



WORK ENVIRONMENT AND PERFORMANCE OF PUBLIC ELEMENTARY TEACHERS IN ZAMBALES, PHILIPPINES

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ABSTRACT

An employee's workplace environment is a key determinant of the quality of their work and their level of productivity. This study aimed to assess the work environment and performance of public elementary teachers in Zone 2, Division of Zambales. The researcher utilized the descriptive-correlational study. Frequency distribution, percentage, mean, F-test, and Pearson correlation coefficient were used to analyse and interpret the data. Findings revealed that the public elementary teachers strongly agreed on their work environment as to facilities and equipment, school typology, physical environment, and administrative and supervisory support. The work performance of the public elementary teachers is outstanding. Furthermore, the study revealed that there was no relationship between the work environment and the performance of the public elementary teachers.

Keywords: Work Performance, Work Environment, School Typology, Administrative Support.

INTRODUCTION

Having a job makes people happy, but many of them don't consider their place of employment to be a second home. How well the workplace engages an employee impacts their desire to learn skills and their level of motivation to perform. In a world of increasingly global competition among companies and even among countries, the good performance of human resources is needed (Al-Omari & Okasheh, 2017). Research has shown that the main goal of working for someone is not only to get a salary but to reach self-satisfaction. Employees' performance is influenced by a lot of aspects, such as motivation, work environment, and leadership in the agency.

Work performance focuses on the outcome and the behavior. The total expected value contribution to the organization explains the overall added value contributed by the employees to increase the value of the organization or the success of the organization, making the organization better, more profitable, and a nicer place to work (Heatfield, 2021).

One of the problems that has not received much attention from the management is the working environment. Studies have been conducted related to the effect of the working environment on productivity. For example, Awan and Tahir (2015) and Duru and Shimawua (2017) examined the influence of the work environment on the level of productivity among employees in Pakistan and Nigeria, and their studies showed that the working environment correlates to the level of productivity of employees. In a similar vein to Al-Omari and Okasheh (2017), Pandey (2017) investigated the effect of work environment on the job performance of employees in Jordan, and their study also forwarded the similar finding that work environment influences the job performance and productivity of employees.

According to Abun, Nicolas, Apollo, Magallanes, and Encarnacion (2021), managing individual work performance has no single solution because performance can be affected by many factors. Factors that may affect performance are skills, knowledge, satisfaction, motivation, work environment, working relationship, etc. There is no other way to achieve competitiveness and organizational performance except through individual work performance.

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

Rosa-Bala, 2019).

The individual performance of the teachers is significant for organizational productivity. Every educator has been obliged to use all reasonable effort to enhance their performance and free themselves of influences influencing how well they perform. To be able to do it is to help them perform better. It is essential that they understand the several things that can influence their performance standard (Haramain, 2019).

Thus, the researcher would like to assess the work environment and work performance of public elementary teachers in Zone 2, Division of Zambales. The results of the study will serve as the basis for a proposed intervention program.

METHODOLOGY

This portion of the study presented the research methods, respondents and location of the study, data collection instruments and procedure and the data analysis that was used.

A. Research Design

The researcher utilized the A descriptive-correlational approach. The goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. According to McCombes (2020), correlational research design measures a relationship between two variables without the researcher controlling either of them. It aims to find out whether there is either a positive, negative, or zero correlation. Thus, such method was deemed appropriate in the research study.

B. Respondents

The survey population consist of 154 public elementary teachers from the Public Elementary Schools in Zone 2, Division of Zambales, Philippines. The stratified sampling technique was used in the study. The researcher used the big school category as recognized by the Division of Zambales, Department of Education. Table 1 shows the

Table 1

Distribution of the Respondents

School	Frequency
Iba Central School	35
Paulo Abastillas Memorial Elementary School	29
Palauig Central School	23
Bulawen Elementary School	25
Botolan South Central School	25
Botolan North Central School	17
Total	154

C. Research Instruments

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

D. Data Gathering Procedure

The researcher sought permission first to the Schools Division Superintendent for the conduct of the research in the selected public elementary school in Zone 2, Division of Zambales. After the approval, the researcher prepared several letters to request permission from the respective school principals to conduct survey among the teachers. The researcher personally distributed the questionnaire to the respondents. The researcher immediately retrieved the complete and filled out questionnaires from the respondents. The researcher tallied the retrieved questionnaire for data analysis.

Data analysis was the first action conducted after data collection. Data analysis summarizes collected data. It involves the interpretation of data gathered through the use of analytical and logical reasoning. Raw data was of little use until it has been structured and summarized, and a range of conclusions drawn. In this research, findings from the data were analyzed and were

presented using tables and descriptive statistics, such as mean and percentage.

RESULTS AND DISCUSSIONS

This portion of the study presented the results and discussion of all the data gathered using a table. Analysis and interpretation of data done after the tabular presentation.

