



Workplace Culture and Environment towards Teacher's Performance: The Mediating Role of Professional Commitment

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Abstract

The study aimed to determine the relationship between workplace culture and environment, teachers' performance, and the mediating role of professional commitment. It employed a descriptive-correlational design to see if professional commitment mediates this relationship. Respondents included 261 teachers in the Calauan Sub-Office, Division of Laguna. The data was gathered using a validated survey questionnaire. The data were analyzed using mean, standard deviation, Pearson product-moment correlation and mediation analysis.

The study's findings were summarized as follows: teachers perceived a high level of workplace culture, workplace environment, professional commitment and a very high level of teacher's performance. Perceptions of workplace culture reveal a significant correlation to teacher's performance. Similarly, the workplace environment shows a significant correlation to teacher performance. On the other hand, professional commitment partially mediated the relationship between workplace culture and teacher performance. However, professional commitment does not mediate the relationship between workplace environment and teacher performance. Thus, this study recommends that schools foster a positive workplace culture and environment wherein teachers can collaborate effectively, participate in decision-making, be highly committed, and ensure good performance.

Keywords

Workplace culture, Workplace environment, Professional commitment, Teacher's performance

INTRODUCTION

The position of the teacher is one of the most significant human resources in the school organization and significantly impacts the institution's goals (Aliyyah, 2020). Each teacher has a different work performance and commitment; thus, they might not all operate similarly. While some individuals are the most talented regardless of the compensation, others may require immediate encouragement. They are regarded as valuable assets to every organization since, in line with the tenets of human resource management, they enable the firm to achieve improved performance (Nor, A. I., 2018).

In a safe environment, teaching is more enjoyable and motivating. According to Duplon et al. (2022), one of their needs is to teach in a safe environment so teachers are extremely motivated and productive at work. If this need is ignored, teachers' productivity will likely decline, harming their health and effectiveness at work. Paying attention to their workplace is one of the goals of our educational system that ought to be taken into account and given top priority to maximize work performance and promote a high standard of living at work.

While the contribution of teachers' work to student results is widely acknowledged, Johansson et al. (2020) state that it is currently being questioned whether teachers are happy with their working conditions. The workplace environment greatly influences individual employee behavior. As a result, the effectiveness of the workplace impacts

employees' drive to work hard, efficiency, and performance. The characteristics of the workplace environment impact employees' willingness to remain motivated, innovative, involved with co-workers, and devoted to their jobs.

The productivity of an organization's workforce directly impacts its success. Thus, the quality of the work environment influences both the degree of employee motivation and performance. An organization must meet the demands of its staff by offering a favorable working environment, which will raise workers' dedication to their jobs and their efficiency, effectiveness, and production. This demonstrates the significant influence that workplace environment elements have on workers' performance, both positively and negatively (Olujuwon et al., 2021).

Workplace culture is one of an organization's key components. Employees will be more motivated to work with a positive workplace culture (Pratama, 2022). It is anticipated that a good leadership approach, supported by a positive workplace culture, will also impact employee job satisfaction, resulting in improved employee performance and accomplishing the organization's goals. While culture is everywhere, including the workplace, each individual probably defines it differently. Forbes describes workplace culture as "the shared values, belief systems, attitudes, and the set of assumptions that people in a workplace share" at its most fundamental level. Organizational life is shaped in part by work culture. Employees desire a sense of belonging to their co-workers and the company's mission and core values. Put another way, employees want a positive culture.

Work commitment is the effort a person puts forth at work. Unique reasons drive each employee's devotion, yet each one actively contributes to the growth of an organization where they enjoy working. This is consistent with other research showing a strong relationship between work culture and devotion to one's job. Additionally, Gavey (2017) asserts that the work environment greatly impacts teachers' dedication to their studies. Committed teachers, strongly driven by a supportive and encouraging work environment, invest their time and energy in pursuing educational objectives. They are increasingly recognized as the school's most valuable resource, which satisfies them in their employment.

