

# Exploring Teachers' Perspectives on Work Environment Factors That Enhance the School Workplace

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## ABSTRACT

The study aimed to investigate the perceptions of teachers of the workplace environment program in a private basic education school in Valenzuela City, employing a mixed- methods sequential explanatory design that included both qualitative and quantitative approaches. The concentrated-on teachers' workloads, support, relationships between and among school personnel, teacher roles, and the implementation of work changes. It was found that there was a significant improvement in the workplace environment condition of the teachers after the implementation of the PROTEC school workplace development program. It was observed from the results of the study that the highest improvement fell in change management, followed by role and relationship factors. However, there is still room for continuous improvement on support and workload factors in the workplace environment condition of teachers. It stressed the need for schools to support teachers in lesson delivery through diverse strategies and resources to foster academic success. It highlighted the importance of fair compensation for educators facing teaching overload and those covering absent colleagues, advocating for remuneration policies that recognize these extra responsibilities. Moreover, the researcher concluded that there was a significant difference in the perceptions of the respondents on a workplace environment condition before, during, and after the implementation of the PROTEC school workplace environment development program. The findings of the study served as a basis for proposing an action plan that intends to improve the management of a school workplace environment program for policy creation and integration that are beneficial to teachers' well-being, fulfillment, and effectiveness, leading to the delivery for high-quality education.

**Keywords:** School Workplace; School Workplace Development Program; Teachers' Perspectives; Work Environment Factors; Workplace

## INTRODUCTION

The workplace environment of teachers is a critical factor influencing teaching effectiveness, job satisfaction, and overall educational outcomes. In the evolving educational landscape, particularly in the post-pandemic context, schools are increasingly challenged to establish supportive environments that address teachers' professional and psychosocial needs. Existing studies emphasize that workplace factors such as workload, administrative support, professional relationships, role clarity, and change management significantly affect teachers' performance, satisfaction, and retention (Hascher et al., 2021<sup>[14]</sup>; Ventista & Brown, 2023).<sup>[24]</sup> However, persistent issues—including excessive workload and limited support systems—continue to contribute to teacher stress, burnout, and attrition, particularly within the Philippine educational context (Jomoad et al., 2021<sup>[17]</sup>; Tarraya, 2023)<sup>[22]</sup>.

Despite the growing body of literature on workplace environment conditions, a significant gap remains in understanding how these factors change across different phases of program implementation within a structured, school-based intervention. Most studies are cross-sectional and focus on isolated variables, with limited attention to longitudinal analysis and context-specific applications in private basic education institutions. To address this

gap, the present study investigates teachers' perceptions of workplace environment conditions—specifically workload, support, relationships, role, and change—before, during, and after the implementation of the PROTEC School Workplace Environment Development Program. The findings aim to serve as a basis for proposing an action plan to improve workplace environment management, contributing to teachers' well-being, fulfillment, and effectiveness, and ultimately supporting the delivery of high-quality education.

## METHODOLOGY

### Research Design

This study employed a mixed-methods sequential explanatory design to examine teachers' perceptions of workplace environment conditions in a private basic education school in Valenzuela City. The quantitative phase utilized a pretest–during–posttest survey to measure changes in workload, support, relationships, role clarity, and change management following the implementation of the PROTEC program. This was followed by a qualitative phase using semi-structured interviews to explain and contextualize the statistical findings through participants' lived experiences. Data integration occurred during interpretation to ensure methodological triangulation and strengthen validity. Anchored in the Plan–Do–Study–Act (PDSA) cycle, the design supports systematic evaluation and continuous improvement (Deming 2000; Creswell & Plano Clark).

### Participants and Sampling Technique

The study participants consisted of 78 basic education teachers: 23 from elementary, 29 junior high school, and 26 senior high school levels in a selected private school in Valenzuela City. Total population sampling was employed to ensure comprehensive representation, given the manageable population size. Additionally, 30 teachers (10 per level) were purposively selected for in-depth interviews to enrich the quantitative findings. This combination of broad inclusion and targeted qualitative sampling strengthened the validity and depth of insights on teachers' workplace environment perceptions.

