

School Work Environment in Relation to Teacher Motivation and Teaching Competencies

Chrisnilu D. Sanlao, Elsa B. Buenavidez, Genelyn R. Baluyos

Graduate School, Misamis University, Ozamiz City

Corresponding author: Chrisnilu D. Sanlao, email: chrisnilu.sanlao@jhcsc.edu.ph

Abstract

Cultivating a positive school work environment significantly enhances teacher motivation and competencies. This quantitative study determined the relationship between the school work environment and teachers' motivation and teaching competencies among the faculty at a state college in Zamboanga del Sur during the 2023-2024 school year. The study employed quantitative research methods, utilizing a descriptive-correlational design. The respondents included 105 teachers selected through stratified random sampling. Researcher-made questionnaires on School Work Environment, Teacher Motivation, and Teaching Competencies were the instruments used in the study. Mean, standard deviation, and Pearson Product-Moment Correlation were the statistical tools used in data analysis. Results revealed that the teachers' school work environment was rated very good. Teachers were found to be highly motivated and very competent in their teaching roles. Moreover, their work environment was highly correlated with their level of motivation and teaching competence. Hence, the school work environment plays an important role in enhancing teachers' motivation and teaching competencies. School administrators may ensure a positive work environment by providing adequate resources, fostering effective communication, and supporting a collegial atmosphere. Such an environment can significantly contribute to the professional growth and development of teachers.

Keywords: communication, competencies, motivation, positive environment, resources

Introduction

Acquiring practical knowledge and learning through careful observation of one's surroundings is essential, especially in the school work environment (Leite et al., 2023). The school work environment plays a significant role in enhancing the effectiveness of teachers in the classroom. Republic Act No. 11731 aims to strengthen teacher education in the Philippines, recognizing the role of school leaders in supporting teachers by fostering an environment conducive to effective teaching and the development of enthusiastic and independent learners (Bautista, 2022). In the school context, school administrators exercise caution for their well-being and the safety of colleagues, ensuring the welfare of teachers and students alike. Additionally, teachers are encouraged to identify hazards in school and promote community involvement in health and safety discussions, as advocated by Occupational Health and Safety (OHS), subsequently suggested that creating conducive educational environments may promote physical activity, nutritional habits, and mental well-being among students and staff (Hawkins et al., 2023).

The rights of the teacher are to be given priority. According to Republic Act No. 4670 from 1966, teachers actively teaching in the classroom are only required to teach for up to six hours per day (Republic Act No. 4670, n.d.). Regarding health and retirement benefits, Presidential Decree No. 220 exempts teachers from SSS benefits and outlines retirement gratuities and pensions that should be considered in their benefits package (P. D. No 220, n.d.). Furthermore, Executive Order No. 189 emphasizes that standard laws of employment, such as the school work environment, wage, allowance, and benefits, should be improved to enhance teacher welfare (E.O. No. 189, n.d.). Truly, the government is committed to fostering a positive school work environment for teachers.

Transitioning to a new educational system structure has posed challenges for school administrators and teachers (Barrera & Ursabia, 2022). Research suggests that a positive work environment and competency performance, both direct and indirect, boost motivation (Kasbuntoro et al., 2020). Furthermore, the decentralization approach is implemented by institutions, particularly through establishing the

autonomy of departments with significant decision-making authority, ensuring that decisions align with institutional requirements (Ho et al., 2021). However, a UNESCO poll revealed that many teachers need psychological assistance to address their motivational requirements effectively (UNESCO, 2020). Additionally, studies suggest that teachers must adapt their interaction and teaching methods to 21st-century educational demands. This includes adopting competencies-based classroom instruction, where the teacher serves as a facilitator and fosters a more dynamic and effective school learning environment (Misba et al., 2021).

The school work environment can be complex due to various factors. Teachers face challenges in teaching and learning, risks to their emotional and physical well-being, a lack of authority over school regulations, and discontentment with their work (Garcia & Weiss, 2019). It is vital to have administrative support for targeted preventative measures and post-incident actions that address the risk factors associated with nonphysical workplace violence (WPV) to provide a favorable and secure school work environment in educational institutions (Joseph et al., 2020).

A favorable and pleasant school work environment can foster passion among workers, enhancing their performance and work discipline in their respective roles (Open University, n.d.). People who want to thrive in a complex social environment need to keep track of the interpersonal connections that make up their social networks. Research emphasizes the significance of support from colleagues and supervisors in the workplace, which can effectively mitigate job stress and enhance mental well-being (Mensah, 2021). Observing experienced professionals in the field and receiving verbal praise can strengthen new teachers' teaching abilities, increase their confidence and job satisfaction, and prevent burnout (Gonzales, 2020).

Educational administrators can highlight the significance of teachers by providing stable and secure employment and guaranteeing fair compensation (Ortan et al., 2021). As suggested in the study, the performance of school supervisors is fulfilling responsibilities and the

positive impact they have on teachers (Tampuluolon & Sibuea, 2023). With that, the administration should ensure uniform training opportunities, encouraging employees to apply learned skills in the workplace for tangible benefits (Ardestani, 2022).

Experienced mentors can observe teaching practices and provide advice on areas needing improvement using an outcome-based approach (Christensen et al., 2023). A study revealed that both the school work environment and university amenities are strong indicators of both academic achievement and engagement (Hanaysha et al., 2023). The interplay between performance, intrinsic motivation, experience, perceived competence, perseverance, and dispositional ability of the individual is influenced by motivation (Nuriman, 2021).

Motivation refers to a set of behaviors and values that drive a person to accomplish specific goals (Pawirosumarto & Gumawan, 2017). It involves stimulating and compelling individuals to perform at their highest level to attain the organization's intended objectives.

In the context of the Philippines, a study on teacher motivation found that the government needs to establish a solid foundation for policy options that aim to make teaching a preferred profession and sustain teachers' motivation to remain in the field (SEAMEO Innotech, 2020). One significant finding is that economic factors, such as praise from the school head for a job well done, play an essential role in motivating teachers (INNOTECH, 2020). Conversely, a study by Mulyana in 2021 found that motivation did not substantially impact teachers' performance. However, research showed that work motivation positively and substantially influences employee performance (Paaïs & Pattiruthu, 2020). This recognition enhances teachers' sense of competence.

Teachers often experience a lack of motivation to instruct, emotional exhaustion, and professional dissatisfaction (Bardach & Klassen, 2021). Similarly, stressors in the school work environment can lead to emotional weariness, affecting teachers' motivation in their careers (Gonzales et al., 2021). Furthermore, Bandura notes that individuals are more inclined to motivate when they possess the confidence to execute tasks well and believe that the outcome will be beneficial (Lopez & Garrido, 2023).

The degree of job motivation among teachers is positively correlated with their educational achievement. Public school teachers exhibit greater work motivation compared to their counterparts in private schools, although their teaching performance is comparable (Baroudi et al., 2022). A recommendation encourages teachers to incorporate diverse learning methods and modern instructional tools to create a constructivist classroom (Abiasen & Reyes, 2021). Teachers must enhance their competencies profiles to address the challenges of the 21st century. The results also indicate that human traits, pedagogy, professionalism, information and communication technology (ICT), and school administration and development play vital roles in developing 21st-century skills (Sulaiman & Ismail, 2020).

Competencies are attitudes, values, content knowledge, and cognitive skills that are individual characteristics reliably differentiating superior and average performers or effective and ineffective performers. Teacher competencies directly impact academic achievement, and work motivation serves as a partial mediator for the effects of career growth and the work environment on performance (Iis, 2022).

In the workplace, competencies standards, serving as the criteria for evaluating workplace performance, are being utilized as the foundation for setting enterprise agreements, salary increases, recruitment policies, staff development, and promotion choices (Chappell et al., 2021). Additionally, research has shown that work discipline can mediate the relationship between the school work environment and teacher performance (Kamil et al., 2019).

The adaptability of a teacher is crucial for maintaining competencies and an efficient work environment (Collin & Martin, 2019). Findings show that six to twelve percent of teachers leave the profession within their first year, and approximately thirty percent resign after ten years of employment. This shortage of qualified teachers adversely affects student learning and education quality (Young, 2019). Therefore, school administrations can promote or create measures that support teachers' competencies and expectations, particularly for those in the middle of their careers and with higher credentials.

Enhancing competitiveness and improving proficiency in delivering high-quality work facilitates the attainment of organizational goals and motivates competencies (Barrinuevo et al., 2023). With the researcher employs the Social Cognitive Theory, positing that the creation of a supportive educational environment can significantly improve educators' motivation and competencies. This theory emphasizes teacher environments factors shape the motivation and develop teacher competencies.

The shortage of the school environment, such as classroom space, teacher training in specific fields, and provision of safety and well-being, remains a pressing issue, and only 16% will remain in good condition by 2040. These results of the shortage influence the quality of education and affect teacher motivation and teachers' competencies (EDCOM2, 2024). The lack of adequate, well-maintained spaces for learning hampers teaching quality. Moreover, many schools face teacher shortages, while existing under-resourced and overworked, affecting the teacher's abilities to implement modern, effective teaching strategies (Palatino, 2023). This strain often leaves teachers without the time and support needed for specialized training or skills, further impacting their motivation and competencies.