Individuals who are highly committed to the organization's objectives feel a great feeling of ownership over their duties. In contrast, those less committed to the company's aims feel no obligation. According to certain studies, there is a bad correlation between employees' performance and normative commitment. With higher organizational commitment, employees often find themselves "stuck" in situations where they have few options to leave the company, even if they do not truly want to. As a result, individuals take their jobs less seriously, and their production suffers. Employee commitment levels boost firm performance, enhancing their commitment levels. A positive work environment has the power to improve employee performance and employee commitment levels. Similarly, in the mediation case, it was also noted that the workplace environment stimulated employee commitment, leading to even greater improvements in employee performance.

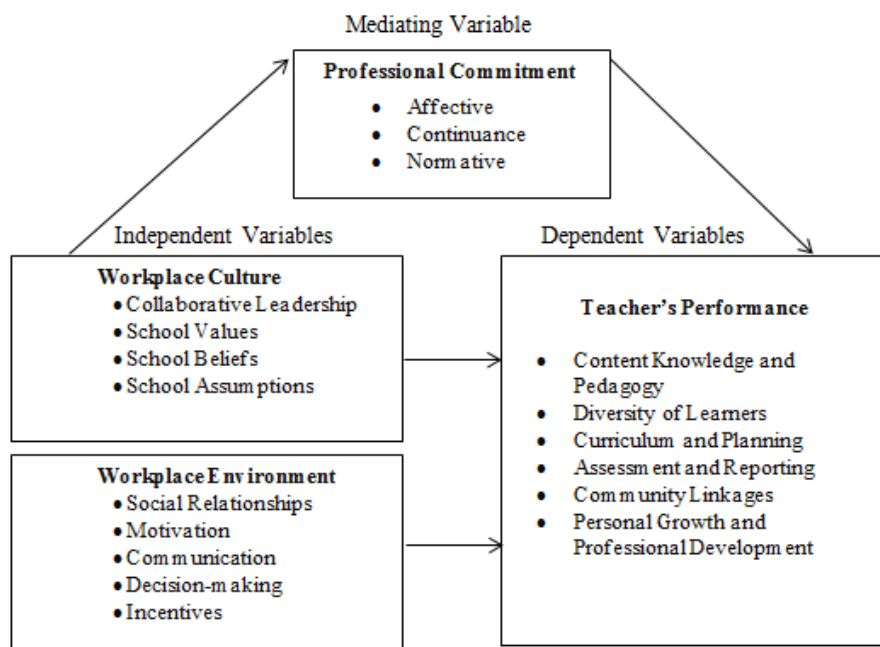


Fig. 1 Research Framework

RESEARCH PROBLEMS

The study determined the relationship between workplace culture and environment towards teacher performance and the mediating role of professional commitment in selected schools in the Calauan Sub-Office, Calauan, Laguna.

Specifically, it sought to answer the following questions:

1. What extent is the level of workplace culture perceived by the respondents in terms of:
 - 1.1 collaborative leadership.
 - 1.2 school values.
 - 1.3 School Beliefs; and
 - 1.4 school assumptions?

2. What is the level of workplace environment manifested by the teacher-respondents in terms of:
 - 2.1 social relationships.
 - 2.2 motivation.
 - 2.3 communication.
 - 2.4 decision-making; and
 - 2.5 incentives?
3. What is the level of teacher's professional commitment in terms of:
 - 3.1 affective.
 - 3.2 continuance; and
 - 3.3 normative?
4. What is the level of teacher's performance in terms of:
 - 4.1 content knowledge and pedagogy.
 - 4.2 diversity of learners.
 - 4.3 curriculum and planning.
 - 4.4 assessment and reporting.
 - 4.5 community linkages; and
 - 4.6 personal growth and professional development?
- 5 Is there a significant relationship between workplace culture and the teacher's performance?
- 6 Is there a significant relationship between workplace environment and the teacher's performance?
- 7 Does the level of a teacher's professional commitment significantly mediate the relationship between workplace culture and teacher performance?
- 8 Does the level of a teacher's professional commitment significantly mediate the relationship between workplace environment and teachers' performance?

