

School Environment in Relation to Teachers' Work Performance of Public Elementary School

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Abstract. The study "School Environment in Relation to Teachers' Work Performance of Public Elementary School" investigated the correlation between school environment and teacher performance in public elementary schools in Buhangin District, Division of Davao City. Utilizing a non-experimental quantitative research design, the study surveyed 120 teachers using a modified questionnaire. The results revealed that the school environment, particularly in terms of academic, social, physical, and leadership factors, was extensively positive. Teacher performance was also rated highly, particularly in interpersonal relationships, trust, schoolwork, and achievement. The study found a strong positive correlation between the school environment and teacher performance (r -value = 0.759, p -value = 0.000). Leadership and academic factors were the most significant influencers of teacher performance. These findings underscored the importance of fostering a supportive and well-managed school environment to enhance teacher performance and, consequently, student outcomes. The study recommended regular training for teachers on building a positive school environment and strategic interventions to continuously improve teacher performance.

KEY WORDS

1. School Environment 2. Teachers' Work Performance 3. Public
Elementary School

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1. Introduction

School environment plays a crucial part in defining what an effective school seems to be. It determines the concentration and energy which will be expended to steer an academic organization to its vision and mission. It is essential for institution to check teachers' perception of the school environment once moving towards a new direction and to occasionally check the structure and stability. Similarly, a school organization climate ensures a congenial work environment for the employees to keep them motivated for a long time, increasing their level of endurance to deal with stressful work pressures and the result reveals in the increase of productivity of the employees as well as the organization as a whole whereas negative organizational climate demotivates employees making them feel disconnected with the company's interest. Meanwhile, it is very essential to keep the highly qualified teachers to deliver good quality of education. Teachers will only be effectively retained if they are happy with their employment. The job satisfaction leads to their superior performance and retention as well. Therefore, the motivation is a mechanism through which the teachers can be loyal to the schools. Only highly motivated

teachers can provide high-quality education to their students and achieve positive results. Globally, school environment can help foster rapid improvement and extend professional growth through formal and informal opportunities for on-the-job learning. Meaningful peer collaboration helps develop teachers' skills, facilitates open feedback, and strengthens collegial relationships (Werang, 2015). Teachers learn when there is a school-wide culture of quality improvement that encourages creativity, teamwork, and the confidence needed to enable teachers to try out new teaching methods. Schools that have a pleasant working climate can improve teachers' work performance and they will have a direct impact on learners' achievement or the quality of graduates from the school to be better. The pleasant work climate as intended comes from several dominant factors in the school organization, which are, the principal's managerial skills and leadership (Razavipour Yousef, 2017). School environment affects the forms of commitment of teachers. Teachers receiving administrative support are more likely to be committed to the school's 3 goals and values. As a result, commitment is linked to the organization's quality of life. Teaching is a profession so concerned about commitment. The quality of education rests mainly on the commitment of teachers who guide and carry most of the tasks and activities of education. Organizational commitment consists of the factors such as the teacher's beliefs and acceptance of the school's goals and values; their enthusiasm to exert effort on behalf of the school; as well as a deep desire to remain a part of the school (Manla, 2020). Similarly, in the Philippines, Barro (2015) suggested that there is also a partial mediation on the effect of school environment on the relationship between cognitive emotional regulation and classroom disposition of public-school teachers. The respondent public teachers were found to exhibit a high level of cognitive emotional regulation, high level of school climate, and very high level of classroom disposition. The results of the study also confirmed that there is a significant relationship between cognitive emotional regulation and classroom disposition of public teachers. In the same manner, there is a significant relationship between cognitive emotional regulation and school climate. A significant relationship also exists between school climate and classroom disposition of public teachers. Lastly, the results of the study also suggested that school climate has partial mediation effect on the relationship between cognitive emotional regulation and classroom disposition of public teachers. In the study of Gorgonio (2017), it was proposed that learners and faculty have discrepant impression of the school's environment. Teachers' higher perceptions of school environment determinants and the overall school climate may be attributed to their role in the school. It can be theorized that teachers enjoyed more benefits given by the school administration. Teachers are provided better working conditions as reflected in their own comfort rooms, air-conditioned faculty room and kitchen. In contrast, learners have electric fans and communal comfort rooms. Teachers play an active role in designing school programs, improving school policies and processes, student discipline, classroom management, academic performance of learners and in the improvement of school facilities. Likewise, as front liners of internal and external clients they have greater awareness of the services that is provided to the clients.

