



**ETCOR** Educational Research Center  
PHILIPPINES

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
ISSN 2945-3577



**The Exigency**  
ISSN 1908-3181

## School Administrators' Organizational Effectiveness and Work Environment in a Selected Vocational University in China

Panpan Lu

Emilio Aguinaldo College, Manila, Philippines

Corresponding Author email: [lupanpan940@gmail.com](mailto:lupanpan940@gmail.com)

**Received:** 22 December 2022

**Revised:** 19 January 2023

**Accepted:** 25 January 2023

**Available Online:** 03 March 2023

**Volume II (2023), Issue 1, ISSN: 2945-3577**

### Abstract

**Aim:** This study determined the relationship of the assessment of the respondents on the work environment through the dimensions of physical aspects and job dimensions and how they contribute to the effectiveness of administrators as assessed by the teachers at Liming Vocational University.

**Methodology:** A descriptive method of research was used in this study. This study was conducted at Liming Vocational University in China. The respondents of the study are the 666 teachers from Liming Vocational University. The researcher utilized a self-constructed survey questionnaire.

**Results:** Based on the results, an over-all mean value of 3.80 reveals that the subject organization is very effective based on the assessment of the teacher respondents. The study also reveals that there were no significant differences in the assessment of the teacher respondents on the organizational effectiveness when they are grouped according to age, educational attainment, and length of service as teachers. The results indicate that in terms of the physical aspects of work environment, demand quality, and social interaction were the most conducive aspects as observed by the teacher respondents. Furthermore, physical aspects in terms of diversity of stimulation, and changeability were found to be moderately conducive as perceived by the teachers. Visibility, on the other hand, it was also observed by the teachers to be moderately conducive, however, it was found to be the least assessed by the respondents among the five physical aspects of work environment.

**Conclusion:** While teacher respondents are mostly young, they have at least earned master's degree or have earned units in their Doctoral degree program, and have been in the service as teachers for not quite long. Symbolic identification, fairness and satisfaction, and employee involvement were very effective in the eyes of the teachers, while task instrumentality seems to be the least effective in the organization. Respondents have relatively the same assessment on the organizational effectiveness regardless of their age, educational level they have attained, and length of service as teacher. While job dimension aspect of work environment was felt by the teachers to be very conducive, physical aspects of it was observed by the teachers to be less conducive. Teachers have less felt the visibility of their educational leaders through work job, as well as their ability to find ways and means to improve resources of the organization. Respondents have relatively the same assessment on the physical and job dimension aspects of work environment regardless of their age, educational level they have attained, and length of service as teacher. It can be said that physical aspects of work environment can somehow affect the organizational effectiveness, while job dimension aspects of it was not found to have significant impact on achieving the organization's objectives.

**Keywords:** School Administrators, Organizational Effectiveness, Work Environment, Vocational University, China

### INTRODUCTION

It is the function of the leader in the organization of an educational system to give his/her subordinates or those that work as managers in all levels of education the factors or indicators that would warrant efficient and effective performance. It is accepted that personnel, if given the right condition and opportunity to work, are potentials in contributing vital service to the performance and effectiveness of the organization.

Human resources however focus on the well-being of the person of the organization. No person can accomplish his or her goals if there are no materials that he/she needs in his/her work. Resource adequacy must be present, so personnel must use them to their advantage.



**ETCOR Educational Research Center**  
**PHILIPPINES**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
**ISSN 2945-3577**



**The Exigency**  
**ISSN 1908-3181**

Recent innovations in human resource management put great emphasis on work environment, as a vital contributory force to organizational effectiveness.

Work environment means physical and technical resources. The work environment can be composed of physical conditions, such as office temperature, or equipment, such as personal computers. It can also be related to factors such as work processes or procedures.

The work environment can involve the social interactions at the workplace, including interactions at the workplace, including interactions with peers, subordinates, and managers, interactions with peers, subordinates, and managers.

It is important to have a positive working environment where you are encouraged to grow your individual skills and strength. This facet of a positive work environment is important because it means you are able to advance in your field with the support of your employer, manager, and coworkers.

In order for a person to be encouraged to work and give his best to his work, the quality of the work environment must one conducive to work. When personnel are effective and attained maximum performance, the organization also becomes effective.

Work environment, therefore, means putting an employee in an environment where he can be happy and motivated to do his work well. There are also other factors and these focus on the interpersonal relations inevitable in organizations.

Organizational effectiveness is both a challenge and an opportunity. It is a challenge because of the several intricacies and complex problems for which practical and realistic solutions will have to be found. It also requires that all persons concerned, the administrators of the institutions, teachers, and students should be properly motivated.

The school program is also an opportunity. It is probably the principal tool that will help improve education in the present situation when financial resources are so scarce, and the need is urgent.

In educational its institutions, it means envisioning what the school should have accomplished by the end of a particular period of time (Salendab & Dapitan, 2021). It is increasing the competitiveness of an institution by moving the organization in an efficient, effective, appropriate, and suitable way in a changing and uncertain environment. At the present time where everything is becoming expensive, educational leaders have to take practical schemes in addressing school problems, so as not to waste time, money and effort. There are very few studies conducted in this academic institution. Though a widely used and researched area, there still exists lack of clarity about the general understanding of organizational effectiveness and this goes true with our institution. As such we need to conduct our own research into the identification of variables and factors associated with effectiveness in the academic institution.

Thus, this study is also to be conducted to assess the work environment through the dimensions of physical aspects and job dimensions and how they contribute to the effectiveness of the school organization.

#### *Physical Security*

For an administrator, deciding which recommendations to adopt is the most important step. Your risk assessment results should arm you with the information required to make sound decisions. Your findings might even show that not every guideline is required to meet the specific needs of your site. If the organization determines that it is necessary and feasible to implement a given security strategy, installing equipment should not require effort beyond routine procedures for completing internal work orders and hiring contractors.

#### *Physical Security Checklist*

##### *Construction*

1. Does each secure room or facility have low visibility (e.g., no unnecessary signs)?
2. Has the room or facility been constructed with full-height walls?
3. Has the room or facility been constructed with a fireproof ceiling?
4. Are there two or fewer doorways?
5. Are doors solid and fireproof?
6. Have alternatives to traditional lock and key security measures (e.g., bars, anti-theft cabling, magnetic key cards, and motion detectors) been considered?
7. Have both automatic and manual fire equipment been properly installed?



**ETCOR Educational Research Center**  
**PHILIPPINES**  
Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
**ISSN 2945-3577**



**The Exigency**  
**ISSN 1908-3181**

8. Has all non-essential, potentially flammable, material (e.g., curtains and stacks of computer paper) been removed from secure areas?

#### *Guard Equipment*

1. Has equipment been identified as critical or general use, and segregated appropriately?
2. Is equipment housed out of sight and reach from doors and windows, and away from radiators, heating vents, air conditioners, and other duct work?
3. Are up-to-date records of all equipment brand names, model names, and serial numbers kept in a secure location?
4. Have qualified technicians (staff or vendors) been identified to repair critical equipment if and when it fails?
5. Are repair workers and outside technicians required to adhere to the organization's security policies concerning sensitive information? Chapter 5 - Protecting Your System: Physical Security, from Safeguarding Your Technology, NCES Publication 98-297 (National Center for Education Statistics)

#### *Symbolic identification*

The school is in the long-term running practice and the interaction of various running elements and has a characteristic of all members of identity and compliance with the characteristics of organizational values, overall awareness, and thinking models.

What is the school's organizational cultural character? The core of organizational culture is the organization's values; organizational culture is a human-centered human culture; management methods mainly take soft management; enhancing all cohesiveness is the main task of school organizational culture. The form of organizational cultural expressions can be summarized as material culture, standardization culture, and spiritual culture.

The inventory of school organizational culture is five aspects: achievement goals and consciousness. The school must reflect your own characteristics and the achievement goals that meet the characteristics of the times. Although the school's respective conditions and the target's size will be different, no matter what goal, it should have an important cultural marker for enterprising and innovation. Second, all faculty and staff of the identity of school goals and the cohesiveness of all faculty members. Third, the degree of attention to faculty and staff. What kind of understanding of man's nature is, managers; how to facilitate the faculty; whether it can respect each other; whether or not people have tolerance. Fourth, the attitude towards control. In controlling different organizations, different tasks should be different in front of the different objects.

The function of teaching culture: first is the positive impact of school organization culture, one, identification role. Second, stabilize. Third, the orientation. Fourth, cohesive effect. Incentive role. five. Standardize. Sixth, educational role. Secondly, the negative impact of school organization culture: 1. The main culture of schools and secondary cultures lead to serious damage to the school's cohesiveness. Second, the old-agedness of school organization culture is the main resistance of organizational innovation.

Specifically, when the school organization faces the challenge of external neutrality, organizational innovation is to be organized (Sanchez, 2022), and the school organizes culture often shows a staggering and inert, making the school unable to make organizational innovation in time, to reverse the timing. Another example is that the tissue culture of the solid school is easy to enable the faculty and staff to form blindly optimistic mentality. Finally, the learning organization culture is recognized by most employees, and once the organizational goal is deviated, the consequences are unimaginable. Such cultures have caused deviation in the development direction of the school, and such organizational culture will seriously hinder the achievement of school goals and the continued development of colleges and universities.

Although the school culture is part of the software organization that belongs to the school, it is in the status of the core and soul, and it is an important representation of schooling. Excellent school culture is not only binding on school members (Pentang, 2021), but also guided and incentives, making people form a common values and behavioral model to closely condense the organizational members. As American scholar Owens said: "This culture has a great role in defining teachers' tasks, which inspires teachers to complete the activity of organizational tasks, the loyalty and dedication of the organization, representing organization and organization ideals. (Fujing, 2013)



**ETCOR Educational Research Center**  
**PHILIPPINES**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
**ISSN 2945-3577**



**The Exigency**  
**ISSN 1908-3181**

### *Task instrumentality in an Organization*

The type of job is diversified. Germany takes a clear division of labor, the task assignment of responsibility to the post, and the difference in post settings is large, and the selection of positions can be adapted. The advantage of this setting is that the flexibility is high, and the teacher can choose the right position according to its own advantages, play our subjective initiative and creativity. This model can stimulate teachers' work enthusiasm and promote professional development in line with jobs. (Xiao, 2019 )

First, establish an improvement of competition promotion mechanism. According to the two-factor theory in the incentive theory, it is considered that the factors that cause people's working motives have mainly healthcare factors and incentives. The health factor refers to the factors related to people's dissatisfaction, and the health factors can only play the enthusiasm of the holders, maintain the current situation, and cannot motivate employees; the incentive factors refer to people's satisfactory emotions factors, the incentive factors that can act in motion of employees. (Yang & Feng, 2016)

For college administrators, health factors include school policies, office conditions, work environments, etc., and whether administrative staff will have dissatisfied emotions; the incentive factors refer to the work of administrative staff, the reward, job promotion. Therefore, we must improve the work efficiency of administrators, and must maintain the relevant requirements of health care factors, and also do a good job of relevant incentives, such as improving administrative promotion channels. For administrative personnel, the promotion channel should not be limited to the promotion of the position, and it should also include the promotion of title. First of all, it is necessary to clarify the future development direction of administrative positions. If the administrative personnel can not see hope, there should be clear promotion channels and ensure the smoothness and fairness of promotion of the promotion channel; secondly, the in-the-job name should fully consider the executive personnel Specialty, more administrative personnel, different working nature, the teacher's title cannot be the same as the teacher series, as long as the research results, but should be specifically designed for different selection criteria for different administrative positions, combined as much as possible. The work of administrators and the development of schools are developed. Such as college counselor's title selection can be selected separately to the counselor title, the requirements of scientific research results. Relatively lowered, increase the assessment of the counselor's work skills, such as ideological and political work, and leading the students' thoughts, thinking results.

To improve the competitive promotion mechanism of colleges and universities, it is necessary to clarify the promotion channels of each position, and establish a post-promotion system that meets the qualifications, capabilities and academic development of university. The school must formulate the professional promotion channels for each position, and the promotion should have multiple channels, not just a single channel, and to mark each level of promotion, qualifications, such as working years, education, ability, and title. The requirements of each administrator clearly know that the development prospects of their jobs and the specific requirements of future promotion, only the administrative person can have confidence, and have passionate work, only know the direction of efforts.

Under normal circumstances, the promotion method of university administrative personnel needs to be based on the promotion method of professional and technical personnel, and the level is set, and then the lowest service time in each level is specified and a relatively complete evaluation method. At the same time, administrators have declared a promotion level to the organization each year, in line with various indicators and have a very outstanding person. Of course, the perfect competitive promotion mechanism should achieve the competition of administrative person based on the real and effective performance assessment of fairness and justice, and promotion. (Liu, 2018)

### *Employee involvement in an Organization*

People are the most valuable factors in all organizations (Regala, 2019). It can be said that the entire development process of the organization is inseparable from their participation. Organize the establishment of people, the development of the organization, the organization's development needs people, and the management of the organization needs more people, for the school. Organizing the final product is also a human, visible, people are in the organization. The specific role of people in the organization summarizes several aspects:

First, the organization is composed of people, from the basic factor of people, organizations will not be organized. For this sentence we can understand from the following aspects: First organization needs to call what kind of person. Any organization's establishment is required for employees. Second, how many people can meet the



**ETCOR Educational Research Center**  
**PHILIPPINES**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
**ISSN 2945-3577**



**The Exigency**  
**ISSN 1908-3181**

requirements of the organization. In considering the number of organizers, it is necessary to order according to the position of the post, to prevent the phenomenon of people to play. Third, how to manage relationships between personnel and handle people.

Second, people are organizational development results, any organization, accompanied by corresponding tasks and shoulders. Is there a harvest through operating results, but is these harvests? At this time, people need to test it. If the organizational product itself is human, then it is necessary to see the changes before and after the students enrolled, and it has reached the purpose of organizing the training; for those of the service industry, its products are invisible at this time, people need people to test, to see if this product is satisfied. Therefore, we speak people to the inspectors of organizational results.

Third, the implementation of organizational development and organizational training targets require people's support. Every organization has its own goal, and the school also has its own goal to cultivate qualified talents in social needs. The special organization of the school is a living person, the efficiency of organizational management and the effectiveness of the organization, depending on the enthusiasm and initiative of the employee. Because the object of its cultivation is also a very active person, the effectiveness of its management, the implementation of the goal is also a big relationship with the objective object, so the management of the school is not as good as human management. (Zhang, 2019).

#### *Fairness and satisfaction in an Organization*

In the improvement of the assessment rewards and punishment mechanisms, the university can use the related knowledge of fair theory and expect theory (Dizon & Sanchez, 2020). The school should make a reasonable assessment award and punishment mechanism to develop a reasonable assessment reward and punishment, and the performance assessment and payment, the award evaluation, punishment measures are hooked, and the prizes are made, the wrong is penalized, and it is really encouraged to create brilliant. At the same time, it can also cause uncomfortable employees to correct and cannot form the performance assessment. Therefore, it should be comprehensive and reasonable when developing a performance appraisal plan, and a targeted assessment plan should be set for different positions. (Huanghai, 2019)

Performance evaluation indicators should be consistent with the strategic objectives of the organization, to decompose the organization's strategic objectives, so that each position is given corresponding responsibility, each employee undertakes their respective jobs; performance appraisal indicators must highlight key points, setting key performance indicators, key performance indicators should be larger than the job function, can reflect the work of the position from larger levels; performance appraisal indicators must be quantified so that the assessment results can be more objective, should try to avoid unreliable fuzzy evaluation criteria such as "better", "good", can be implemented by grading or attachment, if each level gives each level, the evaluator is based on the actual situation of the captured person. Match the corresponding level, then give the corresponding score; the setting of performance evaluation indicators should consider performance and quality, and there should be an appropriate proportion of the two, because the quality, it will hinder administrative personality and creativity It will easily lead to the executive, which will make it lucky, and it is very eager to take the executive. (Xu, 2017)

Work Environment as regards Physical Aspects. The school work environment is a multi-dimensional concept, including "safety, relationship, teachers' teaching, institutional environment and school activities" school environment is divided into development conditions, the influence of school atmosphere, principal, material environment, and interpersonal relationships.

From the perspective of development ecology, it proves that the school environment has an impact on teachers' psychology, through the questionnaire method investigates 606 primary and secondary school teachers' perception and professional development of school working environment, and found that teachers' perceived school environment can directly affect teachers. Professional development, you can also affect professional development through teachers' efficacy, work input, etc. Communication; research also found that interpersonal relationships and working atmospheres have significant effects on teachers' professional development. The school environment perceived by teachers is divided into interpersonal relationships, courses and teaching, resources and support, management and leadership, atmosphere and culture, and other five dimensions. (Yang & Xu, 2017)

#### *Work Environment As Regards Diversity of Stimulation*

First, set the personnel structure that is adapted to the middle finger school. The quality of school managers and teachers will have a direct impact on school organization performance. The equipment of the professional and technical school should meet the characteristics of occupational and technology.



