

Workplace Environment and Performance of Business Employees: Basis for Enhancement

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DOI: <https://doi.org/10.47772/IJRISS.2026.100701063>

Received: 10 August 2026; Accepted: 15 August 2026; Published: 20 August 2026

ABSTRACT

This study determined the relationship between the perceived workplace environment and employee performance. Specifically, it described the respondents' demographic profile, assessed the level of perceived workplace environment and employee performance, determined significant differences in workplace environment when respondents were grouped according to profile variables, and examined the relationship between workplace environment and employee performance. A descriptive-correlational research design was employed involving 155 teaching and non-teaching employees. Data were gathered through a structured questionnaire and analyzed. Results revealed that the respondents were predominantly female, teaching personnel, employees with 11–20 years of service, and permanent workers. The perceived workplace environment was rated very high, with physical work environment obtaining the highest rating. Employee performance was likewise rated Very High across all profile categories. Findings further showed no significant differences in the level of perceived workplace environment when respondents were grouped according to sex, job role, length of service, and employment status. Moreover, no significant relationship was found between perceived workplace environment and employee performance. The study concluded that employees generally experience a highly favorable workplace environment and demonstrate very high levels of performance. However, workplace environment was not found to be a significant predictor of employee performance, suggesting that other factors may influence employee effectiveness.

Keywords: Workplace Environment, Employee Performance, Teaching and Non-Teaching Employees, Physical Work Environment, Organizational Support, Employee Effectiveness.

INTRODUCTION

The workplace environment is a critical factor that influences employee performance, productivity, and organizational success. It encompasses the physical, social, and psychological conditions under which employees perform their duties. A positive workplace environment promotes employee well-being, motivation, job satisfaction, and commitment, which ultimately enhance individual and organizational performance. Conversely, an unfavorable work environment may result in employee dissatisfaction, stress, absenteeism, and reduced productivity. The World Health Organization (WHO) emphasizes that healthy, safe, and resilient workplaces enable employees to perform effectively while maintaining their physical, mental, and social well-being, contributing significantly to organizational sustainability and success (World Health Organization, 2025).

Internationally, numerous studies have examined the relationship between workplace environment and employee performance. Zhenjing et al. (2022) found that a positive workplace environment significantly improves employee performance through increased commitment and achievement-striving behavior. Likewise, studies conducted in various countries revealed that supportive leadership, conducive physical working conditions, positive interpersonal relationships, and employee autonomy positively affect productivity, engagement, and overall job performance. These findings highlight the importance of creating work environments that foster employee motivation and effectiveness as a means of achieving organizational goals (Zhenjing et al., 2022; Dumitriu et al., 2025).

In the Philippines, workplace environment has become an important concern among higher education institutions due to its impact on employee productivity and institutional effectiveness. Studies conducted in Philippine colleges and universities revealed that workplace culture, management support, communication, employee engagement, and organizational climate significantly influence employee performance. Moreover, employees who work in supportive and conducive environments tend to demonstrate higher levels of commitment, productivity, and job satisfaction. These findings underscore the need for educational institutions to continually improve workplace conditions to maximize employee performance and organizational outcomes (Postrado & Matildo, 2023; Almendras et al., 2025).

Despite the growing number of studies on workplace environment and employee performance, limited research has been conducted specifically among employees of state universities and colleges in the Visayas region. Most existing studies focus on private organizations, business establishments, or higher education institutions located in highly urbanized areas. Furthermore, there is a lack of empirical evidence identifying the workplace environmental factors that most significantly influence employee performance and the interventions needed to address workplace-related concerns. This research gap necessitates a localized investigation that provides context-specific data for institutional decision-making (Almendras et al., 2025; Docallas et al., 2025).

