



TEACHERS' WORKPLACE QUALITY AND ITS RELATION TO THEIR PERFORMANCE: BASES FOR DEVELOPMENT PLAN

MARY RHOTSIE E. LOPEZ
Master of Arts in Education
Major in Educational Administration
Rizal College of Taal, Inc.
lopezmaryrhotsie8@gmail.com

ABSTRACT

This study examined teachers' workplace quality and its relationship to their performance in selected private schools in Cuenca, Batangas, Philippines, providing empirical bases for the development of a context-responsive development plan. Specifically, the study assessed workplace quality in terms of work environment, work incentives, and administrative support, and evaluated teachers' performance across three domains: content knowledge, classroom management, and professional and personal characteristics. A descriptive quantitative research design was employed, utilizing a structured survey questionnaire administered to teacher-respondents. Data were analyzed using appropriate descriptive and inferential statistical techniques to determine levels, differences, and relationships among variables.

Findings indicated that teachers perceived their workplace quality to be at a moderate level, with notable variations in resource availability, workload distribution, and institutional support. In terms of performance, respondents demonstrated an overall satisfactory level, with consistently high ratings in content knowledge, while classroom management and

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professional and personal characteristics reflected areas for further enhancement. Inferential analysis revealed a statistically significant relationship between workplace quality and teachers' performance, particularly in classroom management and professional and personal characteristics. However, no statistically significant relationship was found between workplace quality and content knowledge, suggesting that subject matter expertise remains relatively stable irrespective of workplace conditions.

Furthermore, the study identified key workplace challenges that adversely affect teachers' performance, including excessive workload, limited instructional resources, and insufficient administrative support. These findings underscore the importance of strengthening organizational structures and support systems within schools. Based on the results, a comprehensive development plan was proposed, focusing on targeted professional development, enhanced administrative support mechanisms, improved resource allocation, and the promotion of collaborative professional practices.

The study concludes that workplace quality is a critical determinant of teachers' performance. Enhancing the quality of the work environment is essential for improving instructional effectiveness, supporting professional growth, and advancing overall educational outcomes.

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