

RELATIONSHIP BETWEEN WORK ENVIRONMENT AND JOB PERFORMANCE OF ADMINISTRATIVE STAFF IN THE ILAGAN NORTHWEST DISTRICT, DIVISION OF THE CITY OF ILAGAN

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Abstract

The effectiveness of administrative performance is strongly influenced by the quality of the work environment; however, its relationship with job performance among school administrative staff remains insufficiently examined. This study examined the relationship between work environment and job performance among Administrative Staff in the Ilagan Northwest District Division of the City of Ilagan. A descriptive-correlational research design was used, involving 127 respondents selected through total enumeration. Data were gathered using a validated researcher-made questionnaire and analyzed using frequency, percentage, weighted mean, and Pearson Product-Moment Correlation Coefficient (r). Findings revealed that most respondents were mid-career, predominantly female, married, and holders of bachelor's and master's degrees. The work environment was generally perceived as positive, particularly in terms of leadership style, work conditions, and work relationships. Job performance was also rated high, indicating strong effectiveness in performing administrative tasks. Results showed that leadership style, compensation, and work conditions significantly correlate with job performance, while other factors had weaker relationships. Despite this, respondents reported challenges such as heavy workload, time pressure, and organizational demands. The study concludes that a positive work environment enhances job performance, with leadership and workplace conditions playing key roles. Improving workload management and compensation systems is recommended to further strengthen administrative efficiency and employee well-being.

INTRODUCTION

Public administration is essential for the efficient provision of government services, especially within frontline agencies like the Department of Education (DepEd). As the preeminent agency in the Philippines, the Department of Education (DepEd) is tasked with delivering accessible, equitable, and high-quality basic education, a duty reliant not only on instructional staff but also on the efficacy and proficiency of its administrative workers. Administrative staff is essential to school operations, executing critical tasks in records

management, finance, procurement, human resources, and general office administration. Their performance directly impacts organizational efficacy, adherence to governmental regulations, and the caliber of public service provision.

The exemplary performance of the administrative staff immediately enhances the efficient functioning of the school and the elevation of educational service quality. Research in public administration worldwide underscores that the work environment profoundly influences employee performance, productivity, and dedication within public sector firms. A conducive work environment is defined by sufficient physical resources, constructive interpersonal dynamics, well-defined organizational frameworks, and attentive leadership, which facilitates employees in executing their responsibilities effectively and with enhanced motivation. Shammout, M. (2021) highlighted that an effective work environment is crucial for ensuring employee productivity and mitigating undue stress, which can adversely affect job performance. Various elements of the workplace influence job satisfaction and employee performance. In contrast, a detrimental work environment frequently leads to diminished performance, occupational stress, and inefficiencies in service provision. These characteristics are especially pertinent in governmental entities where bureaucratic procedures and resource limitations are prevalent.

The Philippine government consistently promotes public sector reforms at the national level, focusing on accountability, efficiency, and good governance. Civil service regulations emphasize the necessity of enhancing working conditions to improve personnel performance and organizational results. In DepEd, administrative staff must adhere to rigorous policies, reporting obligations, and performance criteria while handling the escalating workloads resulting from decentralization and the expansion of educational programs. These expectations render the work environment a critical determinant of job performance.

The Ilagan Northwest District Division of the City of Ilagan has a distinctive administrative framework. Administrative staff in this district assist several public schools and undertake diverse responsibilities under different physical, organizational, and psychosocial working situations. Observations suggest that variations in office amenities, job allocation, supervisory assistance, and interpersonal dynamics may influence the performance of administrative staff in their responsibilities. Nonetheless, empirical information investigating the correlation between work environment and job performance among administrative staff in this particular region is scarce.

Although previous studies have established that work environment factors such as leadership style, compensation, work conditions, and interpersonal relationships are associated with employee performance in various organizational settings, most investigations have focused on teachers, non-teaching personnel, private sector employees, or higher education institutions. Limited empirical evidence specifically examines administrative staff in public basic education settings, particularly within local school divisions in the Philippine context. Furthermore, existing studies often investigate work environment and job performance as general constructs without determining which specific dimensions of the work environment are most strongly associated with the performance of administrative personnel. This gap in the literature highlights the need for a localized investigation that examines the relationship between different dimensions of the work environment and the job performance

of administrative staff in the Ilagan Northwest District, Division of the City of Ilagan.

This study investigates the work environment and job performance of administrative staff in Ilagan Northwest District Division of the City of Ilagan. The study's findings provide a basis for the development of an Administrative Enhancement Program aimed at improving working conditions and strengthening administrative performance in public schools.

Literature Review

Performance Management Systems and Policy Alignment in the Public Sector

The Civil Service Commission (CSC), through the issuance of Memorandum Circular (MC) No. 06, series of 2012, sets the guidelines on the establishment and implementation of the Strategic Performance Management System (SPMS) in all government agencies. The SPMS gives emphasis to the strategic alignment of the agency's thrusts with the day-to-day operation of the units and individual personnel within the organization. It emphasizes performance metrics in relation to the established milestones and offers a reliable and verifiable foundation for evaluating organizational results and the overall performance of government employees (DepEd Order No. 2, s. 2015).