### Research Instrument

Data collection was conducted using a two-part research instrument to ensure a comprehensive understanding of teachers' workplace environment.

**Part I**—consisted of qualitative interview guide questions administered through structured interviews, allowing participants to share in-depth experiences, challenges, and insights across the phases of implementation.

**Part II**—comprised a 50-item survey questionnaire utilizing a 5-point Likert scale to quantitatively measure teachers' perceptions in terms of workload, support, relationships, roles, and change.

All items underwent expert validation prior to administration, ensuring content validity and clarity. The integration of both qualitative and quantitative data strengthened the depth, validity, and triangulation of findings.

### Data Gathering Procedure

The study utilized both quantitative and qualitative data sources to examine teachers' workplace environment perceptions. Quantitative data were collected through structured surveys administered during pre-, during, and post-implementation phases, enabling comparative analysis, while qualitative data were obtained through semi-structured interviews for deeper insights. Data collection followed a systematic process, including institutional approval and multimodal administration. Responses were verified for completeness and analyzed using thematic and statistical techniques. The integration of methods ensured rigor through triangulation (Creswell & Plano Clark, 2018) [9].

### Data Analysis Procedure

The study employed both quantitative and qualitative data analysis to ensure a comprehensive interpretation of findings. Quantitative data were analyzed using weighted mean to determine teachers' perceptions across

workplace domains, interpreted through a 5-point Likert scale. Differences across pre-, during-, and post-implementation phases were examined using one-way ANOVA ( $\alpha = 0.05$ ), with assumptions of normality and homogeneity tested and effect size ( $\eta^2$ ) computed to determine the magnitude of differences. Qualitative data were analyzed through thematic analysis following John W. Creswell (2014), wherein the researcher systematically coded responses, grouped similar codes into categories, and generated themes. This process enabled the identification of recurring patterns, providing deeper insights that complemented and validated the quantitative results.

### Thematic Analysis and Coding Framework

The study employed a systematic thematic and coding framework guided by John W. Creswell (2014). Data analysis began with familiarization through repeated reading of interview transcripts. Open coding was conducted by identifying and labeling significant statements related to workplace environment factors. These codes were then grouped into categories, followed by axial coding to examine relationships among categories. From these, overarching themes were generated to represent recurring patterns across responses. The iterative process of coding, categorization, and theme development ensured consistency, depth, and rigor in the analysis, strengthening the integration of qualitative and quantitative findings.

### Ethical Considerations

The study adhered to established ethical standards and institutional research protocols. Informed consent was obtained prior to data collection, ensuring participants fully understood the study’s purpose and procedures. Anonymity and confidentiality were maintained by excluding identifying information and securing all data. Voluntary participation was upheld, allowing participants to withdraw at any stage without penalty. Truthfulness and accuracy of findings were ensured through honest reporting and rigorous analysis. Finally, the impact of the research was carefully considered to prevent any psychological, social, or professional harm to participants (Bhandari, 2024).[4]

## RESULTS AND DISCUSSION

The analysis of teachers’ perceptions regarding workplace environment conditions before, during and after the implementation of the PROTEC school Workplace Environment Development Program. This aims to examine the extent of changes across key domains- workload, support, relationship, role, and change management- using weighted mean (WM) and standard deviation (SD) as measures of central tendency and variability. By comparing these phases, the study highlights patterns of improvement and identifies areas where the intervention was most effective. The findings are further interpreted in relation to existing literature to provide a deeper understanding of how structured workplace interventions contribute to enhancing teachers’ professional experiences and overall school climate.

Table 1. Comparative Analysis of Workplace Environment Domains Before, During, and After PROTEC Program Implementation.