2. Methodology

This chapter discusses the research methods, which give direction in this investigation. It includes the research design, research respondents of the study, research instrument and the data gathering

procedures. It's also crucial to acknowledge that the researcher employed artificial intelligence technology to meticulously proofread the article, demonstrating an exemplary commitment to ethical standards in today's rapidly advancing AI landscape.

2.1. Research Design—This study used the non-experimental quantitative research design utilizing correlational method. According to Magsayo (2021), descriptive correlational method is used to determine the relationship between two or more variables and to ascertain their relationship. More to the point, Palayon (2019) emphasizes that this method is used since the study provides a description of individuals and aims to explain the nature of the data. This study is descriptive in nature since it assesses school environment and teachers work performance of public elementary school in Buhangin District, Division of Davao City. This is correlational since it determines school environment and teachers work performance of public elementary school.

2.2. Research Respondents—This study was conducted in seven (7) schools of Buhangin District, Division of Davao City. The respondents were composed of 120-selected teachers of Buhangin District, Division of Davao City. They have been in the service for at least five to ten years teaching experiences in the Department of Education (DepED) and have said something on the school environment and teachers work performance of public elementary school. Random sampling technique was employed in this study. However, Galon Elementary School and Fatima Elementary School with 100 percent of respondents were involved. For the rest of the schools, fifty percent were given the questionnaires. The schools are equidistantly located in the whole district, which can be reached by means of land transportation facilities. The environment is conducive to educational research.

2.3. Research Instrument—This study used an adapted questionnaire on school environment which was patterned and adapted by the researcher from Leadership and social envi-

ronment of Lewin, Lippit, and White (1939) as cited by Mansugutan (2021). This theory deals with school environment that shaped teachers and learners' experiences. It was characterized by supportive leadership, teacher collaboration, high expectations for students, and a collective commitment to support learner learning. The concept of school environment indicates and affirms that there is a characteristic in a formal organization that can differentiate formal organization of one institution with formal organization in another. This is supported by Campbell's (1987) theory of work performance as cited by Bacullo (2021). Teachers were motivated to be at their highest levels of effort and participation, maintained optimistic attitudes and thereby generated greater efficiency and work performance. The questionnaire was modified mainly through the researcher's preferences to suit the needs of the study. The adapted questionnaire was validated by the experts from the DepED-Division of Davao City. Validity of the instrument was ensured through expert's opinions and pilot testing. To ensure the reliability of the instrument, a pilot test was conducted through calculating the value of Cronbach's Alpha with the obtained values of 0.694. The questionnaire was divided into two (2) parts, school environment and teachers work performance of public elementary school. Hence, the Cronbach's value of the construct has met the minimum reliability of 0.684, it means that the measures used are consistent enough for the study. In terms of instrument's face validity, the items were modified to suit the purpose of this study and were validated by experts. The questionnaire was presented to the adviser for comments, corrections, and suggestions. Part 1 of the questionnaire contained the items on school environment with the following aspects academic, social, phys-

ical environment and leadership. Part 2 pertained to the teachers work performance with the dimensions, namely: feeling of trust, school achievement, schoolwork, and interpersonal re-

lationship. The perceptions of the respondents among Buhangin District teachers were based on the following Five-point Likert rating scales:

Range of Mean Descriptive Equivalent Interpretation

Range	Descriptive Equivalent	Interpretation
4.20–5.00	Very Extensive	The school environment is always evident.
3.40–4.19	Extensive	The school environment is oftentimes evident.
2.60–3.39	Moderately Extensive	The school environment is sometimes evident.
1.80–2.59	Less Extensive	The school environment is rarely evident.
1.00–1.79	Less Extensive	The school environment is not evident.