MATERIALS AND METHODS

The researcher used the descriptive-correlational research design to determine the relationship between workplace culture and environment, professional commitment, and elementary teachers' performance in Calauan Sub-Office. IvyPanda (2023) stated that the descriptive correlational design is used in research studies that seek to establish the relationship between various variables. Furthermore, the correlation method was used to determine whether at least two factors are associated. The study sought to understand how workplace culture and environment influence teachers' performance and whether the mediating variable, teachers' professional commitment, partially explains this influence.

Quantitative and data collection tools were used to describe and analyze the relationship between work culture, environment and teacher performance. A survey questionnaire was given to them to assess the teachers' responses on workplace culture, environment, professional commitment and teacher performance. The survey questionnaire is divided into parts.

This study's respondents were the public elementary school teachers of Calauan Sub-Office, Schools Division of Laguna, situated in Calauan, province of Laguna. The study employed a total enumeration for small and medium schools and random sampling for large and mega schools. The number of teachers per category is based on Regional Memorandum no.35, s. 2017.

Descriptive statistics such as mean and standard deviation were used to perceive workplace culture, environment, professional commitment, and teacher performance.

Pearson Product Moment Correlation (Pearson's R) was used to prove the two hypotheses set in the study: whether teachers' performance is significantly related to workplace culture and environment.

Mediation analysis was performed to determine if teacher professional commitment mediates the relationship between workplace culture and environment and teachers' performance.

RESULTS AND DISCUSSION

Table 1 Perceived Teacher's Workplace Culture

Indicators	Mn	SD	VI
1. Collaborative Leadership	5.39	0.50	Highly Manifested
2. School Values	5.32	0.52	Highly Manifested
3. School Beliefs	5.38	0.51	Highly Manifested
4. School Assumptions	5.35	0.57	Highly Manifested
Overall	5.36	0.47	Highly Manifested

Legend: 5.17-6.00 Strongly Agree/ Highly Manifested, 4.33-5.16 Agree/ Manifested, 3.49-4.32 Moderately Agree/ Moderately Manifested, 2.67-3.48 Moderately Disagree/ Less Manifested, 1.83-2.66 Disagree/ Not Manifested, 1.00-1.82 Strongly Disagree/ Highly Not Manifested

Table 1 presents how teachers perceived workplace culture. Respondents agreed on workplace culture widely (MN=5.36, SD=0.47). It also shows that teachers were highly manifested in terms of collaborative leadership, school values, school beliefs and school assumptions.

Healthy surroundings are essential for people to flourish, and this is particularly true at work. Your experiences at work and home are influenced by the people you encounter daily and their attitudes and behaviors. A thriving work

culture impacts all facets of a company and its employees. Positive workplace cultures tend to make employees enjoy coming to work, which increases productivity and results in higher-quality work. Everyone is greatly motivated to put effort into their work by the work environment, particularly in prosperous workplaces where success and hard work are valued and acknowledged.

Table 2 Perceived Teacher's Workplace Environment

Indicators	Mn	SD	VI
1. Social Relationships	5.52	0.43	Highly Manifested
2. Motivation	5.32	0.51	Highly Manifested
3. Communication	5.47	0.50	Highly Manifested
4. Decision-making	5.37	0.49	Highly Manifested
5. Incentives	5.20	0.64	Highly Manifested
Overall	5.38	0.43	Highly Manifested

Legend: 5.17-6.00 Strongly Agree/ Highly Manifested, 4.33-5.16 Agree/ Manifested, 3.49-4.32 Moderately Agree/ Moderately Manifested, 2.67-3.48 Moderately Disagree/ Less Manifested, 1.83-2.66 Disagree/ Not Manifested, 82 Strongly Disagree/ Highly Not Manifested

Table 2 summarizes how teachers perceived the workplace environment. Respondents agreed on workplace environment widely, with an overall mean of 5.38. It also shows that teachers were highly manifested in social relationships, motivation, communication, decision-making and incentives.