Based on the statement above, the researcher aimed to determine the schoolwork environment in relation to teacher motivation and teaching competencies. The study focused on the constraints faced by teachers concerning the schoolwork environment, motivation, and teaching competencies. Lastly, the study explored and investigated the relationships between the school work environment, teacher motivation, and teaching competencies.

Materials and Methods

This quantitative study used a descriptive-correlational design. Quantitative research is the systematic analysis of numerical data to identify patterns, calculate means, evaluate connections, and provide comprehensive insights across various scientific and social sciences (Fleetwood, 2024). Correlational and causal research approaches were

used to determine independence, significant relationship, and prediction of the antecedents (Correlational Research, 2019). The descriptive-correlational design was deemed appropriate for this study, as it explored the relationship between teachers' school work environment, their motivation, and their teaching competencies.

The study was conducted in one of the state colleges in Zamboanga del Sur, located in San Miguel, Zamboanga del Sur. This location was chosen due to its geographic relevance and its unique position as the only state college in Zamboanga del Sur, where the school work environment, teachers' motivation, and teaching competencies are critically interconnected. This research included a sample of 105 faculty members drawn from a population of 143 at the primary campus, utilizing stratified random sampling methods to achieve a thorough representation. Eligibility criteria for faculty members included the following: (a) work at the institution during the 2023-2024 academic year, (b) assignment to one of the college's seven schools or departments, and (c) provision of consent to participate in the study. The application of stratified random sampling involved an initial division of the faculty into subgroups based on departmental affiliation and field of specialization. Subsequently, participants were randomly selected from each subgroup in proportion to its size within the overall faculty population sufficiently represented in the sample: School of Teacher Education (22), School of Arts and Sciences (17), School of Agricultural Forestry and Environmental Studies (14), School of Engineering Technology (17), School of Criminal Justice Education (4), School of Business Management (28), and School of Law (3).

The researchers developed a research-made questionnaire" (1) The School Work Environment questionnaire, with 20 indicators, namely physical environment, collaborative culture, communication and feedback, safety and Well-being, and Research Availability. (2) The Motivation Questionnaire, with ten indicators with the following sub-variables: intrinsic and extrinsic motivation; and (3) the teaching competencies questionnaire in the area of Pedagogical Knowledge Skills, technology competence, assessment and feedback, classroom

management, and cultural competencies. Each of the questionnaires used a 4 – 4-point Likert scale, validated by five experts and piloted for reliability, resulting in Cronbach's alpha coefficient above .80, indicating high reliability.

The researcher sought permission from the Graduate School of Misamis University and the office of the President of the higher institution to conduct the survey. After obtaining the necessary permits, the researcher administered the instruments to the identified participants through face-to-face interactions and Google Forms. Participants answered the researcher's instrument for five to fifteen minutes. Distribution of Informed Consent for the participants and adherence to other necessary research ethics procedures were observed. The data on the school work environment, teachers' motivation, and teaching competencies are research questions that go to a reliability test. Data were gathered on specific dates, tallied, and analyzed using statistical tools. Data analysis was conducted using statistical software, employing various tools to gain insights into the study's variables. The mean and standard deviation were calculated to assess the teachers' school work environment, motivation levels, and teaching competencies. Additionally, the Pearson Product–Moment Correlation Coefficient was utilized to explore the relationships between the teachers' school work environment and their motivation and teaching competencies, providing a comprehensive understanding of how these factors interrelate. Findings, conclusions, and recommendations were then derived from the analyzed data.

The researcher ensured that all data collection activities comply with ethical standards and data protection regulations. The research paper was revised, and the Misamis University Research Ethics Board (MUREB) reviewed, validated, and approved the study, ensuring no associated risks. The researcher prioritized objectivity and participant dignity, obtaining signed consent forms before the study began. Ethical standards and data protection requirements were strictly followed, safeguarding participant privacy and data confidentiality through secure data storage, anonymization of responses, and restricted access. Informed consent, clear explanations of the study's purpose, and assurance of

95

utmost confidentiality were integral to the research process. The answered instruments are to be kept in a safe space where only the researcher can have access. Five months after the completion of the study, the researcher will discard the research raw data through shredding.

Results and Discussions

Teachers' School Work Environment

Teachers' School Work Environment. Table 1 presents the teachers' school work environment. The findings reveal that the overall work environment for teachers was rated as Very Good ($M = 3.35$, $SD = 0.38$). The school work environment provides an opportunity for human resources to improve and progress the professional abilities of teachers. This positive assessment across all measured constructs suggests that the state college has provided a supportive and conducive work environment for its teachers, contributing to increased job satisfaction, productivity, and overall well-being among faculty members. It also includes respect and support among participants and may be characterized by effective communication, shared objectives, and the promotion of cultural inclusion. Added to that, an important factor in mitigating burnout and fostering greater morale among teachers is the school work environment, which in turn leads to improved educational results in state colleges.

Among the constructs, Communication, and Feedback received the highest rating with a mean of ($M = 3.57$, $SD = 0.56$), categorized as Very Good. This finding suggests effective communication channels and feedback mechanisms promoted by the state college. Emphasizing communication enhances teachers' collaboration, improves student-teacher interactions, and fosters a positive learning environment. Continual support and enhancement of these practices are essential for strengthening relationships, contributing to institutional success, and ensuing interactive and collaborative conversations among colleagues for establishing a vibrant and captivating educational environment. Also, integrating concrete illustrations and practical examples into the lecture

indicates the presence of transparent and effective communication among the personnel, along with consistent and valuable feedback given to teachers.

Safety and Well-Being followed closely with a rating of ($M = 3.39$, $SD = 0.57$), also categorized as Very Good. This rating indicates that teachers perceive the workplace as secure and supportive. The state college's prioritization of safety and well-being is crucial for creating an environment conducive to effective teaching and learning. Maintaining and improving safety protocols and support systems can further enhance job satisfaction and faculty retention rates. Ensuring satisfaction with the quality of social interaction and support enhances the safety and well-being of the teacher. Furthermore, school administrators prioritize student and teacher development. Overall, teachers provide a conducive school work environment where teachers feel secure and have a safety protocol and emergency procedure pursuits.

Resource Availability ($M = 3.33$, $SD = 0.60$), categorized as Very Good, indicates adequate access to necessary resources for teaching and research. This finding underscores the state colleges' investment in providing essential tools, facilities, and materials to support faculty. The school administrators can effectively plan resource allocation to ensure the teachers have the necessary tools and support for teaching and research. Continued investment in resources can help maintain high standards of education and support faculty in achieving their professional goals. Also, adopting technology and seamlessly incorporating digital tools can help students in their educational pursuits. Additionally, ensuring that the teacher has sufficient time and resources aligned with the subject being taught can enable them to deliver high-quality and focused instruction.

The Collaborative Culture construct received a rating of ($M = 3.27$, $SD = 0.58$), categorized as Very Good. While positive, this rating suggests room for improvement in fostering a healthier collaborative environment among faculty. The state college's encouragement of collaboration through initiatives such as professional development opportunities, interdisciplinary projects, and team-building activities can strengthen academic and research outcomes. Furthermore, collaboration

within the academic environment can be enhanced by utilizing the active involvement of the school administration. It also entails that state colleges can provide a good collaborative culture by ensuring the accessibility and responsiveness of communication channels and monitors and addressing communication challenges through feedback.

The construct with the lowest rating, though still classified as Good, was the Physical Environment ($M = 3.18$, $SD = 0.59$). This indicates that while the physical environment is generally satisfactory, there are opportunities for improvement in facilities, infrastructure, and maintenance. Furthermore, to create a favorable work environment, it is vital to have furniture and equipment readily available and well-maintained, as well as regularly assessing and improving teacher well-being. The result suggested that implementing sufficient lighting and ventilation, along with offering adaptable and comfortable seating configurations, can enhance the classroom atmosphere. Moreover, it is essential to design a process for promptly addressing repairs and replacements of ergonomic resources. Enhancing the physical environment can contribute to a more comfortable and inspiring workplace, which is essential for supporting teaching and learning activities. However, areas such as this could be further improved by assessing and upgrading the physical facilities to ensure they meet the teachers' needs.

Overall, the findings suggest a generally positive work environment for teachers, particularly in areas of communication, safety, and resource availability. Regular maintenance and investment in better facilities could significantly enhance teachers' comfort and effectiveness. While the collaborative culture is rated positively, further initiatives could be implemented to strengthen teamwork and peer support. This can include team-building activities, professional learning communities, and collaborative projects that foster a more robust sense of community and shared purpose among teachers. Given the high rating for communication and feedback, it is crucial to maintain and enhance these mechanisms. Continuous feedback loops, open communication channels, and regular meetings help sustain this positive aspect of the work environment. By

addressing these areas, educational administrators can ensure an even more supportive and effective work environment for teachers, ultimately benefiting both teachers and students.

School heads aim to establish a constructive and adaptable work environment that drives organizational achievement, and a cooperative culture of a supportive schoolwork environment has been shown to help teachers maintain a sense of achievement (Kraft et al., 2020). Similar to collaborative culture, it explores the impact of a positive environment culture on work performance and organizational agility, highlighting the interplay between positive psychology and organizational culture (Radu, 2023). Furthermore, the cooperative culture of a supportive schoolwork environment has been shown to have a crucial role in helping teachers maintain a sense of achievement (Kraft et al., 2020). It was suggested that educational policymakers and training practitioners should support infrastructure improvements to empower head teachers and facilitate teaching (Abonyi & Luguterah, 2020).

