

Teachers' perceptions of the school workplace environment in a public elementary school

Bugay, Irene B.

Imelda Elementary School, Philippines (irene.bugay@deped.gov.ph)

Enrique, Willam DC.

City of Malabon University, Philippines (willam.enrique@cityofmalabonuniversity.edu.ph)

Espinosa, Ken Paul M. ✉

Baliuag University, Philippines (kenpaulespinosa@baliuagu.edu.ph)



ISSN: 2243-7703
Online ISSN: 2243-7711

OPEN ACCESS

Received: 14 June 2025

Revised: 22 June 2025

Accepted: 25 June 2025

Available Online: 26 June 2025

DOI: 10.5861/ijrse.2025.25192

Abstract

The study aimed to explore the perceptions of teachers about the school workplace environment in a public elementary school in Langray, Caloocan City, employing a descriptive research design through the use of an expert-validated survey questionnaire. The researchers included 111 respondents in the study using a total population sampling technique. The results of the investigation showed that teachers themselves had a highly favorable perception of the quality of the school workplace environment. It was demonstrated that teachers were well-informed about changes to the school workplace. The findings also demonstrated that administrative support was regarded as being more than adequate. The teachers did, however, identify certain shortcomings in the current school workplace. It was recognized that the role of teachers in relation to school interventions, activities, and programs needed to be improved. Additionally, it was determined that the teacher's collegial relationships with administrators and other teachers needed to be addressed. Teachers' work demands should also be considered, especially with regard to their working hours, other commitments, and non-teaching duties. This implied that the school would need to improve the current working conditions, with a focus on the role, relationships, and work demand. Furthermore, the study determined that there was a significant difference in the perceptions of the respondents in the school workplace environment when grouped according to their profiles. The study's findings formed the foundation for the targeted recommendations that were intended to address the shortcomings in the teachers' current workplace environment, leading to improved effectiveness in high-quality education delivery.

Keywords: elementary teachers, public elementary school, school workplace environment, teachers' perceptions, workplace

Teachers' perceptions of the school workplace environment in a public elementary school

1. Introduction

The school workplace environment has a significant impact on education and learning outcomes. The last several years have seen a critical increase in awareness of teachers' well-being, especially in the field of education, as a result of innovations in educational delivery and constantly changing school environments brought about by the pandemic. The well-being and effectiveness of teachers could be greatly influenced by a positive work environment in schools. Hence, in order to attain greater levels of fulfillment and responsiveness to their contemporary needs and requirements, educational institutions must effectively manage the teachers' workplace environment. In the contemporary educational workplace environment, there has been a growing global need for effective teachers (Audrain et al., 2022; Gavin & McGrath-Champ, 2024; Haleem et al., 2022), as the caliber of education is raised by competent teachers. Every educational system would need to make an effort to offer a workplace environment that is truly advantageous to teachers' development, given that the critical importance of managing them could not be overstated. The social context of contemporary education has an important effect on initiatives meant to improve educational institutions. Teachers place a high value on their workplace environment, which ultimately influences their effectiveness in carrying out their roles at school. Thereby, their perceptions might be influenced by the conditions of the school as well as their own particular workplace. As a result, in order to raise the standard of education, educational institutions should give the greatest importance to developing a positive school workplace environment (Cabildo & Espinosa, 2020; Ker et al., 2022).

However, when work demands are not appropriately handled by the administrator, it is anticipated that certain aspects of the workplace could negatively affect teachers' efficiency and general well-being in the school environment (Admiraal & Roberg, 2023; Creagh et al., 2023). While negative workplace environments—such as those with high workloads, as reported by Gearhart et al. (2022) and Wahab et al. (2024)—could lead to unpleasant experiences that compromise teachers' well-being and effectiveness in providing high-quality education, whereas positive workplace environments provide teachers contentment and encourage them to achieve their objectives (Carroll et al., 2022). As Masoom (2021) pointed out, research on the influence of various aspects of the workplace environment on teachers' well-being, conditions in their roles, and relationships with colleagues has only recently started to take shape. Teachers need adequate preparation time, an appropriate workload, and good working conditions in order to successfully deliver high-quality education (Toropova et al., 2020). Teachers must also be able to receive adequate support and encouragement from administrators, other teachers, and the school community at large (Khaleel et al., 2021). However, a study by Watson (2021) found that a large number of teachers in schools did not receive enough support.