**ETCOR Educational Research Center**  
**PHILIPPINES**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
**ISSN 2945-3577**



**The Exigency**  
**ISSN 1908-3181**

The main management personnel of the school, such as the school-level leaders, not only have rich management experience, but also a clear and thorough understanding of teaching. Among them, the professional requirements of management teaching work are more stringent, such as comprehensive guidance of teaching work, including theory and practical teaching work, and should have a level of high-level skills. The middle-level leading cadres should have two-way teaching teachers, which is conducive to a comprehensive grasp of work, which is conducive to the improvement of school organization management level and efficiency.

Through the above, it is known that the key to the optimization of secondary vocational-technical schools is first the teaching management department, including the deputy principal, the people of the Academic Affairs Office, and the professional teaching team leader. Secondly, teachers are in the first line of teaching teachers and professional teachers. The structure is adjusted according to the training objectives of the school, and the teaching management level and organizational structure can be effectively improved, which is a premise and guarantee for achieving performance. Second, human resources development and faculty and staff optimization synchronization. Due to insufficient attention to human resources and certain historical reasons, the replacement of the school staff is close to the natural replacement, and the overall age structure and position distribution of school management personnel and teachers have occurred. Not scientific enough. A series of instability factors brought about a series of instability factors in the major changes in secondary vocational schools, a series of uncertain factors in professional teachers. It is an important measure to develop optimized human resources for high-efficiency and high-efficiency management of the school.

1. Implement the responsibility system. The position responsibility system is the school to determine, calibrate, and rights to each post, making each post personnel understand what they need and what don't do, which is both full use of human resources, and improves organizational management efficiency and efficacy.

2. Implement a strategy of key cultivation. The school's human resource management system is to develop people's resources and ultimately achieve comprehensive improvement. In order to cultivate the subject leaders and backbone teachers, the school can choose the teacher's key training and reuse the m from the present staff.

3. Implement an external system. Schools can only break the original appointment system for the school, adopt of foreign system, adoption of the foreign system and examination system, etc. Introducing the school-owned personnel to generate a reasonable flow of talents and prepare for the update development of human resources.

4, streamline the number of school management personnel, try to remain less and fine without affecting the teaching of school management teaching. The setting of posts should be done by the need to set up, avoiding the effect of repeating the work of the school group and the personnel. Regarding the balance of maintaining talent structure, effective initiatives are constantly admitted to so me people from the graduates to enrich the management and teaching of the school. (Huanghai, 2019)

Third, assessment and excitation. The school organizes management to achieve high-efficiency management effects, then people are equipped with high-efficiency equipment, which should use certain institutional management measures and means, personnel assessment and school incentive measures to mobilize the enthusiasm of the staff.

The assessment must have an assessment standard. The standards for the assessment of the school are as follows: First personal indicators. The school will specify in terms of personal employment time, professional function levels and academic qualifications. Secondly, various management and teaching process, mainly assess the effectiveness, work ability and business capabilities of business. Once again, the effectiveness of the personnel is the ability and master of modernization, information; In order to give full play to the role of teaching employees in the management efficiency improvement, use certain management means to mobilize the enthusiasm of the faculty and staff, will help faculty and staff to play individual potential, which helps the school organization's effectiveness, motivate itself The enthusiasm of mobilizing employees has a major role, talking about employees from the following aspects.

1. Role motivation. The school's leaders should do the role of the model, increase the prevailing of the faculty and staff, and can have more schools when the leadership is issued. It is also possible to stimulate the enthusiasm of the faculty and staff. In the school promotion of advanced human deeds, determine their work goals for the faculty and staff as a reference standard, and thus stimulate the enthusiasm and creativity of faculty and staff.

2. Target incentives. There is a target to have pressure, and there is pressure to have power, which is also one of the effective factors of target management. The school can share the development goals of their own schools and faculty members, but also announced the school's requirements for faculty members to them, and the faculty



**ETCOR Educational Research Center**  
**PHILIPPINES**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
**ISSN 2945-3577**



**The Exigency**  
**ISSN 1908-3181**

and staff see a better future when they see the beautiful future of the school. Therefore, it can be stimulated, awakening the enthusiasm of the faculty and staff work and the spirit of striving for excellence, making its own efforts for the school's work, and further improve the effectiveness of the school organization.

3. Material incentives. Material rewards can play an immediate effect, it is an incentive system that the school cannot ignore. About the material incentive school can incentive; can also start from the perspective of the group, stimulate the team's cohesiveness and struggle; can also start from the perspective of all the faculty and staff of the school, stimulate the work of the whole school employee. Depending on the needs of the need to select a different incentive angle, it will be affected by a half - functional effect.

4. Emotional incentives. Emotional incentives are mainly to do communication with employees. Always communicate with employees, such as looking for them, home visit, going out for outing, etc., will help to harmony with each other, stimulate the enthusiasm of faculty and staff; help them build solutions in work. Puzzle, help them solve the worries, the whole body's entry will be greatly conducive to the improvement of work efficiency, increase the efficiency of work, and the performance of the school organization will naturally improve.

5. Democratic incentives. The school must make full use of the spirit of the master of good people in improving the role of school organization performance. With various methods, such as giving full play to the work of the teaching congress, let the faculty members fully participate in the development of major decisions and programs of the school, so that the faculty workers feel like the masters of the school. Thus, fully mobilize the enthusiasm of the staff. (Huanghai, 2019)

#### *Work Environment as Regards Visibility*

A country requires a charter, an organization requires a charter, and the school also requires a regulation constraint (Sanchez & Sarmiento, 2020). We call the school management system, coordinate the management of teachers and students, called school management system, including school code, regulations, guidelines, regulations, methods, and so on.

1. High school organization management efficiency. Due to different working tasks of various departments of the school, it is easy to consider and measure problems from their own perspective. Such sectors are prone to contradictions and friction. In order to promote the mutual cooperation and collaboration of various departments of the school, we need to set reasonable scientific management systems.

2. Reasonable class allowance and post allowance can effectively eliminate the averageism, eliminate the averageism, and completely realize the principle of distribution of multiple work. This is conducive to mobilizing the enthusiasm of the faculty and staff, and it can also take into account the work characteristics of other departments of the school. It can be seen from this point that if there is no effective management system, the work is difficult to go smoothly, so there is no truly school organization, it is difficult to maintain the long-term effective operation of the school organization. School students must establish a scientific and effective management system to ensure the effective operation of the school organization, so that the entire organization operates to maintain a lasting vitality and vitality.

#### *Work Environment as Regards Changeability*

There are still many places to improve in the working environment of higher vocational colleges. Among them, teachers feel that the title and scientific research is large, but the teacher wants to transfer the job, and the desire to find new work is not strong. This is mainly stable with teachers. Teacher treatment is constantly improving. The class environment is generally, on the one hand, due to the changes in the source structure in recent years, on the other hand, the challenge of information teaching. In terms of office environment and hardware facilities, due to historical ownership and reasons, investment is not enough, urgently need to improve, and cannot adapt to the requirements of the development of the new era. (Wang, 2019)

##### 1. Management System Dynamic Management Enhancements

The dynamic management of school management is not committed to the move, and people need to grow in progress. Its management process is a constant looping dynamic process with a feature of innovative, creative and varying. The management system dynamic management refers to the implementation of the system based on the implementation status of the system, and adjusts the institutional implementation according to the implementation status of the system. With the changes in the changes and market demand, the work goals of secondary vocational schools will change, but this goal is always managed. Dynamic management is based on the school target as the



**ETCOR Educational Research Center**  
**PHILIPPINES**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
**ISSN 2945-3577**



**The Exigency**  
**ISSN 1908-3181**

starting point. From the relevant links of each part of the school, accurately investigate the effectiveness of the system, thereby making timely institutional adjustments and updates in the variation.

In the dynamic management of the school management system, the implementation efficiency and operability of the system are required to be investigated. Whether it has a workability after a school management system, it can be tested during the implementation process, and the implementation efficacy of the school management system needs more than a period of time.

In the dynamic management of the school management system, it is indispensable for learning and communication on the system. The management system must perform its efficacy. All aspects of the management system must perform the effect, and the enthusiasm of people in the implementation process and the degree of acceptance of the system are particularly important. The system's learning provides an opportunity to participate in and manage each employee, enhances the employee's self-management and owner's awareness, which has cultivated the sense of responsibility of employee independent management and execution, which makes it better to make the system better, continuously improve school organization management level and t issue efficacy.

#### 2. The way to manage a perfect system

Any system should not be eliminated in the long river in history, learn to be self-improvement, boldly innovative in the implementation process, and improve the self, except for the advantages of the maintenance system itself. The driving forces of the senior secondary vocational and technical school management system is mainly due to the lagging management system to not meet the contradiction between the contradiction between advanced management needs, and the contradiction between high efficiency and reality of reality. The continuous improvement of school management system will help the level of school organization management, which helps people's best configuration and institutional settings continue to optimize. As constantly optimized architectural settings will help the performance of the computer performance. The self-improvement of the system is so important, how will the self-improvement of the system? 1. Dynamic management of the system, seize the overall goal of the school, and the system should also make corresponding changes or adjustments if this goal changes. 2. If the school management system is perfect whether it is conducive to the improvement of school organization performance. 3. In front of the school management system, everyone is equally equal. It is necessary to use the management system to make the school's important person and the job norm, which make it easy for work and the effective implementation of policies. 4. Self-improvement goals of the school management system through self-education of important factors in management.

Academic administrators need to update the concept, improve the management system, increase elastic management measures, training management team, and make new changes in management. (Dai, 2019)

#### *Work Environment as regards demand quality*

In the process of implementing the target management, my country combines the target management and various forms of "accountability" (responsibility system), from science, reasonable set target system, comprehensive, objective setting assessment index system, reasonably determine the issuance task and Evaluation time, establish four elements such as incentive and restrictive role of reward and punishment mechanisms to build the goal management of the college, and elaborated on the development of the development of objectives, decomposition objectives, implementation objectives and assessment goals, in the implementation of the college Import misunderstandings should be avoided during physical target management.

The school performance evaluation is a value judgment that the evaluator is based on certain standards, using certain methods, the characteristics and effective effects of all kinds of education at all levels in the process of education goals. (Ren, 2013)

School Academic Affairs Management is the school manager as a guidelines, using certain measures and methods to plan, organize, command, coordinate, control, supervise, evaluate, guidance, and motivate members to achieve school education activities. A school management interaction. (Liu, 2019)

Applying the school effectiveness theory to vocational school evaluation, study the value-added situation of the net impact of vocational school education, and evaluate vocational schools in the scientific analysis. (Xing & Blue, 2017)

#### *Fairness And Satisfaction In An Organization*

The level of organizational management atmosphere between different schools has a difference in the work of teachers' work satisfaction. If the satisfaction of the management atmosphere is very high the satisfaction of the





**ETCOR Educational Research Center**  
**PHILIPPINES**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
**ISSN 2945-3577**



**The Exigency**  
**ISSN 1908-3181**

teachers are also high . Management institutionalization and leadership style has different effects on interpersonal relationships of teachers. Liu (2019) also found that the leadership of the world with the study of the two relationships, leadership care satisfaction with the teacher's work intensity satisfaction with Junior high school teachers, and the system construction has an impact on the satisfaction of teachers' welfare treatment; leadership style, institutional construction The satisfaction of teachers' incentive measures have an impact; leadership care, system construction has an impact on the satisfaction of interpersonal relationship between teachers; school management systemization has an impact on teachers' self - real satisfaction; management systemization has an impact on teachers' work environment.

#### *Demand Quality*

Teachers' Work Satisfaction is an overall person of the teacher's work and the occupation and working conditions and conditions, with emotional feelings. This feeling experience directly projected into education and teaching work, affecting the enthusiasm of teachers' work and promoting the quality of school education (Wang & Xu, 2017; Sanchez, et. al, 2022)

#### *Demand Social Interaction*

Teachers are more satisfied with the overall evaluation of social support, indicating that society is more recognized by teachers. Among them, family and friends are very supported by their work. This aspect shows the social status of teachers, and on the other hand, the state attaches great importance to teachers' work. Students have a lower point to teachers 'respect, students' quality, etc. Enrollment, but the source of sources is uneven. (Cheng, 2018)

#### *Work Environment In Terms of. Job Dimension Aspects Comfort*

If the advanced management tool is the hard support condition of college management, then a good cultural environment is a soft support condition for college management. As a large core, one of the organizations, one of the organizations, and administrative management will also form a culture with its own characteristics. This culture is the behavioral normative system for the universal values and compliance of members of the Organization.

#### *Organization for the management, organization in the long-term practice*

Efficient management organizations will inevitably have a good organizational culture to give their members to create a relaxed, comfortable working atmosphere. A good cultural environment is often reflected in an equal, trust, respect, and care between membership members. In such a cultural environment, administrative workers will have a strong sense of self-existence and belonging, and their work will be more enthusiastic and responsible. The interpersonal relationship between administrators in such acultural environment is more harmonious, and the pressure brought by heavy work is easy to discover. Management organizations in such cultural environments, the work can be more than half of the work, and the effectiveness can be greatly improved. (Ningmin, 2014)

#### *Some administrative qualities are still not high*

Most of the schools are non-profit, most mainly relying on national financial supply, less affected by the market economy, so the administrative department of the secondary vocational school is mainly managed, the service work is not in place, unlike enterprises. In such a good job, try to do a good job in order to obtain the customer's recognition and can survive in the competitive market. Under this atmosphere, the administrative staff of the secondary vocational school is mostly managers, rather than the service, and most of the following orders in the work process are mainly manifested: do not use teachers and students, not the interests of teachers and students are the first; the enthusiasm is not high, negatively lacquered, work drag, mutual push to wait for people, in the face of students, students, school teachers and workers, are not patient, service is not intimate, even gain, Push three -resistance four; work positivity is not high, do not take the initiative to think about problems, solve problems. The low quality of the administrator will directly reduce the efficiency of administrative work, and will trigger the dissatisfaction of schools, society, and teachers and students to school administrative management work, and have a negative impact on school administrative management, hinder administrative efficacy. (Gang, 2019)



**ETCOR Educational Research Center**  
**PHILIPPINES**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
**ISSN 2945-3577**



**The Exigency**  
**ISSN 1908-3181**

### *Performance assessment is poor*

Secondary and vocational schools have evaluated for administrative staff mainly from moral, energy, performance, diligence, honesty and other aspects. It seems that the evaluation system is in full range, but the indicator system describes too simple, it is difficult to quantify, and the workload of administrative work cannot be reflected. At the test among the nuclear indicators, the evaluation of subjective factors, the evaluation results are difficult to objectively reflect the work intensity (Bingqing, 2018). Performance assessments are in form, and the results of assessment cannot be realistic reflecting the specific work of administrative personnel.

The investment in ordinary schools, the municipal government is not sufficient for secondary vocational education. Ordinary schools have allocated funds by the national and local governments, and there are hundreds of thousands of yuan, and more than 10 million yuan even more than 100 million. In addition to government investment in addition to government investment, the funds of vocational schools are mainly tuned by students. The management system is confused, and my country's many secondary vocational schools have implemented "CIS", that is, a three place of a signboard and repeated school management system, causing serious waste of education resources. Quality of two-way teachers are serious: in reality, the initial and intermediate skills blue collar can not meet the requirements of high-tech information age.

### *Resource Adequacy*

1. Financial subsidies revenue, refer to all kinds of financial allocations from the school from the same level. Includes basic expenditure subsidies and project spending subsidies.
2. Educational income, refer to the income of the school to conduct teaching and their auxiliary activities. Including: Tuition, accommodation, entrustment training, examination fees, training fees, and other education income through academic qualifications and non-degree education to students or units. According to the relevant provisions of the state, the funds of the national treasury or fiscal special account shall not be included in the income of education; from the financial accounts to the school, the funds are not allowed to pay the funds of the national treasury or fiscal accounts, and are included in the income of education.
3. Scientific research industry revenue refers to the income made by schools to conduct scientific research and their auxiliary activities, including: adopting scientific research collaboration, transforming scientific and technological achievements, and making technological counseling.
4. The superior subsidy revenue refers to the non-financial subsidies obtained from the competent department and superior units.
5. Subsidiary units pay income, referring to the income of the school affiliated independent accounting unit in accordance with relevant regulations.
6. Operating income, refers to the income of non-independent accounting operations outside the school in teaching, scientific research and their auxiliary activities.
7. Other income refers to the above-mentioned income other than the above specified scope, including the proposal committee to dial in the deposit, investment income, interest income, donation income.

### *Salary and fringe benefits*

Teachers' Work Report refers to the feedback that teachers can get in the process of teaching cause, mainly including basic wages, medical welfare, vacation and other rewards. It is an important part of a teacher enhances happiness. The teacher is full of contributions to the school teaching scientific research, and the work returns can meet their daily needs of themselves. The survey showed that the secondary vocational school teacher has a relatively neutral attitude towards work returns. Teachers are only relatively high for school holidays and the medical welfare system provided by the school.

