SCHOOL LEARNING ENVIRONMENT AND JOB PERFORMANCE OF ELEMENTARY ENGLISH TEACHERS IN THE DISTRICT OF PAVIA

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Abstract: **The main purpose of this present investigation was to determine the prevailing school learning environment of the Elementary Schools as perceived by English teachers in the District of Pavia and its relationship on the teachers' job performance. Conducted in October 2016 this descriptive research employed descriptive statistics such as mean and standard deviation to analyze and determine the prevailing learning environment of the subject schools as perceived by their English teachers, and the level of teachers' performance. The One Way Analysis of Variance or ANOVA was used to determine whether significant differences existed in the school learning environment among subject schools in terms of the eight areas of school learning environment. The .05 level of significance was adopted for the interpretation of the results. Results were analyzed using the SPSS software.**

Keywords: **School Learning Environment, Job Performance, English Teaching, Research.**

I. INTRODUCTION

Background of the Study:

School learning environment has, for more than a decade, been considered a key factor to quality education, thus, it has become a major concern from among educators. They believe that a highly favorable school learning environment is a major requisite of quality education. Teachers, believed as forerunners of good education, help provide learners with favorable learning environment and opportunities for intellectual, emotional, physical, social, spiritual and cultural development. Their abilities, skills and competence contribute much to learner's acquisition of quality education.

Considering this view, teachers are exerting great effort to implement the extended curriculum adequately, develop and use innovative instructional materials, maximize the use of increased learning time and get actively involved in developing effective teaching practices. The teachers achieve all these through community participation, greater professionalism and teaching flexibility to ensure maximum and relevant learning classroom.

Teaching is determinant of learning and learning is affected by its environment, as stated by Fisher and Fraser (2009). They further stressed that school environment together with curriculum resources and leadership make a major contribution to the effectiveness of the school's program. Creemers, et. al. (2009), concur that school environment is one of the contributing factors in the effectiveness of the school.

Taguire and Lewtin (2006), define school learning environment in terms of a particular set of characteristics in an organization which may either facilitate or hamper individual achievement. Lindelow and associates (2009), describe it as the feeling an individual gets from the experience within a school as a social system, where members of the groups has a perceived standard of expectations and beliefs.

Several innovative measures were undertaken by the Department of Education, to turn each school into a conductive learning center. Fiscal autonomy was granted to secondary schools to expedite release of teachers' salaries and benefits. School heads were empowered to administer school repairs, to buy their own supplies and instructional materials and the option to select and to hire individuals or experts who can provide the needed in-service training to the teachers. Basic salaries and cost of living allowances of teachers which were locally funded before were nationalized and standardized under Republic Act No. 6655.

Teachers' empowerment is being enhanced through their participation in significant decision-making activities especially those related to classroom instruction. Professional development programs such as In-Service Training (INSET) and DepEd Integrated Scholarship Program are provided for them to learn relevant intended skills and knowledge develop important sense of working together and a refreshed and innovative view of teaching. They are also provided the opportunities to share their experience and their expertise, and to make decisions about students and programs on the basis of their shared understanding.

To gauge the effectiveness of these moves, several surveys were undertaken nationwide to assess if indeed the quality of education in the country has improved. The results showing declining students' performances in the National Secondary Assessment Test (NSAT) do not picture well teachers' performance.

The Search for the Most Effective Secondary School and Personnel which was launched by the Division of Iloilo to determine the level of schools, teachers, and students' performances revealed that among schools in the Division significant differences exist in students' academic and co-curricular accomplishments, teachers' performance and morale, and their extent of implementation of various DepEd programs and project.

These significant differences exist despite the equitable distribution of resources, benefits and opportunities extended by the DepEd.

Only a few studies in the Philippines dealt on such way of endeavor. In the Division of Iloilo, a survey on School Learning Environment: Its effect on Teachers' Job Satisfaction was done by some researchers. But none of these was conducted in the Second Congressional District, specifically in the District of Pavia.

It is for these reasons that there is a must to move deeply at the learning environment of the each school in the District of Pavia as it relates to teachers' job performance.

Statement of the Problem

This study sought to determine the prevailing school learning environment of the Elementary Schools as perceived by English teachers in the District of Pavia and its relationship on the teachers' job performance.

Specifically, this study aimed to answer the following questions:

a. Determine the profile such as: age, gender, salary grade level and years in service of elementary English teachers in the District of Pavia when taken as a whole.

b. Determine the prevailing learning environment of the elementary schools in the District of Pavia as perceived by the English teachers as a whole in terms of

(a) student support,

(b) affiliation,

(c) professional interest,

(d) staff freedom,

(e) participatory decision making,

(f) innovation,

(g) resource adequacy, and

(h) work pressure.

c. Determine the level of teachers' job performance as a whole District.

d. Determine if there are significant relationship between school learning environment and the teachers' job performance in the District of Pavia as a whole.

Hypotheses

Based on the aforementioned problems, this hypothesis was advanced:

1. Teachers' job performance is not significantly related to school learning environment among elementary schools in the District of Pavia as a whole and when analyzed per individual school.

Theoretical and Conceptual Framework

Wibs (2005), said that "as the teacher, so is the school." It is well-established observation that a high performing school has in it teachers who are strongly motivated to propel themselves through the difficulties of teaching in order to achieve peak performance. Maximum level of performance can only be attained by teachers in a desirable learning environment that provides challenging opportunities that will hone and enhance their capabilities and potentials. How teachers adapt to their learning environment will depend largely on their psychological make-up and personal backgrounds.

It has been observed that some teachers in the District of Pavia find fulfillment in maximizing the use of their abilities, skills and potentials. There are those, however, who failed to make it to the top because they are hindered by poor environment conditions. Teachers are determined to make work better and more rewarding if administrators devote more time to educating, training and creating a positive, motivating learning environment for them.

A teachers' behavior is complex because it is affected by diverse environmental variables and many personal individual variables as abilities, skills, personality, perceptions and experiences. Observation and analysis of teachers' behavior require administrators to consider these variables as they affect their job performance. Teachers' behavior can result in positive long-term performance and personal growth, or the opposite, poor long term performance and lack of growth.

A favorable school learning environment is important because it is associated with higher students' achievement, better behavior and better attitudes, Lindelowm (2008). A large amount of research shows that the schools' structures and social interactions and behavior within, influence the student outcomes, thus, improving, school learning environment, is not only a worthwhile but an essential undertaking.

Frazer (2012), states that learning environment is based on the study of human environment. He then classified human environment into three dimensions. Relationship dimension identifies the nature and intensity of personal relations within the environment, and support and help each other. Personal development dimension assesses basic directions along which personal growth and self-enhancement tend to occur. System maintenance and change dimension involves the extent to which the environment is orderly, clear in expectation, controlled and responsive to change.

