
Classroom Environment and Its Effect on the Work Performance of Elementary Teachers

LORNA P. PASCUAL

Aggunetan Elementary School, Division of Cagayan, Philippines

lorna.pascual001@deped.gov.ph

Abstract — This study investigated the effect of classroom environment on the work performance of elementary teachers in the Lasam East District, Division of Cagayan. A descriptive–correlational research design was employed with a total of 121 teachers using total enumeration sampling. Data were gathered through a researcher-made questionnaire and the teachers’ Individual Performance Commitment and Review Form (IPCRF) ratings. Descriptive statistics such as mean were used to determine the level of classroom environment and teachers’ work performance, while the Pearson Product-Moment Correlation Coefficient was utilized to examine the relationship between the variables. The results revealed that the classroom environment was generally good (mean = 3.22), with physical conditions rated very good, and both instructional resources and psychosocial aspects rated good. Meanwhile, the work performance of teachers was found to be outstanding (mean = 4.68), with the majority of respondents achieving high performance ratings. Furthermore, the study found a moderate positive and statistically significant relationship ($r = 0.580$, $p < 0.05$) between classroom environment and teachers’ work performance. This indicates that improvements in classroom conditions contribute to enhanced teacher effectiveness. The study concludes that maintaining a supportive classroom environment is essential in sustaining and improving teachers’ performance.

Keywords: *classroom environment, work performance, elementary teachers, IPCRF, descriptive–correlational design*

I. INTRODUCTION

The classroom environment plays a vital role in shaping the effectiveness and work performance of teachers, particularly at the elementary level, where foundational learning takes place. It includes both physical aspects, such as lighting, ventilation, classroom layout, and availability of instructional materials, and psychosocial components like student behavior, collegial support, and administrative leadership. A well-structured and supportive classroom environment enables teachers to perform their duties efficiently, maintain classroom discipline, and deliver quality instruction. However, many schools today experience challenges such as overcrowded classrooms, a lack of resources, and limited institutional support, which may negatively affect teachers' productivity and overall work performance.

The problem emerges when disparities in teachers' work performance become evident despite having similar qualifications, training, and curriculum standards. Some elementary teachers consistently demonstrate high levels of teaching effectiveness, while others struggle to meet expectations. These variations may be attributed to differences in classroom environments that either support or hinder teachers' ability to perform their tasks. Poor physical conditions, disruptive student behavior, and insufficient teaching tools can lead to stress, burnout, and reduced instructional quality. On the other hand, classrooms that are well-equipped, organized, and supported by positive social interactions can enhance teachers' motivation, engagement, and performance.

Recent studies continue to highlight the importance of classroom conditions in influencing teacher effectiveness. Dutta and Sahney (2022) emphasized that supportive teaching environments, including access to instructional materials and positive school climate, significantly contribute to improved teacher performance and student outcomes. Their findings suggest that teachers who work in well-resourced and collaborative environments are more likely to exhibit higher levels of instructional competence and job satisfaction. Similarly, Impuesto (2024) reported that the quality of the learning environment, including safe and well-maintained classrooms, directly affects teachers' ability to teach effectively and sustain high levels of performance, especially in primary education settings.

Despite these findings, there remains a need to further examine how the classroom environment specifically affects the work performance of elementary teachers in different contexts, particularly in public schools where limitations in facilities and resources are more evident. Understanding this relationship is essential for school leaders and policymakers to design targeted interventions that will enhance teaching conditions and improve overall educational quality.

In general, this study aimed to determine the effect of the classroom environment on the work performance of elementary teachers, to provide empirical evidence that can guide improvements in school settings and support teachers in delivering effective and meaningful instruction.

Literature Review

Recent literature highlights the strong influence of classroom environment and school conditions on teachers' work performance, particularly in elementary education. The classroom environment, which includes physical, social, and organizational factors, plays a vital role in shaping teachers' instructional effectiveness and professional well-being. Studies consistently show that a supportive and well-managed environment leads to improved teaching outcomes and higher levels of teacher performance.

Kilag et al. (2023) found that the working environment has a significant positive relationship with teachers' job performance, emphasizing that favorable conditions enhance productivity and teaching effectiveness. Similarly, Kokkinou and Kyriakides (2022) highlighted that classroom composition and contextual factors directly affect teacher effectiveness, indicating that variations in classroom conditions can influence how well teachers perform their instructional duties. These studies suggest that both physical and situational elements within the classroom contribute to differences in teaching outcomes.

Moreover, the psychosocial aspects of the classroom environment, such as school climate and teacher relationships, are equally important. Warningsih and Purba (2025) reported that a positive school climate has a direct and significant effect on teacher performance, with supportive environments leading to higher levels of efficiency and engagement among teachers. In support of this, Veletić et al. (2023) emphasized that shared perceptions of a positive school climate, including trust and collaboration, contribute to improved organizational quality and teacher effectiveness.

