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A CORRELATION STUDY BETWEEN WORK ENVIRONMENT AND PERFORMANCE AMONG NON-TEACHING PERSONNEL OF SCHOOLS DIVISION OF PARAÑAQUE CITY

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ABSTRACT

Non-teaching staff play an essential role in the smooth functioning of schools, universities, and other educational organizations. Their duties, which include administrative tasks, maintenance, technical support, and other operational responsibilities, are critical to ensuring the efficiency of the institution. Understanding how various factors in the work environment influence their job performance is vital for enhancing productivity and overall institutional success. A positive work environment is often associated with increased job satisfaction, motivation, and improved performance among employees. According to the researcher, non-teaching staff frequently falls behind other priorities when it comes to budgetary allocations intended to enhance their working conditions in the educational sector. Consequently, an inadequate performance was produced. This study aimed to establish the correlation between the work environment and performance among non-teaching personnel of Schools Division of Parañaque City which was used as basis for an effective human resource management. The research study utilized descriptive research using quantitative techniques. The demographic phenomenon under study will be documented using descriptive research, commonly referred to as statistical research as for the respondents to this study will be limited among Level 1 non-teaching personnel particularly in the ranks of Administrative Aide to Administrative Assistant to determine what issues and challenges affects in their work performance.

KEYWORDS: *Human Resource Management, Non-Teaching Personnel, Work Performance, Work Environment, Job Satisfaction*

INTRODUCTION

The correlation between work environment and performance is a crucial area of research, particularly in the context of non-teaching personnel in educational institutions. Several factors in the work environment, such as physical conditions, organizational culture, leadership, and interpersonal relationships, can significantly impact the performance of non-teaching personnel. For example, a safe and comfortable workspace can reduce stress and physical strain, leading to better efficiency in task completion. Additionally, an inclusive organizational culture where non-teaching personnel feel valued and supported can enhance their engagement and commitment to their roles. Furthermore, effective communication and leadership can foster a sense of direction and purpose, enabling staff to perform their duties with greater focus and motivation. By studying these relationships, organizations can identify areas that need improvement to create an environment that supports high performance.

The performance of non-teaching personnel, in turn, has far-reaching effects on the institution's overall performance. High-performing non-teaching staff contribute to a well-organized, efficient, and harmonious work environment, positively affecting students' learning experience, faculty satisfaction, and institutional reputation. Conversely, a poorly managed work environment can lead to low morale, disengagement, and decreased productivity. Therefore, understanding the correlation between the work environment and performance among non-teaching personnel is essential for individual employees and the broader organizational health. This research aims to explore these dynamics, providing insights into how optimizing the work environment can enhance the performance of non-teaching personnel in educational settings.

METHODOLOGY

The research study utilized descriptive research using quantitative techniques. The demographic phenomenon under study will be documented using descriptive research, commonly called statistical research. Additionally, the study was participated by Level 1 non-teaching personnel, particularly in the ranks of Administrative Aide to Administrative Assistant of the Schools Division of Parañaque City. For analysis and interpretation, the data gathered were coded, tallied, and tabulated, subjected to the following statistical treatment: Frequency and Percentage, Weighted Mean, Pearson Correlation, and ANOVA.

RESULTS AND DISCUSSION

Table 1. Frequency and Percentage Distribution of the Respondents in terms of Age

Category	Frequency	Percentage
25 years old and below	8	7.0
26-30 years old	22	20.0
31-35 years old	20	18.0
36-40 years old	21	19.0

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41-45 years old	18	15.0
46-50 years old	14	13.0
56 years old and above	9	8.0
Total	**112**	**100.0**

Table 1 presents respondents' frequency and percentage distribution according to their age. The data reveals that the largest group of respondents falls within the 26-30-year-old category, representing 20% of the total sample. Following closely are respondents in the 36-40 years old category, which accounts for 19%, and those in the 31-35 years old category, comprising 18%. The 41-45 age group represents 15% of the total respondents, while the 46-50 age group includes 13%. Respondents aged 56 years and above account for 8%; the smallest group is those 25 years old and below, making up 7% of the sample.