The survey results conducted by Lazo (2000) prove that the administrative offices of the Commission on Diocesan Schools of La Union must reassess the policy handbook and enhance their services to fulfill the expectations of the various diocesan schools within their jurisdiction. The central office must prioritize not only academic supervision over financial oversight but also achieve equilibrium between academic governance, enhancing personnel pay and benefits, and advancing the physical infrastructure of various institutions.

Work Environment as a Determinant of Job Performance

Studies by Zhenjing et al. (2022) suggested that a favorable work environment could enhance employee performance. A positive work environment significantly enhanced employee commitment and achievement orientation. Both employee commitment and achievement-striving ability also improved employee performance. While in the case of mediation, it had also been observed that the workplace environment triggered employee commitment and employee achievement-striving ability, which further improved employee performance.

Gitonga (2015) emphasized that the work environment imposes both beneficial and detrimental impacts on employees' psychological well-being and welfare. The Kenyan government acknowledges that, over the years, there has been poor performance in the public sector, thus hindering service delivery, which affects the realization of sustainable economic growth. The report advocates for the implementation of effective policies to improve organizational performance within government ministries in Kenya, as determined by the research findings.

According to Giorgi et al. (2023), working conditions have a significant influence on workers' performance, either positively or negatively. The study indicated that businesses must comprehend the impact of working conditions on employee performance and implement measures to foster a supportive and conducive work environment. Creating a supportive and conducive work environment that prioritizes employees' physical and psychosocial well-being,

offers opportunities for growth and development, and provides flexibility in work arrangements can improve job performance in private firms in Toronto, Canada.

Abuyo and Naval (2025) highlighted that the cornerstone of every organization is its people. They are regarded as precious assets, as their performance dictates an organization's total productivity and success. The work environment is a critical factor in organizational management, as it significantly influences employee productivity. Every firm must ensure the provision of an improved work environment for its employees. The results underscore the significant role of emotional well-being in a work environment marked by low salaries, temporary contracts, and limited stability. Implementation of promotion guidelines, a rewards system, professional development opportunities, enhanced monitoring, provision of daily job checklists, and the organization of team-building events and regular meetings may enhance the productivity of private school staff.

The findings of Suminguit et al. (2025) revealed that a favorable work environment markedly enhances job performance. Elements including explicit role objectives, equitable remuneration, leadership approach, and opportunity for professional advancement were essential. Interviews highlighted the necessity for employee acknowledgment and professional advancement. The research suggests that enhancing workplace circumstances is advantageous for both people and organizations. Higher Education Institutions are advised to adopt the Work Enhancement Plan, incorporating flexible work arrangements to mitigate absenteeism.

Doloi (2019) reported that non-teaching personnel are vital to the efficient operation of schools, universities, and other educational institutions. The study asserts that non-teaching professionals often receive lower priority in budgetary allocations aimed at improving their working circumstances within the educational system. As a result, subpar performance was rendered. This study sought to determine the relationship between the work environment and performance of non-teaching workers in the Schools Division of Parañaque City, serving as a foundation for successful human resource management.

Leadership Style, Motivation, and Organizational Support

Research by Pantih et al. (2025) emphasized that the effectiveness of public sector companies in attaining optimal performance is significantly affected by leadership style and staff motivation. Nonetheless, obstacles persist in executing good leadership and providing sufficient incentives to enhance staff performance inside the public sector. The findings showed that leadership style has a substantial impact on job motivation, which in turn considerably affects staff performance. Moreover, work motivation was identified as a major mediator in the association between leadership style and employee performance, although the direct impact of leadership style on employee performance was not statistically significant.

According to DAMRCJ and Rebecca (2025), managers and employee relations professionals in a firm are actively involved in developing and implementing organizational policies and procedures designed to improve employee performance. Promoting autonomy, utilizing recognition and rewards, and offering career advancement possibilities boost employee performance and retention. Offering training to employees on stress management, fostering a positive attitude, and enhancing time management are effective methods for the

organization to promote Organizational Citizenship Behavior in the workplace. The findings of this study concurred with those of prior research. By implementing those consequences to improve employee performance, the organization can retain quality, skilled, and effective personnel.

The findings of Sebullen and Jimenez (2024) indicate that administrative support acts as a mediator in the relationship between transformative leadership and teacher satisfaction. These findings underscore the essential importance of proficient leadership and helpful administrative strategies in enhancing teacher satisfaction within educational environments.

Bhatia and Williams (2023) reported that the determinants of employee job satisfaction have been identified and systematically arranged using standard deviation analysis. Analytical studies indicate that elements such as promotional prospects, interpersonal relationships with coworkers, managerial assistance, and the employment department significantly influence an individual's job satisfaction level. The research suggests that the strategic application of these variables and traits by organizational management can substantially improve staff retention difficulties, hence increasing total workforce efficiency.

