International Journal of Multidisciplinary and Current Educational Research (IJMCER)
ISSN: 2581-7027 ||Volume|| 6 ||Issue|| 3 ||Pages 680-729 ||2024||

Level of Compliance of School Ergonomics and Their Impact on the School Climate in Junior Public High Schools In The City Of Cabuyao

Chrislyn Mae T. Mananquil
A Thesis presented to the Faculty of Graduate School Of Pamantasan ng Cabuyao
Banay-banay, City of Cabuyao

ABSTRACT: The primary objective of this study was to assess the level of compliance with school ergonomics and their impact on the school climate in junior public high schools in the City of Cabuyao during the School Year 2023-2024. This assessment served as a basis for action plans to address ergonomic deficiencies and optimize the school climate. As the results revealed, teachers in the study acknowledged that the school's provision of breaks and rest periods was sufficient for alleviating workload stress but noted a lack of adequate ancillaries tailored to their subjects or areas of expertise. They appreciated the presence of waiting sheds providing protection from harsh weather conditions but expressed dissatisfaction with the absence of wall or ceiling mounts for TVs, which could have reduced neck strain during viewing. Despite recognizing the school's efforts in developing and implementing educational programs on earthquake hazards and preparedness, teachers disagreed with the school's consideration of environmental factors such as lighting and ventilation as conducive to overall well-being.Teachers in the study acknowledged the school's implementation of Brigada Eskwela as a voluntary initiative, where principals and teachers-in-charge were encouraged but not obligated to organize a local school maintenance week. However, they disagreed with the allocation of funds for instructional tools, health equipment, and emergency/survival kits. While teachers recognized the school's practice of periodically inspecting and maintaining electrical equipment and installations, they disagreed that the school ensured thermal comfort through either artificial means like electric fans or air conditioners or through natural ventilation. Additionally, although handrails were present on stairways with more than four steps, teachers disagreed that the school prioritized accommodations for left-handed students by ensuring the availability of at least two armchairs for them in each classroom.

Teachers in the study acknowledged the school's encouragement of effective technology integration to enhance student learning but disagreed with the provision of ergonomic furniture and equipment tailored to teachers' needs to promote proper posture and comfort during instruction. While teachers agreed on the school's promotion of a supportive environment and fostering collaboration among both teachers and learners, they disagreed that the school adequately addressed concerns regarding communication or collaboration difficulties due to discomfort or pain caused by workspace setup. Additionally, teachers agreed that the school assigned safety-conscious staff members to implement policies for organizing a School Disaster/Risk Management Program but disagreed that the school empowered teachers to have control over their ergonomic workspaces. Overall, while adjustments aimed at enhancing comfort, efficiency, and well-being in the workplace were acknowledged to contribute to improved productivity, teachers disagreed that the school created favorable ergonomic conditions positively impacting their focus and concentration during teaching. Factors such as workload, school facilities, and environment played significant roles in influencing the adoption of ergonomic practices and school climate, ultimately impacting teacher performance and the overall school environment. Integration and long-term success of ergonomic practices, including considerations such as school funds, maintenance and durability, and resistance and adaptation, further contributed to the effectiveness of these practices in enhancing teacher performance and improving the school environment. These interconnected factors highlighted the importance of holistic approaches to ergonomic implementation, ensuring sustainable practices that prioritized both teacher well-being and the overall quality of the educational environment.

Based on the study's findings, the researcher recommended implementing a comprehensive ergonomic improvement plan within the school to address deficiencies identified in ergonomic practices. This plan focused on providing relevant ancillaries for teachers, enhancing school facilities, and addressing environmental factors to promote teacher well-being and performance. Responsibility for implementation lay with the school administration, involving collaboration between various departments and stakeholders.

The plan aimed to benefit teachers directly, leading to reduced physical strain, increased comfort, and enhanced productivity, Thereby indirectly benefiting students as well. Steps included assessment, budget allocation, collaboration with specialists, prioritizing teacher input, and phased implementation with monitoring and evaluation to ensure effectiveness. Overall, these measures aimed to create a more supportive work environment, improving teacher performance and the school climate.

KEYWORDS: Ergonomics, School climate, Workload management, Educational environment

I. INTRODUCTION

Education is the primary means of advancing society, and educators play a critical role in determining how our communities will develop in the future. The field of education has seen a dramatic change in the last several years due to the ongoing development of instructional strategies, improvements in educational administration techniques, and a rising understanding of the influence of school ergonomics on learning. A new era in education has begun, one that aims to raise the standard of the classroom overall and boost the well-being of both teachers and students.The implementation of educational management practices and the consideration of school ergonomics represent key dimensions of this ongoing evolution. Educational management encompasses the strategic planning, decision-making, and administrative processes that drive the day-to-day operations of educational institutions. School ergonomics, on the other hand, is concerned with optimizing the physical and environmental conditions within schools to promote the well-being of both educators and learners. Together, these two areas play a crucial role in shaping the experiences of teachers, as well as the learning outcomes of students. This study delves into teachers' lived experiences with a specific focus on implementing educational management practices and incorporating ergonomic principles in the school environment. It seeks to explore how these changes are perceived and embraced by teachers, the challenges they encounter, and their impact on their teaching practices and overall well-being. While numerous studies have investigated the impact of educational management and school ergonomics on educational outcomes, the voices of teachers themselves have not been given adequate attention. Teachers are at the forefront of this transformation, and their unique perspectives, as individuals directly engaged in the teaching process, are invaluable for shaping the future of education.

The term ergonomics can be defined in a variety of ways. Jabeen & Hussain (2022), for instance, define it as a multidisciplinary science that examines the workplace and work processes to improve people's safety, comfort, and productivity while accounting for their organizational, physiology, psychological, and sociological traits. It shows how almost every component of a school, including the building, the classroom setting, the methods of education, extracurricular activities, and sports, are included in the topic of school ergonomics. A thorough protocol known as ergonomics considers all facets of a business, such as management, policies, working hours, teamwork, workspace layout, peaceful surroundings, and resources for employee welfare. Instructors believed that if safety precautions weren't taken in the classroom, injuries and other health issues, like musculoskeletal illnesses and low back discomfort, could occur. when teachers say that their students' safety is their first concern. According to the current study, they employed tactics to relieve the students of additional stress, such as consistently offering the appropriate advice to them even though they were unaware of the ergonomics principles. However, it also suggests that educators should have the proper training on the foundational concepts and practices of ergonomics. To reduce the dangers to children's health or ergonomic risk factors, ergonomics education is therefore important for educators.

The study by Utku et al., (2020) shows that the task, the worker, the workplace, and the physical/organizational work environment are the interacting components that ergonomics deals with. The same study suggests that optimizing activities for workers to improve comfort, safety, and productivity is the goal of ergonomics. Giving people satisfaction and enjoyment can therefore be considered another goal of ergonomics. The study topics of ergonomics encompass a wide range of activities, including body posture and movements (e.g., sitting, standing, lifting, carrying, pushing, or pulling); physical environmental conditions (e.g., lighting, noise, vibration, climate, ventilation, effects of harmful substances, and precautions that can be taken); work organization (e.g., scheduling work and rest time, shift arrangements, job enrichment, job expansion, and job rotation); duty descriptions; and analysis (e.g., designing works and tasks, analyzing the conformance of existing tasks with the ergonomic criteria, and assigning the correct person for the correct duty); mental work and information (cognitive factors, mental workload and measurement, and human-computer interaction). According to a 2019 study by Che Hassan et al., ergonomic hazards rank second among all reported hazards because many tasks at school require repetition. For instance, teachers frequently pull large items like books, reams of paper, and enormous files from their cars into the classrooms.

Apart from that, using these items at higher-up locations (classes on higher levels) may result in back issues. A few of the volumes that were too high for the students were at the top of the bookcases. Ergonomics issues in education continue to yield contradictory findings. The Okulova et al. (2020) study went into further detail on the ergonomic evaluation of the learning environment in a computer-based classroom. From the standpoint of the fundamentals of ergonomics, every pedagogical phenomenon has significance and is evaluated using the functional framework of the ergonomic system, which includes educators, learners, instructional materials, and the learning environment. The goals of pedagogy and ergonomics are similar and different in that they both seek to improve the effectiveness of educational activities, maintain health and safety, and foster personality development (comfort and happiness with the forms, substance, and outcomes of activities). Specialists have noted a few problems related to the ergonomic and physiological components of raising student performance in both past and current studies. Workers' physical and mental skills can be fully trained possible to maximize human factor promotion while maintaining health and strength. It was discovered that extended sitting has an impact on both teachers and pupils and that some repetitive injuries can be promptly treated with ergonomic education.

Upon investigating workplace physical environment elements in conjunction with psychological characteristics like burnout and pay stress, it was discovered that the physical environment explained about 24% of the total variation in workers' comfort and satisfaction. Work experience was not taken into consideration in this study; however, it was emphasized that poor indoor air quality, lighting issues, thermal discomfort, and ergonomic-related injuries were linked to health-related complaints that could potentially lead to legal action. These are all signs of sick building syndrome. Another study that examined government employees serving as teachers examined job satisfaction about fourteen various characteristics, such as workload, salary, and a safe atmosphere, among others. The study's findings indicate that having control over tools and resources for the job played a significant role in enhancing both the physical comfort of a workspace and the sense of safety it provided (Atyah, 2020).A study by Altomonte et al. (2020), found that building users are impacted by the physical environment in a variety of ways, including health, learning outcomes, and work satisfaction. In most experimental designs, a behavioral outcome is compared to one or more physical environment measurements. These measurements are related to the respiratory, luminous, thermal, and auditory sensory domains of human physiology. The following is an overview of some of the findings of lighting, air quality, thermal comfort, and acoustics.

According to Gibbons (2023), issues with the physical, mental, and occupational aspects of the workplace were consistently cited as contributing to teachers' subpar performance in the delivery of instruction. It implied that one of the elements influencing instructors' subpar performance in the teaching and learning process was their workplace. Teachers could stay productive and feel comfortable in a comfortable work environment. Additionally, with the support of a suitable work environment, educators can optimize their performance in classrooms. Agyapong et al. (2022), stated that a teacher's workplace is where they do their daily tasks. It's also claimed that emotional stability and a sense of security enable teachers to function at their best. As a result, a sense of security must be created in the workplace through favorable conditions. Teachers will feel at ease at work if they enjoy the atmosphere in which they operate. They are also capable of carrying out tasks in an efficient manner, which will boost output and result in superior performance.The primary factors influencing the working environment are its physical and psychological components. Physical environmental elements are those that pertain to instructors' physical surroundings. The following characteristics of the work environment can have an impact on teachers' job satisfaction: (1) workspace layouts; (2) job designs; (3) working environment conditions; and (4) levels of visual and aural privacy. Psychological-environmental aspects are concerns related to interpersonal and organizational interactions. The following psychological elements have an impact on teachers' job satisfaction: (1) excessive workload; (2) insufficient supervision; (3) annoyance; (4) changes of any sort; and (5) conflicts both inside and between groups. Furthermore, the working environment is separated into two categories: the physical working environment, which includes lighting and other amenities like air temperature, humidity, air circulation, noise, mechanical adjustments, unpleasant odors, color arrangement, decoration, and music, and the non-physical working environment, which includes social relationships between subordinates and superiors as well as relationships between subordinates (Baharuddin, 2021).

The findings of this Alhusaini et al., (2020), for instance, investigation show that teacher effectiveness is positively impacted by the infrastructure already in place in schools. Fully furnished classrooms will inspire and drive educators to carry out their duties of instructing students. It will be simpler for educators to reach their full potential in establishing a stimulating and productive learning environment. The results show that: 1) work motivation influences teacher performance significantly; 2)

Work discipline influences teacher performance significantly; and 3) work motivation and discipline work significantly affect teacher performance. The performance of teachers varies accordingly between schools with and without adequate facilities. Therefore, having a fully functional infrastructure will inspire and motivate educators to carry out teaching and learning activities. This will enable educators to enhance their processing skills and make teaching and learning activities more engaging, effective, and capable of accomplishing the intended learning objectives.According to Zulaiha et al. (2020), teachers who have access to sufficient resources and infrastructure would perform better than those who do not.The productivity of educational managers who experience discomfort and stress at work will be negatively impacted since they will not be able to perform their jobs as effectively and efficiently if they are too hot, too cold, too drafty, or tormented by a lack of privacy or distraction. These circumstances result in health risks for employees, disabilities, and a decline in the caliber and productivity of output. Additionally, it's been proposed that work-related injuries are linked to psychological discomfort, a decline in engagement in daily activities, and a detrimental impact on family well-being. (Amadi, 2022)

According to Darwansah (2021), there is proof that improved school amenities improve teacher effectiveness. Properly maintained buildings provide educators with a sense of security and comfort, which makes it easier to create pedagogies that are both impactful and engaging. As a result, teachers can maximize the potential of their students and make it easier for them to accomplish the intended learning outcomes by optimizing their instructional techniques. Good facilities offer even more value to the work that teachers do. The results of the study showed a clear connection between teacher collaboration and architecture. According to this researcher, how teachers arrange their environment affects their capacity to carry out everyday tasks—including building social and professional connections and exchanging knowledge—in an immediate and significant way. Just as essential as the architecture of the classroom is the thought that goes into the areas where teachers convene and work together. Seating arrangements, for example, can be functional (space allocated for a specific activity) or territorial (space organized by individual desk ownership). Across the front and down the center of the room is generally an action zone where there is more interaction between the teacher and students. When it comes to optimizing teacher effectiveness, the physical configuration of the workspace is crucial. The degree of flexibility with which teachers demonstrate their ability will be evident in how easily they can communicate and interact with others. There will be stress, strain, and other psychological effects if the teacher's office is overly crowded with other teachers or restricted. In the short term, an insecure or unmotivated teacher can create a very stressful work atmosphere, which lowers the caliber of work performance (Hanaysha et al., 2023).

Theoretical Framework : The well-known corporate concept of total quality management, or TQM, is gaining traction in the education sector. The ability of technology to enhance quality and performance has piqued interest in integrating it into the educational setting. In addition to attaining high test results, TQM in education aims to impact all aspects of the learning process, including relationships, organization, management, and resource allocation. According to Khurniawan et al. (2020), an all-encompassing approach necessitates significant adjustments inside educational institutions, starting at the top with administrators and instructors.The principal authority figure in the school, the administrator, must adopt the TQM mindset and relinquish their former position. They need to adjust their communication, assessment, and monitoring strategies to promote a culture of continuous improvement. Creating a welcoming and productive learning environment requires teachers and students to have strong interpersonal ties.

To implement Total Quality Management (TQM), collaboration is needed from all stakeholders. To ingrain a quality culture, institutions must prioritize ongoing modernization, the identification of key components, and a clear understanding of the school's mission and goals. Ultimately, these proactive steps pave the way for quality improvement, ensuring that schools not only stay relevant but also thrive in the fast-paced twenty-first century.
To summarize, the incorporation of Total Quality Management (TQM) principles into education presents a feasible approach to enhance the standard and effectiveness of learning. Through the adoption of this proactive approach and customization to meet individual student needs, educational institutions may ensure that their students are equipped with the values, knowledge, and skills necessary to survive in a constantly changing environment.In fields like social and environmental psychology, comprehending how individuals react in various work environments has long been a primary concern. One key theory is Kurt Lewin's field theory, which postulates that people's contacts with their "life space" influence their behavior. According to Barksdale and Caldwell (2023), a person's subjective perception of their physical and social surroundings is included in their life space.Lewin contends that people's behavior is influenced by the meaning they make of their surroundings. Their "life space" is always changing because of their ongoing interactions with their environment, past experiences, and personal history.

This subjective interpretation of the environment, when combined with the objective features itself, creates a social field that shapes people's behavior. Expanding upon Lewin's theoretical framework, environmental psychology has formulated the concept that individuals' activities stem from their complex interactions with their surroundings. Instead of only being a response to their environment, people's behavior is a result of how they view and interact with it. This theory lends credence to the notion that job satisfaction may increase in environments where workers' psychological and functional needs are met.In conclusion, a thorough strategy is required to comprehend individual behavior in the workplace. It is important to examine not just the objective features of the workplace but also how individuals view and understand those features when considering their personal experiences and goals. By considering this dynamic interaction, we may create work environments that support constructive individual and group behaviors, making work more productive and satisfying for everyone.

