsive to community contexts; engagement of parents and the wider school community in the educative process; professional ethics and school policies and procedures (PPST, 2017). This is one of the domains of community linkages and professional engagement, focusing on the development of links between the school and other elements of society in improving learning (Shaturaev, 2021). This strand establishes the learning environment responsive to community contexts and considers the integration of the social, cultural, and economic reality of the community into practice. The more a teacher can recognize and respond to such contexts, the more relevant and meaningful learning becomes for students. For example, bringing local issues, traditions, and examples into the lesson will not only make the curriculum relevant but also help students realize the importance of education in their surroundings.

Another critical aspect of this domain is involving parents and the broader school community in the educative process. Teachers are supposed to collaborate with families, local organizations, and other stakeholders to create a supportive network for students (Penuel et al., 2020). This helps them maintain regular communication with parents about their children's progress, strengths, and areas for improvement, thereby building trust and ensuring shared responsibility for student success. Moreover, the community outreach programs, partnerships, and community-based projects add to the role of a school as a hub for the collective growth of individuals. This strand emphasizes that learning is not confined to classrooms but flourishes with the active involvement and collaboration of the school and its community. Accordingly, professional ethical codes of strand professional ethics and school policies and procedures shall make the teacher observe and enforce standard ethical principles coupled with an institutional code on service. Being good examples is an essential role of teachers since it involves being dignified, respectful, and professional always during engagements with students (Green et al. 2021). Compliance with school policies and adherence to ethical principles ensure that teachers uphold the credibility of the profession while fostering a positive school culture. This includes maintaining confidentiality, treating all learners equitably, and acting in the best interest of students and the school community. These values in themselves grant respect for the teachers in society and within the school itself, providing the school with a feeling of professionalism and responsibility. The seventh domain of measuring the teacher's performance is

Personal growth and professional development, which contains five strands: philosophy of teaching; dignity of teaching as a profession; professional links with colleagues; professional reflection and learning to improve practice; and professional development goals (PPST, 2017). Furthermore, the findings supported the notion put forward by Bergmark (2023) and Ramírez-Montoya et al. (2021) that educators should create a personal growth plan based on practice reflection and continuous professional development to stay up to date with the trends in education programs.

The domain of personal growth and professional development focuses on the continuous improvement of a teacher as a professional, signifying a commitment to lifelong learning. The strand philosophy of teaching stresses the need for a clear teaching philosophy that guides the decisions and practices of teaching. Teacher's philosophies are shaped by their values, beliefs, and experiences, which influence how they approach the teaching-learning process (Kunac, 2020). Periodic reflection and re-refining of the teaching philosophy will help the teachers keep pace with the changing needs of the learners and the changing educational standards to make the practice relevant and learner centered. Strand dignity for the teaching profession would mean preserving the honor and respect inherent in the teaching profession. Teachers are also considered local leaders and role models in every community, so the conduct, both professional and personal of the teachers, reflects not only that particular teacher but on the collective profession also. Ethical standards being maintained, maintaining professionalism and being positive of teaching strengthens the noble and respected character of the calling. This strand also underlines the fact that teachers need to advocate for the importance of education and inspire others through dedication and passion for their work (Ramli et al., 2024). Working jointly has been emphasized in two different parts of this domain-both professional collaboration and self-development with important places for professional links to colleague and professional reflection, plus learning to improve practice. Teachers can share ideas, resources, and strategies for teaching by making good friends at work. In contrast, introspection on teaching allows educators to identify strengths and weaknesses to continue improving their practice. A professional development goal also encourages teachers to engage in different learning opportunities and growth areas, such as attending workshops, enrolling in advanced studies, or participating in professional learning communities. These goals not only benefit the individual teacher but also contribute to a culture of excellence within the school, ultimately improving student outcomes (Avramchenko et al. 2021).

Related Studies : Various studies established the connection between working environment and teacher's performance. According to Wahyudi (2018) working environment positively influence toward performance with coefficient value equal to 0,262. Adjust R Square value of 0.442. Indicates that emotional intelligence, competence and working environment contribute 44.2% to performance. Another, it is supported by results of analysis that the performance of teachers is increased by providing them with working conditions in which they can feel comfortable and under no pressure (Hasbay & Altındag, 2018). Thus, job satisfaction directly or indirectly can be a mediator for the relationship between the working environment and employee performance (Idris et al., 2020). However, Mulyana et al. (2021) proposed that working environment has no significant effect on the teacher's performance. Meanwhile, it was noted that there was no significant relationship between the teaching performance based on the IPCRF and working environment (Duplon et al., 2022)

