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MEDIATING EFFECT OF TEACHER ATTITUDE ON THE RELATIONSHIP BETWEEN LEARNING ENVIRONMENT AND PERCEIVED WELLBEING OF PUBLIC SCHOOL TEACHERS

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Abstract:
The aim of this study was to determine the mediating effect of teacher attitude towards a physical education learning environment and the perceived well-being of public school teachers. Utilizing quantitative, non-experimental design via correlational technique, data were obtained from 340 respondents of the study who are teachers in Physical Education in public schools (elementary and secondary) in Matanao, Bansalan and Magsaysay (MABAMA), Davao del Sur. The researcher utilized the total population technique and survey mode of data collection. The researcher also utilized the statistical tools mean, Pearson r, and for the mediation approach Medgraph using Sobel z-test. From the results of the study, it was found out that there is a high level of mean scores for all variables of learning environment, teacher attitude, and perceived well-being of public school teachers. Also, results revealed that there are significant relationships between learning environment and perceived well-being, between learning environment and teacher attitude, and between teacher attitude and perceived well-being of public school teachers. Further, it was revealed that there was a partial mediation on the effect of teacher attitude on the relationship between learning environment and perceived well-being of public school teachers. This implies that the learning environment conveys a good teacher attitude.

Keywords: education, learning environment, teacher attitude, perceived well-being, mediating effect, teachers, Philippines

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1. Introduction

The growing shortages of teachers, frequent turnovers, and low attraction of teaching jobs characterize the modern education systems. With this situation, it is critical to understand better teachers' well-being and mental conditions and how it affects the teaching-learning nexus (Viac & Fraser, 2020). There is also a need for the educational institutions to increase their concerns about teachers' mental health and well-being for these to be associated with poor engagement, resultant negative implications for retention, psychological incapacity, and attrition and performance (Li & Carroll, 2017). According to Bakker et al. (2016), specific treatments centered on effective system changes in the workplace for various sorts of employees, including teachers, have improved their well-being and productivity at work. However, despite the warning signals of low retention, increased burnout, stress, and general ill health, Ekwulugo (2015) highlighted that it has been challenging to address the issue of well-being in an evolving and increasingly ever-changing educational system.

Mental well-being issues are among teachers' challenges in their profession (Lisciandro et al., 2016). Also, teachers' well-being is vital for the daily performance of their tasks (Frenzel et al., 2016). Moreover, teachers' well-being and perseverance predict work engagement (Zeng et al., 2019). Specifically, in their study, Keshavarz et al. (2014) found that paranoid thoughts, anxiety, depression, physical problems, interpersonal relationship sensitivity, obsession, aggression, 2 and psychosis are the most common mental health issues among physical education teachers. Aside from these, Bartholomew et al. (2014) added that thwarted autonomy, competence, and relatedness needs are highly linked to physical education teachers' mental health. Also, demands in the job and burnout significantly affect the physical education teachers' performance and their wellbeing (Brouwers et al., 2011; Carraro et al. 2010; Carraro et al., 2017; Gang, 2010). Likewise, Gaudreault et al. (2018) mentioned that the socially constructed belief that physical education is less important than other subjects contribute to stress and mental disturbance.

Accordingly, some literature has proved that the well-being of teachers is affected by their learning environment. Sioni et al. (2010) mentioned that a good learning environment promotes teachers' pedagogical success and mental wellbeing. Moreover, Mehdinezhad (2012) and Tharani et al. (2017) found that the quality of the learning environment influences teachers' emotional well-being. Likewise, Pedersen and Liu (2003) pointed out that the learning environment greatly affected teachers' beliefs on the academic institution's effective practices. On the other hand, Kangas et al. (2017) opined that a high level of satisfaction in the learning environment is dependent on teachers' interests and motivation, including their well-being; hence, Bruno and Dell-Aversama (2018) reflected that the lack of appreciation from colleagues and administration affect teachers' motivation, interest, and well-being. In particular, Behzadnia et al. (2018) found that a learning environment that provides satisfaction and promotes autonomous

motivation contributes to physical education teachers' wellness, knowledge, performance, and intention.

2. Literature Review

2.1 Physical Education Learning Environment

Learning effectiveness is influenced by several elements, one of which is the learning environment. The learning environment has vital importance on the learning (Huda et al., 2018). A positive learning environment can foster intellectual activity, camaraderie, cooperation, and support while promoting education, growth, and development (Puteh et al., 2015). The learning environment is also an element of the teaching efficacy paradigm, defined as the working environment during a teaching session, and is represented in the level of engagement in completing required activities (Desbiens et al., 2015). It was found that students' physical learning environments and social environments impacted their conduct, academic achievement, and growth. Students' experiences with the physical environment can have long-term implications on their development because they are rapidly developing physically, cognitively, socially, and emotionally (Byers et al., 2018). The poor learning environment and spatial quality also affect teachers' motivation and indirectly affect students' performance outcomes. Teachers feel valued and motivated for working when they have a good learning environment and significantly improve their working performance (Shaari & Ahmad, 2016).