Range Descriptive Equivalent Interpretation

Range	Descriptive Equivalent	Interpretation
4.20–5.00	Very Extensive	The teachers’ work performance is always evident.
3.40–4.19	Extensive	The teachers’ work performance is oftentimes evident.
2.60–3.39	Moderately Extensive	The teachers’ work performance is sometimes evident.
1.80–2.59	Less Extensive	The teachers’ work performance is rarely evident.
1.00–1.79	Not Extensive	The teachers’ work performance is not evident.

2.4. *Data Gathering Procedure*—1. Permission to Conduct Study. The researcher wrote a letter asking permission from the Dean of Graduate School to conduct this research study. The researcher secured a permit to conduct the study from the Office of the Schools Division Superintendent of the Division of Davao City through channels to the Office of the Public Schools District Supervisor (PSDS) of the different schools. 2. Distribution and retrieval of

questionnaires. Upon approval of the permit to conduct the study, the sets of questionnaires were sent to the respondents via google forms and through email-add of the school heads and teachers. The questionnaires were retrieved right after the respondents were through answering the questions and sent them back through researcher’s email-add or messenger. 3. Collection and statistical treatment of data. The data were collected during the Corona Virus

Pandemic (COVID-19) time; therefore, the collection of data was based on the protocols set by the Inter-Agency Task Force (IATF) standards. It is a task force organized by the executive of the Philippine government to respond to affairs concerning emerging infectious diseases in the Philippines which was convened in January 2023. The collection of data was conducted following the protocols of IATF to avoid being contam-

inated and infected by COVID-19. For some participants who missed answering the questionnaire, the video call, via messenger, viber, zoom or goggle meet were used to gather the data or responses of the participants. These were submitted to the statistician for analysis. The researcher together with the statistician tabulated the data, analyzed, and subjected them for statistical analysis.

2.5. *Data Analysis*—The following statistical tools were used in the analysis and interpretation of the responses in this study: Mean. It was used to determine the extent of school environment and teachers' work performance of public elementary school in Buhangin District, Division of Davao City. Pearson Product Moment Correlation Coefficient (Pearson-r). This statistical tool was used in determining the sig-

nificant components of school environment and teachers' work performance of public elementary school in Buhangin District, Division of Davao City. Multiple Linear Regression. This was utilized to determine the significant influence of components of school environment and teachers' work performance of public elementary school in Buhangin District, Division of Davao City.

3. Results and Discussion

Presented in this chapter are the results of the data gathered. Two sets of research were employed to determine the level of school environment and teachers' work performance of public elementary school in Buhangin District, Division of Davao City. The discussion of the results and interpretations were presented accordingly based on the statement of the problems. Presentation of the interpretation was arranged according to the sub-headings: The extent of school environment in terms of academic, social, physical environment, and leadership; the extent of teachers' work performance of public elementary school in terms of feeling of trust, school achievement, school work, and interpersonal relationship; and which of the factors of school environment significantly influence the teachers' work performance of public elementary school of Buhangin District, Division of Davao City.

Presented in table 1 shows the summary level of school environment of public elementary school. The indicator with highest mean is academic (3.99), interpreted as extensive. It is then followed by leadership with a mean of (3.84) identified as extensive. Similarly, social obtained a mean of (3.87) described as extensive. Lastly, physical environment has the least mean of (3.57) which also described as extensive. With an overall generated mean of (3.76) or high, therefore the summary extent of

school environment was extensive as perceived by public elementary school of Buhangin District, Division of Davao City. This means that the respondents gave high on fostering a healthy school environment. This implies that teachers' impressions and assessments of the school environment where they were stationed are rather positive. This also suggests that classrooms, as the teachers' and learners' second homes, were in good shape. Teachers have appreciated the admirable ambiance of the school setting, where

teachers feel satisfied and learners learned at their best in a friendly environment, as has been observed.

