

Original Research Article

Work Environment, Challenges and Teaching Performance of Newly Hired Teachers in the New Normal, Zambales, Philippines

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Abstract: The study aimed to determine the work environment, challenges, and teaching performance of the newly hired teachers in the new normal of Zone 2, Schools Division of Zambales. The study used a quantitative descriptive research design in its presentation. A survey-questionnaire was the main instrument of data gathering for the study. A total of one hundred (100) newly hired teachers served as the respondents of the study. Frequency, percentage, weighted mean, Analysis of Variance, and Pearson Product-Moment Correlation was employed in the data analysis and interpretation. The findings of the study revealed that teaching performance of the newly hired teachers is affected by the kind of work environment in terms of Facilities & Equipment, School Typology, Physical Environment, Alternative Work from Home and Administrative/ Supervisor's Support. Furthermore, the newly hired teachers strongly agreed that addressing the challenges in the workplace as to fitting in, time management and productivity, culture in the workplace, communication and coordination and motivation will increase their teaching performance. It was noted that there was no significant relationship between the teaching performance based on the IPCRF and work environment and on addressing the challenges of the newly hired teachers.

Keywords: *Work Environment, Work Challenges, Teaching Performance, Newly Hired Teachers New Normal.*

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INTRODUCTION

Along with COVID-19 outbreaks around the world, academic institutions have been compelled to suspend all face-to-face instruction as well as other learning experiences as a precaution against the virus's risk. The new or unconventional ways of learning brought by this pandemic is an additional challenge during this tough time.

Teaching is regarded as the noblest profession since it is dedicated to developing the minds of the youth in order to make them responsible members of society. This is similar to former Education Secretary Ricardo T. Gloria's famous remark, "Be happy you are a teacher; the future depends on you." [1].

Teachers play a critical role in the development of nations [2]. The Philippines can build holistic learners who are immersed in values, endowed with 21st-century abilities, and capable of propelling the country forward through great teaching. This aligns

with the Department of Education's goal of producing "Filipinos who are passionate about their country and whose beliefs and competences enable them to full fill their full potential and meaningfully contribute to the nation's building" [3].

The new teacher will spend her first few years of teaching in a setting where she will be deployed. Teaching in a secure setting is more pleasant and inspiring. Teachers are highly motivated at work and can be more productive, therefore they are ready to teach in a safe setting, which is one of their needs. Teachers are more likely to become less productive if this need is disregarded, which has a negative influence on their well-being and work performance. One of the objectives in our educational system that should be considered and prioritized for the greatest work performance and good quality of work life is paying attention to their work environment. This supports what [4] stated, one of which is that prioritizing employees' basic requirements, developing an appropriate work

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environment, and fostering innovation and growth fields in the workplace have highly helpful and substantial outcomes.

Newly hired teachers have numerous challenges, particularly in this new normal environment, in which traditional face-to-face instruction is disturbed. Learning about teaching during initial teacher education is not the same as learning about teaching in the field [5]. The first year of teaching is the most challenging part of all newly-hired teachers. These challenges and frustrations such as diverse students' behaviours, student's motivations, becoming overwhelmed with the responsibilities of the curriculum [6], classroom management [7] student learning assessment [8], feeling the lack of support from others and job placement either for employment, applications for transfer and promotion [9] are part of the experiences encountered by beginning teachers.

The environment and challenging experiences do not only affect the morale and effectiveness of beginning teachers but force large numbers of them to resign from their teaching profession [10]. Hence, these pressing issues in the field of teaching have moved the researcher to conduct this study. This study will look into the effect of work environment and challenges encountered by newly hired teachers to their teaching performance.

OBJECTIVES OF THE STUDY

The study aimed to determine the work environment, challenges and teaching performance of newly hired teachers in the new normal of Zone 2, Division of Zambales.

Specifically, this research sought to answer the following research questions:

1. How does Work Environment affect the quality of teaching performance of newly hired teachers on the following aspects?
 - 1.1 Facilities and Equipment;
 - 1.2 School Typology;
 - 1.3 Physical Environment;
 - 1.4 Alternative Work from Home and;
 - 1.5 Administrative/Supervisor's Support?
2. How do newly hired teachers addresses the Challenges in the Workplace be described with regards to the following?
 - 2.1 Fitting In;
 - 2.2 Time Management and Productivity;
 - 2.3 Culture in the Workplace;
 - 2.4 Communication and Coordination and;
 - 2.5 Motivation?
3. What is the level of the teaching performance of newly hired teacher-respondents based on their Individual Performance Commitment and Review (IPCR) Form for SY 2019-2020?

