



CLASSROOM ENVIRONMENT AND PROFESSIONAL DEVELOPMENT AS PREDICTORS OF TEACHING PERFORMANCE

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Publisher's note:

The name of the second author, Lorna T. General (EdD) was removed as a consequence of the author's attitude. She submitted more articles (three) and after receiving their acceptance and review reports, she published the articles elsewhere. A point of view from University of Mindanao will be published here.

Abstract:

The primary aim of the study is to find out whether classroom environment and professional development significantly predict teaching performance. Utilizing non-experimental quantitative design via descriptive correlation technique, data were obtained from 300 respondents who are public elementary and high school teachers in Cateel 1 and Cateel 2, Davao Oriental. The researcher utilized a stratified random sampling technique and an online survey mode of data collection. The researcher also utilized the statistical tools mean, Pearson r, and regression analysis. From the results of the study, it was found that there is a very high level of classroom environment, professional development, and teaching performance. Also, results revealed that there is a significant relationship between classroom environment and teaching performance, and a significant relationship between professional development and teaching

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performance. Also, the classroom environment has a significant influence on teaching performance in the same way that professional development has a significant influence on teaching performance. Among the indicators of classroom environment and professional development, teacher effectiveness and classroom management have the highest degrees of influence on teaching performance. Further, there is a significant combined influence of classroom environment and professional development on teaching performance.

Keywords: education, classroom environment, professional development, teaching performance, correlation, teachers, SDG #4, Philippines

1. Introduction

Low teaching performance stems from a lack of motivation and a negative commitment to the profession, highlighting the need to examine the challenges affecting public school teachers' effectiveness (Mag-atas, Miraflor & Santos 2023). Factors such as unmotivated students, heavy workloads, interactions with colleagues, administrative responsibilities, role conflicts, and poor working conditions contribute to declining teaching performance. Additionally, excessive task demands further hinder teachers' effectiveness (Jomuad, Antiquina, Cericos, Bacus, & Vallejo, 2021). Moreover, frequent absenteeism, tardiness, fatigue during lessons, and inadequate preparation also play a role in diminishing teaching quality (Khomariyah, Imron & Sumarsono 2023).

Teaching performance plays a crucial role in enhancing professional practice, ensuring the fulfillment of essential responsibilities for effective training and personal growth (Gonzales, 2021). It also serves as a foundational pillar in maintaining the quality of the school system. Feedback from teacher performance evaluations provides valuable insights that encourage continuous improvement in teaching methods (Morales-Romero, Trinidad-Loli, Caycho-Salas, Paucar-Manrique, León-Velarde, Gamarra-Mendoza & Aldana-Trejo 2021). Furthermore, strong teaching performance brings tangible rewards for educators, including salaries, benefits, recognition, and opportunities for career advancement (Rohma, Harapan, & Wardiah 2020).

A related study by Jamaani, Arafat, and Puspita (2021) emphasized that the classroom environment has a direct effect on teaching performance, with a positive environment enhancing teacher productivity. Additionally, research by Khomariyah Imron and Sumarsono (2023) found that professional development significantly improves teaching performance, as its implementation contributes to teaching success. Furthermore, Tantawy (2020) identified a connection between the classroom environment and professional development in relation to teaching performance. Professional development positively influences teaching performance, as a supportive classroom environment fosters teachers' willingness to engage in continuous professional growth.

A study by Abbas, Javed and Waseem (2022) highlighted that teachers can reach their full potential when provided with an optimal classroom environment. This environment influences not only the teacher's personality but also their interactions with colleagues, ultimately affecting teaching performance. Similarly, research by Mduma and Mkulu (2021) found that professional development plays a crucial role in enhancing teaching performance, emphasizing the need for continuous teacher training. Additionally, regular performance appraisals in schools contribute to improved teaching effectiveness. Khomariyah, Imron and Sumarsono (2023) further identified key indicators of successful teaching performance, such as optimizing the classroom environment to enhance student learning outcomes. Moreover, professional development offers valuable insights that positively impact student achievement.

Additionally, no existing studies have specifically explored the relationship between classroom environment, professional development, and teaching performance in Region XI, particularly in Davao Oriental. The available research focuses only on Professional Development Activities and Teacher Performance by Padillo, Manguilimotan, Capuno, & Espina (2021) and Professional Development and Job Satisfaction on Teaching Performance by Thahir Komariah, Kurniady, Suharto, Kurniatun, Widiawati (2021). This study will contribute new knowledge to the field of education, serving as a valuable addition to the existing literature. Furthermore, its findings can help enhance teaching practices by providing insights into improving the classroom environment, professional development, and overall teaching performance, reinforcing the need for this research.