The work environment is a factor that influences how well teachers or employees perform. Paying attention to their workplace is one of the goals of our educational system that ought to be taken into account and given top priority to maximize work performance and promote a high standard of living at work. As a result, the workplace's effectiveness impacts employees' drive to work hard, efficiency, and performance. Workplace environment characteristics impact employees' willingness to remain motivated, innovative, involved with co-workers, and devoted to their jobs (Johansson et al., 2020).

Table 3 Perceived Teacher's Professional Commitment

Indicators	Mn	SD	VI
1. Affective	4.19	0.60	HC
2. Continuance	4.10	0.68	HC
3. Normative	4.25	0.62	HC
Overall	4.18	0.54	HC

Legend: 4.5 – 5.00 – Very Highly Committed (VHC) 3.5 – 4.49 – Highly Committed (HC) 2.5 – 3.49 – Committed (C) 1.5 – 2.49 – Less Committed (LC) 1.0 – 1.49 – Not Committed (NC)

Table 3 summarizes how teachers perceived professional commitment in three domains. Respondents exhibit professional commitment widely (M=4.18, SD=0.54). It also shows that teachers were highly committed to affective, continuance and normative.

Dedicated educators foster a secure learning environment while inspiring their pupils. They are, therefore, held in great regard and revered within their communities. Because committed teachers are seen as human capital—a crucial component of a nation's educational development—and because they have faith in the school's leadership, teachers' commitment to their work plays a significant role in attaining educational goals. Additionally, teachers who exhibit high levels of commitment are known for their optimistic outlook (Fiftyana, 2018).

Commitment gives instructors the love, passion, and energy they need to perform better. Committed educators are believed to be more content with their work and constantly aim to provide high-quality training.

Table 4 Perceived Teacher's Performance

Indicators	Mn	SD	VI
1. Content Knowledge and Pedagogy	4.56	0.49	VHO
2. Diversity of Learners	4.58	0.48	VHO
3. Curriculum and Planning	4.57	0.49	VHO
4. Assessment and Reporting	4.59	0.49	VHO
5. Personal Growth and Professional Development	4.60	0.48	VHO
Overall	4.58	0.42	VHO

Legend: 4.5 – 5.00 – Very Highly Observed (VHO), 3.5 – 4.49 Highly Observed (HO2), 2.5 – 3.49 Observed (O), 1.5 – 2.49 Slightly Observed (SLO), 1.0 – 1.49 Not Observed (NO)

Table 4 summarizes that teacher performance was very highly observed (MN=4.58, SD=0.42). It also shows that teacher performance was very highly observed in content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, personal growth and professional development. Furthermore, as shown in the table, the teacher's performance was highly observed in the Calauan Sub-Office in the Division of Laguna. Teachers need to know what to teach and how to teach it, keep a learning-focused atmosphere, respond to learner diversity, plan and create effective instruction, and use various assessment tools to inform and enhance teaching and learning, as stated in the PPST Domains. This will serve as the foundation for all teacher preparation

initiatives and performance reviews, ensuring that educators can fulfill the varied needs of their pupils while also implementing the curriculum. These educational areas support the development of new abilities that support growth and increased student engagement. When creating each learning activity, information from all these fields is used; this contributes to a well-rounded learning experience that enhances learning results.

Teachers can exercise professionalism and ultimately achieve academic success if domains such as content knowledge and pedagogy, diversity of learners, curriculum and planning, assessment and reporting, personal growth and professional development are implemented with excellence. This essentially attempts to engage teachers in active pursuit of ongoing proficiency, establish clear expectations for them along clearly defined career stages of professional development from beginning to distinguished practice, and use a standard measurement to evaluate teachers' performance.