Teachers in a learning environment provide many simulations. Students gather knowledge from various sources that they chose. When a student attempts to learn by listening to lectures, another student may get interested in the teacher's actions. Some pupils have an easy time remembering what they've learned. Thus, the learning environment affects teaching and learning (Ozerem & Akkoyunlu, 2015). As a learning environment, a classroom includes two key features: the physical and human components. All of the material things in the school, such as the blackboard, chairs, electricity, projectors, books, computers, and so on, make up the physical aspect. Individuals, such as instructors and pupils, make up the human aspect. This feature is also known as the classroom's physical and social environment (Malik & Rizvi, 2018).

A new learning atmosphere is a comprehensive and integrated setting that promotes continuous learning and independent study. Modern forms of activity and student groups, enabled by creative ideas and educational policies, and the opportunities afforded by technological advances, are distinctive aspects (Andersone, 2017).

2.2 Well-Being of Public School Teachers

Teachers' understanding of support systems, which frequently consist primarily of support staff responsibilities, and places to permit a swift reaction to difficulties, contribute to a healthy school climate, sending a message to students that the institution cares about their well-being. Schools reported mechanisms to facilitate this by providing

physical spaces dedicated to well-being in the form of well-being spaces, teacher support centers, and a full-time school nurse with an office (Littlecott et al., 2018). A study conducted among Greek secondary teachers found that resilience and well-being positively correlated. They concluded that programs need to support teachers' well-being and recommended further investigations to discover topics that improve teacher well-being (Brouskeli et al., 2018). Individual well-being is defined by a dynamic equilibrium between personal needs and potentiality on the one hand and physical factors on the other. Any human being's fundamental goal should be to acquire a high level of happiness. According to current scientific views, wellbeing is a multidimensional diamond in which many factors contribute to its improvement. Self-acceptance, deep and enduring emotional relationships, and independence are unquestionably vital, but so is the desire to shape our own lives as a gradual progression toward achieving goals that bring worth to our existence. Sports activities, particularly at the anabolic level, are likely to be the most successful method of putting this idea into practice (Puce et al., 2017). Moreover, Netemeyer et al. (2017) indicated that client research should focus on well-being. According to the researchers, individual well-being is a crucial indicator of future well-being. Its size is equivalent to the combined influence of other life domains, including work satisfaction, general health assessment, and relationship support gratification.

While there has been a significant amount of study into teacher well-being, much of this research has focused on improving negative aspects of teacher well-being, such as higher stress levels and higher task demands, and emotional exhaustion (Yin et al., 2016). Teachers rank their well-being worse than other professional jobs and have multiple rates of workplace mental anguish claims (Klusmann et al., 2008; Robers et al., 2019).

Although few studies have looked at teacher well-being in a positive light, it has been demonstrated that high levels of teacher well-being have considerable beneficial benefits across various dimensions. Employees' members who were doing well across many well-being categories were also more dedicated to the school and more content with their health, life, and chosen career. According to an analysis of the well-being levels of education staff in a single school, 60% were teachers. (Turner & Thielking, 2019). In addition, Kutsar et al. (2019). Teachers acquire unfavorable attitudes about many components of the school, which leads to a hatred for the institution, according to the study. A school would be more admirable if its physical environment supported daily school life, was inventive in inspiring and welcoming cooperation, allowed for a range of activities, and provided adequate privacy. Teachers' physical and emotional well-being would be ensured by the social atmosphere of an ideal school. Teachers would have innovative and effective means of taking care of themselves and life skills and professional ethics to encourage the well-being of youngsters. Previous research has demonstrated a link between teacher stress and teacher health (Dicke et al., 2015; Kjellström et al., 2016; Lauermann & König, 2016). Different steps on multiple levels may be made to avoid and minimize stress among teachers and thereby boost pupils' school well-being. It might be about assisting teachers under a lot of stress and doing

preventative work at the school level. Municipalities and other school operators have an important role as employers in the prevention work, and it may be addressed more comprehensively within the nation's education programs (Ramberg et al., 2019).

Additionally, school wellness programs can promote improved physical, social, and emotional well-being in school staff. They can also have a positive impact on student success and school climate. Although there is much promise for the future of school staff wellness research, funders and administrators must invest in such research (Lever et al., 2019). Also, teachers at public schools have a strong tendency to be fatalistic and materialistic. In addition, financial difficulties are a common problem among public school instructors. Their lack of financial knowledge impacts teachers' spending habits. Teachers are encouraged to attend seminars and workshops to improve their money management abilities (Zarate, 2015).