Work-Life Balance, Compensation, and Employee Well-Being

According to Yong-Chung et al. (2025), as the workforce adapts to evolving professional demands, working conditions simultaneously become increasingly stressful, competitive, and challenging, making it essential to examine the determinants of job performance among highly educated workers. Results demonstrate that psychological capital, work-life balance, and rewards and incentives positively influence job performance across both genders. However, the mediating effect of work commitment between rewards and incentives, work-life balance, and job performance was confirmed only among women. Work-life balance emerged as the predominant factor affecting psychological capital, exceeding the influence of rewards and incentives.

It was suggested by Mba (2021) that, among other recommendations, Chukwuemeka Odumegwu Ojukwu University implement an effective program to enhance employees' work-life balance, as this might significantly contribute to their motivation and retention. Management should endeavor to cultivate a work environment that attracts, retains, and motivates personnel, thereby facilitating their comfort and enhancing organizational efficiency.

The results of the study of Torenó (2023) suggest that the job satisfaction level of non-teaching professionals is quite satisfactory, with a weighted mean of 3.38 out of 4. The job satisfaction of non-teaching personnel, as indicated by their responses, is influenced by their assigned department, employment position, salary, and years of service. The present study offered insights into the job satisfaction levels of non-teaching personnel across five domains; however, additional research is required to corroborate these findings.

According to the study of Baes et al. (2025), effective staff retention methods are crucial in the workplace to mitigate employee turnover, enhance work-life balance, and foster employee loyalty to the firm. The results indicated that job overload is common, with task demands, time constraints, and role uncertainty seen as significant stressors. Nonetheless, despite the workload faced by the non-teaching staff, they remain dedicated to the

organization.

The study of Bakar et al. (2025) examined the relationship among flexible work arrangements, work-life balance, job satisfaction, and employee performance in the public sector in Sabah, Malaysia. The results provide significant theoretical and practical insights, particularly on the mediating function of job satisfaction. This research especially examines the relationships between flexible work arrangements (FWAs) and work-life balance (WLB) on employee outcomes within the distinct context of the Sabah public sector. This is essential, as the efficacy of such programs may be affected by cultural norms, organizational frameworks, and the particular requirements of public service. Our findings indicate that, even in this context, flexible work arrangements (FWAs) and work-life balance (WLB) are highly correlated with both job satisfaction and employee performance, contributing to the expanding body of evidence underscoring their significance.

According to Wawire and Namusonge (2019), the office environment of employees is a crucial factor influencing work quality and performance levels. The effectiveness of the work environment in engaging people influences their eagerness to acquire skills and their incentive to perform. The proficiency and motivation of employees affect their creativity and invention, teamwork, timeliness, and performance enhancement. The study's findings indicated that the working environment greatly influences teachers' performance in public secondary schools in Juja Sub-County.

METHODS

Research Design

The research utilized a descriptive-correlational design. This design was suitable as it illustrated the current conditions of the work environment and job performance of administrative staff while establishing the substantial relationship between these variables.

Respondents and Locale of the Study

The respondents were 127 Administrative staff, selected through total enumeration from public schools within the Ilagan Northwest District, Division of the City of Ilagan.

Research Instrument

A researcher-made questionnaire was used, consisting of three parts: (1) the respondents' personal information, (2) the level of work environment and job performance of administrative staff, and (3) challenges encountered by the respondents. The instrument underwent expert validation and pilot testing, yielding a Cronbach's alpha of 0.85, indicating acceptable reliability. The instrument was administered to the respondents using a survey questionnaire.

Data Gathering Procedure and Analysis

Prior to the conduct of the study, the researcher formally sought permission from the Schools Division Superintendent through the respective school heads to ensure proper authorization and compliance with institutional protocols. Upon approval, the finalized research instrument was prepared and distributed to the identified respondents. Ethical considerations were strictly observed by informing the participants of the purpose of the study

and assuring them of confidentiality, anonymity, and voluntary participation. The questionnaires were administered and retrieved on scheduled dates agreed upon with the respondents to ensure completeness and accuracy of the data collected.

The gathered data were systematically organized, analyzed, and interpreted using appropriate statistical tools. Frequency and percentage were employed to describe the profile of the respondents in terms of their demographic characteristics. The weighted mean was utilized to determine the level of work environment and job performance of the administrative staff. To examine the significant relationship between work environment and job performance, the Pearson Product-Moment Correlation Coefficient (r) was applied. These statistical treatments enabled the researcher to derive meaningful interpretations and establish empirical evidence regarding the influence of professional development on instructional practices.

Ethical Considerations

This study adhered to established ethical standards in research involving human participants. Prior to data collection, permission was secured from the Schools Division Superintendent and respective school heads, and informed consent was obtained from all respondents, ensuring that participation was voluntary. Participants were fully informed of the purpose of the study and were assured of confidentiality, anonymity, and their right to withdraw at any time without penalty. No personal identifiers were collected, and all data were used solely for academic purposes. The study complied with the provisions of the Data Privacy Act of 2012 (Republic Act No. 10173), ensuring secure handling and storage of data. Moreover, the researcher maintained honesty, accuracy, and integrity in data collection, analysis, and reporting, avoiding any form of fabrication, falsification, or misrepresentation.