Table 2

Work Environment of the Public Elementary Teachers in terms of Facilities and Equipment

FACILITIES AND EQUIPMENT	Mean	Descriptive Rating
1.The school has an administrative office equipped with computers, printers and office supplies.	3.66	Strongly Agree
2.There are sufficient classrooms to cater the pupils in every grade level.	3.55	Strongly Agree
3.There is a computer room for DepEd Computerization Program (DCP)Packages.	3.66	Strongly Agree
4.There is Science/Math Room equipped with science/ mathematical instruments and equipment.	3.31	Strongly Agree
5.The books, reference materials and educational resource are available in the library/Learning Resource, Management and Development Canter (LRMDC)	3.32	Strongly Agree
6.The school has covered court and stage for school activities and programs.	3.69	Strongly Agree
7.The school has sufficient comfort rooms for use for males and females pupils.	3.68	Strongly Agree
8. The school has a school canteen to cater to the needs of pupils and teachers.	3.57	Strongly Agree
9.The school has washing facilities or lavatories.	3.75	Strongly Agree
10.The school has medical clinic with medical supplies and equipment.	3.62	Strongly Agree
Overall Weighted Mean	3.58	Strongly Agree

Table 2 shows the work environment of public elementary school teachers in terms of facilities and equipment. The respondents strongly agreed that their schools have washing facilities or lavatories with an average weighted mean of 3.75 (ranked 1). The result signifies that the WASH program in DepEd school is highly implemented. The advocacy of DepEd on the promotion of correct hygiene and sanitation practices among school children and a clean environment has been the government's priority through the Department of Education to keep the learners safe and healthy, excel academically and develop to be productive citizens in the country.

In the study of Rivera (2020), the inclusion of the WinS to other programs namely: Oplan Kalusugan (OK) sa DepED, School-Based Feeding Program (SBFP), Essential Health Care Program (EHCP) and School – Based Management (SBM) System were highly implemented or 60-80 % implementation.

Table 3

Work Environment of the Public Elementary Teachers in terms of School Typology

SCHOOL TYPOLOGY	Mean	Descriptive Rating
1. The school is a public elementary school considered a big school, medium school, and small school.	3.71	Strongly Agree
2. The school is strategically located in a fulfillment area.	2.58	Agree
3. The school is offering Kindergarten to grade 6 classes.	3.84	Strongly Agree
4. The school is having sufficient number of teachers to cater the number of classes for each grade level.	3.79	Strongly Agree
5. The school has assigned School Principal for its operation.	3.86	Strongly Agree
6. The pupil ratio is 1:35.	3.63	Strongly Agree
7. The class size is compliant to the DepEd policies and standards.	3.81	Strongly Agree
8. The location of the school is accessible by vehicle to the learners.	3.88	Strongly Agree
9. There are available transportation within the vicinity of the school.	3.90	Strongly Agree
10. The school has School Based Management (SBM) Level for evaluation and validation.	3.80	Strongly Agree
Overall Weighted Mean	3.68	Strongly Agree

In terms of School Typology, the computed overall weighted mean of work environment of the public elementary teachers was 3.68 with a descriptive rating of strongly agree. The result shows that public transportation is accessible and available to the students. They can take a ride to transport them from school going to home or other destination. This transportation provide convenience to the students and teachers. Public transport can also be beneficial in many ways such as promoting productivity among students. It can be remarked that the use of public transport is of great use, chiefly in time management as it promotes a constant spirit for work. For people who do not or cannot drive, public vehicles can take them to wherever they place they desire (National Express Transit, 2017). It can be said that this promotes in increasing mobility. Public vehicles can also contribute in an individual’s health habits. It is also mentioned by National Transit Express that the motion going to the transit and to the destination triples the amount of physical activity (National Express Transit, 2017)

Table 4
Work Environment of the Public Elementary Teachers in terms of Physical Environment

PHYSICAL ENVIRONMENT	Mean	Descriptive Rating
1. The school buildings adhere to building designs standards and structural soundness.	3.64	Strongly Agree
2. The classrooms are conducive for teaching and learning.	3.66	Strongly Agree
3. The offices and classrooms are provided with lighting facilities.	3.71	Strongly Agree
4. The offices and classrooms are well ventilated.	3.73	Strongly Agree
5. The classrooms and laboratories are regularly maintained.	3.69	Strongly Agree
6. The classrooms are clean and organized.	3.73	Strongly Agree
7. The classrooms are provided with needed furniture like teacher’s table and chair, armchairs, desks, bookshelves and cabinets.	3.68	Strongly Agree
8. The school environment is safe and secure.	3.77	Strongly Agree
9. The classrooms has sanitary facility and with potable water.	3.78	Strongly Agree
10. The classrooms and laboratories are adequate for utilization in the teaching and learning process	3.60	Strongly Agree
Overall Weighted Mean	3.70	Strongly Agree



The public elementary teachers assessed strongly agreed on the classrooms has sanitary facility and with potable water with an average weighted mean of 3.78 (ranked 1). The computed overall weighted mean of work environment of the public elementary teachers in terms of physical environment was 3.70 with a descriptive rating of strongly agree. The result signifies teachers, parents and other stakeholders gave priority on the access to water, sanitation and hygiene services to the learners for effective infection prevention and control. Promoting hand washing activities and maintaining a safe, clean, and healthy learning environment are highly effective measures to reduce the transmission of the COVID-19 virus and other infectious diseases. According to the report, 61% of schools have available safe drinking water on school grounds, nearly two out of three schools have gender-segregated toilets, two in five schools perform supervised daily group hand washing, over half of the schools have group hand washing facilities with soap, and four out of five schools have access to sanitary pads available to students. However, schools see sanitation infrastructure as a challenge because it demands investment and a longer time for the construction of toilet and hand washing facilities.