2.3 Physical Education Teacher Attitude

A person's thought to react favorably or adversely to an item, circumstance, concept, or another person is referred to as attitude (Sarmah & Puri, 2014). Attitudes may alter and evolve (Syyeda, 2016), and a positive attitude can help students study more effectively. Negative attitudes, on the other hand, obstruct effective learning and performance. (Joseph, 2013). Hence, the importance of one's perspective cannot be overstated. Depending on the individual features, the impact of attitude on performance might be beneficial or destructive.

Knowing an individual's attitude to an entity or a stimulus makes it feasible to anticipate that individual's behavior toward the linked stimuli. When teacher conduct is examined in a classroom setting, it is clear that one of the most important elements influencing teacher behavior is indeed the individual's attitude more towards the field (Demirtaş & Aksoy, 2016; Ekici, et al., 2014; Kutlu et al., 2015). Elina (2016) states that disposition is a mental or neurological proactive process organized by experience and has a directive or dynamic impact on an individual's behavior to all items and circumstances with which it is associated. Furthermore, Odike and Nnaekwe (2018) mentioned that attitude is the individuals' prevailing inclination to respond favorably or adversely to an item, individual, or cluster of people, institutions, or events. It helps explain why non-education undergraduates at private colleges are uninterested in pursuing a career as a teacher.

In a study in the United Kingdom, Rolfe (2012) found that new teachers were more concerned about using resources as a cost-cutting measure. In contrast, longer-serving staff members found adapting resources and contextualizing them difficult. Attitudes are concealed and cannot be seen directly, but they are revealed through patterns of behavior that can be seen (Borriello, 2018). Years of teaching experience might influence instructors' opinions regarding their careers. Expert instructors, rather than beginners, have a negative attitude regarding teaching as a profession. Forty percent of instructors had negative beliefs concerning teaching, 57 percent considered leaving the job, and three percent were uncertain. Year after year, teachers' opinions regarding their vocation may

shift. As a result, shifts in attitudes impact teachers' professional performance (Harthy et al., 2013).

Furthermore, an attitude refers to a person's willingness to respond. A state of preparedness is structured by experience and requires a purposeful or dynamic reaction to all objects and circumstances associated with it. An expression of liking or disapproval toward someone, place, thing, or event is also known as attitude. In the study by Daud et al. (2018), the supervisor's encouragement for the teaching and the supervisor's demeanor did not affect a teacher's teaching ability, student engagement in the classroom. The amount of student engagement at the school was unaffected by teachers' attitudes about monitoring. The study findings are backed up by Anusuya's (2013) results, who discovered that 20% of instructors prefer monitoring. A teacher's attitude regarding supervision has no impact on students' participation in the classroom when the instructor is being observed. The findings also show that a teacher's attitude toward monitoring does not affect students' school engagement when superiors evaluate the instructor.

Banerjee and Behera (2014) studied the attitude of secondary school teachers towards teaching profession in Purulia District of West Bengal, India. They found that school teachers' attitudes about teaching are neither more favorable nor unfavorable. Female and male instructors and teachers in rural and urban areas have quite different perspectives regarding education. The mood might be beneficial when the instructor can stimulate the students to study appropriately. It is widely understood that a teacher is a central figure in any educational system and that his attitude toward his job largely determines a teacher's professional effectiveness.

The first indicator for teacher attitude is classroom management taken from Badia by Al Oun and Qutaishat (2015), refers to the management of a classroom as an ecosystem with its ecology, which includes the instructor, students, and their interconnections, as well as the equipment, books, and a variety of activities, which together interact to impact the conduct of the room's residents (Parsonson, 2012). Johansen, Little, and Akin-Little (2011) adequately depict teacher awareness that poor classroom management is a significant component of disruptive behavior. As a result, interventions targeting teaching skills and classroom behavior management can substantially affect inappropriate behavior.

Similarly, teachers in Taiwan frequently identify classroom management as one of their most significant concerns as the need for personalized education grows (Wu, 2015). Teachers' attempts to supervise classroom activities such as learning, social interaction and student conduct are considered classroom management. Evidence from the study on prospective teachers' perceptions of classroom management is needed to improve efforts to increase professional preparation while working and build and implement successful teacher training programs (Caner & Tertemiz, 2015).