Research Paradigm

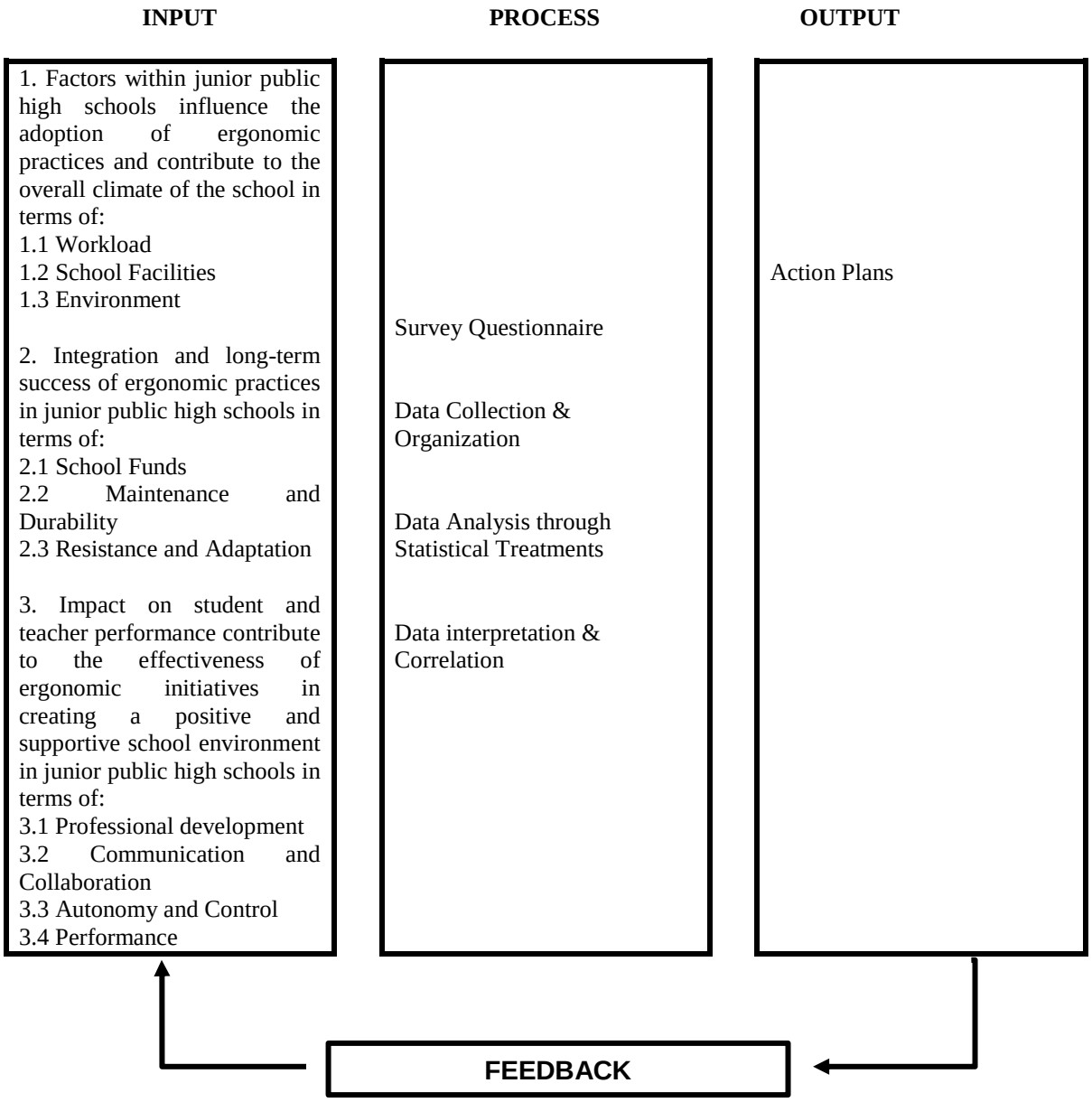

Figure 1. Research Paradigm

Figure 1 shows that adoption, integration, and impact all interact intricately to determine how well ergonomic programs perform in educational settings. Numerous elements of the educational setting, such as teacher

workload, available resources, and finances, impact the early adoption and ongoing incorporation of ergonomic methods. When these strategies are applied well, they enhance communication, professional growth, and teacher autonomy, and, eventually, academic success, all of which contribute to a pleasant school climate. This knowledge implies that the Junior Public High Schools in Cabuyao require focused action plans to solve ergonomic inadequacies and provide a positive learning environment. To maximize the adoption of ergonomics and its beneficial effects on the school atmosphere, these strategies can center on collaborative decision-making, resource allocation, task management, and awareness campaigns.

A well-crafted survey questionnaire is the key to connecting our research goals with actionable data. Without it, our research would not be possible. Elaborate data gathering and organizing turn unstructured responses into a structured dataset that is prepared for examination. To identify patterns and relationships that shed light on trends and provide answers to our research questions, robust statistical methods like regressions and correlations are used to unlock the secrets hidden within the data. This conceptual framework highlights the survey as more than just a tool for gathering data; it is a dynamic activity. A greater comprehension of the world around us is the result of each step building on the one before it. The survey is a transformational voyage of discovery as the raw data convert into insightful revelations that lead us closer to the facts we seek.

Figure 1 offers a customized action plan for the junior high schools in City of Cabuyao, informed by the complex interactions between the acceptance, integration, and effects of ergonomic programs in schools. To address ergonomic issues and promote a positive learning environment through enhanced communication, professional development, student and teacher autonomy, and ultimately academic success, this plan places a high priority on cooperative decision-making, strategic resource allocation, task management reforms, and awareness campaigns.

Statement of the Problem

This research significantly contributes to our understanding of:

1. How do various factors within junior public high schools influence the adoption of ergonomic practices and contribute to the overall climate of the school in terms of:

- Workload
- School Facilities
- Environment

2. How does it affect the integration and long-term success of ergonomic practices in junior public high schools in terms of:

- School Funds
- Maintenance and Durability
- Resistance and Adaptation

3. How does the overall impact on student and teacher performance contribute to the effectiveness of ergonomic initiatives in creating a positive and supportive school environment in junior public high schools in terms of:

- Professional development
- Communication and Collaboration
- Autonomy and Control
- Performance

4. Is there any significant relationship between the various factors within junior public high schools influence the adoption of ergonomic practices and contribute to the overall climate of the school and the effects on the integration and long-term success of ergonomic practices in junior public high schools?

5. Is there any significant relationship between the various factors within junior public high schools influence the adoption of ergonomic practices and contribute to the overall climate of the school and the overall impact on student and teacher performance contribute to the effectiveness of ergonomic initiatives in creating a positive and supportive school environment in junior public high schools?

6. Is there any significant relationship between the effects on the integration and long-term success of ergonomic practices in junior public high schools and the overall impact on student and teacher performance contribute to the effectiveness of ergonomic initiatives in creating a positive and supportive school environment in junior public high schools?

7. What action plans could be formulated based on further research to address ergonomic deficiencies and optimize school climate?

Hypotheses

The following hypotheses were tested in this study:

1. There is no significant relationship between the various factors within junior public high schools influence the adoption of ergonomic practices and contribute to the overall climate of the school and the effects on the integration and long-term success of ergonomic practices in junior public high schools.

2. There is no significant relationship between the various factors within junior public high schools influence the adoption of ergonomic practices and contribute to the overall climate of the school and the overall impact on student and teacher performance contribute to the effectiveness of ergonomic initiatives in creating a positive and supportive school environment in junior public high schools.

3. There is no significant relationship between the effects on the integration and long-term success of ergonomic practices in junior public high schools and the overall impact on student and teacher performance contribute to the effectiveness of ergonomic initiatives in creating a positive and supportive school environment in junior public high schools.

Scope and Delimitation : The purpose of this study is to investigate the extent to which Junior Public High Schools in the City of Cabuyao comply with ergonomic guidelines and how this complies with general school policy. Since educators are the main stakeholders in the school environment, the research will primarily focus on them.The scope of this study focuses on investigating the level of compliance with ergonomic practices in junior public high schools in the City of Cabuyao and their impact on the school climate. The study specifically aims to investigate how ergonomic techniques are adopted in these schools and what role they have in the overall school climate. The climate, school facilities, and workload are some of these influences. The study also aims to explore the relationship between school funding, maintenance, durability, resistance, and adaptation and the integration and long-term success of ergonomic methods.Additionally, the study explores how ergonomic initiatives affect the performance of teachers and students, looking at how they affect professional growth, teamwork, autonomy, control, and general performance in the classroom. In addition, the study seeks to determine if the variables influencing the adoption of ergonomic methods, their integration and long-term success, and their effect on the performance of teachers and students are significantly correlated.

This study is restricted to junior public high schools in the City of Cabuyao; it will not cover private schools or other educational institutions in other areas. Using a stratified sample strategy, junior public high school teachers from the City of Cabuyao will be randomly selected to be the respondents for this study. Ultimately, the study aims to suggest action plans to improve the school atmosphere and fix ergonomic inadequacies to create a more encouraging and helpful learning environment. These plans will be based on the findings. The research methodology will mostly make use of quantitative techniques, gathering data using questionnaires and surveys. It is imperative to acknowledge that this particular methodology may have the unintended consequence of limiting the breadth of knowledge concerning experiences or difficulties. As such, careful assessment of the study's scope and methodological limitations is necessary.

Significance of the Study :

The researcher believed that this study will be beneficial to the following individuals:

School Heads. With this knowledge, administrators may make better-educated decisions and create policies that incorporate ergonomic concepts into school resources and facilities. It also gives them a more nuanced understanding of the ergonomic aspects influencing teachers' well-being and job satisfaction. The results of the study can be used to improve facility planning, resource allocation, and overall school system effectiveness by informing practices linked to school ergonomics management. The results may also help school administrators design ergonomic work environments that promote a healthy school environment, which will ultimately increase teacher well-being and maybe improve student learning outcomes.

Teachers. The results of the study can guide school climate interventions that incorporate ergonomics. The study can support initiatives promoting lower stress, better work-life balance, and increased job satisfaction by addressing both the psychosocial and physical aspects of teachers' work environments. This will ultimately improve teachers' professional development and well-being.

Students. The significance of integrating ergonomics in the classroom for both instructors and students is emphasized by this study. Teachers enjoy less stress, more well-being, and increased job satisfaction when they implement ergonomic improvements that create a positive and healthy school environment. Better communication, teamwork, and instructional strategies follow, which in turn result in higher student engagement, better learning results, and an all-around better school experience for everyone.

Researcher. The researcher's professional development can benefit from this practical expertise, particularly in encouraging the integration of ergonomics and attempts to improve the school atmosphere. The results of the study will improve their comprehension of practical issues and sharpen their skills in negotiating the difficulties involved in maximizing school settings for both teacher well-being and efficient student learning. With this knowledge, the researcher will be more equipped to offer doable suggestions and solutions, leading to a more knowledgeable and efficient method of putting evidence-based ergonomic principles into practice that would eventually improve the atmosphere in schools.

Future Researchers. Future researchers will be able to customize interventions and policies to optimize both physical and psychosocial elements by knowing the precise interactions between ergonomics and school climate that affect instructors. Creating a more happy and effective learning environment for both instructors and children could entail developing comprehensive programs that address ergonomic improvements, stress reduction strategies, and collaborative school cultures.

Definition of Terms

The following terms are operationally specified for clarity and consistency:

Action Plans. Targeted tactics developed in response to research findings that address identified ergonomic deficiencies, enhance the learning environment in schools and optimize the efficiency of ergonomic initiatives.

Autonomy and Control. The extent of independence and decision-making authority afforded to educators concerning their work settings and ergonomic selections.

Collaboration and Communication. How well the school community communicates and works together affects how well ergonomic initiatives are understood and accepted.

Compliance. The degree to which educational institutions follow accepted ergonomic principles and rules in their activities and facilities.

Environment. The physical aspects of the school, such as the lighting, temperature, noise level, and air quality, all of which influence students' health and ability to learn.

Ergonomic Deficiencies. Areas in schools where ergonomic concepts are not used properly may result in decreased well-being, safety issues, and physical discomfort.

Junior Public High Schools. These are state-run secondary educational institutions that normally accept students in Grades 7 through 10.

Durability and Maintenance. The continuous care and longevity of ergonomic equipment and furnishings affect sustainability and long-term cost-effectiveness.

Optimize School Climate. The goal is to establish a learning atmosphere that fosters pleasant interactions, teamwork, and the general well-being of both teachers and students.

Performance. The efficacy and accomplishments of educators and pupils are possibly impacted by the advantages of ergonomic methods in the classroom.

Professional development. Chances for educators to learn about ergonomics and its advantages for well-being and classroom management.

Resistance and Adaptation. The difficulties and readiness of people as well as the educational system at large to embrace and modify new ergonomic procedures.

School climate. The general ambiance and standard of living in a school includes elements such as the connections between teachers and students, teamwork, communication, safety, and student involvement.

School ergonomics. The application of ergonomic concepts to the layout and furnishings of educational institutions to maximize the physical and mental health of instructors and students, enhancing comfort, safety, and output.

School Facilities. The physical layout of the school, which includes the chairs, tables, desks, and other furnishings as well as any technology that may have an impact on comfort and ergonomic compliance.
School Funds. The monetary means by which educational institutions can establish and preserve ergonomic procedures.

II. REVIEW OF RELATED LITERATURE

Ergonomics : Ergonomics is the subject of science that is centered on human behavior and response concerning sitting, standing, and movement. Ergonomics is a philosophical concept and a human way of thinking. It is utilized in various areas like aviation, sports, transportation, education, entertainment equipment, and facilities in the home, public, and workplace. The entire human community benefits from ergonomics design. (Ravindran, 2019)According to Gandhi (2019), the Occupational Safety and Health Academy, ergonomics comprises organizing work processes, workplaces, and work practices to meet the needs of different worker capacities. Additionally, it is designed to reduce risk factors for common work-related illnesses and injuries, such as sprains, strains, and cumulative trauma disorders (CTDs). These are common issues with workplace safety that result from a worker's chronic stress buildup. For example, a work environment that compels employees to assume awkward positions frequently or constantly may lead to them exerting undue effort, which in turn may result in fatigue and discomfort. These conditions can cause damage to specific bodily parts, such as blood vessels, muscles, tendons, ligaments, and nerves. These wounds are referred to as musculoskeletal disorders (MSDs).

Ergonomics is defined as a holistic approach that takes into account organizational, social, physical, cognitive, and other relevant factors in order to better design and evaluate tasks, jobs, products, environments, and systems in order to make them compatible with the needs, abilities, and limitations of employees (Middlesworth, 2019). This novel idea also suggests that ergonomics improves organizational performance rather than just benefiting specific personnel. Structures that suggest possible specializations within ergonomics have to be applied more widely and thoroughly in order to completely actualize this concept. These specialties include organizational ergonomics, employee/cognitive ergonomics, and physical ergonomics. Enhancing people's ability to individually design their lives is another goal of ergonomics. Among the objectives of ergonomics include setting up work schedules, designing a workspace based on the physiological traits of the staff, and customizing tools and equipment for each worker and task. The regularization of working conditions that hurt employees' health at work is another aspect of ergonomics. Examples of environmental factors include temperature, noise levels, lighting intensity, vibration level, chemicals, and the design of the workspace, desk, and chair. Aside from these, it is stated that other topics of interest in ergonomics include working hours, shift schedules, breaks, and meal plans. (K, 2023)

A key factor in reducing occupational injuries and pain is ergonomic design. Repetitive strain injuries, musculoskeletal problems, and other physical diseases are efficiently prevented by well-designed workstations, seating arrangements, and equipment. Employee physical health is safeguarded, and absenteeism and medical costs are decreased, all of which increase organizational productivity. Furthermore, job happiness and morale are directly impacted by ergonomics. Employee satisfaction tends to rise when they believe their employer values their comfort and well-being. An inviting and encouraging work atmosphere promotes a positive workplace culture, which raises motivation and morale among staff members. As a result, employees become more engaged and are eager to go above and beyond to complete their jobs. Ergonomics affects not just personal health but also the functioning of entire organizations. Productivity and efficiency can be increased by designing the workspace with ergonomics in mind. When given well-thought-out workstations and resources, employees are better equipped to complete their responsibilities quickly and efficiently. Increased productivity and profitability follow from this efficiency's positive impact on organizational performance. (El-Sherbeeny et al., 2023) There are various ways to define ergonomics. For example, Korhan (2023), defines it as a multidisciplinary science that studies the workplace and work processes to enhance people's comfort, safety, and productivity while considering organizational, physiology, psychology, and sociological aspects of human behavior.

Ergonomics is a scientific field that focuses on the relationship between individuals and other parts of systems that have a direct impact on human health, according to the International Ergonomics Association. A comprehensive protocol known as ergonomics considers every aspect of an organization, including management, policies, working hours, collaboration, workplace design, a calm environment, and resources for the well-being of others. Musculoskeletal problems, which arise from bad posture, are also related to ergonomics. School building, classroom atmosphere, students' sitting positions, exercises they do, teaching procedures, sports activities, and classroom activities are all included in the definition of school ergonomics, according to Colenberg et al., (2020).

School Climate : The idea of a given space and occupying it in exchange for finishing tasks is an implicit social contract that exists in organizations between employers and employees. This provides support for the notion that an employee's space has a significant impact on them and that altering their physical environment can have a range of effects on them. Ignoring the consequences of spill-over demands from work to home life and vice versa, approximately one-third of our hours are spent at work and nearly 90% of our time is spent inside. The impact that buildings and workplaces have on our health and well-being is therefore an important factor to consider (Haferkamp and Smelser, 2020).A well-planned workspace, particularly a physical environment that is supportive of its employees and the work that they are required to perform, adds value to organizations. Good quality workplaces can harness the energy of the occupant-space relationship and maximize the health of a workforce, saving on substantial direct costs such as non-productivity and sick leave. They go deeper into this study to point out that poor perception of the indoor environment and negative satisfaction are indirectly related to organizational commitment and directly related to turnover. It is therefore important that studies, such as this one, be conducted within this field and implemented within organizations, especially to improve employee well-being (Cvijanovic, 2019).

It appears that an individual's sense of physical and psychological health is closely related to their workplace. Employee well-being can be significantly impacted by a workplace's physical design (Bergs, 2022). An employee's sense of well-being is increased when they work in a comfortable and encouraging setting.Using a case study of private schools in Peshawar City, this research will examine how employees' job satisfaction is affected by their workplace. Representatives of the population were two hundred employees of private schools selected by convenient sampling. Most respondents, it was found, concurred that the workplace had an impact on job satisfaction. Most participants reported that their supervisor understood that tasks were divided equally among colleagues and that their workplace was encouraging. Most of the workers' job happiness was believed to be mostly attributed to these. (Agarwal & Associates, 2023)In all industries, work conditions have an impact on employee satisfaction. Employee performance is positively impacted by a better work environment, but it is negatively impacted by an unsuitable work environment. The teaching environment plays a similar role in a teacher's performance in the same direction. It makes a big difference in how well teachers succeed. It also covers the classroom setting, which plays a significant part in how satisfied teachers are. (Hartinah et al., 2020)

The work environment has a big impact on how committed teachers are. Dedicated educators who are highly motivated by a positive work environment devote their time and energy to achieving school objectives, and they are becoming more and more recognized as the main resource that the school has. They supply the intellectual capital that has grown to be a vital resource for many institutions. Moreover, educators who are dedicated to the school and the student's overall welfare are better suited to provide the social capital needed to support learning in the classroom. As a result, an unfavorable work environment makes employees feel unfulfilled and may limit their ability to contribute to the company. Teachers are therefore more motivated to maintain and develop commitment when they work in a great setting since they feel good about going to work. Therefore, a worker may experience boredom, decreased productivity, weariness, frustration, and dependency, all of which can result in low commitment, if they are unable to achieve their fulfillment and satisfaction. (Olujuwon et al., 2021) The cultural backdrop of the contemporary work environment is now strategically being used to attract and maintain an age-diverse workforce by providing a setting that supports innovation and productivity (Earle, 2023). It has been observed by researchers that the employees in their studies thought that their work culture fostered creativity and that their workspace design actively supported their work habits and relationships. By creating physical workspaces that support the creative process, businesses continue to aim to promote individual views of creativity.