Table 5 Correlations between Workplace Culture and Teacher's Performance

Workplace Culture	Teacher's Performance					
	Content Knowledge and Pedagogy	Diversity of Learners	Curriculum and Planning	Assessment and Reporting	Personal Growth and Professional Development	Teacher's Performance
Collaborative Leadership	.485**	.498**	.529**	.456**	.462**	.563**
School Values	.457**	.483**	.467**	.488**	.521**	.560**
School Beliefs	.537**	.505**	.540**	.520**	.555**	.615**
School Assumptions	.556**	.518**	.521**	.490**	.573**	.616**
Workplace Culture	.572**	.562**	.577**	.548**	.594**	.661**

*N= 261 **Correlation is significant at 0.01 level (2-tailed)*

The data in Table 5 shows the correlation between the variables under the workplace culture and the variables in teacher's performance. The Pearson Product Moment Correlation shows a significant positive relationship ($r=.661$, $p<.01$) between the teacher's workplace culture and their performance. This implies that workplace culture boosts teacher's performance. From the result, it can be gleaned that a positive workplace culture can enhance students' learning capacity by fostering a good atmosphere that strengthens bonds between students and teachers. Teachers who work in schools with strong workplace cultures are driven and involved in their students' education. Teachers' motivation and sense of belonging increase in an encouraging and empowered work environment, boosting their productivity and performance. A healthy workplace culture can foster an environment favorable to work and improve the quality of output, which is essential to an organization's success.

Specifically, school assumptions have the highest correlation ($r=.616$) with teachers' performance in content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting and teachers' personal growth and professional development. School assumption influences school culture most (Febriantina & Aliyyah, 2020). School assumptions include environmental culture, norms and regulations, etiquette, and spiritual culture. These assumptions relate to how teachers view their assumptions about the school system. These influence how they connect with their students, how they teach, how learners develop, and how they make decisions.

Furthermore, teachers will be more motivated to work and perform highly with a positive workplace culture (Pratama, 2022). A positive workplace culture is anticipated also to impact employee job satisfaction, resulting in improved employee performance and accomplishing the organization's goals. High workplace cultures tend to make employees feel like long-term team members who ignore small sources of dissatisfaction and view themselves as genuine members of the firm. Employees who enjoy coming to work due to a positive culture will generally be more productive and produce high-quality work. The atmosphere motivates everyone to invest in their work, especially because prospering workplace environments recognize and celebrate hard work and success.

One of the factors influencing teacher performance is work culture, and teacher performance is valued more when work culture is valued more. The way that employees behave at work is reflected in the work culture. Providing pupils with learning services is the responsibility of teachers. The primary responsibility of teachers as educators is to carry out teaching and learning activities. Teachers must establish a work culture and foster positive working relationships to create a positive workplace. So, in order to improve teacher performance, these prerequisites must be met.

Table 6 Correlation Between Workplace Environment and Teacher's Performance

Workplace Environment	Teacher's Performance					
	Content Knowledge and Pedagogy	Diversity of Learners	Curriculum and Planning	Assessment and Reporting	Personal Growth and Professional Development	Teacher's Performance
Social Relationships	.586**	.555**	.548**	.457**	.534**	.621**
Motivation	.525**	.507**	.515**	.472**	.530**	.590**
Communication	.653**	.531**	.550**	.548**	.560**	.659**
Decision-making	.566**	.581**	.604**	.540**	.577**	.664**
Incentives	.352**	.335**	.404**	.344**	.368**	.418**
Workplace Environment	.625**	.585**	.615**	.554**	.601**	.690**

*N= 261 **Correlation is significant at 0.01 level (2-tailed)*

The data in Table 6 shows the correlation between the variables under the workplace environment and the variables in teacher's performance. The Pearson Product Moment Correlation shows a significant positive relationship ($r=.690, p<.01$) between the teacher's workplace environment and their performance. This implies that the higher the teacher's workplace environment, the higher the teacher's tendency to perform well.

Specifically, decision-making has the highest correlation ($r=.664$) with teachers' performance in content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting and teachers' personal growth and professional development. Teachers' performance is greatly impacted when they participate in decision-making. Research indicates that when educators actively participate in decision-making, their effectiveness rises. In addition, the involvement of educators in decision-making processes fosters effectiveness, dedication, and responsibility, which in turn raises student achievement. It is clear that giving teachers a say in decisions increases their job happiness and cultivates a stronger sense of loyalty to the school system, which raises productivity levels all around (Exaudi et al., 2022).