4. Is there significant difference on the Work Environment as affected by the Teaching Performance of newly hired teachers?
5. Is there significant difference on the Challenges in the Workplace of newly hired teachers?
6. Is there significant relationship between the Teaching Performance and the Work Environment?
7. Is there significant relationship between the Teaching Performance and the Challenges in the Work Environment?
8. What training program maybe propose to enhance and improve teaching performance and working condition of the newly hired teachers to cope in the New Normal?

MATERIALS AND METHODS

The study used the Quantitative descriptive-correlation design method of research. Data collected answered the research questions and hypotheses on the teaching performance of the newly hired teachers in the new normal in relation to their working environment and challenges they encountered.

The respondents involved in the study were the one hundred (100) newly hired elementary teachers of Zone 2 in the Schools Division of Zambales. Table 1 shows the frequency distribution of the teacher-respondents. Purposive random sampling was used to determine the number of respondents for the study from the districts of Zone 2. The study was conducted in forty-eight (48) public elementary schools in the districts of Palauig, Iba and Botolan.

A survey questionnaire was used in gathering data of the work environment in terms of physical; alternative work from home; equipment and facilities; school typology; and administrative/supervisor's support and the challenges encountered by the newly hired teachers consisting of fitting in, time management, culture in the workplace, communication and coordination and motivation in relation to teaching of among selected elementary newly hired teachers in Schools Division of Zambales. The survey questionnaire has two (2) parts. The first part of the questionnaire dealt with the work environment of the newly hired teachers in terms of physical; alternative work from home; equipment and facilities; school typology; and administrative/supervisor's support. The second part of the questionnaire dealt with. and the challenges encountered by the newly hired teachers consisting of fitting in, time management, culture in the workplace, communication and coordination and motivation in relation to teaching of among selected elementary newly hired teachers in Schools Division of Zambales. To test the reliability and validity of the survey instrument, the researcher conducted a dry-run or trial from among ten (10) teachers who were not respondents of the study. In San Marcelino District, Zone 3 in the Schools Division of Zambales. After the data had been consolidated, it was subjected to

Cronbach’s analysis by a Statistician and the questions were found acceptable.

The researcher used two methods of gathering data. First is through survey questionnaire which was disseminated through Google link and the other one is using a hard copy. For ethical consideration, the confidentiality of the responses of the respondents was assured. The Statistical Package for Social Sciences (SPSS) computer software and MS Excel were used for the computations and interpretations of data. The study used simple frequency counts, percentage and weighted

mean for descriptive statistics. ANOVA and Pearson R were used as inferential statistics.

RESULTS AND DISCUSSION

1. Work Environment

1.1 Facilities and Equipment

Table 1 presents the mean rating of the Work Environment of the Newly Hired Teachers in terms of Equipment and Facilities

Table 1: Mean Rating on the Work Environment of the Newly Hired Teachers in terms of Equipment and Facilities

Facilities and Equipment	Weighted Mean	Descriptive Rating	Rank
1. There are sufficient classrooms to cater the pupils in every grade level.	3.19	Agree	4
2. The school has an administrative office.	3.22	Agree	3
3. There is a computer room for DepEd Computerization Program (DCP) Packages.	3.23	Agree	2
4. There is Science/Math Room is equipped with science/ mathematical instruments and equipment.	2.70	Agree	6
5. There are library/Learning Resource Management and Development Canter (LRMDC), school clinic and school canteen.	2.95	Agree	5
6. The school has enough space for school activities and programs.	3.30	Strongly Agree	1
Overall Weighted Mean	3.10	Agree	

The newly hired teachers strongly agreed that the school has enough space for school activities and programs with a weighted mean of 3.30 (ranked 1st). However, the newly hired teachers agreed that the Science/Math Room is equipped with science/mathematical instruments and equipment with a weighted mean of 2.70 (ranked 6th). The overall weighted mean was 3.10 with descriptive rating of Agree.

The findings signify that the elementary schools are compliant on the DepEd School Buildings Performance Standards and Specifications. The Department and other stakeholders will be guided by [11] in the preparation of plans, architectural, structural,

electrical, fire protection and sanitary- to ensure the comfort and safety of the would-be occupants of the school buildings.

A well-designed school building, that considers ergonomics, anthropometries, thermal comfort, illumination, ventilation, acoustics, color, and compliance with the law, contributes to improved student performance, and makes a lasting impression on the community with regard to importance of education.