Workload : Pacaol (2021) asserts that the increased workloads of teachers have two potential consequences: 1.) a new task will take the place of the previous one, jeopardizing the latter, and 2.)
A new task will be added to the list of tasks that instructors must do. Intensification lowers the standard of

services, including the obligation of teachers to deliver high-quality instruction. In his research, he discovered that teacher workloads have a direct influence on the effectiveness of teaching and learning. This occurs when a teacher is assigned an excessive number of tasks and responsibilities that she is no longer able to complete, which mostly leads to a reduction in the amount of time she has available to instruct her students.An ongoing educational search and inquiry for a comprehensive understanding of the increase in teachers' workloads and their relationship to teachers' performance and quality of instruction defined the early 21st century. Workload intensification is not a novel idea in the educational domain. Teachers often characterize it as having too much on their plates and not enough time for practice teaching, which they view as an important activity. It provides a more thorough explanation, stating that there are three ways in which teachers' work is becoming more intense: (a) by having more tasks to complete; (b) by having more accountability expectations in the classroom; and (c) by having more demands placed on their responsibilities outside of the classroom (Tarraya, 2023).

According to Kyung-Nyun (2019), teachers in public schools are more likely than those in private schools to be concerned about administrative tasks that could have an impact on their ability to teach since they are subject to bureaucratic control. His research supports the claim that administrative tasks take up time that could be spent instructing students and that removing these forced responsibilities is a necessary condition for teachers to devote themselves entirely to their work. Interestingly, "only teachers in public schools are likely to consider their administrative workload to be equivalent to class instruction preparation." When management from the bureaucratic ladder meddles, people get deskilled or lose control over their work, and the talents they have developed over their careers begin to deteriorate. Instructors might experience pressure to comply with these requests, which could be interpreted as inappropriate.

The practice of overloading, which is similarly difficult for teachers in public schools, and the overwhelming burden that teachers have at work are unquestionably sources of stress for them. Furthermore, Yazon and Ang-Manaig (2019) discovered that teachers strongly believe there is an excessive amount of work to be done. They claimed that educators occasionally attempt to multitask. Similarly, Bongco and Ancho's (2019) study found that teaching is only one aspect of a teacher's job; they also must handle related responsibilities such as regular curriculum activities (planning, preparing materials, assessment tools, checking, recording, etc.), seasonal tasks (coordinating, reporting, training, parent communication, meetings, etc.), and school-related tasks (school programs and other activities). Numerous research investigations have previously verified that instructors frequently experience stress due to work overload and severe workloads.Furthermore, as this study has shown, teachers report feeling overworked at work, but they interpret this as a mix of responsibilities linked to teaching and non-teaching. Additionally, they used different stress assessments based on the work at hand. To deal with stress at work, the teachers combined emotion-focused and problem-focused coping mechanisms. Additionally, it was believed that instructors in public schools frequently dealt with work overload, no matter how severe the circumstances. (Campoamor-Olegario & Geronimo, 2020)

School Facilities : Owens (2019), stated in his study that one factor of the school climate that affects work satisfaction and student achievement is the school building itself. Peeling paint, broken windows, dim lighting, and insufficient classroom space are common facility issues in many urban educational settings. Such situations frequently have an impact on how workers feel about their jobs and how students feel about their classrooms. Adequate space and the physical classroom setting are two significant factors that impact instructors' impressions of their working environment.Changing utilization pressures (enrolling fewer students and creating congestion) along with outdated facilities and design present numerous issues for many schools. These flaws made instruction and learning less effective, which increased the risk of health and safety issues for both teachers and pupils. Numerous writers have maintained that the atmosphere or climate of schools and the quality of education both heavily depend on the facilities of the schools. Schools can be used as resources for studying or for teaching. The resources that a teacher and student have at their disposal in a classroom are known as school facilities, and they are used by the instructor to improve the effectiveness and meaning of the teaching and learning process for the pupils. According to him, facilities are any tools a teacher utilizes to help his students grasp or acquire new ideas, concepts, and abilities. As a result, these tools might also be called teaching and learning resources. To put it another way, teachers utilize these teaching and learning resources to facilitate learning. (Nyamekye Otchere et al., 2019)Physical facilities are referred to as the "school plant". This includes the school's buildings, classrooms, library, labs, restrooms, offices, and other infrastructure and supplies that are likely to inspire pupils to learn. The purpose of schools is to teach and learn. For this, both material and human resources are used. The physical resources that school provides to their staff and students to maximize their efficiency during the teaching and learning process are called facilities. Classrooms, labs, libraries, ICT centers, residence halls,

Restrooms, kitchens, and spaces for students with impairments are examples of physical facilities. Physical facilities create and preserve creative, safe, and hygienic learning environments that support students' excellent academic attainment. Physical amenities aim to provide a cozy environment for students to work and study in. Children's low learning levels in impoverished nations like Tanzania can be partially ascribed to subpar or inadequate school facilities (Yangambi, 2023). The numerous supporting elements are essential to the proper operation of the ergonomics-based work paradigm. First and foremost, the conditions for the provision of suitable facilities must be satisfied. An influence on the development of health issues may come from the company's lack of facilities. In addition to needs, usage determines how these needs are met. Both user comfort and usefulness must be considered when purchasing equipment to assist with production tasks. The adoption of friendly technology is reflected in the usage of adequate equipment. The human and equipment components are interdependent; hence this action is necessary. It will therefore affect achieving maximum performance if this is not satisfied with each other (Lukiyanto and others, 2023).

According to Yaa & Amoakohene (2020), there is an ergonomic difficulty in the classroom when there aren't enough seats and desks for the teachers that are the right size and shape. It is also important to note that carrying heavy objects throughout the school, particularly when descending or ascending stairs, is a concern for teachers because it might result in accidents. It is now commonplace for professors and students to spend some time studying while seated in front of a computer since the introduction of ICT into the educational system. To protect the health and safety of users, computer labs and classrooms equipped with computers must adhere to ergonomic guidelines as well as other health and safety protocols. The rationale behind the increased efficiency of teachers managing computer studies has been attributed to such provisions in the computer lab or classrooms with computers, which are said to boost performance, minimize weariness, and increase the retention rate of competent personnel. It's essential to set up computers correctly to avoid pain and injury. Computers should be set up such that the instructor may sit in front of them directly and perpendicular to the office or classroom's lighting arrangement. To safeguard users' eyes, screen protectors are also essential.

Teachers were rarely given the proper working circumstances they needed to carry out their duties as teachers in most public schools. However, for them to function successfully and efficiently, they must be given the right tools, which include a workload that allows them to critically approach their work, well-paying jobs, and school facilities that are up to code. For this reason, to improve teacher performance and guarantee that students attain academic brilliance, the government, the community, and other stakeholders in education should place a greater emphasis on providing suitable working circumstances, essentially for every category. For example, offering annual raises and promotions by teacher contracts, providing physical school facilities, and hiring science teachers to lighten their workload. Finally, teachers shouldn't forgo their primary responsibilities as professionals in favor of administrative ones (Rupia and Myeya, 2022).

Environment : The environment means surroundings and all those things that impact human beings during their lifetime are collectively known as the environment. A working environment is an environment where people work together to achieve organizational objectives. It means systems, processes, structures tools, and all those things which interact with employees and affect in positive or negative ways employee performance. It can also be defined as the location where a task is completed. When studying place of employment, the work environment involves the physical geographical location as well as the immediate surroundings of the workplace such as a construction site or office building. It typically involves other factors relating to the place of employment such as the quality of the air, noise level, and additional perks and benefits of employment such as free childcare unlimited coffee, or adequate parking according to Awan (2015).

The physical and environmental aspects of the school as well as the administrators' pedagogical philosophies present another challenge for educators. The administrators' educational ideas address topics including how education will be run, how teachers will fit into it, and how it will work. A skewed system results from planning and policy creation that does not consider the input of educators in these subjects. For teachers, the absence of an underlying philosophy in education can also be problematic. If the administrator doesn't plan well or provide efficient communication between teachers, students and teachers may suffer as a result. To create a school climate that is teacher-friendly, administrators are crucial (Bozkus, 2020). According to the study by Sari and Yuce (2020), another problem that teachers experience at school is the inadequacy of conditions in the classroom. The reasons such as the fact that the classrooms are very crowded**,** the lack of educational materials in the classroom the indifference of the students to the lesson, the insensitivity of the parents or the failure of the school administration to make the right planning for success prevent the teacher and the students from being successful.

Classrooms should be physically and psychologically adequate environments so that the school climate would also be adequate. Issues arising from communication with administrators pose another challenge for educators in the educational setting. The physical state of the school may be a factor in communication issues, and the administration's negligence and insensitivity to the matter may also contribute to the issue of non-communication. When this happens, teachers find it difficult to approach their supervisors with their issues and potential solutions. Left on their own, they frequently grow disillusioned and lose motivation to work because they feel powerless. Teachers may develop a belief that they have been wronged because of internal communication issues within the organization and systemic issues. For everyone to feel important within the institution, they must reach out to others from every level of the institution. The foundation of all educational processes is communication (Salamondra, 2021).

According to the study's findings by Mousena & Raptis (2020), school atmosphere affects how effective schools are. The efficiency of instructors at a school is influenced by the school climate. It is suggested that an organization's climate, or organizational setting, affects how an individual or person within it performs. A school's environment is favorable to efficient teaching and learning when there is no communication gap between the administration and the faculty. A positive school climate is present when there is communication among the principal, teachers, and students. Schools that view communication as essential to their organization's survival create environments that are conducive to good teaching and learning.Both the physical and non-physical surroundings that have an impact on humans are referred to as the "environment". In its literal sense, a "work environment" is any setting where individuals gather to collaborate on accomplishing organizational objectives. This covers any element that could have an impact on how successfully employees perform, whether it is through structures, procedures, methods, or instruments (Satyvendra, 2019). According to the study, a work environment is a place where individuals collaborate in groups to accomplish objectives. The location, the immediate surroundings, the material resources within the workspace (such as air quality, noise levels, ventilation, parking lots, and tangible benefits like refreshments and meals), as well as the office structure and layout, make up the physical environment of the workplace.

Physical aspects of the workplace can have a direct impact on worker performance, comfort, focus, safety, morale, health, and emotions. Building age, design, layout, ventilation, space, noise, air quality, lighting, and radiation are some of these variables. The configuration of the work environment is important to consider because most activities and operations take place there and have a direct impact on an employee's productivity and performance (Kaushik et al., 2022). The school, according to Abance et al. (2023), is a workplace with a variety of characteristics that collectively provide the framework for each teacher's work. 3) The sociological elements that influence teachers' experiences at work, such as their roles, status, and the traits of their peers and students; 4) The organizational structures that define teachers' formal positions and relationships with others in the school, such as workloads, supervisory arrangements, and lines of authority; 5) The physical features of buildings, equipment, and resources that provide a platform for teachers' work; 4) The political aspects of their organization, like the chance to weigh in on big decisions; 5) The cultural aspects of the school as a place of employment that affect how teachers interpret their work and their commitment, like values, traditions, and norms; 6) The psychological aspects of the setting that may uplift or deplete them personally, like the significance of their daily work or the opportunities they find for learning and development; 7) The educational aspects, like curricula and testing procedures, that may expand or limit what teachers can teach.

School Funds : An organization's financial resources are crucial. They are essential to the success of any firm. As a result, to improve performance and—more importantly—reduce financial risks, institutions, businesses, and other business entities must take financial management seriously. Financial management's main goal is to make sure that funds are used as effectively and efficiently as feasible. Further arguing that due to resource scarcity, educational administrators need to employ limited resources wisely and efficiently to meet institutional goals. (Yizengaw and Agegnehu, 2021) On the other hand, inefficient handling of the money at hand can result in misappropriation, diversion from programs that should be prioritized, and theft. Undoubtedly, the creation of a favorable teaching-learning environment depends on the availability of educational materials. Compared to independent work without materials, the teacher's use of these resources may provide more insightful and effective guidance. When management operations are appropriately coordinated, coordinated, coordinated, and controlled by the school management team, educational resources, however limited, can be managed successfully and efficiently in school administration. The availability of these resources does not ensure good school performance; rather, their sufficiency, efficient use, and administration do. Regardless of how well-designed a school system or administration may be at any level of education, the system may not provide the intended outcomes if the resources are not used and managed appropriately and effectively (Dwivedi, 2022).

According to Abu Kai Kamara (2023), accounting, reporting, asset protection from loss, damage, and fraud, as well as the preparation and execution of a financial strategy are all included in school financial management. Internal policies can be used by schools to control their financial management. Internal controls may not be established if the institution lacks internal regulations. Establishing internal controls and conducting internal audits is the responsibility of the school leader. The financial plan and the annual report are the primary outputs of financial management. Planning, defining goals, and measuring are all integral parts of the reporting process. Financial resources are substantial resources frequently thought to be a part of physical capital. All other forms of resource acquisition, use, and upkeep are based on it. Producing the appropriate goods and services in the desired number and quality will be challenging without a solid financial foundation.Cost savings, better space utilization, and increased flexibility within the areas were major factors in this change. The rationale behind these rooms was that workstations could be altered without incurring additional fees, which may add up to a significant amount. The cost savings associated with designing and maintaining open-plan spaces are estimated to be around 20%. The promotion of creativity and teamwork among coworkers was one of the extra aspects that supported open-plan workspaces. It was thought that by tearing down physical boundaries inside departments, organizations, and individuals, communication would be encouraged, raising spirits, and eventually increasing productivity (Brennan et al., 2022).

Maintenance and Durability : Teachers' job happiness is impacted by the state of their schools' facilities. Hygiene and motivation are two elements. Hygiene factors include the work environment and unhygienic conditions that demotivate personnel. Teachers feel underappreciated by society, particularly if they labor in an unfavorable setting. For instance, most teachers' morale is lowered by crammed staff rooms, worn-out furniture, and broken storage facilities. There exists a robust relationship between teachers' job happiness and morale, and both factors have an impact on teachers' retention (Cabaron et al., 2023).Instructors, staff, and students frequently must work in facilities with leaky roofs, insufficient ventilation, and other issues because conventional school design frequently falls short of expectations. The American Federation of Teachers has been compiling data on the high expense of failing schools for the past 20 years. The consequences of these appalling building conditions include decreased academic success, lost income, and health issues for students, instructors, and staff. The environment is severely impacted by the collapse of America's educational system, in addition to the people who spend their days in classrooms. Since the United States and the United Kingdom are rich nations, it is not unexpected that issues related to school infrastructure and related issues are far worse in many other parts of the world. In the UK, a 2016 survey indicated that just 5% of 59,967 schools were "performing as intended." Barrett, P. (2019)As explained by Al-Youbi et al. (2021), education is widely regarded throughout the world as a means of enlightening and empowering citizens to become competent and economically functioning so they can support their country's growth. Therefore, elementary school education provides a pathway for the growth of manpower, which in turn helps nations realize their dreams. However, if the setting in which education is provided does not offer an appropriate degree of safety and comfort for the stakeholders engaged in the process, these goals of empowering individuals via education cannot be accomplished. As a result, the educational setup must be planned with amenities and add-ons that will benefit all parties involved, especially the teachers who are at the center of this process. To ensure that the learning environment complies with workplace ergonomics and safety standards, several amenities and accessories should be in place. These include classrooms or lecture halls with accurately installed chalkboards, so teachers don't have to strain themselves writing on them, well-fixed ceilings and roofing free of leaks, an adequate lighting system, safe floors free of cracks or rough surfaces, good ventilation, the availability of restrooms, and several other accessories. Without these safeguards, user safety in the learning environment may be compromised, which will inevitably have an impact on the standard of instruction and knowledge gained as well as the physical well-being of educators and other stakeholders. The work environment can be made more user-friendly, which increases employee efficiency and productivity when ergonomics and safety standards are in line with the intended layout of the workspace while guaranteeing the health and safety of users and employees.

Resistance and Adaptation : According to McElroy and Morrow (2020), different age groups have different preferences when it comes to closed, traditional workstations versus open, atypical workspaces. Every generational cohort has one thing in common: they cherish their privacy. Nonetheless, noise levels and other distractions have led to older workers' dissatisfaction with open, unconventional offices. Because of the decreased workspace and lack of privacy, open workplace arrangements are unpopular with employees. The whole work experience, including building services accessibility, commuter convenience, and work environment preferences, was found to be correlated with employee satisfaction with physical and social organizational work settings. Additionally, they discovered that preferences for work environments differed by age, with older individuals favoring autonomy over room temperature and furniture arrangement.

Employee contentment with the workplace rose because of that control. Research has found that productivity is linked to individual workspace preferences being met within the physical work environment (Langer, 2021). Different generations have distinct preferences for different kinds of work situations. They discovered that because of the open, unconventional workstations' high noise levels, lack of privacy, and other distractions, older workers expressed dissatisfaction with them. It has been claimed that Millennials favored open, atypical workplaces and buildings that portrayed a current company image, whereas Baby Boomer and Generation X workers preferred defined, traditional workstations that provided them greater control over climate and furniture placement.