Doing what is best to keep control of the learning environment is the central theme that many theories of classroom management attempt to address. Teachers might often feel the need to maintain strict discipline in learning environments by threatening

students with some form of punishment or other assertive techniques (Simpson, 2015). Additionally, it also refers to making learning settings both safe and stimulating. This word encompasses the teacher's personality, talents, and professional behavior that enable them to fulfill all of their professional tasks and the processes that occur in a group of pupils, and the outcomes of these procedures (Djigic & Stojiljkovic, 2011).

In addition, instructors must determine which classroom management tactics will be employed. This can be beneficial for a variety of reasons, including becoming aware of the most common teaching techniques; identifying patterns of behavior; determining which ones are more effective; determining teachers' beliefs behind their actions within and without the classroom; and, perhaps most importantly, enabling pedagogical reflection by trying to make teachers aware of their teaching process to identify strong and weak points, as well as design patterns of their methods (Diaz et al., 2018). Martin et al. (2016) found that classroom management is an essential part of the classroom atmosphere because it influences students' behavior, involvement, and learning quality.

In his study, Osakwe (2014) asserted that mutual respect and the formation of interpersonal ties are essential for boosting student accomplishment and instructor self-efficacy in the classroom. Three indicators were adapted in calculating the scale of classroom management effectiveness in the study by Cheng & Chan (2018), namely: Teaching management entails managing learning materials; mental toughness management entails behavioral change training based on the concepts of creating learning individuals and schools; and cohesion management entails improving students' health, teamwork capacity, and classroom engagement to help them reach their full potential (Wu, 2015). The second indicator is personal competence taken from Badia by Al-Oun and Qutaishat (2015), referred to as the rise in emotional knowledge capacity and social-behavioral possibilities to reach desired, long-term results. Personal competence also refers to determining one's ability to deal with environmental difficulties and then providing advice on improving that capacity (Seal et al., 2015). However, there is no universal definition for competencies because what we mean by this phrase varies on the setting or scenario. Ability, talent, understanding, and qualification are phrases that countries choose. Qualifications are also job-related. Job competencies are components of expertise, experience, and ability that are important in career management and may be altered by individuals (Akkermans et al., 2013).

Additionally, competence is the integration and manifestation of knowledge in a precise, pre-defined setting, and in actual, authentic activities, talents, and attitudes are demonstrated. Competencies required in innovation processes might include knowledge, abilities, and behaviors, but individual traits appear to impact substantially. Unique innovation competencies are synonyms for a collection of human traits, knowledge, abilities, and attitudes related to creating and implementing innovations via cooperation in complicated innovation processes. Innovation competency, like other skills, can be learned and improved (Hero et al., 2017; Peschl et al., 2014).

A Personal Competency Framework by Redding (2014) used terms that may have various meanings, such as mastery, which is an indicator for demonstrating specific

knowledge and skill as per objective standards; competence, which is the attribute of a sufficient level of knowledge and skill to accomplish a vital role; and competency, which is not a marker, end state, or group of capability, but a general and evolving accumulation of related qualifications that promote learning and other formation of goal attainment. And mastery is a symbolic representation for illustrating specific expertise and ability as per standardized criteria. According to research on the importance of competence in professional activities, competencies are human attributes that stimulate higher-level actions (Martinkienė, 2014; Rekašienė & Sudnickas, 2017); competence changes when functional context change (Dai & Colemean, 2005); and competence enable individuals to explore differing views of reality (Friedman & Antal, 2005).

Furthermore, competence is an essential behavioral trait or trait that may manifest itself as inefficient and positive action. It is influenced by the action context, organizational and environmental elements, and specialized activity features. The competency description mentions the contextual range as a place where the student can exhibit it. Competence is defined as duty and independence and is centered on demand. An important aspect of teacher competence support is how a teacher expresses feedback to students in tone and sensitivity (McRae, 2012; Urunbassarova, 2013). In Turkey, Demir (2015) The pupils' impressions of their physical education instructors' professional personality qualities were investigated. One thousand two hundred fifty-four students completed a questionnaire consisting of four domains: Inspirational engagement, professional zeal and commitment, human decency and justice, and reflective engagement are all examples of motivational interaction. The most excellent average scores were on the professional passion and devotion scale, while the lowest overall points were on the respect for human dignity and justice scale.

3. Material and Methods

The study utilized the quantitative, descriptive, non-experimental design using the correlation technique. It aided in determining the levels of teacher attitude, learning environment, and perceived well-being of teachers in Physical Education in public schools. Quantitative research narrows itself to statistical analyses of collected data via survey questionnaires employing computational approaches (Trefry, 2017). The researcher obtained the numerical data from the population to establish accurateness. Descriptive research depicts the precise selection of respondents through a survey (Kowalczyk, 2018). The design described the relationship between teacher attitude concerning the learning environment and the perceived well-being of teachers in Physical Education in public schools.