Domain	Before		During		After		Interpretation
	SD	WM	SD	WM	SD	WM	
<b>Workload</b>	<b>1.18</b>	<b>3.91</b>	<b>1.04</b>	<b>4.12</b>	<b>0.74</b>	<b>4.46</b>	<b>Improved</b>
<b>Support</b>	<b>1.21</b>	<b>3.89</b>	<b>1.06</b>	<b>4.11</b>	<b>0.75</b>	<b>4.46</b>	<b>Improved</b>
<b>Relationship</b>	<b>0.88</b>	<b>4.23</b>	<b>0.80</b>	<b>4.42</b>	<b>0.59</b>	<b>4.68</b>	<b>Improved</b>
<b>Role</b>	<b>0.86</b>	<b>4.17</b>	<b>0.77</b>	<b>4.36</b>	<b>0.46</b>	<b>4.70</b>	<b>Improved</b>
<b>Change</b>	<b>0.89</b>	<b>4.20</b>	<b>0.75</b>	<b>4.43</b>	<b>0.43</b>	<b>4.75</b>	<b>Highest Improvement</b>

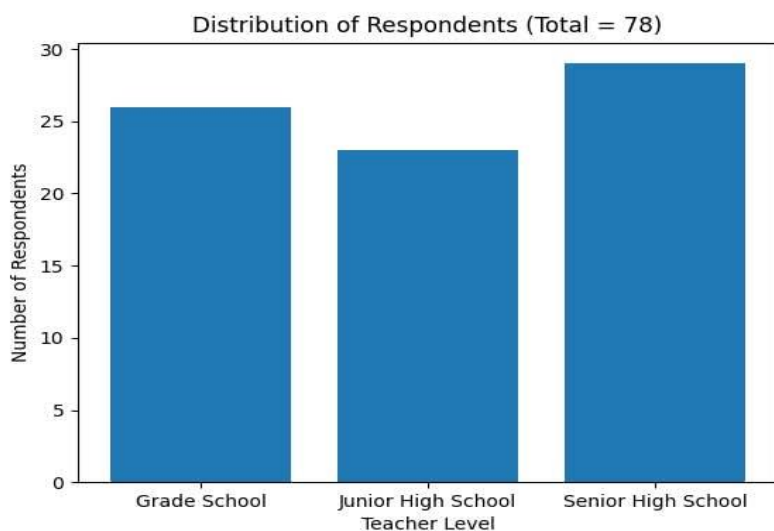
As shown in Table 1, all domains exhibited progressive improvement across the three phases. The most substantial increase was observed in change management, suggesting that the intervention effectively enhanced communication systems, leadership responsiveness, and adaptability mechanisms (Hascher et al., 2021; [14] Ventista & Brown, 2023). [24] Role clarity and professional relationships also reached very high levels, indicating strengthened collaboration and shared understanding among school personnel (Jardí et al., 2022; [6] Rechsteiner et al., 2022) [21]. However, workload and support, although improved, remained relatively lower compared to other domains, indicating persistent structural challenges (Jomuad et al., 2021; [17] Tarraya, 2023). [22]

Table 2. Analysis of Variance and Hypothesis Testing Results for Workplace Environment Perceptions.

Source of Variation	F-value	p-value Decision
Between Groups Significant	<0.05	Reject H <sup>0</sup>

The ANOVA results indicate a statistically significant difference in teachers' perceptions before, during, and after implementation, confirming the effectiveness of the intervention and supporting continuous improvement models such as PDSA (Deming, 2000) [13]. Qualitative findings further revealed improved collegiality, clearer roles, and enhanced adaptability, while highlighting the need for sustained support systems (Collie et al., 2012; [6] Day & Qing, 2009). [12]

Table 3. Distribution of Respondents by Teaching Level (N=78)



The bar graph illustrates the distribution of respondents across the three teaching levels included in the study: 26 Grade School teachers, 23 Junior High School teachers, and 29 Senior High School teachers, for a total of 78 participants. In relation to the results, the figure shows that Senior High School teachers comprise the largest proportion (29 or 37.2%), followed by Grade School teachers (26 or 33.3%), and Junior High School teachers (23 or 29.5%). This relatively balanced distribution indicates that all three groups are adequately represented, allowing for meaningful comparisons of perceptions across educational levels.