Leaders should confer, share, and exchange ideas with teachers to improve school outcomes. Teachers are also involved in decisions impacting their work and have greater power and independence over their academic work than administrative tasks. In addition, educators are happy and dedicated to their current school. Consequently, incorporating educators in school decision-making, particularly regarding assessment teaching strategies and instructional materials, should enhance schools, increase teacher stability, and boost work satisfaction.

Furthermore, teachers with a positive workplace environment are more likely to perform better regarding content knowledge and pedagogy, learning environment and diversity of learners, curriculum and Planning, assessment, reporting, and teacher personal growth and professional development. Teachers must be able to teach in a positive workplace Environment (Duplon et al., 2022). If this need is neglected, teachers' productivity will probably decrease, harming their health and effectiveness at work.

One of the objectives of our educational system is to help students pay attention to their workplace. This goal should be highly prioritized to maximize work performance and support a good standard of life at work. Similarly, performance is influenced by the quality of the work environment. This demonstrates the significant influence of workplace environment elements on workers' performance, both positively and negatively (Olujuwon et al., 2021). A high level of the workplace environment impacts teachers' drive to work hard, efficiency, and performance. A happy work atmosphere is essential to ensure efficiency and prevent needless stress, which would impair work performance. An unfavorable work environment can make the teacher feel unhappy, which can hinder their ability to be productive. Conversely, a favorable work environment encourages employees to feel at ease and be more enthusiastic and productive. With this, the school leader may create a welcoming, cozy, and secure work environment for teachers, enhancing their performance.

Table 7 Mediation Analysis of Professional Commitment to the Relationship between Workplace Culture and the Teacher's Performance

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*****
Model : 4
Y : Teachers' Performance
X : Work Culture
M : Professional Commitment

Sample Size: 261
*****
OUTCOME VARIABLE: MnProfC

Model Summary
R      R-sq    MSE      F      df1     df2     p
.3800  .1444    .2570   43.7124  1.0000  259.0000  .0000

Model
      coeff    se      t      p      LLCI    ULCI
constant  1.8162  .3597  5.0491  .0000  1.1079  2.5246
Work Culture  .4416  .0668  6.6115  .0000  .3101  .5731

*****
OUTCOME VARIABLE: Teachers' Performance

Model Summary
R      R-sq    MSE      F      df1     df2     p
.6827  .4661    .0971  112.6318  2.0000  258.0000  .0000

Model
      coeff    se      t      p      LLCI    ULCI
constant  1.1232  .2318  4.8457  .0000  .6667  1.5796
Work Culture  .5329  .0444  12.0036  .0000  .4455  .6204
Professional
Commitment  .1441  .0382  3.7725  .0002  .0689  .2194

***** DIRECT AND INDIRECT EFFECTS OF X ON Y *****
Direct effect of X on Y
      Effect    se      t      p      LLCI    ULCI
.5329  .0444  12.0036  .0000  .4455  .6204

Indirect effect(s) of X on Y:
      Effect  BootSE  BootLLCI  BootULCI
Professional
Commitment  .0636  .0188  .0302  .1046
*****

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Effect	Estimate	SE	95% Confidence Interval		t	p
			Lower	Upper		
WC --> PC	.4416	.0668	.3101	.5731	6.6115	.0000
PC --> TP	.1441	.0382	.0689	.2194	3.7725	.0002
WC --> TP	.5329	.0444	.4455	.6204	12.0036	.0000

Legend: WC-Workplace Culture; PC- Professional Commitment; TP- Teacher's Performance

Table 7 presents the mediating effect of the professional commitment to the relationship between workplace culture and teacher performance. The result shows that workplace culture directly affects teacher's performance. The mediating variable, professional commitment, partially mediates the relationship between workplace culture and teacher performance. Specifically, it reveals that workplace culture impacted professional commitment as indicated by the $p < .01$ and the strength of its relationship as indicated by the estimated value of .4416. It also explains that professional commitment impacts teachers' performance strengthened by the estimated value of .1441, $p < .01$. Moreover, the workplace culture impacted the teacher's performance with the strength measured by the .5329 estimated value, $p < .01$. These results suggest that professional commitment is important in understanding the underlying mechanism between workplace culture and teacher's performance.