1.2 School Typology

Table 2 presents the Mean Rating on the Work Environment of the Newly Hired Teachers in terms of School Typology

Table 2: Mean Rating on the Work Environment of the Newly Hired Teachers in terms of School Typology

School Typology	Weighted Mean	Descriptive Rating	Rank
1. The school is a public non central school.	3.50	Strongly Agree	2
2. The school is located in a rural area.	3.47	Strongly Agree	3
3. The school is offering Kindergarten to Grade 6 classes.	3.86	Strongly Agree	1
4. The school is classified as medium school.	2.78	Agree	6
5. The school has less than 440 enrolees.	3.12	Agree	5
6. The school has sufficient number of teachers to cater the number of classes for each grade level.	3.30	Strongly Agree	4
Overall Weighted Mean	3.34	Strongly Agree	

The newly hired teachers strongly agreed on the school are offering Kindergarten to Grade 6 classes with a weighted mean of 3.86 (ranked 1st). On the other hand, the newly hired teachers agreed on the school are

classified as medium school with a weighted mean of 2.78 (rank 6th). The overall weighted mean was 3.34 with descriptive rating of strongly agree.

The finding implies that the elementary education level is already established and Philippine government is committed to provide quality education for all the children. Since new legislation was introduced in 2012, students are required to begin school in kindergarten, typically by age five. Primary school in the Philippines begins when children are five to six, and lasts for six years. This stage is mandatory for all Filipino children. Students are promoted from one grade to the next each year, assuming they meet the

academic standards for each grade. There is no final test that students must take in order to move on. Their cumulative grades from the year as a whole are calculated to determine whether they've passed [12].

1.3 Physical Work Environment

Table 3 presents the Mean Rating on the Work Environment of the Newly Hired Teachers in terms of Physical Work Environment

Table 3: Mean Rating on the Work Environment of the Newly Hired Teachers in terms of Physical Work Environment

PHYSICAL ENVIRONMENT	Weighted Mean	Descriptive Rating	Rank
1. The school buildings adhere to building designs standards and structural soundness.	3.08	Agree	6
2. The classrooms are conducive for teaching and learning	3.46	Strongly Agree	3
3. The classroom is provided with lighting facilities.	3.47	Strongly Agree	2
4. The classrooms are well ventilated.	3.30	Strongly Agree	4
5. The classrooms are clean and organized.	3.55	Strongly Agree	1
6. The classrooms are provided with needed furniture like teacher's table and chair, armchairs, desks, bookshelves and cabinets.	3.16	Agree	5
Overall Weighted Mean	3.34	Strongly Agree	

The newly hired teachers strongly agreed on the classrooms are clean and organized with a weighted mean of 3.55 (ranked 1st) while they agreed on the school buildings adhere to building designs standards and structural soundness with a weighted mean of 3.08 (ranked 6th). The overall weighted mean was 3.34 with descriptive rating of Strongly Agree.

The results signify the assigned teachers maintain the cleanliness and orderliness of the classroom to have a safe and healthy environment for everyone. Similar to the article of [13], a clean environment classroom promotes conducive learning. Classroom setup is an important component in a learning environment because it is an essential piece of classroom management to support both teaching and learning. The physical atmosphere of the classroom can help prevent behavior issues as well as promote and improve learning. The structuring of the learning environment is essential for teachers and students. The physical arrangement of the classroom can affect both student and teacher behaviour, and a well-structured classroom management plan of design has the ability to improve learning and behaviour. In order to create an inviting, safe, supportive learning environment, using classroom management for the way you arrange your desks matters. A supportive learning environment can

mean the difference between having a good day and a bad day.

1.4 Alternative Work from Home

Table 4 presents the Mean Rating on the Work Environment of the Newly Hired Teachers in terms of Alternative Work from Home

The newly hired teachers strongly agreed on preparing and printing of Weekly Home Learning Plan (WHLP), assessments and answer sheets of pupils with a weighted mean of 3.81 (ranked 1st). However, they strongly agreed on preparing and printing Learning Activity Sheets for subject areas not provided in the google drive with a weighted mean of 3.30 (ranked 6th). The overall weighted mean was 3.55 with descriptive rating of Strongly Agree. Results indicate that the teachers execute their tasks on a regular basis to ensure the continuous facilitation and assessment of the learning.

As such, a growing number of companies with office-based work have strengthened their work-from-home scheme in order to keep things business as usual at a time when things are very unusual. This now raises the question on the evolving definition of the workplace.