This distribution is important because it strengthens the validity of the findings. Since no single group overwhelmingly dominates the sample, the results can be interpreted as reflective of the overall teaching population within the institution rather than being biased toward one department. However, the slightly higher number of Senior High School teachers may suggest that their perspectives could have a marginally stronger influence on the overall trends observed, particularly in areas such as workload, role expectations, and change management, which are often more complex at the senior high level.

Moreover, the inclusion of respondents from elementary, junior high, and senior high school levels supports a comprehensive analysis of workplace environment conditions across the entire basic education system. This

diversity of respondents enables the study to capture variations in experiences and perceptions, thereby enriching the interpretation of results and providing a stronger basis for the proposed action plan.

Overall, the figure confirms that the study achieved a well-distributed sample, which enhances the credibility of the results and supports a more holistic discussion of teachers' workplace environment across different educational levels.

## DISCUSSION

This study examines the findings in relation to existing literature on teachers' workplace environment and school effectiveness, emphasizing how the PROTEC School Workplace Environment Development Program influenced key organizational factors. The results confirm that structured, school-based interventions can significantly improve workplace conditions, particularly in areas such as workload, administrative support, professional relationships, role clarity, and change management. These findings align with previous studies indicating that supportive and well-structured environments enhance teacher well-being, job satisfaction, and retention (Hascher et al., 2021; [14]Ventista & Brown, 2023).[24]Furthermore, the progressive improvements observed across the pre-, during-, and post-implementation phases support the application of continuous improvement models such as the Plan-Do-Study-Act (PDSA) cycle in educational settings (Deming, 2000). The integration of quantitative and qualitative data also strengthens the interpretation of results, reflecting the value of mixed-methods approaches in capturing both measurable outcomes and lived experiences (Creswell & Plano Clark, 2018).

Building on these findings, the discussion is organized around key themes that emerged from the data, including positive school culture, resource allocation (workload and support), open communication, technological integration, evaluation and feedback, and collaboration and mentoring. These themes highlight the interconnected nature of workplace environment factors and provide a deeper understanding of how targeted interventions contribute to improved teacher experiences and overall school effectiveness. This study is anchored on the Theory of Work Adjustment (TWA) developed by Lofquist and Dawis (1984), which explains the dynamic interaction between an individual and their work environment. The theory posits that a harmonious relationship between employees and their workplace is achieved when both parties meet each other's needs: the individual fulfills job requirements, while the organization provides conditions that satisfy the individual's needs and expectations. This alignment leads to work adjustment, resulting in increased job satisfaction, performance, and retention (Lofquist & Dawis, 1984; Dawis, 2005).

In the context of this study, the Theory of Work Adjustment provides a strong foundation for understanding how teachers perceive their workplace environment in terms of workload, support, relationships, role clarity, and change management. These dimensions represent key environmental conditions that influence whether teachers experience satisfaction or dissatisfaction in their professional roles. When these conditions are aligned with teachers' expectations and capacities, a positive work adjustment occurs, leading to improved well-being, effectiveness, and commitment (Dawis, 2005; Lent & Brown, 2006). Specifically, workload reflects the balance between job demands and teachers' capacity to perform their duties effectively. Excessive workload may disrupt this balance, leading to strain and reduced satisfaction (Jomoad et al., 2021; Tarraya, 2023). Support, including administrative and institutional assistance, serves as a critical environmental reinforcer that enhances teachers' ability to meet job expectations (Billingsley et al., 2020; Watson, 2021). Relationships within the school community contribute to a sense of belonging and collegiality, which are essential for maintaining positive work adjustment (Jardí et al., 2022; Corbin et al., 2019). Role clarity ensures that teachers understand their responsibilities, reducing ambiguity and promoting efficiency (Siddiqui & Ahamed, 2020). Lastly, change management reflects how well teachers adapt to evolving educational demands, which is essential for sustaining alignment between the individual and the organization (Alshumaimeri, 2022; Baog & Cagape, 2024).