To better understand how to support performance, it was crucial to find out whether workspace layouts have varying effects on creativity depending on the age of employees (Davidescu et al., 2020). Businesses aim to maximize productivity, efficiency, and growth. According to reports, younger workers' creativity increased while older workers' creativity was not affected by job management or support for creativity from peers and supervisors. Few empirical studies have been published on age-diverse workforces and physical workspace layouts, despite research on generational cohorts and their preferences for social organizational components in the workplace.According to Fedele et al. (2021), employees' levels of psychological and physiological stress were elevated in open, atypical office arrangements. Workers in their survey claimed to be sidetracked by conversations among colleagues that were personal and unrelated to work-related matters. The frequency of these diversions was greater among workers performing intricate activities. According to reports, employees were bothered by unexpected and sudden disturbances even though they were not bothered by the constant noise in their work surroundings. It is claimed that people's satisfaction with certain aspects of their work settings depended on how well their expectations were met and that these expectations differed depending on which generational cohort they belonged Additionally, it has been noted that people's perceptions of open, atypical workstations varied according to factors like workspace sizes, department and meeting room layouts, and degrees of distraction.

Employee satisfaction with open, atypical workstation layouts was the main focus of Norris (2019) research. Comfort criteria included lighting, furnishings, seclusion, and distractions. They found that compared to defined, standard work environments, open, nontraditional workspace design increased employee unhappiness with their work surroundings. In open, unconventional work situations, employees considered noise levels, visual and auditory privacy, space constraints, and amount of space as the most distractions. Open, atypical workspace layouts were favored by workers who had control over some aspects of their work surroundings; conversely, workers who had little control over certain aspects of their work environments reacted adversely to open, nontraditional workspaces.

Professional Development : The term "work environment" refers to the efficiency and productivity of a person's daily tasks, including how and where they complete their job, when they complete it, and all the materials needed to complete their work. He also mentioned that pursuing good opportunities in a positive, healthy work environment that is enjoyable to work in and supports the organization's core values can help employees advance their careers and achieve both individual and organizational success (Wickham, 2022).As stated by Perelson (2019), an organization's workspace has a significant impact on its ability to generate ideas, execute well, succeed, and endure over the long run. More precisely, they discovered that how employees arrange their workspaces might have a significant impact on how they generate new ideas based on their work habits and expectations. The design of a workspace now plays a crucial role in fostering the generation of successful new ideas. Organizations may design workstations that foster creativity by considering how different workspace types affect people's views of creativity.

Lam et al. (2021), reported that the managers in their study affected the internal work culture to be conducive to creative and innovative thinking by creating a supportive atmosphere that promoted the growth of the varied workforce. Managers may strategically connect the work culture to the functional needs of the firm and the workforce by proactively recognizing the elements that can influence the behavior of generational workers. Workspace layouts that are in line with the demands of the workforce and the business may boost productivity, creativity, and job satisfaction among employees.The workplace environment has the power to increase job effectiveness. However, the workplace serves as a barometer for employee performance and accomplishment. Relationships between various employees and how they are affected by them other have been seen to reflect the employees' performance and job satisfaction levels. More job satisfaction indicates that individuals are performing better at work, even in more difficult positions over the long term. (Shammout, 2022) An organization's goals for growth and methods for gaining and retaining a competitive edge can include the

Physical design and use of the work environment. Creating workspaces that support individual perceptions of creativity can be a crucial component of organizational success, and fostering individual perceptions of creativity can be a strategic advantage in the generation of new ideas that can contribute to organizational growth (Amabile, 2022).

Communication and Collaboration : The physical settings or conditions, social factors, and all other elements that are either directly or indirectly influencing an employee's performance at work are collectively referred to as the work environment, and the organization falls under this category. These aspects of the workplace can have an impact in several ways, including an employee's health, interpersonal relationships with coworkers, collaboration, efficiency, and more. Company culture, a situation where work is being done, and physical working conditions are a few elements that signify the work environment of any organization (Alemu, 2022).The philosophy of ergonomics, outlined by Latip et al. (2022), is concerned with understanding how people interact with other components of a system and creating theories, concepts, and strategies to accommodate workers. By doing so, businesses can fully optimize employee productivity and overall system efficiency. Increasing the degree of task performance at work among employees is one of ergonomics' key goals. Taylor's theory states that the management of an organization oversees creating job assignments and ensuring employees' comfort and safety so they may perform effectively and produce more. As Latip et al. point out, investing in the appropriate people and tools is one of the quickest ways to achieve outcomes. Ergonomics is the study of how people interact with other components of a system and develops theories, guidelines, and labor-saving tools to improve system performance and human capital. This notion involves larger and all-encompassing use of structures that examine the possibly attainable realm of specialty within the area of ergonomics.

To promote a collaborative workplace culture among staff members and guarantee high levels of productivity, modern architecture, and open floor layouts were designed. Hawthorne's Studies on the effects of working circumstances based on lighting, temperature, and humidity within the work environment to find any possible effect on worker productivity are considered the most notable empirical studies on psychosocial and physical work settings. Due to their closeness to one another, employees thought that the open, nontraditional workspace promoted cooperation; nevertheless, this proximity also led to an increase in distractions (Ward, 2021).As reported by Davis et al. (2021), open, unconventional workspace arrangements give businesses the flexibility to readily reconfigure their physical workstations to meet their evolving demands. Davis et al. also noted that employees had more opportunities for engagement and communication in open, nontraditional workstations than in specified, standard workspaces. However, Davis et al. also found that employees are less able to control peer interactions and noise levels in flexible workspaces, which results in distractions.

Autonomy and Control : The interior and exterior spaces of an organization should be taken into consideration when designing the work environment. It should be made sufficiently spacious for employees to carry out their tasks without invading their privacy while also guaranteeing that their work is transparent and unquestionable. Separate areas or places for lunch and meeting rooms should be included (Hart, 2022).In the modern workplace, workspaces are being used as a strategic tool to match the demands, knowledge, and job duties of a diverse workforce of all ages (Narang & Dwivedi, 2020). Instead of creating "one-size-fits-all" workspaces, organizations are now structuring their physical work environments to appeal to a varied workforce of all ages and to project a progressive company image to draw and keep talented employees.According to Gumasing et al. (2023), workers believed their physical workstation layouts hindered their ability to think creatively if they thought they had little control over factors like illumination, noise levels, and distractions in their work settings. It has been suggested that having employees close to one another in open workstations might encourage collaboration, which boosts creativity.According to Paparella (2020), territoriality plays a crucial role in psychological comfort for both an individual in their personal space and an individual inside a team. Territoriality is thus a product of interactions with the external environment. Territoriality has an additional effect in that a person's workspace may come to symbolize psychological worth and, as a result, reflect their position in the organizational hierarchy. People begin to give significance to their work and identity because of their office experience. It is said that because the hierarchy is occasionally represented by the amount of personal space allotted to employees, offices might transmit ideas about the "social order of the organization and the individual's place within it." The urge of the occupant to personalize the place, unintentionally "marking territory" and drawing limits, expresses both consequences. Because the perception of control and status are essential elements of territoriality, most people view the job in this way.In a setting that is normally bureaucratic, it is possible to communicate one's social and personal identity when one influences elements of the surroundings to fit their working style.

Higher levels of contentment with their immediate surroundings are reported by occupants with greater control over it. Additionally, it has been discovered that control positively correlates with both psychological health and job performance (Kim & Jung, 2022). However, a diminished level of enjoyment may arise from having no control over the indoor environment.

Performance: The employees of an organization are its lifeblood. Its success is determined by their efforts. The effectiveness of an organization's workforce has a big impact on its success. A sbusiness that performs exceptionally well is the result of exceptional performance, and even the slightest change in an employee's performance has a big influence. Important decisions must be made, and the organization's ultimate objectives must be achieved. Employee behavior is shaped by their work environment, which is an example of efficacy and efficiency (Fry & Egel, 2021).

Teachers' effectiveness is greatly influenced by their leadership (Zins, 2020). A competent leader guides the group with ease. In the same vein, a competent educator becomes an excellent leader. As a result, a principal's leadership always has a beneficial impact on those under them. The principal of a school always possesses strong leadership qualities to make the best use of instructors to achieve better student outcomes. Teachers' performance is greatly influenced by their work environment in addition to the principal's leadership. Studies clearly show that a teacher's performance is greatly influenced by their work environment. In addition to the work environment and guidance of the principal, teachers' success in private schools is also influenced by their incentive to affiliate. It is essential for excellent performance.The physical environment of the office, which includes enough light, a comfortable temperature, and a functional workspace, can promote teacher performance and, ultimately, teacher morale. People make an effort to continue working for companies that provide favorable working environments, where staff members feel like they belong and that their contributions are valued. The way that the workplace—staff room, office, classroom, lab, computer room, etc.—is used and designed affects not just how employees feel about the company, but also how productive they are at work, how much new information they contribute to the institution, and how loyal they are to their employer. Workers are more likely to feel motivated and satisfied with their jobs when they work in a clean, tidy, and modern workplace than when they work in an unpleasant one (Masoom, 2021). These concepts provide the research's premise, which holds that employee performance is influenced by school facilities.

Awada et al. (2021), found that worker-workspace relationships affect worker performance and overall organizational productivity. Environmental factors that can impact task performance include lighting, temperature, and ergonomic furniture. It is common practice to use job performance, productivity, and employee happiness as indicators of how work environments impact workers. Based on shared desks in open spaces and private individual spaces, research on physical work environments from the perspectives of collaboration and privacy found that in open, shared workspaces, concentration levels, and creative work decreased while collaboration increased.Numerous factors have been used in research on how the work environment affects an individual's perception of creativity, including ambient conditions (temperature, light, and sound), workspace arrangement, and interior architectural surroundings (aesthetic objects). When taken as a whole, these components affect how employees view their workplaces. The impact of physical work surroundings on employees' creative performance has been linked to the workplace's psychosocial components, according to inconsistent findings on this topic. When paired with an individual's personality attributes and psychosocial work surroundings, further research has shown that physical work environments can have an independent impact on creativity (Dul et al., 2021).

According to Frontczak et al. (2022), the layout and design of the workspace have the most effects on employee happiness and output. Thermal comfort, ventilation, and openness to sound and vision come next. The ease of interacting with coworkers and lighting received the highest satisfaction, while noise, air quality, visual privacy, and temperature received the lowest. Research on lighting includes identifying the differences between artificial and daylight light and glare control, which has been shown to improve comfort and productivity. Workspace design aims to promote workplace performance since the office environment is perceived as a tool that the physical surroundings can use to increase job efficiency and productivity (El-Zeiny, 2022). The physical workspace has an impact on both the volume and quality of work that employees do. Poorly built physical structures in organizations can lead to employee unhappiness, inefficiency, and decreased production. If such conditions prevail for a longer period, they influence the health and welfare of employees and generate delays in attaining targets and organizational goals (Tatar, 2020).Studies have demonstrated that implementing ergonomics is advantageous for businesses and their employees, according to Seva et al. (2021). Benefits include lower medical expenses and stress levels as well as more worker comfort, safety, and productivity.

Ergonomics implementation is still uncommon in Philippine corporate settings, despite these advantages. In a study by, they looked at the relationship between workplace stress levels and safety. They used both a quantitative and qualitative method, polling 150 participants and interviewing the head of the Philippine Ergonomic Society's human factors division. The findings show that implementing ergonomics has a beneficial impact on employees' perceptions of safety and a negative impact on their perceptions of stress levels. The application of ergonomics in workspace design lowers perceived stress levels among workers. Furthermore, ergonomics design—which includes adjustable seats and well-thought-out work areas—has a favorable correlation with safety in terms of musculoskeletal problems. By reducing the amount of workplace accidents and injuries, the ergonomic design of adjustable seats improves safety. Considering the study's findings, businesses are advised to adopt ergonomics.The primary focus of workplace research has been on employee performance, productivity, and job satisfaction. Most research has focused on the effects of environmental factors, like noise levels and distractions, as well as psychological elements that may positively or negatively affect workers' behavior. Positive atmospheres can elevate people's emotions and enhance their perceptions of their places of employment. Forgas & George, 2021).

Synthesis : The study of ergonomics—the behavior of people at work—is becoming more popular in a variety of sectors, including sports, education, and aviation. According to Ravindran (2019), taking organizational, social, and physical factors into account enhances job design and system evaluation, which is advantageous to both employers and employees. While Gandhi (2019) emphasizes ergonomics' importance in lowering occupational illnesses and injuries, Middlesworth (2019) emphasizes ergonomics' function in optimizing organizational performance. According to El-Sherbeeny et al. (2023), ergonomic design fosters positive workplace cultures and organizational efficiency by enhancing worker productivity, well-being, and job satisfaction. Ergonomics is a discipline that integrates physiological, psychological, and social components for comfort, safety, and productivity, according to Korhan (2023) and the International Ergonomics Association. Colenberg et al. (2020) demonstrate the influence of this on both academic performance and overall well-being in educational environments.

Research on school climate shows that physical work surroundings have an impact on employee well-being and outcomes. According to Haferkamp and Smelser (2020), having a well-planned workstation is essential to increasing productivity and lowering expenses associated with absenteeism and low output. Cvijanovic (2019) highlights the requirement of study adoption in the business sector and the indirect connection between organizational commitment and impressions of the indoor environment. Bergs (2022) emphasizes the impact of a friendly workplace on employees' well-being. Agarwal & Associates' empirical data from 2023 shows that working circumstances have a significant impact on the job satisfaction of staff in private schools. Both Hartinah et al. (2020) and Olujuwon et al. (2021) emphasize how crucial a positive workplace culture is for inspiring employees, particularly in the teaching profession. According to Earle (2023), workstation design is crucial for encouraging creativity and invention, which are necessary for drawing in workspace design's role in fostering creativity and innovation, essential for attracting and retaining a diverse workforce.

Studies on teacher workload show that it has a detrimental effect on the caliber of instruction and the wellbeing of educators. Pacaol (2021) observes that higher workloads degrade academic standards. Tarraya (2023) lists the elements that make teaching more difficult, while Kyung-Nyun (2019) contrasts the administrative workloads of teachers in public and private schools. Coping strategies are essential, according to Campoamor-Olegario & Geronimo (2020), particularly in public schools where job overload is a common occurrence.The quality of school infrastructure has a big impact on teacher satisfaction and student achievement. According to Owens (2019), insufficient amenities have an effect on both. Academic achievement and physical facilities are linked by Yangambi (2023), who also emphasizes the importance of facilities as essential resources for effective teaching and learning. Nyamekye Otchere et al. (2019) underscore this point. According to Lukiyanto et al. (2023), suitable workspaces are essential for ergonomic work paradigms. Yaa & Amoakohene (2020) emphasize the importance of ergonomic concerns in the classroom, and Rupia and Myeya (2022) contend that good working circumstances improve the performance of both teachers and students.

Employee performance is greatly impacted by the physical surroundings and organizational culture of the workplace. While Latip et al. (2022) and Ward (2021) explore the role of ergonomics, Alemu (2022) highlights this. The balance between flexible workspaces and distractions is covered by Davis et al. (2021). For productivity and professional advancement, Wickham (2022) emphasizes the significance of a positive work environment that is in line with corporate values. According to Yizengaw and Agegnehu, successful financial management is essential for institutional development (2021).

Ignorance of management can result in funding withdrawal and theft. Its importance in creating a supportive teaching-learning environment is highlighted by Dwivedi (2022). The components of school financial management are described by Abu Kai Kamara (2023), with a focus on internal controls and audits. According to McElroy and Morrow (2020), age-related preferences must be taken into account while designing workstations in order to maximize worker productivity. While Davidescu et al. (2020) highlight younger workers' inventiveness in non-traditional arrangements, Langer (2021) emphasizes older workers' preference for traditional workstations. In his investigation of employee happiness with open workstations, Norris (2019) takes privacy and noise pollution into account. In conclusion, numerous studies have shown that workplace design, leadership, and the work environment all have a major impact on worker performance and organizational success. Ergonomics emphasizes the importance of creating comfortable work environments and plays a critical role in promoting worker satisfaction, productivity, and well-being.

Research Gap/s : Despite the extensive literature on ergonomic practices in various settings, including schools, there remains a notable gap in understanding the interplay between factors influencing the adoption of ergonomic practices and their impact on the overall school climate in junior public high schools. Although prior research has focused on the implementation of ergonomic practices or their effects on the educational setting in isolation, a dearth of thorough studies has examined the ways in which these variables interact and impact one another in the context of junior public high schools in City of Cabuyao. By examining the complex relationships between variables like workload, school facilities, environment, finances, resistance and adaptation, maintenance and durability, professional development, communication, teamwork, autonomy, control, and performance, this study aims to close this gap. This research attempts to offer insights into how the implementation of ergonomic practices influences the general school climate, which in turn influences the integration and long-term success of ergonomic initiatives, as well as the performance of students and teachers, by thoroughly analyzing these factors collectively. To address ergonomic deficiencies and improve the school climate in junior public high schools—finally creating a positive and encouraging learning environment for both students and teachers—it is imperative to comprehend these intricate relationships.

III. METHODOLOGY

This chapter covers the research methodology in detail, including the design, setting, participants, tools, data gathering, ethical considerations, and statistical analysis.

Research Design : The purpose of the study is to find out the extent to which junior public high schools in the City of Cabuyao adhere to ergonomic guidelines and what effect this has on the school climate, particularly among teachers. It attempts to investigate how ergonomic practices are implemented and how they influence the general school climate, considering elements like workload, school infrastructure, and surroundings. The study also investigates the connections between finance for schools, upkeep, resilience, durability, and adaptability, as well as the incorporation and long-term effectiveness of ergonomic practices. Additionally, the study looks at how ergonomic initiatives impact the effectiveness of teachers and students in terms of areas like overall classroom performance, teamwork, autonomy, control, and professional development. The goal of the study is to find meaningful relationships between the factors that affect the uptake of ergonomic practices, their integration and long-term viability, and their impact on the performance of educators and students.Private schools and other educational institutions located in other locations are not included in this inquiry, which is restricted to junior public high schools in the City of Cabuyao. Using a stratified methodology, junior public high school teachers in City of Cabuyao will be chosen at random to be respondents for the sample. The final objective is to provide action plans based on the results to address ergonomic inadequacies, enhance the educational environment, and establish a more encouraging learning environment. It is imperative to recognize the possible constraints of the selected quantitative technique, specifically regarding enumerating complex experiences or obstacles that will be meticulously examined during the investigation.