This study was anchored on Lewin's field theory (2001), that recognized both environment and its interaction with personal characteristics of the individual as potent determinants of human behavior, as shown in Lewinian Formula of $B = F (P,E)$. Behavior is a function in the environment which means that the behavior of a person, teachers' behavior in this study, may be influenced by his drive to move towards the direction of certain goals. The environment provides an external situation that supports or frustrates the expressions of these drives. Thus, in Lewin's theory, "life space" is the psychological representation of the individuals' immediate environment, internal and external, perceived or real. The teachers' and the level of his performance may be explained in terms of his interactions with his "life space" and other variables in his environment.

It is with this concept in mind; the researcher deemed it important to assess the school learning environment based on the perception of the teachers.

In summary, teachers' performance will depend largely on teachers' physical and psychological make-up enhanced or curtailed by factors in the school learning environment.

Figure illustrates the hypothesized relationship between school learning environment and job performance.
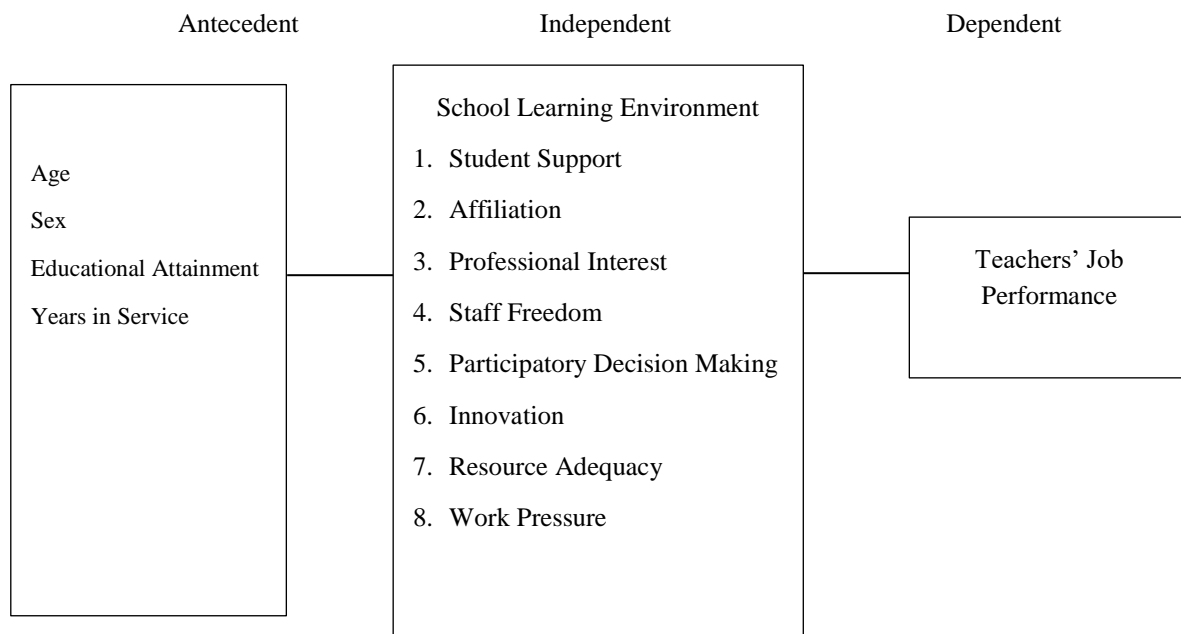
Antecedent	Independent	Dependent

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Age
Sex
Educational Attainment
Years in Service
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School Learning Environment
1. Student Support
2. Affiliation
3. Professional Interest
4. Staff Freedom
5. Participatory Decision Making
6. Innovation
7. Resource Adequacy
8. Work Pressure
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Teachers' Job
Performance
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Figure I: Schematic Diagram Showing the Hypothesized Relationships Among the Variables in the Study.

Definition of Terms

The definitions as selected terms which will used in this study are presented in order to achieve clarity and precision in their use.

School Learning Environment refers to the emotional, physical and intellectual climate set up by the school personnel and students that contribute to the wholesome school situation.

In this study, learning environment is defined similarly and its favorableness was determined by the School Learning Environment Questionnaire in terms of students support, affiliation, professional interest, staff freedom, participatory, decision-making, innovation, resource adequacy and work pressure.

Job Performance is the actual accomplishment of a person at work that results from the joint effects of his effort, ability and role perceptions.

Job performance has a broader meaning than simply units or quality of production. It covers a variety of citizenship behavior, including showing untrained colleagues how to compete the job, helping a fellow worker complete a job when he's not feeling well, making positive comments in the community about organization.

In this study, job performance means the work level of elementary school teachers of the District of Pavia, which was measured by the Performance Appraisal System for Teachers (PAST) covering three aspects, namely (1) learner achievement (2) teacher's competence and (3) teacher's personality and human relationship. The PAST results for SY 20I4-20I5 will be considered in this study.

Student Support means to assist or strengthen morally.

Student support in this study refers to the rapport between teachers and students as measured by the School Learning Environment Questionnaire.

Affiliation is present when teachers can obtain assistance, advice and encouragement and are made to feel accepted by colleagues.

The same definition is used in this study. Extent of affiliation was measured by the School Learning Environment Questionnaire (SLEQ).

Professional Interest refers to the way teachers perceive and evaluate their professions. This is likely to coincide with career demands and opportunities that are consistent with an individual's interest, values, needs and abilities.

In this study professional interest refers to the extent to which teachers discuss professional matters, show concern for their work and seek further professional development, as measured by the School Learning Environment Questionnaire.

Staff Freedom provides the right to make decisions and to operate without being closely supervised. There is a feeling of autonomy to do what the teachers consider best in a particular situation.

In this study, staff freedom refers to the extent to which the teachers exercise autonomy in setting rules, guidelines and procedures and operate without supervision to ensure rule compliance as measure by the School Learning Environment Questionnaire.

Participatory decision-making is a style management which provides teachers with a great deal of opportunity to exercise judgment and make decisions.

In this study, participatory decision making is defined similarly. The extent of participation was measured by the School Learning Environment Questionnaire.

Innovation means to make changes or introduce new practices. It is indicated by the school's favorable view of planned change and experimentation and effort to foster classroom openness and individualization.

In this study, the same definition is adopted. Innovation was determined by the School Learning Environment Questionnaire.

Resource Adequacy means the sufficient allocation of money, space, labor and materials so that each group could pursue, at least to a relative degree, its own goals.

In this study, resource adequacy is indicated by the extent to which support personnel, facilities, finance, equipment and resources are made available as measured by the School Learning Environment Questionnaire.

Work Pressure refers to the magnitude and direction of all the forces acting on the individual which is equated with motivation. It is an individual perception of how hard it is to achieve a particular behavior and the probability of achieving that behavior.

It is also defined as organizational norms which are being complied with and where group goals take precedence over individual goals, and where sanctions are meted out for non-compliance.