Among them, the holiday satisfaction with the school is the highest, because the teacher's occupation itself has a holiday and the summer vacation two relatively complete holidays, and there is less work during work. At the same time, the school's maternity fake to female teachers is in strict accordance with the national standards, which provides the female teacher to take care of the family and children. Teachers have a lower satisfaction with the level of salary, housing conditions, and salary mechanisms provided by the school. This is also a searchable: First, the secondary vocational school has reforms the salary system, hooks the wage and workload, so the increase in wages is limited; the second, in the past 10 years, the teacher's salary level remains unchanged, relative In terms of increasing price consumption, it is declined; third, since the year, the performance appraisal system has not truly implemented, and there is still a "eating big pot" phenomenon.



**ETCOR Educational Research Center**  
**PHILIPPINES**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
**ISSN 2945-3577**



**The Exigency**  
**ISSN 1908-3181**

There is a small difference between do little differences; fourth, different personnel system teachers, their salary income and housing distribution also have a certain gap, which has been treated, and the contract hires and personnel agency teachers dissatisfaction. (Chen & Huang, 2017)

Most of the Yongzhou Secondary School, the grassroots administrative personnel, the menstrual income is concentrated in more than 5,000 yuan, accounting for 79.4%. It shows that the wages of the grassroots administrative management personnel of Yongzhou Secondary School are in the level of moderate, and Yongzhou Secondary Vocational School gives grassroots line.

The good living guarantee for politics managers, which also reflects the work in Yongzhou secondary school schools in another aspect.

#### *Relationship With Co- Workers*

1. Creating a harmonious humanistic environment of human - humanities, promoting a harmonious humanistic environment in promoting institutional effect is mainly a harmonious humanistic environment, is a harmony between school leaders and teachers, teachers and teachers, teachers and students, students and students. Mr. Zhuangzi believes that "people and" is the biggest pleasure in the world. People-oriented, build a harmonious interpersonal relationship, not only bring spiritual pleasure to teachers and students, but also bring them to learn and work vitality and creativity. The school is actively building a democratic platform to create a democratic platform to create democratic, equal, harmonious management atmosphere, so that the school teachers participate in the decision and management of the school, let the teacher feel the warmth of the family, not to suppress the personality of teachers, let the teacher Spirit and personality get freedom stretches. In teaching activities, give teachers' adequate autonomy, support teachers to conduct teaching and reform experiments, form their own teaching style, let the teacher feel that they are the masters of themselves. Coordinate the subject culture of teachers' professional awareness, role identity, educational concept and teaching style and other schools.

2. The reasonable communication mechanism is conducive to the establishment of harmonious work. In addition to the adjustment of organizational structural settings, school organization performance depends on the effective communication between the organization' s internal personnel. Communication seems to be lubricating oil to ensure good cooperation between the organization's internal personnel, so that organizations can play a better performance. Good harmonious interpersonal relationships are the foundation of people. If the relationship between school leaders and faculty members, the relationship between faculty and employees is also good, then the school management level is imaginary that the school organizational efficacy will naturally come out.

Cultivate the global awareness of faculty and staff to create a harmonious interpersonal environment. Strengthening the global awareness of employees is to let the faculty employees have attached to the great eyes, see the interests of the entire school group, can see the interests of the small group of this department, can truly consistent with the school from the school. In the small group, it is not only to think, and the actions are unified, and their methods should be consistent with the whole as possible. (Zhang, 2019)

#### **Objectives**

The study determined the relationship of the assessment of the respondents on the work environment through the dimensions of physical aspects and job dimensions and how they contribute to the effectiveness of administrators as assessed by the teachers at Liming Vocational University. Specifically, it sought answers to the following:

1. What is the profile of the respondent teacher respondents as to:
  - 1.1. Age
  - 1.2. Educational attainment
  - 1.3. Length of service as a teacher
2. What is the respondent schoolteachers' assessment of the effectiveness of their organization as regards to
  - 2.1. Physical security;
  - 2.2. symbolic identification;
  - 2.3. task instrumentality;
  - 2.4 employee involvement;
  - 2.5. fairness and satisfaction
3. Is there a significant difference in the assessed organizational effectiveness by the respondent university teachers when grouped according to their profile variables?



**ETCOR Educational Research Center**  
**PHILIPPINES**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
**ISSN 2945-3577**



**The Exigency**  
**ISSN 1908-3181**

4. What is the respondent teachers' assessment of the work environment as regards to:
  - Physical Aspects
    - 4.1.1. diversity of stimulation
    - 4.1.2. visibility
    - 4.1.3. changeability
    - 4.1.4. demand quality
    - 4.1.5. social interaction
  - Job Dimension aspects
    - 5.2.1. comfort
    - 5.2.2. challenge
    - 5.2.3. resource adequacy
    - 5.2.4. salary and fringe benefits
    - 5.2.5. relationship with co-workers
5. Is there a significant difference in the assessment of the work environment when their profile is taken as a test factor?
6. Is there a significant relationship between the assessed organizational effectiveness with the work environment?
7. Based on the results of the study, what program can be developed to achieve an effective organization in the academic institution?

### Hypotheses

The following hypotheses were tested at 5%:

Ho 1. There is no significant difference in the assessed organizational effectiveness of the respondent university teachers when grouped according to their profile variables.

Ho 2. There is no significant difference in the assessment of the work environment when their profile is taken as a test factor.

Ho 3. There is no significant relationship between the assessed organizational effectiveness with the work environment.

### METHODS

This section is a detailed discussion of the research design to bring the study to its proper perspective. Included in this portion of the thesis are the exposition and description of the research methods to be used by the researcher, respondents of the study data, gathering tools to be utilized, data collection procedures, and statistical treatment applied in the analysis of the results of this research.

#### Research Design

A descriptive method of research was used in this study. It is concerned with conditions and relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. It is primarily concerned with the present.

This method is deemed the most appropriate to employ in this study, owing to the primary thrust of this research of assessing the work environment and its effect on the organizational effectiveness of the vocational university since the study also probed the correlation between work environment and organizational effectiveness as assessed by the teacher respondents.

#### Research Locale

This study was conducted at Liming Vocational University in China.

#### Respondents

The respondents of the study are the school 666 teachers from Liming Vocational University.

#### Instruments

The researcher utilized a self-constructed survey questionnaire which has three parts.



**ETCOR Educational Research Center**  
**PHILIPPINES**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
**ISSN 2945-3577**



**The Exigency**  
**ISSN 1908-3181**

Part 1 consists of the personal profile to gather data on the age, educational qualification, number of years as a school teacher.

Part 2 is the Organizational Effectiveness Questionnaire. This questionnaire has the following components: Physical security, symbolic identification, task instrumentality, employee involvement and fairness, and satisfaction

Part 3 Work Environment Factors Questionnaire. This consists of two dimensions, namely: physical aspects and job aspects. The variables for the physical aspects are as follow the diversity of stimulation, visibility, changeability, demand quality, and social interaction. On the other hand, the variables generated for the job aspects are comfort, challenge, resource adequacy, salary, and fringe benefits.

The questionnaire was given to five experts for content validation. Suggestions and comments are referred to the adviser and when warranted were incorporated into the instrument.

**Data Gathering Procedure**

Prior to the administration of the data gathering instruments, the permission of the head of the university was sought for them to involve the teachers of Liming Vocational University in the research study. The researcher personally administered the research instrument prepared for the purpose.

**Statistical Data Analysis**

To ensure valid and reliable data presentation, analysis and interpretation SPSS 27 was used for data management.

The following descriptive statistical treatment was used for analyzing the data gathered: Frequency, Percentage, Weighted Mean and standard deviation. Obtained Weighted Mean was interpreted using the following intervals:

3.51 – 4.00	Very Great Extent
2.15 – 3.50	Great Extent
1.51 – 2.50	Less Extent
1.00 – 1.50	Not Extensive

One-Way Anova. This was applied in determining the significance of the difference in the assessment of the organizational effectiveness and environmental factors when grouped according to their profile variables.

Pearson Product Moment Correlation. This was applied in determining the significance of the correlation between work environmental factors and organizational effectiveness.

Obtained correlation coefficient was interpreted in terms of the following:

0.0 – 0.20	Negligible correlation
0.21- 0.40	Low Correlation
0.41- 0.60	Moderate Correlation
0.61- 0.80	Substantial Correlation
0.81 – 1.0	High to Very High Correlation Ethical Consideration

**Ethical Considerations**

The researcher passed an ethics statement to all individuals involved in the study. The distribution of the ethical statement was done personally by the researcher together with the attached letter of permission and approval letter. The names of the teachers were hidden in the process of analyzing the data. All papers gathered were systematically shredded after data were analyzed for confidentiality purposes. The data were used only according to the objectives of the study and utmost confidentiality was taken during the data gathering.

**RESULTS and DISCUSSION**

**I. Profile of the Respondents**

Table 1 presents the profile of the teacher respondents in terms of age, educational attainment, and length of service as teacher.



**ETCOR Educational Research Center**  
**PHILIPPINES**  
 Sta. Ana, Pampanga, Philippines



**iJOINED ETCOR**  
**ISSN 2945-3577**



Website: <https://etcor.org>



**The Exigency**  
**ISSN 1908-3181**

**Table 1**  
**Frequency Distribution of the Respondents' Profile**

Profile	Frequency	Percentage
<b>Age</b>		
31-35 years old	102	37.0 %
36-45 years old	107	38.8 %
46-55 years old	25	9.1 %
<b>Total</b>	<b>276</b>	<b>100 %</b>
<b>Educational Attainment</b>		
Master's degree w/ Doctoral units	90	32.6 %
Doctoral degree	94	34.1 %
<b>Total</b>	<b>276</b>	<b>100 %</b>
<b>Length of Service as Teacher</b>		
1-5 years	86	31.2 %
6-10 years	35	12.7 %
11-15 years	81	29.3 %
16 years & above	26	9.4 %
<b>Total</b>	<b>276</b>	<b>100 %</b>

**Age.** One hundred two (102) or 37% of the teacher respondents are within the age bracket of 31 -35 years old, one hundred seven (107) or 38.8% are within 36 -45 years old, and twenty five (25) or 9.1% are about 46 - 55 years old. This goes to show that most of the teacher respondents are more than 30 years old but not over 45 years old.

**Educational Attainment.** Ninety (90) or 32.6% are Master's degree holders, ninety four (94) or 34.1% have earned Doctoral units, and fifty one (51) or 18.5% are Doctoral degree holders. The result indicates most of the teacher respondents are either Master's degree holders or have earned units in their Doctoral degree program.

**Length of Service as Teacher.** Eighty six (86 ) or 31.2% of the teacher respondents have been teaching for about 1 -5 years, thirty five (35 ) or 12.7% for about 6 -10 years, eighty one (81 ) or 29.3% for 11-15 years, and twenty six (26) or 9.4% for 16 years and above. The result shows that most of the teacher respondents have been in the teaching profession for not more than five years.

**II. Respondents' Assessment on the Effectiveness of their Organization**

Tables 2 -7 present the assessment of the teacher respondents on the effectiveness of their organization as regards physical security, symbolic identification, task instrumentality, employee involvement, and fairness and satisfaction.

**2.1. On Physical Security**

Table 2 presents the assessment of the teacher respondents on the effectiveness of their organization as regards physical security.



**ETCOR Educational Research Center**  
**PHILIPPINES**  
 Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
**ISSN 2945-3577**



**The Exigency**  
**ISSN 1908-3181**

**Table 2**  
**Teacher Respondents' Assessment on the Effectiveness of their Organization as Regards Physical Security**

Physical Security	Mean	SD	QD	Int.	Rank
<i>My school administrator at Liming Vocational University makes sure that the organization . . . . .</i>					
1. provides a work environment that is enticing and conducive	3.39	0.58	GE	ME	4
2. enables employees to work in a time schedule that promotes their welfare	3.58	0.69	VGE	VE	2
3. has control policies and rules for the workers safety	3.33	0.68	GE	ME	5
4. provides well- maintained working areas	3.42	0.50	GE	ME	3
5. sees to it that employees are taken cared of	3.69	0.47	VGE	VE	1
<b>Composite Mean</b>	<b>3.48</b>	<b>0.31</b>	<b>GE</b>	<b>ME</b>	

Legend: 3.51-4.00 Very Great Extent(VGE)/Very Effective(VE); 2.51-3.50 Great Extent(GE)/Moderately Effective(ME); 1.51-2.50 Less Extent (LE)/Less Effective(LE); 1.00-1.50 No Extent(NE)/Not Effective(NE)

As shown in Table 2, teacher respondents perceived that their school administrators make sure that the organization sees to it that employees are taken cared of to a very great extent with the highest rating of 3.69 interpreted as very effective. Similarly, enabling employees to work in a time schedule that promotes their welfare was assessed to a very great extent with the mean value of 3.58 interpreted as very effective. On the other hand, providing well-maintained working areas, and a work environment that is enticing and conducive was perceived by the teacher respondents to a great extent with the mean values of 3.42, and 3.39 respectively interpreted as moderately effective. Though having control policies and rules for the workers' safety was also perceived by the teachers to a great extent, however it was given the lowest assessment of 3.33 interpreted as moderately effective. A composite mean value of 3.48 indicates that the organization's physical security is moderately effective as perceived by the teacher respondents.

2.2. On Symbolic Identification

Table 3 presents the assessment of the teacher respondents on the effectiveness of their organization as regards symbolic identification.



**ETCOR Educational Research Center**  
**PHILIPPINES**  
 Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
**ISSN 2945-3577**



**The Exigency**  
**ISSN 1908-3181**

**Table 3**  
**Teacher Respondents' Assessment on the Effectiveness of their Organization as Regards Symbolic Identification**

Symbolic Identification	Mean	SD	QD	Int.	Rank
<i>My school administrator at Liming Vocational University makes sure that the organization . . . . .</i>					
1. is seen as a symbol of fairness, equality and freedom	3.73	0.45	VGE	VE	2
2. shares the vision, productivity and quality performance to workers	3.67	0.53	VGE	VE	3
3. is recognized for the sustained performance of the group	3.62	0.64	VGE	VE	4
4. looks after the welfare of the employees	3.53	0.58	VGE	VE	5
5. is committed to carry out the vision, mission and goals of the school	3.80	0.40	VGE	VE	1
<b>Composite Mean</b>	<b>3.67</b>	<b>0.25</b>	<b>VGE</b>	<b>VE</b>	

Legend: 3.51-4.00 Very Great Extent(VGE)/Very Effective(VE); 2.51-3.50 Great Extent(GE)/Moderately Effective(ME); 1.51-2.50 Less Extent (LE)/Less Effective(LE); 1.00-1.50 No Extent(NE)/Not Effective(NE)

As shown in Table 3, teacher respondents perceived that their school administrators make sure that their organization is committed to carry out the vision, mission and goals of the school to a very great extent with the highest rating of 3.80 interpreted as very effective. Similarly, it was perceived by them that their school administrators make sure that the organization is seen as a symbol of fairness, equality and freedom, share the vision, productivity and quality performance to workers, and is recognized for the sustained performance of the group with to a very great extent with the mean values of 3.73, 3.67, and 3.62 respectively interpreted as very effective. On the other hand, though it was perceived by them that their organization looks after the welfare of the employees to a very great extent, however, it was given the lowest assessment of 3.53 interpreted as very effective. A composite mean value of 3.67 shows that the organization's symbolic identification is very effective as assessed by the teacher respondents.

2.3. On Task Instrumentality

Table 4 presents the assessment of the teacher respondents on the effectiveness of their organization as regards task instrumentality.





**ETCOR Educational Research Center**  
**PHILIPPINES**  
 Sta. Ana, Pampanga, Philippines



**iJOINED ETCOR**  
**ISSN 2945-3577**



Website: <https://etcor.org>



**The Exigency**  
**ISSN 1908-3181**

**Table 4**  
**Teacher Respondents' Assessment on the Effectiveness of their Organization as Regards Task Instrumentality**

Task Instrumentality	Mean	SD	QD	Int.	Rank
<i>My school administrator at Liming Vocational University makes sure that the organization . . . . .</i>					
1. The task gives a chance to showcase my skills and talents	3.34	0.55	GE	ME	3
2. The task gives me fulfillment and satisfaction	3.29	0.62	GE	ME	4
3. The task encourages cooperation and team building	3.18	0.87	GE	ME	5
4. The task is a measure of the group's effectiveness	3.52	0.59	VGE	VE	1
5. The task is a conglomeration of ideas generated from the workers	3.44	0.57	GE	ME	2
<b>Composite Mean</b>	<b>3.35</b>	<b>0.27</b>	<b>GE</b>	<b>ME</b>	

Legend: 3.51-4.00 Very Great Extent(VGE)/Very Effective(VE); 2.51-3.50 Great Extent(GE)/Moderately Effective(ME); 1.51-2.50 Less Extent (LE)/Less Effective(LE); 1.00-1.50 No Extent(NE)/Not Effective(NE)

As shown in Table 4, teacher respondents perceived that their school administrators make sure that the organization's task as a measure of the group's effectiveness was to a very great extent with the highest rating of 3.52 interpreted as very effective. On the other hand, it was perceived by them that the task as a conglomeration of ideas generated from the workers, the task gives a chance to showcase their skills, and talents, and the task given them fulfillment and satisfaction was to a great extent with the mean values of 3.44, 3.34, and 3.29 respectively interpreted as moderately effective. Though the task encourages cooperation and team building was assessed to a great extent, however it was given the lowest assessment of 3.18 also interpreted as moderately effective. A composite mean value of 3.35 indicates that task instrumentality in the subject organization is moderately effective based on the assessment of the teacher respondents.