Table 4: Mean Rating on the Work Environment of the Newly Hired Teachers in terms of Alternative Work from Home

ALTERNATIVE WORK FROM HOME	Weighted Mean	Descriptive Rating	Rank
1. Prepare and print Weekly Home Learning Plan (WHLP), assessments and answer sheets of pupils.	3.81	Strongly Agree	1
2. Print modules which are school counterpart funded by Maintenance and Other Operating Expenses (MOOE).	3.64	Strongly Agree	2
3. Prepare and print Learning Activity Sheets for subject areas not provided in the Google drive.	3.30	Strongly Agree	6
4. Prepare, print and evaluate Individual Learning Monitoring Plan of pupils and reading materials for interventions	3.42	Strongly Agree	5
5. Check and evaluate the answer sheets of pupils in the learning modules and assessments	3.62	Strongly Agree	3
6. Prepare and submit reports being called-up while doing household chores.	3.52	Strongly Agree	4
Overall Weighted Mean	3.55	Strongly Agree	

No longer bound by a traditional office setup but through a digitally enabled environment, the workforce can essentially ‘work’ anywhere as long as they are connected to a stable internet. And while a work-from-home setup has a lot of advantages, the challenge now for many organizations lies in how they would manage their employees and keep track of their progress and productivity online. And while many

companies are learning as they go, some already have existing policies in place and are arguably well-equipped to adapt to these changing times [14].

1.5 Administrative/ Supervisor’s Support

Table 5 presents the Mean Rating on the Work Environment of the Newly Hired Teachers in terms of Administrative/ Supervisor’s Support

Table 5: Mean Rating on the Work Environment of the Newly Hired Teachers in terms of Administrative/ Supervisor’s Support

Administrative/Supervisor’s Support	Weighted Mean	Descriptive Rating	Rank
1. The school head provides sufficient materials such as bond papers and ink for the printing of learning modules	3.68	Strongly Agree	2
2. The school head provides printers for each teacher in the printing of learning modules.	3.49	Strongly Agree	6
3. The school head and supervisor motivate newly hired teacher to perform the tasks at their best.	3.68	Strongly Agree	2
4. The newly hired teachers are encouraged to participate in webinars and workshops.	3.74	Strongly Agree	1
5. The newly hired teachers are also provided with technical assistance on how to cope with the new normal	3.60	Strongly Agree	5
6. The administrators acknowledge and recognize good performance of newly hired teachers.	3.64	Strongly Agree	4
Overall Weighted Mean	3.64	Strongly Agree	

The newly hired teachers strongly agreed on the encouragement to participate in webinars and workshops with a weighted mean of 3.74 (ranked 1st). On the other hand, they strongly agreed on the school head provides printers for each teacher in the printing of learning modules with a weighted mean of 3.49 (ranked 6th). The overall weighted mean was 3.64 with descriptive rating of Strongly Agree.

Findings reveal that the administrators provide assistance to the newly hired teachers by allowing participating in the training and seminars via video conferencing to retool the IT skills, update with the trends in education in the new normal to enhance the pedagogical competencies. Similar to the article of [15], administrators should encourage their teachers to continue their education as well as make opportunities

available for them to do so. Good teachers become great teachers by going beyond the call of duty and beyond the textbook. To do this, he or she must continue their education. There are conferences, workshops, and continuing education that could give the teacher that extra help in technology for their students. There are online workshops, and classes that teachers could attend as well as on-site workshop and classes.

2. Addressing the Challenges in the Workplace of the Respondents

2.1 Fitting In

Table 6 presents the Mean Rating on Addressing the Challenges in the Workplace of the Newly Hired Teachers in terms of Fitting In

Table 6: Mean Rating on Addressing the Challenges in the Workplace of the Newly Hired Teachers in terms of Fitting In

Fitting In	Weighed Mean	Descriptive Rating	Rank
1. I have established rapport with other members of the workplace.	3.53	Strongly Agree	3
2. I take time to look around and observe to discover the unspoken rules and read through policies and guidelines in my school.	3.43	Strongly Agree	5.5
3. I am professional no matter what task is being given to me and ask questions when needed.	3.64	Strongly Agree	1
4. I handle conflicts constructively and under no circumstances take part in any gossip about my colleagues, school head and supervisor.	3.43	Strongly Agree	5.5
5. I maintain my social life outside of work.	3.44	Strongly Agree	4
6. I understand how to get things done in the organization	3.56	Strongly Agree	2
Overall Weighted Mean	3.51	Strongly Agree	

The newly hired teachers strongly agreed that they are professional no matter what task is being given to them and ask questions when needed with a weighted mean of 3.64 (ranked 1st) while they take time to look around and observe to discover the unspoken rules and read through policies and guidelines in my school and handle conflicts constructively and under no circumstances take part in any gossip about my colleagues, school head and supervisor with a weighted mean of 3.43 (ranked 5.5th). The overall weighted mean was 3.51 with descriptive rating of Strongly Agree.