Administrative support is critical to teachers' effectiveness, given that it influences how well they perform. To fulfill their responsibilities and work well with administrators and other teachers, teachers need a supportive workplace environment that offers adequate resources and administrative encouragement (McGhee & Stark, 2021). In a collegially supportive environment, teachers can help one another ensure the efficient provision of high-quality education, share knowledge about best practices, and assist one another in problem-solving in order to achieve the school's objectives (Sürmeli et al., 2024). The conditions that currently exist in the school workplace environment demonstrate the intricate mechanisms influencing teachers' well-being and working conditions, as well as how effective they are in the educational setting (Arnold & Rahimi, 2025).

For an effective identification of the prevailing gaps in the present education workplace context and supported by the previous studies, the researchers personally observed and recognized firsthand the situation prevailing at the particularly selected research site. It became clearly apparent that there is a pressing need to

explore and understand how the teachers perceive and encounter their workplace context at the school premises. This fundamental step is connected with improving and developing a good and supportive workplace environment within a public elementary school that can easily respond to and meet the different needs and requirements of the teachers. Recognizing how the teachers perceive their workplace environment is critical to directing beneficial changes that are not just conducive to the well-being of the teachers themselves but also for the overall performance and success of the school in delivering high-quality education for the students. By examining deeper the teachers' understandings of their workplace environment, pertinent knowledge was attained, leading the way to specific improvements and interventions that could raise the overall quality of instruction and learning processes in the school setting for the students. Ultimately, this focus on observing the teacher's perceptions of their workplace environment is a motivation for developing a more cooperative learning environment that recognizes and respects the well-being and professional growth of its teaching workforce.

Objectives of the Study - The objective of the study was to explore how teachers in a public elementary school in Langray, Caloocan City, perceive their workplace environment. The results of the investigation served as the foundation for the researchers' targeted recommendations that sought to address shortcomings in the teachers' current workplace environment at the school in order to improve their working conditions and well-being, potentially leading to an increased effectiveness in high-quality education delivery.

Significance of the Study - The findings of the study could be used to improve the workplace environment for teachers to fulfill their needs and requirements. The administration of public elementary schools can gain in-depth knowledge from this study's result about teachers' needs and how the workplace environment impacts them, enabling targeted management interventions for better management of learning institutions. By understanding these factors that can contribute to teachers' effectiveness and a conducive workplace environment, schools can develop programs and practices that address modern demands of the teachers, leading to increased job satisfaction, motivation, and improved teaching effectiveness for the students.

Theoretical Framework - The study was grounded in the Theory of Work Adjustment and other related theories, such as the Situational Leadership and Human Relations Theories, each providing distinct perspectives on the importance of exploring teachers' perceptions of their current school workplace environment. Theory of Work Adjustment. This theory, which was developed in 1984 by Lloyd H. Lofquist and René V. Dawis, outlines how an individual interacts with their workplace. The theory of work adjustment developed by Dawis and Lofquist (1964) proposed that work is an interaction between an individual and a work environment in which the individual needs fulfillment of their performance and preferred conditions for their needs, while the environment demands specific tasks and conditions. To sustain interaction and address an individual's immediate needs in their workplace, there must be an equilibrium between the environment and an individual. In this theory, the process of reaching and sustaining this equivalency is known as "work adjustment," whereby meeting the needs and demands of teachers in the workplace environment at school contributes to better working conditions and heightened welfare, which could improve the effectiveness in providing high-quality education. This can be predicted based on the teachers' experiences and observations of their working environment.

Figure 1. The Illustration of Theory of Work Adjustment in the Context of a School Workplace Environment