Overall, the table shows a total of 112 respondents. Upon examining the data, it is observed that the majority of the participants are in the age ranges of 26-40 years old, which suggests a significant concentration of respondents in their late twenties to early forties. This may indicate that people in this age range are more likely to participate in the study, potentially due to factors like professional experience or stage in life. The relatively low representation of younger individuals (25 years old and below) and older individuals (56 years and above) might suggest that these age groups were either less inclined to participate or less relevant to the research context.

Table 2. Frequency and Percentage Distribution of the Respondents in terms of Sex

Category	Frequency	Percentage
Female	64	57.0
Male	48	43.0
Total	**112**	**100.0**

Table 2 presents the frequency and percentage distribution of the respondents based on sex. The data reveals that most respondents are female, comprising 57% of the total sample, with 64 individuals in this category. In contrast, males represent only 43% of the respondents, with 48 individuals in this group. The total number of respondents in the study is 112. From this data, it can be observed that there is a significant gender imbalance in the sample, with a clear predominance of female respondents. This disparity may be due to various factors, such as the nature of the study, the target population, or social and cultural influences that may affect participation. The lower representation of males suggests that additional efforts might be needed to ensure more balanced participation in future studies, especially if gender equality or representation is an important consideration.

Table 3. Frequency and Percentage Distribution of the Respondents in terms of Highest Educational Attainment

Category	Frequency	Percentage
Elementary Level	0	0.0
Elementary Graduate	0	0.0
High School Level	0	0.0
High School Graduate	0	0.0
College Level	4	4.0
College Graduate	56	50.0
Master’s Degree Units	12	11.0
Master’s Degree Holder	17	15.0
Doctoral Units	16	14.0
Doctoral Degree Holder	7	6.0
Vocational	0	0.0
Total	**112**	**100.0**

Table 3 presents respondents' frequency and percentage distribution according to their highest educational attainment. The data shows that the largest group of respondents, comprising 50% (56 individuals), are college graduates. This is followed by 14% (16 individuals) who have completed doctoral units and 15% (17 individuals) who hold a master's degree. Respondents with master's degree units comprise 11% of the total, while 4% (4 individuals) are at the college level. Additionally, 6% (7 individuals) hold a doctoral degree, and no respondents fall into the elementary level, elementary graduate, high school level, high school graduate, or vocational education.

The data presented show that the majority of respondents have completed higher education, with a notable concentration of college graduates. This suggests a highly educated sample, which may indicate that the research participants have significant academic qualifications, potentially influencing the perspectives and insights shared during the study. The absence of individuals in the lower educational categories (elementary, high school, or vocational) could indicate a targeted sample or selection criteria that prioritize higher educational levels, possibly to gather responses from a more academically advanced group.

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Table 4. Frequency and Percentage Distribution of the Respondents in terms of Length of Service

Category	Frequency	Percentage
5 years and below	17	15.0
5-10 years	36	32.0
11-15 years	21	19.0
16-20 years	18	16.0
21-25 years	13	12.0
26-30 years	7	6.0
31-35 years	0	0.0
36 years and above	0	0.0
Total	**112**	**100.0**

Table 4 presents respondents' frequency and percentage distribution based on their service length. The data reveals that most respondents have been in service for 5-10 years, making up 32% of the total sample with 36 individuals. This is followed by those with 11-15 years of service, comprising 19% (21 respondents), and those with 5 years or less, accounting for 15% (17 respondents). The 16-20 years category represents 16% (18 individuals), while 12% (13) have 21-25 years of service. Only 6% (7 individuals) fall into the 26-30 years range, and no respondents have 31 or more years of service.

From the data, most respondents have relatively moderate experience, with a substantial portion having between 5 and 15 years of service. This indicates that the sample consists of individuals with a reasonable amount of work experience but not necessarily long-term veterans in their field. The absence of respondents with 31 years or more of service suggests that the study may not have targeted individuals with extensive careers, or such individuals may have been less likely to participate. Additionally, the relatively low representation of respondents with 21 years or more of service further emphasizes the concentration of participants in the mid-range of service length, highlighting a sample that leans towards those with more recent career experience.