2.4. On Employee Involvement

Table 5 presents the assessment of the teacher respondents on the effectiveness of their organization as regards employee involvement.



**ETCOR Educational Research Center**  
**PHILIPPINES**  
 Sta. Ana, Pampanga, Philippines



**iJOINED ETCOR**  
**ISSN 2945-3577**



Website: <https://etcor.org>



**The Exigency**  
**ISSN 1908-3181**

**Table 5**  
**Teacher Respondents' Assessment on the Effectiveness of their Organization as Regards Employee Involvement**

Employee Involvement <i>My school administrator at Liming Vocational University makes sure that the organization . . . . .</i>	Mean	SD	QD	Int.	Rank
1. provides participation of members in decision making .	3.29	0.62	GE	ME	5
2. makes it possible for members to feel that they are a part of it	3.49	0.58	GE	ME	4
3. opts for improving its members	3.84	0.37	VGE	VE	1
4. demonstrates its trust by involving the members	3.54	0.50	VGE	VE	3
5. makes the decision out of consensus and consultation	3.66	0.48	VGE	VE	2
<b>Composite Mean</b>	<b>3.56</b>	<b>0.27</b>	<b>VGE</b>	<b>VE</b>	

Legend: 3.51-4.00 Very Great Extent(VGE)/Very Effective(VE); 2.51-3.50 Great Extent(GE)/Moderately Effective(ME); 1.51-2.50 Less Extent (LE)/Less Effective(LE); 1.00-1.50 No Extent(NE)/Not Effective(NE)

As shown in Table 5, teacher respondents perceived that the school administrators make sure that the organization opts for improving its members to a very great extent with the highest rating of 3.84 interpreted as very effective. Similarly, they make the decision out of consensus and consultation, and that they demonstrate its trust by involving the members with the mean values of 3.66 and 3.54 respectively also interpreted as very effective. On the other hand, providing participation of members in decision making was given the lowest rating of 3.29 interpreted as moderately effective. A composite mean value of 3.56 indicates that the organization's employee involvement was very effective as assessed by the teacher respondents.

2.5. On Fairness and Satisfaction

Table 6 presents the assessment of the teacher respondents on the effectiveness of their organization as regards fairness and satisfaction.



**ETCOR Educational Research Center**  
**PHILIPPINES**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
**ISSN 2945-3577**



**The Exigency**  
**ISSN 1908-3181**

**Table 6**  
**Teacher Respondents' Assessment on the Effectiveness of their Organization as Regards Fairness and Satisfaction**

Fairness and Satisfaction					
<i>My school administrator at Liming Vocational University makes sure that the organization . . . . .</i>	Mean	SD	QD	Int.	Rank
1. gives positive and equal opportunities to workers	3.55	0.65	VGE	VE	2.5
2. upholds the dignity of work through fairness and equality	3.48	0.50	GE	ME	4
3. fulfills its obligations to workers	3.55	0.59	VGE	VE	2.5
4. has built commitment by sharing benefits	3.84	0.44	VGE	VE	1
5. distributes workloads justly and fairly.	3.42	0.65	GE	ME	5
<b>Composite Mean</b>	<b>3.57</b>	<b>0.25</b>	<b>VGE</b>	<b>VE</b>	

Legend: 3.51-4.00 Very Great Extent(VGE)/Very Effective(VE); 2.51-3.50 Great Extent(GE)/Moderately Effective(ME); 1.51-2.50 Less Extent (LE)/Less Effective(LE); 1.00-1.50 No Extent(NE)/Not Effective(NE)

As shown in Table 6, teacher respondents perceived that their school administrators make sure that their organization has built commitment by sharing benefits to a very great extent with the highest assessment of 3.84 interpreted as very effective. Similarly, their organization gives positive and equal opportunities to workers, and fulfills its obligations to workers to a very great extent with the mean values of 3.55 respectively interpreted as very effective. On the other hand, it was perceived that the organization upholds the dignity of work through fairness and equality with the mean value of 3.48, and distributes workloads justly and fairly with the lowest mean value of 3.42 both interpreted as moderately effective. A composite mean value of 3.57 shows that fairness and satisfaction in the organization was very effective as perceived by the teacher respondents.

2.6 Summary of the Respondents' Assessment on the Effectiveness of their Organization

Table 7 presents the summary on the assessment of the teacher respondents on the effectiveness of their organization.

**Table 7**  
**Summary of the Teacher Respondents' Assessment on the Effectiveness of their Organization**

Indicators	Mean	SD	QD	Int.	Rank
1. Physical Security	3.48	0.31	GE	ME	4
2. Symbolic Identification	3.67	0.25	VGE	VE	1
3. Task Instrumentality	3.35	0.27	GE	ME	5
4. Employee Involvement	3.56	0.27	VGE	VE	3
5. Fairness and Satisfaction	3.57	0.25	VGE	VE	2
<b>Over-all Mean</b>	<b>3.80</b>	<b>0.14</b>	<b>VGE</b>	<b>VE</b>	

Legend: 3.51-4.00 Very Great Extent(VGE)/Very Effective(VE); 2.51-3.50 Great Extent(GE)/Moderately Effective(ME); 1.51-2.50 Less Extent (LE)/Less Effective(LE); 1.00-1.50 No Extent(NE)/Not Effective(NE)



**ETCOR Educational Research Center**  
**PHILIPPINES**  
 Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
**ISSN 2945-3577**



**The Exigency**  
**ISSN 1908-3181**

As shown in Table 7, symbolic identification was the most effective in the organization as perceived by the teacher respondents. Similarly, fairness and satisfaction, and employee involvement was found to be very effective according to the teachers. On the other hand, physical security was observed by the teachers to be moderately effective, while task instrumentality, though assessed also as moderately effective, was perceived to be the least effective. Generally, an over-all mean value of 3 .80 reveals that the subject organization is very effective based on the assessment of the teacher respondents.

### III. Differences in the Assessment of the Respondents on Organizational Effectiveness When Grouped According to Profile

Tables 8 -10 present the differences in the assessment of the respondents on the organizational effectiveness when they are grouped according to age, educational attainment, and length of service as teachers.

#### 3.1. On Age

Table 8 presents the differences in the assessment of the respondents on the organizational effectiveness when they are grouped according to age.

**Table 8**  
**Differences in the Assessment of the Respondents on the Organizational Effectiveness when they are Grouped According to Age**

Organizational Effectiveness	Age	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
1. Physical Security	31-35 y/o	3.52	0.30	1.53	0.22	Accepted	Not Significant
	36-45 y/o	3.50	0.34				
	46-55 y/o	3.44	0.30				
2. Symbolic Identification	31-35 y/o	3.66	0.26	0.55	0.58	Accepted	Not Significant
	36-45 y/o	3.70	0.22				
	46-55 y/o	3.66	0.27				
3. Task Instrumentality	31-35 y/o	3.34	0.28	0.12	0.89	Accepted	Not Significant
	36-45 y/o	3.35	0.25				
	46-55 y/o	3.36	0.27				
4. Employee Involvement	31-35 y/o	3.53	0.30	1.80	0.17	Accepted	Not Significant
	36-45 y/o	3.62	0.23				
	46-55 y/o	3.55	0.25				
5. Fairness and Satisfaction	31-35 y/o	3.52	0.26	1.25	0.29	Accepted	Not Significant
	36-45 y/o	3.58	0.24				
	46-55 y/o	3.59	0.26				
Over-all	31-35 y/o	3.52	0.15	1.05	0.35	Accepted	Not Significant
	36-45 y/o	3.55	0.15				
	46-55 y/o	3.52	0.14				

As shown in Table 8, teacher respondents have obtained a computed F-value of 1.53 in terms of physical security with a significance value of 0.22. Since the significance value is greater than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to age. This goes to show that teachers have relatively the same assessment on the organizational effectiveness in terms of physical security regardless of their age.

In terms of symbolic identification, teacher respondents have obtained a computed F-value of 0.55 with a significance value of 0.58. Since the significance value is greater than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to age. The result indicates that teachers have relatively the same assessment on the organizational effectiveness in terms of symbolic identification regardless of their age.



**ETCOR Educational Research Center**  
**PHILIPPINES**  
 Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
**ISSN 2945-3577**



**The Exigency**  
**ISSN 1908-3181**

In terms of task instrumentality, teacher respondents have obtained a computed F-value of 0.12 with a significance value of 0.89 . Since the significance value is greater than the set 0. 05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to age. This goes to show that teachers have relatively the same assessment on the organizational effectiveness in terms of task instrumentality regardless of their age.

In terms of employee involvement, teacher respondents have obtained a computed F-value of 1.80 with a significance value of 0.17 . Since the significance value is greater than the set 0. 05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to age. This is taken to mean that teachers have relatively the same assessment on the organizational effectiveness in terms of task employee involvement regardless of their age.

In terms of fairness and satisfaction, teacher respondents have obtained a computed F-value of 1.25 with a significance value of 0.29 . Since the significance value is greater than the set 0. 05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to age. The result indicates that teachers have relatively the same assessment on the organizational effectiveness in terms of fairness and satisfaction regardless of their age.

Generally, teacher respondents have obtained an over -all computed F-value of 1.05 with a significance value of 0.35. Since the significance value is greater than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to age. The result reveals that teachers have relatively the same assessment on the organizational effectiveness regardless of their age.

3.2. On Educational Attainment

Table 9 presents the differences in the assessment of the respondents on the organizational effectiveness when they are grouped according to educational attainment.

**Table 9**  
**Differences in the Assessment of the Respondents on the Organizational Effectiveness when they are Grouped According to Educational Attainment**

Organizational Effectiveness	Educational Attainment	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
1. Physical Security	Master's degree	3.46	0.30	0.65	0.52	Accepted	Not Significant
	w/ Doctoral units	3.51	0.33				
	Doctoral degree	3.47	0.30				
2. Symbolic Identification	Master's degree	3.63	0.29	2.33	0.10	Accepted	Not Significant
	w/ Doctoral units	3.71	0.21				
	Doctoral degree	3.65	0.28				
3. Task Instrumentality	Master's degree	3.34	0.24	0.09	0.91	Accepted	Not Significant
	w/ Doctoral units	3.35	0.27				
	Doctoral degree	3.37	0.29				
4. Employee Involvement	Master's degree	3.58	0.24	1.14	0.32	Accepted	Not Significant
	w/ Doctoral units	3.58	0.28				
	Doctoral degree	3.52	0.27				
5. Fairness and Satisfaction	Master's degree	3.59	0.25	0.61	0.54	Accepted	Not Significant
	w/ Doctoral units	3.55	0.27				
	Doctoral degree	3.58	0.24				
Over-all	Master's degree	3.52	0.13	0.47	0.62	Accepted	Not Significant
	w/ Doctoral units	3.54	0.15				
	Doctoral degree	3.51	0.15				



**ETCOR Educational Research Center**  
**PHILIPPINES**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
**ISSN 2945-3577**



**The Exigency**  
**ISSN 1908-3181**

As shown in Table 9, teacher respondents have obtained a computed F-value of 0.65 in terms of physical security with a significance value of 0.52. Since the significance value is greater than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to educational attainment. This goes to show that teachers have relatively the same assessment on the organizational effectiveness in terms of physical security regardless of their educational attainment.

In terms of symbolic identification, teacher respondents have obtained a computed F-value of 2.33 with a significance value of 0.10. Since the significance value is greater than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to educational attainment. The result indicates that teachers have relatively the same assessment on the organizational effectiveness in terms of symbolic identification regardless of their educational attainment.

In terms of task instrumentality, teacher respondents have obtained a computed F-value of 0.09 with a significance value of 0.91. Since the significance value is greater than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to educational attainment. This goes to show that teachers have relatively the same assessment on the organizational effectiveness in terms of task instrumentality regardless of their educational attainment.

In terms of employee involvement, teacher respondents have obtained a computed F-value of 1.14 with a significance value of 0.32. Since the significance value is greater than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to educational attainment. This is taken to mean that teachers have relatively the same assessment on the organizational effectiveness in terms of employee involvement regardless of their educational attainment.

In terms of fairness and satisfaction, teacher respondents have obtained a computed F-value of 0.61 with a significance value of 0.54. Since the significance value is greater than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to educational attainment. The result shows that teachers have relatively the same assessment on the organizational effectiveness in terms of fairness and satisfaction regardless of their educational attainment.

Generally, teacher respondents have obtained an over-all computed F-value of 0.47 with a significance value of 0.62. Since the significance value is greater than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to educational attainment. The result reveals that teachers have relatively the same assessment on the organizational effectiveness regardless of the educational level they have attained.

### 3.3. On Length of Service as Teacher

Table 10 presents the differences in the assessment of the respondents on the organizational effectiveness when they are grouped according to length of service as teacher.



**Table 10**  
**Differences in the Assessment of the Respondents on the Organizational Effectiveness when they are Grouped According to Length of Service as Teacher**

Organizational Effectiveness	Length of Service as Teacher	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
1. Physical Security	1-5 years	3.46	0.31	0.38	0.77	Accepted	Not Significant
	6-10 years	3.50	0.34				
	11-15 years	3.50	0.31				
	16 years & above	3.48	0.26				
2. Symbolic Identification	1-5 years	3.63	0.28	1.22	0.20	Accepted	Not Significant
	6-10 years	3.70	0.22				
	11-15 years	3.70	0.24				
	16 years & above	3.69	0.23				
3. Task Instrumentality	1-5 years	3.36	0.26	0.02	0.99	Accepted	Not Significant
	6-10 years	3.35	0.25				
	11-15 years	3.35	0.28				
	16 years & above	3.36	0.34				
4. Employee Involvement	1-5 years	3.56	0.26	2.08	0.11	Accepted	Not Significant
	6-10 years	3.62	0.23				
	11-15 years	3.54	0.29				
	16 years & above	3.42	0.33				
5. Fairness and Satisfaction	1-5 years	3.58	0.25	0.43	0.73	Accepted	Not Significant
	6-10 years	3.58	0.24				
	11-15 years	3.54	0.29				
	16 years & above	3.51	0.21				
Over-all	1-5 years	3.52	0.14	0.88	0.45	Accepted	Not Significant
	6-10 years	3.55	0.15				
	11-15 years	3.53	0.15				
	16 years & above	3.49	0.13				

As shown in Table 10, teacher respondents have obtained a computed F-value of 0.38 in terms of physical security with a significance value of 0.77. Since the significance value is greater than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to length of service as teacher. This goes to show that teachers have relatively the same assessment on the organizational effectiveness in terms of physical security regardless of how long they have been in the service as teachers.

In terms of symbolic identification, teacher respondents have obtained a computed F-value of 1.22 with a significance value of 0.20. Since the significance value is greater than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to length of service as teachers. The result indicates that teachers have relatively the same assessment on the organizational effectiveness in terms of symbolic identification regardless of how long they have been in the service as teachers.



**ETCOR Educational Research Center**  
**PHILIPPINES**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
**ISSN 2945-3577**



**The Exigency**  
**ISSN 1908-3181**

In terms of task instrumentality, teacher respondents have obtained a computed F-value of 0.02 with a significance value of 0.99 . Since the significance value is greater than the set 0. 05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to length of service as teachers. This is taken to mean that teachers have relatively the same assessment on the organizational effectiveness in terms of task instrumentality regardless of how long they have been in the service as teachers.

In terms of employee involvement, teacher respondents have obtained a computed F-value of 2.08 with a significance value of 0.11 . Since the significance value is greater than the set 0. 05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to length of service as teachers. The result indicates that teachers have relatively the same assessment on the organizational effectiveness in terms of employee involvement regardless of how long they have been in the service as teachers.

In terms of fairness and satisfaction, teacher respondents have obtained a computed F-value of 0.43 with a significance value of 0.73 . Since the significance value is greater than the set 0. 05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to length of service as teachers. This is taken to mean that teachers have relatively the same assessment on the organizational effectiveness in terms of fairness and satisfaction regardless of how long they have been in the service as teachers.

Generally, teacher respondents have obtained an over -all computed F-value of 0.88 with a significance value of 0.45. Since the significance value is greater than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to length of service as teachers. The result reveals that teachers have relatively the same assessment on the organizational effectiveness regardless of how long they have been in the service as teachers.

#### **IV. Respondents' Assessment of the Work Environment**

Tables 11-23 present the assessment of the teacher respondents of the work environment on physical aspects in terms of diversity of stimulation, visibility, changeability, demand quality, and social interaction, and on job dimension aspects in terms of comfort, challenge, resource adequacy, salary and fringe benefits, and relationship with co-workers.

##### **4.1. Physical Aspects**

Tables 11 -15 present the assessment of the teacher respondents of the work environment on physical aspects in terms of diversity of stimulation, visibility, changeability , demand quality, and social interaction.

##### **4.1.1. On Diversity of Stimulation**

Table 11 presents the assessment of the teacher respondents of the work environment on physical aspects in terms of diversity of stimulation.