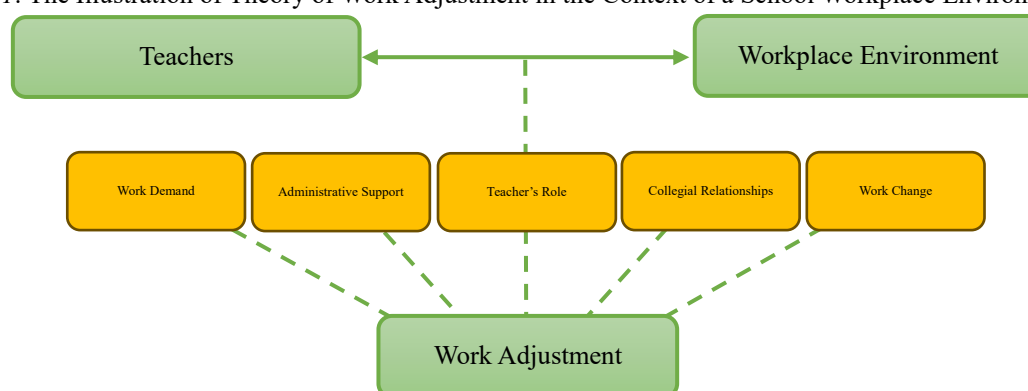


Figure 1 demonstrated the components of this theory that were helpful in identifying the existing requirements and needs that teachers observed at school as well as what they valued in a workplace environment that could improve their effectiveness. Employing this theory, the researchers determined which aspects of a given school's workplace environment needed to be adjusted for modification and improvement. These aspects included the workload, administrative support, the role of the teacher, the collegial relationships already in place, and how to handle work-related changes. By improving these aspects of the school workplace environment, teachers' general wellbeing and working conditions could be improved, which might increase their effectiveness.

Situational Leadership Theory. This theory was developed by Paul Hersey and Kenneth H. Blanchard in 1969. Hershey and Blanchard (1969) highlighted the importance of adaptable management, which pertains to situational leadership theory. According to this theory, effective management depends on modifying one's style of leadership to suit the needs of different people within an organization. This idea suggests that administrators should modify their leadership approach in educational settings based on the needs and shortcomings of current school management practices. Furthermore, it implies that there is no superior leadership style. Rather than concentrating on workplace variables, the model recommends administrators in schools modify their approaches based on the knowledge and abilities of those they are responsible for. Under this theory, according to Kenton's (2024) theory, effective leadership combines task- and relationship-relevant components. School administrators are encouraged to adopt this adaptable and flexible style as leaders by taking into account their followers, the teachers, and then the factors that impact their workplace environment. This would give the administrators of the school more flexibility in addressing the needs of the teachers and enhancing their school workplace environment in order to meet the objectives of the institution.

Human Relations Theory. This theory, which was developed by Elton Mayo in 1945, contended that respect for teachers as distinct individuals and the development of strong relationships at work could boost an individual's drive and work efficiency. It contends that higher productivity is a result of better working conditions (Ward, 2021). Furthermore, organizational administration—especially educational management—is significantly influenced by this theory. It placed a strong emphasis on dealing with teachers as human beings in context with the demands of their respective professions, encouraging gratifying relationships among teachers and administrators, and putting approaches for handling teachers that are psychological in nature. This theory made it clear that, by highlighting the significance of the human element in academic success, human relations theory would make major contributions and serve as the fundamental framework for managing the workplace environment of teachers. A thorough understanding of teachers, their roles in the educational setting, and their relationships with school administrators who could support them in becoming more effective would be all that is necessary for effective management of teachers. The theory offered insight into the nature and traits of individuals, which are important to comprehend and make use of in order to bring out the best in others. In order to more easily manage teachers in the process of accomplishing the goals and objectives of the school, school administrators are therefore challenged to possess a thorough understanding of the principles of human relations theory and the crucial components of the school workplace environment that influence the teachers.

In accordance with these theoretical principles, this study investigated how teachers viewed the workplace environment at their school. This showed that attending to the needs of teachers could enhance their welfare and working conditions, which would ultimately raise the standard of education. Similarly, it is imperative to focus on adaptable management, whereby administrators adjust their approaches in response to task- and relationship-relevant aspects that are pertinent. This facilitates an adaptable work style in a supportive workplace environment. Furthermore, it is critical to emphasize the value of developing strong working relationships and acknowledging teachers as unique individuals. Administrators need to be well-versed in the factors that influence the school workplace environment in order to manage teachers and achieve the school's objectives.

2. Methods

Research Design - The study employed a descriptive research method, aiming to explore the perceptions of teachers about the school workplace environment in a public elementary school in Langray, Caloocan City. This allowed the researchers to have an in-depth understanding of broader existing school workplace culture and patterns by collecting data from the participants' direct observations and experiences while avoiding the influence on their responses. Descriptive research is an appropriate method for addressing the research gaps, as it facilitates the gathering and examination of data on these specific factors in a methodical and comprehensive manner. Moreover, the study used a survey questionnaire in order to collect quantitative data that was suitable for studying the existing school workplace environment at the research locale. The survey research allowed the researchers to conduct systematic and thorough collection and analysis of data on the variables of the investigation.