Theoretical Framework : This study anchored In Social Exchange Theory (SET) by George Homans (1958). This theory posits that relationships, including those in the workplace, are based on reciprocal exchanges where positive treatment encourages positive responses. Further, when employees are treated well in terms of work conditions, respect, and support, they would always be inclined to return such a feeling by developing higher levels of commitment and motivation to serve the public. Therefore, with improved work conditions, growth opportunities, and with equipment and facilities in the classroom and the overall physical environment of the school and the support given by the school administrators to the teachers are something to consider since all these will affect the performance of the teachers. With a proper the good conditions of the workplace teachers would feel a greater sense of obligation towards the school, leading to a stronger motivation to serve more effectively for the benefit of the students.

Figure 1 presents the independent variable which is the working environment that includes the facilities and equipment, physical learning environment, and administrator's support and the dependent variable is the performance of the teachers which is based on the results in IPCRF. The interplay of these variables marks a relationship between them. In other words, when the environment in the school is conducive and the support shown by the school administrators are positive there will be a positive impact to the teacher's performance. They become satisfied and contented and are inspired to teach if there are problems along the way, they are not worried since the environment is assisting and caring.

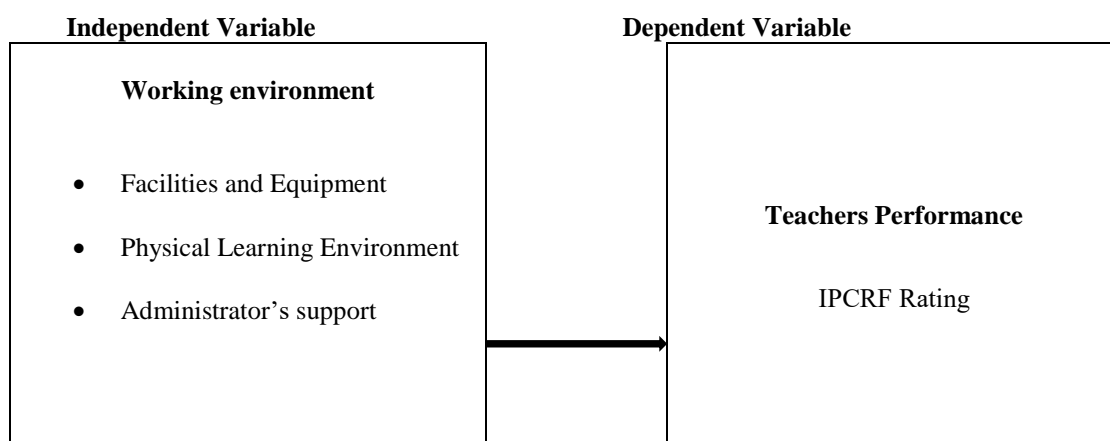


Figure 1 Conceptual Framework of the Study

Statement of the Problem : The main purpose of the study was to determine the relationship of the working environment and teacher's performance of the in Uvo Manobo populated schools for school year 2023-2024. Specifically, it sought to answer the following questions.

1. What is the level of working environment in terms of:
 - ✚ facilities and equipment,
 - ✚ physical learning environment, and
 - ✚ administrator's support?
2. What is the level of teaching performance of teachers based on their Individual Performance Commitment and Review Form (IPCRF) for school years 2023-2024?
3. Is there a significant relationship between working environment and teacher performance?

Null Hypotheses: The hypothesis below was tested using the appropriate statistical tool set at 0.05 level of significance:

HO1 There is no significant relationship between the working environment and teacher performance.

Scope and Delimitations of the Study : This quantitative ex-post facto survey-correlational study aimed to determine the relationship of working environment and performance of the teachers who are teaching in 15 Uvo Manobo populated schools of Marilog A District, Division of Davao City for school years 2023-2024. Further, the study was delimited to the following variables which comprise the independent variables: working environment which includes facilities, physical learning environment, and administrator's support. Furthermore, the dependent variable was the teaching performance based on the IPCRF for school years 2023-2024. The data were gathered through survey questionnaire and document analysis on the IPCRF evaluations of the individual teacher.

Significance of Study

The results of this study are beneficial to the following individuals:

Students. The results of the study would encourage the students to do better in their pursuit of education. Since the teachers are effective facilitators of learning, students could make use of this by serving them to be active and motivated to learn.

Teachers. The results of this study would inspire them to be more motivated in performing their jobs and responsibilities as facilitators of learning. a deeper comprehension of how the performance of the teachers influenced and the working environment. This may illuminate or possibly resolve the widespread problem of low motivation in serving the students.