Schools are expected to serve as a model for the development of compassionate and cultured citizens by establishing a healthy and comfortable environment (Kamil et al., 2020). A supportive work environment is also claimed to bridge the gap between an organization and its employees by fostering a stronger connection between the two. This, in turn, enhances the organization's overall performance and fosters an innovative work environment within the organization (AlTaweel & Al-Hawarym, 2021).

All safety assistance sources contributed to a decrease in teachers' injuries and an increase in the frequency of safety behaviors (Grocutt, 2023). A research recommendation shares that resource availability is essential for strategic planning, decision-making, and optimal resource allocation to meet specific goals (Santos, 2021). It was suggested that the allocation of research funds by the central government promotes the establishment of intermediate organizations, which significantly contribute to enhancing the variety of publicly funded research institutes among faculty (Perkmann et al., 2019).

Enhancing communication and feedback mechanisms through regular staff meetings, feedback surveys, and maintaining an open-door

policy can promote transparent and responsive communication, which is crucial for maintaining a positive work environment. Additionally, continuing to prioritize safety and well-being by implementing comprehensive safety protocols, mental health support, and wellness programs will help ensure that teachers feel secure and supported in their work. Investing in resources such as educational materials, technology, and professional development opportunities is essential to support teaching excellence and help teachers achieve their professional goals. Promoting a collaborative culture through initiatives like professional learning communities and team-building activities will strengthen faculty collaboration and improve academic outcomes. Upgrading the physical environment by modernizing classrooms and ensuring regular maintenance is crucial to creating a comfortable and inspiring workplace. Finally, continuous assessment and feedback from teachers will be essential to identify and address ongoing improvement opportunities in the work environment. These steps will help enhance teacher satisfaction and contribute to better overall educational experiences for students.

Table 1. Teachers’ School Work Environment (n=105).

Constructs	M	SD	Interpretation
Physical Environment	3.18	.59	Good
Collaborative Culture	3.27	.58	Very Good
Communication and Feedback	3.57	.56	Very Good
Safety and Well-Being	3.39	.57	Very Good
Resource Availability	3.33	.60	Very Good
Overall Work Environment	3.35	.38	Very Good

Scale: 3.25-4.0(Very Good); 2.50-3.24(Good); 1.75-2.49 (Fair); 1.0-1.74 (Poor)

Teachers’ Level of Motivation

As presented in Table 2, teachers exhibit a very high level of motivation, with an overall rating of 3.59 (SD = 0.57). This high motivation is divided into two main constructs: intrinsic motivation, which scored 3.67 (SD = 0.52), and extrinsic motivation, which scored

slightly lower at 3.50 (SD = 0.61). The research suggests that teachers have a substantial degree of intrinsic and extrinsic motivation, which is a promising indication for the teaching profession that teachers are motivated by their love and passion for teaching and experience a feeling of achievement and personal satisfaction.

Intrinsic motivation reflects teachers' deep personal satisfaction and fulfillment derived from their profession, driven by a passion for teaching, the joy of student learning, and a sense of accomplishment in achieving educational goals. This intrinsic drive fosters strong commitment, innovative teaching methods, and a conducive classroom environment. This suggests that great satisfaction and fulfillment in teaching, witnessing student progress, fostering critical thinking, and maintaining positive learning can uplift intrinsic motivation. Additionally, it is also essential to maintain a strong internal drive to preserve long-term engagement and dedication to teaching.

Conversely, extrinsic motivation, while slightly lower, remains significantly high at 3.50 (SD = 0.61), indicating that external rewards such as salary, benefits, job security, and recognition play a pivotal role in motivating teachers. Furthermore, it implies that teachers are driven to get satisfaction and enjoyment from engaging in instruction, promoting education, and positively impacting their growth. Various factors contribute to this, including career advancement and recognition from peers and superiors. These extrinsic rewards contribute to job satisfaction and support teachers in fulfilling their professional responsibilities effectively. Recognition and rewards further reinforce positive behaviors and achievements, contributing to teachers feeling valued and appreciated within their institution.

To enhance intrinsic motivation, state colleges and universities can create supportive environments that allow teachers to pursue their passions, encourage professional autonomy, and provide opportunities for personal and professional growth. This can include offering hearty professional development programs, fostering a culture of innovation in teaching, and nurturing a supportive community that values collaboration and continuous improvement. Balancing both intrinsic and extrinsic

motivators is crucial for sustaining teachers' overall motivation effectively.

The findings underscore the importance of the school work environment in enhancing teachers' motivation and effectiveness. Research highlights that meeting fundamental psychological needs directly impacts intrinsic motivation and improves job performance and innovation (Klaeijssen et al., 2019). The study also emphasizes that fulfilling teachers' extrinsic motivation needs in developing countries can significantly increase their job satisfaction (Baroudi, 2022).

To assess the motivation and mindset of higher education teachers in different teaching approaches. It found that teachers' motivation and mindsets play a significant role in the motivation and demotivation of their teaching methods. Autonomous motivation and a growth mindset were found to be positively related to more motivating approaches, while controlled motivation, amotivation, and a fixed mindset were positively related to more demotivating approaches (Vermote et al., 2020). Furthermore, a study found that factors at the teacher and school levels, such as prior experience, self-efficacy, and conceptions of learning, significantly influence their motivation to participate in professional learning (Zhang et al., 2021)

Institutions may also ensure competitive compensation packages, comprehensive benefits, and systematic recognition of teachers' contributions to bolster extrinsic motivation. Implementing performance-based incentives, publicly recognizing outstanding teachers, and offering opportunities for career advancement are recommended strategies. By addressing both intrinsic and extrinsic motivational factors, educational institutions can cultivate a more satisfying and productive work environment for teachers. This approach not only enhances teacher retention and job satisfaction but also contributes to improved educational outcomes for students. Confirming that teachers feel both personally fulfilled and professionally supported is crucial in sustaining their motivation and commitment to their educational roles.

Table 2. Teachers’ Level of Motivation (n= 105).

Constructs	M	SD	Interpretation
Intrinsic Motivation	3.67	.52	Very High
Extrinsic Motivation	3.50	.61	Very High
Overall Motivation	3.59	.57	Very High

Scale: 3.25-4.0(Very High); 2.50-3.24(High); 1.75-2.49 (Low); 1.0-1.74 (Very Low)

Teachers’ Teaching Competencies

Shown in Table 3 are the findings related to teachers' teaching competencies across various constructs. The overall competencies of teachers were rated as "Very High Competent" (M = 3.61, SD = 0.56), indicating a high level of proficiency and effectiveness in their teaching roles. This overall rating comprises several key areas: pedagogical knowledge and skills, technological competence, assessments and feedback, classroom management, and cultural competence, all of which were rated as "Very High Competent."

Among these constructs, Technological competence had the lowest mean score among the constructs, albeit still rated as "Very Competent" (M = 3.52, SD = 0.57). This suggests that while teachers are proficient in integrating technology into their teaching, there is, to some extent, more room for improvement compared to other areas. Given the increasing reliance on technology in education, enhancing technological skills further can help teachers leverage digital tools more effectively to support and enrich the learning process. Added to that, utilizing a diverse range of digital tools enhances the teaching process. Also, the teacher understands the legal, ethical, and social implications that may come with the technology used. Overall, this implies that teachers in the state colleges have integrated technology into the classroom and are committed to enhancing learning in an up-to-date learning classroom.

The second lower mean score among the constructs is pedagogical competencies as rated as "Very Competent" (M= 3.60, SF= .53). The research suggests that teachers are capable and confident with the planning and structure of lessons and have the ability to adapt teaching

approaches within the classroom. Furthermore, effective delivery and assessment of instruction can create a supporting and engaging learning environment. Teachers are highly skilled in organizing and presenting learning material. Their ability to effectively manage the classroom highlights their skill in creating a positive and productive learning environment. Overall, teachers are very competent in creating successful learning experiences, promoting student achievement, and contributing to a healthy school environment.

Cultural competence ($M = 3.62$, $SD = 0.57$) and pedagogical knowledge and skills ($M = 3.60$, $SD = 0.53$) were also rated "Very Competent," reflecting teachers' ability to understand and respect diverse cultural backgrounds and apply a strong foundation of educational theories and practices. This implies that teachers are well-prepared to handle diverse classroom settings and utilize their pedagogical expertise to enhance student learning. Furthermore, this demonstrates that teachers are aware of and appreciative of cultural variety, particularly within the school environment setting.

Classroom management followed closely with a ($M = 3.63$, $SD = 0.55$), indicating that teachers are highly competent in maintaining a conducive learning environment. The teachers can create a favorable and all-encompassing environment in the classroom. Therefore, this can motivate students to develop a feeling of accountability. Furthermore, smooth transitions between activities and punctuality are highly valued among teachers. By implementing proactive strategies to prevent behavior issues and promptly addressing challenges fairly, a focused classroom environment is created. Through the establishment and consistent implementation of procedures and routines, a structured environment is created to foster student learning and engagement. Thus, effective classroom management is crucial for minimizing disruptions, maximizing instructional time, and creating a positive atmosphere that promotes student engagement and learning.