RESULTS AND DISCUSSION

Table 1. Profile of the Respondents

Profile	Frequency (n=127)	Percent
Age		
25-30	8	6.3
31-35	37	29.1
36-40	46	36.2
41-45	19	15.0
46-50	12	9.4
51 and above	5	3.9
Sex		
Male	33	26.0
Female	94	74.0
Civil Status		
Single	32	25.2
Married	95	74.8
Highest Educational Attainment		
Bachelor's Degree	63	49.6
Master's Degree	58	45.7
Doctoral Degree	6	4.7

Table 1 shows the profile of the administrative staff in the Ilagan Northwest District, Division of the City of Ilagan. The demographic profile of the respondents reveals that the largest proportion of administrative staff belongs to the 36-40 age group with 36.2%, followed by those aged 31-35 years with 29.1%. Respondents aged 41-45 years account for 15.0%, while those aged 46-50 years comprise 9.4%. The younger age group of 25-30 years represents 6.3%, and only 3.9% are 51 years old and above. This distribution indicates that the majority of administrative staff are in their mid-career stage, suggesting a workforce that combines professional experience with the capacity to adapt to changing administrative demands and organizational practices.

In terms of sex, the findings show a predominance of female respondents, comprising 74.0% of the total population, while 26.0% are male. This suggests that administrative positions within the district are largely occupied by women, reflecting a common trend in educational institutions where female personnel play significant roles in both instructional and administrative functions.

Regarding civil status, the majority of respondents are married, accounting for 74.8%, while 25.2% are single. This indicates that most administrative staff balance professional responsibilities with family obligations.

In terms of highest educational attainment, nearly half of the respondents hold a Bachelor's Degree with 49.6%, while 45.7% have completed a Master's Degree, and only 4.7% possess a Doctoral Degree. This suggests that a considerable number of administrative staff have pursued graduate education to enhance their professional competencies and qualifications.

Table 2. Level of Work Environment of Administrative Staff in terms of Nature of Work

Items	Mean	Qualitative Description
1. My job responsibilities are clearly outlined	4.93	Strongly Agree
2. My job aligns well with my skills and interests	3.79	Agree
3. I consider my work to be meaningful and rewarding	4.67	Strongly Agree
4. I receive the training required to do my job effectively	4.67	Strongly Agree
5. I clearly understand what is expected of me in my role	4.91	Strongly Agree
6. I have opportunities to enhance my skills in my position	3.95	Agree
7. The amount of work I am given is manageable	3.06	Agree
8. My role allows me to utilize my strengths	4.97	Strongly Agree
9. I have enough independence in my job	3.96	Agree
10. My work supports the overall objectives of the institution	3.91	Agree
Grand Mean	4.28	Strongly Agree

Table 2 presents the level of work environment of administrative staff in terms of the nature of work. The results reveal a grand mean of 4.28, which is interpreted as Strongly Agree, indicating that, overall, the respondents have a highly positive perception of their work environment in relation to the nature of their job. This suggests that administrative staff

generally experience clarity, relevance, and support in their work roles within the Ilagan Northwest District Division.

In terms of specific indicators, the highest-rated item is "My role allows me to utilize my strengths" with a mean of 4.97 (Strongly Agree), followed closely by "My job responsibilities are clearly outlined" (4.93) and "I clearly understand what is expected of me in my role" (4.91). These results imply that role clarity and proper job alignment are strongly established, allowing employees to effectively understand and perform their responsibilities. Similarly, respondents strongly agree that their work is meaningful and that they receive adequate training, both with a mean of 4.67, indicating strong institutional support for professional growth and job fulfillment.

On the other hand, some items received comparatively lower but still positive ratings. These include "The amount of work I am given is manageable" (3.06), "My job aligns well with my skills and interests" (3.79), and "My work supports the overall objectives of the institution" (3.91), all interpreted as Agree. While these suggest that respondents generally perceive their workload and job alignment positively, the relatively lower mean for workload manageability may indicate some concerns regarding work pressure or task distribution.

Overall, the grand mean of 4.28 (Strongly Agree) indicates that the respondents have a highly positive perception of the nature of their work. This implies that, in general, administrative staff experience a well-structured and supportive work environment where roles are clearly defined, skills are utilized, and job responsibilities are understood. Similarly, Rasul, Rogger, & Williams (2021) emphasized that role clarity and supportive management systems significantly improve employees' perception of their work environment.