**ETCOR Educational Research Center**  
**PHILIPPINES**  
 Sta. Ana, Pampanga, Philippines



**iJOINED ETCOR**  
**ISSN 2945-3577**

**The Exigency**  
**ISSN 1908-3181**



Website: <https://etcor.org>

**Table 11**  
**Respondents' Assessment on the Work Environment on Physical Aspects in Terms of Diversity of Stimulation**

Diversity of Stimulation	Mean	SD	QD	Int.	Rank
<i>My school administrator at Liming Vocational University . . . . .</i>					
1. when given a chance makes the best	3.62	0.71	VGE	VC	2
2. when given the chance is too responsible	3.70	0.46	VGE	VC	1
3. has very satisfying teamwork with teachers	3.44	0.57	GE	MC	3
4. when given a chance develops new skills and advances in the organization	3.37	0.76	GE	MC	4
5. when given the chance, moves on and develop teacher's skills	3.18	0.56	GE	MC	5
<b>Composite Mean</b>	<b>3.46</b>	<b>0.28</b>	<b>GE</b>	<b>MC</b>	

Legend: 3.51-4.00 Very Great Extent(VGE)/Very Conducive(VC); 2.51-3.50 Great Extent(GE)/Moderately Conducive(MC); 1.51-2.50 Less Extent (LE)/Less Conducive(LC); 1.00-1.50 No Extent(NE)/Not Conducive(NC)

As shown in Table 11, when given the chance is too responsible was observed by the teacher respondents to be of very great extent with the highest mean value of 3.70 interpreted as very conducive. Similarly, teacher respondents perceived that giving a chance to make the best was to a very great extent with the mean value of 3.62 also interpreted as very conducive. On the other hand, having a satisfying teamwork with teachers, and giving a chance that develops new skills and advances in the organization was perceived by the teacher respondents as to a great extent with the mean values of 3.44 and 3.18 respectively interpreted as to moderately conducive. Giving the chance, move on and develop teachers' skills was perceived by the teacher respondents as to a great extent, however, it was given the lowest assessment of 3.18 interpreted as to moderately conducive. A composite mean value of 3.46 indicates that the physical aspect of work environment in the subject institution in terms of diversity of stimulation was moderately conducive based on the assessment of the teacher respondents.

4.1.2. On Visibility

Table 12 presents the assessment of the teacher respondents of the work environment on physical aspects in terms of visibility.



**ETCOR Educational Research Center**  
**PHILIPPINES**  
 Sta. Ana, Pampanga, Philippines



**iJOINED ETCOR**  
**ISSN 2945-3577**



Website: <https://etcor.org>



**The Exigency**  
**ISSN 1908-3181**

**Table 12**  
**Respondents' Assessment on the Work Environment on Physical Aspects in Terms of Visibility**

Visibility	Mean	SD	QD	Int.	Rank
<i>My school administrator at Liming Vocational University . . . . .</i>					
1. takes an active and highly visible role in decision making	3.45	0.65	GE	MC	2
2. tries to understand how all relevant audiences react to organization	3.13	0.77	GE	MC	5
3. receives and reacts positively to feedback from my co- workers	3.31	0.48	GE	MC	4
4. gives priority to being present everyday	3.41	0.76	GE	MC	3
5. makes sure that every teacher is present in internal training	3.76	0.55	VGE	VC	1
<b>Composite Mean</b>	<b>3.41</b>	<b>0.29</b>	<b>GE</b>	<b>MC</b>	

Legend: 3.51-4.00 Very Great Extent(VGE)/Very Conducive(VC); 2.51-3.50 Great Extent(GE)/Moderately Conducive(MC); 1.51-2.50 Less Extent (LE)/Less Conducive(LC); 1.00-1.50 No Extent(NE)/Not Conducive(NC)

As shown in Table 12, teacher respondents perceived that their school administrators make sure that every teacher is present in internal training to a very great extent with the highest assessment of 3.76 interpreted as very conducive. On the other hand, teacher respondents perceived that their school administrators take an active and highly visible role in decision making, give priority to being present everyday, and receive and react positively to feedback from their co- workers to a great extent with the mean values of 3.45, 3.41, and 3.31 respectively all interpreted as moderately conducive. Though respondents perceived that their school administrators try to understand how all relevant audiences react to organization to a great extent, however it was given the lowest assessment of 3.13 interpreted as moderately conducive. A composite mean value of 3.41 indicates that the physical aspect of work environment in the subject institution in terms of visibility was moderately conducive as observed by the teacher respondents.

4.1.3. On Changeability

Table 13 presents the assessment of the teacher respondents of the work environment on physical aspects in terms of changeability.



**ETCOR Educational Research Center**  
**PHILIPPINES**  
 Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
**ISSN 2945-3577**



**The Exigency**  
**ISSN 1908-3181**

**Table 13**  
**Respondents' Assessment on the Work Environment on Physical Aspects in Terms of Changeability**

Changeability <i>My school administrator at Liming Vocational University . . . . .</i>	Mean	SD	QD	Int.	Rank
1. Embraces technological change and learn how to use it.	3.43	0.67	GE	MC	4
2. always looks for breakthroughs, especially in information technology, that will allow teachers to get more work done faster and with fewer people.	3.67	0.51	VGE	VC	1
3. Learns to improvise and adapt to different and unexpected situations that will give teachers important skills that will help teachers progress in their career.	3.52	0.69	VGE	VC	2
4. has a strategy to check activities that need updating and improvement.	3.50	0.63	GE	MC	3
5. supports conferencing and publication opportunities so teachers can advance the research in their field	3.18	0.47	GE	MC	5
<b>Composite Mean</b>	<b>3.46</b>	<b>0.27</b>	<b>GE</b>	<b>MC</b>	

Legend: 3.51-4.00 Very Great Extent(VGE)/Very Conducive(VC); 2.51-3.50 Great Extent( GE)/Moderately Conducive(MC); 1.51-2.50 Less Extent (LE)/ Less Conducive(LC); 1.00-1.50 No Extent(NE)/Not Conducive(NC)

As shown in Table 13, teacher respondents perceived that their school administrators always look for breakthroughs, especially in information technology that will allow teachers to get more work done faster and with fewer people to a very great extent with the highest assessment of 3.67 interpreted as to very conducive. Similarly, teacher respondents perceived that their school administrators learn to improve and adapt to different and unexpected situations that will give teachers importance skills that will help teachers progress in their career to a very great extent with the mean value of 3.52 interpreted as very conducive. On the other hand, they also perceived that their administrators has a strategy to check activities that need updating and environment, and embrace technological change and learn how to use it to a great extent with the mean values of 3.50 and 3.43 interpreted as to moderately conducive. Likewise, support conferencing and publication opportunities that teachers can advance the research in their field was perceived to be of great extent, however it was given the lowest assessment of 3.18 also interpreted as moderately conducive. A composite mean value of 3.46 shows that the physical aspects of work environment in the subject institution in terms of changeability was moderately conducive as observed by the teacher respondents.

4.1.4. On Demand Quality

Table 14 presents the assessment of the teacher respondents of the work environment on physical aspects in terms of demand quality.



**ETCOR Educational Research Center**  
**PHILIPPINES**  
 Sta. Ana, Pampanga, Philippines



**iJOINED ETCOR**  
**ISSN 2945-3577**



Website: <https://etcor.org>



**The Exigency**  
**ISSN 1908-3181**

**Table 14**  
**Respondents' Assessment on the Work Environment on Physical Aspects in Terms of Demand Quality**

Demand Quality	Mean	SD	QD	Int.	Rank
<i>My school administrator at Liming Vocational University . . . . .</i>					
1. achieve the purpose he/she set	3.29	0.62	GE	MC	5
2. follows up on the work he/she has delegated	3.52	0.71	VGE	VC	3
3. considers the needs to know the needs of his/her job	3.65	0.60	VGE	VC	2
4. achieves the right balance between thinking time and action time	3.44	0.90	GE	MC	4
5. asks my colleagues to always aim high and perform quality work	3.87	0.34	VGE	VC	1
<b>Composite Mean</b>	<b>3.55</b>	<b>0.41</b>	<b>VGE</b>	<b>VC</b>	

Legend: 3.51-4.00 Very Great Extent(VGE)/Very Conducive(VC); 2.51-3.50 Great Extent(GE)/Moderately Conducive(MC); 1.51-2.50 Less Extent (LE)/Less Conducive(LC); 1.00-1.50 No Extent(NE)/Not Conducive(NC)

As shown in Table 14, teacher respondents perceived that their school administrators ask their colleagues to always aim high and perform quality work to a very great extent with the highest assessment of 3.87 interpreted as to very conducive. Similarly, respondents perceived that their school administrators consider the needs to know the needs of his/her job, and follow up on the work he/she has delegated to a very great extent with the mean values of 3.65 and 3.52 respectively interpreted as very conducive. On the other hand, achieving the right balance between thinking time and action time was found to be of great extent with the mean value of 3.44 interpreted as moderately conducive. Though achieving the purpose he/she set was found to be of great extent, however, it was given the lowest rating of 3.29 interpreted as moderately conducive. A composite mean value of 3.55 shows that the physical aspect of work environment in terms of demand quality was very conducive as assessed by the teacher respondents.

4.1.5. On Social Interaction

Table 15 presents the assessment of the teacher respondents of the work environment on physical aspects in terms of social interaction.



**ETCOR Educational Research Center**  
**PHILIPPINES**  
 Sta. Ana, Pampanga, Philippines



**iJOINED ETCOR**  
**ISSN 2945-3577**



Website: <https://etcor.org>



**The Exigency**  
**ISSN 1908-3181**

**Table 15**  
**Respondents' Assessment on the Work Environment on Physical Aspects in Terms of Social Interaction**

Social Interaction	Mean	SD	QD	Int.	Rank
<i>My school administrator at Liming Vocational University . . . . .</i>					
1. gives the chance to project the image of the organization well	3.93	0.25	VGE	VC	1
2. gives the chance to build good relationship with co- workers	3.83	0.38	VGE	VC	2
3. excludes personal prejudice of all kinds from his/her dealings with people	3.55	0.50	VGE	VC	3
4. provides an equal opportunity for employees to participate in committees, task forces or continuous improvement teams	3.19	0.68	GE	MC	5
5. encourages praise and recognition among employees as well as from supervisors	3.27	0.65	GE	MC	4
<b>Composite Mean</b>	<b>3.55</b>	<b>0.26</b>	<b>VGE</b>	<b>VC</b>	

Legend: 3.51-4.00 Very Great Extent(VGE)/Very Conducive(VC); 2.51-3.50 Great Extent(GE)/Moderately Conducive(MC); 1.51-2.50 Less Extent (LE)/Less Conducive(LC); 1.00-1.50 No Extent(NE)/Not Conducive(NC)

As shown in Table 15, teacher respondents perceived that their school administrators give the chance to project the image of the organization well to a very great extent with the highest assessment of 3.93 interpreted as very conducive. Similarly, giving the chance to build good relationship with co- workers, and excluding personal prejudice of all kinds from his/her dealings with people was found to be of very great extent with the mean values of 3.83 and 3.55 respectively interpreted as very conducive. On the other hand, encouraging praise and recognition among employees as well as from supervisors was found to be of great extent with the mean value of 3.27 interpreted as moderately conducive. Though providing an equal opportunity for employees to participate in committees, task forces or continuous improvement teams was found to be moderately conducive, however it was given the lowest assessment of 3.19 by the teacher respondents. A composite mean value of 3.55 shows that the physical aspect of work environment in terms of social interaction was very conducive based on the assessment of the teacher respondents.

4.2 Job Dimension Aspects

Tables 16 -20 present the assessment of the teacher respondents of the work environment on job dimension aspects in terms of comfort, challenge, resource adequacy, salary and fringe benefits, and relationship with co -workers.

4.2.1. On Comfort

Table 16 presents the assessment of the teacher respondents of the work environment on job dimension aspects in terms of comfort.



**ETCOR Educational Research Center**  
**PHILIPPINES**  
 Sta. Ana, Pampanga, Philippines



**iJOINED ETCOR**  
**ISSN 2945-3577**



Website: <https://etcor.org>



**The Exigency**  
**ISSN 1908-3181**

**Table 16**  
**Respondents' Assessment on the Work Environment on Job Dimension Aspects in Terms of Comfort**

Comfort	Mean	SD	QD	Int.	Rank
<i>My school administrator at Liming Vocational University . . . . .</i>					
1. clears his/her desk of all paperwork before off hours	3.52	0.55	VGE	VC	3
2. stores all his/her computer files, memos, paperwork well in the computer	3.54	0.60	VGE	VC	2
3. makes a list of things to do each day	3.36	0.65	GE	MC	5
4. organizes his/her work from most important to the least important and work out the responsibility with some help	3.43	0.54	GE	MC	4
5. keeps the contents of his/her drawers and filing cabinets to a manageable size	3.58	0.60	VGE	VC	1
<b>Composite Mean</b>	<b>3.49</b>	<b>0.29</b>	<b>GE</b>	<b>MC</b>	

Legend: 3.51-4.00 Very Great Extent(VGE)/Very Conducive(VC); 2.51-3.50 Great Extent(GE)/Moderately Conducive(MC); 1.51-2.50 Less Extent (LE)/Less Conducive(LC); 1.00-1.50 No Extent(NE)/Not Conducive(NC)

As shown in Table 16, teacher respondents perceived that their school administrators keep the contents of their drawers and filing cabinets to a manageable size to a very great extent with the highest assessment of 3.58 interpreted as very conducive. Similarly, storing their computer files, memos, paperwork well in the computer, and clearing their desk of all paperwork before off hours was done to a very great extent with the mean values of 3.54 and 3.52 respectively interpreted as very conducive. On the other hand, organizing their work from most important to the least important and work out the responsibility with some help was found to be of great extent with the mean value of 3.43 interpreted as moderately conducive. Though making a list of things to do each day was found to be of great extent, however, it was given the lowest assessment of 3.36 interpreted as moderately conducive. A composite mean value of 3.49 indicates that the job dimension aspect of work environment in the subject institution in terms of comfort was moderately conducive as assessed by the teacher respondents.

4.2.2. On Challenge

Table 17 presents the assessment of the teacher respondents of the work environment on job dimension aspects in terms of challenge.



**ETCOR Educational Research Center**  
**PHILIPPINES**  
 Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
**ISSN 2945-3577**



**The Exigency**  
**ISSN 1908-3181**

**Table 17**  
**Respondents' Assessment on the Work Environment on Job Dimension Aspects in Terms of Challenge**

Challenge	Mean	SD	QD	Int.	Rank
<i>My school administrator at Liming Vocational University . . . . .</i>					
1. keeps a cool head and address problems in order of urgency.	3.56	0.59	VGE	VC	4.5
2. works cooperatively to produce a shared vision that the whole campus community has helped to develop	3.56	0.54	VGE	VC	4.5
3. roots out obsolete ideas by taking a creative and challenging approach	3.65	0.56	VGE	VC	2
4. makes a clear communication and honest interactions to help resolve skepticism	3.61	0.54	VGE	VC	3
5. takes necessary risks with confidence	3.72	0.49	VGE	VC	1
<b>Composite Mean</b>	<b>3.62</b>	<b>0.29</b>	<b>VGE</b>	<b>VC</b>	

Legend: 3.51-4.00 Very Great Extent(VGE)/Very Conducive(VC); 2.51-3.50 Great Extent(GE)/Moderately Conducive(MC); 1.51-2.50 Less Extent (LE)/Less Conducive(LC); 1.00-1.50 No Extent(NE)/Not Conducive(NC)

As shown in Table 17, teacher respondents perceived that their school administrators take necessary risks with confidence to a very great extent with the highest assessment of 3.72 interpreted as very conducive. Similarly, rooting out obsolete ideas by taking a creative and challenging approach, and making a clear communication and honest interactions to help resolve skepticism was of very great extent with the mean values of 3.65 and 3.61 respectively interpreted as very conducive. Though keeping a cool head and address problems in order of urgency, and working cooperatively to produce a shared vision that the whole campus community has helped to develop was of very great extent, however, it was given the lowest assessment of 3.56 respectively also interpreted as very conducive. A composite mean value of 3.62 shows that the job dimension aspect of work environment in the subject institution was very conducive as observed by the teacher respondents.

4.2.3. On Resource Adequacy

Table 18 presents the assessment of the teacher respondents of the work environment on job dimension aspects in terms of resource adequacy.