Among these constructs, assessments and feedback received the highest rating ($M = 3.67$, $SD = 0.56$), interpreted as "Very Competent." This suggests that teachers excel in evaluating student performance and

providing constructive feedback, which is essential for student growth and learning. Adapting assessment and feedback can accommodate diverse learning styles and ensure students effectively demonstrate their understanding. Through the use of rubrics and clear evaluation tools, transparency is maintained in assessment practices, allowing students to gain a clear understanding of how their work is evaluated. Additionally, this suggests that teachers can foster a positive and inclusive environment in the classroom and encourage students to feel a sense of responsibility. Thus, the ability to give effective assessments and feedback indicates that teachers are skilled in identifying students' strengths and areas for improvement, thereby facilitating a more personalized and effective learning experience.

The findings highlight that teachers are very competent across all evaluated areas, which is crucial for providing high-quality education. However, continuous professional development should be encouraged to maintain and further improve these competencies. Emphasizing professional development in areas such as advanced assessment techniques, innovative classroom management strategies, and cutting-edge technological tools can help sustain and enhance teaching quality.

Indeed, globally, teachers face professional challenges related to inadequate compensation, insufficient teacher training programs, excessive job demands, and unfavorable working environments (Geiger & Pivovarov, 2019). Teachers' competencies directly impact academic performance, and work motivation serves as a partial mediator for the effects of career growth and the work environment on performance (Iis, 2022). With 21st-century students, the main targets for Education 4.0 necessitate that teachers be proficient in technology, possess an aptitude for guiding, engage in lifelong learning, and exhibit desirable personal traits (Himmetoglu et al., 2020).

To support teachers' ongoing development, institutions should provide regular training opportunities, workshops, and resources focused on these key competency areas. Encouraging a culture of continuous learning and improvement can help teachers stay updated with the latest educational practices and technologies, ultimately benefiting student outcomes. Moreover, recognizing and rewarding teachers' competencies

can further motivate them to excel in their roles. Providing platforms for teachers to share best practices and collaborate with peers can foster a supportive and collaborative professional community.

Overall, maintaining high teaching competency levels requires a comprehensive approach that includes continuous professional development (Zhang et al., 2021). Institutional support and recognition of teachers' efforts and achievements. By addressing these areas, educational institutions can ensure that their teachers remain effective and competent, thereby enhancing the overall quality of education provided to students.

Table 3. Teachers’ Teaching Competencies (n=105).

Constructs	M	SD	Interpretation
Pedagogical knowledge skills	3.60	.53	Very Competent
Technological Competence	3.52	.57	Very Competent
Assessments and Feedback	3.67	.56	Very Competent
Classroom Management	3.63	.55	Very Competent
Cultural Competence	3.62	.57	Very Competent
Overall Competency	3.61	.56	Very Competent

Scale: 3.25-4.0(Very Competent); 2.50-3.24(Competent); 1.75-2.49 (Less Competent); 1.0-1.74 (Least Competent)

Significant Relationship between the Teachers’ Schoolwork Environment and their Level of Motivation in Teaching

Table 4 presents the significant relationship between teachers' schoolwork environment and their level of motivation in teaching. The data indicate that various aspects of the school work environment are positively correlated with both intrinsic and extrinsic motivation. With that, the result of the data is expected to be a substantial correlation between the level of teacher motivation and the school work environment for teachers. The interpretation of this data entails comprehending the relationship between the quality of the school, the work environment, and the intrinsic and extrinsic motivation of teachers, as evidenced by the consistent rejection of the null hypothesis (Ho) for all of these factors.

The Physical Environment showed a significant positive relationship with both intrinsic motivation ($r = .40$, $p\text{-value}=0.00$) and extrinsic motivation ($r = .38$, $p\text{-value}=0.00$). This finding suggests that improvements in the physical environment are associated with higher levels of both intrinsic and extrinsic motivation among teachers. A well-maintained, comfortable, and resource-rich physical environment can enhance teachers' satisfaction and motivation, encouraging them to perform better in their teaching roles.

Collaborative culture also exhibited significant positive correlations with intrinsic motivation ($r = .31$, $p\text{-value}=0.00$) and extrinsic motivation ($r = .26$, $p\text{-value}=0.00$). This indicates that a supportive and collaborative work culture contributes to increased motivation among teachers. When teachers work in a cooperative and collegial environment, they are more likely to feel motivated and engaged, both intrinsically and extrinsically.

Communication and feedback were found to have strong positive relationships with intrinsic motivation ($r = .48$, $p\text{-value}=0.00$) and extrinsic motivation ($r = .45$, $p\text{-value}=0.00$). Effective communication and constructive feedback mechanisms are crucial in enhancing teachers' motivation. Clear communication channels and timely feedback help teachers understand expectations and feel valued, which boosts their motivation levels.

Safety and Well-Being had significant positive correlations with intrinsic motivation ($r = .42$, $p\text{-value}=0.00$) and extrinsic motivation ($r = .47$, $p\text{-value}=0.00$). This implies that when teachers feel safe, and their well-being is prioritized, their motivation to teach increases. A safe and healthy work environment is fundamental to maintaining high motivation levels among teachers.

Resource Availability showed the strongest correlations with both intrinsic motivation ($r = .52$, $p\text{-value}=0.00$) and extrinsic motivation ($r = .47$, $p\text{-value}=0.00$). Adequate access to resources is critical for teachers to effectively perform their duties and feel motivated. When teachers have the necessary tools and materials, they are more likely to feel competent and motivated in their teaching roles.

The findings highlight several key areas that educational administrators should address to enhance teachers' motivation. Improving the physical environment by ensuring well-maintained facilities, comfortable classrooms, and access to necessary resources can significantly boost teachers' motivation. Promoting a collaborative culture through team-building activities, professional learning communities, and collaborative projects can foster a more supportive and motivating work environment. Enhancing communication and feedback mechanisms by establishing clear channels and providing timely, constructive feedback can also improve teachers' motivation. Prioritizing safety and well-being by implementing healthy safety protocols and support systems is essential for maintaining a high level of motivation among teachers. Ensuring adequate resource availability by investing in educational tools, materials, and technology can further enhance teachers' motivation and effectiveness.

Empirical studies have demonstrated that motivation from a financial perspective can motivate an individual to engage in labor. This factor has a more substantial impact than the influence of motivation and job satisfaction on teachers (Basalamah, 2021). Additionally, the findings indicate a significant correlation between teacher job satisfaction and the working conditions of schools (Toropova et al., 2020). Furthermore, teachers' motivation remains constant regardless of the school they attended, the level at which they are employed, or the type of school from which they graduated. Consistent with these findings, this research also indicates a significant relationship between the school work environment and teachers' level of motivation in teaching.

It is necessary to invest in maintaining and improving the physical environment of schools to enhance teacher motivation and satisfaction. Promoting a collaborative culture through team-building activities and professional learning communities can foster a supportive and motivating work environment. Establishing clear communication channels and providing timely feedback can significantly improve teachers' motivation and job satisfaction. Prioritizing safety protocols and supporting teachers' well-being are essential for maintaining high levels of motivation among

educators. Ensuring adequate access to educational resources and materials is crucial to supporting teachers' effectiveness and motivation in their teaching roles.

Based on these findings, educational administrators may consider conducting regular assessments of the schoolwork environment to identify areas for improvement. Implementing professional development programs focused on collaborative practices, effective communication, and feedback mechanisms can strengthen these areas. Furthermore, investing in the physical and resource aspects of the school environment will create a more conducive and motivating atmosphere for teachers. Organizing workshops and training sessions on maintaining a safe and healthy work environment can also contribute to higher motivation levels among educators. By addressing these areas, educational institutions can ensure a more supportive and motivating work environment, benefiting both teachers and students.

Table 4. Significant Relationship between the Teachers' Schoolwork Environment and their Teachers' Motivation (n = 105).

Variables	<i>r</i> value	<i>p</i> -value	Decision
Physical Environment and			
Intrinsic Motivation	.40**	.00	Reject Ho
Extrinsic Motivation	.38**	.00	Reject Ho
Collaborative Culture and			
Intrinsic Motivation	.31**	.00	Reject Ho
Extrinsic Motivation	.26**	.00	Reject Ho
Communication and Feedback; and			
Intrinsic Motivation	.48**	.00	Reject Ho
Extrinsic Motivation	.45**	.00	Reject Ho
Safety and Well – Being and			
Intrinsic Motivation	.42**	.00	Reject Ho
Extrinsic Motivation	.47**	.00	Reject Ho
Resource Availability and			
Intrinsic Motivation	.52**	.00	Reject Ho
Extrinsic Motivation	.47**	.00	Reject Ho

Ho: There is no significant relationship between the teachers' schoolwork environment and their level of motivation in teaching

*Note: Probability Value Scale: ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant); $p > 0.05$ (Not significant)*

Significant Relationship Between the Teachers' Schoolwork Environment and their Teaching Competencies

Presented in Table 5 is the significant relationship between the teachers' schoolwork environment and their teaching competence. The analysis reveals several significant findings. A positive relationship exists between the physical environment and various aspects of teaching competence, including pedagogical knowledge skills ($r = .31$, $p\text{-value}=0.00$), technological competence ($r = .38$, $p\text{-value}=0.00$), assessments and feedback ($r = .30$, $p\text{-value}=0.00$), classroom management ($r = .34$, $p\text{-value}=0.00$), and cultural competence ($r = .34$, $p\text{-value}=0.00$). This indicates that a well-maintained physical environment contributes to teachers' overall teaching capabilities, supporting effective teaching practices and enhancing the use of technology in instruction. Additionally, it aids in organizing and delivering constructive feedback, managing classroom dynamics, and addressing cultural diversity effectively.