In this study work pressure refers to the extent to which school administrators use rules and policies to keep teachers under control as measured by School Learning Environment Questionnaire.

Significance of the Study

There are limited literature and studies relating to school learning environment and teachers' performance in the Province of Iloilo specifically in the Division of Iloilo. Thus, the research thought of coming up such and this could be beneficial to various stakeholders in the educational institutions.

The importance of this study may be viewed from the perspective of the following: (1) school administrators, (2) teachers, (3) students, and (4) future researchers.

School Administrators

The school administrators will gain insights from the findings of this study in order to understand better the schools' functioning. The result of the School Learning Environment Questionnaire can be used by the administrators as indicators of various dimensions that need to be addressed in order to enhance their favorableness. The result will also serve as a framework for programs or strategies to be employed on the schools' improvement plan.

Teachers

This study will provide teachers with the information on the prevailing school learning environment that will serve as a benchmark or reference for strategies to be employed to enhance its favorableness for more productive teaching-learning activities.

Furthermore, it will provide teachers with feedback on their performance so that they will be aware of how far or how close they are to the target set, or how well they are meeting the expectations of DepEd officials, school administrators, students and the community.

Students:

The study will provide students with information on the prevailing school learning environment so they will be aware of the importance of their support and assistance to create a favorable climate in the school. Students' support and assistance will also enhance teachers' performance which in return will provide these students with opportunities that will hone their potentials to the fullest.

Researchers:

To future researchers, this study will serve as basis for further studies on the same topic but on different settings or culture.

Scope and Delimitation of the Study

This study focused on the prevailing school learning environment as measured by the School Learning Environment Questionnaire in the areas of student support, affiliation, professional interest, staff freedom, participatory decision making, innovation, resource adequacy and work pressure.

This study covered only to the public elementary schools in the District of Pavia, with the public elementary schools of the 11 barangays as the subjects of this study. This is with consideration on the researcher's availability and time constraints.

The School Learning Environment Questionnaire (SLEQ) published by Curtin University, Perth, Australia will be used to determine the teachers' perception on the prevailing school learning environment. Job performance will be based on teachers' performance rating for SY 20I4-20I5 as measured by the Performance Appraisal System for Public Teachers (PAST).

Descriptive statistics such as mean and standard deviation was used to analyze and determine the prevailing learning environment of the subject schools as perceived by their teachers, and the level of teachers' performance.

The One Way Analysis of Variance or ANOVA was used to determine whether significant differences existed in the school learning environment among subject schools in terms of the eight areas mentioned.

The .05 level of significance was adopted for the interpretation of the results.

II. REVIEW OF RELATED LITERATURE

This Chapter presents literature related to the problem under study, focusing on the following topics: (1) the school learning environment, (2) job performance, (2) the school learning environment as it relates to performance.

School Learning Environment

Teaching is determinant of learning and learning is affected by its environment, as pointed out by Fisher and Fraser. They further stressed that school environment together with curriculum resources and leadership make a major contribution to the effectiveness of the school's program. Creemers and associates (2009), concur that school environment is one of the contributing factors in the effectiveness of the school.

Taguire and Lewtin (2006), define school learning environment in terms of a particular set of characteristics in an organization which may either facilitate or hamper individual achievement. Lindelow and associates (2009), describe it as the feeling an individual gets from the experience within a school as a social system, where members of the groups has a perceived standard of expectations and beliefs.

Learning environment has been a controversy among educators for quite some time. They believe that learning environment facilitates and enhances the quality of education and once appropriate measures will be undertaken tom improve. According to SEAMEO in 2004, an effective learning environment provides opportunities for students to develop physically, emotionally, spiritually and intellectually.

This learning environment is divided into two categories: the physical and the non-physical learning environment. The physical learning environment consists of the schools' physical facilities and their arrangement for student learning. The facilities include the school playground, physical education area, beautification farm, music room, art and craft room, computer room, language laboratory, cafeteria and library. The school's physical learning environment is effective if it allows for or promotes and facilities all learning activities required by the curriculum.

Non-physical learning environment comprises activities that promote development of students emotionally, physically, socially, spiritually and intellectually. The non-physical learning environment is divided into four groups: (1) the emotional learning environment, (2) the social learning environment, (3) the spiritual learning environment, and (4) the intellectual learning environment.

The Social Environment

Taguire and Lewtin (2006) stated that Social Learning environment provides activities to students to develop supportive relationship in the school between different age groups, among the teachers, parents and the community at large. Students are given the opportunities to engage in cooperative ventures, joint problem-solving, and peer-partner learning.

In order to establish a positive social learning environment, teachers must also see themselves as learners, facilitate bonding, encourage communication, teach group skills, encourage student autonomy and leadership, and must respect differences.

Emotional Learning Environment

The school as an emotional learning environment provides students with experiences resulting in the development of positive learning disposition, curiosity, humor, generosity, helpfulness, cooperation, persistence, interest, involvement and autonomy.

For a school to effectively establish a learning environment conducive to positive emotional response, the following are to be considered: an open, respectful, cooperative, relationship among teachers, students, parents and administrators; students having choices from a variety of stimulating activities; opportunities to pursue topics of interest; opportunity to develop autonomy and self-reliance, trust and acceptance; emphasis shall be self-discipline rather than in authoritarian control; flexible curriculum largely based on students' needs; activities for relaxation and tension reduction; and physical and psychological safety of students (Taguire and Lewtin 2006).

Intellectual Learning Environment

Taguire and Lewtin (2006) stated that Intellectual learning environment offers activities that are complex, challenging, experiential, interactive and learning-focused. Schools with good intellectual learning environment encourage teaching-learning from errors that promote complex thinking as inquiry, questioning, risk-taking, learning from errors and reflecting to result in an effective learning and self-understanding.

To do so, there is a need for teachers to understand students' learning process and to help students to do as well.

Spiritual Learning Environment

Taguire and Lewtin (2006) stated that The school as spiritual learning environment provides activities that enhance students' personality and self-consciousness. Proper guidance is afforded to them for values enlightenment and priorities identification in order for them to attain their identified goals without infringement of others.

Teachers provide students with more life-like experiences. The value of verbal interaction and the processing of experience are part of experiences in order to build an effective spiritual learning environment.

The maximum used of the school's physical and non-physical learning environment for physical, social, spiritual and intellectual development of the students constitute effective learning environment of the school. School learning environment is a key factor to quality education for it promotes the development of students' potentials to the fullest.