This study sought to determine the relationship between workplace environment and employees' performance among employees and serve as a basis for intervention. The results of the study are expected to provide valuable insights for university administrators in developing policies, programs, and strategies that promote a positive work environment. Specifically, the findings contributed to improving employee well-being, increasing productivity, strengthening organizational commitment, and enhancing overall institutional effectiveness. Through the proposed interventions, institution may establish a more supportive and performance-oriented workplace that benefits both employees and the university as a whole.

METHODOLOGY

This study employed a quantitative, descriptive-correlational research design to determine the level of employees perceived workplace environment and employee performance, examine whether significant differences existed in employees' perceptions of their workplace environment when grouped according to their profile, and determine the significant relationship between perceived workplace environment and employee performance. The respondents of the study consisted of 155 employees from the identified study area during the conduct of the research. The respondents were selected from the target population using an appropriate sampling procedure to ensure that the sample adequately represented the population and met the inclusion criteria established for the study.

Data were gathered using a structured questionnaire designed to obtain information regarding the respondents' profile, perceived workplace environment, and employee performance. The questionnaire utilized a 5-point Likert scale ranging from 1 to 5, where 5 corresponded to Strongly Agree, 4 to Agree, 3 to Neutral, 2 to Disagree, and 1 to Strongly Disagree. The resulting mean scores were interpreted using the following ranges: 4.21–5.00 as Very Positive, 3.41–4.20 as Positive, 2.61–3.40 as Neutral, 1.81–2.60 as Negative, and 1.00–1.80 as Very Negative. These interpretations were used to determine the employees' level of perception regarding their workplace environment. The research instrument was subjected to appropriate validation and reliability procedures to ensure that the items adequately measured the intended constructs and yielded consistent results.

For data collection, the researcher first secured the necessary approval from the appropriate authorities and obtained permission from the concerned offices and administrators to administer the research instrument to the identified respondents. The purpose and significance of the study were explained clearly to the respondents, and their participation was treated as voluntary. The respondents were assured that all information provided would remain confidential and would be used solely for academic research purposes. The questionnaires were administered and collected after completion, and the accomplished instruments were checked for completeness before encoding. The collected data were systematically organized and securely stored, with access limited to the researcher. Printed and electronic research data were protected against unauthorized access and were retained only for the period required by institutional policies. Upon completion of the study, the data were securely disposed of in accordance with ethical and institutional research standards.

The collected data were systematically organized, tabulated, and analyzed using appropriate descriptive and inferential statistical procedures. Frequency and percentage were used to describe the respondents' profile, while mean and standard deviation were employed to determine the levels of perceived workplace environment and employee performance. The independent-samples t-test and one-way ANOVA were used to determine significant differences in perceived workplace environment when respondents were grouped according to their profile. Spearman's Rank-Order Correlation Coefficient was utilized to determine the significant relationship between perceived workplace environment and employee performance. All inferential tests were evaluated at the 0.05 level of significance.

RESULTS AND DISCUSSIONS

Demographic Profile of Respondents.

Table 1. Frequency and Percent Distribution of the Demographic Profile of Respondents.

Profile	Category	f	%
Sex			
	Male	61	39.4
	Female	94	60.6
	Total	155	100.0
Job Role			
	Teaching	91	58.7
	Non-Teaching	64	41.3
	Total	155	100.0
Length of Service			
	5 years and below	33	21.3
	6 – 10 years	43	27.7
	11 – 20 years	56	36.1
	21 years and more	23	14.8
	Total	155	100.0
Employment Status			
	Permanent	92	59.4
	Contractual	46	29.7
	Part-Timer	8	5.2
	Temporary	9	5.8
	Total	155	100.0

Table 1 presents the demographic profile of the 155 respondents. In terms of sex, the majority were female ($f = 94$, $\% = 60.60$), while 61 respondents were male ($f = 61$, $\% = 39.40$). Regarding job role, 91 respondents were teaching personnel ($f = 91$, $\% = 58.70$), whereas 64 were non-teaching personnel ($f = 64$, $\% = 41.30$). In terms of length of service, the largest group had been employed for 11–20 years ($f = 56$, $\% = 36.10$), followed by those with 6–10 years of service ($f = 43$, $\% = 27.70$), 5 years and below ($f = 33$, $\% = 21.30$), and 21 years and more ($f = 23$, $\% = 14.80$). Regarding employment status, most respondents were permanent employees ($f = 92$, $\% = 59.40$), followed by contractual employees ($f = 46$, $\% = 29.70$), temporary employees ($f = 9$, $\% = 5.80$), and part-time employees ($f = 8$, $\% = 5.20$).