There is an urgent need to conduct this study, as the researcher, who is currently teaching in Cateel, Davao Oriental, seeks to examine the levels of classroom environment, professional development, and teaching performance. Specifically, the study aims to explore how teachers manage their teaching responsibilities while navigating personal challenges within their families. Understanding these factors will provide valuable insights into how educators cope with their assignments despite external difficulties.

2. Literature Review

There are reviews of related literature, which are discussed in support of the study. In a classroom environment, according to a study by Olivo (2021), teachers dedicate most of their time in school to classroom instruction to cultivate students with strong values, knowledge, and skills. Effective time management is a key practice among teachers as they prioritize classroom teaching and lesson preparation to fulfill their primary responsibilities. Similarly, instructional management is a crucial factor in achieving successful teaching and learning outcomes. In the learning process, teachers function as managers, overseeing and coordinating various learning activities. Moreover, instructional management skills improve with years of teaching experience, as highlighted by Yasin and Mustafa (2020).

Furthermore, a related study by Yasin and Mustafa (2022) found that teachers who implement effective behavioral management strategies tend to incorporate more teaching activities in the classroom. Improved behavioral management enhances students' task orientation, leading to a more focused learning environment. Additionally, effective behavior-management practices have been shown to increase student engagement, appropriate behavior, and academic achievement. Teachers often rely on their colleagues as a behavioral management resource, as they are easily accessible, provide practical insights, and offer trustworthy and applicable strategies for managing classroom behavior (Beahm, Yan & Cook, 2021).

A study by Hepsibha and Catherine (2022) found that teacher effectiveness fosters the use of innovative teaching methods, incorporating practical approaches and diverse teaching aids and learning materials. Effective teachers create interactive classroom environments, encouraging students to ask questions and engage in discussions. Furthermore, teacher effectiveness plays a crucial role in the overall education process, directly influencing student achievement. Research by Burgess (2019) supports this, indicating that students taught by effective teachers tend to achieve higher academic performance.

On professional development, a study by Frimpong (2021) highlighted the significance of teaching materials in the learning process, as they help teachers effectively achieve lesson objectives. Students learn best when they have access to appropriate materials which foster genuine knowledge acquisition and deeper understanding. Similarly, Yavuz and Güzel (2020) emphasized that knowledge and skill development are greatly enhanced through hands-on learning activities or a learning-by-doing approach. The success of the teaching and learning process is not only influenced by the availability of teaching materials and activities but also by how effectively they are utilized in the classroom.

In addition, a study by Irvine (2019) emphasized that teacher experience significantly impacts teacher effectiveness, particularly during the early years of a teaching career. The degree to which experience influences effectiveness varies based on educational background and subject area specialization. Similarly, Bolarinwa, Kolawole, Ayodele, Fakunle and Adetule (2020) found that students achieve positive academic gains when taught by teachers with extensive teaching experience. Over time, accumulated experience leads to greater teacher competence, enhancing both instructional quality and student learning outcomes.

Furthermore, teacher assessment plays a crucial role in ensuring effective instruction. Aligning curriculum, standards, assessment, and instruction through teacher assessment enhances teaching competence, enabling educators to deliver high-quality instruction (Ahmadi, Ghaffary & Shafaghi 2021). Relatedly, Oo, Alonzo and Asih (2022) found that teacher assessment contributes to effective teaching and learning, ultimately leading to improved student outcomes. Additionally, communicating teacher assessment results helps educators refine their classroom preparation and instructional strategies, ensuring a more structured and impactful learning experience.

On teaching performance, a study by Cicek and Taspinar (2021) found that long-term lesson planning leads to higher student achievement compared to short-term lesson plans. Students benefit from extended learning periods, allowing them to develop, practice, and refine their skills. This additional time enables students to monitor their progress, engage in self-reflection, and improve self-regulation. Also, Stehle & Peters-Burton (2019) highlighted that teachers feel highly competent in planning, implementing, and evaluating instructional methods and techniques. They perceive themselves as skilled in creating engaging learning environments, applying diverse feedback strategies, and fostering higher-order thinking skills among students.

Additionally, a study by Amie-Ogan and Friday (2020) emphasized that effective classroom management is essential for keeping students actively engaged in learning. It plays a particularly crucial role in inquiry-based education, where students frequently collaborate in small groups. Effective classroom management leads to positive student achievements, enhanced teaching practices, external recognition, and the development of teaching materials. Additionally, Fauth, Decristan, Decker, Büttner, Hardy, Klieme, and Kunter (2019) highlighted that classroom management involves establishing rules and procedures, handling disruptions efficiently, and ensuring smooth transitions between activities, all of which contribute to a more structured and productive learning environment.