The correlational technique is a non-experimental approach in which it analyzes the relationship between two or more variables without reserve. It also looks into the degree of association by relating it with other variables. Correlational studies have independent and dependent variables, with the effects of the independent variable being observed on the dependent value (Patidar, 2013). The researcher chose this design to align

the variables based on the discussion of the aforementioned related literature. The mediation process was utilized to see if the association between the teaching environment's independent variable and the dependent variable of perceived well-being was considerably diminished when the mediator variable of teacher attitude was included. To put it another way, mediating connections exist when a third variable plays a significant role in determining the relationship between the other two variables. (MacKinnon, 2008).

There were 340 respondents of the study who are teachers in Physical Education in three different district public schools (elementary and secondary) in Matanao, Bansalan, and Magsaysay (MABAMA), Davao del Sur. In particular, included in this study as the respondents were teachers under the MAPEH Department. The latter is currently employed for the Academic Year 2020-2021 as they can deliver valuable information upon challenging the study's hypothesis. Stratified random sampling was employed such that all teachers from the elementary and secondary public schools in Matanao, Bansalan, and Magsaysay (MABAMA), Davao del Sur had a chance to be selected and considered for inclusion in the final sample. In this method, there is a possibility that each person in the population sample could be selected as a subject. It ensured that the results would be comprehensive to the context currently studied. This stratified sampling approach divides the population into groups or strata. The concept is that the groups are formed so that the demographic units are comparable (Salkind, 2007).

The researcher gathered the data using a systematic procedure. First, before the conduct of the study, the researcher sent a letter asking permission from the Schools Division Superintendent of the Department of Education Division of Davao del Sur. Then, the researcher asked permission from the respective School Heads of the participants in MABAMA. Upon approval of the survey questionnaires, the researcher listed the respondents' names and contact numbers/email addresses. For the fast facilitation of the survey questionnaire, the researcher adopted two methods of data gathering: face-to-face and online surveys. For the face-to-face method, from the distribution and up to the retrieval of the survey questionnaire, the researcher strictly observed the safety protocols mandated by the government in this time of the pandemic. The researcher used Google docs, where the item questions were encoded together with the instructions on accomplishing the survey questionnaire. After all the survey questioner were returned, the researcher encoded the raw data in the Excel file and presented the Excel results to the assigned statistician for computation. The analysis and interpretation were made based on the results of the study.

For a more comprehensive interpretation and examination of the data, the following statistical tools were utilized. Mean was employed to determine the levels of learning environment, teacher attitude and perceived well-being of teachers in Physical Education. Pearson Product Moment Correlation (Pearson r) was used to determine if the connection between learning environment and perceived well-being, learning environment and teacher attitude and teacher attitude and perceived well-being of teachers in Physical Education are really significant. Medgraph using Sobel z-test was

employed to identify the mediating effect of teacher attitude on the relationship between learning environment and perceived well-being.

4. Results and Discussion

Table 1: Level of Learning Environment

Indicators	Mean	Standard Deviation	Descriptive Level
Perceived Challenge	3.95	.436	High
Perceived Threat	1.46	.388	Very Low
Perceived Competitiveness	2.46	.577	Low
Perceived Internal Control	3.60	.321	High
Overall	3.64	.251	High

The level of the learning environment is high, resulting from the high levels of responses. The indicators perceived challenge and perceived internal control have high ratings. However, the indicator perceived competitiveness has a low rating, while the indicator perceived threat has a meager rating.

The high-level rating of the perceived challenge reflects the high number of challenges experienced by the teachers. It is in line with various authors (Al Shammeri, 2013; Lew & Nelson, 2016) indicating that classroom management, curriculum preparation, execution, administering assessments, and workload difficulties are all obstacles for teachers. Teachers who are implementing a reformed curriculum have also reported that they encounter a variety of problems, including material complexity, a severe workload, a shortage of teaching resources, and insufficient professional development, to name a few. Moreover, the high-level rating of perceived internal control indicates a high use of an in-class competency that requires students to engage in the learning process actively. This claim is in line with various authors (Gainor et al., 2014; Varga, 2017). He stated that this is beneficial because it focuses on the student's personal experience, allowing pupils to relate to the examples generated by their classmates more readily, empowers the student, and fosters a competitive, event-driven environment. The consequences of perceived internal control have a direct role in forming connections with instructors and the education of learners.

On the other hand, the low-level rating of perceived competitiveness manifests that only a low level of learning factor of a faulty method of work or study and only a low level of constriction of experimental background affect the learning procedure. It is supported by the statements of various authors (Brown, 2015; Usman & Madudili, 2019) who believe attitudes such as curiosity, joy, and open-mindedness are vital in the formation of personality. Personal aspects like instincts and emotions and societal ones like collaboration and competitiveness are linked to a complex psychology of motivation. The teacher's character plays a vital role in the learning environment.