The results imply that the study respondents were predominantly female, teaching personnel, experienced employees with 11–20 years of service, and permanent staff. The higher proportion of female respondents may reflect the workforce composition of the institution, particularly in educational settings where female employees often comprise a larger share of personnel. The prevalence of teaching personnel suggests that the findings are likely influenced more by the perspectives of individuals directly involved in instructional functions. Furthermore, the substantial number of respondents with moderate to long years of service and permanent employment status indicates that most participants possess considerable organizational experience and stability, which may contribute to more informed and reliable responses regarding workplace practices, policies, and organizational conditions. Consequently, the demographic composition of the respondents provides a strong basis for understanding the perceptions and experiences represented in the study.

Level of Perceived Workplace Environment of Employees of TUP Visayas

Table 2. Level of Perceived Workplace Environment of Employees of TUP Visayas in Terms of Physical Work Environment, Organizational Support, and Interpersonal Relationships and Work Climate.

Statements	Mean	SD	Interpretation
Physical Work Environment	4.54	0.29	Very High
1. My office/workspace is clean and well-maintained.	4.54	0.58	Very High
2. The lighting, ventilation, and temperature in my workplace are adequate.	4.54	0.56	Very High
3. The university provides the necessary equipment and facilities for my work.	4.52	0.57	Very High
4. I have a safe and comfortable working environment.	4.55	0.56	Very High
Organizational Support	4.50	0.29	Very High
1. My supervisor provides the guidance I need to perform my duties effectively.	4.50	0.63	Very High
2. University management recognizes employees' contributions.	4.47	0.57	Very High
3. Communication between management and employees is effective.	4.55	0.56	Very High
4. Policies and procedures are implemented fairly.	4.48	0.61	Very High
Interpersonal Relationships and Work Climate	4.52	0.29	Very High
Table 1 continuation...			
5. I have a good working relationship with my colleagues.	4.52	0.57	Very High
6. Teamwork is encouraged in the university.	4.52	0.53	Very High

Table 2 continuation...			
7. There is mutual respect among employees in the workplace.	4.54	0.58	Very High
8. Conflicts are handled professionally and constructively.	4.50	0.64	Very High
Perceived Work Environment_As a whole	4.52	0.19	Very High

Legend: (4.21 – 5.00)-Very High; (3.41 – 4.20)-High; (2.61 – 3.40)-Moderate; (1.81 – 2.60)-Low; (1.00 – 1.80)-Very Low

Table 2 presents the level of perceived workplace environment among employees of TUP Visayas in terms of physical work environment, organizational support, and interpersonal relationships and work climate. The results show that all dimensions obtained a Very High rating. Among the three indicators, Physical Work Environment recorded the highest mean score ($M = 4.54$, $SD = 0.29$), followed by Interpersonal Relationships and Work Climate ($M = 4.52$, $SD = 0.29$) and Organizational Support ($M = 4.50$, $SD = 0.29$). Under physical work environment, the statement “I have a safe and comfortable working environment” obtained the highest mean ($M = 4.55$, $SD = 0.56$), while “The university provides the necessary equipment and facilities for my work” received the lowest but still very high rating ($M = 4.52$, $SD = 0.57$). For organizational support, “Communication between management and employees is effective” garnered the highest mean ($M = 4.55$, $SD = 0.56$), whereas “University management recognizes employees’ contributions” registered the lowest mean ($M = 4.47$, $SD = 0.57$). In terms of interpersonal relationships and work climate, “There is mutual respect among employees in the workplace” received the highest rating ($M = 4.54$, $SD = 0.58$), while “Conflicts are handled professionally and constructively” obtained the lowest mean ($M = 4.50$, $SD = 0.64$). Overall, the perceived workplace environment achieved an overall mean of 4.52 ($SD = 0.19$), interpreted as Very High.