Participants and Sampling Procedure - The participants of the study were the elementary teachers from a public elementary school in Langray, Caloocan City. A total of 111 elementary teachers were asked to participate in the study. The study used a total population sampling, which is a non-random sampling technique for selecting study units based on the characteristics the researchers need in the sample for the study.

Instrument of the Study - The research instrument that was utilized in the study comprised an expert-validated self-made survey questionnaire aligned with the research objectives, which was also underwent a content validation and pilot testing with an overall reliability score of 0.90. This was done to ensure the instrument's accuracy and effectiveness in capturing pertinent data for the study.

Data Gathering Procedure - The study followed a methodological data collection procedure throughout the course of the investigation. The researchers sent communication letters to authorized persons to seek permission to conduct a study. After obtaining authorization, the researchers personally distributed the survey questionnaires to the study's target participants. In case the respondents had concerns regarding the study or survey questionnaire, the researchers ensured availability to answer any queries from them. The questionnaire was retrieved after two weeks. This allowed the participants enough time to complete the survey at a time that works best for them. The researchers verified that each survey item was accurate and complete after the respondents had finished answering it. Using the relevant statistical tools, quantitative data analysis was performed following the collection of data.

Ethical Considerations - The researchers ensured that the ethical considerations were upheld during the conduct of investigations. Through informed consent, the study guaranteed that all respondents were adequately informed about the study's objectives and the nature of data collection processes. Also, the researchers ensured that the respondents were aware and informed that their participation in this study was completely voluntary. The respondents were told that they had the right to decide whether to participate or not in the study. When they did agree, they were asked to sign a consent form. After signing the consent form, they were informed that they still had the option to withdraw at any time and without giving a reason. Furthermore, the study adhered to the principles of anonymity and confidentiality. The names of the respondents to this research were anonymous. Moreover, every effort was made by the researchers to preserve confidentiality, including the following measures that had been taken to ensure privacy: assigning codes or pseudonyms for participants that were used on all research notes and documents and keeping the data and any other personal identifiers only accessible to the researchers. Similarly, the research strictly implemented a highly confidential treatment for all data gathered and drawn in this study. Since the study dealt with a very sensitive issue, the researchers also needed to secure permission from the persons concerned.

Statistical Treatment of the Data - The data gathered from the respondents was analyzed and interpreted using appropriate statistical techniques. The weighted mean was used to determine the perceptions of the respondents about the school workplace environment in a public elementary school in terms of work demand,

administrative support, teacher's role, collegial relationships, and work change. Moreover, one-way analysis of variance (ANOVA) and independent samples *t*-tests were used, given that the data was found to be normally distributed, to determine the significant difference in the perceptions of the respondents in the school workplace environment when they were grouped according to their profiles.

3. Results and Discussions

These deal with the presentation of findings, analysis, and interpretation of the data gathered by the researchers. The presentation is in tabular and textual forms to provide the readers a clearer insight into the results of the study.

3.1 The Respondents' Perceived Level of the School Workplace Environment

Table 1

The Respondents' Perceived Level of the School Workplace Environment in a Public Elementary School

Areas	Weighted Mean	Verbal Interpretation	Rank
1. Work Demand	3.51	High	3
2. Administrative Support	3.53	High	2
3. Teacher's Role	3.36	Moderate	5
4. Collegial Relationships	3.41	High	4
5. Work Change	3.54	High	1
Overall Weighted Mean	3.47	High	

Note. Legend: 4.21-5.00 (Very High); 3.41-4.20 (High); 2.61-3.40 (Moderate); 1.81-2.60 (Low); 1.00-1.80 (Very Low)

Table 1 presents the weighted mean of the respondents' perceived level of the school workplace environment in a public elementary school in terms of its areas. Based on the elementary teachers' perceptions, item no. 5, "Work Change," with a weighted mean of 3.54 and a verbal interpretation of "high," obtained the highest level of the school workplace environment, while item no. 3, "Teacher's Role," received the lowest rank, with a weighted mean of 3.36 and a verbal interpretation of "moderate." Fundamentally, the respondents' perceived level of the school workplace environment based on its areas obtained an overall weighted mean of 3.47 and was verbally interpreted as "high."