**ETCOR Educational Research Center**  
**PHILIPPINES**  
 Sta. Ana, Pampanga, Philippines



**iJOINED ETCOR**  
**ISSN 2945-3577**



Website: <https://etcor.org>



**The Exigency**  
**ISSN 1908-3181**

**Table 18**  
**Respondents' Assessment on the Work Environment on Job Dimension Aspects in Terms of Resource Adequacy**

Resource Adequacy	Mean	SD	QD	Int.	Rank
<i>My school administrator at Liming Vocational University . . . . .</i>					
1. assures the stability of the finances of the organization.	3.52	0.60	VGE	VC	1
2. assures of having full financial support of all projects	3.41	0.61	GE	MC	3.5
3. changes benchmarks to improve the organizations resources	3.45	0.75	GE	MC	2
4. revises the system to promote resource adequacy	3.40	0.64	GE	MC	5
5. enlists the help of co- workers to save company resources	3.41	0.60	GE	MC	3.5
<b>Composite Mean</b>	<b>3.44</b>	<b>0.31</b>	<b>GE</b>	<b>MC</b>	

Legend: 3.51-4.00 Very Great Extent(VGE)/Very Conducive(VC); 2.51-3.50 Great Extent(GE)/Moderately Conducive(MC); 1.51-2.50 Less Extent (LE)/Less Conducive(LC); 1.00-1.50 No Extent(NE)/Not Conducive(NC)

As shown in Table 18, teacher respondents perceived that their school administrators assure the stability of the finances of the organization to a very great extent with the highest assessment of 3.52 interpreted as very conducive. On the other hand, change benchmarks to improve the organizations resources, assurance of having full financial support of all projects, and enlistment of the help of co-workers to save company resources was found to be of great extent with the mean values of 3.45, and 3.41 respectively interpreted as moderately conducive. Though revision of the system to promote resource adequacy was also found to be of great extent, however, it was given the lowest assessment of 3.40 interpreted as moderately conducive. A composite mean value of 3.44 indicates that the job dimension aspect of the work environment in the subject institution in terms of resource adequacy was moderately conducive based on the assessment of the teacher respondents.

4.2.4. On Salary and Fringe Benefits

Table 19 presents the assessment of the teacher respondents of the work environment on job dimension aspects in terms of salary and fringe benefits.





**ETCOR Educational Research Center**  
**PHILIPPINES**  
 Sta. Ana, Pampanga, Philippines



**iJOINED ETCOR**  
**ISSN 2945-3577**



Website: <https://etcor.org>



**The Exigency**  
**ISSN 1908-3181**

**Table 19**  
**Respondents' Assessment on the Work Environment on Job Dimension Aspects in Terms of Salary and Fringe Benefits**

Salary and Fringe Benefits <i>My school administrator at Liming Vocational University . . . . .</i>	Mean	SD	QD	Int.	Rank
1. provides a life insurance benefit that is tax free	3.28	0.73	GE	MC	5
2. gives an education assistance to help me progress professionally	3.50	0.59	GE	MC	3
3. contended with teacher' s benefits and salary	3.61	0.54	VGE	VC	1
4. gives a chance to be rewarded and recognized through merit alone	3.47	0.58	GE	MC	4
5. provides with a retirement benefit which is tax free.	3.54	0.55	VGE	VC	2
<b>Composite Mean</b>	<b>3.48</b>	<b>0.28</b>	<b>GE</b>	<b>MC</b>	

Legend: 3.51-4.00 Very Great Extent(VGE)/Very Conducive(VC); 2.51-3.50 Great Extent(GE)/Moderately Conducive(MC); 1.51-2.50 Less Extent (LE)/Less Conducive(LC); 1.00-1.50 No Extent(NE)/Not Conducive(NC)

As shown in table 19, teacher respondents perceived that their school administrators contended with teachers' benefits and salary to a very great extent with the highest assessment of 3.61 interpreted as very conducive. Similarly, providing with a retirement benefit which is tax free was found to be of very great extent with the mean value of 3.54 interpreted as very conducive. On the other hand, giving an education assistance to help them progress professionally, and giving a chance to be rewarded and recognized through merit alone was found to be of great extent with the mean values of 3.50 and 3.47 respectively interpreted as moderately conducive. Though providing a life insurance benefit that is tax free was found to be of great extent, however, it was given the lowest assessment of 3.28 interpreted as moderately conducive. A composite mean value of 3.48 shows that the job dimension aspect of the work environment in the subject institution in terms of salary and fringe benefit was moderately conducive as perceived by the teacher respondents.

4.2.5. On Relationship With Co-Workers

Table 20 presents the assessment of the teacher respondents of the work environment on job dimension aspects in terms of relationship with co- workers.



**ETCOR Educational Research Center**  
**PHILIPPINES**  
 Sta. Ana, Pampanga, Philippines



**iJOINED ETCOR**  
**ISSN 2945-3577**  
**The Exigency**  
**ISSN 1908-3181**



Website: <https://etcor.org>

**Table 20**  
**Respondents' Assessment on the Work Environment on Job Dimension Aspects in Terms of Relationship with Co-Workers**

Relationship with Co-Workers <i>My school administrator at Liming Vocational University . . . . .</i>	Mean	SD	QD	Int.	Rank
1. removes obstacles to establish rapport with co- workers	3.66	0.57	VGE	VC	2
2. makes conscious efforts to improve the motivational skills	3.50	0.54	GE	MC	4
3. gives reasons for his/her actions and for his/her disagreements with people	3.55	0.56	VGE	VC	3
4. tries to ensure work is enjoyable for his/her staff	3.68	0.56	VGE	VC	1
5. tries to persuade rather than impose what he/she wants	3.48	0.58	GE	MC	5
<b>Composite Mean</b>	<b>3.57</b>	<b>0.27</b>	<b>VGE</b>	<b>VC</b>	

Legend: 3.51-4.00 Very Great Extent(VGE)/Very Conducive(VC); 2.51-3.50 Great Extent( GE)/ Moderately Conducive(MC); 1.51-2.50 Less Extent (LE)/ Less Conducive(LC); 1.00-1.50 No Extent( NE)/ Not Conducive(NC)

As shown in Table 20, teacher respondents perceived that their school administrators try to ensure that work is enjoyable for their staff with the highest assessment of 3.68 interpreted as very conducive. Similarly, removing obstacles to establish rapport with co - workers, and giving reasons for their actions and for their disagreements with people was of very great extent with the mean values of 3.66 and 3.55 respectively also interpreted as very conducive. On the other hand, making conscious efforts to improve the motivational skills was found to be of great extent with the mean value of 3.50 interpreted as moderately conducive. Though trying to persuade rather than impose what they want was found to be of great extent, however, it was given the lowest assessment of 3.48 but also interpreted as moderately conducive. A composite mean value of 3.57 shows that the job dimension of work environment in the subject institution in terms of relationship with co - workers was very conducive as assessed by the teacher respondents.

4.3. Summary of the Respondents' Assessment on the Work Environment

Table 21 presents the summary on the assessment of the teacher respondents on work environment as regards physical aspects, and job dimension aspects.



**ETCOR Educational Research Center**  
**PHILIPPINES**  
 Sta. Ana, Pampanga, Philippines



**iJOINED ETCOR**  
**ISSN 2945-3577**

**The Exigency**  
**ISSN 1908-3181**



Website: <https://etcor.org>

**Table 21**  
**Summary of the Respondents' Assessment on the Work Environment**

Work Environment Aspects	Mean	SD	QD	Int.	Rank
<b>1. Physical Aspects</b>	<b>3.49</b>	<b>0.14</b>	<b>GE</b>	<b>MC</b>	
1.1 Diversity of Stimulation	3.46	0.28	GE	MC	3.5
1.2 Visibility	3.41	0.29	GE	MC	5
1.3 Changeability	3.46	0.27	GE	MC	3.5
1.4 Demand Quality	3.55	0.41	VGE	VC	1.5
1.5 Social Interaction	3.55	0.26	VGE	VC	1.5
<b>2. Job Dimension Aspects</b>	<b>3.52</b>	<b>0.14</b>	<b>VGE</b>	<b>VC</b>	
2.1 Comfort Through Job Work	3.49	0.29	GE	MC	3
2.2 Challenge	3.62	0.29	VGE	VC	1
2.3 Resource Adequacy	3.44	0.31	GE	MC	5
2.4 Salary and Fringe Benefits	3.48	0.28	GE	MC	4
2.5 Relationships with Co-Workers	3.57	0.27	VGE	VC	2
<b>Over-all Mean</b>	<b>3.50</b>	<b>0.11</b>	<b>GE</b>	<b>MC</b>	

Legend: 3.51-4.00 Very Great Extent(VGE)/Very Conducive(VC); 2.51-3.50 Great Extent( GE)/Moderately Conducive(MC); 1.51-2.50 Less Extent (LE)/ Less Conducive(LC); 1.00-1.50 No Extent( NE)/ Not Conducive(NC)

As shown in Table 21, the results indicate that in terms of the physical aspects of work environment, demand quality, and social interaction were the most conducive aspects as observed by the teacher respondents. Furthermore, physical aspects in terms of diversity of stimulation, and changeability were found to be moderately conducive as perceived by the teachers. Visibility, on the other hand, was also observed by the teachers to be moderately conducive, however, it was found to be the least assessed by the respondents among the five physical aspects of work environment.

In terms of job dimension aspects, challenge was the most conducive aspects as observed by the teacher respondents.

Similarly, relationship with co-workers was also observed by the teachers to be very conducive. Work environment in terms of comfort through job work, and salary and fringe benefits were found to be moderately conducive according to the teacher respondents. Though resource adequacy was also found to be moderately conducive, however, it was the least assessed aspect of job dimension by the teacher respondents.

Generally, the result reveals that the physical aspect of work environment in the subject institution was observed by the teacher respondents to be moderately conducive, while very conducive in terms of the job dimension aspects. An over-all mean value of 3.50 indicates that the work environment in the subject institution was moderately conducive based on the assessment of the teacher respondents.

**V. Differences in the Assessment of the Respondents on Work Environment When Grouped According to Profile**

**5.1. Physical Aspects**

Tables 22 -24 present the differences in the assessment of the respondents on the work environment on physical aspects when they are grouped according to age, educational attainment, and length of service as teachers.



5.1.1. On Age

Table 22 presents the differences in the assessment of the respondents on the work environment when they are grouped according to age.

**Table 22**  
**Differences in the Assessment of the Respondents on the Work Environment on Physical Aspects when they are Grouped According to Age**

Work Environment on Physical Aspects	Age	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
1. Diversity of Stimulation	31-35 y/o	3.46	0.28	0.23	0.79	Accepted	Not Significant
	36-45 y/o	3.44	0.30				
	46-55 y/o	3.47	0.27				
2. Visibility	31-35 y/o	3.36	0.30	1.59	0.21	Accepted	Not Significant
	36-45 y/o	3.44	0.30				
	46-55 y/o	3.44	0.28				
3. Changeability	31-35 y/o	3.47	0.26	0.11	0.90	Accepted	Not Significant
	36-45 y/o	3.46	0.28				
	46-55 y/o	3.45	0.27				
4. Demand Quality	31-35 y/o	3.52	0.43	0.39	0.68	Accepted	Not Significant
	36-45 y/o	3.59	0.39				
	46-55 y/o	3.56	0.42				
5. Social Interaction	31-35 y/o	3.54	0.26	0.88	0.42	Accepted	Not Significant
	36-45 y/o	3.52	0.25				
	46-55 y/o	3.58	0.26				
Over-all	31-35 y/o	3.47	0.13	0.80	0.45	Accepted	Not Significant
	36-45 y/o	3.49	0.15				
	46-55 y/o	3.50	0.14				

As shown in Table 22, teacher respondents have obtained a computed F- value of 0.23 in terms of diversity of stimulation with the significance value of 0.79. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to age. This goes to show that teacher respondents have relatively the same assessment on the physical aspects of work environment in the subject institution in terms of diversity of stimulation regardless of their age.

In terms of visibility, teacher respondents have obtained a computed F-value of 1.59 with the significance value of 0.21. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to age. The result indicates that teacher respondents have relatively the same assessment on the physical aspects of work environment in the subject institution in terms of visibility regardless of their age.

In terms of changeability, teacher respondents have obtained a computed F-value of 0.11 with the significance value of 0.90. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to age. This could mean that teacher respondents have relatively the same assessment on the physical aspects of work environment in the subject institution in terms of changeability regardless of their age.

In terms of demand quality, teacher respondents have obtained a computed F- value of 0.39 with the significance value of 0.68. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when



**ETCOR Educational Research Center**  
**PHILIPPINES**  
 Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
**ISSN 2945-3577**



**The Exigency**  
**ISSN 1908-3181**

they are grouped according to age. The result shows that teacher respondents have relatively the same assessment on the physical aspects of work environment in the subject institution in terms of demand quality regardless of their age.

In terms of social interaction, teacher respondents have obtained a computed F-value of 0.88 with the significance value of 0.42. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to age. This is taken to mean that teacher respondents have relatively the same assessment on the physical aspects of work environment in the subject institution in terms of social interaction regardless of their age.

Generally, teacher respondents have obtained an over-all computed F-value of 0.80 with the significance value of 0.45. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to age. The result reveals that teacher respondents have relatively the same assessment on the physical aspects of work environment in the subject institution regardless of their age.

5.1.2. On Educational Attainment

Table 23 presents the differences in the assessment of the respondents on the work environment when they are grouped according to educational attainment.

**Table 23**  
**Differences in the Assessment of the Respondents on the Work Environment on Physical Aspects when they are Grouped According to Educational Attainment**

Work Environment on Physical Aspects	Educational Attainment	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
1. Diversity of Stimulation	Master's degree	3.49	0.29	0.68	0.51	Accepted	Not Significant
	w/ Doctoral units	3.44	0.29				
	Doctoral degree	3.46	0.25				
2. Visibility	Master's degree	3.49	0.26	3.16	0.06	Accepted	Not Significant
	w/ Doctoral units	3.37	0.31				
	Doctoral degree	3.40	0.28				
3. Changeability	Master's degree	3.48	0.25	0.62	0.54	Accepted	Not Significant
	w/ Doctoral units	3.46	0.28				
	Doctoral degree	3.42	0.27				
4. Demand Quality	Master's degree	3.51	0.42	0.95	0.39	Accepted	Not Significant
	w/ Doctoral units	3.59	0.39				
	Doctoral degree	3.54	0.45				
5. Social Interaction	Master's degree	3.61	0.24	3.17	0.08	Accepted	Not Significant
	w/ Doctoral units	3.54	0.27				
	Doctoral degree	3.50	0.25				
Over-all	Master's degree	3.51	0.12	2.02	0.14	Accepted	Not Significant
	w/ Doctoral units	3.48	0.15				
	Doctoral degree	3.47	0.13				



**ETCOR** Educational Research Center  
**PHILIPPINES**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
**ISSN 2945-3577**



**The Exigency**  
**ISSN 1908-3181**

As shown in Table 23, teacher respondents have obtained a computed F- value of 0.68 in terms of diversity of stimulation with the significance value of 0.51. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to educational attainment. This goes to show that teacher respondents have relatively the same assessment on the physical aspects of work environment in the subject institution in terms of diversity of stimulation regardless of the educational level they have attained.

In terms of visibility, teacher respondents have obtained a computed F- value of 3.16 with the significance value of 0.06. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to educational attainment. The result indicates that teacher respondents have relatively the same assessment on the physical aspects of work environment in the subject institution in terms of visibility regardless of the educational level they have attained.

In terms of changeability, teacher respondents have obtained a computed F-value of 0.62 with the significance value of 0.54. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to educational attainment. This could mean that teacher respondents have relatively the same assessment on the physical aspects of work environment in the subject institution in terms of changeability regardless of the educational level they have attained.

In terms of demand quality, teacher respondents have obtained a computed F- value of 0.95 with the significance value of 0.39. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to educational attainment. The result shows that teacher respondents have relatively the same assessment on the physical aspects of work environment in the subject institution in terms of demand quality regardless of the educational level they have attained.

In terms of social interaction, teacher respondents have obtained a computed F-value of 3.17 with the significance value of 0.08. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to educational attainment. This is taken to mean that teacher respondents have relatively the same assessment on the physical aspects of work environment in the subject institution in terms of social interaction regardless of the educational level they have attained.

Generally, teacher respondents have obtained an over-all computed F-value of 2.02 with the significance value of 0.14. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to educational attainment. The result reveals that teacher respondents have relatively the same assessment on the physical aspects of work environment in the subject institution regardless of the educational level they have attained.

### 5.1.3. On Length of Service as Teacher

Table 24 presents the differences in the assessment of the respondents on the work environment when they are grouped according to length of service as teacher.



**Table 24**  
**Differences in the Assessment of the Respondents on the Work Environment on Physical Aspects when they are Grouped According to Length of Service as Teacher**

Work Environment on Physical Aspects	Length of Service as Teacher	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
1. Diversity of Stimulation	1-5 years	3.46	0.27	0.42	0.74	Accepted	Not Significant
	6-10 years	3.44	0.30				
	11-15 years	3.46	0.28				
	16 years & above	3.55	0.20				
2. Visibility	1-5 years	3.44	0.27	1.46	0.23	Accepted	Not Significant
	6-10 years	3.44	0.30				
	11-15 years	3.35	0.31				
	16 years & above	3.35	0.27				
3. Changeability	1-5 years	3.45	0.27	0.11	0.95	Accepted	Not Significant
	6-10 years	3.46	0.28				
	11-15 years	3.47	0.26				
	16 years & above	3.44	0.23				
4. Demand Quality	1-5 years	3.52	0.44	0.47	0.71	Accepted	Not Significant
	6-10 years	3.59	0.39				
	11-15 years	3.59	0.40				
	16 years & above	3.55	0.45				
5. Social Interaction	1-5 years	3.58	0.26	0.90	0.44	Accepted	Not Significant
	6-10 years	3.52	0.25				
	11-15 years	3.56	0.29				
	16 years & above	3.47	0.13				
Over-all	1-5 years	3.49	0.14	0.08	0.97	Accepted	Not Significant
	6-10 years	3.49	0.15				
	11-15 years	3.49	0.15				
	16 years & above	3.47	0.14				

As shown in Table 24, teacher respondents have obtained a computed F- value of 0.42 in terms of diversity of stimulation with the significance value of 0.74. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to length of service as teachers. This goes to show that teacher respondents have relatively the same assessment on the physical aspects of work environment in the subject institution in terms of diversity of stimulation regardless of how long they have been in the service as teachers.