This study was anchored in the Theory of Performance by Campbell, McCloy, Oppler, & Sager (1993), which outlines categories of professional performance applicable across various professions. The theory examines the gap between desired behaviors and actual behaviors exhibited in a profession, emphasizing how an individual's contributions align with achieving organizational goals. According to this framework, prior occupational experience positively impacts performance by enhancing knowledge and skills. However, it also introduces a negative direct effect that weakens the overall relationship, primarily due to behavioral and cognitive rigidities. These factors may limit adaptability and flexibility, influencing overall teaching performance.

Additionally, this study is supported by the Self-Determination Theory by Ryan and Deci (2017), which highlights the importance of improving classroom environments for teachers. The theory underscores how a supportive and well-maintained classroom setting enhances teaching and learning experiences. While some teachers work in safe, clean, and well-equipped schools, others face less favorable conditions, impacting their performance. Through the lens of Self-Determination Theory, classroom physical and climate-related factors are examined in relation to student outcomes. The theory emphasizes fulfilling basic physical needs, such as safety and comfort, alongside fundamental psychological needs.

Furthermore, this study is also supported by the Theory of Planned Behavior by Ajzen (1991), which examines changes in teacher beliefs resulting from professional development. The theory consists of three key components: attitude toward a behavior, subjective norm, and perceived behavioral control. These three elements work together

to shape behavioral intent, which ultimately influences how a teacher approaches professional development and applies it to their teaching performance.

3. Material and Methods

The study involved a total of 300 respondents selected from a population of 369 public elementary and high school teachers in Cateel 1 (147 teachers) and Cateel 2 (222 teachers), Davao Oriental. To determine the sample, the study employed the stratified random sampling method, in which the population was divided into subgroups, and respondents were randomly selected from these subgroups. The basis for stratification was educational attainment and years of teaching experience, as these shared attributes were relevant to the study (Hayes, 2024). The selection process followed inclusion, exclusion, and withdrawal criteria to ensure appropriate respondent selection. Specifically, the study included public elementary and high school teachers in Cateel 1 and Cateel 2 whose plantilla positions are registered under the Department of Education and who have been teaching for at least two years. These respondents were chosen as they were best positioned to provide valuable insights in testing the study's hypothesis. The confidentiality of their responses was also ensured throughout the research process.

The study excluded the following groups from participation: teachers in private schools as they operate in a different work environment with distinct supervision structures. Teachers in managerial or supervisory positions, as their responsibilities differ from classroom instruction. Teachers working outside of Cateel 1 and 2 as the study focused solely on public school teachers within these areas. For the withdrawal criterion, respondents had the freedom to decline participation without any obligation. They were not forced to complete the survey and were encouraged to return the questionnaire for automatic disposal if they chose not to participate. Additionally, respondents could withdraw from the study at any time if they felt uncomfortable, ensuring that participation was entirely voluntary and without any form of consequence or penalty.

This study was conducted in public schools in Cateel 1 and 2, Davao Oriental, which is part of Region XI (Davao Region) in the Philippines. Region XI is situated in the southeastern part of Mindanao and is composed of five provinces: Compostela Valley, Davao del Norte, Davao del Sur, Davao Oriental, and Davao Occidental. The region surrounds Davao Gulf, with Davao City serving as its regional center. The researcher selected this locale because it offers a substantial number of respondents, ensuring reliable and concrete results. Furthermore, the researcher has not encountered any prior studies within the local setting that examine the relationship between classroom environment, professional development, and teaching performance. Additionally, as a current teacher in Cateel 2, Davao Oriental, the researcher is particularly interested in assessing the existing levels of classroom environment, professional development, and teaching performance among public elementary and high school teachers. The study aims to explore how teachers have adapted and coped with the challenges of their

teaching assignments and personal struggles, ensuring the smooth and effective delivery of classroom activities despite these difficulties.

The study utilized three adapted questionnaire sets to gather data: classroom environment measured physical environment, time/instructional management, behavior management, and teacher effectiveness, based on Turano (2005). Professional development was adapted from Hismanoglu & Hismanoglu (2010). This included seven indicators: teachers' experiences, educational leadership/humane relations, the curriculum and teaching methods/techniques, the students, teaching materials and activities, classroom management, and assessment. Teaching performance was adapted from Moreno-Murcia, Torregrosa, and Pedreo (2015). It measured three indicators: planning, development, and results. The research instrument underwent validation by four internal validators and one external validator and was modified to align with the study's objectives. The consolidated validation results yielded an average weighted mean of 4.26, which corresponds to a "Very Good" rating, indicating strong validity and reliability for use in the study.