School Administrators. The results of the study would plan programs and activities aimed at equipping the teachers with more knowledge and skills for professional growth. This would also benefit the school administrators in guiding, overseeing, and reassuring high level quality of performance among teachers assigned in Uvo Manobo populated schools.

Department of Education (DepEd). The results of the study would motivate DepEd in designing programs and initiatives that would improve the quality of work for the teachers and other areas of concern that significantly influenced the performance of the teachers.

Future Researchers. The results of the study would validate the relationship of working environment and the performance of the teachers. This would encourage them to conduct similar study like this study but to increase the number of variables appropriate for the kind respondents they may have.

Definition of Terms : For clarity and better understanding of this study, the following terms were operationally defined:

Administrator's Support. It refers to the assistance provided by the principal in terms of learning materials, emotional, and psychological support.

Facilities and Equipment. It refers to the valuable things that are needed by the teachers and students to facilitate the teaching-learning process.

Physical Learning Environment. It refers to the conducive classroom which is equipped with lights, chairs, tables and many other things that are needed in learning.

Teacher's Performance. It refers to the overall performance of the teachers based on the IPCRF.

Working environment. It refers to the school environment, which includes the facilities and equipment, the learning environment, both the general health and happiness of the workplace and the psychological effects of the way the job is set up.

II. METHODS

This chapter deals on the research design, the research setting, the respondents and sampling procedures, research instrument, validity and reliability of the instrument, data gathering procedure, and the statistical tools used in analyzing the data gathered in the study.

Research Design : In this study, the researcher was using the ex-post facto- correlational research design. Ex post facto research is a design that begins after an event has occurred without the interference of the researcher. This study also uses correlational design since it investigates relationships between two or more variables without the researcher controlling or manipulating any of them. It is a non-experimental type of quantitative research Bhandari (2023). The research design was chosen since it will determine the level and relationship between working environment and teacher performance which will be taken from the results of the IPCRF from school year 2023-2024.

Research Locale : The study was undertaken in Davao City, more precisely in the Marilog A District. Marilog is situated along the mountain ranges. Marilog District is a flourishing destination nestled about 4,000 feet above sea level with a temperature of 20 degrees making it an ideal location for cultivation and tourism. Tourists do not only come for its scenic beauty but also for its unique locally made products. Marilog's tourism development is genuinely promising. Its tourist spots mainly promote the district's abundance of nature. Despite its attraction for tourists, 32% of its land area is conserved land. Department of Education separated the district into three districts, Marilog A, B and C. This study is focused on the 15 schools where most of the settlers are Obu Manuvu tribe. First, Balah Licosan Elementary School is a public school in Marilog Central District. It is located in sitio Ballah, Barangay Salaysay, Marilog, Davao City. The school was established on 1975, where 95% of the students were Ovu Manobo tribe. Second, Bantol Elementary School situated in barangay in Bantol, Davao City. Its population was 2,334.

This represented 0.13% of the total population of Davao City. It is situated at approximately 7.3019, 125.3399, in the island of Mindanao. Elevation at these coordinates is estimated at 265.6 meters or 871.4 feet above mean sea level. Meanwhile, Salaysay Elementary School is in barangay Salaysay, Davao City. Its population was 6,667. This represented 0.38% of the total population of Davao City. Salaysay is situated at approximately 7.2651, 125.2900, in the island of Mindanao. Elevation at these coordinates is estimated at 555.5 meters or 1,822.5 feet above mean sea level.

Datu Duyan Elementary School was established last 1979 at Barangay Dalag, Marilog District, Davao City. The place is surrounded by mountains, where most of the people are farmers and businessmen. The school is run by 8 teachers with enrolment of 233 from Kinder to grade 6. Meanwhile, Elementary School was founded on same year. It was in sitio Masawang, Salaysay, Marilog, Davao City. The school is surrounded by mountains and near the riverbank, where most of the people are farmers. The school offered Kinder to grade six and currently has 179 enrollees. Kibangay Elementary School is in Sitio Sambunetan, Brgy. Malamba Marilog District, Davao City, spans 330,000 square meters. Its open grounds and agricultural surroundings, filled with trees create a safe and peaceful learning environment complemented by facilities including a water system sanitation amenity a mini gymnasium basketball court, and playground serving 266 learning from kindergarten to grade 6 in SY 2024-2025 the school promotes cultural inductivity, accommodating Cebuano learners alongside Ovu Manobo and Muslim minority group fostering mutual respect and diversity. Strong stakeholder partnership with Barangay and parents provide essential resources and funding ensuring academic excellence sustainability, and well – equipped learning environment for all learners.