In terms of visibility, teacher respondents have obtained a computed F-value of 1.46 with the significance value of 0.23. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to length of service as teachers. The result indicates that teacher respondents have relatively the same assessment on the physical aspects of work environment in the subject institution in terms of visibility regardless of how long they have been in the service as teachers.



**ETCOR** Educational Research Center  
PHILIPPINES

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
ISSN 2945-3577



**The Exigency**  
ISSN 1908-3181

In terms of changeability, teacher respondents have obtained a computed F-value of 0.11 with the significance value of 0.95. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to length of service as teachers. This could mean that teacher respondents have relatively the same assessment on the physical aspects of work environment in the subject institution in terms of changeability regardless of how long they have been in the service as teachers.

In terms of demand quality, teacher respondents have obtained a computed F-value of 0.47 with the significance value of 0.71. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to length of service as teachers. The result shows that teacher respondents have relatively the same assessment on the physical aspects of work environment in the subject institution in terms of demand quality regardless of how long they have been in the service as teachers.

In terms of social interaction, teacher respondents have obtained a computed F-value of 0.90 with the significance value of 0.44. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to length of service as teachers. This is taken to mean that teacher respondents have relatively the same assessment on the physical aspects of work environment in the subject institution in terms of social interaction regardless of how they have been serving as teachers.

Generally, teacher respondents have obtained an over-all computed F-value of 0.08 with the significance value of 0.97. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to length of service as teachers. The result reveals that teacher respondents have relatively the same assessment on the physical aspects of work environment in the subject institution regardless of how long they have been serving as teachers.

## 5.2. Job Dimension Aspects

Tables 25 -27 present the differences in the assessment of the respondents on the work environment on job dimension aspects when they are grouped according to age, educational attainment, and length of service as teachers.

### 5.2.1. On Age

Table 25 presents the differences in the assessment of the respondents on the work environment on job dimension aspects when they are grouped according to age.





**ETCOR Educational Research Center**  
**PHILIPPINES**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
**ISSN 2945-3577**



**The Exigency**  
**ISSN 1908-3181**

**Table 25**  
**Differences in the Assessment of the Respondents on the Work Environment on Job Dimension Aspects when they are Grouped According to Age**

Work Environment on Job Dimension Aspects	Age	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
1. Comfort	31-35 y/o	3.51	0.30	0.57	0.57	Accepted	Not Significant
	36-45 y/o	3.50	0.29				
	46-55 y/o	3.46	0.28				
2. Challenge	31-35 y/o	3.60	0.27	0.54	0.59	Accepted	Not Significant
	36-45 y/o	3.65	0.30				
	46-55 y/o	3.62	0.29				
3. Resource Adequacy	31-35 y/o	3.45	0.32	0.15	0.86	Accepted	Not Significant
	36-45 y/o	3.42	0.31				
	46-55 y/o	3.45	0.31				
4. Salary and Fringe Benefits	31-35 y/o	3.47	0.28	1.67	0.19	Accepted	Not Significant
	36-45 y/o	3.43	0.25				
	46-55 y/o	3.45	0.29				
5. Relationship with Co-workers	31-35 y/o	3.54	0.30	0.94	0.39	Accepted	Not Significant
	36-45 y/o	3.58	0.25				
	46-55 y/o	3.60	0.26				
Over-all	31-35 y/o	3.51	0.16	0.54	0.58	Accepted	Not Significant
	36-45 y/o	3.54	0.14				
	46-55 y/o	3.51	0.13				

As shown in Table 25, teacher respondents have obtained a computed F-value of 0.57 in terms of comfort with the significance value of 0.57. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to age. This goes to show that teacher respondents have relatively the same assessment on the job dimension aspects of work environment in the subject institution in terms of comfort regardless of their age.

In terms of challenge, teacher respondents have obtained a computed F-value of 0.54 with the significance value of 0.59. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to age. The result indicates that teacher respondents have relatively the same assessment on the job dimension aspects of work environment in the subject institution in terms of challenge regardless of their age.

In terms of resource adequacy, teacher respondents have obtained a computed F-value of 0.15 with the significance value of 0.86. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to age. This could mean that teacher respondents have relatively the same assessment on the job dimension aspects of work environment in the subject institution in terms of resource adequacy regardless of their age.

In terms of salary and fringe benefits, teacher respondents have obtained a computed F-value of 1.67 with the significance value of 0.19. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to age.



**ETCOR Educational Research Center PHILIPPINES**  
 Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
 ISSN 2945-3577



**The Exigency**  
 ISSN 1908-3181

hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to age. The result shows that teacher respondents have relatively the same assessment on the job dimension aspects of work environment in the subject institution in terms of salary and fringe benefits regardless of their age.

In terms of relationship with co-workers, teacher respondents have obtained a computed F-value of 0.94 with the significance value of 0.39. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to age. This is taken to mean that teacher respondents have relatively the same assessment on the job dimension aspects of work environment in the subject institution in terms of social interaction regardless of their age.

Generally, teacher respondents have obtained an over-all computed F-value of 0.54 with the significance value of 0.58. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to age. The result reveals that teacher respondents have relatively the same assessment on the job dimension aspects of work environment in the subject institution regardless of their age.

5.2.2. On Educational Attainment

Table 26 presents the differences in the assessment of the respondents on the work environment on job dimension aspects when they are grouped according to educational attainment.

**Table 26**  
**Differences in the Assessment of the Respondents on the Work Environment on Job Dimension Aspects when they are Grouped According to Educational Attainment**

Work Environment on Job Dimension Aspects	Educational Attainment	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
1. Comfort	Master's degree	3.42	0.27	2.49	0.09	Accepted	Not Significant
	w/ Doctoral units	3.53	0.28				
	Doctoral degree	3.49	0.31				
2. Challenge	Master's degree	3.64	0.29	1.41	0.25	Accepted	Not Significant
	w/ Doctoral units	3.64	0.28				
	Doctoral degree	3.56	0.29				
3. Resource Adequacy	Master's degree	3.41	0.28	0.39	0.68	Accepted	Not Significant
	w/ Doctoral units	3.45	0.33				
	Doctoral degree	3.46	0.31				
4. Salary and Fringe Benefits	Master's degree	3.49	0.27	0.92	0.40	Accepted	Not Significant
	w/ Doctoral units	3.50	0.28				
	Doctoral degree	3.43	0.29				
5. Relationship with Co-workers	Master's degree	3.62	0.27	1.64	0.20	Accepted	Not Significant
	w/ Doctoral units	3.56	0.24				
	Doctoral degree	3.53	0.29				
Over-all	Master's degree	3.52	0.13	1.35	0.26	Accepted	Not Significant
	w/ Doctoral units	3.53	0.15				
	Doctoral degree	3.50	0.14				



**ETCOR Educational Research Center**  
**PHILIPPINES**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
**ISSN 2945-3577**



**The Exigency**  
**ISSN 1908-3181**

As shown in Table 26, teacher respondents have obtained a computed F-value of 2.49 in terms of comfort with the significance value of 0.09. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to educational attainment. This goes to show that teacher respondents have relatively the same assessment on the job dimension aspects of work environment in the subject institution in terms of comfort regardless of the educational level they have attained.

In terms of challenge, teacher respondents have obtained a computed F-value of 1.41 with the significance value of 0.25. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to educational attainment. The result indicates that teacher respondents have relatively the same assessment on the job dimension aspects of work environment in the subject institution in terms of challenge regardless of the educational level they have attained.

In terms of resource adequacy, teacher respondents have obtained a computed F-value of 0.39 with the significance value of 0.68. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to educational attainment. This could mean that teacher respondents have relatively the same assessment on the job dimension aspects of work environment in the subject institution in terms of resource adequacy regardless of the educational level they have attained.

In terms of salary and fringe benefits, teacher respondents have obtained a computed F-value of 0.92 with the significance value of 0.40. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to educational attainment. The result shows that teacher respondents have relatively the same assessment on the job dimension aspects of work environment in the subject institution in terms of salary and fringe benefits regardless of the educational level they have attained.

In terms of relationship with co-workers, teacher respondents have obtained a computed F-value of 1.64 with the significance value of 0.20. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to educational attainment. This is taken to mean that teacher respondents have relatively the same assessment on the job dimension aspects of work environment in the subject institution in terms of social interaction regardless of the educational level they have attained.

Generally, teacher respondents have obtained an over-all computed F-value of 1.35 with the significance value of 0.26. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to educational attainment. The result reveals that teacher respondents have relatively the same assessment on the job dimension aspects of work environment in the subject institution regardless of the educational level they have attained.

### 5.2.3. On Length of Service as Teacher

Table 27 presents the differences in the assessment of the respondents on the work environment on job dimension aspects when they are grouped according to length of service as teacher.



**Table 27**  
**Differences in the Assessment of the Respondents on the Work Environment on Job Dimension Aspects when they are Grouped According to Length of Service as Teacher**

Work Environment on Job Dimension Aspects	Length of Service as Teacher	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
1. Comfort	1-5 years	3.47	0.28	0.32	0.81	Accepted	Not Significant
	6-10 years	3.50	0.29				
	11-15 years	3.51	0.28				
	16 years & above	3.51	0.39				
2. Challenge	1-5 years	3.60	0.30	0.91	0.44	Accepted	Not Significant
	6-10 years	3.65	0.30				
	11-15 years	3.64	0.26				
	16 years & above	3.53	0.24				
3. Resource Adequacy	1-5 years	3.46	0.30	0.52	0.67	Accepted	Not Significant
	6-10 years	3.42	0.31				
	11-15 years	3.45	0.34				
	16 years & above	3.35	0.31				
4. Salary and Fringe Benefits	1-5 years	3.45	0.27	1.08	0.36	Accepted	Not Significant
	6-10 years	3.53	0.25				
	11-15 years	3.47	0.30				
	16 years & above	3.45	0.35				
5. Relationship with Co-workers	1-5 years	3.60	0.27	2.16	0.09	Accepted	Not Significant
	6-10 years	3.58	0.25				
	11-15 years	3.57	0.28				
	16 years & above	3.38	0.26				
Over-all	1-5 years	3.51	0.27	1.41	0.24	Accepted	Not Significant
	6-10 years	3.54	0.25				
	11-15 years	3.53	0.28				
	16 years & above	3.44	0.26				

As shown in Table 27, teacher respondents have obtained a computed F-value of 0.32 in terms of comfort with the significance value of 0.81. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to length of service as teacher. This goes to show that teacher respondents have relatively the same assessment on the job dimension aspects of work environment in the subject institution in terms of comfort regardless of how long they have been in the service as teachers.

In terms of challenge, teacher respondents have obtained a computed F-value of 0.91 with the significance value of 0.44. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to length of service as teachers. The result indicates that teacher respondents have relatively the same assessment on the job dimension aspects of work environment in the subject institution in terms of challenge regardless of how long they have been in the service as teachers.



**ETCOR Educational Research Center**  
**PHILIPPINES**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
**ISSN 2945-3577**



**The Exigency**  
**ISSN 1908-3181**

In terms of resource adequacy, teacher respondents have obtained a computed F-value of 0.52 with the significance value of 0.67. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to length of service as teachers. This could mean that teacher respondents have relatively the same assessment on the job dimension aspects of work environment in the subject institution in terms of resource adequacy regardless of how long they have been in the service as teachers.

In terms of salary and fringe benefits, teacher respondents have obtained a computed F-value of 1.08 with the significance value of 0.36. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to length of service as teachers. The result shows that teacher respondents have relatively the same assessment on the job dimension aspects of work environment in the subject institution in terms of salary and fringe benefits regardless of how long they have been in the service as teachers.

In terms of relationship with co-workers, teacher respondents have obtained a computed F-value of 2.16 with the significance value of 0.09. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to length of service as teachers. This is taken to mean that teacher respondents have relatively the same assessment on the job dimension aspects of work environment in the subject institution in terms of social interaction regardless of how long they have been in the service as teachers.

Generally, teacher respondents have obtained an over-all computed F-value of 1.41 with the significance value of 0.24. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when they are grouped according to length of service as teachers. The result reveals that teacher respondents have relatively the same assessment on the job dimension aspects of work environment in the subject institution regardless of how long they have been in the service as teachers.

## **VI. Relationship Between the Assessed Organizational Effectiveness with the Work Environment**

Tables 28-29 present the relationship between the assessed organizational effectiveness and the work environment.

### **6.1. Work Environment on Physical Aspects**

Table 28 presents the relationship between the assessed organizational effectiveness and the work environment.



**ETCOR Educational Research Center**  
**PHILIPPINES**  
 Sta. Ana, Pampanga, Philippines



**iJOINED ETCOR**  
**ISSN 2945-3577**



Website: <https://etcor.org>



**The Exigency**  
**ISSN 1908-3181**

**Table 28**  
**Relationship Between the Assessed Organizational Effectiveness and Work Environment on Physical Aspects**

Organizational Effectiveness	Physical Aspect of Work Environment	Computed r	Sig	Decision on Ho	Interpretation
1. Physical Security	Diversity of Stimulation	0.62	0.00	Rejected	Significant
	Visibility	0.00	0.96	Accepted	Not Significant
	Changeability	0.02	0.77	Accepted	Not Significant
	Demand Quality	0.04	0.53	Accepted	Not Significant
	Social interaction	0.26	0.00	Rejected	Significant
	<b>Average</b>	<b>0.37</b>	<b>0.00</b>	<b>Rejected</b>	<b>Significant</b>
2. Symbolic Identification	Diversity of Stimulation	0.17	0.01	Rejected	Significant
	Visibility	0.20	0.00	Rejected	Significant
	Changeability	0.08	0.23	Accepted	Not Significant
	Demand Quality	0.68	0.00	Rejected	Significant
	Social interaction	0.21	0.00	Rejected	Significant
	<b>Average</b>	<b>0.36</b>	<b>0.00</b>	<b>Rejected</b>	<b>Significant</b>
3. Task Instrumentality	Diversity of Stimulation	0.20	0.00	Rejected	Significant
	Visibility	0.10	0.13	Accepted	Not Significant
	Changeability	0.28	0.00	Rejected	Significant
	Demand Quality	0.10	0.16	Accepted	Not Significant
	Social interaction	0.45	0.00	Rejected	Significant
	<b>Average</b>	<b>0.23</b>	<b>0.00</b>	<b>Rejected</b>	<b>Significant</b>
4. Employee Involvement	Diversity of Stimulation	0.14	0.04	Rejected	Significant
	Visibility	0.21	0.00	Rejected	Significant
	Changeability	0.16	0.02	Rejected	Significant
	Demand Quality	0.09	0.21	Accepted	Not Significant
	Social interaction	0.33	0.00	Rejected	Significant
	<b>Average</b>	<b>0.14</b>	<b>0.04</b>	<b>Rejected</b>	<b>Significant</b>
5. Fairness and Satisfaction	Diversity of Stimulation	0.15	0.03	Rejected	Significant
	Visibility	0.08	0.22	Accepted	Not Significant
	Changeability	0.01	0.93	Accepted	Not Significant
	Demand Quality	0.24	0.00	Rejected	Significant
	Social interaction	0.44	0.00	Rejected	Significant
	<b>Average</b>	<b>0.28</b>	<b>0.00</b>	<b>Rejected</b>	<b>Significant</b>
<b>Over-all Organizational Effectiveness</b>	<b>Over-all Physical Aspects of Work Environment</b>	<b>0.03</b>	<b>0.01</b>	<b>Rejected</b>	<b>Significant</b>

As shown in Table 28, teacher respondents have obtained a computed r values of 0.62 and 0.26 in terms of diversity of stimulation and social interaction with the significance values of 0.00 respectively. Since the significance values are less than the set 0.05 level of significance, null hypothesis is rejected which means that there is a significant relationship between the organizational effectiveness in terms of physical security and the physical aspect of work environment in terms of diversity of stimulation and social interaction, while no significant relationship was found in terms of visibility, changeability and demand quality. The result further shows that the organizational effectiveness in terms of physical security is positively correlated to a moderate degree with the physical aspect of work environment. This could mean that the physical security of an organization could affect the physical aspect of work environment.