Table 1. Summary on the Extent of School Environment

No	Indicators	Mean	Descriptive Equivalent
1	Academic	3.99	Extensive
2	Social	3.67	Extensive
3	Physical Environment	3.57	Extensive
4	Leadership	3.84	Extensive
Overall Mean		3.76	Extensive

The conclusion is consistent with the contention made by Cardenas and Cerado (2016), that schools serve as children’s second homes. As an extension of the home, it should be constructed to be enjoyable, safe, and comfortable. Additionally, it is a community where members work together to achieve shared objectives. These individuals, the actual buildings, and the ambiance collectively make up a location that may have an impact on one another and enhance the learning environment. Similar thoughts were expressed by Kausar, Kiyani, and Suliman in 2017 who claimed that the classroom environment has a beneficial impact on students’ academic progress. If teachers provide all the necessary physical resources, such as furniture, well-painted walls, drinking water, electricity, charts, models, overhead projectors, and others, students will be much more engaged and achieve higher grades. No matter how clever or poor the students are, the classroom has a significant impact on their academic performance. In general, the essentiality of welcoming school environment is most aimed by every school leader. Teachers as frontline of the teaching and learning process should possess desirable leadership,

socially equipped, academically inclined to the subject taught, and have developed rapport with school administrators, teachers, stakeholders, and learners.

Summary on the Extent of Teachers Work Performance. Presented in table 2 shows the summary extent of teachers’ work performance of public elementary school. The indicator with highest mean is interpersonal relationship (4.16), interpreted as extensive. It is then followed by a feeling of trust that has a mean of (4.02), which also identified as extensive. Similarly, schoolwork obtained a mean of (3.91) described as extensive. Lastly, school achievement has the least mean of (3.86) described as extensive. With an overall generated mean of (3.98) or extensive, therefore the summary extent of teachers work performance was extensive as perceived by the public elementary school. This means that teachers established rapport with school administrators, stakeholders, colleagues, and learners. They made sure that they will work responsibly and collaboratively with empathy to achieve the school’s mission, vision, and school core values.

This finding is anchored to the idea of Angeles (2016), that teachers are facilitators of teaching and learning in the classroom and would

need a high level of intrapersonal skills, interpersonal skills, and teaching efficacy to become effective classroom managers. Generally,

Table 2. Summary on the Extent of Teachers Work Performance

No	Statements	Mean	Descriptive Equivalent
1	Feeling of Trust	4.02	Extensive
2	School Achievement	3.86	Extensive
3	School Work	3.91	Extensive
4	Interpersonal Relationship	4.16	Extensive
Overall Mean		3.98	Extensive

school heads lead in achieving anticipated interpersonal relationship in the workplace. They should recognize and respect the rights of learners, parents, colleagues, and school administrators of the school. Teachers should feel that they are responsible to help their colleagues to do their obligations in the school setting.

Significant Relationship Between the School Environment and Teachers Work Performance of Public Elementary School of Buhangin District, Division of Davao City

Shown in Table 3 is the statistical analysis on the significant relationship between the school environment and teachers' work perfor-

mance of public elementary school of Buhangin District, Division of Davao City. Based on the analysis, the overall p-value is equal to 0.000 with an r-value equal to 0.759. This means that there is a strong significant positive association between the school environment and teachers' work performance of public elementary school of Buhangin District, Division of Davao City. Hence, this study rejects its set null hypothesis. The analysis further implies that an increasing exposure of public elementary schools of Buhangin District, Division of Davao City to positive school environment leads to an increase of their work performance.