The collaborative culture also shows a significant positive relationship with teaching competencies. Specifically, it enhances pedagogical knowledge skills ($r = .22$, $p\text{-value}=0.00$), technological competence ($r = .36$, $p\text{-value}=0.00$), assessments and feedback ($r = .26$, $p\text{-value}=0.00$), classroom management ($r = .27$, $p\text{-value}=0.00$), and cultural competence ($r = .30$, $p\text{-value}=0.00$). This suggests that collaboration among teachers fosters the sharing of best practices, technological knowledge, and effective assessment methods, contributing to improved classroom management and cultural competence.

Communication and feedback mechanisms exhibit a strong positive relationship with all measured aspects of teaching competence, including pedagogical knowledge skills ($r = .46$, $p\text{-value}=0.00$), technological competence ($r = .51$, $p\text{-value}=0.00$), assessments and feedback ($r = .44$, $p\text{-value}=0.00$), classroom management ($r = .41$, $p\text{-value}=0.00$), and cultural competence ($r = .43$, $p\text{-value}=0.00$). Effective communication and feedback significantly enhance teachers' skills, helping them refine teaching methods, integrate technology, provide

meaningful feedback, maintain classroom order, and address cultural differences.

Safety and well-being show significant correlations with pedagogical knowledge skills ($r = .42$, $p\text{-value}=0.00$), technological competence ($r = .46$, $p\text{-value}=0.00$), assessments and feedback ($r = .39$, $p\text{-value}=0.00$), classroom management ($r = .40$, $p\text{-value}=0.00$), and cultural competence ($r = .44$, $p\text{-value}=0.00$). A secure and supportive environment allows teachers to focus on improving their teaching practices and technological integration, provide effective assessments, manage classrooms, and promote cultural inclusivity.

Resource availability significantly impacts pedagogical knowledge skills ($r = .47$, $p\text{-value}=0.00$), technological competence ($r = .45$, $p\text{-value}=0.00$), assessments and feedback ($r = .40$, $p\text{-value}=0.00$), classroom management ($r = .40$, $p\text{-value}=0.00$), and cultural competence ($r = .41$, $p\text{-value}=0.00$). Adequate resources support effective lesson planning, the use of technology in teaching, comprehensive feedback, organized classroom environments, and the promotion of cultural inclusivity.

Resource availability significantly impacts pedagogical knowledge skills ($r = .47$, $p\text{-value}=0.00$), technological competence ($r = .45$, $p\text{-value}=0.00$), assessments and feedback ($r = .40$, $p\text{-value}=0.00$), classroom management ($r = .40$, $p\text{-value}=0.00$), and cultural competence ($r = .41$, $p\text{-value}=0.00$). The availability of resources plays an important role in improving the many abilities and competencies essential for successful teaching. The modest positive correlations indicate that an increase in the availability of resources leads to improvements in pedagogical skills, technical competence, evaluation and feedback quality, classroom management abilities, and educators' cultural competence. Added to that, adequate resources support effective lesson planning, the use of technology in teaching, comprehensive feedback, organized classroom environments, and the promotion of cultural inclusivity.

The findings emphasize the critical role of various elements of the school work environment in enhancing teachers' teaching competence. Educational administrators should prioritize improving the physical

environment to ensure it is conducive to teaching and learning. This includes maintaining facilities, providing comfortable classrooms, and ensuring the availability of necessary resources.

Additionally, fostering a collaborative culture among teachers is essential. This can be achieved through team-building activities, professional learning communities, and collaborative projects that can significantly enhance their teaching competence. Effective communication and feedback mechanisms should be maintained and enhanced, enabling teachers to receive constructive input and continuously improve their teaching practices.

Prioritizing the safety and well-being of teachers is crucial for maintaining high levels of teaching competence. Implementing robust safety protocols and support systems can help create a safe and healthy work environment. Adequate resource availability is essential for teachers to develop and apply their competencies effectively. Investing in educational tools, materials, and technology can support teachers in delivering high-quality education.

Teachers with good performance demonstrate effective learning processes and possess high levels of teacher competencies. The same is true for this study: school environment affects teacher competencies. A correlated study reflects the significance of the school work environment to the teacher's performance (Kintanar, 2020). Similarly, the study reveals a correlation between teacher competencies and performance, indicating that professional and pedagogical competencies both have a simultaneous and partial impact on teacher performance (Murkatik et al., 2020). Furthermore, a result of the study indicates that teaching competencies have a significant relationship to teacher performance (Kartini et al., 2020).

Administrators may conduct regular assessments of the schoolwork environment and identify areas for improvement. Implementing professional development programs focused on collaborative practices, effective communication, and feedback can strengthen these areas. Additionally, investing in the physical and

resource aspects of the school environment will create a more conducive and motivating atmosphere for teachers.

Organizing workshops and training sessions on maintaining a safe and healthy work environment can also contribute to higher teaching competence levels among teachers. By addressing these areas, schools can ensure a more supportive and effective work environment, ultimately benefiting both teachers and students.

Table 5. Significant Relationship Between the Teachers' Schoolwork Environment and Their Teaching Competencies (n=105).

Variables	r value	p-value	Decision
Physical Environment and			
Pedagogical Knowledge Skills	.31**	.00	Reject Ho
Technological Competence	.38**	.00	Reject Ho
Assessments and Feedback	.30**	.00	Reject Ho
Classroom Management	.34**	.00	Reject Ho
Cultural Competence	.34**	.00	Reject Ho
Collaborative Culture and			
Pedagogical Knowledge Skills	.22*	.02	Reject Ho
Technological Competence	.36**	.00	Reject Ho
Assessments and Feedback	.26**	.01	Reject Ho
Classroom Management	.27**	.01	Reject Ho
Cultural Competence	.30**	.00	Reject Ho
Communication, Feedback and			
Pedagogical Knowledge Skills	.46**	.00	Reject Ho
Technological Competence	.51**	.00	Reject Ho
Assessments and Feedback	.44**	.00	Reject Ho
Classroom Management	.41**	.00	Reject Ho
Cultural Competence	.43**	.00	Reject Ho
Safety and Well – Being and			
Pedagogical Knowledge Skills	.42**	.00	Reject Ho
Technological Competence	.46**	.00	Reject Ho
Assessments and Feedback	.39**	.00	Reject Ho
Classroom Management	.40**	.00	Reject Ho
Cultural Competence	.44**	.00	Reject Ho
Resource Availability and			
Pedagogical Knowledge Skills	.47**	.00	Reject Ho
Technological Competence	.45**	.00	Reject Ho
Assessments and Feedback	.40**	.00	Reject Ho
Classroom Management	.40**	.00	Reject Ho
Cultural Competence	.41**	.00	Reject Ho

Ho: There is no significant relationship between the teachers' schoolwork environment and their teaching competence

*Note: Probability Value Scale: **p<0.01 (Highly Significant); *p<0.05 (Significant); p>0.05 (Not significant)*

Conclusions and Recommendations

The teachers have a positive atmosphere in the school. However, collaboration among teachers and the physical facilities could further be improved to increase teacher satisfaction and educational outcomes.

The very high level of motivation among teachers indicates a strong dedication and commitment to teaching. This motivation can positively influence classroom dynamics, student engagement, and overall educational outcomes.

A very competent teaching style suggests that teachers possess the necessary skills and knowledge to effectively carry out their teaching responsibilities. This competencies is likely contributing to positive student learning experiences and outcomes.

A supportive and positive school environment can enhance teacher motivation. Creating and maintaining a conducive work environment supports teacher well-being and job satisfaction.

The school environment plays a crucial role in shaping and enhancing teaching competencies. A positive work environment with adequate resources, effective communication, and supportive colleagues can foster professional growth and development among teachers.

Based on the findings, it is recommended that:

1. School administrators conduct a comprehensive culture and environmental assessment, identifying areas for improvement, prioritizing repairs or renovations, and establishing a maintenance plan.
2. The Human Resource Department can organize workshops on intrinsic motivation techniques and extrinsic motivation programs, offering training sessions on innovative teaching practices and creating reward programs like awards for outstanding teaching or technology use in teaching.
3. Teachers can enhance their teaching competencies by participating in specialized workshops and courses on pedagogical

innovations, classroom management, cultural competence, and technology use.

4. The school administration, in collaboration with department heads, can implement regular feedback mechanisms and improvement plans based on teacher input, conduct annual surveys to assess teacher satisfaction, and develop action plans to improve communication, safety, resources, and physical conditions.

5. The Human Resource Department provides specialized workshops and courses for advanced training and development in pedagogical innovations, classroom management, cultural competence, and teaching technology.

6. Future research can focus on longitudinal studies to understand the impact of school environment changes on teacher motivation and teaching competence, as well as evaluate the effectiveness of professional development strategies.