Another, the Lumandao Elementary School is in Upper Kidangay, Marilog District, Davao City. The school is situated along the highway that can be reached with a bus and other vehicles. The community is composed of different tribes such as Bagobo, Ilonggo, Bisaya and Boholano. Most of the villagers indulged in farming. Malakeba Elementary School was established on 1971, situated in Sitio Malakiba Brgy. Bantol, Marilog Central Davao city. The place was surrounded by mountains and most of the people were farmers. The school is run by a school head with seven teachers. It offers Kindergarten to grade 6 with current enrolment of 120 learners. Next, the Malamba Elementary School is often associated with the history why this place is called Malamba. The early education of this place is a non-formal education. Malamba is situated at approximately 7.2780, 125.3534, in the island of Mindanao. Elevation at these coordinates is estimated at 287.9 meters or 944.5 feet above mean sea level. It started the education of the people of Malamba. In 1954, because of his big heart for education and the community of Malamba, Mr. Gerardo Astilla donated a land for the school to be built.

The Manaong Elementary School is located at Sitio Manaong, Barangay Salaysay, Marilog District, Davao City. Surrounded by two rivers, Manaong river in the north and Mahalyang river in the south. The school is approximately 18 kilometers from the district office. It can be reached by motorcycle and by hiking. The school offers classes from Kinder to Grade VI to 139 learners, 67 of which are males and 72 are females. Further, the Taga-ibo Elementary School is situated at sitio Taga-ibo, Brgy. Malamba, Marilog, Davao City. The occupants of the place were mixture of Matigsalog and Ovu Manobo. It approximately 20 kilometers from the district office. Upper Masawang Elementary School. The school was established in 1980. Over past three school years an average of 250 enrollees were catered and nurtured by the school with nine dedicated teachers. Among these enrollees, ninety percent of them were Obo Manobo, Matigsalog and Diangan mixture. While, Marilog Central Elementary School is in the ancestral domain land with an area of 31, 832 sq. m. It is 52 kilometers away from depEd Davao City Office it can be reached at about 120 minutes by bus, public utility vehicle, motorcycle or other private vehicles.

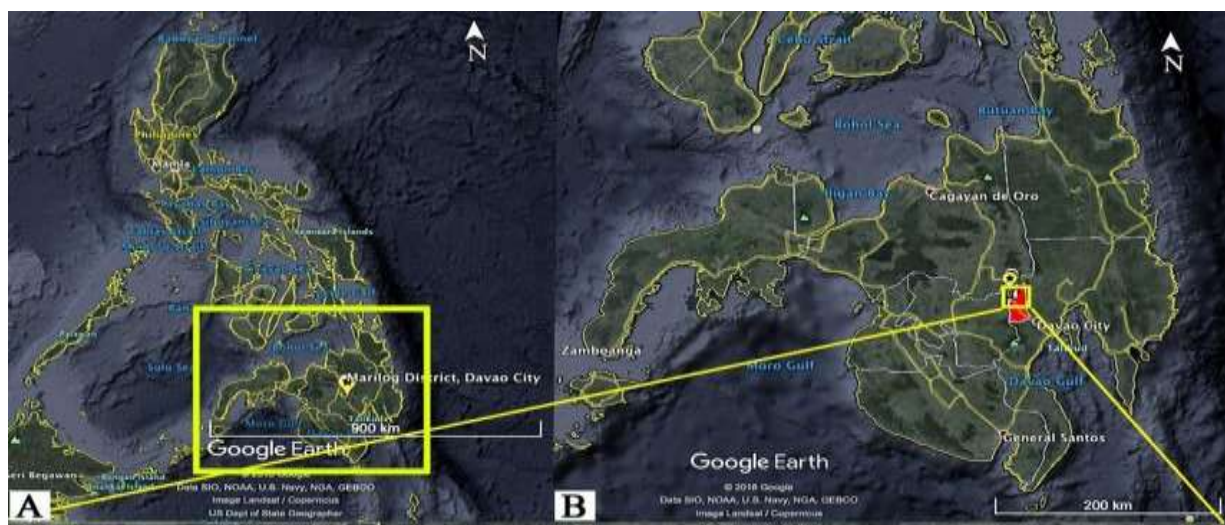


Figure 2 Location Map of Marilog District A Where the Respondent Schools are Located

Respondents of the Study : The respondents of this study were the 124 public elementary school teachers assigned in Uvo Manobo populated schools in Marilog A District to wit: Balah Licosan Elementary School, Bantol Elementary School, Datu Duyan Elementary School, Kibangay Elementary School, Lumundao Elementary School, Malakeba Elementary School, Malamba Elementary School, Manaong Elementary School, Marilog Central Elementary School, Masawang Elementary School, Panipasan Elementary School, Salaysay Elementary School, Sto Nino Elementary School, Taga-ibo Elementary School and Upper Masawang Elementary School. A universal sampling technique was used in selecting the respondents of the study. Table 1 below shows the number of teacher respondents per school.