Lastly, the very low-level rating of perceived threat indicates that student aggression against teachers is not a rampant problem in schools. It is in line with various authors (Soliman, 2017; Werner, 2015), noting that teachers' responsibilities include

meeting students' needs, detecting problematic behaviors, and partnering with a variety of systems to establish intervention measures aimed at educating children on how to reduce the impact of school threats and improve safety. School instructors use preventive measures to decrease children's by concentrating on children's sentiments and introducing more constructive and pleasant activities.

Table 2: Level of Teacher Attitude

Indicators	Mean	Standard Deviation	Descriptive Level
Classroom Management	3.94	.424	High
Personal Competence	3.91	.412	High
Overall	3.93	.361	High

The level of teacher attitude is high, resulting from the high levels of responses. The indicators of classroom management and personal competence have high ratings. The high-level rating of classroom management proposes close monitoring of a classroom as an ecosystem with its ecology, comprising the instructor, students, and their interrelationships, as well as the equipment, books, and a variety of activities, all of which interact to impact the behavior of the room's residents. Various writers (Diaz et al., 2018; Martin et al., 2016) have said that instructors must determine the classroom management tactics.

Furthermore, classroom management is an integral part of the classroom atmosphere that influences students' behavior, participation, and learning quality. Furthermore, the high-level rating of personal competence indicates that attaining desirable, long-term outcomes, a significant increase in emotional knowledge capacity, and social-behavioural alternatives are required.

According to several writers (Hero et al., 2017; Peschl et al., 2014), competence is the integration and manifestation of knowledge, abilities, and attitudes in performance in a specific, pre-defined environment and intangible, actual tasks. Innovation competency, like other skills, maybe learned and strengthened when teachers model it via their actions.

Table 3: Level of Perceived Well-being

Indicators	Mean	Standard Deviation	Descriptive Level
Physical Well-being	3.96	.439	High
Psychological Well-being	3.87	.402	High
Overall	3.91	.371	High

The level of perceived well-being is high, resulting from the high levels of responses. The indicators of physical well-being and psychological well-being have high ratings. The high-level rating of physical well-being manifests teachers' belief that their physical well-being is fundamental to their capacity to perform effectively. This assertion is under the views of some writers (Ekwulugo, 2015; Rahm & Heise, 2019), who argue that more holistic narratives about efficacy, growth and enhancement of norms within education

extend beyond the classroom and data-driven instructional practice, are necessary. Teachers' physical well-being was also improved as a result of well-received training. Training might prove to be a vital beginning point for school improvement procedures to promote physical wellbeing and flourishing for teachers and students in the emerging area of positive education.

In addition, the high-level rating of psychological well-being indicates that teachers have a higher-order construct that draws from positive psychology. It is supported by the statements of various authors (Ozu et al., 2017; Wessels & Wood, 2019) that monitoring teachers' psychological well-being, in addition to providing them with an atmosphere that fosters their professional and personal growth, is the first step in safeguarding teachers' mental health. During their weekly critical, collaborative reflections, teachers also challenge existing assumptions and try to gain insight into existing problems and find possible solutions for those problems, thereby increasing their competence to improve their psychological well-being.

Table 4: Correlation Analysis of the Variables

Pair	Variables	Correlation Coefficient	p-value	Decision on Ho
IV and DV	Learning Environment and Perceived Well-being	0.481	0.000	Reject
IV and MV	Learning Environment and Teacher Attitude	0.593	0.000	Reject
MV and DV	Teacher Attitude and Perceived Well-being	0.369	0.000	Reject

The correlation between measures of the learning environment and perceived wellbeing revealed a significant relationship. This implies that the learning environment is significantly correlated with perceived well-being. The findings of this study are in line with various authors (Backman, 2016; Helliwell et al., 2013; Zamar et al., 2020). According to research on workplace productivity and perceived well-being, the experience of happy sentiments is advantageous to workplace success because it improves workplace productivity, creativity, and teamwork. Employees with a strong sense of well-being are more likely to accomplish more when working in a favorable setting. Also, the influence on the learning process of individuals who occupy it can be good if the conditions are met. The level of felt wellbeing and the functional possibilities afforded by space are connected. As a result, external learning circumstances include the physical distribution of the school environment and all of the components that make it up, such as spatial symmetry and the biological organization of the classroom.