To evaluate the classroom environment, professional development, and teaching performance of public elementary and high school teachers, the study will use a 5-point Likert scale with the following range of means and corresponding descriptions: 4.20 – 5.00 or Very High which means measures are always manifested; 3.40 – 4.19 or High which means measures are often manifested; 2.60 – 3.39 or Moderate which means measures are sometimes manifested; 1.80 – 2.59 or Low which means measures are seldom manifested; and 1.00 – 1.79 or Very Low which means measures are not manifested at all. To ensure the reliability of the research instrument, pilot testing will be conducted, and Cronbach's alpha coefficient will be used to measure internal consistency. The results of the reliability analysis indicate: 0.957 for Classroom Environment, 0.982 for Professional Development, and 0.978 for Teaching Performance. These high Cronbach's alpha values confirm the strong reliability of the instrument. The study will be conducted over the period of March 2024 – October 2024.

This study utilized a non-experimental quantitative research design, specifically employing the descriptive-correlational technique to gather data, ideas, facts, and relevant information related to the study. In non-experimental research, data is collected without introducing treatments or manipulating variables (Gehle, 2013). In this study, the variables were not manipulated, and the setting remained uncontrolled to reflect actual conditions. According to Calmorin (2007), descriptive-correlational research aims to describe and interpret existing conditions while identifying relationships between variables. This study was descriptive as it assessed the levels of classroom environment, professional development, and teaching performance among public elementary and high school teachers. It was also correlational, as it examined the relationships between these variables using a survey questionnaire as the primary data collection tool.

In conducting descriptive quantitative research, the study followed a structured procedure. The researcher sent a formal letter to the Schools Division Superintendent of the Department of Education, Division of Davao Oriental, requesting approval to

conduct the study. Once approved, copies of the approval were provided to the School Heads of the identified schools. The researcher personally visited the school heads in Cateel 1 and 2, Davao Oriental, as a courtesy call to discuss the study's implementation. During the visit, the researcher explained the plan for conducting an online survey using Google Forms for all targeted respondents. Before data collection, the researcher secured a Certificate of Compliance from UMERG (UMERG Protocol Number 2024-287) to ensure adherence to ethical research standards. Once the surveys were completed, the researcher encoded all retrieved questionnaires into an Excel template, tallied and validated the data, and verified and checked the responses for completeness. The collected data was analyzed and interpreted based on the study's objectives, with the assistance of a designated Statistician. Finally, conclusions were drawn, and recommendations were formulated based on the findings of the study.

To ensure a comprehensive interpretation and analysis of the data, the study utilized the following statistical tools. Mean was used to assess the levels of classroom environment, professional development, and teaching performance among public elementary and high school teachers. This statistical tool addressed Research Objectives 1, 2, and 3 by determining the average responses for each variable. Pearson Product-Moment Correlation was used to examine the significance of the relationship between classroom environment, professional development, and teaching performance. This statistical method addressed Research Objective 4 by measuring the strength and direction of the relationships among these variables. Regression Analysis was used to determine whether classroom environment and professional development significantly predict teaching performance. This statistical tool addressed Research Objective 5 by identifying the extent to which these independent variables influence teaching performance.

In conducting this study, several ethical considerations were carefully observed to ensure participant protection and research integrity. Respondents participated voluntarily, and their identities remained anonymous to protect their privacy. No names were required in the survey, ensuring confidentiality and compliance with the Data Privacy Act of 2012. All gathered data were strictly kept confidential, and no personal identifiers were included to maintain the privacy and security of the respondents. Prior to participation, informed consent was obtained from all respondents, ensuring they fully understood the purpose, procedures, and voluntary nature of the study. Respondents were carefully chosen based on the study's criteria to ensure relevant and reliable data collection. The study did not expose respondents to high-risk situations or any form of harm. The research process was conducted in an ethical and professional manner to safeguard their well-being. The primary beneficiaries of this study were the teachers themselves, as the findings provided new insights into the classroom environment, professional development, and teaching performance. These results could contribute to enhancing teaching practices and professional growth. As a gesture of appreciation, respondents received a simple token from the researcher, acknowledging their valuable participation in the study.