The PROTEC School Workplace Environment Development Program is therefore viewed as an intervention designed to improve the congruence between teachers and their work environment. By addressing gaps in workload distribution, support systems, professional relationships, role definition, and change implementation, the program seeks to enhance teachers' work adjustment. This aligns with the core assumption of the theory that improving environmental conditions leads to greater employee satisfaction and performance (Dawis, 2005).

## Positive School Culture

The findings demonstrate that positive school culture plays a foundational role in shaping teachers' workplace experiences. After the implementation of the PROTEC program, teachers reported increased perceptions of respect, inclusivity, and recognition, which contributed to enhanced morale and engagement. A positive culture fosters psychological safety, allowing teachers to collaborate openly and participate in decision-making processes. This supports the assertion that supportive school environments significantly influence teacher satisfaction and retention (Charner-Laird et al., 2017; [5] Connolly et al., 2018). [7] Moreover, a culture grounded in shared values promotes alignment between individual and organizational goals, enhancing overall school effectiveness (Hascher et al., 2021).[14]

## Resource Allocation (Workload and Support)

Resource allocation, particularly in terms of workload and support, remains a critical factor influencing teacher effectiveness. Although the PROTEC program improved task distribution, teachers continue to experience moderate workload-related stress. This aligns with studies showing that excessive workload leads to burnout and reduced instructional quality (Jomoad et al., 2021; Tarraya, 2023). Teachers often handle multiple administrative responsibilities, limiting instructional focus (David et al., 2019). Furthermore, administrative support remains essential for teacher satisfaction and retention (Billingsley et al., 2020; [3]Baluyos et al., 2019).[2]

**Open communication** strengthened workplace relationships and organizational effectiveness. Teachers reported improved transparency and dialogue with administrators, enhancing trust and participation. This supports findings that communication fosters cohesion and reduces resistance to change (Bahrain et al., 2023; [1] Conley & You, 2017).[7]

## Technological Integration

Technological integration improved communication and administrative efficiency. Teachers had better access to updates and expectations, improving role clarity. This aligns with research emphasizing technology's role in enhancing workplace efficiency and adaptability (Palm et al., 2024; [19] Venkatesh et al., 2003).[23]

## Evaluation and Feedback

Evaluation and feedback enhanced teacher performance and professional growth. Teachers reported improved instructional practices and confidence through constructive feedback. This supports literature highlighting feedback as essential for development and self-efficacy (Hutchins, 2024; [14]Wilson et al., 2020).[24]

**Collaboration and mentoring** improved teamwork and professional learning. Teachers experienced stronger collegial relationships and shared practices. This aligns with research emphasizing collaboration's role in school effectiveness and teacher satisfaction (Jardí et al., 2022; [17] Corbin et al., 2019; [8] Rai, 2018).[20]

## Synthesis of Findings

The findings confirm that the PROTEC framework effectively improved workplace conditions by addressing interconnected factors. These results support literature that workplace environments significantly influence teacher effectiveness and retention (Ventista & Brown, 2023; [25] Masoom, 2021).[17]

Table 3: Description of Proposed Action Plan for an Improved PROTEC School Workplace Environment Development Program

Key Area	Objectives	Strategies	Specific Activities	Responsible Persons	Timeline	Success Indicators
Workload	Ensure equitable workload distribution and	Rationalize assignments; provide	Workload audit; policy implementation; prep	School Head, Academic Coordinators	Quarterly / Ongoing	Reduced workload complaints;