On organizational effectiveness in terms of symbolic identification, respondents have obtained a computed r values on diversity of stimulation, visibility, demand quality, and social interaction of 0.17, 0.20, 0.68, and 0.21 respectively with significance values of 0.01, 0.00, 0.00 and 0.00 respectively. Since the significance values are less than the set 0.05 level of significance, null hypothesis is rejected which means that there is a significant relationship between the assessed organizational effectiveness on symbolic identification and the physical aspect of work



**ETCOR Educational Research Center**  
**PHILIPPINES**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
**ISSN 2945-3577**



**The Exigency**  
**ISSN 1908-3181**

environment in terms of diversity of stimulation, visibility, demand quality, and social interaction, while no significant relationship was found in terms of changeability. The result reveals that the organizational effectiveness in terms of symbolic identification is positively correlated to a moderate degree with the physical aspect of work environment. This further reveals that the symbolic identification of an organization could affect the physical aspect of work environment.

On organizational effectiveness in terms of task instrumentality, respondents have obtained a computed  $r$  values on diversity of stimulation, changeability, and social interaction of 0.20, 0.28 and 0.45 with significance values of 0.00 respectively. Since the significance values are less than the set 0.05 level of significance, null hypothesis is rejected which means that there is a significant relationship between the assessed organizational effectiveness on task instrumentality and the physical aspect of work environment in terms of diversity of stimulation, changeability, and social interaction, while no significant relationship was found in terms of visibility, and demand quality. This is taken to mean that the organizational effectiveness in terms of task instrumentality is positively correlated to a low degree with the physical aspect of work environment. This could mean that the task instrumentality of an organization could affect the physical aspect of work environment.

On organizational effectiveness in terms of employee involvement, respondents have obtained a computed  $r$  values of 0.14, 0.21, 0.16 and 0.33 on diversity of stimulation, visibility, changeability, and social interaction respectively with significance values of 0.04, 0.00, 0.02, and 0.00 respectively. Since the significance values are less than the set 0.05 level of significance, null hypothesis is rejected which means that there is a significant relationship between the assessed organizational effectiveness on employee involvement and the physical aspect of work environment in terms of diversity of stimulation, visibility, changeability, and social interaction, while no significant relationship was found in terms of demand quality. This goes to show that the organizational effectiveness in terms of employee involvement is positively correlated to a low degree with the physical aspect of work environment. This could mean that the physical security of an organization could somehow affect the physical aspect of work environment.

On organizational effectiveness in terms of fairness and satisfaction, respondents have obtained a computed  $r$  values of 0.15, 0.24, and 0.44 on diversity of stimulation, demand quality, and social interaction respectively with significance values of 0.03, 0.00, and 0.00 respectively. Since the significance values are less than the set 0.05 level of significance, null hypothesis is rejected which means that there is a significant relationship between the assessed organizational effectiveness on fairness and satisfaction, and the physical aspect of work environment in terms of diversity of stimulation, demand quality, and social interaction, while no significant relationship was found in terms of visibility, and changeability. The result indicates that the organizational effectiveness in terms of fairness and satisfaction is positively correlated to a low degree with the physical aspect of work environment. This could mean that the fairness and satisfaction in an organization could somehow affect the physical aspect of work environment.

Generally, respondents have obtained an over-all computed  $r$  value of 0.03 with a significance value of 0.01. Since the significance value is less than the set 0.05 level of significance, null hypothesis is rejected which means that there is a significant relationship between the assessed organizational effectiveness, and the physical aspect of work environment. The result reveals that the organizational effectiveness can somehow be affected by the physical aspect of work environment.

## 6.2. Work Environment on Job Dimension Aspects

Table 29 presents the relationship between the assessed organizational effectiveness and the work environment on job dimension aspects.



**Table 29**  
**Relationship Between the Assessed Organizational Effectiveness and Work Environment on Job Dimension Aspects**

Organizational Effectiveness	Job Dimension Aspects of Work Environment	Computed r	Sig	Decision on Ho	Interpretation
1. Physical Security	Comfort	0.11	0.11	Accepted	Not Significant
	Challenge	0.17	0.01	Rejected	Significant
	Resource Adequacy	0.07	0.30	Accepted	Not Significant
	Salary & Fringe Benefits	0.03	0.70	Accepted	Not Significant
	Relationship w/ Co-workers	0.07	0.29	Accepted	Not Significant
	<b>Average</b>	<b>0.16</b>	<b>0.08</b>	<b>Accepted</b>	<b>Not Significant</b>
2. Symbolic Identification	Comfort	0.09	0.19	Accepted	Not Significant
	Challenge	0.11	0.11	Accepted	Not Significant
	Resource Adequacy	0.10	0.13	Accepted	Not Significant
	Salary & Fringe Benefits	0.01	0.90	Accepted	Not Significant
	Relationship w/ Co-workers	0.02	0.78	Accepted	Not Significant
	<b>Average</b>	<b>0.14</b>	<b>0.06</b>	<b>Accepted</b>	<b>Not Significant</b>
3. Task Instrumentality	Comfort	0.19	0.01	Rejected	Significant
	Challenge	0.00	0.97	Accepted	Not Significant
	Resource Adequacy	0.18	0.01	Rejected	Significant
	Salary & Fringe Benefits	0.05	0.45	Accepted	Not Significant
	Relationship w/ Co-workers	0.00	0.96	Rejected	Significant
	<b>Average</b>	<b>0.14</b>	<b>0.07</b>	<b>Accepted</b>	<b>Not Significant</b>
4. Employee Involvement	Comfort	0.09	0.20	Accepted	Not Significant
	Challenge	0.07	0.34	Accepted	Not Significant
	Resource Adequacy	0.03	0.67	Accepted	Not Significant
	Salary & Fringe Benefits	0.09	0.18	Accepted	Not Significant
	Relationship w/ Co-workers	0.02	0.80	Accepted	Not Significant
	<b>Average</b>	<b>0.02</b>	<b>0.76</b>	<b>Accepted</b>	<b>Not Significant</b>
5. Fairness and Satisfaction	Comfort	0.01	0.91	Accepted	Not Significant
	Challenge	0.05	0.49	Accepted	Not Significant
	Resource Adequacy	0.04	0.58	Accepted	Not Significant
	Salary & Fringe Benefits	0.04	0.53	Accepted	Not Significant
	Relationship w/ Co-workers	0.23	0.00	Rejected	Significant
	<b>Average</b>	<b>0.14</b>	<b>0.17</b>	<b>Accepted</b>	<b>Not Significant</b>
<b>Over-all Organizational Effectiveness</b>	<b>Over-all Job Dimension Aspects of Work Environment</b>	<b>0.22</b>	<b>0.19</b>	<b>Accepted</b>	<b>Not Significant</b>

As shown in Table 29, teacher respondents have obtained a computed r value of 0.17 in terms of challenge with a significance value of 0.01. Since the significance value is less than the set 0.05 level of significance, null hypothesis is rejected which means that there is a significant relationship between the organizational effectiveness in terms of physical security and the job dimension aspect of work environment in terms of challenge, while no significant relationship was found in terms of comfort, resource adequacy, salary and fringe benefits, and relationship with co-workers. The result further shows that the organizational effectiveness in terms of physical security is positively correlated to a small degree with the job dimension aspect of work environment. This could mean that the physical security of an organization could affect the job dimension aspect of work environment.

On organizational effectiveness in terms of symbolic identification, teacher respondents have obtained a computed r values of 0.09, 0.11, 0.10, 0.01 and 0.02 in terms of comfort, challenge, resource adequacy, salary and fringe benefits, and relationship with co-workers with the significance values of 0.09, 0.11, 0.13, 0.90, and 0.78 respectively. Since the significance values are less than the set 0.05 level of significance, null hypothesis is rejected which means that there is no significant relationship between the organizational effectiveness in terms of symbolic identification and the job dimension aspect of work environment in terms of comfort, challenge, resource adequacy, salary and fringe benefits, and relationship with co-workers. This goes to show that the organizational effectiveness in terms of symbolic identification do not give significant impact on job dimension aspect of work environment.





**ETCOR Educational Research Center**  
**PHILIPPINES**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
**ISSN 2945-3577**



**The Exigency**  
**ISSN 1908-3181**

On organizational effectiveness in terms of task instrumentality, teacher respondents have obtained a computed  $r$  values of 0.20, 0.28 and 0.45 in terms of diversity of stimulation, changeability, and social interaction respectively with the significance values of 0.00 respectively. Since the significance values are less than the set 0.05 level of significance, null hypothesis is rejected which means that there is a significant relationship between the organizational effectiveness in terms of task instrumentality and the job dimension aspect of work environment in terms of diversity of stimulation, changeability, and social interaction while no significant relationship was found in terms of visibility, and demand quality. The result further shows that the organizational effectiveness in terms of task instrumentality is positively correlated to a small degree with the job dimension aspect of work environment. This is taken to mean that the task instrumentality of an organization could affect the job dimension aspect of work environment.

On organizational effectiveness in terms of employee involvement, teacher respondents have obtained a computed  $r$  values of 0.14, 0.21, 0.16, and 0.33 in terms of diversity of stimulation, visibility, changeability, and social interaction respectively with the significance values of 0.04, 0.00, 0.02, and 0.00 respectively. Since the significance values are less than the set 0.05 level of significance, null hypothesis is rejected which means that there is a significant relationship between the organizational effectiveness in terms of employee involvement and the job dimension aspect of work environment in terms of diversity of stimulation, visibility, changeability, and social interaction while no significant relationship was found in terms of demand quality. The result further shows that the organizational effectiveness in terms of employee involvement is positively correlated to a small degree with the job dimension aspect of work environment. The result indicates that the employee involvement of an organization could affect the job dimension aspect of work environment.

On organizational effectiveness in terms of fairness and satisfaction, teacher respondents have obtained a computed  $r$  values of 0.15, 0.24, and 0.44 in terms of diversity of stimulation, demand quality, and social interaction respectively with the significance values of 0.03, 0.00, and 0.00 respectively. Since the significance values are less than the set 0.05 level of significance, null hypothesis is rejected which means that there is a significant relationship between the organizational effectiveness in terms of fairness and satisfaction and the job dimension aspect of work environment in terms of diversity of stimulation, demand quality, and social interaction while no significant relationship was found in terms of visibility, and changeability. The result further shows that the organizational effectiveness in terms of fairness and satisfaction is positively correlated to a small degree with the job dimension aspect of work environment. The result indicates that the fairness and satisfaction in an organization could affect the job dimension aspect of work environment.

Generally, respondents have obtained an over-all computed  $r$  value of 0.03 with significance value of 0.01. Since the significance value is less than the set 0.05 level of significance, null hypothesis is rejected which means that there is a significant relationship between the over-all organizational effectiveness and the physical aspects of work environment. The result reveals that the physical aspects of work environment could affect the organizational effectiveness.

## Conclusion

Based on the findings, the following have been concluded:

1. While teacher respondents are mostly young, they have at least earned master's degree or have earned units in their Doctoral degree program, and have been in the service as teachers for not quite long.
2. Symbolic identification, fairness and satisfaction, and employee involvement were very effective in the eyes of the teachers, while task instrumentality seems to be the least effective in the organization.
3. Respondents have relatively the same assessment on the organizational effectiveness regardless of their age, educational level they have attained, and length of service as teacher.
4. While job dimension aspect of work environment was felt by the teachers to be very conducive, physical aspects of it was observed by the teachers to be less conducive.
5. Teachers have less felt the visibility of their educational leaders through work job, as well as their ability to find ways and means to improve resources of the organization.
6. Respondents have relatively the same assessment on the physical and job dimension aspects of work environment regardless of their age, educational level they have attained, and length of service as teacher.
7. It can be said that physical aspects of work environment can somehow affect the organizational effectiveness, while job dimension aspects of it was not found to have significant impact on achieving the organization's objectives.



**ETCOR Educational Research Center**  
**PHILIPPINES**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
**ISSN 2945-3577**



**The Exigency**  
**ISSN 1908-3181**

### Recommendations

In view of the summary of findings and the conclusions, the researcher highly / recommends the following:

1. Teachers should be provided with knowledge of their duties to be performed and proper and timely information should also be made available to them so that they can perform the assigned task easily.
2. Conduct needs assessment to all employees and offer them training sessions depending on their needs. This can help to not only keep them productive but to keep them from leaving if other job opportunities come up that they feel may be more beneficial to career advancement.
3. To achieve organizational effectiveness, the organization must demonstrate willingness to continuously improve its processes by doing feedback techniques, internal and external communication channels, and that suggestions for improvement should be taken seriously.
4. School leaders must continuously demonstrate and encourage values that nurture employees' growth and motivate them to deliver their best. Organization should focus more on creating a collaborative work environment that facilitates constructive feedback thereby nurturing a great organizational culture.
5. Future researchers may consider students as respondents of the study to further investigate how to increase the effectiveness of the organization from various aspects.

### REFERENCES

- Chapter 5-Protecting Your System: Physical Security, from Safeguarding Your Technology, NCES Publication 98 -297 (National Center for Education Statistics).
- Chen Xiao Yu, Huang Xu. Analysis of Factors Affecting Work Satisfaction in Higher Vocational Colleges in Higher Vocational Colleges [J]. Journal of Chongqing Electric Power College, 2017
- Cheng Ying. Study on the Incentive Problem of Teachers under the Signal of School Organization Management Atmosphere [D]. Hebei Normal University, 2018
- Dai Yunlong, The Problems and Countermeasures of College Education Management [J]. Education Exploration, 2019, (10)
- Dizon, E. C., & Sanchez, R. D. (2020). Improving Select Grade 7 Filipino Students' Reading Performance Using the Eclectic Model. Journal of World Englishes and Educational Practices, 2(2), 216-221.
- Fujing (2013). Study on the relationship between the key high school schools in Zaozhuang City, D. Jinan: Master's thesis of Shandong Normal University, 2013
- Huanghai Gang. Research on the effectiveness of administrative management in ordinary 高 [ D]. Guangxi: Nanning Normal University, 2019.
- Liu Shuang. Research on the Impact of Organization Management Atmosphere in Junior Middle Schools on Teachers' Work Satisfaction [ D]. Northeast Normal University, 2019.
- Liu Tao (2018). Analysis of the Countermeasures of Incentive Mechanism Construction of Administrative Management Personnel in Colleges and Universities [J]. Human Resources Management, 2018 (4).
- Pentang, J. T. (2021). The concept of curriculum and its foundation. The Educator's Link, 1(6), 9.
- Regala, G. Z. (2019). Problem-Based Learning Module in the Conservation of Ecosystem. 4th International Congress on Action Research, Action Learning. De La Salle University, Manila, 108-113
- Ren Ping (2013). Research on the implementation of school effectiveness evaluation. [ D]. Nanjing: Nanjing Normal University. 2013



**ETCOR Educational Research Center**  
**PHILIPPINES**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
**ISSN 2945-3577**



**The Exigency**  
**ISSN 1908-3181**

- Salendab, F. A., & Dapitan, Y. C. (2021). Performance of Private Higher Education Institutions and the School Heads' Supervision in South Central Min-danao. *Psychology and Education*, 58(3), 3980-3997.
- Sanchez, A. M. P. (2022). HR Practitioners' Perceptions on Boosting Employees' Loyalty and Commitment: Inputs for a 21st Century-Responsive Human Resource System. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, Vol. I, Issue 4, 89-102.
- Sanchez, R., & Sarmiento, P. J. (2020). Learning together hand-in-hand: An assessment of students' immersion program in a schools division. *International Journal of Research Studies in Education*, 9(1), 85-97.
- Sanchez, R., Sarmiento, P. J., Pangilinan, A., Guinto, N., Sanchez, A. M., & Sanchez, J. J. (2022). In the Name of Authentic Public Service: A Descriptive Phenomenological Study on the Lives of Filipino Teachers in Select Coastal Villages. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 1(1), 35-44.
- Wang Jie, Xu Dazhen. Talking about the preparation and structural verification of the staff of secondary vocational school teachers [J]. *Vocational Education Research*, 2017 (11): 45 -49.
- Wang Ningmin. Study on the Efficiency of Academic Administration Management Management Based on Management Benefits [ D], Guangxi: Guangxi University, 2014
- Wang Xiaoying. Research on the Satisfaction of Teachers in Secondary Vocational Schools [D]. Hunan University of Science and Technology, 2019
- Xiao Huijie, Shen Wei, German University Status and Its Enlightenment to Higher Education in my country [ J]. *Chinese Forestry Education*, 2019, (11)
- Xing Feiyue, Blue Xin. School Energy: New Perspective of Vocational School Evaluation [ J]. *Vocational Education Research*, 2017
- Xu Wei. Research on the performance evaluation of administrative staff in HG College [D]. Hunan: Hunan University, 2017.
- Yang Dongjin, Feng Chaoyang. Priority, incentive factors: Phenomenon, Causes and Enlightenment - An Empirical Study Based on "After 80" Employee Organization III [J] . *Journal of Management Engineering*, 2016, 30 (2): 20 -27
- Zhang Xiaofen. Study on the Organization Efficiency of Guangxi Secondary School Education [D]. Guangxi: Guangxi Normal University, 2019.
- Zhou Bingqing.X College administrative personnel incentive mechanism [D]. Jinan: Shandong Normal University, 201