The findings imply that employees of the school perceive their workplace as highly supportive, conducive, and favorable to effective job performance. The very high ratings across all dimensions suggest that the university provides a work environment that promotes employee comfort, safety, collaboration, and organizational effectiveness. The high assessment of the physical work environment indicates that employees are generally satisfied with the facilities and conditions provided by the institution, which may contribute to increased productivity and well-being. Likewise, the very high rating for organizational support reflects employees’ confidence in management practices, communication processes, and supervisory guidance. Furthermore, the positive evaluation of interpersonal relationships and work climate suggests that teamwork, mutual respect, and professional conflict management are evident within the workplace. Taken together, these results indicate that school has developed a positive organizational environment that can foster employee satisfaction, engagement, commitment, and overall organizational performance.

The results of the study are supported by recent research emphasizing the importance of a positive workplace environment in enhancing employee well-being and performance. Zhenjing et al. (2022) found that a favorable workplace environment significantly improves employee commitment, achievement motivation, and overall job performance. The study highlighted that employees who perceive their work environment as safe, supportive, and conducive are more likely to exhibit higher levels of productivity and organizational engagement. Similarly, Rachman (2021) reported that supportive working conditions and positive workplace relationships contribute to employee satisfaction, which in turn enhances performance and organizational effectiveness. These findings affirm the very high ratings obtained by the school in terms of physical work environment and organizational support. Moreover, the very high ratings for interpersonal relationships and work climate are consistent with recent studies emphasizing the role of positive workplace interactions in fostering employee effectiveness. Owunna et al. (2023) found that favorable working conditions and healthy interpersonal relationships significantly contribute to employee performance and workplace success. Likewise, Paredes-Saavedra et al. (2024) revealed that a positive work climate, effective leadership, and collaborative organizational culture enhance team effectiveness and employee outcomes in university settings. These studies support the present findings that mutual respect, teamwork, and professional conflict resolution are essential elements of a healthy organizational climate, leading to greater employee satisfaction, commitment, and productivity.

Level of Employees' Performance of TUP Visayas When Grouped According to Profile

Table 3. Level of Employees' Performance of TUP Visayas When Grouped According to Profile.

Profile	Category	Mean	SD	Interpretation
Sex				
	Male	4.62	0.489	Very High
	Female	4.63	0.486	Very High
Job Role				
	Teaching	4.63	0.486	Very High
	Non-Teaching	4.63	0.488	Very High
Length of Service				
	5 years and below	4.52	0.508	Very High
Table 3 continuation...				
	6 – 10 years	4.63	0.489	Very High
	11 – 20 years	4.70	0.464	Very High
	21 years and more	4.61	0.499	Very High
Employment Status				
	Permanent	4.62	.488	Very High
	Contractual	4.67	.474	Very High
	Part-Timer	4.50	.535	Very High
	Temporary	4.56	.527	Very High

Legend: (4.21 – 5.00)-Very High; (3.41 – 4.20)-High; (2.61 – 3.40)-Moderate; (1.81 – 2.60)-Low; (1.00 – 1.80)-Very Low