This study discovered that the teachers greatly commended the quality of the school workplace environment. The respondents showed an overall perception towards the different changes implemented within the school workplace with a high degree of informed participation. This study further pointed out that the teachers recognized that the level of administrative support offered by the school was not only adequate but highly appreciated. Basically, this study definitely pointed out the teachers' appreciation of a conducive and supportable environment encouraged within the school, which stressed the importance of a good atmosphere at work for their general satisfaction as well as well-being.

From this all-around review of the current school workplace, areas that would require urgent attention were identified by the teachers, such as the teacher's role, collegial relationships, and work demand. The teachers pointed out specific shortcomings to be addressed to ensure better coordination and continuous effectiveness in the school setting. There were identified points that the role of teachers in school activities, interventions, and programs needs to be reassessed to maximize contribution and impact. The study's findings were further supported by a study by Peña and Espinosa (2019) and Siddiqui and Ahamed (2020), which found that school teachers carry out numerous responsibilities inside and outside of the classroom, such as student discipline, program and activity implementation, and coordination with parents and other stakeholders, making it challenging to draw boundaries between them. Given this, it is essential to fully understand how teachers view their positions within the framework of the school workplace environment.

In addition, improving collegial relations among teachers, administrators, and other members of the faculty came out as one of the necessities to be realized in order to work towards a better, more cohesive, and more

supportive work environment. Although there are numerous other factors that impact a teacher's enthusiasm for and capacity to fully engage in their students' education, collegial relationships have been found to have a significant impact. Davis (2018) and Espinosa (2021) provided additional support for the present study's findings, stating that it is the obligation of each key individual at school to create a participatory work environment that respects each other and encourages the exchange of knowledge and experience in order to foster positive relationships between educators towards creating an environment not only conducive for them but particularly for the overall development of the students.

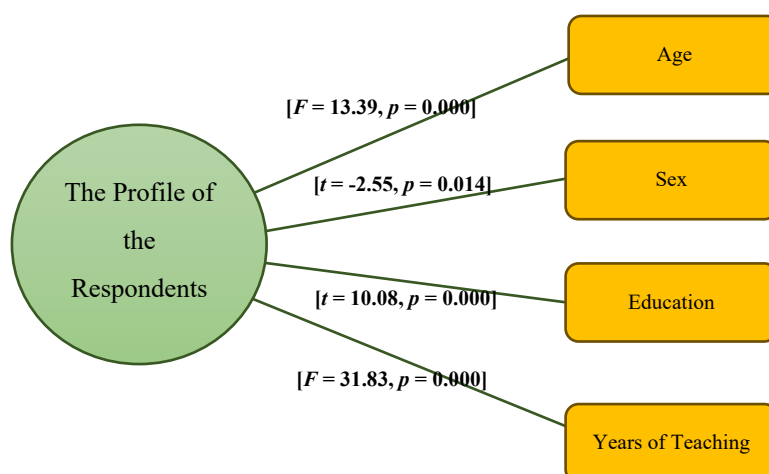
Furthermore, the aspect of work demand on teachers was made prominent by noting that there has to be concern for their work hours, further commitments, and non-teaching responsibilities. According to a study by Wilson et al. (2020), teachers' effectiveness is impacted by their work environment in schools. Teachers' perceptions could be impacted by their specific workplace environment and the overall arrangement of the school's unique circumstances (Eryilmaz et al., 2025), which supported the findings of the current study for immediate intervention. These perceptions included their non-teaching tasks, other responsibilities, and pressure at work. This implied that the school would have to improve the current working conditions, with a focus on equitable distribution of workload. To continuously enhance the school workplace environment for teachers' non-teaching responsibilities, duties, and work hours, the needs that have been identified should be taken into account.

These observations led to a collective agreement on the requirement of aimed interventions and strategic approaches to enhance the efficacy and level of the teachers in their professional context. This meant that the school needed to enhance the current conditions in terms of work through the responsibilities, relationships, and roles of teachers. These factors should be put into consideration as guidelines while deciding on matters for improvement so as to continue enhancing the working environment for teachers in public elementary schools.

3.2 The Significant Difference in the Perceptions of the Respondents in the School Workplace Environment in a Public Elementary School When Grouped According to Their Profiles

Figure 2 presents the significant difference in the perceptions of the respondents in the school workplace environment in a public elementary school when grouped according to their profiles. Based on the findings of the study, the computed p -values across profile variables (age, sex, highest educational attainment, and years of teaching) were below the level of significance at alpha 0.05, hence rejecting the null hypotheses and showing a significant difference.