Observations revealed that there are people who are not satisfied with their school learning environment. Cause of their dissatisfaction could be one or more of the following: (1) the school is not properly equipped; school facilities are not comfortable and responsive to learning needs of students. (2) The school learning facilities and activities do not promote student interactions; the present arrangement of the chairs and classrooms does not allow students to have sufficient time for interactions with friends or even with their teachers. Former DepEd Secretary Ricardo T. Gloria, during the Educator's Congress, emphasized that schools of tomorrow shall be equipped with facilities, equipment and materials as well as computer laboratory. Together with the basic minimum equipment required, these shall be provided in most schools. (3) The school learning activities do not respond to student's needs; students come to school with different needs. (4) The school learning activities do not promote student's spiritual development; some schools emphasize so much on the

academic achievement and neglect the humanization of their students, and (5) The school learning activities do not promote student intellectual development; the teachers do not employ the teaching methods that promote student's interest and enhance students' motivation   (Taguire and Lewtin 2006).

Characteristic of a Favorable School Learning Environment

 The environment of the school is a set of factors that gives that school a personality, a spirit and a culture. A difference can immediately be felt when one visits a school, and a comparison with other schools usually follows. The upkeep of the physical facilities and the relationship between and among students and between and among teachers always influence the first impression and the conclusion of the favorableness of the school's environment. Almario (2013), point out that schools with favorable learning environment have provision for good facilities for learning, good teachers and adequate instructional materials. Gilmore, et. al. (2001), claim that "a favorable school environment is both a means and an end… a good school environment will make the members of the school and community work effectively.

According to a SEAMEO report (2004), the factors that necessitate effective learning environment are: (1) the discovery about human being and their nature of learning, (2) the change in the concept of education and instructional technology, (3) the knowledge explosion and the advancement of learning technology, (4) the growing concern about human beings and their environment. A favorable school learning environment is characterized by (a) good student support, where rapport between the teachers and students exist, (b) high affiliation among teachers, (c) strong professional interest of teachers (d) autonomy of teachers to set rules, guidelines and teaching procedures and techniques in their classrooms, (e) teachers' participation in decision-making, (f) teachers' openness to change or innovation, (g) adequacy of resource materials, and (h) minimal work pressure.

Claudet and Ellet as cited by Prizas (2006), referred to schools as interactive arenas where students and teachers come together, where the teachers is the key figure in creating the kind of environment that will exist. Teachers do affect the tone of the school. Students find classroom life as interesting, challenging, meaningful and action-packed, where teacher-pupil control behavior is more humanistic. When teacher-student control behavior and orientation are custodial, students tend to report their classroom as dull, boring, meaningless and uneventful. Teachers' enthusiasm affects the tone of the classroom. How wide-alert, wide awake a teacher is, makes a difference. Once of the keys of good learning environment is the avoidance of "down time" when nothing seems to be happening in the classroom thus, managing group involves a pace or tempo. Teachers' energy is important. An Administrator's sense of control, praise, criticism, interaction and initiation exhibited affect the type of socio-emotional climate that will prevail in school, according to Copper cited by Prizas. When an administrator sets up expectancy, this affects the teachers' reaction and attitudes, which in turn affects the psychological climate of this school. Teachers of high expectancy with students create a warm social, emotional mood.

Tools for Measuring School Learning Environment Instruments used to measure school environment can be useful tools for educators who are interested in improving a particular school.

School assessment tools are useful for comparing one's school climate with another; for measuring changes in a school environment overtime and for pinpointing areas in which school's environment needs improvement. These assessment tools cannot directly measure what is going on in the school, rather, these measure respondents' perceptions of what is going on in a school. For such tools or instruments to be truly effective, however, they must be employed in conjunction with the skilled leaders' direct observation of members of the school community as they go about their learning.

Examples of tools used to assess school environment are:

School Learning Environment. According to Fisher and Fraser, the school Learning Environment Questionnaire (SLEQ) is an instrument which measures teachers' perceptions of the psychological dimension of the environment of the school. For teachers and schools, the SLEQ has advantages over the other instrument: it is more accessible to teachers, it has been design specifically for use in school, and it is more economical in terms of testing and scoring.

Organizational Climate Description Questionnaire. This tool was developed in 1962 by Andrew Haplin and Don Croft and focused on the social interactions that occur between the teachers and the principal.

College Characteristics Index by Pace and Stern, 2008, which measure student perceptions of 30 environment characteristics.

The High School Characteristics Index developed by Stern in 2000, which is an adaptation of the CCI, and the widely used OCDQ.

Work Environment Scale (WES) by Moos in 2001 was designed for used in any work milieu rather than for use specifically in schools, WES's dimensions are well suited to describing salient features of the teacher's school environment, and have been modified for use in school.

Teachers' Performance: Teacher's performance refers to the behavior of the teacher in and out of the school in order to promote student learning. Teacher's performance depends much on the extent to which the teacher acts in ways that are favorable to the development of a desirable personality of the students.

According to Corpus (2003), teacher performance resembles teacher effectiveness and is a product of the interaction between certain teacher's characteristics and teaching situation. In such context, the teacher allows the learners to maneuver their own learning by allowing them to experiment, make decision, evaluate, criticize, analyze concepts and ideas, problems and experiences.

Lardizabal (2007) believed that high performing teachers are persons of consequences, worthy of respect of their students, parents, supervisors, fellow teachers and the community at large. They see themselves as being wanted and needed by theirs and having the capacity to make a significant contribution to their welfare. They perceive themselves as well-regarded by others not only as a teacher, but also as human beings. They feel that they are valued for what they are. They accept their limitations but capitalize on their strong points believing in the fact that assets outweigh limitations.

D. Sorenson cited by Prizas (2006), stressed that knowledge of the subject matter should not be ignored as an imperative factor of teachers' effective performance. This is so, because one cannot teach with enthusiasm unless he knows about the topic and is interested about what he knows. He concluded that one of the worst effects of not knowing the subject is the influence of this deficiency on the personality of the teachers.

Arellano (2003) claimed that teachers' performance is largely dependent on their conduct. Teachers set up patterns and exhibit behavior which may either hinder or encourage learning. Teachers are also responsive for developing values in their students.

According to Zaragoza (2006), teachers' performance is influenced by their morale.[41] Schools that are characterized with high morale have teachers who are cheerful and committed to teach, enjoy their fellow teachers' company, mutually respectful and helpful; and work energetically with work group.

These teachers have a strong sense of personal accomplishment and fulfillment and take pride of themselves, their work and the school where they belong.

According to Del Rosario (2007), the following are some qualities of a high performing teacher: naturally interested in teaching; a good personality, healthy, good posture, pleasant face, good voice and exemplary character and reputation; a natural love, understanding and consideration for children; resourceful and creative; submissive to good suggestions and constructive criticism; and must discharge official responsibilities faithfully and devotedly.

A study on teaching effectiveness conducted among 818 teachers by Calona,T (2003), showed that good teachers have proficiency in their preparation and have knowledge of the subject matter. They also have satisfactory classroom management skills, teaching techniques, are cooperative and loyal, and understanding with students and fellow teachers.