Table 1
The Distribution of Respondents

School	Population
Balah Licosan Elementary School	9
Bantol Elementary School	7
Datu Duyan Elementary School	8
Kibangay Elementary School	9
Lumundao Elementary School	7
Malakeba Elementary School	6
Malamba Elementary School	8
Manaong Elementary School	7
Marilog Central Elementary School	17
Masawang Elementary School	8
Panipasan Elementary School	7
Salaysay Elementary School	12
Sto Nino Elementary School	4
Taga-ibo Elementary School	7
Upper Masawang Elementary School	8
Total	124

Research Instrument : This study used an adapted questionnaire from the study of Duplon et. al (2022) in gathering the needed data. First part of the questionnaire asks for the level of working environment which comprises of three indicators namely: facilities and equipment; physical learning environment; and administrator's support with the following parameters.

3.50 – 4.00	Very High	This means that a quality working environment is always observed.
2.50 – 3.49	High	This means that a quality working environment is oftentimes observed.
1.50 – 2.49	Low	This means that a quality working environment is seldom observed
1.00 – 1.49	Very Low	This means that a quality working environment is not observed at all

Meanwhile, the second part of the questionnaire asks about the performance of the teachers which will be taken from the evaluations made in the IPCRF of school year 2023-2024 with the following parameters.

4.50 – 5.00	Outstanding
3.50 – 4.49	Very Satisfactory
2.50 – 3.49	Satisfactory
1.50 – 2.49	Unsatisfactory
1.00 – 1.49	Poor

Validation of the Instrument : Before the administration of the research instrument, it underwent validation from the panel of experts identified by the dean of the graduate school. After which it was tested to a group of teachers who were not involved in the research. Any corrections from the validators was addressed seriously and modified if needed. In addition, the questionnaire also undertook content validation by a panel of experts and external validator of the same field.

Research Procedures : In the administration of this research study, the researcher secured an official permit from the dean of the graduate school. Then the researcher prepared and sent a letter to the Schools Division Superintendent of Davao City for approval to conduct a study in Uvo Manobo populated schools in Marilog A District. Upon the approval of the letter, the researcher furnished a copy to the school heads/principals of the schools where the study was conducted. When the request was granted, the researcher administered the survey questionnaire to the target respondents of the study. Prior to the answering of questionnaires, instructions were given to ensure honest, clear, and complete answer. The consolidated data and submitted to the statistician for appropriate statistical treatment. Lastly, the researcher analyzed and interpreted the results based on the objectives of the study.

Statistical Treatment of Data : The responses to the items in the research questionnaire were analyzed and interpreted using the appropriate statistical tool as follows.

Mean. This tool was used to determine the level of working environment and the performance of the teachers.

Pearson-r or Product Moment Correlation. This tool was used to determine the significant relationship between working environment and the teacher's performance through their IPCRF rating.

Ethical Consideration : Ethical consideration presents the beliefs and concepts that should be maintained throughout the study. With this, the researcher ensured that the ethical standards were strictly followed throughout the study addressing the areas that follow (Bhashin, 2020),

Social Value. This research was made to determine the significant relationship between working environment and teacher's performance in Uvo Manobo populated schools in Marilog A District. This study aims to answer the following questions: What is the level of working environment and teacher's performance? Also, Is there significant relationship between working environment and teacher's performance? The results will be shared with the institution and will be published in the online journal, so other related researchers can make use of it as a reference.

Informed Consent. The researcher distributed Informed Consent Forms (ICF) to the identified respondents. The researcher disclosed the essential information such as the name and affiliation of the researcher. It was emphasized that the participation of the respondents was purely voluntary, and they were free to withdraw anytime they feel any discomfort. The purpose of the study was explained, along with the procedures that was carried out for the study.

Vulnerability of the Research Participants. The researcher explained the entire process that will be conducted and will also emphasize that the participants have the freedom to opt out of the interview if they experience any discomfort and it will not affect them in any aspect.