Figure 2. The Significant Difference in the Perceptions of the Respondents in the School Workplace Environment in a Public Elementary School When Grouped According to Their Profiles



Note. The p -value is significant below alpha 0.05

The study found that teachers aged 30 to 39 years old, female teachers, those with undergraduate degrees as their highest educational attainment, and those with 16 years of teaching experience had higher perceptions of the school workplace environment compared to other groups of teachers. Female teachers perceived the environment differently based on their role, while undergraduate degree holders had higher perceptions than graduate degree holders. The research revealed valuable information suggesting that teachers aged between 30 and 39 years, specifically female teachers, those with undergraduate degrees as their highest educational attainment, and teachers having 16 years of work experience exhibited significantly higher perceptions concerning the general school workplace environment compared to colleagues in other profile categories in the profession. The findings of this study put into perspective the school dynamics that existed in an educational institution, where the direct observations and views of the teachers and the workplace environment can be influenced by several demographic variables and professional education and experience. It was highlighted that teachers in the specified age group and those with a high number of years of teaching experience were in better alignment with a positive assessment of the school workplace environment, suggesting a connection between extended teaching career duration and positive perceptions of the school contexts. In addition, the sex profile variable was highly predictive of how the female teachers viewed their work environment, and it indicated that their status and experience in the school environment could be predictors of how they perceive the overall school climate. Moreover, the difference in the school workplace perceptions between undergraduate degree and graduate degree holders identified the influence of academic degrees on teachers' ability to comprehend their work environment, with undergraduate degree graduates having more positive perspectives than teachers 'with graduate degrees.

Correspondingly, by having an understanding of these profile variables, schools could significantly assist teachers to work in a more positive and fulfilling school environment (Alwerthan, 2024; Kerr et al., 2022; Toropova et al., 2020). Thus, teachers' perceptions of the school workplace environment could be influenced by various profile factors, and school administrators must proactively address concerns and challenges of the teachers to enhance their well-being, satisfaction, and overall effectiveness. This thorough understanding not only highlighted the teachers' workplace attitudes but also emphasized the necessity of focused approaches and support structures to address various needs and concerns of teachers within and across various demographic and experience groups, leading to a more inclusive and supportive learning environment for all individuals of the teaching profession, leading to high-quality education delivery, ultimately benefiting the overall development of the students.

4. Conclusions

The results of the investigation showed that teachers themselves had a highly favorable perception of the quality of the school workplace environment. It was demonstrated that teachers were well-informed about changes to the school workplace. The findings also demonstrated that administrative support was regarded as being more than adequate. The teachers did, however, come to attention to certain shortcomings in the current school workplace. It was recognized that the role of teachers in relation to school activities and programs needed to be improved. Furthermore, it was determined that the teacher's collegial relationships with administrators and other teachers needed to be addressed. Teachers' work demands should also be considered, especially with regard to their working hours, other commitments, and non-teaching duties. This implied that the school would need to improve the current working conditions, with a focus on the responsibilities, relationships, and role of teachers. To continuously enhance the working environment for teachers in schools, these factors should be taken into account when making decisions.

The study determined that there was a significant difference in the perceptions of the respondents in the school workplace environment in a public elementary school when grouped according to age, sex, highest educational attainment, and years of teaching. This indicated the school administrators should take into consideration various factors that can greatly influence the demand and requirements of teachers' workplace environment, particularly on formulation of plans, programs, and activities for their overall effectiveness,

wellbeing, and satisfaction, leading to high-quality education for the students.

5. Recommendations and Implications

The study recommends that it is very essential for the school administration to improve continuously and actively the level of administrative support to the teachers so that the work environment within the school campus will be positive and conducive. Such support is important in fostering professional fulfillment and encouraging high-quality teaching practices. High administrative support improves teachers' job satisfiability, which can further cause positive effects on student learning results and general school success. In addition, effective communication of school administrators with the teachers about the new changes in working procedures, updated curricula, or standards for education allows them to implement new policies effectively and also creates a harmonious and productive learning environment. The informed and involved teachers are empowered by the school administrators to provide effective, engaging, and meaningful education to the students as their needs evolve. Therefore, the healthy interaction between school administration and teachers contributes to the vibrant and efficient school institution advantageous to the larger school community.