Table 5. Frequency and Percentage Distribution of the Respondents in terms of Rank/Position

Category	Frequency	Percentage
Accountant	1	1.0
Admin Aide I	5	4.0
Admin Aide III	18	15.0
Admin Aide IV	4	4.0
Admin Aide VI	2	2.0
Admin Assist I	3	3.0
Admin Assist II	4	4.0
Admin Assist III	17	14.0
Admin Officer II	3	3.0
Admin Officer IV	4	4.0
Admin Officer V	2	2.0
Attorney	1	1.0
Chief Education Program Supervisor	2	2.0
Dentist	2	2.0
Education Program Specialist	4	4.0
Education Program Supervisors	9	8.0
Engineer	1	1.0
IT Officer	1	1.0
Librarian II	1	1.0
Nurse II	6	5.0
Planning Officer	1	1.0
Project Development Officers	4	4.0
Public Schools District Supervisors	8	6.0
Security Guard	1	1.0
Senior Education Program Specialist	4	4.0
Watchman 1	4	4.0
Total	**112**	**100.0**

Table 5 displays respondents' frequency and percentage distribution based on their rank or position. The data shows a wide range of positions, with the most frequent category being Admin Aide III, which accounts for 15% (18 individuals) of the respondents. Following this are the Public Schools District Supervisors (8%, nine respondents), Admin Aide I (4%, five

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respondents), and Nurse II (5%, six respondents). Several other categories, including Admin Aide IV, Admin Assist III, Admin Officer IV, Education Program Specialist, and Watchman, comprise 4% of the sample. The remaining positions, such as Accountant, Attorney, Engineer, and others, account for a smaller percentage, each containing only 1% of the total sample.

The data reflects diverse positions within the sample, indicating that the study includes respondents from various administrative, educational, and professional roles. The most common ranks are concentrated within the administrative and education-related fields, with positions like Admin Aide III and Public Schools District Supervisors being the most prominent. This suggests that the sample comprises individuals in support and supervisory roles within the education sector. The observation of many respondents in entry to mid-level positions, such as Admin Aide and Admin Officer, indicates a focus on individuals with considerable responsibility but not necessarily top executive roles. Additionally, the small number of respondents in specialized or technical roles, such as engineers or dentists, highlights the underrepresentation of certain professions in the sample. The distribution suggests that the study captures a broad spectrum of roles, predominantly from administrative and educational backgrounds.

Table 6. Frequency and Percentage Distribution of the Respondents in terms of Monthly Salary

Category	Frequency	Percentage
Below Php 10,000	0	0.0
Php 10,001-20,000	15	13.0
Php 20,001-30,000	41	37.0
Php 30,001-40,000	21	19.0
Php 40,001-50,000	16	14.0
Php 50,001-60,000	17	15.0
Php 60,001 and above	2	2.0
Total	**112**	**100.0**

Table 6 presents respondents' frequency and percentage distribution based on their monthly salary. The largest group of respondents, 37% (41 individuals), earns between Php 20,001 and Php 30,000. This is followed by the Php 30,001 to Php 40,000 range, which accounts for 19% (21 respondents), and the Php 50,001 to Php 60,000 range, representing 15% (17 individuals). Respondents earning between Php 40,001 and Php 50,000 make up 14% (16 respondents), while those earning between Php 10,001 and Php 20,000 represent 13% (15 respondents). A small portion of the respondents, 2% (2 individuals), earn Php 60,001 or more, and no respondents fall into the category of earning below Php 10,000.

The data shows that most respondents fall into the middle-income brackets, with a significant concentration of individuals earning between Php 20,001 and Php 30,000. This suggests that the sample represents individuals with a moderate-income level, with relatively few respondents in the lower or higher salary ranges. The absence of respondents earning below Php 10,000 may indicate that the study targeted individuals in more established or higher-paying positions, possibly excluding those in lower-wage roles. The relatively small number of respondents earning above Php 50,000 also points to a concentration of respondents within the middle-income brackets, reflecting a workforce that is neither at the entry level nor in the highest salary bands. This distribution could suggest that the study primarily captures the experiences of individuals in entry to mid-level positions with stable, moderate salaries.