The study adhered to academic integrity standards by utilizing Grammarly, Turnitin, and/or Plagiarism Detector to ensure the originality and quality of the research. Additionally, the study followed the standard research procedures established by the Professional Schools of the University of Mindanao to maintain rigor and credibility. The study has no conflict of interest as the researcher has no personal or professional relationships with the respondents. The research was conducted with honesty and transparency, with no deception involved in the data collection process. Proper permissions were obtained from the relevant agencies and institutions where the respondents are employed, ensuring ethical compliance. Data gathering was conducted through an online mode using Google Forms, providing convenience and accessibility for respondents while maintaining data security and anonymity. For publication purposes, the adviser of the study will be acknowledged as a co-author, ensuring proper recognition of contributions and adherence to academic authorship guidelines.

4. Results and Discussion

The very high level of time instructional management suggests that teachers effectively establish guidelines for managing daily routines and clearly define their goals and responsibilities. This finding aligns with the perspectives of Olivo (2021) and Yasin and Mustafa (2020), who emphasize that teachers practice good time management by dedicating more time to classroom instruction and lesson preparation, focusing on their core teaching responsibilities.

Table 1: Level of Classroom Environment

Items	SD	Mean	D.E.
Physical Environment	0.43	4.69	Very High
Time Instructional Management	0.35	4.74	Very High
Behavioral Management	0.46	4.60	Very High
Teacher Effectiveness	0.38	4.67	Very High
Overall	0.35	4.67	Very High

The very high level of behavioral management suggests that teachers consistently provide specific feedback on student behavior and establish, communicate, and enforce classroom rules that are positive, concise, and fair. This finding aligns with the claims of Beahm, Yan, and Cook (2021) and Yasin and Mustafa (2022), who emphasized that teachers who implement effective behavioral management strategies tend to incorporate more teaching activities in the classroom.

Table 2: Level of Professional Development

Items	SD	Mean	D.E.
Teachers' Experience	0.52	4.55	Very High
Educational Leadership and Humane Relations	0.48	4.63	Very High
The Curriculum and Teaching Methods/Techniques	0.45	4.63	Very High
The Students	0.45	4.62	Very High
Teaching Materials and Activities	0.45	4.69	Very High
Classroom Management	0.45	4.66	Very High
Assessment	0.44	4.63	Very High
Overall	0.41	4.63	Very High

The very high level of teaching materials and activities suggests that schools actively encourage teachers to incorporate classroom activities that enhance students' critical thinking skills. Additionally, schools promote extra-curricular and supplementary activities to further support student learning. This finding aligns with the assertions of Frimpong (2021) and Yavuz & Güzel (2020), who emphasize that teaching materials play a crucial role in the teaching and learning process, helping teachers effectively achieve lesson objectives. Furthermore, the success of the teaching and learning process is significantly influenced by the availability and proper utilization of instructional materials and activities, reinforcing the importance of well-designed teaching strategies and resources in fostering student engagement and academic achievement.

The very high level of teachers' experience suggests that schools actively encourage teachers to stay informed about the latest educational developments and exchange successful teaching experiences with their colleagues. Additionally, schools promote self-learning and continuous professional development to help teachers enhance their expertise. This finding aligns with the statements of Bolarinwa, Kolawole, Ayodele, Fakunle, and Adetule (2020) and Irvine (2019), which highlight that teacher experience significantly influences teaching effectiveness, particularly during the early years of a teaching career. Moreover, students tend to achieve positive academic gains when they receive instruction from highly experienced teachers, reinforcing the importance of continuous learning and professional growth in enhancing teaching performance and student success.

Table 3: Level of Teaching Performance

Items	SD	Mean	D.E.
Planning	0.43	4.69	Very High
Development	0.46	4.68	Very High
Result	0.42	4.66	Very High
Overall	0.40	4.68	Very High

The very high level of planning suggests that teachers effectively design lesson plans that connect classroom content to real-world applications. Additionally, they provide clear and structured information on learning objectives, references, tutorials, content coverage, and assessment methods within the curriculum. This finding aligns with the claims of

Cicek and Taspinar (2021) and Stehle and Peters-Burton (2019), who emphasized that long-term lesson planning leads to higher student performance compared to short-term planning. Moreover, teachers who engage in comprehensive planning feel more competent in implementing and evaluating instructional methods and techniques, ultimately enhancing teaching effectiveness and student learning outcomes.