Table 5

**Work Environment of the Public Elementary Teachers in terms of Administrative/
 Supervisor Support**

ADMINISTRATIVE/ SUPERVISOR'S SUPPORT	Mean	Descriptive Rating
1.The school head/principal provides sufficient materials such as bond papers and ink for the printing of learning materials and reports.	3.60	Strongly Agree
2.The school head /principal provides printers for each teacher in the printing of learning materials and reports	3.61	Strongly Agree
3.The school head /principal and supervisor motivate the teacher to perform the tasks at their best.	3.73	Strongly Agree
4. The teachers are encouraged to participate in webinars and workshops.	3.75	Strongly Agree
5. The teachers are also provided with technical assistance on how to cope with the new normal	3.69	Strongly Agree
6.The administrators acknowledge and recognize good performance of teachers.	3.69	Strongly Agree
7. The school head /principal encourages the teachers to improve their teaching competencies.	3.75	Strongly Agree
8. The school head / principal provides financial support on the school activities such as academic and non-academic competitions.	3.60	Strongly Agree
9.The school head / principal supports the teacher's project proposal.	3.68	Strongly Agree
10.The school heads allows the teachers the opportunity to promote.	3.62	Strongly Agree
Overall Weighted Mean	3.67	Strongly Agree

As shown in Table 6, public elementary teachers strongly agreed that they are encouraged to participate in webinars and workshops and the school head/principal encourages the teachers to improve their teaching competencies. The computed overall weighted mean of

work environment of the public elementary teachers in terms of administrative/ supervisor’s support was 3.67 with a descriptive rating of strongly agree. The results show that school heads support the participation of their teachers in seminars and trainings that will improve their teaching competencies. The school heads believed that the up-skilling and retooling of the teachers would help them to be updated and equipped with the current trends in education.

The use of Maintenance and Other Operating Expenses (MOOE) Maintenance and Other Operating Expenses (MOOE) for the training and seminars of the teachers. According to the Department of Education Order Number 16 Series 2016, Implementing Guidelines on the Direct Release of Maintenance and Other Operating Expenses (MOOE) Allocations of Schools on the uses of MOOE, to support expenses for school- based training and activities that are selected or designed to address the most critical needs that will improve learning outcomes in the school as well as official school meetings, such as but not limited to, Learning Action Cells (LAC) and Continuous Improvement (CI) sessions. Up-skilling and re-skilling would require indispensable human resource efforts across hiring, on boarding, and development structures. By determining the present and future state of expertise development, groups will begin to spot each barrier and bridge on new and existing competencies.

Table 6

Summary of the Work Environment of the Public Elementary Teachers

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

Table 6 shows the summary on the work environment of the public elementary teachers. The public elementary teachers unanimously assessed strongly agreed on the work environment as to physical environment (3.70, rank 1st); school typology (3.68, rank 2nd); administrative/ supervisor’s support (3.67, rank 3rd); and facilities and equipment (3.58, rank 4th). The computed work environment of the public elementary teachers was 3.66 with a descriptive rating of strongly agree. The result signifies that the Department of Education (DepEd)

continues to work towards making all schools child-friendly, safe and conducive to learning. Part of this effort is providing the appropriate facilities

Table 7
Work Performance of the Public Elementary Teachers

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

As shown in Table 7, majority of the public elementary teachers garnered outstanding rating with 142 or equivalent to 92.21% and only 12 or equivalent to 7.79% garnered very satisfactory. The computed mean on the work performance of the public elementary teachers was 4.69 with a descriptive rating of Outstanding. The result shows that the teachers demonstrated exemplary performance during the School Year 2021- 2022 amidst COVID- 19 pandemic. Teachers showed hard work, perseverance and commitment on their teaching endeavor. They had exceeded the minimum requirements/indicators for the said rating but were not able to achieve the highest requirements for outstanding rating (Sarabia &Collantes, 2020).

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

1. The public elementary teachers strongly agreed on their work environment as to facilities and equipment, school typology, physical environment and administrative/ supervisor’s support
2. The work performance of the public elementary teachers is outstanding.
3. There was no relationship on the work environment and work performance of the public elementary teachers.

B. Recommendations

1. The school heads may prioritize the inclusion of the procurement of the instruments and equipment for Science/ Mathematics in the Annual Procurement Plan.
2. The school heads may ask assistance to the Local Government Unit to provide school service or transportation allowance if budget warrants for the public elementary teachers assigned in far- flung school.
3. The school heads may prioritize the construction of additional rooms or buildings in the School Improvement Plan.
4. The school heads are encouraged to have a budget allocation on the school activities such as academic and non-academic competitions for financial support.

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