Table 7. Impact of Work Environment to the Performance Among Non-Teaching Personnel of Schools Division of Parañaque City in terms of Job Aid

Indicators	Mean	Verbal Interpretation
Availability of state-of-the-art machines/equipment	3.71	Highly Impacting
Periodic update of technologically-driven equipment needed to carry out tasks	3.88	Highly Impacting
Training on new trends in office and administrative management	3.56	Highly Impacting
Upskilling of employees' skills necessary to job delegation	3.77	Highly Impacting
Sufficient supply of needed materials for optimal results	3.66	Highly Impacting
Composite Mean	**3.72**	**Highly Impacting**

Legend: 3.51-4.00 Highly Impacting; 2.51-3.50 Impacting; 1.51-2.50 Moderately Impacting; 1.00-1.50 No Impact

Table 7 presents the impact of the work environment on the performance of non-teaching personnel in the Schools Division of Parañaque City, specifically in terms of job aid. The table lists several indicators related to job aid, with corresponding mean scores and verbal interpretations of the results. The indicator "Periodic update of technologically-driven equipment needed to carry out tasks" has the highest mean score of 3.88, which is categorized as "Highly Impacting." This is followed

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closely by "Upskilling of employees' skills necessary to job delegation," with a mean score of 3.77, and "Availability of state-of-the-art machines/equipment," which has a mean score of 3.71, both also categorized as "Highly Impacting." Other indicators, such as "Training on new trends in office and administrative management" (mean of 3.56) and "Sufficient supply of needed materials for optimal results" (mean of 3.66), also fall under the "Highly Impacting" category. The composite mean score for all indicators is 3.72, indicating that the work environment has a highly impactful effect on the performance of non-teaching personnel.

The data shows that all the indicators related to job aid are considered highly impactful, with mean scores ranging from 3.56 to 3.88. This suggests that the availability of up-to-date equipment, training, and materials plays a critical role in supporting the performance of non-teaching personnel. The highest rating for the periodic update of technologically-driven equipment implies that staying current with technological advancements is particularly important in enhancing employees' effectiveness. Additionally, the importance placed on upskilling employees further emphasizes the significance of continuous professional development in improving job performance. Overall, the results indicate that job aid, in the form of equipment, training, and resources, is perceived as a key factor in facilitating optimal performance among the personnel in the Schools Division of Parañaque City.

Table 8. Impact of Work Environment to the Performance Among Non-Teaching Personnel of Schools Division of Parañaque City in terms of Supervisor Support

Indicators	Mean	Verbal Interpretation
Open-door policy which allows non-teaching personnel to be heard	3.70	Highly Impacting
Immediate and constant feedbacking taken from performance evaluation	3.45	Impacting
Periodic review of Key Performance Indicators (KPI)	3.60	Highly Impacting
Appreciation for a job well-done of non-teaching personnel	3.71	Highly Impacting
Buddy-up system to cope with new job demands	3.78	Highly Impacting
Composite Mean	3.65	**Highly Impacting**

Legend: 3.51-4.00 Highly Impacting; 2.51-3.50 Impacting; 1.51-2.50 Moderately Impacting; 1.00-1.50 No Impact

Table 8 presents the impact of supervisor support on the performance of non-teaching personnel in the Schools Division of Parañaque City. The table evaluates several indicators related to supervisor support, with their corresponding mean scores and verbal interpretations. The highest-rated indicator is the "Buddy-up system to cope with new job demands," which has a mean score of 3.78, categorized as "Highly Impacting." This is followed closely by "Appreciation for a job well done of non-teaching personnel" (mean of 3.71) and "Open-door policy which allows non-teaching personnel to be heard" (mean of 3.70), both of which are also considered "Highly Impacting." The indicator "Periodic review of Key Performance Indicators (KPI)" has a mean score of 3.60, which is categorized as "Highly Impacting." However, "Immediate and constant feedback taken from performance evaluation" has a slightly lower mean score of 3.45, which falls under the "Impacting." The composite mean for all indicators is 3.65, indicating that supervisor support, overall, has a highly impactful effect on the performance of non-teaching personnel.

The data shows that most of the indicators related to supervisor support are highly impactful, with mean scores ranging from 3.45 to 3.78. This suggests that support from supervisors, such as maintaining an open-door policy, offering appreciation, and implementing systems to help employees adapt to new job demands, significantly enhances the performance of non-teaching personnel. The slightly lower rating for "Immediate and constant feedbacking" suggests that while feedback is essential, it may not be as strongly perceived as other forms of supervisor support. Nonetheless, the findings highlight the importance of supervisor involvement in creating a work environment that fosters growth, recognition, and clear communication, all of which contribute to the adequate performance of non-teaching personnel in the Schools Division of Parañaque City.