Research Locale : This study explores the world of Junior Public High Schools in the City of Cabuyao. It will continue to narrow our investigation's focus to this educational environment, excluding any private schools or schools outside of Cabuyao. We will focus our queries largely on teachers since we understand how important their responsibilities are in forming the school climate. Our participant and school selection process will be guided by stratified sampling to ensure a representative sample in the face of limited resources. We can portray the diversity found in Cabuyao's Public Junior High Schools thanks to this careful approach. Through a careful examination of Junior Public High Schools in Cabuyao City, this research seeks to shed light on the complex relationship between school ergonomics and the overall school environment. Using thorough yet thoughtful research. It will provide insightful information that will guide future endeavors to optimize learning settings and

cultivate thriving school communities in Cabuyao. The research ensures a localized investigation into ergonomic compliance and its implications for the school climate by concentrating on junior public high schools in Cabuyao. This method enables a focused inquiry that considers sthe unique opportunities and problems found in the city's educational environment. It also makes it possible for the research to offer perspectives and suggestions that are customized to the requirements of teachers, administrators, and legislators in the educational system of Cabuyao.

Population and Sampling : The population targeted in this study is limited to junior public high schools located in the City of Cabuyao. The study's focus is on the teachers in these schools. Due to the restricted resources, a stratified sampling technique will be utilized to guarantee that a representative subset of participants and schools is encompassed in the research.

Respondents of the Study : Considering the nine Junior High Schools in the City of Cabuyao, the study will utilize stratified sampling to draw representative samples of teachers. This focuses on the purpose of sampling within the context of all schools.

Stratified Sampling Summary Table

School Size *stratum* ***(L)***	**Schools**	**Teacher-Respondents**			
		Population ***(s_l)***	**Population per stratum** ***(N_l)***	**Sample** ***(x_{il})***	**Fraction of the Population** ***(W_l)***
Small	**Casile INHS**	13	13	2	0.016
	Bigaa INHS	60		7	
	Diezmo IS	29		3	
Large	**Gulod NHS**	106	436	13	0.527
	Mamatid NHS	103		13	
	Marinig NHS	31		4	
	Southville I INHS	107		13	
Very Large	**Cabuyao INHS**	204	379	25	0.458
	Pulo NHS	175		21	
	TOTAL	828	828	101	

There are *L=3* strata in all which are small, large, and very large. The number of population elements in stratum 1 is denoted by N_1, the number in stratum 2 *is* N_2, and stratum 3 is N_3. The total population size is $N = N_1 + N_2 + N_3$. The fraction of the population of the population in the lth stratum is denoted by $(W_l = \frac{N_l}{N})$.

To get the number of samples per strata the researcher will use proportional allocation.

Let n_l be the number of samples per strata, n be the total sample size, which is 100, and W_l be the fraction of the population.

It follows that,

$$n_l = n\left(\frac{N_l}{N}\right) = n(W_l).$$

Then,

$$n_1 = 100\left(\frac{13}{828}\right) = 1.57 = 2,$$
$$n_2 = 100\left(\frac{436}{828}\right) = 52.66 = 53,$$
$$n_3 = 100\left(\frac{379}{828}\right) = 45.77 = 46.$$

Therefore, there are 2 teacher-respondents in small schools, 53 teacher-respondents in large schools, and 46 in very large schools.

To get the number of respondents in each school, the researcher used the following:

$$x_{il} = \frac{s_l}{N_l}(n_l)x_{il} = \frac{total\ number\ of\ teachers\ in\ each\ school}{total\ population\ per\ stratum} \times number\ of\ sample\ per\ stratum$$

Therefore, there are 2 teacher-respondents in Casile Integrated National High School under small

school, 7 teachers in Bigaa Integrated National High School, 3 teachers in Diezmo Integrated School, 13 teacher-respondents in each school — Gulod National High School, Mamatid National High School, and Southville 1 Integrated National High School — and 4 respondents in Marinig National High School under large school. Also, there are 25 teacher-respondents in Cabuyao Integrated National High School and 21 in Pulo National High School. In summary, there are a total of 101 teacher-respondents in this study.

Research Instrument : This study will determine the level of compliance with school ergonomics standards and their impact on the school climate in Junior Public High schools in the City of Cabuyao. This clarifies that it refers to specific standards for school ergonomics.

Validation of Instrument : A thorough validation process will be carried out by a committed group of professionals from Pamantasan ng Cabuyao to ensure that the instrument can measure the desired construct properly. This highly regarded group—which includes the thesis adviser and a statistician—will guarantee the validity and dependability of the instrument for future study.

Data Gathering Procedure : Before the questionnaire is distributed, the researcher will seek permission from the Schools Division Superintendent of Cabuyao City to conduct the study. After obtaining the endorsement, the researcher will also seek permission from the supervisors and the school heads. After the approval is granted, the researcher will personally distribute the questionnaires to the respondents from all Junior Public High Schools. It will be explained thoroughly to the target respondents, assuring them of its confidentiality. The study will consider every aspect of the respondents' personal information. Retrieval of the questionnaires will be done immediately. The researcher will then tabulate the data, consolidate the results, and discuss, analyze, and interpret the data after statistical treatment by the chosen expert in statistics.

Treatment of Data : After collecting the necessary data, the researcher will tabulate and analyze the gathered data with the help of statistical tools. The following are the statistical tools that will be used in this study, together with their corresponding formulas.

1. Stratification. The population is divided into three strata based on school size: small, large, and very large.
2. Population Size. The number of population elements in each stratum is denoted by is $N = N_1 + N_2 + N_3$,respectively.
3. Total Population Size. The total population size is $N = N_1 + N_2 + N_3$.
4. Fraction of Population. W_l represents the fraction of the population in the l-th stratum ($W_l = \frac{N_l}{N}$).
5. Sample Size Determination (Proportional Allocation).

a. n_l represents the number of samples per stratum.

b. n is the total sample size, which is given as 100 in this case.

c. $n_l = n\left(\frac{N_l}{N}\right) = n(W_l)$ is used to determine the number of samples per stratum.

6. Calculation of Sample Sizes. Using the given population sizes and total sample size, the number of samples per stratum is calculated.
7. Allocation of Respondents in Each School.

a. x_{il} represents the number of respondents in each school in the l-th stratum.

b. s_l represents the total number of teachers in each school.

c. N_l represents the total population per stratum.

d. The formula below is used to calculate the number of respondents in each school:

$$x_{il} = \frac{s_l}{N_l}\ (n_l)$$

8. The passage concludes with a summary of the number of teacher-respondents from each school, indicating the total number of respondents in the study (101 teacher-respondents). This treatment of data ensures that the sample selection process is representative of the entire population and allows for meaningful analysis of the research study.

Ethical Considerations : Respecting participants' rights and well-being is the unwavering foundation of this research into the complex interplay of ergonomics, school climate, and teacher well-being. Before involving teacher-respondents, informed consent will be acquired, detailing the study's aims, methods, and potential risks. Confidentiality will be meticulously upheld, minimizing any potential harm while empowering participants to withdraw freely at any point. Secure data storage practices and prior approvals from the Schools Division Superintendent and school heads further affirm our unwavering commitment to ethical research. We intend to report findings with transparency and honesty, ensuring cultural sensitivity is woven throughout the process. This approach, grounded in ethical principles, promises rich insights that can pave the way for evidence-based improvements in the teaching environment, ultimately benefiting both teachers and students.

Statistical Analysis of Data

A. Descriptive Statistics:

1. For continuous data, workload, school facilities, and environment, calculate mean, median, and standard deviation of workload perceptions among teachers and evaluate the distribution of ratings for school facilities and environment.
2. For the Integration and long-term success of ergonomic practices, examine the distribution of responses regarding school funds, maintenance, durability, resistance, and adaptation.

3. On impact on student and teacher performance, compute descriptive statistics for professional development, communication, collaboration, autonomy, control, and performance measures.

B. Inferential Statistics:

1. **Relationship Analysis:**

a. Utilize correlation analysis to determine relationships between factors influencing ergonomic practices adoption and their impact on school climate and long-term success.
b. Conduct regression analysis to identify predictors of ergonomic practices adoption and their effects on school climate and performance.

2. **Comparative Analysis:**

a. Compare mean scores of different factors across schools to identify variations in compliance with ergonomic standards and perceptions of school climate.

C. Hypothesis Testing:

1. **Hypothesis 1:** There is a significant relationship between factors influencing ergonomic practices adoption and their impact on school climate and long-term success.

a. Null Hypothesis (H0): There is no significant relationship.
b. Alternative Hypothesis (H1): There is a significant relationship.
c. Test using appropriate statistical tests (e.g., Pearson correlation, regression analysis).

2. **Hypothesis 2:** Factors influencing ergonomic practices adoption significantly impact student and teacher performance.

a. H0: There is no significant impact.
b. H1: There is a significant impact.
c. Test using regression analysis or analysis of variance (ANOVA) for group comparisons.

D. Action Plan Formulation:

1. Based on Research Findings:

a. Identify key areas of improvement in ergonomic practices and school climate.
b. Develop strategies to address deficiencies and enhance the effectiveness of ergonomic initiatives.
c. Propose actionable recommendations for policymakers, administrators, and educators.

IV. RESULTS AND DISCUSSION

This chapter presented the result of the study, analysis, and interpretation of data gathered. The data are presented according to the sequence of stated problems in chapter one. This study primarily determined the level of compliance with school ergonomics and their impact on the school climate in junior public high schools in the City of Cabuyao.

1. Factors within junior public high schools influence the adoption of ergonomic practices and contribute to the overall climate of the school.

a. Workload

Table 1.1
Respondent's influence on the adoption of ergonomic practices and contribution to the overall climate in the school: Workload

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Assign workload in a manner that is well-distributed and manageable.	3.832	Evident	2
2. Implements adequate breaks, and rest periods are encouraged to alleviate workload stress.	3.901	Evident	1
3. Supports a healthy work-life balance.	3.663	Evident	3
4. Arrange appropriate ancillaries for teachers that are relevant to the subject being taught or their forte.	2.376	Less Evident	5
5. Assigns loads to teachers that are no longer part of their duties and responsibilities.	3.248	Fairly Evident	4
Overall Weighted Mean	**3.404**	**Fairly Evident**	

***Legend**: 4.500-5.000 Highly Evident; 3.500-4.499 Evident; 2.500- 3.499 Fairly Evident; 1.500- 2.499 Less Evident; and 1.000- 1.499 Not Evident*

Table 1.1 shows that in terms of the factors influencing the adoption of ergonomic practices and school climate along with workload, ranking first, is the implementation of adequate breaks, and rest periods encouraged to alleviate workload stress with a weighted mean of 3.901. This is followed by indicator 1 which states that assigning workload in a manner that is well-distributed and manageable has also a factor with a weighted mean of 3.832. Third is indicator 3 which states supports a healthy work-life balance. Fourth is the last indicator which refers to assigning loads to teachers that are no longer part of their duties and responsibilities with a weighted mean of 3.428. Lastly, indicator 4 tells that arrange appropriate ancillaries for teachers that are relevant to the subject being taught or their forte with a weighted mean of 2.376 or less evident. To sum up, three (3) indicators received a verbal interpretation (VI) of **evident**, while two (2) indicators have different Vis however lead to an **overall weighted mean of 3.404** along workload and interpreted as **Fairly Evident**.

The practice of overloading, which is similarly difficult for teachers in public schools, and the overwhelming burden that teachers have at work are unquestionably sources of stress for them. Furthermore, Yazon and Ang-Manaig (2019) discovered that teachers strongly believe there is an excessive amount of work to be done. They claimed that educators occasionally attempt to multitask. Similarly, Bongco and Ancho's (2019) study found that teaching is only one aspect of a teacher's job; they also must handle related responsibilities such as regular curriculum activities (planning, preparing materials, assessment tools, checking, recording, etc.), seasonal tasks (coordinating, reporting, training, parent communication, meetings, etc.), and school-related tasks (school programs and other activities). Numerous research investigations have previously verified that instructors frequently experience stress due to work overload and severe workloads.

b. School Facilities

Table 1.2
Respondent's influence on the adoption of ergonomic practices and contribution to the overall climate in the school: School Facilities

Indicators	Weighted Mean	Verbal Interpretation	Rank
6. provides students and teachers with chairs that support their backs and help them sit comfortably during classes.	3.584	Evident	2
7. installs wall or ceiling mounts that allow users to adjust the height and angle of the tv for optimal viewing, reducing neck strain.	2.257	Less Evident	5
8. ensures that clinic has an adequate supply of wheelchairs for emergencies.	3.436	Fairly Evident	3
9. provides for the mobility of handicapped/disabled persons, which shall be given due consideration in the design and construction of school buildings and other facilities in accordance with Batas Pambansa Bilang 344 (Accessibility Law).	3.277	Fairly Evident	4
10. has waiting sheds constructed to protect school children from heavy rains and the heat of the sun while they wait for their parents and vehicles to take them home.	3.713	Evident	1
Overall Weighted Mean	**3.253**	**Fairly Evident**	

***Legend**: 4.500-5.000 Highly Evident; 3.500-4.499 Evident; 2.500- 3.499 Fairly Evident; 1.500- 2.499 Less Evident; and 1.000- 1.499 Not Evident*

Table 1.2 shows that in terms of the factors influencing the adoption of ergonomic practices and school climate along with school facilities, ranking first, waiting sheds constructed to protect school children from heavy rains and the heat of the sun while they wait for their parents and vehicles to take them home with a weighted mean of 3.713. This is followed by indicator 6 which states that students and teachers with chairs that support their backs and help them sit comfortably during classes with a weighted mean of 3.584. Third is indicator 8 which states that clinic has an adequate supply of wheelchairs for emergencies with a weighted mean of 3.436. Fourth is indicator 9 which refers to provides for the mobility of handicapped/disabled persons, which shall be given due consideration in the design and construction of school buildings and other facilities in accordance with Batas Pambansa Bilang 344 (Accessibility Law) with a weighted mean of 3.277. Lastly, indicator 7 tells that it installs wall or ceiling mounts that allow users to adjust the height and angle of the tv for optimal viewing, reducing neck strain with a weighted mean of 2.257 or less evident. To sum up, two (2) indicators received a verbal interpretation (VI) of **evident**, while two (2) indicators as **fairly evident**, and one (1) indicator received a verbal interpretation (VI) of **less evident** that lead to an **overall weighted mean of 3.253** along school facilities and interpreted as **Fairly Evident**.

Owens (2019), stated in his study that one factor of the school climate that affects work satisfaction and student achievement is the school building itself. Peeling paint, broken windows, dim lighting, and insufficient classroom space are common facility issues in many urban educational settings. Such situations frequently have an impact on how workers feel about their jobs and how students feel about their classrooms. Adequate space and the physical classroom setting are two significant factors that impact instructors' impressions of their working environment.

Numerous writers have maintained that the atmosphere or climate of schools and the quality of education both heavily depend on the facilities of the schools. Schools can be used as resources for studying or for teaching. The resources that a teacher and student have at their disposal in a classroom are known as school facilities, and they are used by the instructor to improve the effectiveness and meaning of the teaching and learning process for the pupils. According to him, facilities are any tools a teacher utilizes to help his students grasp or acquire new ideas, concepts, and abilities. As a result, these tools might also be called teaching and learning resources. To put it another way, teachers utilize these teaching and learning resources to facilitate learning. (Nyamekye Otchere et al., 2019)

c. ENVIRONMENT

Table 1.3
Respondent's influence on the adoption of ergonomic practices and contribution to the overall climate in the school: Environment

Indicators	Weighted Mean	Verbal Interpretation	Rank
11. considers environmental factors, such as lighting and ventilation, are conducive to well-being.	2.347	Less Evident	5
12. plants trees with a large foliage mass along the sides of the building to promote air motion inside the building.	2.426	Less Evident	4
13. makes sure that the arrangement of seats is such that no learner is more than seven meters away from the teacher standing in front of the room.	3.446	Fairly Evident	3
14. develops and implements educational programs or curricula in schools to make citizens aware of earthquake hazards and preparedness actions.	4.089	Evident	1
15. has a plan for each specific hazard; identified safe areas within the school campus; evacuation plan, and maps.	3.970	Evident	2
Overall Weighted Mean	**3.255**	**Fairly Evident**	

***Legend**: 4.500-5.000 Highly Evident; 3.500-4.499 Evident; 2.500- 3.499 Fairly Evident; 1.500- 2.499 Less Evident; and 1.000- 1.499 Not Evident*

Table 1.3 shows that in terms of the factors influencing the adoption of ergonomic practices and school climate along with environment, ranking first, develops and implements educational programs or curricula in schools to make citizens aware of earthquake hazards and preparedness actions with a weighted mean of 4.089. This is followed by indicator 15 which states that the school has a plan for each specific hazard; identified safe areas within the school campus; evacuation plan, and maps with a weighted mean of 3.970. Third is indicator 13 which states that makes sure that the arrangement of seats is such that no learner is more than seven meters away from the teacher standing in front of the room with a weighted mean of 3.446. Fourth is indicator 12 which refers to plants' trees with a large foliage mass along the sides of the building to promote air motion inside the building with a weighted mean of 2.426. Lastly, indicator 11 tells that considers environmental factors, such as lighting and ventilation, are conducive to well-being with a weighted mean of 2.347 or less evident. To sum up, two (2) indicators received a verbal interpretation (VI) of **evident**, while one (1) indicator as **fairly evident**, and two (2) indicators received a verbal interpretation (VI) of **less evident** that lead to an **overall weighted mean of 3.255** along environment and interpreted as **Fairly Evident**.