Table 3 presents the level of employees' performance of the school when grouped according to sex, job role, length of service, and employment status. The results reveal that all groups obtained a Very High level of performance. In terms of sex, female employees ($M = 4.63$, $SD = 0.486$) and male employees ($M = 4.62$, $SD = 0.489$) exhibited almost identical performance ratings. Similarly, both teaching and non-teaching personnel obtained the same mean score ($M = 4.63$) and were interpreted as having a very high level of performance. When classified according to length of service, employees with 11–20 years of service obtained the highest mean score ($M = 4.70$, $SD = 0.464$), followed by those with 6–10 years ($M = 4.63$, $SD = 0.489$), 21 years and more ($M = 4.61$, $SD = 0.499$), and 5 years and below ($M = 4.52$, $SD = 0.508$). In terms of employment status, contractual employees posted the highest mean score ($M = 4.67$, $SD = 0.474$), followed by permanent employees ($M = 4.62$, $SD = 0.488$), temporary employees ($M = 4.56$, $SD = 0.527$), and part-time employees ($M = 4.50$, $SD = 0.535$). Despite slight variations, all categories were consistently interpreted as Very High.

The findings imply that employees of school demonstrate a high degree of effectiveness and commitment in carrying out their responsibilities regardless of demographic characteristics. The minimal differences between male and female employees and between teaching and non-teaching personnel suggest that performance standards and expectations are consistently met across employee groups. The relatively higher performance rating among employees with 11–20 years of service may indicate that accumulated experience and institutional knowledge contribute positively to job effectiveness. Likewise, the strong performance ratings among contractual and permanent employees suggest that both employment security and the motivation to maintain employment may encourage employees to perform at high levels. Overall, the results indicate that school fosters a work environment where employees, regardless of profile, are able to maintain excellent performance and contribute effectively to the achievement of organizational goals.

The results are supported by recent studies highlighting the relationship between workplace conditions, employee engagement, and performance. Zhenjing et al. (2022) found that a positive workplace environment significantly enhances employee commitment and performance, regardless of employee characteristics, as supportive work conditions encourage individuals to perform their duties effectively. Similarly, Rachman (2021) reported that favorable work environments and high levels of job satisfaction lead to improved employee performance and organizational outcomes. Furthermore, Owunna et al. (2023) revealed that good working conditions and positive interpersonal relationships contribute substantially to higher employee performance, while Paredes-Saavedra et al. (2024) emphasized that a positive work climate and organizational culture strengthen employee effectiveness and productivity in higher education institutions. These studies lend support to the consistently very high-performance ratings observed among school employees across all profile categories.

Difference Between the Level of Perceived Workplace Environment of Employees When Grouped According to Sex

Table 4a. Difference Between the Level of Perceived Workplace Environment of Employees When Grouped According to Sex.

Sex	Test Statistics (t)	p-value	Decision for H ₀	Interpretation
Male	-0.056	0.956	Fail to Reject H ₀	Not Significant
Female				

Table 4a presents the difference in the level of perceived workplace environment of employees when grouped according to sex. An independent-samples t test was employed to determine whether a significant difference existed between male and female employees. The result yielded ($t = -0.056$, $p = .956$). Since the p-value is greater than the .05 level of significance, the null hypothesis was not rejected, indicating that there is no significant difference in the perceived workplace environment of employees when grouped according to sex. This finding suggests that male and female employees have similar perceptions of the physical work environment, organizational support, interpersonal relationships, and overall work climate within the school.

The results imply that sex does not influence how employees assess their workplace environment. Regardless of whether employees are male or female, they tend to share similar experiences and perceptions concerning workplace conditions, management support, communication, teamwork, and professional relationships. This consistency in perception may indicate that the university provides an equitable and inclusive work environment where policies, resources, and support systems are accessible to all employees regardless of sex. Consequently, the positive workplace environment experienced by employees appears to be uniformly distributed across both male and female groups, promoting fairness and equal opportunities within the institution.