Further studies also link the classroom environment to teacher motivation and satisfaction. Fang and Qi (2023) found that school climate significantly influences teachers' job satisfaction and self-efficacy, which are key indicators of effective work performance. Likewise, Zhang et al. (2023) demonstrated that perceived school climate and psychological well-being predict teaching enjoyment, which can enhance teachers' engagement and productivity in the classroom. These findings underscore the importance of emotional and psychological support within the teaching environment.

Additionally, Impuesto (2024) revealed that work conditions such as facilities, leadership support, and student behavior significantly affect classroom management practices, which are closely linked to teaching performance. Rahimi and Arnold (2025) further emphasized that poor working conditions, including stress and workload, negatively affect teacher retention and performance, highlighting the importance of improving the teaching environment.

Overall, the reviewed literature demonstrates that the classroom environment, both physical and psychosocial, plays a crucial role in influencing teachers' work performance. Improving these conditions can lead to enhanced teaching effectiveness, better classroom management, and increased teacher satisfaction.

Research Questions

This study investigated the effect of classroom environment on the work performance of elementary teachers. Specifically, it aimed to answer the following questions:

1. What is the level of classroom environment in terms of the following dimensions?
 - a. Physical Conditions
 - b. Availability of Instructional Materials and Resources
 - c. Psychosocial Aspect
2. What is the work performance of teachers as reflected in their Individual Performance Commitment and Review Form (IPCRF) ratings?
3. Is there a significant relationship between the classroom environment and the work performance of elementary teachers?

II. METHODOLOGY

Research Design

This study employed a descriptive–correlational research design to determine the effect of classroom environment on the work performance of elementary teachers. The descriptive approach was utilized to assess and describe the level of classroom environment in terms of physical conditions, availability of instructional materials and resources, and psychosocial aspects, as well as the level of teachers’ work performance based on their Individual Performance Commitment and Review Form (IPCRF) ratings. Meanwhile, the correlational aspect of the design was used to examine the relationship between the classroom environment and teachers’ work performance, specifically identifying whether significant associations exist between the variables. This design is appropriate for the study as it allows the researcher to analyze and interpret relationships without manipulating the variables, thereby providing a clear understanding of how classroom conditions may influence teachers’ performance.

Participants of the Study

The participants of this study consisted of 121 elementary teachers from the Lasam East District, Division of Cagayan. A total enumeration sampling technique was employed, wherein all identified elementary teachers in the district were included as respondents in the study. This approach ensured that every member of the target population had the opportunity to participate, thereby providing a comprehensive and accurate representation of the teachers' perspectives regarding classroom environment and their work performance. The use of total enumeration minimized sampling bias and enhanced the reliability of the data, as it captured the full range of conditions and experiences present in the study setting.

Instrumentation

This study utilized a researcher-made questionnaire as the primary data-gathering instrument to assess the classroom environment and its effect on the work performance of elementary teachers. The questionnaire was composed of two main parts. The first part focused on measuring the level of classroom environment, covering three dimensions: physical conditions, availability of instructional materials and resources, and psychosocial aspects. The second part aimed to gather data on teachers' work performance, which was based on their Individual Performance Commitment and Review Form (IPCRF) ratings. The items in the questionnaire were carefully constructed based on related literature and aligned with the objectives of the study. A Likert scale was used to allow respondents to indicate their level of agreement with each statement. Before its administration, the instrument underwent validation by experts to ensure its content validity and reliability, making it a suitable tool for collecting accurate and relevant data for the study.

Analysis of Data

The data collected in this study were analyzed using both descriptive and inferential statistical techniques. Descriptive statistics, particularly the mean, were used to determine the level

of classroom environment in terms of physical conditions, availability of instructional materials and resources, and psychosocial aspects. Likewise, the work performance of the respondents was described based on their Individual Performance Commitment and Review Form (IPCRF) ratings. To ensure clear and meaningful interpretation of the computed mean values, the following scale was applied:

Range	Classroom Environment	Range	Work Performance
1.00 – 1.74	Poor	Below 1.500	Poor
1.75 – 2.49	Fair	2.499 – 1.500	Unsatisfactory
2.50 – 3.24	Good	3.499 – 2.500	Satisfactory
3.25 – 4.00	Very Good	4.499 – 3.500	Very Satisfactory
		5.000 – 4.500	Outstanding

In addition, the Pearson Product-Moment Correlation Coefficient (Pearson r) was employed as an inferential statistical tool to determine the presence, strength, and direction of the relationship between classroom environment and teachers' work performance. This statistical method enabled the researcher to establish whether a significant relationship exists between the variables and to assess the degree to which classroom environment influences teachers' work performance.