Arellano (2003) found out that good teachers as compared to poor teachers are more vigorous, more emotionally stable, more pleasant, sympathetic and democratic, possessed a better speaking voice and displayed a keener sense of humor. More good than poor teachers appear to be not only highly motivated themselves but also to have more highly motivated pupils. Discipline appears to be a problem in the classroom of a majority of the poor teachers, whereas no disciplinary situations are observed in classrooms of good teachers. Good teachers ask fewer fact questions and ask more thought provoking questions than poor teachers.

Jones, as cited by Diamante (2006), found some characteristics that are common to high and poor performing teachers. For instance, the degree of emotional stability does not differentiate high performing and low performing teachers. However, high performing teachers are characterized by a performance for quickness of actions and efficiency of production and are more flexible in numerical abilities and disposition. They are superior in intelligence, knowledge of

subject matter and professional knowledge and more sociable. Barr (2010) found that good teachers as compared to poor teachers are more vigorous, more emotionally stable, more pleasant, sympathetic and democratic, possess a better speaking voice and display a keener sense of humor. More good than poor teachers appear to be not only highly self-motivated but also appear to have more highly motivated pupils. Discipline appears to be more or less a problem in the classroom of a majority of the poor teachers; whereas, no disciplinary situations are observed in classrooms of good teachers. Good teachers ask fewer fact questions and more thought provoking questions than poor teachers. Using   a composite rating derived from practice teaching grades, placement bureau ratings and the principal M. Blank rating, Jones divided a group of teachers into good and poor teachers and analyzed their characteristics. Her data indicate that some characteristics are common to good and poor teachers alike, while other characteristics appear to differentiate good and poor teachers. Good teachers are characterized by a preference for quickness of action and efficiency of productions. They are flexible in numerical abilities and in disposition. Significant differences in academic abilities are indicated.

The good teachers in Jones (2006), study are superior to poor teachers in intelligence, knowledge of subject-matter and professional knowledge. As measured in his study the good teacher is dominant than the poor teachers.

Calmorin (2004) stressed that high performing teachers are open-minded to suggestions for improvement of their work, use initiative to utilize different techniques to competently, keep records neatly, correctly and updated, and possess character traits and behaviors that are worth emulating.

Naungayan (2001), listed qualities of an effective modern teachers as follow: First, he must have a through grasp of the subject he teaches. He is to have mastery of his field and to keep on learning more about it. Secondly, he must know how much children of various levels of maturity are capable of understanding. He must know their interests and previous experiences which can be utilized in motivating them. He must know the adjustments children have to make in various stages of development, the physical, emotional and social problems they face in growing up. The third is understands of teaching principles and skills in the use of techniques for their implementation. To promote learning effectively, a teacher must know not only what (subject) but also how (method) to teach. Teaching methods also involve skill techniques of facilitating purposeful learning discussion, questioning, group work, audio-visual materials and directed study. They also involve skill in the techniques of various procedures in evaluating pupil's progress as well as techniques of classroom management.

The fourth quality refers to the teacher's general understanding of other branches of knowledge. If a teacher expects to help children understand and appreciate the world they live in, he must understand the interrelationship of various areas of knowledge. He must be able to show his subject fields particularly in the solution of life's problem.

The fifth is understanding and appreciation of the teaching profession. A teacher must know how to work effectively not only with students but also with all other persons involved in the school, administrators, co-workers, parents, and other members of the community. He must be aware of the value of high ethical professional relationship.

Lastly, a teacher must be aware of the need for keeping abreast with changes in education through various in-service education programs. Gregorio (2010) stresses the following characteristics of teachers in order to promote effective teaching. (1) mastery of subject-matter, (2) knowledge of the nature of the child, and (3) knowledge of the goals of education and the methods teachers that they must have patience with and sympathy for children and a love for teaching. Moreover, they must be cooperative, ambitious and altruistic. Arellano and Azarcon (2001), stress the importance of professional growth among teachers. According to them, to become more effective communicators of knowledge and exemplary models of competence to their learners, they must strive to grow professionally. They are obliged to keep abreast with the latest educational knowledge and improve their instructional processes. The instinct for endless pursuit for academic excellence in all activities must be the main concern of every person identified with teaching.

Before a teacher leaves the portals of his Alma Mater he should be well-equipped with all the knowledge, skills and tools indispensable not only in the exercise of classroom duties but also in the discharge of work outside the teaching career.

Reavis (2006) has a theory of on the characteristics of an effective teacher. He classified teachers as task-oriented and person-oriented. The task-oriented approach states that the effective teacher specifies the effective learning outcome and structures his teaching to those outcomes.

Several studies have found that implementing the task oriented approach will result to positive effects on students. In contrast, person-oriented educators argue that the teachers should incorporate the student ideas in the classroom, praise the students for their performance and act warm in the class to enhance their performance.

To determine the factors teaching effectiveness Flora (2006) examined teachers' behavior at the stand point of school administrators, co-teachers and students. Of the four teacher effectiveness consist of knowledge of subject matter, hard work and knowledge in inspiring students.

However, raising the quality of teachers' performance is constrained by the pre-in-service incompetence of public school teachers. Deficiencies exist at the pre-service and in-service training stages of teacher education. Teacher education programs attract the lower third high school graduates probably due to the perceived low status of teaching as a profession. At the same time, many teacher education institutions are of substandard quality on account of poorly trained and inexperienced faculty and inadequate facilities.

In-service teacher training is hampered by a poorly institutionalized pedagogical support system. While there have been initiatives in the establishment of teacher in-service training on continuing basis, these have suffered from inherent flows such as lack of qualified supervisors especially in science and mathematics and the control-oriented type of supervision as distinguished from facilitative or supportive supervision.

Much can be done to improve the working conditions of teachers. The overall objective must be to give teachers practical reassurance of the social value of their work, reflective in tangible measures of assistance and support in their daily tasks as well as in improvements in their status. It is only in this way that high levels of commitment and professional performance can be expected from teachers in return.

Evaluation of Teachers' Performance: Evaluation is a corrective feedback for the improvement of teaching and learning, according to Corpuz and Gellor (2003). Evaluation has to do with the appraisal of student growth as a result of teaching. By this process, the teacher will know whether he is accomplishing his objectives or whether his students are learning what he is teaching.

If the teacher finds that his student are not learning or not showing observable changes in behavior, he can modify his procedures or suit his techniques to the background and abilities of his students for remedial purposes.

According to Freznoza (2006), evaluation is important to the administrator or supervisor as a basis in guiding teaching and learning, in setting policies and procedures, in devising more effective materials and procedures of instruction.

The purpose of evaluating teachers' performance is to determine whether their performance meets the requirements sets forth by the objectives established for it. If the objectives of the school system are not being met, change must be made that will allow them to be met. Performance evaluations are necessary if the school system is to remain dynamic and adaptable to change. Performance, as Kearney (2005) explains, is usually appraised by superiors, but appraisal that combines that of the superior, peer and self-evaluation would be a powerful tool in fulfilling the development purpose of performance appraisal, if properly handled in an environment of high trust among individuals.