Findings indicate that teachers demonstrate commitment and passion to the teaching profession. He [16], handles the concept of commitment from a direct perspective of education. He expresses that teacher

commitment has been considered as a passion to the work. Passion is at the core of effective learning and teaching. He [17], argues that passionate teachers are distinguished by their commitment to achievement of their students. Commitment to the teaching will directly and positively contribute to the teaching methodology, comprehension, personality, characteristics and attitudes of the educators. The teachers equipped with commitment, passion and enthusiasm will be role models for not only the learners and but also for their colleagues [18].

2.2 Time Management and Productivity

Table 7 presents the Mean Rating on Addressing the Challenges in the Workplace of the Newly Hired Teacher in terms of Time Management and Productivity

Table 7: Mean Rating on Addressing the Challenges in the Workplace of the Newly Hired Teacher in terms of Time Management and Productivity

Time Management And Productivity	Weighed Mean	Descriptive Rating	Rank
1. Ample time is provided for my professional development.	3.43	Strongly Agree	3
2. I have set of routines in the preparations of my instructional materials.	3.41	Strongly Agree	4.5
3. I usually target to be prompted despite heavy work load.	3.41	Strongly Agree	4.5
4. I get things done through multi-tasking.	3.56	Strongly Agree	1
5. I reflect on how well my time is spent at work and assess my efficiency.	3.46	Strongly Agree	2
6. I have enough time to spend time with my family after work.	2.93	Agree	6
Overall Weighted Mean	3.37	Strongly Agree	

The newly hired teachers strongly agreed that they get things done through multi-tasking with a weighted mean of 3.56 (ranked 1st) while they have enough time to spend time with my family after work with a weighted mean of 2.93 (ranked 6th). The overall weighted mean was 3.37 with descriptive rating of Strongly Agree.

Results show that teacher can manage do work assignments and delegation of works to them using multitasking. Multitasking can be efficient use of time; a relatively manageable endeavour when necessary; or when well monitored or well-regulated and an effective tool in performing teachers' duties and responsibilities

[19]. This result is contrary that teachers in Bataan resort to extreme multitasking, teachers admitted that holding two classes at the same time is difficult and confusing (Manila Times, 2017). The worst, pupil would stray and participate in the activities of the other class. Teachers find difficulties in multitasking in teaching since pupils needs to be focused but having combined classes is very difficult for both teachers and pupils [20].

2.3 Culture in the Workplace

Table 8 presents the Mean Rating on Addressing the Challenges in the Workplace of the

Newly Hired Teachers in terms of Culture in the Workplace

The newly hired teachers strongly agreed that their primary concern is my commitment to education and welfare of the children and see to it that my work is guided by a moral-ethical perspective with a weighted mean of 3.66 (ranked 1st) while the school provides a

supportive working conditions for my practice by giving out a fair, effective and efficient management of school operations and the school head acknowledges the vulnerabilities of his subordinates, actively hears their concerns and avoid arbitrary actions with a weighted mean of 3.50 (ranked 5.5th). The overall weighted mean was 3.56 with descriptive rating of Strongly Agree.

Table 8: Mean Rating on Addressing the Challenges in the Workplace of the Newly Hired Teachers in terms of Culture in the Workplace

Culture In The Workplace	Weighed Mean	Descriptive Rating	Rank
1. I genuinely listen and respect the opinions of my colleagues and other people in the workplace by taking their views into account in subsequent actions.	3.63	Strongly Agree	2
2. The school head’s personal style, openness to others, and willingness to reach out to parents, teachers, and students helped cultivate a climate that became the norm across the school community.	3.51	Strongly Agree	4
3. The school provides a supportive working condition for my practice by giving out a fair, effective and efficient management of school operations.	3.50	Strongly Agree	5.5
4. My primary concern is my commitment to education and welfare of the children and see to it that my work is guided by a moral-ethical perspective.	3.66	Strongly Agree	1
5. The school head acknowledges the vulnerabilities of his subordinates, actively hears their concerns and avoid arbitrary actions.	3.50	Strongly Agree	5.5
6. The school head encourages and guides the teachers in dealing with parents and other adults in the community to identify their vulnerabilities and to address need for improvement.	3.58	Strongly Agree	3
Overall Weighted Mean	3.56	Strongly Agree	

Findings signify that teacher is never satisfied with what she or he has; rather, she or he is continually looking for fresh ideas and ways to help the learners. The study of [18] pointed out that commitment is a very important characteristic; therefore, it is a paramount need for the profession of teaching. A committed educator will have the passion and enthusiasm for teaching and learning, as well. As she or he develops himself or herself, this fact will have a direct result on the learners’ academic success and personal development. Such a teacher will be successfully able

to create authentic and effective learning and teaching and consequently, the learning process as well as the teaching will be facilitated automatically and this will promote both the potential of the students and learners.