Table 3. Significant Relationship Between the School Environment and Teachers Work Performance of Public Elementary School of Buhangin District, Division of Davao City

School Environment	r	p-value	Interpretation
Academic	0.664	0.000	There is a strong significant positive correlation
Social	0.524	0.000	There is a moderate significant positive correlation
Physical Environment	0.424	0.000	There is a moderate significant positive correlation
Leadership	0.634	0.000	There is a strong significant positive correlation
Overall	0.759	0.000	There is a strong significant positive correlation

Specifically, the analysis in Table 11 highlighted the individual relationship of each factor of the public teacher's school environment and their work performance. Based on the analysis depicted in same table, the Academic type of school environment ranked as the top indicator with a p-value of 0.000 and -r-value of

0.664. This result implies that there is a strong significant positive relationship between the academic type of school environment and the teachers' work performance in the public elementary school of Buhangin District, Division of Davao City. This was followed by the Leadership type of school environment obtaining a

p-value of 0.000 and $-r$ -value of 0.634. This still means that there is a strong significant positive relationship between the leadership type of school environment and the teacher's work performance in the public elementary school of Buhangin District, Division of Davao City. Next, the Social type of school environment obtained a p-value of 0.000 and $-r$ -value of 0.524. This further implies that there is a moderate significant positive relationship between the social type of school environment and the teachers' work performance in the public elementary school of Buhangin District, Division of Davao City. Lastly, the Physical type of school environment obtained a p-value of 0.000 and $-r$ -value of 0.424. This means that there is a moderate significant positive relationship between the physical type of school environment and the teachers' work performance in the public elementary school of Buhangin District, Division of Davao City. Regression Analysis on the Significant Influence of the School Environment on the Teachers Work Performance of Public Ele-

mentary School of Buhangin District, Division of Davao City

As shown in table 4, the overall regression analysis obtained p-value of 0.000 and F-value equal to 45.384 stating that school environment has a significant influence on the teachers' work performance of public elementary school of Buhangin District, Division of Davao City. This also implies that the regression model used in the analysis of the study is useful and that there is validity in the interpretation on the assumption of the said influences. Relatively, the regression analysis as presented in the same table shows three (3) out of the four (4) factors school environment which significantly influence the teachers' work performance of public elementary school of Buhangin District, Division of Davao City. Hence, the set null hypothesis of this study that there are no factors of school environment that significantly influence the teachers' work performance of public elementary school of Buhangin District, Division of Davao City is rejected.

Table 4. Regression Analysis on the Significant Influence of the School Environment on the Teachers' Work Performance of Public Elementary School of Buhangin District, Division of Davao City

Teachers Work Performance School Environment	Unstandardized Coefficients					
	B	Std. Error	Beta	t	Sig.	Decision on Ho
Constant	1.060	.233		4.546	.000	
Academic	.310	.048	.432	6.415	.000	Reject
Social	.076	.057	.100	1.346	.181	Failed to Reject
Physical Environment	.145	.059	.163	2.476	.015	Reject
Leadership	.231	.053	.321	4.396	.000	Reject

These school environment factors are the Academic type of factor which obtained a t-value equal to 6.415 and a p-value equal to 0.000, the Leadership type factor which obtained a t-value equal to 4.396 and a p-value equal to 0.000, and the Physical type factor

which obtained a t-value equal to 2.476 and a p-value equal to 0.015. On the other hand, the Social type of factor of school environment does not significantly influence the teachers' work performance of public elementary school of Buhangin District, Division of Davao City

since it obtained a t-value equal to 1.346 and a p-value equal to 0.181. Moreover, the established results of the regression analysis garnered an R2 equal to 0.612. This means that 61.2 percent ascribed to the significance influence of school environment that significantly influenced the teachers' work performance of public elementary school of Buhangin District, Division of

Davao City. Thus, the other 38.8 percent is ascribed to the other indicators not stipulated in the study. Particularly, these indicators could be included to determine that they might have stipulated influence on the teachers' work performance of public elementary school of Buhangin District, Division of Davao City.