However, Gomez (2003), pointed out that result of performance appraisal is one of the most common causes of teachers' resentment against their superior brought about by unfair practices such as favoritism, unplanned and unsystematic evaluation of teachers' performance, personal equation, and the lack of seriousness and interest in carrying out an effective evaluation program on the part of the evaluating official.

On the other hand, Diamante (2006) asserts that performance ratings of teachers are important for self-appraisal as a guide for self-improvement.

DepEd Secretary announced in May 2005 at the Educators Congress in Baguio City that teachers must be qualified and their performance will be gauged accordingly. They shall be accountable for the kind of students they produce and will produce. Teachers are expected to have the necessary competence to perform effectively and efficiently.

Hence, evaluation of teachers' performance is an integral part of the educational process, to make teachers realize that they are accountable to the public.

To evaluate teachers' performance, the Department of Education, issued Order No. 101 and Order No. 74, s. 2001 with the following objectives: (1) to improve the performance of employees, (2) for promotion, and (3) for self-appraisal. It reflects the orientation of and conforms to the New Performance Appraisal System (NPAS) prescribed by the Civil Service Commission in its Memorandum Circular No. 2, s. 2008.

Three aspects of the teaching-learning process are being considered: (1) Learners' achievement, vis – a – vis the targets set at the beginning of each school year by the teacher and the rater. The rating is based on the comparison of the actual achievement with the targets. (2) Teacher's competence, and (3) Teacher's personality and human relations. Outstanding services of teachers rendered outside official time are given credit as plus factors. Five descriptive ratings with corresponding points are provided: (1) Outstanding, (2) Very Satisfactory, (3) Satisfactory, (4) Unsatisfactory, and (5) Poor.

Teachers are rated by their immediate supervisor in the middle and at the end of the year. The performance rating of the teacher is reviewed by the next highest school official and is approved by the superintendent. But if the teacher is not satisfied with his ratings, he has the right to appeal through duly established Grievance Procedure.

Aside from the Performance Appraisal System, the Department of Education, Culture and Sports devised a new system of Monitoring Teaching-Learning activities as embodied in DepEd Order No. 74, s. 2001 called the TLOC or Teaching Learning Observation Chart. The chart focuses on the teaching-learning processes particularly the presentation, development and wrap-up. It contains a checklist of expected teacher and student behaviors. Each behavior listed is marked as "observed" or "no opportunity to observed". A column is provided for comments on each behavior observed.

While TLOC is limited to those behavior considered critical to effective teaching-learning, additional observations and comments may be placed in the column marked "others". The areas for improvement which will be followed up by the observer or supervisor are noted under "Agreements".

School Learning Environment Related to Performance:

Excellent performance can be achieved if the administrators, the teachers, the staff and the school as a whole have a concerted plan to alter structure, behavior and processes i.e., that create a favorable school learning environment. If the plan is correctly implemented, the school constituents collectively move toward more effective performance. Environment includes factors which are not within the control of the teachers and staff but are important to satisfaction and their ability to perform effectively. These include the task, the formal authority system of the organization, and the work group. Any of these factors can motivate or constrain the subordinate. These factors may also serve as reward for acceptable levels of performance. For example, teachers can be motivated by the work group and received satisfaction from co-worker for doing the job according to group norms.

Group facilitation was investigated in the study of Naungayan (2001). The conclusion arrived at was that learning is facilitated in an atmosphere in which pupils feel they are respected and accepted; in which differences in opinions and ideas are good and desirable; in which pupils can explore new situations and ideas without perceiving penalty for errors because mistakes are integral parts of the activity learning. In such atmosphere, one can execute proper planning and best thinking.

According to Gundayao (2007), when the teacher and student formulate rules together, rule-making becomes one of the first acts of operation and mutual respect. Participatory rule making helps students develop personal commitment to the rules thus enhancing performance.

Prizas (2006) revealed that correlation existed between pupils' perception of the classroom learning environment in the NEAT.

Garrow (2000) investigation on the extent to which difference in judgments about schools environment and levels of teachers' satisfaction exists among the elementary school teachers in high and low performing schools showed the following major result: (1) third and fifth grade teachers in high performing schools reported higher levels of over-all job satisfaction and judgment of the school environment than their counterparts in low performing schools; and (2) a modest relationship existed between the way the third and the fifth grade teachers judged satisfaction in school environment.

III. THE METHODOLOGY

Research Design

This study used the descriptive survey method to present a general picture of the prevailing learning environment in terms of student support, affiliation, professional interest, stop freedom, participatory decision-making, resource adequacy, and work pressure of the selected schools in the District of Pavia, Province of Iloilo.

Population and Sample

The population of the study was composed of elementary public school teachers in the District of Pavia, SY 2015-2016. The sample was randomly selected.

Table 1: The distribution of participants when grouped according to Schools

Schools	f
Pavia Pilot Elementary School	10
Balabag Elementary School	5
Cabugao Sur Elementary School	5
Jibao-an Elementary School	5
Mayor Gerardo Gorriceta Sr. Memeorial School	5
Pagsanga-an Elementary School	5
Pal-agon-Amparo Elementary School	5
Pandac Elementary School	5
Tigum ANP Pilot Elementary School	5
Ungka II Elementary School	5
Aganan-Ungka Elementary School	5
Total	**60**

Data Gathering Instruments

Two instruments was used to gather the data on the schools and the teacher-respondents - the School Learning Environment Questionnaire (SLEQ); the Performance Appraisal for Public School Teachers (PAST).

The School Learning Environment Questionnaire. The School Learning Environment Questionnaire (SLEQ) developed by Fraser in 2006 is a standardized questionnaire. It was used to assess the teachers' perceptions of their school environment. This instrument has 56 items, assessing eight aspects of a school environment, namely student support, affiliation, professional interest, staff freedom, participatory decision-making, innovation, resource adequacy and work pressure.

The items are arranged in cyclic order. This means that items 1,2,3,4,5,6,7 and 8 in each block or set measure Student Support, Affiliation Professional Interest, Staff Freedom, Participatory Decision Making, Innovation and Resource Adequacy, and Work Pressure respectively. The same pattern holds true for the next items.

There are positive and negative items for each set. Positive items was scored in this manner – a score of 5,4,3,2 or 1 was given for responses Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree, respectively; and the reverse for negative items. The respondents' scores for all items in every dimension was summed-up and averaged and given a qualitative description.

Scale for Interpretation

Weighted Mean	Description	Interpretation
1.0– 1.49	Strongly Disagree	Very low favorableness
1.50 – 2.49	Disagree	Low favorableness
2.50 – 3.49	Undecided	Neither low nor high favorableness
3.50 – 4.49	Agree	High favorableness
4.50 – 5.00	Strongly Agree	Very high favorableness

Performance Appraisal for public School Teachers (PAST). The Performance Appraisal for Public School Teachers has three components: (1) Students Achievement, (2) Teacher Competence, and (3) Teacher Personality and Human Relations. Credits for outstanding services outside official time are given as plus factors.