Teachers who are professionally committed and act as partial mediators are more likely to manifest a workplace culture that involves collaborative leadership, school values, beliefs, and assumptions to improve teacher's performance. In other words, the degree to which their affective, continuance and normative commitment contributes to the favorable effects of workplace culture on teacher's performance. This study has far-reaching implications for teacher training and development programs, emphasizing the importance of being professionally committed to improving teachers' performance. Commitment can significantly mediate the effect of workplace culture on performance (Adam et al., 2020). It implies that an educator dedicated to their work may be expected to exhibit a favorable workplace culture, which will also lead to excellent performance. This results from the person's intrinsic motivation to contribute positively to the organization.

A key element of high-quality education is the professional dedication of teachers. Educators who are devoted to their work are infused with the passion, drive, and energy necessary to improve. Teachers committed to their work are believed to be happier in the classroom and always work to provide high-quality instruction. Professional commitment increases productivity by default. They go above and beyond in their work, are committed to it, and look for chances to advance personally and professionally. The organization benefits from its commitment to excellence, which produces better work and more effective procedures. Being a teacher takes commitment. A good teacher must be dedicated to their students and the teaching profession. Those who are dedicated to teaching are those who are dedicated not just to their pupils and their institution but also to being lifelong learners.

Ensuring high-quality instruction also depends on teachers' dedication to their careers. It has also been demonstrated that instructors who are very committed to their careers produce better instruction and better results for their students. Teachers who felt more committed to their careers went above and beyond what was required of them.

Table 8 Mediation Analysis of Professional Commitment to the Relationship between Workplace Environment and the Teacher's Performance

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*****
Model : 4
Y : Teacher's Performance
X : Work Environment
M : Professional Commitment
Sample Size: 261
*****
OUTCOME VARIABLE: Professional Commitment
Model Summary
      R      R-sq    MSE      F      df1      df2      p
      .4946   .2447   .2269   83.8994   1.0000   259.0000   .0000

Model
      coeff      se      t      p      LLCI      ULCI
constant   .8474   .3656   2.3178   .0212   .1275   1.5674
Work
Environment   .6204   .0677   9.1597   .0000   .4871   .7538
*****
OUTCOME VARIABLE: Teacher's Performance
Model Summary
      R      R-sq    MSE      F      df1      df2      p
      .6948   .4828   .0941  120.4231   2.0000   258.0000   .0000

Model
      coeff      se      t      p      LLCI      ULCI
constant   .9067   .2379   3.8113   .0002   .4383   1.3752
Work Environment   .6291   .0502  12.5320   .0000   .5302   .7279
Professional
Commitment       .0703   .0400   1.7567   .0802   -.0085   .1491
***** DIRECT AND INDIRECT EFFECTS OF X ON Y *****
Direct effect of X on Y
      Effect      se      t      p      LLCI      ULCI
      .6291   .0502  12.5320   .0000   .5302   .7279
Indirect effect(s) of X on Y:
      Effect      BootSE      BootLLCI      BootULCI
Professional
Commitment   .0436   .0240   -.0027   .0927
*****

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Effect	Estimate	SE	95% Confidence Interval		t	p
			Lower	Upper		
WE --> PC	.6204	.0677	.4871	.7538	9.1597	.0000
PC --> TP	.0703	.0400	-.0085	.1491	1.7567	.0802
WE --> TP	.6291	.0502	.5302	.7279	12.5320	.0000

Legend: WC-Workplace Culture; PC- Professional Commitment; TP- Teacher's Performance

Table 8 provides the mediating effect of the professional commitment to the relationship between the workplace environment and teacher performance. The result shows that the workplace environment directly impacts professional commitment, as indicated by the strength of its relationship, as indicated by the estimated value of .6204, $p < .01$. It also explains that the workplace environment directly impacts the teacher's performance with strength measured by the .6291 estimated value, $p < .01$. However, professional commitment does not mediate the relationship between workplace environment and teacher performance, given an estimated value = .0703, $p < .01$. It shows that professional commitment does not mediate the effect of the workplace environment on teachers' performance. It can be gleaned from the result that even without a high level of teachers' commitment, a significant relationship exists between the workplace environment and teachers' performance.