2.4 Communication in the Workplace

The mean rating on addressing the challenges in the workplace of the newly hired teachers in terms of communication in the workplace is presented in Table 9.

Table 9: Mean Rating on Addressing the Challenges in the Workplace of the Newly Hired Teachers in terms of Communication in the Workplace

Communication And Coordination	Weighed Mean	Descriptive Rating	Rank
1. Teachers usually share teaching ideas and learning resources.	3.62	Strongly Agree	1
2. I provide my pupils with interactive, engaging teaching environments to ensure effective learning.	3.51	Strongly Agree	5
3. I take time to home visit my pupils and talk to parents to communicate their children’s performance and educational needs.	3.38	Strongly Agree	6
4. More experienced teachers provide support to new teachers.	3.54	Strongly Agree	3.5
5. The school head provides technical assistance to teachers to help improve teaching and learning.	3.60	Strongly Agree	2
6. The workplace fosters teamwork and cooperation	3.54	Strongly Agree	3.5
Overall Weighted Mean	3.53	Strongly Agree	

The newly hired teachers strongly agreed that they usually share teaching ideas and learning resources

with a weighted mean of 3.62 (ranked 1st) while they take time to home visit my pupils and talk to parents to

communicate their children’s performance and educational needs with a weighted mean of 3.38 (ranked 6th). The overall weighted mean was 3.53 with descriptive rating of Strongly Agree.

Findings reveal that collaboration among teachers is being practiced because it helps them to improve their knowledge in the subject, share teaching strategies that they tried and adapted in the delivery of instruction. Teachers collaborate in a multitude of ways when they interact with their colleagues to exchange ideas and resources, discuss student learning, team up for joint activities and knowledge creation. It is in these

ways that teachers can co-create and enhance their learning with a shared aim to provide quality learning experiences to their students. In addition to supporting the instructional role of teachers, collaboration plays a key role in building relationships among teachers so that they feel part of a professional community and derive personal fulfilment from their work [21].

2.5 Motivation

The mean rating on addressing the challenges in the workplace of the newly hired teachers in terms of motivation is presented in Table 10.

Table 10: Mean Rating on Addressing the Challenges in the Workplace of the Newly Hired Teachers in terms of Motivation

Motivation	Weighed Mean	Descriptive Rating	Rank
1. The school gives me an opportunity to lead the way on its improvement.	3.50	Strongly Agree	2
2. The school gives me an opportunity to engage and challenge more of my pupils in a manageable way.	3.54	Strongly Agree	1
3. I enjoy my work and do not want to fall behind on the school’s new initiatives.	3.46	Strongly Agree	3
4. The salary provided by this job satisfies and encourages me to work harder.	3.20	Agree	5
5. The school supports my instructional needs by providing opportunities for professional growth.	3.43	Strongly Agree	4
6. I still have time for my family and home despite workloads.	3.01	Agree	6
Overall Weighted Mean	3.36	Strongly Agree	

The newly hired teachers strongly agreed that the school gives me an opportunity to engage and challenge more of my pupils in a manageable way with a weighted mean of 3.54 (ranked 1st) while they still have time for my family and home despite workloads with a weighted mean of 3.38 (ranked 6th). The overall weighted mean was 3.54 with descriptive rating of Strongly Agree.

Findings indicate that teachers are motivated in managing their students in the classrooms. An individual who is highly motivated would tend to be

very conscientious in his or her work and tend to be more responsible. Achievement motivation becomes the driving factor for future understanding. It is very important to note that a motivated teacher will offer best in terms of achieving the expected goals in the school system [22].

3. Teaching Performance of the Newly Hired Teachers Based on the IPCRF

The frequency and percentage distribution of the teaching performance (IPCRF) of the newly hired teachers is presented in Table 11.