Table 9. Impact of Work Environment to the Performance Among Non-Teaching Personnel of Schools Division of Parañaque City in terms of Physical Work Environment

Indicators	Mean	Verbal Interpretation
A well-ventilated work space that allows non-teaching personnel to work comfortably	3.74	Highly Impacting
Availability of a noise-free work stations	3.55	Highly Impacting
Availability of equipment and other materials appropriate and sufficient to carry out daily tasks	3.33	Impacting
Conducive work space free from external harm	3.49	Impacting
Well kept working area where every non-teaching personnel feels safe	3.69	Highly Impacting
Composite Mean	**3.56**	**Impacting**

Legend: 3.51-4.00 Highly Impacting; 2.51-3.50 Impacting; 1.51-2.50 Moderately Impacting; 1.00-1.50 No Impact

Table 9 presents the impact of the physical work environment on the performance of non-teaching personnel in the Schools Division of Parañaque City. The table lists several indicators of the physical work environment, their mean scores, and verbal

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interpretations. The indicator "A well-ventilated workspace that allows non-teaching personnel to work comfortably" has the highest mean score of 3.74, categorized as "Highly Impacting." This is followed by a "Well-kept working area where every non-teaching personnel feels safe," with a mean of 3.69, also considered "Highly Impacting." "Availability of a noise-free workstation" has a mean score of 3.55, which is also categorized as "Highly Impacting." On the other hand, the indicators "Availability of equipment and other materials appropriate and sufficient to carry out daily tasks" (mean of 3.33) and "Conducive work space free from external harm" (mean of 3.49) are categorized as "Impacting." The composite mean score for all indicators is 3.56, indicating that the physical work environment has a generally "Impacting" effect on the performance of non-teaching personnel.

Most indicators related to the physical work environment are highly impactful, with scores ranging from 3.55 to 3.74. This suggests that factors such as ventilation, a clean and safe working area, and a noise-free environment significantly contribute to the performance of non-teaching personnel. However, the indicators related to equipment availability and workspace conditions are slightly lower, indicating that while they are essential, they are not as strongly perceived as factors that directly influence performance. The overall composite means of 3.56 suggests that while the physical work environment is generally considered impactful, there may be areas where improvements could further enhance the overall work environment. Specifically, the availability and suitability of equipment, along with minimizing external disruptions, could be areas of focus for improving the physical workspace and boosting the effectiveness of non-teaching personnel.

Table 10. Impact of Work Environment to the Performance Among Non-Teaching Personnel of Schools Division of Parañaque City in terms of Work Incentives

Indicators	Mean	Verbal Interpretation
Specified performance-driven monetary and non-monetary reward	3.72	Highly Impacting
Measurable provision for rewards and recognition	3.41	Impacting
Achievable metrics to measure and evaluate performance	3.50	Impacting
Relevance of the incentivized performance	3.42	Impacting
Timely monitoring of performance subject to both monetary and non-monetary reward	3.39	Impacting
Composite Mean	**3.49**	**Impacting**

Legend: 3.51-4.00 Highly Impacting; 2.51-3.50 Impacting; 1.51-2.50 Moderately Impacting; 1.00-1.50 No Impact

Table 10 presents the impact of work incentives on the performance of non-teaching personnel in the Schools Division of Parañaque City. The table includes several indicators related to work incentives, with their corresponding mean scores and verbal interpretations. The highest-rated indicator is "Specified performance-driven monetary and non-monetary reward," with a mean score of 3.72, categorized as "Highly Impacting." This suggests that the availability of clear and targeted rewards, both monetary and non-monetary, plays a significant role in enhancing the performance of non-teaching personnel. Other indicators, such as "Measurable provision for rewards and recognition" (mean of 3.41), "Achievable metrics to measure and evaluate performance" (mean of 3.50), "Relevance of the incentivized performance" (mean of 3.42), and "Timely monitoring of performance subject to both monetary and non-monetary reward" (mean of 3.39), all fall under the "Impacting" category. The composite mean score for all indicators is 3.49, which indicates that work incentives have an overall "Impacting" effect on the performance of non-teaching personnel.