Furthermore, the results of the study suggest a need for immediate intervention in order to continuously improve certain identified existing gaps found in the school workplace environment that teachers perceived and taking their different standpoints based on their immediate demands. Therefore, it becomes crucial for the school administrators to take proactive measures against all those concerns and issues that teachers bring forth regarding their tasks, their workload, as well as their relationships and communication with others within the faculty members and administrative group within the school. Through school administrators immediate interventions taken upon addressing these identified shortcomings and differences, they can increase overall teacher effectiveness, foster positive work culture in the school, and generally make instructional activities effective. It can be acknowledged that handling the issues and concerns of teachers is not only a way of building mutual respect and understanding but also of creating a supporting and nurturing professional atmosphere where teachers and students can thrive together. Thus, through open communication and listening to teachers' voices, school administrators can establish a harmonious and productive work environment that reflects the virtuous for the school community.

For policy implications, the results of this research may guide the Department of Education (DepEd) in formulating policies and focused programs that may enhance education practices, respond to teachers' modern demands and workplace issues, and enhance the quality of education delivery, ultimately developing the overall learning process and academic achievements of the learners. With an emphasis on developing a facilitative and supportive school working environment for the teachers, the implications of this research provide scope for strategic local school district-level decision-making towards the development of sustainable systems for ongoing growth and, in turn, a more enriching learning experience for all concerned with the teaching-learning process. By utilizing these evidence-based recommendations and translating them into policy decisions, schools could be able to respond effectively to challenges and issues that are existing in the school workplace environment of teachers and establish a culture of excellence and innovation that is essential for student development and achievement.

To strengthen the scope and depth of the future studies, the study offers a suggestion proposing the addition of more elementary schools than what were considered initially. In addition, the study population is suggested to be expanded by including both particular school administrators and students in the respondent's pool. This proposed course of action is structured to have a more rigorous analysis and to make possible meaningful comparisons across a continuum of educational environments and participant populations.

6. References

Admiraal, W., & Røberg, K. I. K. (2023). Teachers' job demands, resources and their job satisfaction:

- Satisfaction with school, career choice and teaching profession of teachers in different career stages. *Teaching and Teacher Education*, 125, 104063. <https://doi.org/10.1016/j.tate.2023.104063>
- Alwerthan, T. (2024). The role of school support and environment in fostering teacher engagement: A structural equation modelling approach. *Creative Education*, 15(12), 2644-2665. <https://doi.org/10.4236/ce.2024.1512161>
- Arnold, B., & Rahimi, M. (2025). Teachers' working conditions, wellbeing and retention: An exploratory analysis to identify the key factors associated with teachers' intention to leave. *The Australian Educational Researcher*, 1-27. <https://doi.org/10.1007/s13384-024-00794-1>
- Audrain, R. L., Weinberg, A. E., Bennett, A., O'Reilly, J., & Basile, C.G. (2022). Ambitious and sustainable post-pandemic workplace design for teachers: A portrait of the Arizona teacher workforce. In F. M. Reimers (Eds) *Primary and secondary education during COVID-19*. Springer, Cham. https://doi.org/10.1007/978-3-030-81500-4_14
- Cabildo, Q. D., & Espinosa, K. P. M. (2020). Institutional climate and learners' behavior towards a child-friendly school. *Luz y Saber*, 14(1), 1-1. <https://ejournals.ph/article.php?id=17154>
- Carroll, A., Forrest, K., Sanders-O'Connor, E., Flynn, L., Bower, J. M., Fynes-Clinton, S., York, A., & Ziaei, M. (2022). Teacher stress and burnout in Australia: examining the role of intrapersonal and environmental factors. *Social Psychology of Education*, 25, 441-469. <https://doi.org/10.1007/s11218-022-09686-7>
- Creagh, S., Thompson, G., Mockler, N., Stacey, M., & Hogan, A. (2023). Workload, work intensification and time poverty for teachers and school leaders: a systematic research synthesis. *Educational Review*, 77(2), 661-680. <https://doi.org/10.1080/00131911.2023.2196607>
- Davis, N. (2018, August 3). *Working towards an inclusive and collegial workplace*. EducationHQ. <https://educationhq.com/news/working-towards-an-inclusive-and-collegial-workplace-49817/>
- Dawis, R. V., & Lofquist, L. H. (1984). *A psychological theory of work adjustment: An individual-differences model and its applications*. University of Minnesota Press.
- Eryilmaz, N., Kennedy, A. I., Strietholt, R., & Johansson, S. (2025). Teacher job satisfaction: International evidence on the role of school working conditions and teacher characteristics. *Studies in Educational Evaluation*, 86, 101474. <https://doi.org/10.1016/j.stueduc.2025.101474>
- Espinosa, K. P. M. (2021). Implementing school disciplinary program through participatory action research approach. *Araneta Research Journal (Indagatio)*, 43(1), 1-1. <https://ejournals.ph/article.php?id=17754>
- Gavin, M., & McGrath-Champ, S. (2024). Teacher workload and the organisation of work: a research agenda for a post-pandemic future. *Labour and Industry*, 34(1), 88-99. <https://doi.org/10.1080/10301763.2024.2357891>
- Gearhart, C. A., Blaydes, M., McCarthy, C. J. (2022). Barriers to and facilitators for teachers' wellbeing. *Frontier in Psychology*, 13, 867433. <https://doi.org/10.3389/fpsyg.2022.867433>
- Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable operations and computers*, 3, 275-285. <https://doi.org/10.1016/j.susoc.2022.05.004>
- Hersey, P., & Blanchard, K. H. (1969). Life-cycle theory of leadership. *Training and Development Journal*, 23(5), 26-34.
- Kenton, W. (2024, February 27). *Situational leadership (Hersey-Blanchard) model: How it works*. Investopedia. <https://www.investopedia.com/terms/h/hersey-and-blanchard-model.asp>
- Ker, H. W., Lee, Y. H., & Ho, S. M. (2022). The impact of work environment and teacher attributes on teacher job satisfaction. *Educational Process: International Journal*, 11(1), 28-39. <https://dx.doi.org/10.22521/edupij.2022.111.3>
- Khaleel, N., Alhosani, M., & Duyar, I. (2021). The role of school principals in promoting inclusive schools: A teachers' perspective. *Frontiers in Education*, 6, 603241. <https://doi.org/10.3389/feduc.2021.603241>
- Massom, M. R. (2021). Teachers' perception of their work environment: evidence from the primary and secondary schools of Bangladesh. *Educational Research International*, 1-12. <https://doi.org/10.1155/2021/4787558>
- Mayo, E. (1945). *The social problems of an industrial civilization*. Harvard University Press.