Literature Cited

- Abonyi, U. K., Yeboah, R., & Luguterah, A. W. (2020). Exploring work environment factors influencing the application of teacher professional development in Ghanaian basic schools. *Cogent Social Sciences*, 6(1). Retrieved on December 13, 2024, from <https://doi.org/10.1080/23311886.2020.1778915>
- Abiasen, J. T., & Reyes, G. A. (2021). *Teachers' and students' assessment on the extent of constructivism in the senior high school physics learning environment in Benguet, Philippines*. Retrieved on November 23, 2023, from <http://103.125.149.70/index.php/BRJ/article/view/284>
- Ardestani, Z. F., Saber, M., Dehghan, M., Iranpour, A., & Baniasadi, H. (2022). Teacher violence from the perspectives of teachers and students and related factors: A survey in Southern Iran. *Frontiers in Psychology*, p. 13. Retrieved on December 23m, 2024 from: <https://doi.org/10.3389/fpsyg.2022.942284>

- AlTaweel, I., & Al-Hawary, S. (2021). The Mediating Role of Innovation Capability on the Relationship between Strategic Agility and Organizational Performance. *Sustainability*, 13(14), 7564. <https://doi.org/10.3390/su13147564>
- Bardach, L., & Klassen, R. M. (2021). Teacher motivation and student outcomes: Searching for the signal. *Educational Psychologist* :/Educational Psychologist, 56(4), 283–297. Retrieved on December 3, 2024, from <https://doi.org/10.1080/00461520.2021.1991799>
- Barrera, J., & Ursabia, R. (2022). Challenges and coping strategies of school administrators and elementary teachers during a pandemic. *SSRN Electronic Journal*. Retrieved on May 29, 2024 from <https://doi.org/10.2139/ssrn.4116945>
- Barni, D., Danioni, F., & Benevene, P. (2019). Teachers' Self-Efficacy: The role of personal values and motivations for teaching. *Frontiers in Psychology*, 10. Retrieved on December 3, 2023, from <https://doi.org/10.3389/fpsyg.2019.01645>
- Barrinuevo, Q. A., Galimba, A. K., & Sabino, J. A. (2023). *Correlation of Work Competency and Job Performance of City of Santa Rosa Government Employees as basis for Career Development Program*. Retrieved on November 25, 2024 from <https://www.ejournals.ph/article.php?id=19674>
- Baroudi, S., Tamim, R., & Hojeij, Z. (2020). A quantitative investigation of intrinsic and extrinsic factors influencing teachers' job satisfaction IN Lebanon. *Leadership and Policy in Schools*, 21(2), 127–146. Retrieved on November 17, 2023, from <https://doi.org/10.1080/15700763.2020.1734210>

- Bautista, K. P. V. (n.d.). *Republic Act - 2022*. Retrieved on April 9, 2024, from <https://lawphil.net/statutes/repacts/ra2022/ra2022.html>
- Bond, M., Buntins, K., Bedenlier, S., Zawacki-Richter, O., & Kerres, M. (2020). Mapping research in student engagement and educational technology in higher education: a systematic evidence map. *International Journal of Educational Technology in Higher Education*, 17(1). Retrieved on January 24, 2024 from <https://doi.org/10.1186/s41239-019-0176-8>
- Chappell, D., Sheikh, Z., Broderick, T., Konstand, S., Koncar, K., & Krueger, E. (2021). *Workforce segmentation: Connecting workplace supply and demand*. Retrieved on March 23, 2024, from https://econpapers.repec.org/article/azacrej00/y_3a2021_3av_3a11_3ai_3a1_3ap_3a15-31.htm
- Christensen, K. M., Hagler, M. A., Stams, G., Raposa, E. B., Burton, S., & Rhodes, J. E. (2020). Non-Specific versus Targeted Approaches to Youth Mentoring: A Follow-up Meta-analysis. *Journal of Youth and Adolescence*, 49(5), 959–972. Retrieved on May 2024 from <https://doi.org/10.1007/s10964-020-01233-x>
- Classroom Community In Graduate Virtual Classrooms. *Turkish Online Journal of Distance Education/the Turkish Online Journal of Distance Education*, 112–125. Retrieved on March 1, 2024, from <https://doi.org/10.17718/tojde.906816>
- Collie, R. J., & Martin, A. J. (2019). Teachers' sense of adaptability: Examining links with perceived autonomy support, teachers' psychological functioning, and students' numeracy achievement. *Learning and Individual Differences*, 55, 29–39. Retrieved on May 6, 2024, from <https://doi.org/10.1016/j.lindif.2017.03.003>

Correlational Research (2019). Retrieved on December 9, 2023, from <https://kpu.pressbooks.pub/psychmethods4e/chapter/correlational-research>

Daumiller, M., Stupnisky, R., & Janke, S. (2020). Motivation of higher education faculty: Theoretical approaches, empirical evidence, and future directions. *International Journal of Educational Research*, 99, 101502. Retrieved on November 3, 2023, from <https://doi.org/10.1016/j.ijer.2019.101502>

Darling-Hammond, L., & DePaoli, J. (2020). *Why school climate matters and what can be done to improve it*. Retrieved on June 13, 2024 from <https://eric.ed.gov/?id=EJ1257654>

E.. No. 189. (n.d.). Retrieved on May 13, 2024 from https://lawphil.net/executive/execord/eo1987/eo_189_1987.html

Europe PMC. (n.d.). *Europe PMC*. Retrieved on March 6, 2024 from <https://europepmc.org/article/med/35256468>

Fleetwood, D. (2024, April 16). *Quantitative Research: What It Is, Practices & Methods*. QuestionPro. Retrieved on February 23, 2024 from <https://www.questionpro.com/blog/quantitative-research>

Garcia, E., & Weiss, E. (2019). U.S. Schools Struggle to Hire and Retain Teachers. The Second Report in "The Perfect Storm in the Teacher Labor Market" Series. Retrieved on June 12, 2024, from <https://eric.ed.gov/?id=ED598209>

García-Morales, V. J., Garrido-Moreno, A., & Martín-Rojas, R. (2021). The Transformation of Higher Education after the COVID disruption: Emerging challenges in an online learning scenario. *Frontiers in Psychology*, 12. Retrieved on March 6, 2024 <https://doi.org/10.3389/fpsyg.2021.616059>

Geiger, T., & Pivovarov, M. (2019). The effects of working conditions on teacher retention. *Teachers and Teaching*, 24(6), 604–625. Retrieved on December 2, 2024, from <https://doi.org/10.1080/13540602.2018.1457524>

Gonzales, G., Gonzales, R., Costan, F., & Himang, C. (2020). Dimensions of Motivation in Teaching: Relations with Social Support Climate, Teacher Efficacy, Emotional Exhaustion, and Job Satisfaction. *Education Research International*, 2020, 1–10. Retrieved on December 3, 2024, from <https://doi.org/10.1155/2020/8820259>

Grocutt, A., Granger, S., Turner, N., Fordham, M., & Chmiel, N. (2023). The relative influence of senior managers, direct supervisors, and coworkers on employee injuries and safety behaviors. *Safety Science*, 164, 106192. Retrieved on May 12, 2024, from <https://doi.org/10.1016/j.ssci.2023.106192>

Hanaysha, J. R., Shriedeh, F. B., & In'airat, M. (2023). Impact of classroom environment, teacher competency, information and communication technology resources, and university facilities on student engagement and academic performance. *International Journal of Information Management Data Insights*, 3(2), 100188. Retrieved on December 24, 2023, from <https://doi.org/10.1016/j.jjime.2023.100188>

Henderson, M., Ryan, T., & Phillips, M. (2019). The challenges of feedback in higher education. *Assessment and Evaluation in Higher Education/Assessment & Evaluation in Higher Education*, 44(8), 1237–1252. Retrieved on March 6m, 2023 <https://doi.org/10.1080/02602938.2019.1599815>

Henderson, M., Phillips, M., Ryan, T., Boud, D., Dawson, P., Molloy, E., & Mahoney, P. (n.d.). *Conditions that enable effective feedback*. Retrieved on March 15, 2023 from <https://eric.ed.gov/?id=EJ1233558>

- Himmetoglu, B., Aydug, D., & Bayrak, C. (2020). Education 4.0: Defining The Teacher, The Student, And The School Manager Aspects Of The Revolution. *Turkish Online Journal of Distance Education/the Turkish Online Journal of Distance Education*, 21(Special Issue-IODL), 12–28. Retrieved on March 13, 2023, from <https://doi.org/10.17718/tojde.770896>
- Hosen, M., Ogbeibu, S., Giridharan, B., Cham, T., Lim, W. M., & Paul, J. (2021). Individual motivation and social media influence on student knowledge sharing and learning performance: Evidence from an emerging economy. *Computers & Education*, 172, 104262. Retrieved on March 4, 2024, from <https://doi.org/10.1016/j.compedu.2021.104262>
- Idiegbeyan-Ose, J., Ilo, P., & Isiakpona, C. (2018). The 21st Century Library and Information Services for the enhancement of teacher education. In *IGI Global eBooks* (pp. 1899–1913). Retrieved on March 6, 2024, from <https://doi.org/10.4018/978-1-5225-7305-0.ch089>
- Iis, E. Y., Wahyuddin, W., Thoyib, A., Ilham, R. N., & Sinta, I. (2022b). The Effect Of Career Development And Work Environment On Employee Performance With Work Motivation As Intervening Variable At The Office Of Agriculture And Livestock In Aceh. *International Journal of Economic, Business, Accounting, Agriculture Management and Sharia Administration*, 2(2), 227–236. <https://doi.org/10.54443/ijebas.v2i2.191>
- Indeed (2023). *What is preparation in teaching, and Why is it important?* Retrieved on December 2, 2023 from <https://www.indeed.com/career-advice/career-development/preparation-in-teaching>.