Table 11: Frequency and Percentage Distribution of the Teaching Performance (IPCRF) of the Newly Hired Teachers

Descriptive Rating	Range	Frequency	Percent
Outstanding	4.50 - 5.00	30	30.00
Very Satisfactory	3.50 - 4.49	70	70.00
	Total	100	100.00
	Mean	4.22	
		Very Satisfactory	

Majority of the teacher-respondents or 70 (70%) obtained Very Satisfactory performance rating while 30 or 30% of the newly hired teachers rated Outstanding. The computed mean was 4.22, with a descriptive rating of Very Satisfactory.

Results show that the teachers exceeded expectations and all the goals, objectives, and target were achieved. The results are similar on the study of [23] that the results showed that the over-all mean

rating of teaching performance of the respondents was Very Satisfactory. They had exceeded the minimum requirements/indicators for the said rating but were not able to achieve the highest requirements for outstanding rating.

4. Test of Significant Difference on the Work Environment of the Newly Hired Teachers

The test of significant difference on the work environment of the newly hired teachers is presented on

Table 12.

Table 12: Test of Significant Difference on the Work Environment of the Newly Hired Teachers

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Equipment & Facilities	100	309.83	3.10	0.47
School Typology	100	333.83	3.34	0.20
Physical Work Environment	100	333.67	3.34	0.23
Alternative Work from Home	100	355.17	3.55	0.13
Administrative/Supervisor's Support	100	363.83	3.64	0.19

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>	<i>Decision/ Interpretation</i>
Between Groups	17.84	4	4.46	18.35	0.00	2.39	Reject No Significant
Within Groups	120.29	495	0.24				
Total	138.13	499					

The computed F value of 18.35 which is greater than the F critical value of 2.39 using 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Rejected, hence there is a significant difference on the work environment as to equipment and facilities, school typology, physical work environment, alternative work from home and administrative/ supervisor’s support.

These dimensions’ impact or affect the feelings of the teachers, workplace relationship, collaboration, and efficiency of the teachers. The conducive work environment can provide comfort and security for

teachers in carrying out the instructional works and other duties. It helps teachers to do their job and obligations well and wholeheartedly. Teachers with optimal performance can significantly impact the future of their students or young generation and achieve educational goals [24].

5. Test of significant difference on Addressing the Challenges in the Workplace of the Newly Hired Teachers

The test of significant difference on addressing the challenges in the workplace of the newly hired teachers is presented in Table 13.

Table 13: Test of Difference on the Significant Difference Rating on Addressing the Challenges in the Workplace of the Newly Hired Teachers

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Fitting In	100	350.50	3.51	0.14
Time Management & Productivity	100	336.67	3.37	0.15
Culture in the Workplace	100	356.33	3.56	0.17
Communication and Coordination	100	353.17	3.53	0.14
Motivation	100	335.67	3.36	0.16

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>	<i>Decision/ Interpretation</i>
Between Groups	3.71	4	0.93	6.09	0.00	2.39	Reject No Significant
Within Groups	75.44	495	0.15				
Total	79.15	499					

The computed F value of 6.09 which is greater than the F critical value of 2.39 using 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Rejected, hence there is significant difference on the on addressing the challenges in the workplace of the newly hired teachers.

A significant difference on the on addressing the challenges in the workplace of the newly hired teachers as to fitting in, time management and productivity, culture in the workplace, communication and coordination and motivation. The result clearly manifests the dimensions on the addressing challenges in the workplace affects the newly hired teachers. It also denotes that even they are newly hired teachers; they

are resilient on whatever challenges they will experience in school. These teachers also experienced mentoring from their school heads. There are a number of benefits of mentoring programs for new teachers, these benefits include: higher retention rates; considerable professional development, improved ability to problem solve in the classroom, adoption of strategies and practice techniques from their mentors, higher confidence and self-esteem, decreased sense of isolation, and an overall improved attitude towards teaching [25]. Despite the implementation of a mentoring program few state policies meet common key aspects that would make mentoring programs high-quality programs [26].

6. Test of relationship between the Teaching Performance (IPCRF) and the Work Environment of the Newly Hired Teachers

The test of relationship between the teaching performance (IPCRF) and the work environment of the newly hired teachers is presented in Table 14.

Table 14: Test the Significant Relationship between the Teaching Performance (IPCRF) and the Work Environment of the Newly Hired Teachers

Source of Correlations		IPCR	Environment	Decision/ Interpretation
Teaching Performance IPCRF	Pearson Correlation	1.00	0.17	No Relationship
	Sig. (2-tailed)		0.10	
	N	100.00	100.00	
Work Environment	Pearson Correlation	0.17	1.00	Accept No Significant
	Sig. (2-tailed)	0.10		
	N	100.00	100.00	

The computed Pearson r value of 0.17 denotes a relationship between the teaching performance based on the IPCRF and work environment. The computed P-value 0.10 is greater than (>) 0.05 level of significance, therefore the null hypothesis is accepted.