Risks, Benefits, and Safety. The researcher explained the benefits of the participant's participation in the study. The in-depth interview was done during the most convenient time and place for the participants and any expenses incurred by them for the study was reimbursed by the researcher.

Privacy and Confidentiality of Information. The researcher made sure that the respondent's personal information, identity, and data gathered will be kept confidential and secured to ensure that the Data Privacy Act of 2012 is being followed. The data collected and the files was transferred to a Google drive, which only the researcher can access. The data will be destroyed after the conduct of the study.

Justice. The research participants were chosen based on the inclusion criteria: must be an elementary school teacher within Uvo Manobo populated schools in Marilog A District. They were of any gender. While those in other secondary levels were excluded as respondents. In any case that research respondents that incurred expenses during the conduct of the interview, the researcher reimbursed them.

Transparency. To address this aspect, the researcher disclosed the affiliations and the objective of the study. The research respondents were given a copy of the transcript of their answers to verify the reliability and validity of the data gathered.

III. RESULTS

This chapter deals with the presentation, analysis and interpretation of the data collected. The results of the study were presented in accordance with the research questions outlined in chapter one.

Level of Working Environment

Table 2 presents the overall level of working Environment in terms of facilities and equipment, physical learning environment, and administrator's support.

Table 2
Level of Working Environment

Indicator	Mean Rating	Descriptive Equivalent
Facilities and Equipment	3.32	High
Physical Learning Environment	3.34	High
Administrator's Support	3.68	Very High
Overall	3.45	High

Shown in Table 2 is the level of working environment in terms of facilities and equipment, physical learning environment, and administrator's support. The overall mean score obtained on the teacher's digital competence is 3.45 described as high. This means that quality working environment indicators were mostly observed. Specifically, the mean ratings of the indicators of working environment are revealed from highest to lowest as follows: administrator's support achieved a mean rating of 3.68 or very high; physical learning environment obtained a mean rating of 3.34 describe as high; and lastly, facilities and equipment got mean rating of 3.40 described as high.

Table 3
Level of Facilities and Equipment

Indicator	Mean Rating	Descriptive Equivalent
1. There are sufficient classrooms to cater for the pupils in every grade level.	3.59	Very High
2. The school has an administrative office.	3.40	High
3. There is a computer room for DepEd Computerization Program.	2.91	High
4. There is Science/Math Room equipped with science/ mathematical instrument and equipment	3.09	High
5. There are library/Learning Resource Management and Development, school clinic and school canteen.	3.34	High
6. The school has enough space for school activities and programs	3.60	Very High
Overall	3.32	High

Table 3 shows the level of facilities and equipment in the school. It got an overall mean of 3.32 or high. Among items, the highest mean obtains in the statement "The school has enough space for school activities and

programs” which is 3.60 Interpreted as very high. The lowest mean is obtained in the statement “There is a computer room for DepEd Computerization Program.” that garners only 2.91 described as high. Table 4 on the next page showed the level of physical learning environment. It exhibited an overall mean of 3.34 or high. This divulged the highest mean obtained in the statement “The classrooms are provided with needed furniture like teacher’ table and chair, armchairs, desks, bookshelves and cabinets” which is 3.62 Interpreted as very high.

Table 4
Level of Physical Learning Environment

Indicator	Mean Rating	Descriptive Equivalent
1. The school buildings adhere to building designs standards and structural soundness	3.36	High
2. The classrooms are conducive for teaching and learning.	3.43	High
3. The classroom is provided with lighting facilities.	3.06	High
4. The classrooms are well ventilated.	3.19	High
5. The classrooms are clean and organized.	3.40	High
6. The classrooms are provided with needed furniture like teacher’ table and chair, armchairs, desks, bookshelves and cabinets	3.62	Very High
Overall	3.34	High

The lowest mean was obtained in the statement “The classroom is provided with lighting facilities.” that got 3.1 or high.

Table 5
Level of Administrator’s Support

Indicator	Mean Rating	Descriptive Equivalent
1. The school head provides sufficient materials such as bond paper and ink for the printing of learning modules.	3.69	Very High
2. The school head provides printers for each teacher in the printing of learning modules	3.47	High
3. The school head and supervisor motivate newly hired teachers to perform the tasks at their best.	3.69	Very High
4. The newly hired teachers are encouraged to participate in webinars and workshops.	3.72	Very High
5. The teachers are encouraged to participate in webinars and workshops.	3.76	Very High
6. The administrators acknowledge and recognize the good performance of the teachers.	3.75	Very High
Overall	3.68	Very High

Table 5 showed the level of Administrator’s Support. The result displays an overall mean of 3.68 or very high. Among six indicators, the highest mean obtained in the statement “The teachers are encouraged to participate in webinars and workshops.” which garners 3.76 mean or very high descriptive interpretation. The lowest mean of 3.47 obtained in the statement “The school head provides printers for each teacher in the printing of learning modules.” Which is described as high.