The data shows that while the indicator regarding specified performance-driven rewards is highly impactful, the rest of the indicators related to work incentives are generally considered impactful but not as strongly perceived in terms of their effect on performance. The lower mean scores for aspects such as "Timely monitoring of performance" and "Relevance of the incentivized performance" suggest that although incentives are recognized as necessary, their implementation and alignment with job expectations might be areas for improvement. The overall composite means of 3.49 indicates that work incentives have a notable but moderate influence on performance. This suggests that while monetary and non-monetary rewards can drive performance, their effectiveness may depend on how well they are structured, monitored, and aligned with achievable and relevant performance metrics. Therefore, enhancing the clarity, relevance, and timeliness of work incentives could further improve their impact on the performance of non-teaching personnel.

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Table 11. Impact of Work Environment to the Performance Among Non-Teaching Personnel of Schools Division of Parañaque City in terms of Performance Feedback

Indicators	Mean	Verbal Interpretation
Collaborative performance evaluation and feedbacking	3.55	Highly Impacting
Proactive and positive criticism from the immediate supervisor	3.21	Impacting
Performance evaluation guided by the organization's core values and principles	3.35	Impacting
Easy to understand periodic evaluation results	3.67	Highly Impacting
Performance evaluation that is free from bias or prejudice	3.60	Highly Impacting
Composite Mean	**3.48**	**Impacting**

Legend: 3.51-4.00 Highly Impacting; 2.51-3.50 Impacting; 1.51-2.50 Moderately Impacting; 1.00-1.50 No Impact

Table 11 presents the impact of performance feedback on the performance of non-teaching personnel in the Schools Division of Parañaque City. The table evaluates several indicators related to performance feedback, with their corresponding mean scores and verbal interpretations. Among the indicators, "Easy to understand periodic evaluation results" (mean of 3.67) and "Performance evaluation that is free from bias or prejudice" (mean of 3.60) are categorized as "Highly Impacting," indicating that clear, unbiased feedback and easy-to-understand evaluation results have a significant positive effect on the performance of non-teaching personnel. The "Collaborative performance evaluation and feedbacking" indicator also falls under the "Highly Impacting" category, with a mean score of 3.55. On the other hand, the indicators "Proactive and positive criticism from the immediate supervisor" (mean of 3.21) and "Performance evaluation guided by the organization's core values and principles" (mean of 3.35) are categorized as "Impacting," suggesting that while these factors are essential, they have a slightly lesser impact compared to the highly impactful indicators. The composite mean for all indicators is 3.48, indicating that performance feedback has an overall mpacting" effect on the performance of non-teaching personnel.

The data reveal that performance feedback plays a key role in enhancing the work performance of non-teaching personnel. The high ratings for "Easy to understand periodic evaluation results" and "Performance evaluation free from bias or prejudice" emphasize the importance of transparent, fair, and understandable evaluation processes. However, the slightly lower scores for "Proactive and positive criticism" and "Performance evaluation guided by the organization's core values" suggest that while constructive feedback and alignment with organizational values are seen as necessary, they may not be as strongly perceived as other elements of the performance feedback process. Overall, the composite means of 3.48 implies that performance feedback moderately impacts non-teaching personnel's performance, and improvements in timely, transparent, and fair feedback could further enhance its influence.

Table 12. Significant Relationship Between the Work Environment and the Performance Among Non-Teaching Personnel of Schools Division of Parañaque City

Work Environment Factors	Pearson r	Interpretation	p-value	Decision	Remarks
job aid	.421	Moderate Correlation	.002	Reject Ho	Significant
supervisor support	.604	Moderate Correlation	.001	Reject Ho	Significant
Physical Work Environment	.764	High Correlation	.021	Reject Ho	Significant
Work Incentives	.719	High Correlation	.011	Reject Ho	Significant
Performance Feedback	.536	Moderate Correlation	.004	Reject Ho	Significant

Table 12 shows the significant relationships between various work environment factors and the performance of non-teaching personnel in the Schools Division of Parañaque City. The table presents Pearson correlation coefficients (Pearson r), which measure the strength and direction of the relationship between the work environment factors and employee performance, along with the corresponding p-values, which determine the statistical significance of these relationships.