Table 3. Level of Work Environment of Administrative Staff in terms of Compensation

Items	Mean	Qualitative Description
1. My pay is fair compared to similar jobs at other places.	2.95	Moderately Agree
2. I'm happy with the benefits my job offers	3.94	Agree
3. Getting paid well makes me want to do a good job. My pay matches my experience and skills.	4.92	Strongly Agree
4. My pay matches my experience and skills	3.93	Agree
5. I'm satisfied with how often my salary is reviewed.	4.93	Strongly Agree
6. The health benefits provided meet all my medical requirements	3.98	Agree
7. I receive sufficient bonus pay for my exceptional performance	2.97	Moderately Agree
8. I'm satisfied with the retirement benefits	3.99	Agree
9. I'm happy with the vacation and leave policies. I think my pay and benefits are competitive.	4.93	Strongly Agree
10. I think my pay and benefits are competitive.	3.11	Agree
Grand Mean	3.97	Agree

Table 3 presents the level of work environment of administrative staff in terms of compensation. The results show a mixed perception among respondents, with several indicators rated positively while others reflect areas of concern. The highest-rated items include "I'm satisfied with how often my salary is reviewed" and "I'm happy with the vacation

and leave policies”, both obtaining a mean of 4.93 (Strongly Agree). Likewise, “Getting paid well makes me want to do a good job” received a mean of 4.92 (Strongly Agree), indicating that compensation-related motivation and certain benefits are strongly acknowledged by the respondents. These findings suggest that salary review practices and leave benefits are perceived as strong components of the compensation system.

On the other hand, several indicators received lower ratings. The lowest mean was recorded on “My pay is fair compared to similar jobs at other places” with 2.95 (Moderately Agree), followed by “I receive sufficient bonus pay for my exceptional performance” (2.97) and “I think my pay and benefits are competitive” (3.11), which all indicate moderate satisfaction. These results imply that while employees appreciate certain benefits, they may have concerns regarding salary competitiveness and performance-based incentives compared to external standards. Other items, such as health benefits (3.98), retirement benefits (3.99), and job-related pay alignment (3.93–3.94), were rated as Agree, suggesting general satisfaction in these areas.

Overall, the grand mean of 3.97 (Agree) indicates that the respondents have a generally positive perception of compensation in the Ilagan Northwest District Division. This suggests that while compensation is considered acceptable and satisfactory in many aspects, it is not yet perceived as highly competitive or fully rewarding in all dimensions. Likewise, Herzberg (1968) asserts that compensation is classified as a hygiene factor. It may prevent dissatisfaction, but it does not always lead to high motivation or a strong positive perception

Table 4. Level of Work Environment of Administrative Staff in terms of Work Conditions

Items	Mean	Qualitative Description
1. My work environment is equipped with the necessary resources to perform my duties.	3.90	Agree
2. My work environment is comfortable and conducive	4.93	Strongly Agree
3. I feel safe and secure in my workplace	4.93	Strongly Agree
4. The work environment is free from hazards	3.77	Agree
5. The lighting in my working environment is adequate.	4.93	Strongly Agree
6. Noise levels in my work environment are acceptable.	4.87	Strongly Agree
7. The work environment is clean and well-maintained	4.82	Strongly Agree
8. I have access to the necessary technology and equipment	4.94	Strongly Agree
9. The layout of my work environment is efficient	4.90	Strongly Agree
10. There are adequate provisions for emergencies	4.87	Strongly Agree
Grand Mean	4.69	Strongly Agree

Table 4 presents the level of work environment of administrative staff in terms of work conditions. The results indicate that most of the indicators received very high ratings, reflecting a generally favorable perception of the physical and organizational conditions in the workplace. The highest-rated item is “I have access to the necessary technology and

equipment” with a mean of 4.94 (Strongly Agree), followed by “My work environment is comfortable and conducive” and “I feel safe and secure in my workplace”, both with a mean of 4.93 (Strongly Agree). Likewise, respondents strongly agree that lighting conditions are adequate (4.93), the layout of the workplace is efficient (4.90), noise levels are acceptable (4.87), and there are adequate provisions for emergencies (4.87). These findings suggest that the workplace is generally well-equipped, safe, and supportive of efficient job performance.

On the other hand, a few indicators received comparatively lower ratings, although still interpreted as Agree. These include “The work environment is free from hazards” with a mean of 3.77 and “My work environment is equipped with the necessary resources to perform my duties” with a mean of 3.90. These results imply that while the overall conditions are favorable, there are still minor concerns regarding safety assurance and the sufficiency of resources, which may need further attention to ensure a fully optimal working environment.

Overall, the grand mean of 4.69 (Strongly Agree) indicates that the respondents have a very high level of satisfaction with their work conditions. However, Eurofound (2017) concluded that although many workers report positive work environments, access to equipment and resources is not consistently adequate across settings, and issues remained in workplace comfort, safety, and organization.

Table 5. Level of Work Environment of Administrative Staff in terms of Work Relationship

Items	Mean	Qualitative Description
1. My supervisor provides constructive feedback.	4.95	Strongly Agree
2. There is a sense of teamwork and collaboration in my department	4.92	Strongly Agree
3. I feel respected by my colleagues.	4.87	Strongly Agree
4. My contributions are valued by my team.	4.06	Agree
5. Communication within my team is effective	4.05	Agree
6. I have opportunities to participate in decision-making	3.95	Agree
7. Conflicts are resolved effectively in my workplace.	4.05	Agree
8. I receive adequate recognition from my peers	4.02	Agree
9. My team celebrates successes together	4.91	Strongly Agree
Grand Mean	4.42	Strongly Agree

Table 5 presents the level of work environment of administrative staff in terms of work relationships. The results reveal that the highest-rated indicator is “My supervisor provides constructive feedback” with a mean of 4.95 (Strongly Agree), followed by “There is a sense of teamwork and collaboration in my department” (4.92) and “My team celebrates successes together” (4.91), both interpreted as Strongly Agree. These findings indicate that the respondents experience strong supervisory support and a highly collaborative workplace culture. The high ratings further suggest that positive interpersonal dynamics and effective leadership play a key role in strengthening relationships within the organization.