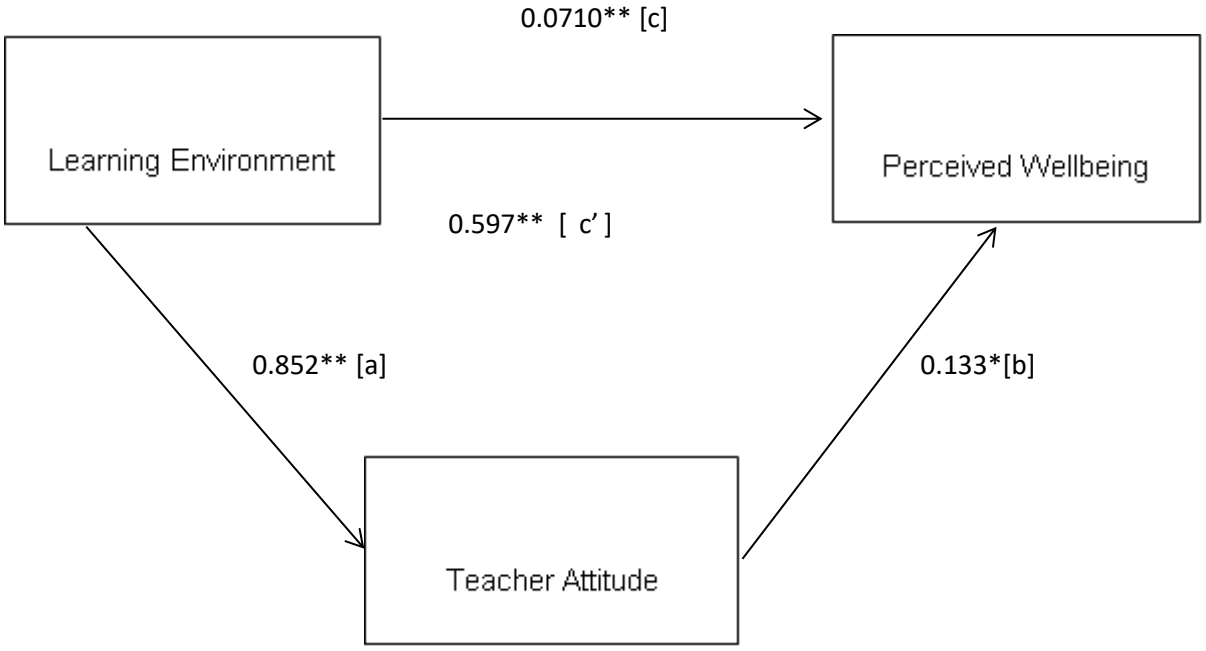
Moreover, the correlation between measures revealed a significant relationship between the learning environment and teacher attitude. This implies that the learning environment is positively correlated with teacher attitude. The result of the study

confirms the statements by various authors (Ayob & Yasin, 2017; Greene, 2017; Harbi, 2016) that a model school's ultimate success may be determined by the attitudes of its instructors for the efficient adoption and 66 implementation of more effective physical education, both external elements, such as the social learning environment and learning management systems, and internal factors, such as personal characteristics and features of instructors and students, are critical. Teachers who are influential in building caring learning environments that promote motivation can aid in the development of good attitudes in pupils.

Lastly, the correlation between measures of teacher attitude and perceived well-being revealed a significant relationship. This implies that teacher attitude is significantly correlated with perceived well-being. The findings of this study are in line with various authors (Gaines & Barnes, 2017; Yildirim et al., 2016; Yu et al., 2015). Consequently, activities that promote the formation of a positive attitude toward assessment and evaluation may increase professional self-efficacy and, as a result, feel well-being. Using measuring instruments and their outcomes has the most significant impact on the subjective well-being of all the components of the attitude. Teachers also turn to their administration for assistance and professional development opportunities that will help them raise their self-efficacy, reduce stress, and be more effective with their pupils.

Table 5: Regression Results of the Variables in the Four Criteria of the Presence of Mediating Effect

Step	Path	Standard Error	Beta (Standardized)	Beta (Unstandardized)
Step 1	C	0.710*	0.071	0.481*
Step 2	A	0.852*	0.063	0.593*
Step 3	B	0.133*	0.061	0.129*
Step 4	c′	0.597*	0.087	0.404*



Mediation Analysis
Sobel z-value 2.162673, $p<0.05$
Percentage of the total effect that is mediated 15.937371%
Ratio of the indirect to the direct effect 0.189589
Effect Size Measures
Unstandardized Coefficients
Total: .710
Direct: .597
Indirect: .852
Ratio Index: 1.200