The environment means surroundings and all those things that impact human beings during their lifetime are collectively known as the environment. A working environment is an environment where people work together to achieve organizational objectives. It means systems, processes, structures tools, and all those things which interact with employees and affect in positive or negative ways employee performance.

It can also be defined as the location where a task is completed. When studying place of employment, the work environment involves the physical geographical location as well as the immediate surroundings of the workplace such as a construction site or office building. It typically involves other factors relating to the place of employment such as the quality of the air, noise level, and additional perks and benefits of employment such as free childcare unlimited coffee, or adequate parking according to Barrett (2019).Physical aspects of the workplace can have a direct impact on worker performance, comfort, focus, safety, morale, health, and emotions. Building age, design, layout, ventilation, space, noise, air quality, lighting, and radiation are some of these variables. The configuration of the work environment is important to consider because most activities and operations take place there and have a direct impact on an employee's productivity and performance (Kaushik et al., 2022).

Table 1.4
Summary Table of Respondents' Influence on the Adoption of Ergonomic Practices and Contribution to the Overall Climate in the School

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Workload	3.404	Fairly Evident	1
2. School Facilities	3.253	Fairly Evident	3
3. Environment	3.255	Fairly Evident	2
Overall Weighted Mean	**3.304**	**Fairly Evident**	

Table 1.4 reveals a comprehensive analysis of factors influencing the adoption of ergonomic practices and their contribution to the overall climate within the school environment. Topping the list is workload, boasting a weighted mean of 3.404, indicating its significant impact. Following closely behind is the environment, garnering a weighted mean of 3.255, suggesting its noteworthy influence. Additionally, school facilities obtained a weighted mean of 3.253, further emphasizing their role in shaping the school climate. In summary, these three key indicators, workload, environment, and school facilities, each received a verbal interpretation (VI) signaling their evident impact, culminating in an **overall weighted mean** of **3.404**, which falls within the range interpreted as "**Fairly Evident**."

2. Integration and long-term success of ergonomic practices in junior public high schools.

a. School Funds

Table 2.1
Respondent's integration and long-term success of ergonomic practices: School Funds

Indicators	Weighted Mean	Verbal Interpretation	Rank
16. allocates funds for instructional tools and devices, health equipment (medical, dental, clinic), and emergency/survival kits.	3.465	Fairly Evident	5
17. oversees the maintenance, beautification, and sanitation of the educational facilities.	3.594	Evident	3
18. implements Brigada Eskwela in a purely voluntary effort whereby Principals and Teachers-In-Charge are encouraged but not required to organize a local school maintenance week.	4.059	Evident	1
19. consists of the system of monitoring, controlling, and recording of acquisition and disposal of property and inventory by the property and inventory accounting system	3.851	Evident	2

20. provides funds and technical specifications of materials to be used in the construction, repair, and maintenance of educational facilities to the Procurement Service.	3.574	Evident	4
Overall Weighted Mean	**3.709**	**Evident**	

***Legend**: 4.500-5.000 Highly Evident; 3.500-4.499 Evident; 2.500- 3.499 Fairly Evident; 1.500- 2.499 Less Evident; and 1.000- 1.499 Not Evident*

Table 2.1 shows that in terms of the integration and long-term success of ergonomic practices along with school funds, ranking first, implements Brigada Eskwela in a purely voluntary effort whereby Principals and Teachers-In-Charge are encouraged but not required to organize a local school maintenance week with a weighted mean of 4.059. This is followed by indicator 19 which states that the school consists of the system of monitoring, controlling, and recording of acquisition and disposal of property and inventory by the property and inventory accounting system with a weighted mean of 3.851. Third is indicator 17 which states that oversees the maintenance, beautification, and sanitation of the educational facilities. with a weighted mean of 3.594. Fourth is indicator 20 which refers to provides funds and technical specifications of materials to be used in the construction, repair, and maintenance of educational facilities to the Procurement Service with a weighted mean of 3.574. Lastly, indicator 16 tells that allocates funds for instructional tools and devices, health equipment (medical, dental, clinic), and emergency/survival kits with a weighted mean of 3.465 or fairly evident. To sum up, four (4) indicators received a verbal interpretation (VI) of **evident**, while one (1) indicator as **fairly evident**, that lead to an **overall weighted mean of 3.709** along school funds and interpreted as **Evident**.

The creation of a favorable teaching-learning environment depends on the availability of educational materials. Compared to independent work without materials, the teacher's use of these resources may provide more insightful and effective guidance. When management operations are appropriately coordinated, coordinated, coordinated, and controlled by the school management team, educational resources, however limited, can be managed successfully and efficiently in school administration. The availability of these resources does not ensure good school performance; rather, their sufficiency, efficient use, and administration do. Regardless of how well-designed a school system or administration may be at any level of education, the system may not provide the intended outcomes if the resources are not used and managed appropriately and effectively (Dwivedi, 2022).

According to Abu Kai Kamara (2023), accounting, reporting, asset protection from loss, damage, and fraud, as well as the preparation and execution of a financial strategy are all included in school financial management. Internal policies can be used by schools to control their financial management. Internal controls may not be established if the institution lacks internal regulations. Establishing internal controls and conducting internal audits is the responsibility of the school leader. The financial plan and the annual report are the primary outputs of financial management. Planning, defining goals, and measuring are all integral parts of the reporting process. Financial resources are substantial resources frequently thought to be a part of physical capital. All other forms of resource acquisition, use, and upkeep are based on it. Producing the appropriate goods and services in the desired number and quality will be challenging without a solid financial foundation.

b. Maintenance and Durability

Table 2.2
Respondent's integration and long-term success of ergonomic practices: Maintenance and Durability

Indicators	Weighted Mean	Verbal Interpretation	Rank
21. ensures that chairs and tables provided in our school are always checked and fixed for easy movement and interaction.	2.495	Less Evident	3
22. have plans in case the faculty room needs quick fixes or replacements to keep it comfortable and functional.	2.475	Less Evident	4
23. has well-designed lighting to ensure proper visibility during classes without causing eye strain.	3.208	Fairly Evident	2

24. practices periodic inspection and maintenance of electrical equipment and installations.	3.396	Fairly Evident	1
25. ensures that thermal comfort is achieved either by artificial means (electric fan, air conditioner, etc.) or by natural ventilation.	2.119	Less Evident	5
Overall Weighted Mean	**2.739**	**Fairly Evident**	

***Legend**: 4.500-5.000 Highly Evident; 3.500-4.499 Evident; 2.500- 3.499 Fairly Evident; 1.500- 2.499 Less Evident; and 1.000- 1.499 Not Evident*

Table 2.2 shows that in terms of the integration and long-term success of ergonomic practices along with maintenance and durability, ranking first, practices periodic inspection and maintenance of electrical equipment and installations with a weighted mean of 3.396. This is followed by indicator 23 which states that the school has well-designed lighting to ensure proper visibility during classes without causing eye strain with a weighted mean of 3.208. Third is indicator 21 which states that ensures that chairs and tables provided in our school are always checked and fixed for easy movement and interaction with a weighted mean of 2.495. Fourth is indicator 22 which refers to have plans in case the faculty room needs quick fixes or replacements to keep it comfortable and functional with a weighted mean of 2.475. Lastly, indicator 25 tells that ensures that thermal comfort is achieved either by artificial means (electric fan, air conditioner, etc.) or by natural ventilation with a weighted mean of 2.119 or less evident. To sum up, two (2) indicators received a verbal interpretation (VI) of **fairly evident**, while three (3) indicators as **less evident**, that lead to an **overall weighted mean of 3.709** along maintenance and durability and interpreted as **Fairly Evident**.

Teachers' job happiness is impacted by the state of their schools' facilities. Teachers feel underappreciated by society, particularly if they labor in an unfavorable setting. For instance, most teachers' morale is lowered by crammed staff rooms, worn-out furniture, and broken storage facilities. There is a strong correlation between the job satisfaction and morale of teachers, and both elements influence teachers' likelihood to stay in their positions (Cabaron et al., 2023). Teachers, staff, and students often find themselves working in facilities plagued by leaky roofs, inadequate ventilation, and various other shortcomings, as traditional school designs often fail to meet expectations. The repercussions of these substandard building conditions encompass diminished academic achievements, financial losses, and health concerns for students, instructors, and staff alike. The work environment can be made more user-friendly, which increases employee efficiency and productivity when ergonomics and safety standards are in line with the intended layout of the workspace while guaranteeing the health and safety of users and employees. (Barrett, 2019).

c. Resistance and Adaptation

Table 2.3
Respondent's integration and long-term success of ergonomic practices: Resistance and Adaptation

Indicators	Weighted Mean	Verbal Interpretation	Rank
26. have handrails provided on each side of every stairway having more than four steps.	4.040	Evident	1
27. emphasizes providing for left-handed students by ensuring at least two armchairs are available for them in each classroom.	2.020	Less Evident	5
28. ensures that seat height is constructed so that the child's feet are flat on the floor.	3.723	Evident	2
29. ensures that the backrest provides support to the lumbar region of the child's back.	3.347	Fairly Evident	4
30. ensures safety by securing furnishings, equipment, and building components such as lights and shelves.	3.604	Evident	3
Overall Weighted Mean	**3.347**	**Fairly Evident**	

***Legend**: 4.500-5.000 Highly Evident; 3.500-4.499 Evident; 2.500- 3.499 Fairly Evident; 1.500- 2.499 Less Evident; and 1.000- 1.499 Not Evident*

Table 2.3 shows that in terms of the integration and long-term success of ergonomic practices along with resistance and adaptation, ranking first, have handrails provided on each side of every stairway having more than four steps with a weighted mean of 4.040. This is followed by indicator 28 which states that the school ensures that seat height is constructed so that the child's feet are flat on the floor with a weighted mean of 3.723. Third is indicator 30 which states that ensures safety by securing furnishings, equipment, and building components such as lights and shelves with a weighted mean of 3.604. Fourth is indicator 29 which refers to ensures that the backrest provides support to the lumbar region of the child's back with a weighted mean of 3.347. Lastly, indicator 27 tells emphasizes providing for left-handed students by ensuring at least two armchairs are available for them in each classroom with a weighted mean of 2.020 or less evident. To sum up, three (3) indicators received a verbal interpretation (VI) of **evident**, while one (1) indicator as **fairly evident**, and one (1) indicator as less evident that lead to an **overall weighted mean of 3.347** along resistance and adaptation and interpreted as **Fairly Evident**.

Research has found that productivity is linked to individual workspace preferences being met within the physical work environment (Langer, 2021). To better understand how to support performance, it was crucial to find out whether workspace layouts have varying effects on creativity depending on the age of employees (Davidescu et al., 2020). According to Fedele et al. (2021), people's satisfaction with certain aspects of their work settings depended on how well their expectations were met and that these expectations differed depending on which generational cohort they belonged to. Comfort criteria included lighting, furnishings, seclusion, and distractions. (Norris, 2019)

Table 2.4
Summary Table of Respondents' Integration and Long-term Success of Ergonomic Practices

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. School Funds	3.709	Evident	1
2. Maintenance and Durability	2.739	Fairly Evident	3
3. Resistance and Adaptation	3.347	Fairly Evident	2
Overall Weighted Mean	**3.265**	**Fairly Evident**	

Table 2.4 presents a detailed breakdown of factors impacting the integration and sustained success of ergonomic practices within the school environment. At the forefront is the allocation of school funds, boasting a weighted mean of 3.709, indicating its paramount importance in facilitating long-term success. Following closely behind is resistance and adaptation, with a weighted mean of 3.347, signifying the challenges and adjustments necessary for effective implementation. Lastly, maintenance and durability received a weighted mean of 2.739, underscoring the need for ongoing upkeep to ensure ergonomic solutions remain effective over time. In summary, while one indicator, school funds, received a verbal interpretation (VI) denoting its evident influence, two other key indicators, resistance and adaptation, and maintenance and durability, were deemed fairly evident. This collective assessment leads to an **overall weighted mean** of **3.265**, falling within the interpretation range of "**Fairly Evident**."

3. Overall impact on student and teacher performance contributes to the effectiveness of ergonomic initiatives in creating a positive and supportive school environment in junior public high schools.

a. Professional development

Table 3.1
Respondent's Impact on Teacher Performance and School Environment: Professional development

Indicators	Weighted Mean	Verbal Interpretation	Rank
31. implements of flexible seating options enhances teachers' focus and participation in school activities especially during	3.802	Evident	2

trainings and seminars.			
32. encourages teachers to effectively incorporate technology to enrich student learning experiences.	4.050	Evident	1
33. provides ergonomic furniture and equipment tailored to teachers' needs, such as adjustable desks and chairs, to promote proper posture and comfort during instruction.	2.218	Less Evident	5
34. conducts training on ergonomics, emphasizing the importance of school facilities and equipment in maintaining physical health and well-being.	3.327	Fairly Evident	4
35. prioritizes teacher well-being and professional growth by emphasizing proper care of school facilities and equipment.	3.525	Evident	3
Overall Weighted Mean	**3.384**	**Fairly Evident**	

***Legend**: 4.500-5.000 Highly Evident; 3.500-4.499 Evident; 2.500- 3.499 Fairly Evident; 1.500- 2.499 Less Evident; and 1.000- 1.499 Not Evident*

Table 3.1 shows that in terms of the impact on teacher performance and school environment along with professional development, ranking first, encourages teachers to effectively incorporate technology to enrich student learning experiences with a weighted mean of 4.050. This is followed by indicator 31 which implements flexible seating options enhances teachers' focus and participation in school activities especially during trainings and seminars with a weighted mean of 3.802. Third is indicator 35 which states that prioritizes teacher well-being and professional growth by emphasizing proper care of school facilities and equipment with a weighted mean of 3.525. Fourth is indicator 34 which refers to conducts training on ergonomics, emphasizing the importance of school facilities and equipment in maintaining physical health and well-being with a weighted mean of 3.327. Lastly, indicator 33 tells provides ergonomic furniture and equipment tailored to teachers' needs, such as adjustable desks and chairs, to promote proper posture and comfort during instruction with a weighted mean of 2.218 or less evident. To sum up, three (3) indicators received a verbal interpretation (VI) of **evident**, while one (1) indicator as **fairly evident**, and one (1) indicator as less evident that lead to an **overall weighted mean of 3.384** along professional development and interpreted as **Fairly Evident**.

The workplace environment has the power to increase job effectiveness. However, the workplace serves as a barometer for employee performance and accomplishment. Relationships between various employees and how they are affected by them other have been seen to reflect the employees' performance and job satisfaction levels. More job satisfaction indicates that individuals are performing better at work, even in more difficult positions over the long term. (Shammout, 2022) Creating workspaces that support individual perceptions of creativity can be a crucial component of organizational success, and fostering individual perceptions of creativity can be a strategic advantage in the generation of new ideas that can contribute to organizational growth (Amabile, 2022).

b. Communication and Collaboration

Table 3.2
Respondent's Impact on Teacher Performance
and School Environment: Communication and Collaboration

Indicators	Weighted Mean	Verbal Interpretation	Rank
36. promotes the idea that ergonomic changes, such as adjustments to tables, chairs, ventilation, and lighting, positively impact communication channels between teachers and students, especially during class hours.	3.386	Fairly Evident	2
37. provides a faculty room to set up teachers' workspaces, promoting communication and enhancing collaboration among them.	3.347	Fairly Evident	3
38. recognizes concerns about difficulties in communication or collaboration with coworkers due to discomfort or pain caused by workspace setup.	2.267	Less Evident	5
39. promotes a supportive environment, fostering a positive attitude towards learning and encouraging active	3.802	Evident	1

participation in collaboration for both teachers and learners.			
40. encourages the use of ergonomically designed communication tools, such as digital whiteboards, interactive displays, and collaborative software platforms, to facilitate effective information sharing and interaction.	3.267	Fairly Evident	4
Overall Weighted Mean	**3.214**	**Fairly Evident**	

***Legend**: 4.500-5.000 Highly Evident; 3.500-4.499 Evident; 2.500- 3.499 Fairly Evident; 1.500- 2.499 Less Evident; and 1.000- 1.499 Not Evident*

Table 3.2 shows that in terms of the impact on teacher performance and school environment along with communication and collaboration, ranking first, promotes a supportive environment, fostering a positive attitude towards learning and encouraging active participation in collaboration for both teachers and learners with a weighted mean of 3.802. This is followed by indicator 36 which promotes the idea that ergonomic changes, such as adjustments to tables, chairs, ventilation, and lighting, positively impact communication channels between teachers and students, especially during class hours with a weighted mean of 3.386. Third is indicator 37 which provides a faculty room to set up teachers' workspaces, promoting communication and enhancing collaboration among them with a weighted mean of 3.347. Fourth is indicator 40 which encourages the use of ergonomically designed communication tools, such as digital whiteboards, interactive displays, and collaborative software platforms, to facilitate effective information sharing and interaction with a weighted mean of 3.267. Lastly, indicator 38 recognizes concerns about difficulties in communication or collaboration with coworkers due to discomfort or pain caused by workspace setup with a weighted mean of 2.267 or less evident. To sum up, one (1) indicator received a verbal interpretation (VI) of **evident**, while three (3) indicators as **fairly evident**, and one (1) indicator as less evident that lead to an **overall weighted mean of 3.214** along communication and collaboration and interpreted as **Fairly Evident**.