The result signifies that there was no significant relationship between the teaching performance based on the IPCRF and work environment as to the equipment and facilities, school typology, physical work environment, alternative work from home and administrative/ supervisor’s support. This signifies that the teachers can easily adapt on what work environment they have or whether the working condition is toxic or conducive, their teaching performance is not affected. However, this result is contrary on the study carried on by [27] on Influence of Work Environment on Job productivity: A Case Study of Engineering Company in Jordan .56.0% of respondents feel that their work environment is comfortable, while the other 44.0% relate the

discomforts to cold temperature as they always must maximize the amount of clothing once they arrive at work (during cold weather). Finally, the highest percentage of respondents’ ranks reached 68.0% accepting that temperature affects their productivity.

7. Test of relationship between the Teaching Performance (IPCRF) and the Addressing of the Challenges in the Workplace of the Newly Hired Teachers

The test of relationship between the teaching performance (IPCRF) and the addressing of the challenges in the workplace of the newly hired teachers is presented in Table 15.

The computed Pearson r value of 0.077 denotes a no relationship between the teaching performance based on the IPCRF and addressing the challenges of the newly hired teachers. The computed P- value 0.455 is greater than (>) 0.05 level of significance; therefore the null hypothesis is accepted.

Table 15: Test the Significant Relationship between Teaching Performance (IPCRF) and Addressing the Challenges in the Workplace of the Newly Hired Teachers

Source of Correlations		IPCR	Environment	Decision/ Interpretation
Teaching Performance (IPCRF)	Pearson Correlation	1	0.077	No Relationship
	Sig. (2-tailed)		0.445	
	N	100	100	
Addressing the Challenges	Pearson Correlation	0.077	1	Accept No Significant
	Sig. (2-tailed)	0.445		
	N	100	100	

The result signifies that there was no significant relationship between the teaching performance based on the IPCRF and addressing the challenges in terms of fitting in, time management and productivity, culture in the workplace, communication and motivation. Teaching is an emotionally demanding work. To teach, and to teach at one’s best over time, has always required resilience, otherwise conflict within the self and classroom routine will set in [28]. The new normal may have limited physical interaction, but in no way did it hinder the unyielding commitment and drive of those at the frontlines of education – Filipino teachers. Even if the academic community is facing numerous challenges in preparation for school year

2020-2021, countless Filipino teachers remain passionate about providing quality basic education to their students [29].

CONCLUSION

Based on the summary of the investigations conducted, the researcher has concluded that work environment affects the quality of teaching of the newly hired teachers and strongly agrees on addressing their challenges in the workplace while performing very satisfactorily based on their Individual Performance Commitment and Review (IPCR) Form for SY 2019-2020.

Findings also revealed that there is a significant difference on the work environment of the newly hired teachers as to facilities and equipment, school typology, physical work environment, alternative work from home and administrative/supervisor's support. Also, there is a significant difference on addressing the challenges in the workplace as to fitting in, time management and productivity, culture in the workplace, communication and coordination and motivation of the newly hired teachers while there is no relationship between the teaching performance based on the IPCRF and work environment. There is also no relationship between the teaching performance based on the IPCRF and addressing the challenges of the newly hired teachers. And, the training program was developed to improve the work environment of the newly hired teachers based on the results of the study.

RECOMMENDATIONS

Based on the summary of the investigations conducted and the conclusions arrived at, the researcher has offered the following recommendations. The school heads may allocate certain amount for procurement of Science/ Mathematical instruments and equipment as one of the priority-project in the Maintenance and Other Operating Expenses (MOOE) downloaded in the schools by the Schools Division's accounting department monthly. Also, the school heads and teaching staff may plan a marketing strategy to the community to encourage the learners to study in their locale and increase the number of enrolments to change the present classification of school to big or large school. The school heads and contractors may revisit the DepEd Order No. 64, series 2017 re: Establishing the Minimum Performance Standards and Specifications for DepEd School Buildings to make sure the school buildings are compliant to the requirements of the different government agencies. Furthermore, the school heads are advised to continue to orient, support and assist the newly hired teachers in the work environment. And, the designed training program may be implemented during the School Learning Action Cell (SLAC) sessions to the newly hired teachers to improve their work environment. The result of the study may also give future researchers insights to conduct a parallel or similar study with in-depth and wider in scope so as to validate and confirm the findings obtained in the study.

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