The findings are in consonance with the recent studies emphasizing that workplace environment perceptions are often shaped more by organizational practices and culture than by demographic characteristics such as sex. Zhenjing et al. (2022) found that a positive workplace environment enhances employee commitment and performance across employees regardless of individual characteristics, suggesting that supportive organizational

conditions are experienced similarly by different groups. Likewise, Paredes-Saavedra et al. (2024) reported that organizational culture and work climate significantly influence employee effectiveness in higher education institutions by fostering collaboration and inclusivity among employees. These findings support the present result that male and female employees of TUP Visayas share comparable perceptions of their workplace environment, resulting in the absence of a statistically significant difference between groups.

Difference Between the Level of Perceived Workplace Environment of Employees When Grouped According to Job Role

Table 4b. Difference Between the Level of Perceived Workplace Environment of Employees When Grouped According to Job Role.

Job Role	Test Statistics (t)	p-value	Decision for H_0	Interpretation
Teaching	-1.477	0.142	Fail to Reject H_0	Not Significant
Non-Teaching				

Table 4b presents the difference in the level of perceived workplace environment of employees when grouped according to job role. An independent-samples t-test was employed to determine whether a significant difference existed between teaching and non-teaching employees. The result yielded ($t = -1.477$, $p = .142$). Since the p-value is greater than the .05 level of significance, the null hypothesis was not rejected, indicating that there is no significant difference in the perceived workplace environment between teaching and non-teaching employees. This finding suggests that both groups have similar perceptions of the physical work environment, organizational support, interpersonal relationships, and overall work climate within the school.

The findings imply that employees, regardless of whether they belong to the teaching or non-teaching sector, experience and evaluate the workplace environment in a comparable manner. The absence of a significant difference suggests that the university maintains a consistent workplace atmosphere across various job functions. This may indicate that institutional policies, management practices, communication systems, and support mechanisms are implemented equitably among employees. As a result, both teaching and non-teaching personnel are likely to benefit from the same positive workplace conditions, fostering collaboration, commitment, and organizational harmony throughout the institution.

The findings are supported by recent studies emphasizing the importance of organizational climate and workplace practices in shaping employee perceptions across different occupational groups. Platania, Morando, and Santisi (2022) found that a positive organizational climate characterized by fairness, inclusion, and supportive organizational policies promotes favorable employee attitudes and workplace experiences regardless of employee classification. Likewise, Balamurugan and Parthasarathi (2022) emphasized that communication, support systems, conflict resolution, and participative management are key determinants of employees' perceptions of organizational climate, often exerting a stronger influence than job-related differences. These studies suggest that when employees are exposed to similar organizational conditions and support structures, their perceptions of the workplace environment tend to be alike, which supports the present finding of no significant difference between teaching and non-teaching personnel.

Difference Between the Level of Perceived Workplace Environment of Employees When Grouped According to Length of Service

Table 4c. Difference Between the Level of Perceived Workplace Environment of Employees When Grouped According to Length of Service.

Length of Service	Test Statistics (F)	p-value	Decision for H_0	Interpretation
5 years and below	1.375	0.253	Fail to Reject H_0	

6 – 10 years				Not Significant
11 – 20 years				
21 years and more				

Table 4c presents the difference in the level of perceived workplace environment of employees when grouped according to length of service. A one-way analysis of variance (ANOVA) was employed to determine whether a significant difference existed among employees with different lengths of service. The analysis yielded ($F = 1.375$, $p = .253$). Since the p-value is greater than the .05 level of significance, the null hypothesis was not rejected, indicating that there is no significant difference in the perceived workplace environment of employees when grouped according to length of service. This finding suggests that employees with varying lengths of service—whether 5 years and below, 6–10 years, 11–20 years, or 21 years and more—have relatively similar perceptions of the physical work environment, organizational support, interpersonal relationships, and overall work climate within the school.

The results imply that the workplace environment of the school is perceived consistently across employees regardless of their tenure in the institution. Whether employees are relatively new or have served for many years, they appear to experience similar levels of support, workplace conditions, and organizational climate. This may indicate that the university has established policies and practices that foster fairness, inclusivity, and consistency in the treatment of employees. The absence of significant differences also suggests that organizational support systems and workplace resources are equally accessible to employees at different stages of their careers, contributing to a uniform and positive workplace experience.