Level of Teachers' Performance

It is reflected in Table 6 the teachers' performance based on the results of the IPCRF.

Table 6
Level of Teachers' Performance

Indicator	Mean Rating	Descriptive Equivalent
Content Knowledge and Pedagogy	4.21	Very Satisfactory
Learning Environment and Diversity of Learners	4.52	Outstanding
Curriculum and Planning	3.84	Very Satisfactory
Assessment and Reporting	4.33	Very Satisfactory
Personal Growth and Professional Development	3.90	Very Satisfactory
Plus Factor	4.40	Very Satisfactory
Overall IPCRF Rating	4.20	Very Satisfactory

Shown in Table 6 is the level of teacher's performance. The overall mean score gained on the teacher's performance is 4.20 described as very satisfactory. Specifically, the mean ratings of the domains of teachers' performance are revealed from highest to lowest as follows: learning environment and diversity of learners achieves a mean rating of 4.52 or outstanding; plus factor obtains a mean rating of 4.40 described as very satisfactory; assessment and reporting obtains a mean rating of 4.33 described as very satisfactory; content knowledge and pedagogy obtained a mean rating of 4.21 described as very satisfactory; personal growth and professional development obtained a mean rating of 3.90 described as very satisfactory and lastly, curriculum and planning got mean rating of 3.84 described as very satisfactory.

Table 7
Relationship Between
Working Environment and Teacher's Performance

		Working environment	Teacher's Performance
Working environment	<i>Pearson's r</i>	—	-.143
	<i>p-value</i>	—	0.122
Teacher's Performance	<i>Pearson's r</i>	-.143	—
	<i>p-value</i>	0.122	—

7 displays the result of the test of the relationship between working environment and teacher's performance. It garners an overall r value of $-.143$ and a p value 0.122 . The p value is greater than the threshold of 0.05 level of significant.

IV. DISCUSSIONS AND CONCLUSION

This chapter presents the discussion of the results, conclusion and recommendations of the study.

Discussion

Level of Working environment. The quality of the working environment encompassed facilities and equipment, the physical learning environment, and the support of the administrator. The overall mean of the working environment was described as high. This implied that the school has enough space for school activities and programs. The classrooms are provided with needed furniture like teacher's table and chair, armchairs, desks, bookshelves and cabinets. The teachers are encouraged to participate in webinars and workshops. However, it also showed that there were aspects that needed to be improved in a computer room for the DepEd Computerization Program, the provision of lighting facilities in the classroom and the issuance of printers for each teacher for the printing of learning modules. The results revealed that the schools at this moment have shown improvement in having adequate rooms for school activities and programs compared to the study result made by Navarro, (2022) who stressed out that that with respect to classrooms, there had been progress in

decongesting schools, but spatial inequality in classroom-student ratio exists and must be addressed. The classrooms are equipped with necessary furnishings such as a teacher's table and chair, armchairs, desks, bookshelves, and cupboards Duplon, et al. (2022). Teachers are encouraged to engage in webinars and seminars Dayagbil et al. (2024). However, it also revealed that there were areas that needed to be improved in a computer room for the DepEd Computerization Program, such as the availability of lighting in the classroom and the distribution of printers to each instructor for the printing of learning modules, this similar to contention of Bustillo and Aguilos (2022).

Level of Teacher's Performance. The teacher's performance through their Individual Performance Commitment and Review Form (IPCRF) revealed an overall rating which is described as very satisfactory. This demonstrated the teachers were usually applying the knowledge both within and across curriculum teaching areas, as well as their alignment with the objectives of the Philippine Professional Standard for Teachers (PPST). Teachers employed a variety of instructional techniques to improve students' performance in reading and numeracy. They used various instructional techniques to foster higher order thinking abilities, including critical and creative thinking. They demonstrated effective use of English, Filipino, and their mother tongue to support instruction. To improve learning, safe and secure learning environments were created, and regulations, guidelines, and procedures were consistently followed. Teachers maintained educational environments that promote fairness, respect, and care to enhance learning.