Meanwhile, several indicators obtained comparatively lower but still positive ratings, all interpreted as Agree. These include “My contributions are valued by my team” (4.06), “Communication within my team is effective” (4.05), “Conflicts are resolved effectively in my workplace” (4.05), “I receive adequate recognition from my peers” (4.02), and “I have opportunities to participate in decision-making” (3.95). These results suggest that while

workplace relationships are generally positive, there are still areas that may be improved, particularly in terms of employee participation in decision-making, recognition, and communication effectiveness.

Overall, the grand mean of 4.42 (Strongly Agree) indicates that the respondents have a very positive perception of their work relationships. This implies that administrative staff in the Ilagan Northwest District Division generally experience a supportive, respectful, and collaborative work environment. This finding is supported by Eisenberger et al. (2002), who emphasized that strong supervisory support contributes to improved employee commitment and fosters positive workplace relationships.

Table 6. Level of Work Environment of Administrative Staff in terms of Leadership Style

Items	Mean	Qualitative Description
1. My school head's leadership style enhances my job performance.	4.95	Strongly Agree
2. I feel valued and recognized by my leaders.	3.94	Agree
3. The leadership in my department is effective and inspiring.	4.91	Strongly Agree
4. My school head communicates expectations.	4.93	Strongly Agree
5. I receive timely feedback from my school head	4.94	Strongly Agree
6. My leaders are approachable and open to suggestions.	4.94	Strongly Agree
7. The leadership decisions are transparent and fair.	4.90	Strongly Agree
8. My leaders provide opportunities for Professional growth.	4.84	Strongly Agree
9. I feel supported by my leaders in achieving my goals	4.91	Strongly Agree
10. My leaders foster a positive work environment	4.95	Strongly Agree
Grand Mean	4.82	Strongly Agree

Table 6 presents the level of work environment of administrative staff in terms of leadership style. The results show that most of the indicators obtained very high ratings, reflecting a strong and positive perception of leadership within the Ilagan Northwest District Division. The highest-rated items include "My school head leadership style enhances my job performance" and "My leaders foster a positive work environment", both with a mean of 4.95 (Strongly Agree).

In addition, respondents strongly agree that their school heads communicate expectations clearly (4.93), provide inspiring and effective leadership (4.91), support goal attainment (4.91), ensure transparency and fairness in decisions (4.90), and provide opportunities for professional growth (4.84). These results indicate that leadership practices are generally aligned with best management principles, particularly in terms of communication, fairness, and employee development. The consistently high ratings imply that leaders play a crucial role in shaping a productive and positive working environment.

On the other hand, the lowest-rated item is "I feel valued and recognized by my leaders" with a mean of 3.94 (Agree). While still positive, this suggests that recognition and appreciation may be relatively less emphasized compared to other leadership practices, such as communication and support. This may indicate a need to further strengthen recognition systems to enhance employee motivation and morale.

Overall, the grand mean of 4.82 (Strongly Agree) indicates that respondents have a very high level of satisfaction with leadership style. This implies that administrative staff perceives their leaders as effective, supportive, and inspiring, contributing significantly to a positive work environment. In a similar way, Hallinger (2011) emphasized that effective instructional leadership enhances teacher job performance and contributes to a positive school climate.

Table 7. Level of Job Performance of Administrative Staff in the Ilagan Northwest District Division of the City of Ilagan

Items	Mean	Qualitative Description
Task performance		
1. I offer ideas to improve the functioning of the organization.	4.94	Very Great Extent
2. I worked weekends or other days off to complete a project or task.	4.06	Great Extent
3. I volunteered for extra work assignments.	4.91	Very Great Extent
4. I came in early or stayed late without pay to complete a project or task.	3.97	Great Extent
5. I volunteered to attend meetings or work on committees in my own time.	3.94	Great Extent
6. I keep up with developments in the organization	4.83	Very Great Extent
Contextual performance		
7. I maintain emotional balance in difficult situations.	3.94	Great Extent
8. I accept good ideas from my co-workers.	4.86	Very Great Extent
9. I socialize with my co-workers during my free time.	4.87	Very Great Extent
10. I am willing to help my co-workers if needed.	4.74	Very Great Extent
11. I avoid criticism and back-fighting of co-workers in my workplace.	4.69	Very Great Extent
12. I can handle disagreements with the people inside the organization.	3.94	Great Extent
13. I maintain a good relationship with my co-workers.	4.83	Very Great Extent
Adaptive behaviors		
14. I easily adapt to physical demands or changes in work.	4.91	Very Great Extent
15. I seek colleagues' or school heads' support when overwhelmed.	4.89	Very Great Extent
16. I'm open to new ideas when solving complex problems.	4.78	Very Great Extent
17. I stay positive and adaptable during unpredictable situations or changes.	4.94	Very Great Extent
18. I seek learning opportunities to enhance my skills and knowledge.	4.72	Very Great Extent
19. I maintain professionalism and respect in all interactions.	4.83	Very Great Extent
20. I respect cultural differences, fostering an inclusive environment.	4.81	Very Great Extent
Grand Mean	4.58	Very Great Extent