The very high level of results suggests that teachers effectively provide scientific and well-structured information that helps students gain a deeper understanding of the subject matter. Additionally, teachers utilize appropriate material resources to facilitate learning and enhance student engagement. This finding aligns with the statements of Amie-Ogan and Friday (2020) and Fauth, Decristan, Decker, Büttner, Hardy, Klieme, and Kunter (2019), who emphasized that effective classroom management plays a crucial role in keeping students actively engaged in learning. The impact of teaching performance is reflected in students' academic achievements, improvements in teaching activities, external recognition, and the development of quality teaching materials.

Table 4.1: Significance of the Relationship between Classroom Environment and Teaching Performance of Public Elementary and High School Teachers

Classroom Environment	Teaching Performance			
	Planning	Development	Result	Overall
Physical Environment	.488** .000	.337** .000	.455** .000	.467** .000
Time Instructional Management	.590** .000	.433** .000	.581** .000	.585** .000
Behavioral Management	.510** .000	.416** .000	.548** .000	.539** .000
Teacher Effectiveness	.692** .000	.555** .000	.719** .000	.717** .000
Overall	.650** .000	.496** .000	.657** .000	.658** .000

The correlation between classroom environment and teaching performance revealed a significant relationship, indicating that classroom environment plays a crucial role in shaping teaching performance. This finding supports the claims of Abbas, Javed, & Waseem, M. (2022) and Jamaani, Arafat, & Puspita (2021), who emphasized that the classroom environment directly impacts teaching performance. A well-structured and supportive classroom environment enhances teacher productivity, allowing educators to perform their duties more efficiently. Additionally, teachers in schools can reach their full potential when provided with an optimal classroom setting that fosters engagement and learning.

Table 4.2: Significance of the Relationship between Professional Development and Teaching Performance of Public Elementary and High School Teachers

Professional Development	Teaching Performance			
	Planning	Development	Result	Overall
Teachers' Experience	.651** .000	.503** .000	.633** .000	.653** .000
Educational Leadership and Humane Relations	.654** .000	.513** .000	.660** .000	.667** .000
The Curriculum and Teaching Methods/Techniques	.686** .000	.516** .000	.636** .000	.671** .000
The Students	.702** .000	.515** .000	.708** .000	.702** .000
Teaching Materials and Activities	.684** .000	.451** .000	.648** .000	.649** .000
Classroom Management	.773** .000	.524** .000	.720** .000	.734** .000
Assessment	.746** .000	.542** .000	.695** .000	.723** .000
Overall	.786** .000	.573** .000	.755** .000	.770** .000

The correlation results confirm a significant relationship between professional development and teaching performance, indicating that professional development is positively correlated with teaching performance. This finding aligns with the assertions of Khomariyah, Imron, and Sumarsono (2023) and Mduma and Mkulu (2021), who emphasized that teacher professional development plays a crucial role in improving teaching performance. The implementation of professional development programs directly contributes to enhanced instructional effectiveness, leading to successful teaching outcomes.

Table 5.1: Significance of the Singular Influence of Classroom Environment on Teaching Performance of Public Elementary and High School Teachers

Teaching Performance				
Classroom Environment (Indicators)	B	β	t	Sig.
Constant	.855		3.727	.000
Physical Environment	.014	.016	.281	.779
Time Instructional Management	.150	.132	1.688	.092
Behavioral Management	.025	.029	.425	.671
Teacher Effectiveness	.628	.596	10.125	.000
R	.726			
R²	.527			
ΔR	.521			
F	82.235			
q	.000			

The findings of this study indicate a significant influence of classroom environment on teaching performance, leading to the rejection of the null hypothesis, which stated that

there is no singular influence of classroom environment on teaching performance. Among the classroom environment indicators, teacher effectiveness was found to have the highest degree of influence on teaching performance. This result aligns with the assertions of Burgess (2019) and Hepsibha and Catherine (2022), who emphasized that teacher effectiveness plays a vital role in education by enabling innovative teaching approaches and the use of diverse instructional materials and techniques.

Table 5.2: Significance of the Singular Influence of Professional Development on Teaching Performance of Public Elementary and High School Teachers

Teaching Performance				
Professional Development (Indicators)	<i>B</i>	β	<i>t</i>	<i>Sig.</i>
Constant	1.257		7.750	.000
Teachers' Experience	.121	.160	2.301	.022
Educational Leadership and Humane Relations	.077	.094	1.352	.177
The Curriculum and Teaching Methods/Techniques	.014	.017	.194	.846
The Students	.125	.141	1.664	.097
Teaching Materials and Activities	-.111	-.127	-1.477	.141
Classroom Management	.278	.319	3.459	.001
Assessment	.238	.267	3.567	.000
R	.789			
R²	.622			
ΔR	.613			
F	68.700			
Q	.000			

The findings of this study indicate a significant influence of professional development on teaching performance, leading to the rejection of the null hypothesis, which stated that there is no singular influence of professional development on teaching performance. Among the professional development indicators, assessment was found to have the highest degree of influence on teaching performance. This result aligns with the findings of Ahmadi, Ghaffary, and Shafaghi (2021) and Oo, Alonzo, and Asih (2022), who emphasized that teacher assessment plays a critical role in effective teaching. Proper alignment of curriculum, standards, assessment, and instruction through teacher assessment helps educators develop the competence needed for effective instruction.