The findings are supported by recent studies emphasizing that organizational climate is largely shaped by institutional practices, leadership, communication, and employee relations rather than by length of service alone. Santana and Pérez-Rico (2023) highlighted that organizational climate and job satisfaction are interconnected organizational factors that influence employees across all levels and stages of employment, creating shared workplace perceptions among members of an organization. Similarly, Gifford and Wietrak (2022), in their evidence review on organizational climate, emphasized that positive workplace climates are built through effective communication, support systems, inclusion, and organizational practices that collectively influence employee experiences throughout the organization. Furthermore, Binyamin (2024) found that favorable perceptions of social climate enhance employee engagement and organizational identification, suggesting that employees who operate within the same organizational environment tend to develop similar workplace perceptions regardless of personal characteristics such as tenure. These studies support the present finding that length of service does not significantly affect employees' perceptions of the workplace environment at TUP Visayas.

Difference Between the Level of Perceived Workplace Environment of Employees When Grouped According to Employment Status

Table 4d. Difference Between the Level of Perceived Workplace Environment of Employees When Grouped According to Employment Status.

Employment Status	Test Statistics (F)	p-value	Decision for H_0	Interpretation
Permanent	1.199	0.312	Fail to Reject H_0	Not Significant
Contractual				
Part-Timer				
Temporary				

Table 4d presents the difference in the level of perceived workplace environment of employees when grouped according to employment status. A one-way analysis of variance (ANOVA) was employed to determine whether a significant difference existed among employees with different employment statuses. The results yielded ($F = 1.199$, $p = .312$). Since the p-value is greater than the .05 level of significance, the null hypothesis was not rejected, indicating that there is no significant difference in the perceived workplace environment of employees when grouped according to employment status. This finding suggests that permanent, contractual, part-time, and temporary employees have similar perceptions of the physical work environment, organizational support, interpersonal relationships, and overall work climate within the school.

The findings imply that employment status does not significantly influence employees' perceptions of the workplace environment at TUP Visayas. Regardless of the nature of their employment, employees appear to experience the same level of organizational support, workplace facilities, communication practices, and interpersonal interactions. This may indicate that the university promotes an inclusive and equitable workplace where all employees are provided with comparable access to resources, support systems, and opportunities for engagement. The consistency in perceptions across employment categories further suggests that institutional policies and management practices are implemented fairly, contributing to a positive and cohesive organizational climate.

The findings are in agreement with the recent studies emphasizing that employees' perceptions of workplace climate are primarily influenced by organizational practices that promote inclusion, communication, and support rather than employment classifications. Men, Qin, Mitson, and Thelen (2023) found that an inclusive organizational climate fostered through effective communication and supportive workplace practices significantly enhances employee engagement across diverse employee groups. Similarly, Yu (2024) reported that a supportive organizational climate positively influences employee happiness and job satisfaction, creating shared positive workplace perceptions among employees regardless of individual employment characteristics. Moreover, Janiukštis, Kovaitė, Butvilas, and Šumakaris (2024) concluded that a positive organizational climate characterized by open communication and healthy workplace relationships contributes to employee well-being and favorable workplace experiences throughout the organization. These studies lend support to the present finding that employment status does not significantly affect the perceived workplace environment of employees.

Relationship Between the Level of Perceived Workplace Environment and Employees' Performance

Table 5. Relationship Between the Level of Perceived Workplace Environment and Employees' Performance.

Variable	Test Statistics (r_s)	p-value	Decision for H_0	Interpretation
Level of Perceived Workplace Environment vs.	- 0.149	0.065	Fail to Reject H_0	Not Significant
Employees' Performance.				