Table 7 presents the level of job performance of administrative staff in the Ilagan Northwest District Division of the City of Ilagan in terms of task performance, contextual performance, and adaptive behaviors. The results show that the respondents generally exhibit a high level of job performance, as reflected in consistently high mean scores across most indicators. In terms of task performance, the highest-rated items include "I offer ideas to improve the functioning of the organization" (4.94, Very Great Extent) and "I volunteered for extra work assignments" (4.91, Very Great Extent), indicating strong initiative and willingness to contribute beyond assigned duties. Respondents also show strong engagement in keeping up with organizational developments (4.83, Very Great Extent), reflecting commitment to continuous improvement. However, items such as working beyond regular hours without pay (3.97), volunteering for meetings or committees (3.94), and working during weekends (4.06) were rated lower but still interpreted as Great Extent, suggesting that while extra effort is present, it is not consistently performed across all respondents.

In terms of contextual performance, the results indicate strong interpersonal functioning within the workplace. The highest means were observed in "I socialize with my co-workers during my free time" (4.87, Very Great Extent) and "I accept good ideas from my co-workers" (4.86, Very Great Extent), showing positive social interaction and openness to collaboration. Respondents also demonstrate willingness to help colleagues (4.74) and maintain good relationships within the organization (4.83), all interpreted as Very Great Extent. However, lower ratings were observed in items related to emotional balance and conflict management, such as maintaining emotional stability (3.94 and 3.77) and handling disagreements (3.94), which suggests that emotional regulation and conflict handling may still be areas for improvement, although still within the "Great Extent" level.

For adaptive behaviors, the results show consistently high ratings, indicating strong flexibility and resilience among respondents. The highest mean was recorded in "I stay positive and adaptable during unpredictable situations or changes" (4.94, Very Great Extent), followed by "I easily adapt to physical demands or changes in work" (4.91) and "I seek colleagues' or school heads' support when overwhelmed" (4.89). These findings suggest that administrative staff are highly adaptable and capable of managing changing work demands effectively.

Overall, the grand mean of 4.58 (Very Great Extent) indicates that the administrative staff demonstrates a very high level of job performance across task, contextual, and adaptive dimensions. Comparatively, Jennings & Greenberg (2009) also found that teachers and school leaders may perform well overall but still struggle with emotional regulation and managing stress in conflict situations.

Table 8. Correlational Analysis between work environment and job performance of administrative staff in the Ilagan Northwest District Division of the City of Ilagan

Level of Work Environment	Job Performance	
	r-value	p-value
1. Nature of work	.174	.050
2. Compensation	.307*	<.001
3. Work Conditions	.333*	<.001
4. Work Relationships	.131	.142
5. Leadership Style	.587*	<.001

Table 8 presents the correlational analysis between the work environment and job performance of administrative staff in the Ilagan Northwest District Division of the City of

Ilagan. The results show that different dimensions of the work environment have varying degrees of relationship with job performance, as indicated by their corresponding r-values and p-values.

In terms of the nature of work, the computed r-value of .174 with a p-value of .050 indicates a very weak positive relationship between the nature of work and job performance. Since the p-value is at the threshold level of significance, this suggests that the relationship is marginal, implying that while job clarity and role alignment may have some influence on performance, it is not a strong determining factor in this study.

For compensation, the results show a significant positive relationship with job performance. This implies that better compensation is associated with higher job performance among administrative staff. Although the relationship is weak to moderate in strength, it is statistically significant, indicating that salary and benefits play an important motivational role in enhancing employee performance.

Similarly, work conditions yielded a significant positive relationship with job performance. This suggests that better physical working conditions—such as safety, resources, and workplace comfort—are moderately associated with improved job performance. This highlights the importance of maintaining a conducive work environment to support productivity and efficiency.

On the other hand, work relationships showed a weak and non-significant relationship with job performance. This indicates that although positive interpersonal relationships exist in the workplace, they do not significantly influence job performance in this study. This may suggest that administrative staff are able to perform their tasks effectively regardless of variations in peer relationships.

Lastly, leadership style shows a strong and highly significant positive relationship with job performance. This indicates that leadership style has the strongest influence among all work environment variables. It suggests that effective, supportive, and participative leadership greatly enhances the job performance of administrative staff.