Furthermore, this demonstrated explicitly how teachers created a learner-centered culture by adapting their instructional methods to their socioeconomic, linguistic, cultural, and religious backgrounds. To meet the requirements of students from indigenous communities, teachers modified and applied culturally relevant teaching techniques. Teachers created relevant and attainable learning objectives, making sure they matched the learning competencies. They used efficient techniques to give students precise, timely, and constructive criticism, which improved their performance. The teachers modified programs and procedures for teaching and learning based on assessment results. Develop ties with guardians and parents as well as the larger school community to encourage participation in the learning process. The individual participated in professional networks to enhance their teaching practice and share knowledge. They created a plan for my personal growth based on continuing professional development and reflecting on my practice. They have completed numerous related assignments and exercises that improve the process of teaching and learning.

The results was aligned with the Philippine Professional Standards for Teachers PPST (Gonong, et al., 2017). Similarly, Alam and Mohanty (2023) emphasized that teachers should use a range of teaching strategies to raise their pupils' proficiency in reading and numeracy. Hence, by tailoring their teaching strategies to their socioeconomic, linguistic, cultural, and religious backgrounds, teachers established a learner-centered culture (Ghafar, 2024). Also, the result corroborated the idea of Bergmark, (2023) and Ramírez-Montoya et al. (2021) that teachers must develop a plan for my personal development based on practice reflection and ongoing professional development to be acquainted with the trends for the future of education programs.

Relationship Between Working Environment and Teacher's Performance. The test of the relationship between working environment and teacher's performance revealed that there is no significant correlation between working environment and teacher's performance. Therefore, the null hypothesis is accepted. This findings is not consistent the various studies that established the connection between working environment and teacher's performance. First, Wahyudi (2018) who stressed out that working environment positively influence toward performance with coefficient value equal to 0.262. Second, the results of analysis that the performance of teachers is increased by providing them with working conditions in which they can feel comfortable and under no pressure (Hasbay et al., 2018). Lastly, job satisfaction directly or indirectly can be a mediator for the relationship between the working environment and employee performance by Idris et al. (2020). However, the research finding supported Mulyana et al. (2021) who proposed that working environment has no significant effect on teacher's performance. Also, Duplon et al. (2022) who mentioned that there was no significant relationship between the teaching performance based on the IPCRF and working environment.

Conclusion : The high level of working environment assumed that the teachers the in Uvo Manobo populated schools perceived the existing workplace was conducive for proper disposition of functions and duties in providing quality learning among learners in the community. This finding calls for sustenance or further efforts for some gray areas that need to be addressed. This implied that the facilities and equipment were enough to provide quality work life and make teaching job easy. Also, the presence of tangible and intangible support from the persons in authority is clearly manifested.

The teacher's performance through their Individual Performance Commitment and Review Form (IPCRF) which is very satisfactory implicated that the teachers assigned of the in Uvo Manobo populated schools in Marilog A district performed their duties at a very reasonable level. This further suggested that the teachers were doing well in performing objectives mentioned in the Philippine Professional Standard for Teachers (PPST). When given good working environment, respect, and support, employees are more likely to give back by becoming more committed and motivated to perform its duties to the public. Thus, improved work conditions, growth opportunities, classroom equipment and facilities, the school's physical environment, and school administrators' support will affect teacher's performance. Good working circumstances would make teachers feel more obligated to the school, motivating them to perform harder for the learners.

Recommendations : Based on the results of the study, the researcher recommends the Department of Education to carry out policies and initiatives that will maintain or even improve the current high level working environment through the following programs such as: provision facilities and equipment, enough classrooms and leadership trainings and workshops among school heads in addressing workplace needs both tangible and intangible. The department may institutionalize Mental Health Days to relieve teachers from stressful mental activities and stress especially those teachers assigned in the culturally different to their own culture. Subsequently, the overall very satisfactory result of the teacher's IPCRF ratings may be maintained or augmented to outstanding level through teacher empowerment. This may be done through a conduct of series of trainings and workshops to reskill and upskill the teachers on methods, approach and strategies in achieving the objectives set forth every school year.

School administrators may also use the result of this research as basis for school programs that will maintain or further enhance the working environment and teacher's performance through comprehensive planning and usage of school resources especially the Maintenance and Other Operating Expenses (MOOE) allocation and budget. Let the teachers be empowered and took part in crafting the plans and implementation process. Finally, it is advised that the future researchers may validate the findings of this study using a larger sample of participants or environments. To improve social understanding of the underlying dynamics and mechanisms of teacher's performance in the workplace, they might also investigate other factors, approaches, respondents and resources. This may serve as a solid foundation for the creation of a new body of knowledge, educational policies and programs that support teacher's work engagement and improve student learning among in cultural minority learners.

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