This study contributes to the literature regarding the possible indirect mediating variable for the relationship between learning environment and perceived well-being. Specifically, teacher attitude was investigated as a potential mediating variable that could explain the effect of between learning environment on perceived well-being. Although only partial mediation is found in the study, significant direct results were presented that may help in the enhancement of the existing researches on the learning environment and perceived well-being. It has progressed from looking at just physical aspects of the environment to increasingly complicated models of psychosocial connections between students in classrooms and between teachers and students. In addition to the vast range of outcomes explored concerning a classroom environment, this theory has concentrated on one or more of these characteristics and related classroom environment factors with multiple excellent and negative student performances. Schools and teachers should promote the primary connection and provide a welcoming and nurturing atmosphere for families. Specifically, the current study has found that teacher attitude is a positive and significant partial mediator of the learning environment and perceived well-being and met Baron and Kenny's (1986) mediation guidelines.

The mediation analysis involved the path between learning environment and teacher attitude and the way between teacher attitude and perceived wellbeing. The findings confirmed the significant relationship between learning environment and teacher attitude leading to support one of the authors of this study Ihtiyaroglu (2018) that recognition of oneself by teachers, exploration of one's views, unique features, strong and weak elements, and seeking professional aid if needed at the outset are all crucial measures to follow. The stated author advocated that principals guarantee a pleasant school atmosphere, therefore satisfying a teachers' sense of belonging, as the original planner of the school setting. Teachers' classroom management methods are influenced by various factors, including personal characteristics such as contentment and life satisfaction, the school atmosphere, and the conduct of coworkers and administrators. It implies that the learning environment conveys a good teacher attitude.

The study's theoretical framework also supports the results of the general objective. The anchor theory supports the findings, the Self-Determination Theory (SDT) by Deci and Ryan (1985) because the conclusions of the theory correlate with the insights acquired from investigating well-being experiences in learning contexts. It has progressed from looking at just physical aspects of the environment to increasingly complicated models of psychosocial connections between students in classrooms and between teachers and students. Lastly, the findings are also supported by the Theory of Cognitive Dissonance by Festinger (1957). Addressing teachers' cognition by providing well-planned knowledge may impact their motivation, improving their views.

5. Recommendations

On the high level of teacher attitude, it is recommended that school management may continue to create an atmosphere of camaraderie and teamwork among the PE faculty members. On the lowest mean score, the school management may regularly provide motivational seminars and workshops to address burnout, overstress, demotivation feelings, and possibly poor performance among PE teachers. Interventions such as the Stress Management seminar and Anger Management Seminar are necessary to maintain a good relationship in the assignment. More orientation and re-orientation may be conducted for value formation, and one-on-one counseling may be scheduled for teachers experiencing some problems, whether personal or official.

On the high level of learning environment, the researcher recommends to the school management to maintain a good atmosphere of unity, good interaction, and cooperation between and among the PE teachers and school staff. The lowest mean score did not create a wrong impression about the learning environment. Nevertheless, the researcher recommends challenging the teachers to exert more effort to enroll in higher learning or continue professional development. The teachers' challenges will provide them with more avenues to do their best and be inspired to work better for the learning competencies. Some scholarship grants for studies outside the country or seminars for retooling and workshops on good communication skills, seminars/ workshops on ICT

use, and seminars on 21st-century teaching and learning skills. The high level of well-being among teachers is indicative that PE teachers maintain a healthy physical, emotional and psychological well-being. Moreover, some interventions may be recommended to sustain this situation in the area of assignment. A monthly activity may reward or recognize outstanding teachers and staff. Also, for the physical well-being, it is recommended that teachers engage in school-wide or inter-school sports competitions, which will showcase the teachers' talents and skills in various fields of expertise. On the psychological well-being, some social activities in school may be conducted, such as simple R and R, to unwind from the pressures of the teaching works. A monthly social gathering (maybe a birthday celebration or passing the Board examination or any outstanding achievement obtained by two teachers) may be conducted to reward or give deserving faculty members incentives. This intervention will also allow all the faculty members or school staff to talk and make meaningful encounters with their comrades in school.

6. Conclusion

There is a high learning environment, teacher attitude, and perceived well-being. There is also a significant relationship between the learning environment and perceived well-being. Moreover, there is an important relationship between learning environment and teacher attitude and a meaningful relationship between teacher attitude and perceived well-being.

Also, there is a partial mediation on the effect of teacher attitude on the relationship between learning environment and perceived well-being. Furthermore, the study's findings confirm the mediating effect of teacher attitude on the relationship between learning environment and perceived well-being. The results are supported by the anchor theory, the Self-Determination Theory (SDT) by Deci and Ryan (1985), which examines whether social connection, flexibility, and purposeful learning might help people meet their psychological requirements for relatedness independence, and competency.

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Conflict of Interest Statement

The authors declare no conflicts of interests.

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