Table 5.3: Significance of the Combined Influence on the Domains of Classroom Management and Professional Development on Teaching Performance

Teaching Performance				
Classroom Management Professional Development (Indicators)	<i>B</i>	β	<i>t</i>	<i>Sig.</i>
Constant	.322		1.613	.108
Physical Environment	-.011	-.012	-.250	.803
Time Instructional Management	.055	.048	.715	.475
Behavioral Management	.128	.148	2.436	.015
Teacher Effectiveness	.258	.245	4.300	.000

Teachers' Experience	-.023	-.030	-.436	.663
Educational Leadership and Humane Relations	.010	.012	.189	.850
The Curriculum and Teaching Methods/Techniques	.164	.188	2.319	.021
The Students	.013	.014	.184	.854
Teaching Materials and Activities	-.087	-.099	-1.247	.214
Classroom Management	.236	.271	3.165	.002
Assessment	.196	.221	3.120	.002
R	.835			
R²	.697			
ΔR	.685			
F	60.193			
q	.000			

The findings of this study confirm a significant influence of classroom environment and professional development on teaching performance, leading to the rejection of the null hypothesis, which stated that no domain of classroom environment and professional development influences teaching performance. The results indicate that among the indicators of classroom environment and professional development, teacher effectiveness and classroom management have the highest degrees of influence on teaching performance. These findings align with the studies of Amie-Ogan and Friday (2020) and Fauth, Decristan, Decker, Büttner, Hardy, Klieme, and Kunter (2019), which emphasize that classroom management is a critical factor in inquiry-based education, particularly when students collaborate in small groups. Effective classroom management contributes to student achievement, improvement in teaching activities, external recognition of teaching excellence, and development of quality teaching materials.

Table 5.3: Significance of the Combined Influence of Classroom Environment and Professional Development on Teaching Performance

Teaching Performance (Variables)	<i>B</i>	β	<i>t</i>	<i>Sig.</i>
Constant	.477		2.517	.012
Classroom Environment	.343	.302	7.015	.000
Professional Development	.562	.587	13.617	.000
R	.807			
R²	.651			
ΔR	.649			
F	227.192			
q	.000			

The findings of this study confirm a significant combined influence of classroom environment and professional development on teaching performance, leading to the rejection of the null hypothesis, which stated that there is no combined influence of these factors on teaching performance. The results indicate that among the variables, professional development has the highest degree of influence on teaching performance, reinforcing the importance of continuous teacher training, skill enhancement, and

instructional development. These findings align with the studies of Khomariyah, Imron, and Sumarsono (2023) and Tantawy (2020), which highlight the relationship between classroom environment and professional development in shaping teaching performance. The studies emphasize that professional development positively influences teaching performance, equipping teachers with updated skills and methodologies.

5. Recommendations

Based on the results of the study, the researcher proposes the following recommendations. Given the very high level of the classroom environment, school management should conduct a comprehensive inventory of both the strengths (advantages) and weaknesses (disadvantages) of the implemented programs. Conduct regular physical inspections of school facilities and equipment to assess whether they still meet the academic needs of teachers and students. Based on the inspection findings, schools should recommend rehabilitation, upgrades, or improvements to ensure that the classroom environment remains conducive to teaching and learning.

Recognizing academic freedom, school management should ensure that teachers' perspectives are heard before taking any drastic actions on issues related to teacher-teacher or teacher-student relationships. A consultative approach should be adopted, allowing teachers to express their concerns and provide input in resolving school-related challenges. Introduce peer performance evaluations as part of a collaborative feedback system, enabling teachers to assess and support each other's professional growth. Conduct annual teacher performance evaluations through student feedback surveys, ensuring that teachers receive constructive insights into their instructional effectiveness and classroom management. Schools should periodically review teachers' benefits and compensation packages, ensuring alignment with salary grade standardization policies to promote fair remuneration. Promotion and reclassification policies should be reassessed to ensure that qualified teachers receive appropriate career advancement opportunities based on merit, performance, and professional achievements.