- McGhee, M. W., & Stark, M. D. (2021). Empowering teachers through instructional supervision: Using solution focused strategies in a leadership preparation program. *Journal of Educational Supervision*, 4(1). <https://doi.org/10.31045/jes.4.1.5>
- Peña, E. R. & Espinosa, K. P. M. (2019). Effectiveness of positive discipline technique in the absenteeism rate among public elementary pupils. *Luz y Saber*, 13(4). <https://ejournals.ph/article.php?id=15802>
- Siddiqui, S., & Ahamed, M. M. (2020). Teachers' roles beyond and within the context: An ever-changing concept. *Arab World English Journal*, 11 (1)282-296. <https://dx.doi.org/10.24093/awej/vol11no1.21>
- Sürmeli, Þ. Á., Ragnarsdóttir, G., & Gestsdóttir, S. M. (2024). Leading the dance. The role of teacher collaboration and collegiality during sudden disruptions. *Teaching and Teacher Education*, 139, 104453. <https://doi.org/10.1016/j.tate.2023.104453>
- Toropova, A., Myrberg, E., & Johansson, S. (2020). Teacher job satisfaction: The importance of school working conditions and teacher characteristics. *Educational Review*, 73(1), 71–97. <https://doi.org/10.1080/00131911.2019.1705247>
- Wahab, N. Y. A., Rahman, R. A., Mahat, H., Hudin, N. S., Ramdan, M. R., Razak, M. N. A., & Mohd Yadi, N. N. (2024). Impacts of workload on teachers' well-being: A systematic literature review. *TEM Journal*, 13(3). <https://doi.org/10.18421/TEM133-80>
- Ward, P. (2021, August 29). *Human relations management theory: Summary, examples*. NanoGlobals.
- Watson, J. H.(2021). *Administrative support: What teachers say they need*. [Doctoral dissertation, University of South Carolina]. Scholar Commons: Theses and Dissertations. <https://scholarcommons.sc.edu/etd/6854>
- Wilson, C., Marks Woolfson, L., & Durkin, K. (2020). School environment and mastery experience as predictors of teachers' self-efficacy beliefs towards inclusive teaching. *International Journal of Inclusive Education*, 24(2), 218-234. <https://doi.org/10.1080/13603116.2018.1455901>