- Innotech, S. (2020). Exploring teachers' whys: Understanding motivation among teachers in the Philippines. Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology. Retrieved on January 6, 2024 from https://www.seameo-innotech.org/wp-content/uploads/2020/10/Teacher-Motivation-Research-Report_October2020.pdf
- Jacob, F. I. L. G. O. N. A., John, S. A. K. I. Y. O., & Gwany, D. M. (2020). *Teachers' pedagogical content knowledge and students' academic achievement: A theoretical overview*. Journal of Global Research in Education and Social Science, 14(2), 14–44. Retrieved from December 13, 2023, from <https://tinyurl.com/36zfbu8v>
- Joseph, D., Lahiri-Roy, R., & Bunn, J. (2021). *A trio of teacher education voices: developing professional relationships through co-caring and belonging during the pandemic*. Qualitative Research Journal, 22(2), 157–172. Retrieved on March 2, 2024 from <https://doi.org/10.1108/qrj-04-2021-0045>
- Kamil, P. A., Putri, E., Ridha, S., Utaya, S., Sumarmi, N., & Utomo, D. H. (2020). Promoting environmental literacy through a green project: a case study at Adiwiyata School in Banda Aceh City. *IOP Conference Series. Earth and Environmental Science*, 485(1), 012035. Retrieved on June 5, 2024, from <https://doi.org/10.1088/1755-1315/485/1/012035>
- Kapa, R. R., Luke, J., Moulthrop, D., & Gimbert, B. (2019). Teacher victimization in authoritative school environments. *Journal of School Health*, 88(4), 272–280. Retrieved on December 3, 2024, from <https://doi.org/10.1111/josh.12607>

- Kartini, D., Kristiawan, M., Fitria, H., Negeri, S., & Sugihan, M. (2020). The influence of principal's leadership, academic supervision, and professional competence toward teachers' performance. *International Journal of Progressive Sciences and Technologies (IJPSAT)*, 20(1), 156-164. Retrieved on June 15, 2024, from <https://tinyurl.com/5ac2cf9m>
- Kasbuntoro, D. I., Maemunah, S., Mahfud, I., Fahlevi, M., & Parashakti, R. D. (2020). Work-life balance and job satisfaction: A case study of employees on banking companies in Jakarta. *International Journal of Control and Automation*, 13(4), 439-451. Retrieved on June 6, 2024, from <https://shorturl.at/kftyZ>
- Kastberg, S. E., Lischka, A. E., & Hillman, S. L. (2018). Characterizing mathematics teacher educators' written feedback to prospective teachers. *Journal of Mathematics Teacher Education*, 23(2), 131–152. <https://doi.org/10.1007/s10857-018-9414-6>
- Kintanar, G. (2020). *Work Attitude, Practices and Environment as Drivers of Teachers Performance*. JPAIR Institutional Research, 15(1), 110–127. Retrieved on December 12, 2023 from <https://ejournals.ph/form/cite.php?id=15906>
- Klaeijssen, A., Vermeulen, M., & Martens, R. (2019). Teachers' innovative behavior: the importance of basic psychological need satisfaction, intrinsic motivation, and occupational Self-Efficacy. *Scandinavian Journal of Educational Research*, 62(5), 769–782. Retrieved on March 23, 2024 from <https://doi.org/10.1080/00313831.2017.1306803>
- Kozlova, D., & Pikhart, M. (2021). The Use of ICT in Higher Education from the Perspective of the University Students. *Procedia Computer Science*, 192, 2309–2317. Retrieved on January 26, 2024, from <https://doi.org/10.1016/j.procs.2021.08.221>

- Kuttner, P. J. (2023). The Right to Belong in School: A critical, transdisciplinary conceptualization of school belonging. *AERA Open*, 9. Retrieved on January 23, 2024 from <https://doi.org/10.1177/23328584231183407>
- Kraft, M. A., Simon, N. S., & Lyon, M. A. (2020). *Sustaining a Sense of Success: The Importance of Teacher Working Conditions during the COVID-19 Pandemic*. *EdWorkingPaper No. 20-279*. Retrieved on June 5, 2024, from <https://eric.ed.gov/?id=ED610252>
- Lazarides, R., Watt, H. M., & Richardson, P. W. (2020). Teachers' classroom management self-efficacy, perceived classroom management, and teaching contexts from beginning until mid-career. *Learning and Instruction*, p. 69, 101346. <https://doi.org/10.1016/j.learninstruc.2020.101346>
- Leite, E. a. M., Lencastre, J. A., Silva, B. D., & Neto, H. B. (2020). Learning style in a virtual environment: a study with elementary school teachers at in-service training. *Research Society and Development*, 9(7), e467973790. Retrieved on May 23, 2024, from <https://doi.org/10.33448/rsd-v9i7.3790>
- Lin, W., Yin, H., Han, J., & Han, J. (2020). Teacher–Student Interaction and Chinese Students' Mathematics Learning Outcomes: The Mediation of Mathematics Achievement Emotions. *International Journal of Environmental Research and Public Health*, 17(13), 4742. <https://doi.org/10.3390/ijerph17134742>
- Lopez, M. O., & Malabanan, M. R. L. (2019). Communication Barriers In The Workplace. Retrieves on June 4, 2024 from https://Ijehss.Com/Uploads2024/Ehs_7_682.Pdf

Lopez-Garrido, G. (2023). Self-Determination Theory: How it Explains Motivation. *Simply Psychology*. Retrieved on October 23, 2023 from <https://www.simplypsychology.org/self-determination-theory.html>

Misbah, Z., Gulikers, J., Widhiarso, W., & Mulder, M. (2021). Exploring connections between teacher interpersonal behavior, student motivation, and competency level in competence-based learning environments. *Learning Environments Research*, 25(3), 641–661. Retrieved on March 23, 2024, from <https://doi.org/10.1007/s10984-021-09395-6>

Mensah, A. (2021). Job Stress and Mental Well-Being among Working Men and Women in Europe: The Mediating Role of Social Support. *International Journal of Environmental Research and Public Health/International Journal of Environmental Research and Public Health*, 18(5), 2494. Retrieved on November 23, 2023 from <https://doi.org/10.3390/ijerph18052494>

Montiel, I., Mayoral, A. M., Pedreño, J. N., Maiques, S., & Santos, G. M. D. (2020). Linking Sustainable Development Goals with Thermal Comfort and Lighting Conditions in Educational Environments. *Education Sciences*, 10(3), 65. <https://doi.org/10.3390/educsci10030065>

Mulang, H. (2021). The effect of competencies, work motivation, and learning environment on human resource performance. *Golden Ratio of Human Resources Management*, 1(2), 84–93. Retrieved on November 21, 2023, from <https://doi.org/10.52970/grhrm.v1i2.52>

Murkatik, K., Harapan, E., & Wardiah, D. (2020). The influence of professional and pedagogic competence on teacher's performance. *Journal of Social Work and Science Education*, 1(1), 58–69. <https://doi.org/10.52690/jswse.v1i1.10>

- Naelgas, D. N., & Maloniso, M. O. (2022). *Competency And Needs of Technical Vocational Teachers in The Division of Aklan*. Retrieved on January 14, 2024 from <https://philpapers.org/rec/NAECAN>
- Nuriman, H. (2021). *The analysis of competence and career development impacts work motivation and its implications for employee performance*. Retrieved on November 23, 2023 from <https://ojs.pseb.or.id/index.php/jmeh/article/view/111>
- Nursaid, N., Qomariah, N., Sanosra, A., Satoto, E. B., & Utomo, A. W. (2020). Improvement of Job Satisfaction Based on Work Motivation, Work Environment, Competence, and Compensation for Hospital Employees. *Indonesian Journal of Law and Economics Review*, 7, 10-21070. Retrieved on May 3, 2024 from <https://ijler.umsida.ac.id/index.php/ijler/article/view/461>
- P.D. No. 220. (n.d.). Retrieved on June 3, 2024, from https://lawphil.net/statutes/presdecs/pd1973/pd_220_1973.html
- Pesonen, H. V., Rytivaara, A., Palmu, I., & Wallin, A. (2020). Teachers' stories on Sense of Belonging in Co-Teaching relationship. *Scandinavian Journal of Educational Research*, 65(3), 425–436. <https://doi.org/10.1080/00313831.2019.1705902>
- Ortan, F., Simut, C., & Simut, R. (2021). Self-Efficacy, Job Satisfaction and Teacher Well-Being in the K-12 educational system. *International Journal of Environmental Research and Public Health/International Journal of Environmental Research and Public Health*, 18(23), 12763. Retrieved on January 29, 2024 from <https://doi.org/10.3390/ijerph182312763>