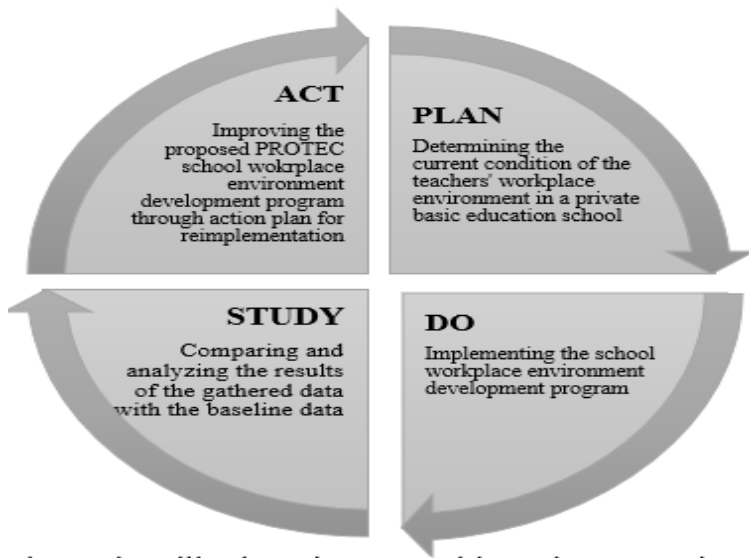
	promote work-life balance	overload compensation	time allocation; overload pay			improved satisfaction
Support	Strengthen administrative, instructional, and emotional support	Provide resources; establish recognition systems	Support sessions; resource provision; recognition programs; wellness activities	Administrators, HR	Monthly / Continuous	Higher retention; improved support ratings
Relationship	Foster collaborative relationships	Promote collegiality; mentoring systems	Team building; peer mentoring; PLCs	Department Heads, Master Teachers	Quarterly	Improved collaboration
Role	Ensure clarity of roles and responsibilities	Define and align roles	Orientation; role manuals; periodic review	School Head, HR	Annual	Reduced role ambiguity
Change	Enhance adaptability to change	Strengthen communication; use technology	Meetings; digital updates; feedback systems	Administrators, ICT Coordinator	Continuous	Improved communication effectiveness
Evaluation & Feedback	Ensure continuous program improvement	Implement evaluation systems	Surveys; FGDs; annual review	Research Coordinator, School Head	Biannual / Annual	Improved program outcomes

Table 3 presents the proposed action plan designed to enhance the PROTEC School Workplace Environment Development Program by addressing key workplace factors identified in the study. The plan is structured across six critical areas: workload, support, relationships, role clarity, change management, and evaluation and feedback. Each area outlines specific objectives, strategies, activities, responsible personnel, timelines, and success indicators to ensure systematic and sustainable implementation. For workload, the plan emphasizes equitable task distribution and work-life balance through workload audits, policy implementation, and compensation for overload. In terms of support, the focus is on strengthening administrative, instructional, and emotional assistance by providing resources, recognition programs, and wellness initiatives. Relationship-building strategies highlight collaboration through team-building activities, mentoring, and professional learning communities (PLCs), fostering a more cohesive work environment.

Role clarity is addressed through clear definition and alignment of responsibilities, supported by orientations and periodic reviews to reduce ambiguity. Meanwhile, change management prioritizes adaptability by strengthening communication systems and integrating technology to facilitate efficient information dissemination and feedback mechanisms. Lastly, evaluation and feedback ensure continuous improvement through regular assessments, surveys, and focus group discussions, allowing data-driven refinement of the program. Overall, the action plan reflects a comprehensive and strategic approach to improving workplace conditions, aligning with continuous improvement principles and reinforcing the importance of supportive organizational structures in enhancing teacher well-being and effectiveness.

The study's PLAN-DO-STUDY-ACT Cycle, illustrated in Figure 1 served as the foundation for the conceptual diagram of the study. The PDSA cycle, a continuous improvement model developed by Deming (2000), to systematically implement, monitor, and refine interventions within the school setting which offered a thorough framework for examining how teachers perceived the workplace environment at their school before, during, and after implementation of the proposed intervention, is highlighted in the present investigation.