4. Conclusions and Recommendations

This section presents the findings of the study based on the data outcome. The conclusions drawn from the findings of the study are likewise outlined in this section. To maximize the significant contribution of this study, the researcher has laid down recommendations in this chapter.

4.1. Findings—This non-experimental research using correlation design in this study aimed to determine the extent of school environment, and the extent of teachers' work performance of public elementary schools in Buhangin District, Division of Davao City. Specifically, this study aimed to determine the extent of school environment in terms of academic, social, physical environment and leadership. Moreover, this identified the extent of teachers' work performance of public elementary schools in terms of feeling of trust, school achievement, schoolwork, and interpersonal relationship. Finally, this study determined the significant relationship between the extent of school environment and the extent of teachers' work performance of public elementary schools in Buhangin District, Division of Davao City. Using non-experimental research, the extent of school environment and teachers' work performance of public elementary schools was determined. The respondents of the study were the 120-public elementary school teachers in Buhangin District, Division of Davao City. A modified teacher-made survey questionnaire was adopted from the study of Bacullo (2021) and was utilized as the main instrument of this study. Significant findings showed that the extent of school environment in terms of academic,

social, physical environment, and leadership was extensive. The extent of teachers' work performance of public elementary schools in Buhangin District, Division of Davao City in terms of feeling of trust, school achievement, schoolwork, and interpersonal relationship was extensive which means that it was oftentimes evident. Hence, the extent of school environment as demonstrated by public elementary schools in Buhangin District was extensive. Results for the test of relationship between the variables of interest in this research. Based on the analysis, the overall p-value is equal to 0.000 with an r-value equal to 0.759. This means that there is a strong significant positive association between the school environment and teachers' work performance of public elementary school of Buhangin District, Division of Davao City. Hence, this study rejects its set null hypothesis. Finally, indicators of school environment such as academic, social, physical environment and leadership has significantly influenced the school environment influence on teachers' work performance of public elementary schools in Buhangin District, Division of Davao: Leadership with a p-value of 0.000 and $-r$ -value of 0.634, Social with a p-value of 0.000 and $-r$ -value of 0.524 and Physical Environment with a p-value of 0.000 and $-r$ -value of 0.424. This

means that there is a strong significant positive relationship between the physical type of school environment and the teachers' work performance in the public elementary school of Buhangin District, Division of Davao City.

4.2. *Conclusions*—Based on the findings of this study, the following conclusions were offered: The extent of the school environment among elementary schools is extensive. The extent of teachers' work performance of public elementary schools was also extensive. There was a positive correlation in the extent of school environment and the extent of teachers' work performance of public elementary schools of Buhangin District, Division of Davao City based on the indicators. Based on the results, the following indicators have a strong influence of school environment to the teachers' work performance of public elementary schools: Leadership, Social, and Physical Environment.

4.3. *Recommendations*—The following interventions were offered based on the conclusions of the study:

Regular orientation and training workshops for teachers on how to effectively build a healthy school environment, particularly in the areas of

academic, social, and leadership, should be provided by the Department of Education's school authorities. A teacher's work performance and performance can be improved over time with the help of strategic interventions, and new instructors should receive specific attention during orientation. School administrators should implement classroom procedures that may be developmental rather than evaluative. Although the instructors in this study had a highly good attitude toward the school environment, there is still a need to frequently train teachers on how to effectively supervise teachers in a school atmosphere. They have to keep inspiring teachers to go to graduate school. Teachers should increase their sense of trust while enhancing their job output under the strategic direction of school administration. They ought to maintain an environment at school that increases learners' dedication and drive. They ought to conduct research and create innovations aimed at raising the standard of academic performance. The results of this study could serve as a jumping off point for future researchers to perform a study on a related topic with a wider scope to explore the study's other elements.

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