Table 5 presents the relationship between the level of perceived workplace environment and employees' performance. The results revealed a Spearman rank-order correlation coefficient (r_s) of -0.149 and a p-value of 0.065. Since the p-value is greater than the 0.05 level of significance, the null hypothesis was not rejected, indicating that there is no significant relationship between the perceived workplace environment and employees' performance. Although the correlation coefficient suggests a very weak negative relationship, the association is not statistically significant. This implies that variations in employees' perceptions of the workplace environment are not significantly associated with corresponding changes in their performance levels among the respondents of the school.

The findings imply that employees' high performance may be influenced by factors other than their perceived workplace environment. While respondents generally reported a very high perception of their workplace environment and a very high level of performance, the absence of a significant relationship suggests that

performance may also be shaped by individual characteristics, professional commitment, competence, motivation, work experience, organizational expectations, or institutional policies. It is also possible that employees maintain high-performance standards regardless of how they perceive their workplace conditions, reflecting a strong sense of professionalism and dedication to their responsibilities. Therefore, although a positive workplace environment remains important, it may not be the sole determinant of employee performance within the context of the school.

The findings are supported by recent studies emphasizing that employee performance is influenced by multiple factors beyond workplace environment alone. Chen and Lin (2024) explained that job performance is shaped by the interaction of environmental factors, self-efficacy, work engagement, procedural justice, and other personal and organizational variables, suggesting that workplace environment does not independently determine performance outcomes. Likewise, Dumitriu et al. (2025) found that workplace conditions significantly contribute to employee well-being and satisfaction, but their effect on organizational outcomes may often operate indirectly through other factors such as engagement, support, and job characteristics. Furthermore, Lubis et al. (2023) reported that organizational climate affects employee performance through employee engagement, indicating that workplace environment may influence performance indirectly rather than through a direct statistically significant relationship. These studies support the present finding that the perceived workplace environment alone was not significantly related to employees' performance among the respondents.

CONCLUSIONS

Based on the findings of the study, the following conclusions were formulated:

The respondents were predominantly female, teaching personnel, employees with 11–20 years of service, and permanent employees.

Employees perceived the workplace environment of TUP Visayas as highly favorable, particularly in terms of the physical work environment, organizational support and management, and interpersonal relationships and work climate.

Employees consistently exhibited a very high level of performance regardless of their sex, job role, length of service, and employment status.

Employees shared similar perceptions of the workplace environment regardless of their profile, indicating that workplace conditions and organizational support are experienced consistently across employee groups.

Workplace environment was not significantly related to employees' performance, suggesting that employee performance may be influenced by other individual and organizational factors beyond those examined in the present study.

ACKNOWLEDGMENT

The researcher expresses deepest gratitude to God Almighty for His grace, wisdom, strength, guidance, and countless blessings throughout the completion of this study. His unwavering presence and providence provided the researcher with hope, perseverance, and courage in overcoming the challenges encountered throughout the academic journey.

Sincere appreciation is extended to the academic institution, administrators, faculty members, and staff for providing a supportive learning environment, valuable knowledge, and assistance throughout the researcher's graduate studies. The researcher is also grateful to the thesis panel members for their insightful comments, constructive criticisms, and valuable recommendations that contributed significantly to the improvement of the study.

Special gratitude is extended to the research adviser and statistician for their expertise, patience, guidance, encouragement, and technical assistance throughout the development, analysis, and completion of this research.

The researcher likewise appreciates the friends and colleagues whose encouragement, assistance, and support provided strength and motivation throughout the research process.

Finally, heartfelt gratitude is extended to the researcher's beloved family for their unconditional love, prayers, sacrifices, encouragement, and unwavering support. Their continued belief and understanding served as the researcher's greatest source of inspiration and motivation in achieving this academic milestone.

To everyone who, in one way or another, contributed to the successful completion of this study, the researcher extends sincere and heartfelt appreciation. Above all, to God be all the glory.

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