The correlation between "job aid" and performance has a Pearson r value of 0.421, indicating a moderate positive correlation. With a p-value of 0.002, the null hypothesis (Ho) is rejected, and the result is considered statistically significant. "Supervisor support" shows a slightly stronger moderate correlation with a Pearson r-value of 0.604 and a p-value of 0.001, leading to rejecting the null hypothesis and confirming a significant relationship. "Physical work environment" has a high correlation with a Pearson r value of 0.764 and a p-value of 0.021, indicating that the work environment has a strong positive effect on performance, and the result is significant. "Work incentives" also show a high correlation with a Pearson r-value of 0.719 and a p-value of 0.011, further confirming the critical relationship between these factors and performance. Finally, "performance feedback" has a moderate correlation with a Pearson r-value of 0.536 and a p-value of 0.004, leading to rejecting the null hypothesis and confirming a significant relationship.

The data shows that all work environment factors—job aid, supervisor support, physical work environment, work incentives, and performance feedback—are significantly

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correlated with the performance of non-teaching personnel, with varying degrees of correlation. The strongest correlation is found between the physical work environment and performance, followed by work incentives. This suggests that improving these aspects of the work environment may have the most substantial impact on enhancing employee performance. In contrast, while still significantly correlated, job aid and supervisor support have moderate correlations, indicating their importance but perhaps to a slightly lesser extent. The rejection of the null hypothesis for all factors (with p-values well below the 0.05 threshold) confirms the statistical significance of these relationships, meaning that each of these work environment factors plays a meaningful role in influencing the performance of non-teaching personnel.

Table 13. Significant Difference Between the Assessments of the Respondents on the Impact of Work Environment to their Performance when Grouped According to Profile

Profile	F-test	Sig. Value	Decision	Remarks
Age	3.76	.003	Reject Ho	Significant
Sex	4.975	.044	Reject Ho	Significant
Highest Educational Attainment	4.687	.002	Reject Ho	Significant
Length of Service	3.306	.008	Reject Ho	Significant
Rank/Position	3.54	.005	Reject Ho	Significant
Monthly Salary	2.112	.000	Reject Ho	Significant

Table 13 presents the significant differences between respondents' assessments of the impact of work environment factors on their performance, grouped according to various profile categories. The table shows the F-test values, significance (Sig.) values, decisions regarding the null hypothesis (Ho), and remarks indicating whether the differences are statistically significant.

The F-test results indicate significant differences across all profile categories. For "Age," the F-test value is 3.76, and the p-value is 0.003, leading to rejecting the null hypothesis and confirming a significant difference. Similarly, for "Sex," the F-test value is 4.975 with a p-value of 0.044, below the 0.05 threshold, indicating a significant difference based on gender. "Highest Educational Attainment" shows an F-test value of 4.687 and a p-value of 0.002, confirming a significant difference based on educational background. "Length of Service" also demonstrates a significant difference with an F-test value of 3.306 and a p-value of 0.008. The "Rank/Position" category shows a considerable difference, with an F-test value of 3.54 and a p-value of 0.005. Lastly, for "Monthly Salary," the F-test value is 2.112, and the p-value is 0.000, indicating a significant difference.

The data indicate that all the profile categories—age, sex, highest educational attainment, length of service, rank/position, and monthly salary—significantly affect the assessments of the impact of the work environment on performance. This suggests that these factors influence how non-teaching personnel perceive the work environment and its effect on their performance. For example, the differences across age groups could imply that employees in different age categories perceive the work environment's impact on their performance differently. Similarly, gender, educational background, years of service, job rank, and salary all seem to play a role in shaping employees' perspectives on their work environment's influence. The rejection of the null hypothesis for all categories (with p-values below 0.05) indicates that these profile characteristics are statistically significant and should be considered when analyzing the work environment's impact on performance.