Overall, the findings imply that while all work environment variables show positive relationships with job performance, only compensation, work conditions, and leadership style have statistically significant effects. Among these, leadership style demonstrated the highest correlation with job performance, emphasizing its critical role in improving the administrative staff's performance in the Ilagan Northwest District Division. This finding is supported by Judge and Piccolo (2004), who found that transformational leadership has a stronger and more consistent effect on employee performance compared to other organizational factors.

Table 9. Challenges Encountered by Administrative Staff that Affect Their Job Performance

Challenges Encountered in Job Performance	Frequency	Rank
1. High volume of tasks affects the consistency of performance.	111	1
2. Multiple deadlines reduce attention to detail.	110	2
3. Limited time allocation affects task prioritization.	109	3
4. Role overload affects the quality of performance.	107	4
5. Work pressure reduces the accuracy of outputs.	106	5

6. Fatigue affects sustained work performance.	105	6
7. Stress affects work efficiency and focus.	104	7
8. Work-life imbalance affects job focus.	101	8
9. Frequent interruptions disrupt task completion.	100	9
10. Inadequate coordination with other personnel delays outputs.	96	10
11. Limited feedback from school heads affects performance enhancement	93	11
12. Conflicting instructions affect task execution.	90	12
13. Limited opportunities for professional development affect motivation.	87	13
14. Insufficient training restricts performance improvement.	60	14
15. Difficulty adapting to new systems affects productivity.	53	15

Table 9 presents the challenges encountered by administrative staff that affect their job performance in the Ilagan Northwest District Division of the City of Ilagan. The results show that the most frequently cited challenge is "High volume of tasks affects consistency of performance," with a frequency of 111, ranked 1. This is closely followed by "Multiple deadlines reduce attention to detail" (110, Rank 2) and "Limited time allocation affects task prioritization" (109, Rank 3). These findings indicate that workload intensity and time pressure are the most dominant challenges experienced by administrative staff, which may directly affect the consistency and quality of their performance.

Other highly ranked challenges also point to workload-related concerns, such as role overload (107, Rank 4), work pressure reducing accuracy (106, Rank 5), and fatigue affecting sustained performance (105, Rank 6). These results suggest that excessive demands and prolonged workload exposure contribute significantly to stress and reduced efficiency among respondents. In addition, stress affecting work efficiency and focus (104, Rank 7) and work-life imbalance (101, Rank 8) further highlight the impact of occupational strain on both productivity and well-being.

Meanwhile, challenges related to workplace processes and coordination were also identified, such as frequent interruptions disrupting task completion (100, Rank 9) and inadequate coordination with other personnel delaying outputs (96, Rank 10). These indicate that organizational inefficiencies and communication gaps may also contribute to performance delays.

Lower-ranked but still relevant challenges include limited feedback from school heads (93, Rank 11), conflicting instructions (90, Rank 12), limited opportunities for professional development (87, Rank 13), insufficient training (60, Rank 14), and difficulty adapting to new systems (53, Rank 15). Although these were less frequently reported, they still reflect important institutional factors that may influence long-term performance development and motivation.

Overall, the results imply that the primary challenges affecting administrative staff's job performance are heavily centered on workload management, time constraints, and work pressure, while secondary challenges relate to communication, training, and professional growth. As a matter of fact, Bakker and Demerouti (2007) emphasized that high job demands, such as excessive workload, can reduce performance consistency and lead to employee strain.

CONCLUSION AND FUTURE WORKS

The study reveals that the administrative staff in the Ilagan Northwest District Division are generally mature, well-educated, and experienced professionals who demonstrate a high level of job performance. The findings indicate that they operate within a generally positive work environment characterized by favorable work conditions, supportive work relationships, effective leadership practices, and a meaningful nature of work. Moreover, leadership style, compensation, and work conditions were found to significantly influence job performance, highlighting the importance of organizational support and effective management in enhancing employee productivity. Despite these positive conditions, administrative staff continue to experience challenges related to heavy workloads, time pressure, and organizational demands, which may affect their efficiency, well-being, and overall work satisfaction.

For future action, it is recommended that school administrators review workload distribution and strengthen workforce planning to reduce role overload and excessive time pressures among administrative staff. Enhancing recognition and compensation systems may further improve employee motivation, satisfaction, and performance. Continuous improvement of workplace conditions, including the provision of adequate resources, technology, and support mechanisms, should be sustained to maintain a productive work environment. Leadership development programs should likewise be strengthened to promote effective, supportive, and transparent management practices. Future researchers are encouraged to conduct similar studies in other educational divisions or organizational settings and explore additional variables such as organizational culture, employee engagement, and mental health to further deepen the understanding of factors influencing job performance.

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CONFLICT OF INTEREST

The authors declare that there is no conflict of interest regarding the publication of this study. This research was conducted objectively, and no financial or personal relationships have influenced the results and interpretations presented in this paper.

DECLARATION OF AI USE

The authors declare that artificial intelligence (AI) tools such as ChatGPT and Quillbot were used solely to assist in language refinement, grammar correction, and formatting of the manuscript. All intellectual content, data analysis, interpretations, and conclusions presented

in this study are the original work of the authors. The use of AI did not influence the research design, data collection, analysis, or the integrity of the findings.

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