Figure 1. PDSA Cycle Applied in the Study



The study utilized semi-structured interviews to gather rich, descriptive data from selected teacher-participants. This qualitative phase followed the quantitative results in a sequential explanatory design, meaning it was specifically intended to explain, validate, and contextualize the numerical trends observed in the survey data. Through this approach, the research moved beyond “what changed” (quantitative results) to understanding “why and how these changes occurred” from the teachers’ perspectives. Thematic Analysis and Coding Process Qualitative data were analyzed using thematic analysis guided by Creswell (2014). The process involved:

- \* Familiarization through repeated reading of transcripts
- \* Open coding to identify meaningful statements
- \* Grouping codes into categories
- \* Axial coding to establish relationships
- \* Development of overarching themes

This systematic coding framework ensured rigor, consistency, and credibility in interpreting participants’ responses.

### Emergent Themes from Qualitative Data

The qualitative findings revealed several key themes that explain the improvement in workplace conditions:

1. **Positive School Culture** Teachers described a more supportive and inclusive environment, where respect, recognition, and shared values enhanced morale and engagement.
2. **Workload and Support Challenges** Despite improvements, teachers still expressed concerns about workload demands and the need for sustained administrative and emotional support, highlighting structural issues that persist.
3. **Improved Communication** Participants emphasized clearer, more transparent communication with administrators, which strengthened trust and reduced uncertainty.
4. **Technological Integration** Teachers noted that digital tools improved coordination, information dissemination, and clarity of expectations.

5. Evaluation and Feedback Constructive feedback mechanisms helped teachers refine their practices and increased their confidence and professional growth.

6. Collaboration and Mentoring Stronger collegial relationships and peer support systems promoted teamwork, shared learning, and professional development.

These themes collectively illustrate how the PROTEC program influenced not only structural conditions but also interpersonal and organizational dynamics within the school.

### **Contribution of the Qualitative Findings**

The qualitative component significantly enhanced the study by:

- \* Providing contextual explanations for statistical improvements (e.g., why change management had the highest gain)
- \* Revealing hidden issues such as ongoing workload concerns
- \* Demonstrating the human impact of the intervention on teachers' well-being
- \* Supporting triangulation, thereby strengthening the validity of the findings

The qualitative findings confirm that improvements in workplace conditions are not purely procedural but are deeply rooted in teachers' experiences of support, communication, collaboration, and leadership responsiveness. Also the study highlight that while the PROTEC program was effective, continuous refinement is necessary, particularly in workload management and sustained support systems.

### **CONCLUSION**

This study demonstrated that the implementation of the PROTEC School Workplace Environment Development Program significantly improved teachers' perceptions of their workplace environment in a private basic education school in Valenzuela City. Findings revealed that structured and targeted interventions addressing workload, support, relationships, roles, and change management can positively influence teachers' well-being, satisfaction, and professional effectiveness. Among the identified factors, change management emerged as the most improved area, indicating that clear communication, adaptability, and strategic leadership play a crucial role in fostering a responsive and dynamic school environment. Improvements in professional relationships and role clarity further emphasized the importance of collaboration, trust, and well-defined responsibilities in enhancing workplace conditions. However, the findings also highlighted that workload, and support systems remain areas requiring continuous attention, particularly in ensuring equitable task distribution and sustained administrative assistance. Moreover, the study confirmed a statistically significant difference in teachers' perceptions before, during, and after the program implementation, validating the effectiveness of the intervention. The integration of qualitative insights and quantitative results strengthened the conclusion that workplace environment reforms must be holistic, data-driven, and continuously evaluated. Overall, the study affirms that a well-managed workplace environment is essential in promoting teacher retention, motivation, and instructional quality. The proposed action plan derived from the findings provides a strategic framework for sustaining improvements and guiding school administrators in creating policies and practices that support teachers' professional growth and well-being. Ultimately, enhancing the workplace environment contributes not only to teacher effectiveness but also to the delivery of high-quality education and improved student outcomes.

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