Under student achievement, the teacher is rated according to the students' actual achievement of knowledge and skills. Targets are set at the beginning of each school year by the teacher and evaluator. The rating based on the comparison of the actual achievement with the targets indicates the actual achievements.

If the accomplishment only meets the targets, the rating is satisfactory. If an accomplishment exceeds the targets, the rating maybe Very Satisfactory or Outstanding depending on the extent to which it exceeds the targets. A teacher competent is broken down into seven sub-components: development of national consciousness and desirable values and habit; instructional materials developed; students' evaluation; professional growth; records and report management; community and allied services; and punctuality. Teacher's Personality and Human Relations rating is based desirable qualities and smooth interpersonal relationship with parents, members of the community and government and non-government officials. The rating shall be shown to the teacher who shall sign the form to show his concurrence.

The teacher's final rating is interpreted according to the following scale:

Adjectival Rating Scale:

Description		Scale
Outstanding	=	4.500-5.000
Very Satisfactory	=	3.500-4.499
Satisfactory	=	2.500-3.499
Unsatisfactory	=	1.500-2.499
Poor	=	1.000-1.499

Procedure

A letter of permission was secured from the Division Superintendent of Schools of the Division of Iloilo and from the school administrators of the 11 elementary schools of the District of Pavia, prior to the actual gathering of data. PAST results for school year 20l4-20l5 was requested from the administrators. The researcher personally administered the SLEQ.

Data Analysis Procedures

The following statistical tools were used in the analysis of data gathered:

Frequency count and percentage, was used to present the status of the different dimensions of school learning environment and in terms of favorableness or unfavorableness as perceived by teachers in the First Congressional District.

Weighted Mean, to describe the status of the different dimensions of the SLE, level teachers' performance and level of job satisfaction as perceived by the respondents.

Analysis of Variance, to test for significant differences in the different dimensions of the school learning environment as perceived by the teachers.

IV. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This Chapter presents the results of this study. The results are presented in three major topics: (1) Prevailing Status of the School Learning Environment; (2) Level of Performance of Teachers in the elementary schools in the District of Pavia. The descriptive analysis is presented first, then the inferential analysis.

The first question that this study sought to answer was to determine the age, gender, educational attainment and years in service of elementary teachers in the District of Pavia when taken as a whole.

Table 2 shows the demographic profile of the respondents' age.

Table 2: The participants' age when taken as a whole

Age	Mean	42.29

The table shows that the mean age of participants of the study is 42.29. It implies that majority of the teachers in the District of Pavia is in the Middle Age Range.

Table 3 shows the demographic profile of respondents in terms of Sex.

Table 3: The distribution of participants when grouped according to sex

Sex	Frequency	Percent
Male	7	11.67
Female	53	88.33
Total	60	100.00

Table 3 shows the result of the distribution of participants when grouped according to Sex. It revealed that the most number of teachers are Female. It revealed that 53 out of 60 respondents and had 88.33% in the total respondents. Thus, this concretizes the study of Prizas (2004) that education is a female dominating occupation.

Table 4: The distribution of participants when taken as a whole according to highest educational attainment

Educational Attainment	Frequency	Percent
Bachelor	32	53.33
Masters	24	40.00
MA Units	4	6.67
Total	60	100.00

Table 4 shows the results of the distribution of participants when taken as a whole in Educational Attainment. It revealed that 53.33% of the teachers were Bachelor's Degree.

Also, 40.00% of the teachers finished their Master's Degree while the remaining had MA Units.

Table 5 shows the demographic profile of the respondents' length of service when taken as a general.

Table 5: The participants' length of service in DepEd

Length of Service	Mean	15.67-16 years

Table 5 shows the results of the participants Length of Service in DepEd. It revealed that respondents' length of service was over 15 years.

The second problem is to determine the prevailing learning environment of the elementary schools in the District of Pavia as perceived by the teachers as a whole in terms of

(a) student support,

(b) affiliation,

(c) professional interest,

(d) staff freedom,

(e) participatory decision making,

(f) innovation,

(g) resource adequacy, and

(h) work pressure.

Table 6 shows the prevailing learning environment of the elementary schools in the District of Pavia as perceived by the teachers as a whole.

Table 6: The participants' prevailing learning environment of the elementary schools in the District of Pavia as a whole

School Learning Environment	N	Mean	Std. Deviation	Std. Error Mean	Favorableness
Over-all School Learning Environment		**3.1392**	**.45644**		Neither low nor high favorableness
Student Support	60	3.4405	.41444	.05350	Neither low nor high favorableness
Affiliation	60	3.0857	.62586	.08080	Neither low nor high favorableness
Professional Interest	60	3.3524	.73574	.09498	Neither low nor high favorableness
Staff Freedom	60	3.3333	.40888	.05279	Neither low nor high favorableness
Participatory Decision Making	60	2.8524	.43694	.05641	Neither low nor high favorableness
Innovation	60	3.1071	.35054	.04526	Neither low nor high favorableness
Resource Adequacy	60	3.2405	.36775	.04748	Neither low nor high favorableness
Work Pressure	60	2.702381	.4379851	.0565436	Neither low nor high favorableness

The results show that generally, the respondents have homogenous perception that their school learning environment is neither low nor high in favorableness, as indicated by the mean of 3.14 and the standard deviation of .45644. This implies that the teachers do not view school learning environment as a whole but in terms of specific aspects not provide, in varying degrees, the emotional, physical and intellectual climate favorable to learning. Lindelow and Associates describe this as the feeling an individual gets from the experience within a school as a social system, where members of the groups have perceived standard of expectation and belief.

All of the dimensions in the school learning environment perceived by teachers in the District of Pavia as neither low nor high in favorableness.

Next problem is to determine the level of teachers' job performance as a whole District.

Table 7 shows the level of teachers' job performance as a whole District.

Table 7: The participants' level of teachers' job performance as a whole District

As Entire Group	Mean = 3.78	Adjectival Rating: Very Satisfactory

The results show that as an entire group, elementary school teachers in the District of Pavia the level of performance are *Very Satisfactory* which means that their actual accomplishments exceed that of the target and teachers' Performance Appraisal System for Teachers (PAST) numerical rating. Considering that there are several master teachers, their ratings should be outstanding.

Table 8: shows the Scheffe Results to Show Significant Differences among Factors in the Different Dimensions of School Learning Environment.