The results of the mediating analysis show that teachers' professional commitment cannot significantly mediate the effect of the workplace environment on their performance. This means that the workplace environment has a direct effect on performance. In other words, teachers' professional commitment in the Calauan Sub-Office is not necessary to mediate the effect of the workplace environment on their performance. The managerial implication of the results of this study is the importance of principals emphasizing the workplace environment for improving performance without having to depend on the commitment of each individual. Thereby, the central role of the principal is very dominant in developing a positive workplace environment.

FINDINGS AND CONCLUSIONS

The findings reveal that the level of workplace culture among teachers is significantly manifested in collaborative leadership, school values, beliefs, and assumptions. This underscores the positive aspect of collaborative leadership in developing and evaluating programs and projects, as perceived by the respondents. The result shows that teachers are highly manifested in their workplace environment regarding social relationships, motivation, communication, decision-making, and incentives. The respondents perceived social relationships as high regarding caring and respecting colleagues and students.

The respondents perceive teachers' professional commitment regarding affective, continuance and normative as highly committed. Teachers' normative professional commitment is perceived to be high, as they owe a great deal to their profession. The extent of the teacher's performance in content knowledge and pedagogy, diversity of learners, curriculum and planning, assessment and reporting, community linkages and personal growth and professional development indicate an interpretation of very highly observed. The respondents perceived personal growth and professional development as highly observed in various related work/ activities contributing to the teaching-learning process.

The computed R-value higher than .05 denotes a positive relationship between the workplace culture and teacher's performance regarding content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting and teachers' personal growth and professional development. All indicators of workplace culture significantly correlate to all teacher performance indicators. Specifically, a school assumption has the highest correlation. The correlation between the two variables means a strong relationship exists between workplace culture and teacher performance.

All indicators of the workplace environment, including social relationships, motivation, communication, decision-making and incentives, show a significant correlation to all indicators of teacher's performance, including content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting and personal growth and professional development. Specifically, decision-making has the highest correlation. The correlation between the two variables means a strong relationship exists between workplace environment and teacher performance.

The mediating variable, professional commitment, indirectly affects workplace culture and teacher performance with partial mediation. It also shows that workplace culture directly affects teacher performance and reveals that workplace culture impacts professional commitment. The same applies to professional commitment, which impacts a teacher's performance. The workplace environment directly impacts professional commitment. It also explains that the workplace environment directly impacts the teacher's performance. However, professional commitment does not mediate the effect of the workplace environment on teachers' performance.

RECOMMENDATIONS

School leaders may consider creating a positive workplace culture and environment to improve teachers' performance and improve school effectiveness. In this regard, teachers may share knowledge, consider one another's viewpoints on working conditions, collaborate effectively, and participate in decision-making. The Department of Education may consistently find opportunities to develop professional commitment through the school heads' development programs.

Another study with a larger scope and more variables may be added to examine the relationship between workplace culture, environment, professional commitment and teacher performance in more detail. Other variables and instruments may also be used. Future researchers may be encouraged to conduct studies embedded in local settings to justify that the mentioned variables may predict teacher performance, enhancing the professional commitment of DepEd teachers at the district, division, or even regional level.

ACKNOWLEDGMENTS

The researcher would like to express her sincerest and profound gratitude and appreciation to the LSPU San Pablo Personnel and Elementary teachers of Calauan Sub-Office, Division of Laguna and to all persons who rendered their time, effort and heart in making this study possible.

FUNDING INFORMATION

The researchers shouldered all expenses in this study.

DECLARATION OF CONFLICT

The authors declared that no conflict can be derived from this study.

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