The physical settings or conditions, social factors, and all other elements that are either directly or indirectly influencing an employee's performance at work are collectively referred to as the work environment, and the organization falls under this category. These aspects of the workplace can have an impact in several ways, including an employee's health, interpersonal relationships with coworkers, collaboration, efficiency, and more. Company culture, a situation where work is being done, and physical working conditions are a few elements that signify the work environment of any organization (Alemu, 2022). The philosophy of ergonomics, outlined by Latip et al. (2022), is concerned with understanding how people interact with other components of a system and creating theories, concepts, and strategies to accommodate workers. As reported by Davis et al. (2021), open, unconventional workspace arrangements give businesses the flexibility to readily reconfigure their physical workstations to meet their evolving demands. Davis et al. also noted that employees had more opportunities for engagement and communication in open, nontraditional workstations than in specified, standard workspaces. However, Davis et al. also found that employees are less able to control peer interactions and noise levels in flexible workspaces, which results in distractions.

c. Autonomy and Control

Table 3.3
Respondent's Impact on Teacher
Performance and School Environment:
Autonomy and Control

Indicators	Weighted Mean	Verbal Interpretation	Rank
41. empowers teachers to have control over their ergonomic workspaces.	3.465	Fairly Evident	5
42. holds quarterly drills simulating realistic earthquake conditions to reinforce training and test the adequacy of plans and safety assessments.	3.822	Evident	2
43. assigns safety-conscious staff members to implement said policies effectively for organizing a School Disaster/Risk Management Program.	3.990	Evident	1

44. conducts safety training and drill exercises for staff and pupils/students.	3.752	Evident	3
45. ensures that all staff members can access and utilize school buildings, including computer rooms and faculty rooms, without encountering any issues.	3.673	Evident	4
Overall Weighted Mean	**3.741**	**Evident**	

***Legend**: 4.500-5.000 Highly Evident; 3.500-4.499 Evident; 2.500- 3.499 Fairly Evident; 1.500- 2.499 Less Evident; and 1.000- 1.499 Not Evident*

Table 3.3 shows that in terms of the impact on teacher performance and school environment along with autonomy and control, ranking first, assigns safety-conscious staff members to implement said policies effectively for organizing a School Disaster/Risk Management Program with a weighted mean of 3.990. This is followed by indicator 42 which holds quarterly drills simulating realistic earthquake conditions to reinforce training and test the adequacy of plans and safety assessments with a weighted mean of 3.822. Third is indicator 44 which conducts safety training and drill exercises for staff and pupils/students with a weighted mean of 3.752. Fourth is indicator 45 which ensures that all staff members can access and utilize school buildings, including computer rooms and faculty rooms, without encountering any issues with a weighted mean of 3.673. Lastly, indicator 41 empowers teachers to have control over their ergonomic workspaces with a weighted mean of 3.465 or fairly evident. To sum up, four (4) indicators received a verbal interpretation (VI) of **evident**, while one (1) indicator as **fairly evident**, that lead to an **overall weighted mean of 3.741** along autonomy and control and interpreted as **Evident**.

According to Gumasing et al. (2023), workers believed their physical workstation layouts hindered their ability to think creatively if they thought they had little control over factors like illumination, noise levels, and distractions in their work settings. It has been suggested that having employees close to one another in open workstations might encourage collaboration, which boosts creativity. People begin to give significance to their work and identity because of their office experience. In the modern workplace, workspaces are being used as a strategic tool to match the demands, knowledge, and job duties of a diverse workforce of all ages (Narang & Dwivedi, 2020). Instead of creating "one-size-fits-all" workspaces, organizations are now structuring their physical work environments to appeal to a varied workforce of all ages and to project a progressive company image to draw and keep talented employees.

d. Performance

Table 3.4
Respondent's Impact on Teacher Performance and School Environment: Performance

Indicators	Weighted Mean	Verbal Interpretation	Rank
46. creates good ergonomic (lighting, ventilation, tables, and chairs) conditions that positively impact my focus and concentration during teaching.	2.010	Less Evident	5
47. has a classroom layout that allows for easy movement and accessibility to teaching materials	3.673	Evident	2
48. implements ergonomic practices that improve teachers' efficiency and productivity.	3.574	Evident	3
49. the school's adjustments to improve comfort, efficiency, and well-being in the workplace helps the teacher work faster and better.	3.752	Evident	1
50. the school provides technology equipment such as computers and projectors positioned in a way that minimizes strain on the neck and eyes.	2.178	Less Evident	4
Overall Weighted Mean	**3.038**	**Fairly Evident**	

***Legend**: 4.500-5.000 Highly Evident; 3.500-4.499 Evident; 2.500- 3.499 Fairly Evident; 1.500- 2.499 Less Evident; and 1.000- 1.499 Not Evident*

Table 3.4 shows that in terms of the impact on teacher performance and school environment along with performance, ranking first, the school's adjustments to improve comfort, efficiency, and well-being in the workplace helps the teacher work faster and better with a weighted mean of 3.752. This is followed by indicator 47 which has a classroom layout that allows for easy movement and accessibility to teaching materials with a weighted mean of 3.673. Third is indicator 48 which implements ergonomic practices that improve teachers' efficiency and productivity with a weighted mean of 3.574. Fourth is indicator 50 which ensures that the school provides technology equipment such as computers and projectors positioned in a way that minimizes strain on the neck and eyes with a weighted mean of 2.178. Lastly, indicator 46 creates good ergonomic (lighting, ventilation, tables, and chairs) conditions that positively impact my focus and concentration during teaching with a weighted mean of 2.010 or f less evident. To sum up, three (3) indicators received a verbal interpretation (VI) of **evident**, while two (2) indicators as **less evident**, that lead to an **overall weighted mean of 3.038** along performance and interpreted as **Fairly Evident**.

The physical environment of the office, which includes enough light, a comfortable temperature, and a functional workspace, can promote teacher performance and, ultimately, teacher morale. People try to continue working for companies that provide favorable working environments, where staff members feel like they belong and that their contributions are valued. The way that the workplace—staff room, office, classroom, lab, computer room, etc.—is used and designed affects not just how employees feel about the company, but also how productive they are at work, how much new information they contribute to the institution, and how loyal they are to their employer. Workers are more likely to feel motivated and satisfied with their jobs when they work in a clean, tidy, and modern workplace than when they work in an unpleasant one (Masoom, 2021).

Awada et al. (2021), found that worker-workspace relationships affect worker performance and overall organizational productivity. Environmental factors that can impact task performance include lighting, temperature, and ergonomic furniture. It is common practice to use job performance, productivity, and employee happiness as indicators of how work environments impact workers. Based on shared desks in open spaces and private individual spaces, research on physical work environments from the perspectives of collaboration and privacy found that in open, shared workspaces, concentration levels, and creative work decreased while collaboration increased. According to Frontczak et al. (2022), the layout and design of the workspace have the most effects on employee happiness and output. Thermal comfort, ventilation, and openness to sound and vision come next. The ease of interacting with coworkers and lighting received the highest satisfaction, while noise, air quality, visual privacy, and temperature received the lowest. Research on lighting includes identifying the differences between artificial and daylight light and glare control, which has been shown to improve comfort and productivity.

Table 3.5
Summary Table of Respondents' Impact on Teacher Performance and School Environment

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Professional Development	3.384	Fairly Evident	2
2. Communication and Collaboration	3.214	Fairly Evident	3
3. Autonomy and Control	3.741	Evident	1
4. Performance	3.038	Fairly Evident	4
Overall Weighted Mean	**3.344**	**Fairly Evident**	

Table 3.5 shows that in terms of the impact on teacher performance and school environment, ranking first, is autonomy and control with a weighted mean of 3.741. This is followed by professional development with a weighted mean of 3.384. Next, communication and collaboration with a weighted mean of 3.214. Lastly, performance with a weighted mean of 3.038. To sum up, one (1) indicator received a verbal interpretation (VI) of **evident**, and three (3) key indicators as **fairly evident** that lead to an **overall weighted mean of 3.344** and interpreted as **Fairly Evident**.

SOP 4

Table 4
Relationship of Factors Influencing Adoption of Ergonomic Practices and School Climate and Integration and Long-term Success of Ergonomic Practices

various factors within junior public high schools ….	**affect in the integration and long-term success…...**	**Computed r**	**p-value**	**interpretation**	**decision**
Workload	School Funds	0.488**	*<0.01*	Moderate Correlation	Reject Ho
	Maintenance and Durability	0.488**	*<0.01*	Moderate Correlation	Reject Ho
	Resistance and Adaptation	0.443**	*<0.01*	Moderate Correlation	Reject Ho
	Overall	0.546**	*<0.01*	Moderate Correlation	Reject Ho
School Facilities	School Funds	0.630**	*<0.01*	Moderate Correlation	Reject Ho
	Maintenance and Durability	0.508**	*<0.01*	Moderate Correlation	Reject Ho
	Resistance and Adaptation	0.474**	*<0.01*	Moderate Correlation	Reject Ho
	Overall	0.625**	*<0.01*	Moderate Correlation	Reject Ho
Environment	School Funds	0.519**	*<0.01*	Moderate Correlation	Reject Ho
	Maintenance and Durability	0.396**	*<0.01*	Weak Correlation	Reject Ho
	Resistance and Adaptation	0.303**	*0.002*	Weak Correlation	Reject Ho
	Overall	0.477**	*<0.01*	Moderate Correlation	Reject Ho
Overall	School Funds	0.723**	*<0.01*	Moderate Correlation	Reject Ho
	Maintenance and Durability	0.610**	*<0.01*	Moderate Correlation	Reject Ho
	Resistance and Adaptation	0.540**	*<0.01*	Moderate Correlation	Reject Ho
	Overall	0.727**	*<0.01*	Strong Correlation	Reject Ho

***Significant at p<0.01*

Legend to interpret r
0.00 No correlation
±0.01 to ± 0.20 Very weak [(-)inverse] Correlation
±0.21 to ±0.40 Weak [(-)inverse] Correlation
± 0.41 to ±0.70 Moderate [(-)inverse] Correlation
±0.71 to 0.90 Strong [(-)inverse]Correlation
±0.91 to ±0.99 Very Strong [(-)inverse]Correlation
±1.00 Perfect[(-)inverse] Correlation

Table 4 shows the significant relationship between the factors influencing adoption of ergonomic practices and school climate and integration and long-term success of ergonomic practices. As shown in the table, factors such as Workload (0.01), School Facilities (0.01), and Environment (0.01) which are all less than 0.01 were found significantly related which leads to Reject the Null Hypothesis. Therefore, factors such as Workload, School Facilities, and Environment are significantly related to the integration and long-term success of ergonomic practices.

As explained by Al-Youbi et al. (2021), to ensure that the learning environment complies with workplace ergonomics and safety standards, several amenities and accessories should be in place. These include classrooms or lecture halls with accurately installed chalkboards, so teachers don't have to strain themselves writing on them, well-fixed ceilings and roofing free of leaks, an adequate lighting system, safe floors free of cracks or rough surfaces, good ventilation, the availability of restrooms, and several other accessories. Without these safeguards, user safety in the learning environment may be compromised, which will inevitably have an impact on the standard of instruction and knowledge gained as well as the physical well-being of educators and other stakeholders. The work environment can be made more user-friendly, which increases employee efficiency and productivity when ergonomics and safety standards are in line with the intended layout of the workspace while guaranteeing the health and safety of users and employees. Organizational culture, organizational structure, desk heights in relation to monitor and keyboard, inappropriate sitting, lighting, workflows, space in the workspace, design, and temperature can influence organizational effectiveness. (Akinbola & Popoola, 2019)

The performance of employees can be improved if the workplace is designed with ergonomics in mind. Better education is needed in the business world so that people can understand how improving the work environment can help increase productivity. When a company gives its employees a better place to work, their health improves. This makes them more productive and reduces the company's healthcare costs. Koirala, R., & Nepal, A. (2022) Room temperature, furnishing and repeating tasks are the most critical variables determining the work performance of the responders. Employees believe that good workspace design will boost their productivity and ergonomically designed furniture fit the physical abilities of the employee and provide sophisticated environment to work. (Raja et al., 2019) So, ergonomics is a way to organize work so that tools are easy for employees to get to, and the work environment is good for them. This leads to more work getting done. (Mihartescu et al., 2021)

SOP 5

Table 5
Relationship of Factors Influencing Adoption of Ergonomic Practices and Impact on Teacher Performance and School Environment

various factors within junior public high schools ….	***overall impact on student and teacher performance…***	***Computed r***	***P-value***	***Interpretation***	***Decision***
Workload	Professional development	0.474**	*<0.01*	Moderate Correlation	Reject Ho
	Communication and Collaboration	0.543**	*<0.01*	Moderate Correlation	Reject Ho
	Autonomy and Control	0.494**	*<0.01*	Moderate Correlation	Reject Ho
	Performance	0.411**	*<0.01*	Moderate Correlation	Reject Ho
	Overall	0.537**	*<0.01*	Moderate Correlation	Reject Ho
School Facilities	Professional development	0.624**	*<0.01*	Moderate Correlation	Reject Ho
	Communication and Collaboration	0.481**	*<0.01*	Moderate Correlation	Reject Ho
	Autonomy and Control	0.672**	*<0.01*	Moderate Correlation	Reject Ho
	Performance	0.567**	*<0.01*	Moderate Correlation	Reject Ho
	Overall	0.649**	*<0.01*	Moderate Correlation	Reject Ho
Environment	Professional development	0.542**	*<0.01*	Moderate Correlation	Reject Ho
	Communication and Collaboration	0.454**	*<0.01*	Moderate Correlation	Reject Ho
	Autonomy and Control	0.519**	*<0.01*	Moderate Correlation	Reject Ho

	Performance	0.557**	*<0.01*	Moderate Correlation	Reject Ho
	Overall	0.571**	*<0.01*	Moderate Correlation	Reject Ho
Overall	Professional development	0.723**	*<0.01*	Strong Correlation	Reject Ho
	Communication and Collaboration	0.637**	*<0.01*	Moderate Correlation	Reject Ho
	Autonomy and Control	0.749**	*<0.01*	Strong Correlation	Reject Ho
	Performance	0.673**	*<0.01*	Moderate Correlation	Reject Ho
	Overall	0.771**	*<0.01*	Strong Correlation	Reject Ho

***Significant at p<0.01*

Legend to interpret r
0.00 No correlation
±0.01 to ± 0.20 Very weak [(-)inverse] Correlation
±0.21 to ±0.40 Weak [(-)inverse] Correlation
± 0.41 to ±0.70 Moderate [(-)inverse] Correlation
±0.71 to 0.90 Strong [(-)inverse]Correlation
±0.91 to ±0.99 Very Strong [(-)inverse]Correlation
±1.00 Perfect[(-)inverse] Correlation

Table 5 shows the significant relationship between the factors influencing adoption of ergonomic practices and school climate and impact on teacher performance and school environment. As shown in the table, factors such as Workload (0.01), School Facilities (0.01), and Environment (0.01) which are all less than 0.01 were found significantly related which leads to Reject the Null Hypothesis. Therefore, factors such as Workload, School Facilities, and Environment are significantly related to the impact on teacher performance and school environment. According to Kyung-Nyun (2019), teachers in public schools are more likely than those in private schools to be concerned about administrative tasks that could have an impact on their ability to teach since they are subject to bureaucratic control. His research supports the claim that administrative tasks take up time that could be spent instructing students and that removing these forced responsibilities is a necessary condition for teachers to devote themselves entirely to their work. Interestingly, "only teachers in public schools are likely to consider their administrative workload to be equivalent to class instruction preparation." Physical aspects of the workplace can have a direct impact on worker performance, comfort, focus, safety, morale, health, and emotions. Building age, design, layout, ventilation, space, noise, air quality, lighting, and radiation are some of these variables. The configuration of the work environment is important to consider because most activities and operations take place there and have a direct impact on an employee's productivity and performance (Kaushik et al., 2022).

According to Frontczak et al. (2022), the layout and design of the workspace have the most effects on employee happiness and output. Thermal comfort, ventilation, and openness to sound and vision come next. The ease of interacting with coworkers and lighting received the highest satisfaction, while noise, air quality, visual privacy, and temperature received the lowest. Research on lighting includes identifying the differences between artificial and daylight light and glare control, which has been shown to improve comfort and productivity. Workspace design aims to promote workplace performance since the office environment is perceived as a tool that the physical surroundings can use to increase job efficiency and productivity (El-Zeiny, 2022). The physical workspace has an impact on both the volume and quality of work that employees do. Poorly built physical structures in organizations can lead to employee unhappiness, inefficiency, and decreased production. If such conditions prevail for a longer period, they influence the health and welfare of employees and generate delays in attaining targets and organizational goals (Tatar, 2020).