Paais, M., & Pattiruhu, J. R. (2020). Effect of motivation, leadership, and organizational culture on satisfaction and employee performance. *~the æJournal of Asian Finance, Economics, and Business/~the æJournal of Asian Finance, Economics and Business*, 7(8), 577–588. Retrieved on December 1, 2023, from <https://doi.org/10.13106/jafeb.2020.vol7.no8.577>

Pawirosumarto, S., Sarjana, P. K., & Gunawan, R. (2019). The effect of work environment, leadership style, and organizational culture towards job satisfaction and its implication towards employee performance in Parador Hotels and Resorts, Indonesia. *International Journal of Law and Management./International Journal of Law and Management*, 59(6), 1337–1358. Retrieved on December 4, 2024, from <https://doi.org/10.1108/ijlma-10-2016-0085>

Pedagogical Knowledge (2023), Retried on December 25, 2024 from <https://tinyurl.com/yv373rdt>

P.D. No. 220. (N.D.). Retrieved on May 2, 2024, from https://Lawphil.Net/Statutes/Presdecs/Pd1973/Pd_220_1973.Html

Perkmann, M., Salandra, R., Tartari, V., McKelvey, M., & Hughes, A. (2021). Academic engagement: A review of the literature 2011-2019. *Research Policy*, 50(1),. Retrieved on December 24, 2023, from <https://doi.org/10.1016/j.respol.2020.104114>

Radu, C. (2023). Fostering a positive workplace culture: Impacts on performance and agility. In *IntechOpen eBooks*. Retrieved on May 2, 2024, from <https://doi.org/10.5772/intechopen.1003259>

- Ramírez-Montoya, M. S., Loaiza-Aguirre, M. I., Zúñiga-Ojeda, A., & Portuguese-Castro, M. (2021). Characterization of the Teaching Profile within the Framework of Education 4.0. *Future Internet*, 13(4), 91. Retrieved on May 7, 2024, from <https://doi.org/10.3390/fi13040091>
- Rana, K., & Rana, K. (2020). *ICT integration in teaching and learning activities in higher education: a case study of Nepal's teacher education*. Retrieved on May 23, 2024, from <https://eric.ed.gov/?id=EJ1239982>
- Republic Act No. 4670 - The Magna Carta For Public School Teachers. - Supreme Court E-Library*. (n.d.). Retrieved on January 29, 2024 from <https://elibrary.judiciary.gov.ph/thebookshelf/showdocs/2/6799>
- Republic Act No. 4670, 1966. Magna Carta for Public School Teacher Retrieved on November 13, 2023, from <http://tinyurl.com/4awpxxf>.
- Samaco, B. M. (2022b). *Work Motivation Factors in Relation to Teachers' Performance of Secondary School Teachers in Sanchez Mira, Cagayan*. Retrieved on December 23, 2023 from <https://ejournals.ph/article.php?id=18284>
- Santos, L. M. D. (2021). The Relationship between Workforce Sustainability, Stress, and Career Decision: A Study of Kindergarten Teachers during the COVID-19 Pandemic. *Sustainability*, 13(20), 11521. Retrieved on November 24, 2023 from <https://doi.org/10.3390/su132011521>

Shah, A. A., Gong, Z., Pal, I., Sun, R., Ullah, W., & Wani, G. F. (2020). Disaster risk management insight on school emergency preparedness – A case study of Khyber Pakhtunkhwa, Pakistan. *International Journal of Disaster Risk Reduction*, 51, 101805. Retrieved on March 12, 2023, from <https://doi.org/10.1016/j.ijdr.2020.101805>

Sharma, L., & Srivastava, M. (2019). Teachers' motivation to adopt technology in higher education. *Journal of Applied Research in Higher Education*, 12(4), 673–692. Retrieved On January 21, 2024 from <https://doi.org/10.1108/jarhe-07-2018-0156>

Spencer, LM and Spencer, SM, (1993). *Competence at Work: Models for Superior Performance*. John Wiley & Sons. New York.

Sulaiman, J., & Ismail, S. N. (2020). Teacher competence and 21st-century skills in transformation schools 2025 (TS25). *Universal Journal of Educational Research*, 8(8), 3536-3544. Retrieved on November 25, 2023, from <https://tinyurl.com/58syb5tp>

Susanto, R., Rozali, Y. A., & Agustina, N. (2019). Development of pedagogical competency models for elementary school teachers: Pedagogical knowledge, reflective ability, emotional intelligence, and instructional communication pattern. *Universal Journal of Educational Research*, 7(10), 2124-2132. Retrieved on December 4, 2023, from <https://tinyurl.com/36zfbu8v>

Tampubolon, K., Elazhari, & Sibuea, N. (2023). The Influence Of Supervisory Work Motivation And Competence On The Performance Of School Superintendents In Padangsidempuan City Education Office. *radjapublika.com*. Retrieved on January 23, 2024 from <https://doi.org/10.54443/ijerlas.v3i1.604>

The impact of working environment on employees' performance, the case of Institute of Finance Management in Dar es Salaam - The Open University of Tanzania Institutional Repository. (n.d.). <https://repository.out.ac.tz/608/>

Triyono, B. M., Mohib, N., Kassymova, G. K., Pratama, G. N., Adinda, D., & Arpentieva, M. R. (2020). The profile Improvement of vocational school teachers' competencies. *Vysšee Obrazovanie V Rossii*, 29(2), 151–158. Retrieved on June 13, 2024, from <https://doi.org/10.31992/0869-3617-2020-29-2-151-158>

Tripathi, A., & Kalia, P. (2022). Examining the effects of supportive work environment and organizational learning culture on organizational performance in information technology companies: The mediating role of learning agility and organizational innovation. *Innovation*, pp. 1–21. Retrieved on May 14, 2024, from <https://doi.org/10.1080/14479338.2022.2116640>

Toropova, A., Myrberg, E., & Johansson, S. (2020b). Teacher job satisfaction: the importance of school working conditions and teacher characteristics. *Educational Review*, 73(1), 71–97. Retrieved on December 4, 2023, from <https://doi.org/10.1080/00131911.2019.1705247>

Van Ha, X., Nguyen, L. T., & Hung, B. P. (2021). Oral corrective feedback in English as a foreign language classrooms: A teaching and learning perspective. *Heliyon*, 7(7), e07550. <https://doi.org/10.1016/j.heliyon.2021.e07550>

Vermote, B., Aelterman, N., Beyers, W., Aper, L., Buysschaert, F., & Vansteenkiste, M. (2020). The role of teachers' motivation and mindsets in predicting a (de)motivating teaching style in higher education: a circumplex approach. *Motivation and Emotion*, 44(2), 270–294. Retrieved on May 6, 2024, from <https://doi.org/10.1007/s11031-020-09827-5>

- Viano, S., Pham, L. D., Henry, G. T., Kho, A., & Zimmer, R. (2020). What Teachers Want: School Factors Predicting Teachers' Decisions to Work in Low-Performing Schools. *American Educational Research Journal*, 58(1), 201–233. Retrieved on April 10, 2024, from <https://doi.org/10.3102/0002831220930199>
- Vipperman, A. L. (2021). *The influence of building Positive Student-Teacher Relationships on classroom Management in a South Carolina High School: a phenomenological study*. Scholars Crossing. Retrieved on April 23, 2023 from <https://digitalcommons.liberty.edu/doctoral/2876/>
- UNESCO (2020). Policy brief: Education during COVID–19 and beyond. Retrieved on November 23, 2023 from <https://tinyurl.com/bd6xz5j8>
- Wahyudi, W. (2019). The Influence Of Emotional Intelligence, Competence, And Work Environment On Teacher Performance Of Smp Kemala Bhayangkari Jakarta. *Scientific Journal of Reflection*, 1(2), 211–220. <https://doi.org/10.37481/sjr.v1i2.139>
- Watling, C. J., & Ginsburg, S. (2018). Assessment, feedback, and the alchemy of learning. *Medical Education*, 53(1), 76–85. Retrieved on December 12, 2023, from <https://doi.org/10.1111/medu.13645>
- What's most memorable to you about your school/work environment?* (n.d.). Quora. <https://www.quora.com/Whats-most-memorable-to-you-about-your-school-work-environment>
- Young, S. (2019). Teacher retention and student achievement: How to hire and retain effective teachers. *Delta Kappa Gamma Bulletin*, 84(3), 16–21. Retrieved on December 2, 2023, from <https://www.proquest.com/scholarly-journals/teacher-retention-student-achievement-how-hire/docview/2068463617/se-2>

- Zhang, X., Admiraal, W., & Saab, N. (2021). Teachers' motivation to participate in continuous professional development: relationship with factors at the personal and school level. *JET. Journal of Education For Teaching/Journal of Education For Teaching*, 47(5), 714–731. Retrieved on January 3, 2024, from <https://doi.org/10.1080/02607476.2021.1942804>
- Zinsser, K. M., Zulauf, C. A., Das, V. N., & Silver, H. C. (2019). Utilizing social-emotional learning supports to address teacher stress and preschool expulsion. *Journal of Applied Developmental Psychology*, 61, 33–42. Retrieved on March 12, 2024, from <https://doi.org/10.1016/j.appdev.2017.11.006>