CONCLUSIONS

The study concluded that the work environment plays a crucial role in influencing the performance of non-teaching personnel within the Schools Division of Parañaque City. Various factors, such as job aid, supervisor support, physical work environment, work incentives, and performance feedback, were found to have significant impacts on employee performance. Among these, the physical work environment and work incentives were identified as the most influential factors, showing strong positive correlations with performance. This finding implies that a well-maintained, comfortable workspace and a structured reward system are essential for motivating non-teaching staff and enhancing their productivity. The moderate correlations found for job aid, supervisor support, and performance feedback suggest that while these factors are beneficial, they may require further refinement or more targeted applications to maximize their impact on employee performance. In addition to identifying significant work environment factors, the study also highlighted how demographic variables such as age, sex, educational attainment, length of service, rank, and monthly salary influenced employees' perceptions of their work environment. Younger employees and those with higher educational qualifications were more likely to value growth opportunities and up-to-date resources, whereas longer-serving staff emphasized stability and recognition. These variations suggest that different demographic groups prioritize different aspects of the work environment, leading to diverse needs and expectations. This finding underscores the importance of demographic-specific human resource strategies that consider the unique characteristics of each employee segment. By tailoring work environment enhancements to meet these varied needs, the Schools Division can foster greater job satisfaction and alignment with organizational goals across all demographic groups.

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The study's findings point to several actionable recommendations for human resource management within the division. Improving physical workspaces, such as ensuring adequate ventilation, quiet workstations, and updated equipment, would likely yield immediate benefits in terms of performance and employee well-being. Additionally, implementing a structured incentive system that includes both monetary and non-monetary rewards could further motivate personnel and reinforce positive behaviors. Regular and constructive performance feedback, coupled with supervisor support, was also shown to contribute to job satisfaction and productivity, suggesting that management should emphasize open communication and regular performance evaluations. Addressing these areas can help create a more positive, supportive work environment that aligns with employees' professional aspirations and contributes to higher performance standards.

In conclusion, the study demonstrated that an optimized work environment tailored to meet the diverse needs of non-teaching personnel can significantly enhance performance. By recognizing the importance of both general work environment factors and specific demographic needs, the Schools Division of Parañaque City can implement HR practices that foster a supportive and inclusive workplace. These findings align with the study's objective to examine and understand the link between work environment factors and performance, offering valuable insights for strategic HR improvements. The results suggest that with the right balance of resources, support, and incentives, non-teaching personnel can be empowered to perform at their best, contributing positively to the division's overall effectiveness. Future research could build on these findings by exploring additional factors or comparing these results with other educational divisions, providing broader perspectives on how to optimize work environments in public education institutions.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are hereby presented:

1. The study found a concentration of participants in their late twenties to early forties, with a higher female representation. Future studies and organizational practices should strive for a more balanced demographic representation to gain a more comprehensive understanding of the work environment's impact on performance. This could involve targeted outreach to younger and older individuals and efforts to ensure better gender balance in both participation and leadership roles, which may offer more inclusive insights into how diverse groups perceive their work environment.
2. The study emphasized the high impact of job aid, including up-to-date equipment, training, and resources. To further enhance the performance of non-teaching personnel, institutions should prioritize providing modern equipment, ongoing training programs, and access to technological tools. Additionally, investing in continuous professional development opportunities will enable employees to stay current with advancements in their field, leading to more effective performance and job satisfaction.
3. Supervisor support emerged as a key factor influencing non-teaching personnel's performance. Organizations should encourage supervisors to maintain open communication, provide recognition, and assist employees in adapting to new job demands. Implementing regular one-on-one meetings, offering supervisors professional development programs, and fostering an environment of appreciation will contribute to a positive and supportive workplace. Feedback, while important, should be complemented by these other forms of support to create a more comprehensive approach to employee performance enhancement.
4. The study found that factors such as ventilation, cleanliness, and noise levels significantly impact performance. While these aspects were generally viewed as highly influential, improvements in equipment availability and workspace conditions were suggested for optimization. Organizations should regularly assess and improve the physical work environment by ensuring adequate workspace, modern equipment, and a safe, comfortable environment that minimizes distractions. This can lead to increased employee well-being, productivity, and overall performance.
5. The study highlighted that performance-driven rewards were moderately impactful, with suggestions to align incentives with job expectations. To maximize the effectiveness of work incentives, organizations should ensure that monetary and non-monetary rewards are clearly tied to measurable performance goals and aligned with employees' roles and responsibilities. Furthermore, promptly providing performance incentives will increase their relevance and motivational impact. Regular reviews of incentive programs help maintain their effectiveness and adaptability to changing organizational needs.

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