Given the very high level of professional development, school management should actively encourage teachers to pursue master's or doctoral degrees to further enhance their expertise and professional growth. Schools may explore scholarship grants, study leaves, or financial assistance programs to support teachers in continuing their higher education. Schools should provide retooling programs to ensure teachers stay updated on emerging trends in education, innovative teaching strategies, and digital transformation in pedagogy. Schools should incorporate teacher well-being programs as part of professional development, recognizing the impact of mental and emotional health on teaching performance. Recommended teacher well-being seminars may include mental health awareness, stress management, and anger management.

School management should encourage teachers to allocate time for relaxation and leisure as it is crucial for overall well-being and job satisfaction. Regular activities should be incorporated into the school's wellness programs, such as physical exercises or Zumba

sessions, annual get-together events, spiritual activities, and encouraging personal time for hobbies and relaxation. Schools should actively promote strong relationships among teachers by organizing team-building activities, encouraging idea-sharing sessions, and providing peer support programs

To maintain good rapport with students, schools should facilitate regular dialogues or focus group discussions (FGDs) between teachers and students to openly address classroom concerns, academic challenges, and student feedback. These sessions can serve as a safe space for students to express their thoughts, helping teachers improve instructional strategies and classroom interactions. Schools should continue to establish and maintain strong relationships with all stakeholders, including teachers, students, parents, and the community. A periodic review or reassessment of school rules and policies should be conducted to ensure they remain fair, relevant, and responsive to the needs of both teachers and students. If policy changes are necessary, the school should conduct orientation and re-orientation sessions to properly disseminate information to all stakeholders.

Given the very high level of teaching performance, schools should continue implementing an “open-door policy” between teachers and school management. Constant communication between school management, teachers, and students should be encouraged to ensure a cohesive and well-coordinated academic environment. Schools should regularly remind all stakeholders of the institution’s vision, mission, and goals, reinforcing a shared commitment to excellence and ensuring that all efforts align with the school’s overarching objectives. Schools should continue implementing their best practices, maintaining the high standards of teaching performance already in place. Any identified deficiencies or inadequacies should be addressed through strategic improvements, ensuring that areas needing enhancement receive appropriate interventions. A culture of continuous quality improvement (CQI) should be promoted, allowing teachers and administrators to collaboratively refine and optimize school policies, teaching strategies, and learning environments.

Future researchers may conduct similar quantitative studies in other regions with a larger population to generalize findings across different educational settings. The use of Structural Equation Modeling (SEM) is recommended to examine the complex relationships between classroom environment, professional development, and teaching performance, providing a more robust statistical analysis. Additionally, researchers may incorporate mediating variables to explore whether other factors influence or moderate the relationship between classroom environment, professional development, and teaching performance. To gain deeper insights into school management, teacher experiences, and student perspectives, future researchers may conduct a phenomenological qualitative study.

6. Conclusion

Based on the findings of the study, the following conclusions are drawn. The classroom environment, professional development, and teaching performance are all at a very high level. There is a significant relationship between classroom environment and teaching performance. There is also a significant relationship between professional development and teaching performance. The classroom environment significantly influences teaching performance. Professional development significantly influences teaching performance. Among the classroom environment and professional development indicators, teacher effectiveness and classroom management have the highest degrees of influence on teaching performance. There is a significant combined influence of classroom environment and professional development on teaching performance.

The results of the study suggest the following implications. Teachers establish clear guidelines for managing daily routines, ensuring an organized and structured learning environment. Schools encourage teachers to use classroom activities that develop learners' critical thinking skills, enhancing student engagement and comprehension. Teachers design lessons that connect classroom content to real-world applications, making learning more relevant and meaningful for students. A well-managed and resourceful classroom is important in enhancing instructional delivery. The role of continuous teacher training and skill enhancement is significant in improving overall instructional effectiveness. It is also important to improve instructional strategies and classroom discipline as they directly impact student engagement and learning outcomes. Improving such factors leads to higher teaching effectiveness and student success.

The conclusions of this study strongly affirm that classroom environment and professional development significantly predict teaching performance. These conclusions are well-grounded in established theoretical frameworks, supporting the study's findings. The Theory of Performance (Campbell, McCloy, Oppler, & Sager, 1993) compares the desired behaviors (ideal teaching practices) with the actual behaviors exhibited by teachers. Self-determination Theory (Ryan & Deci, 2017) explains the role of the classroom environment in fostering teacher motivation and performance. The Theory of Planned Behavior (Ajzen, 1991) substantiates the link between professional development and teaching performance.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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