	(I) factors	(J) factors	Mean Difference (I-J)	Std. Error	Sig.	
	Student Support	Affiliation	.35476*	.08928	.029	Significant
		Professional Interest	.08810	.08928	.995	
		Staff Freedom	.10714	.08928	.984	
		Participatory Decision Making	.58810*	.08928	.000	Significant
		Innovation	.33333	.08928	.055	

Scheffe		Resource Adequacy	.20000	.08928	.658	
		Work Pressure	.73810*	.08928	.000	Significant
	Affiliation	Student Support	-.35476*	.08928	.029	Significant
		Professional Interest	-.26667	.08928	.261	
		Staff Freedom	-.24762	.08928	.362	
		Participatory Decision Making	.23333	.08928	.448	
		Innovation	-.02143	.08928	1.000	
		Resource Adequacy	-.15476	.08928	.884	
		Work Pressure	.38333*	.08928	.011	Significant
	Professional Interest	Student Support	-.08810	.08928	.995	
		Affiliation	.26667	.08928	.261	
		Staff Freedom	.01905	.08928	1.000	
		Participatory Decision Making	.50000*	.08928	.000	Significant
		Innovation	.24524	.08928	.376	
		Resource Adequacy	.11190	.08928	.980	
		Work Pressure	.65000*	.08928	.000	Significant
	Staff Freedom	Student Support	-.10714	.08928	.984	
		Affiliation	.24762	.08928	.362	
		Professional Interest	-.01905	.08928	1.000	
		Participatory Decision Making	.48095*	.08928	.000	Significant
		Innovation	.22619	.08928	.493	
		Resource Adequacy	.09286	.08928	.993	
		Work Pressure	.63095*	.08928	.000	Significant
	Participatory Decision Making	Student Support	-.58810*	.08928	.000	Significant
		Affiliation	-.23333	.08928	.448	
		Professional Interest	-.50000*	.08928	.000	Significant
		Staff Freedom	-.48095*	.08928	.000	Significant
		Innovation	-.25476	.08928	.322	
		Resource Adequacy	-.38810*	.08928	.009	Significant
		Work Pressure	.15000	.08928	.900	
	Innovation	Student Support	-.33333	.08928	.055	
		Affiliation	.02143	.08928	1.000	
		Professional Interest	-.24524	.08928	.376	
		Staff Freedom	-.22619	.08928	.493	
		Participatory Decision Making	.25476	.08928	.322	
		Resource Adequacy	-.13333	.08928	.946	
		Work Pressure	.40476*	.08928	.005	Significant
	Resource Adequacy	Student Support	-.20000	.08928	.658	
		Affiliation	.15476	.08928	.884	
		Professional Interest	-.11190	.08928	.980	
		Staff Freedom	-.09286	.08928	.993	
		Participatory Decision Making	.38810*	.08928	.009	Significant
		Innovation	.13333	.08928	.946	
		Work Pressure	.53810*	.08928	.000	Significant
	Work Pressure	Student Support	-.73810*	.08928	.000	Significant
		Affiliation	-.38333*	.08928	.011	Significant
		Professional Interest	-.65000*	.08928	.000	Significant
		Staff Freedom	-.63095*	.08928	.000	Significant
		Participatory Decision Making	-.15000	.08928	.900	
		Innovation	-.40476*	.08928	.005	Significant
		Resource Adequacy	-.53810*	.08928	.000	Significant
*. The mean difference is significant at the 0.05 level.						

Another question is, to determine if there are significant relationship between school learning environment and the teachers' job performance among schools in the District of Pavia as a whole.

Table 9 shows the result of the One Way ANOVA.

Table 9: shows the relationship between school learning environment and the teachers' job performance among schools in the District of Pavia as a whole.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	27.667	7	3.952	16.530	.0003
Within Groups	112.857	472	.239		
Total	140.524	479			

There is a significant difference in the school learning environment of schools as shown by an F ratio or critical ratio of differences of 7 with a t probability or .0003 which is smaller than the value acceptable at .05 level of significance. The results of the One Way ANOVA showed that significant relationship between school learning environment and the teachers' job performance among schools in the District of Pavia as a whole.

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was conducted to determine the prevailing school learning environment of the Elementary Schools as perceived by teachers in the District of Pavia and its relationship on the teachers' job performance.

Furthermore, this study determined whether to answer the following questions:

Specifically, this study aimed to answer the following questions:

a. Determine the profile such as: age, gender, salary grade level and years in service of elementary teachers in the District of Pavia when taken as a whole.

b. Determine the prevailing learning environment of the elementary schools in the District of Pavia as perceived by the teachers as a whole in terms of student support, affiliation, professional interest, staff freedom, participatory decision making, innovation, resource adequacy, and work pressure.

c. Determine the level of teachers' job performance as a whole District.

d. Determine if there are significant relationship between school learning environment and the teachers' job performance in the District of Pavia as a whole.

The following hypotheses were advanced for empirical testing:

1. There is a significant difference in the school learning environment of schools as shown by an F ratio or critical ratio of differences of 7 with a t probability or .0003 which is smaller than the value acceptable at .05 level of significance. The results of the One Way ANOVA showed that significant relationship between school learning environment and the teachers' job performance among schools in the District of Pavia as a whole.

Findings & Conclusions

In view of the results and analysis, the following findings and conclusions are drawn with the hypotheses advanced as point of reference.

1. The mean age of participants of the study is 42.29. It implies that majority of the teachers in the District of Pavia is in the Middle Age Range.

2. The most number of teachers are Female. It revealed that 53 out of 60 respondents and had 88.33% in the total respondents.

3. It revealed that 53.33% of the teachers were Bachelor's Degree. Also, 40.00% of the teachers finished their Master's Degree while the remaining had MA Units.

4. It is showed that respondents' length of service was over 15 years.

5.   The results show that generally, the respondents have homogenous perception that their school learning environment is neither low nor high in favorableness, as indicated by the mean of 3.14 and the standard deviation of .0046. This implies that the teachers do not view school learning environment as a whole but in terms of specific aspects not provide, in varying degrees, the emotional, physical and intellectual climate favorable to learning.

6. The results show that as an entire group, elementary school teachers in the District of Pavia the level of performance are *Very Satisfactory* which means that their actual accomplishments exceed that of the target and teachers' Performance Appraisal System for Teachers (PAST) numerical rating.

7. There is a significant difference in the school learning environment of schools.

VI.   RECOMMENDATIONS

The findings laid the bases for the following recommendations:

1. Results on the school learning environment will be used by the administrators of the District of Pavia as indicators of the various dimensions that need to be addressed, improved or enhanced.

2. It is further recommended that school come up with range and strategies that can be implemented to increase teachers; and students' participation in school projects and programs and that teachers' involvement in the resolution key issues especially those relevant to teacher-learning activities be enhanced.

3. This study has a very limited scope of investigation and there are other variables that are not dealt with that will probably have significant impact related to the favorableness or unfavorableness of the teachers in school. Since research outputs are not the end themselves, they can serve as springboard to infinite quests for answers to questions and problems that beset human existence. Corollary to this, a more comprehensive inquiry related to this endeavor so that investigators could further enlighten and be benefited with is recommended by the researcher.

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