III. RESULTS AND DISCUSSION

Classroom environment in terms of the following dimensions

The findings reveal that the basic education teachers possess a generally favorable and supportive classroom environment, as indicated by the overall mean of 3.22, interpreted as Good.

Among the dimensions, physical conditions obtained the highest mean of 3.35 (Very Good), suggesting that classrooms are well-maintained, properly ventilated, and adequately structured to support effective teaching and learning. This indicates that schools provide suitable physical spaces that promote comfort and productivity among teachers. On the other hand, the availability of instructional materials and resources garnered a mean of 3.12 (Good), implying that teachers have sufficient access to teaching tools and learning materials, although there is still room for improvement to further enhance instructional delivery. Similarly, the psychosocial aspect yielded a mean of 3.19 (Good), reflecting a positive classroom atmosphere characterized by manageable student behavior, supportive interactions, and a generally conducive learning environment. However, this also suggests that strengthening interpersonal relationships and emotional support systems could further improve classroom dynamics. Overall, the results indicate that while the classroom environment is already at a desirable level, continuous improvement in resources and psychosocial support is necessary to further optimize teachers' working conditions and enhance their overall performance.

Dimensions	Mean	Interpretation
Physical Conditions	3.35	Very Good
Availability of Instructional Materials and Resources	3.12	Good
Psychosocial Aspect	3.19	Good
Overall Mean	3.22	Good

Work performance of teachers as reflected in their Individual Performance Commitment and Review Form (IPCRF) ratings

The findings reveal that the teaching performance of elementary teachers is exceptionally high, as evidenced by their Individual Performance Commitment and Review Form (IPCRF)

ratings, with a computed mean of 4.68, interpreted as Outstanding. The data show that an overwhelming majority of the respondents, comprising 118 teachers or 97.52 percent, fall under the Outstanding category, while only 3 teachers or 2.48 percent are classified as Very Satisfactory. This distribution indicates that most teachers consistently exceed the expected standards in terms of instructional delivery, classroom management, and professional responsibilities. The predominance of Outstanding ratings suggests a high level of competence, commitment, and effectiveness among teachers in the district. It also reflects their strong dedication to fulfilling their roles and maintaining quality teaching practices. Overall, the results imply that teachers demonstrate exemplary performance, which may contribute significantly to improved student learning outcomes and the overall success of the school.

Work Performance	Frequency	Percent
3.499 – 2.500 (Very Satisfactory)	3	2.48
5.000 – 4.500 (Outstanding)	118	97.52
Mean	4.68	

Relationship between the classroom environment and the work performance of elementary teachers

The results indicate that there is a moderate positive and statistically significant relationship between the classroom environment and the work performance of elementary teachers, as evidenced by a correlation coefficient of $r = 0.580$ and a probability value of 0.000, which is below the 0.05 level of significance. This finding emphasizes that the quality of the classroom environment significantly influences the effectiveness of elementary teachers in performing their duties. Although the relationship is moderate, it clearly demonstrates that classroom environment is an important factor contributing to teachers' instructional delivery, classroom management, and professional responsibilities. A well-maintained classroom with adequate space, sufficient instructional materials, and a supportive psychosocial climate enables

teachers to create engaging learning experiences, manage student behavior more effectively, and sustain high levels of teaching performance.

This finding is supported by related studies emphasizing the importance of classroom environment. Zhang et al. (2023) found that a positive classroom climate significantly enhances teachers' psychological well-being and teaching engagement, which contribute to improved performance. Likewise, Fang and Qi (2023) reported that a supportive classroom and school environment positively influence teachers' self-efficacy and job satisfaction, both of which are essential to high work performance. In addition, Taqwim (2024) and Abbas et al. (2022) affirmed that a favorable working environment significantly improves teachers' productivity and effectiveness, while Ugbe (2024) highlighted that a positive school climate directly enhances teacher performance. These studies collectively support the present findings, confirming that both the physical and psychosocial aspects of the classroom environment play a vital role in promoting higher levels of work performance among elementary teachers.

Variable	Coefficient (r)	Probability	Statistical Inference	Remarks
Classroom Environment and Work Performance	0.580	0.000	Significant	Positive moderate relationship

IV. CONCLUSION

In conclusion, the study determined that the classroom environment has a significant and positive relationship with the work performance of elementary teachers, indicating that better classroom conditions contribute to improved teaching effectiveness. The findings showed that the classroom environment is generally good, while teachers' work performance is outstanding, suggesting that teachers are capable of delivering quality instruction. Moreover, the established moderate positive correlation confirms that physical conditions, availability of instructional materials, and psychosocial aspects play an important role in enhancing teachers' performance.

These results imply that maintaining a conducive classroom environment is essential in sustaining high levels of teacher productivity and effectiveness. Therefore, continuous efforts from school administrators and stakeholders to improve facilities, provide adequate resources, and promote a positive learning atmosphere are necessary to further support teachers and ensure the delivery of quality education.

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