SOP 6

Table 6
Relationship between Integration and Long-term Success of Ergonomic Practices and Impact on Teacher Performance and School Environment

affect in the integration and long-term success…...	***overall impact on student and teacher performance…***	***Computed r***	***P-value***	***Interpretation***	***Decision***
School Funds	Professional development	0.755**	*<0.01*	Moderate Correlation	Reject Ho
	Communication and Collaboration	0.654**	*<0.01*	Moderate Correlation	Reject Ho
	Autonomy and Control	0.777**	*<0.01*	Moderate Correlation	Reject Ho
	Performance	0.670**	*<0.01*	Moderate Correlation	Reject Ho
	Overall	0.793**	*<0.01*	Moderate Correlation	Reject Ho
Maintenance and Durability	Professional development	0.650**	*<0.01*	Moderate Correlation	Reject Ho
	Communication and Collaboration	0.695**	*<0.01*	Moderate Correlation	Reject Ho
	Autonomy and Control	0.738**	*<0.01*	Moderate Correlation	Reject Ho
	Performance	0.697**	*<0.01*	Moderate Correlation	Reject Ho
	Overall	0.772**	*<0.01*	Moderate Correlation	Reject Ho
Resistance and Adaptation	Professional development	00.471**	*<0.01*	Moderate Correlation	Reject Ho
	Communication and Collaboration	0.595**	*<0.01*	Moderate Correlation	Reject Ho
	Autonomy and Control	0.607**	*<0.01*	Moderate Correlation	Reject Ho
	Performance	0.538**	*<0.01*	Moderate Correlation	Reject Ho
	Overall	0.617**	*<0.01*	Moderate Correlation	Reject Ho
Overall	Professional development	0.734**	*<0.01*	Strong Correlation	Reject Ho
	Communication and Collaboration	0.749**	*<0.01*	Moderate Correlation	Reject Ho
	Autonomy and Control	0.822**	*<0.01*	Strong Correlation	Reject Ho
	Performance	0.738**	*<0.01*	Moderate Correlation	Reject Ho
	Overall	0.846**	*<0.01*	Strong Correlation	Reject Ho

***Significant at p<0.01*

Legend to interpret r
0.00 No correlation
±0.01 to ± 0.20 Very weak [(-)inverse] Correlation
±0.21 to ±0.40 Weak [(-)inverse] Correlation
± 0.41 to ±0.70 Moderate [(-)inverse] Correlation
±0.71 to 0.90 Strong [(-)inverse]Correlation
±0.91 to ±0.99 Very Strong [(-)inverse]Correlation
±1.00 Perfect[(-)inverse] Correlation

Table 6 shows the significant relationship between the integration and long-term success of ergonomic practices and impact on teacher performance and school environment. As shown in the table, factors such as School Funds (0.01), Maintenance and Durability (0.01), and Resistance and Adaptation (0.01) which are all less than 0.01 were found significantly related which leads to Reject the Null Hypothesis. Therefore, factors such as School Funds, Maintenance and Durability, and Resistance and Adaptation are significantly related to the impact on teacher performance and school environment. The physical workspace has an impact on both the volume and quality of work that employees do. Poorly built physical structures in organizations can lead to employee unhappiness, inefficiency, and decreased production. If such conditions prevail for a longer period, they influence the health and welfare of employees and generate delays in attaining targets and organizational goals (Tatar, 2020).The findings show that implementing ergonomics has a beneficial impact on employees' perceptions of safety and a negative impact on their perceptions of stress levels. The application of ergonomics in workspace design lowers perceived stress levels among workers. Furthermore, ergonomics design—which includes adjustable seats and well-thought-out work areas—has a favorable correlation with safety in terms of musculoskeletal problems. By reducing the amount of workplace accidents and injuries, the ergonomic design of adjustable seats improves safety. Considering the study's findings, businesses are advised to adopt ergonomics. (Seva et al., 2021)

In all industries, work conditions have an impact on employee satisfaction. Employee performance is positively impacted by a better work environment, but it is negatively impacted by an unsuitable work environment. The teaching environment plays a similar role in a teacher's performance in the same direction. It makes a big difference in how well teachers succeed. It also covers the classroom setting, which plays a significant part in how satisfied teachers are. (Hartinah et al., 2020)The work environment has a big impact on how committed teachers are. Dedicated educators who are highly motivated by a positive work environment devote their time and energy to achieving school objectives, and they are becoming more and more recognized as the main resource that the school has. They supply the intellectual capital that has grown to be a vital resource for many institutions. Moreover, educators who are dedicated to the school and the student's overall welfare are better suited to provide the social capital needed to support learning in the classroom. As a result, an unfavorable work environment makes employees feel unfulfilled and may limit their ability to contribute to the company. Teachers are therefore more motivated to maintain and develop commitment when they work in a great setting since they feel good about going to work. Therefore, a worker may experience boredom, decreased productivity, weariness, frustration, and dependency, all of which can result in low commitment, if they are unable to achieve their fulfillment and satisfaction. (Olujuwon et al., 2021)

7. What action plans could be formulated based on further research to address ergonomic deficiencies and optimize school climate?

ENHANCING ERGONOMICS: A COMPREHENSIVE ACTION PLAN FOR OPTIMIZING SCHOOL CLIMATE

RATIONALE : The results of the study conducted in the City Schools Division of Cabuyao underscore the need for a targeted enrichment plan that addresses specific challenges and opportunities in leadership. The proposed action plan focuses on Implementing Ergonomic Workstation Guidelines, Promoting Physical Activity Breaks, Developing Ergonomic Education Programs, Establishing Ergonomic Task Forces, and Monitoring and Evaluating Progress. The rationale for this plan is grounded in the identified gaps and the broader context to address ergonomic deficiencies and optimize school climate.

1. **ErgoCraft Initiative: Implementing Ergonomic Workstation Guidelines**
   Ergonomic deficiencies in workstations can lead to discomfort, fatigue, and even long-term health issues for students and teachers. By implementing ergonomic workstation guidelines, we aim to create safer and more comfortable environments that promote productivity and well-being.
2. **Active Pause Program: Promoting Physical Activity Breaks**
   Sedentary behavior has become increasingly prevalent among students and staff, leading to a variety of health problems. The Active Pause Program seeks to counteract this trend by encouraging regular physical activity breaks, fostering better physical and mental health, and enhancing overall productivity.
3. **ErgoEdu Outreach: Developing Ergonomic Education Programs**
   Many individuals are unaware of proper ergonomic practices and the importance of maintaining ergonomic environments. Through ErgoEdu Outreach, we aim to bridge this gap by developing educational programs

that raise awareness and provide practical knowledge about ergonomics, ultimately empowering individuals to create healthier work and learning spaces.

4. **Task Force Ergo: Establishing Ergonomic Task Forces**
   Addressing ergonomic issues requires a collaborative effort involving various stakeholders. Task Force Ergo seeks to bring together experts and representatives from different areas of the school community to systematically assess, prioritize, and address ergonomic concerns, ensuring a comprehensive and coordinated approach to improving ergonomics throughout the school.
5. **Climate Check Protocol: Monitoring and Evaluating Progress**
   Continuous monitoring and evaluation are essential for assessing the effectiveness of implemented initiatives and identifying areas for improvement. The Climate Check Protocol establishes a systematic framework for collecting feedback, analyzing data, and measuring progress toward our ergonomic and school climate optimization goals, allowing us to make informed decisions and adjustments as needed.

OBJECTIVES OF THE ACTION PLAN : The primary objective of the ErgoCraft Initiative (ECI) is to optimize the ergonomic setup of workstations throughout the school environment. By conducting thorough assessments and implementing tailored guidelines, the aim is to minimize the risk of musculoskeletal strain and discomfort for students and staff. Specific objectives include identifying and addressing ergonomic deficiencies, providing education and resources on proper workstation setup, and fostering a culture of ergonomic awareness and compliance.The overarching objective of the Active Pause Program (APP) is to promote regular physical activity breaks among students and staff. This initiative aims to counteract sedentary behavior, improve circulation, and enhance overall physical and mental well-being. Specific objectives include integrating structured activity breaks into daily routines, offering diverse options for physical activities, and raising awareness about the importance of incorporating movement into the school day to boost energy levels and productivity.

The main objective of the ErgoEdu Outreach (EEO) initiative is to increase awareness and understanding of ergonomic principles among students, teachers, and staff. By developing educational programs and resources, the goal is to empower individuals to recognize ergonomic risk factors and implement strategies to create safer and more comfortable work and learning environments. Specific objectives include integrating ergonomic education into the curriculum, conducting workshops and seminars, and providing accessible resources for ongoing learning and reference.The primary objective of the Task Force Ergo (TFE) initiative is to establish interdisciplinary task forces dedicated to addressing ergonomic concerns throughout the school. These task forces will work collaboratively to identify, prioritize, and implement solutions to improve ergonomic conditions across various areas of the school environment. Specific objectives include forming cohesive and representative task forces, conducting regular assessments, and implementing evidence-based interventions to optimize ergonomic comfort and safety. The overarching objective of the Climate Check Protocol (CCP) is to establish a systematic framework for monitoring and evaluating the effectiveness of the implemented ergonomic initiatives and overall school climate. This initiative aims to gather feedback, analyze data, and measure progress toward ergonomic optimization and school climate enhancement goals. Specific objectives include developing metrics for evaluation, collecting feedback through surveys and assessments, and using findings to inform decision-making and continuous improvement efforts.

REFLECTION : As we embark on these initiatives, we recognize the significance of prioritizing the health, safety, and well-being of our school community. By addressing ergonomic deficiencies and promoting a positive school climate, we are investing in the physical and mental health of our students and staff, as well as fostering an environment that supports learning, productivity, and overall satisfaction.These initiatives require commitment, collaboration, and ongoing effort from all stakeholders involved. By working together to implement ergonomic guidelines, promote physical activity, provide education and training, establish task forces, and monitor progress, we are laying the foundation for a healthier and more productive school environment. As we reflect on our goals and objectives, we remain dedicated to creating a school community where everyone feels supported, valued, and empowered to thrive.

ACTION PLAN FOR THE ERGOCRAFT INITIATIVE (ECI)

Key Result Area	Objectives	Activities	Strategies	Target	Time Frame	Person/s involved/in-charge	Expected Output
Implementation of ergonomic assessments, guidelines, and training completed within 6 months, resulting in a reduction in reports of discomfort and musculoskeletal issues among students and staff, improved productivity, and enhanced awareness of ergonomic principles.	To reduce musculoskeletal strain and discomfort among students and staff by optimizing workstation ergonomics.	1. Conduct ergonomic assessments of all workstations in classrooms, offices, and common areas. 2. Develop and implement specific guidelines for workstation setup based on assessment findings. 3. Provide hands-on training sessions for teachers and staff on proper ergonomic practices.	1. Collaborate with ergonomic experts to conduct thorough assessments. 2. Design and distribute ergonomic guideline documents tailored to different workstation setups. 3. Organize workshops and individual training sessions to educate teachers and staff on ergonomic best practices.	All workstations across the school.	Ergonomic assessments initiated within 3 months, guidelines developed, and training sessions completed within 6 months.	School facilities manager, ergonomic specialist, designated teachers for training sessions.	1. Reduction in reports of discomfort and musculoskeletal issues among students and staff. 2. Improved productivity and focus due to enhanced ergonomic comfort. 3. Greater awareness and understanding of ergonomic principles among students and staff.

Ergonomic Monitoring and Evaluation Framework (EMEF)

PURPOSE	OBJECTIVES	MONITORING ACTIVITIES	EVALUATION METRICS	DATA COLLECTION TOOLS
To systematically track and assess the implementation and effectiveness of ergonomic initiatives across various action plans within the school setting.	Reduce musculoskeletal strain and discomfort. Improve productivity and ergonomic awareness.	Detailed records of assessments conducted in classrooms, offices, and common areas. Documentation of specific ergonomic guidelines created based on assessment findings. Records of participants in hands-on training sessions.	Comparison of pre- and post-implementation survey data on musculoskeletal discomfort among students and staff. Analysis of productivity indicators (e.g., task completion rates, absenteeism rates) before and after ergonomic interventions. Periodic surveys to gauge awareness and understanding of ergonomic principles.	Surveys and Questionnaires: For collecting feedback on discomfort levels, productivity, and ergonomic awareness. Observation Checklists: Used during ergonomic assessments to ensure all workstation elements meet guidelines. Training Feedback Forms: To assess the effectiveness and satisfaction of training sessions.

ACTION PLAN FOR THE ACTIVE PAUSE PROGRAM (APP)

Key Result Area	Objectives	Activities	Strategies	Target	Time Frame	Person/s involved/in-charge	Expected Output
Successful integration of scheduled physical activity breaks into daily schedules for all students and staff, leading to increased levels of physical activity, enhanced concentration, cognitive function, and improved physical and mental well-being.	To improve focus, reduce stress, and enhance overall health by encouraging physical activity throughout the school day.	1. Incorporate short physical activity breaks into daily schedules for all students and staff. 2. Provide a variety of indoor and outdoor activities suitable for different age groups and physical abilities. 3. Raise awareness about the importance of regular movement breaks for physical and mental well-being.	1. Integrate scheduled activity breaks into class timetables. 2. Offer options for activities such as stretching, brief walks, or simple exercises. 3. Promote the program through posters, announcements, and classroom reminders.	All students and staff members.	Program implementation starts immediately and continues indefinitely.	Physical education department head, student council leaders, designated staff for activity coordination.	1. Increased levels of physical activity among students and staff throughout the school day. 2. Enhanced concentration and cognitive function because of regular movement breaks. 3. Improved physical and mental well-being, including reduced stress and increased energy levels.

Ergonomic Monitoring and Evaluation Framework (EMEF)

PURPOSE	OBJECTIVES	MONITORING ACTIVITIES	EVALUATION METRICS	DATA COLLECTION TOOLS
To systematically track and assess the implementation and effectiveness of ergonomic initiatives across various action plans within the school setting.	Improve focus, reduce stress, and enhance overall health.	Timetables showing integration of physical activity breaks. Records of student and staff participation in physical activity breaks.	Data on frequency and duration of activity breaks. Pre- and post-implementation assessments using cognitive function tests and concentration metrics. Regular surveys to assess physical and mental well-being.	Wearable Activity Trackers: To monitor physical activity levels. Cognitive Function Tests: Administered periodically to assess changes in cognitive performance. Well-being Questionnaires: To measure stress levels, energy levels, and overall well-being.

ACTION PLAN FOR TASK FORCE ERGO (TFE)

Key Result Area	Objectives	Activities	Strategies	Target	Time Frame	Person/s involved/in-charge	Expected Output
Establishment of interdisciplinary task forces and initiation of ongoing assessments leading to systematic identification and timely resolution of ergonomic concerns across the school environment, fostering improved coordination and collaboration among stakeholders.	To continuously identify and address ergonomic issues to create a safer and more comfortable environment for students, teachers, and other staff.	1. Form interdisciplinary task forces consisting of representatives from different school stakeholders. 2. Conduct regular assessments of ergonomic conditions across the school campus. 3. Implement solutions and improvements based on assessment findings and feedback.	1. Establish clear roles and responsibilities for task force members. 2. Schedule regular meetings to review assessment results and discuss potential solutions. 3. Implement changes in collaboration with relevant departments and personnel.	All areas of the school requiring ergonomic attention.	Task force formation within 3 months, ongoing assessments, and actions.	School principal, health and safety officer, designated task force coordinators.	1. Systematic identification and prioritization of ergonomic concerns across the school environment. 2. Timely implementation of evidence-based interventions to address identified ergonomic issues. 3. Improved coordination and collaboration among stakeholders in addressing ergonomic concerns.

Ergonomic Monitoring and Evaluation Framework (EMEF)

PURPOSE	OBJECTIVES	MONITORING ACTIVITIES	EVALUATION METRICS	DATA COLLECTION TOOLS
To systematically track and assess the implementation and effectiveness of ergonomic initiatives across various action plans within the school setting.	Continuously identify and address ergonomic issues.	Records of discussions, decisions, and action plans from task force meetings. Documentation of ongoing ergonomic assessments and findings. Records of changes made based on assessment findings.	Number and timeliness of ergonomic issues resolved. Frequency and effectiveness of interdisciplinary collaboration. Surveys to assess satisfaction with ergonomic improvements.	Meeting Minutes Templates: Standard templates for documenting task force meetings. Assessment Checklists: Used during regular ergonomic evaluations. Satisfaction Surveys: Distributed to stakeholders to gather feedback on ergonomic interventions.

ACTION PLAN FOR ERGOEDU OUTREACH (EEO)

Key Result Area	Objectives	Activities	Strategies	Target	Time Frame	Person/s involved/in-charge	Expected Output
Successful integration of ergonomic principles into the curriculum within one year, resulting in greater awareness, understanding, and adoption of ergonomic practices among students, teachers, and staff, fostering safer and more comfortable work and learning environments.	To increase awareness and understanding of ergonomics to promote healthier habits and reduce the risk of injuries among students and staff.	1. Integrate ergonomic principles into relevant subjects across grade levels. 2. Conduct workshops and seminars on ergonomics for students, teachers, and staff. 3. Develop educational materials such as posters, handouts, and online resources to reinforce ergonomic knowledge.	1. Work with curriculum developers to embed ergonomic concepts into existing subjects. 2. Organize interactive sessions and presentations to engage participants in learning about ergonomic practices. 3. Create accessible resources for ongoing education and reference.	All students, teachers, and staff members.	Ergonomic integration into curriculum within 1 year, workshops and materials ongoing.	Curriculum development team, teachers' training coordinator, ergonomic specialists for workshops.	1. Greater awareness and understanding of ergonomic principles and best practices among students, teachers, and staff. 2. Increased adoption of ergonomic strategies to create safer and more comfortable work and learning environments. 3. Integration of ergonomic education into the school curriculum and culture.

Ergonomic Monitoring and Evaluation Framework (EMEF)

PURPOSE	OBJECTIVES	MONITORING ACTIVITIES	EVALUATION METRICS	DATA COLLECTION TOOLS
To systematically track and assess the implementation and effectiveness of ergonomic initiatives across various action plans within the school setting.	Increase awareness and understanding of ergonomics.	Records of subjects and topics where ergonomic principles have been integrated. Lists of participants in ergonomic workshops and seminars. Educational Material Distribution Documentation of the distribution and reach of ergonomic educational materials.	Pre- and post-integration tests to measure ergonomic knowledge among students and staff. Tracking the implementation of ergonomic practices in daily routines. Surveys to gather feedback on the usefulness and impact of educational resources.	Knowledge Assessment Tests: Administered periodically to measure understanding of ergonomic concepts. Observation Checklists: To monitor the adoption of ergonomic practices in classrooms and workspaces. Feedback Forms: To collect input on workshops and educational materials.

ACTION PLAN FOR THE CLIMATE CHECK PROTOCOL (CCP)

Key Result Area	Objectives	Activities	Strategies	Target	Time Frame	Person/s involved/in-charge	Expected Output
Establishment of regular feedback mechanisms and data analysis procedures leading to informed decision-making based on evidence gathered from surveys, interviews, and focus groups, ensuring ongoing optimization of ergonomic initiatives and school climate.	To evaluate the impact of ergonomic initiatives on student and staff well-being, productivity, and satisfaction. Use findings to inform future decision-making and adjustments.	1. Develop metrics and criteria to measure the effectiveness of implemented ergonomic measures and overall school climate. 2. Collect feedback through surveys, interviews, and focus groups from students and staff. 3. Analyze data regularly to identify trends, successes, and areas for improvement.	1. Design survey instruments tailored to capture relevant data on ergonomic comfort, perceived climate, and satisfaction levels. 2. Ensure anonymity and confidentiality to encourage honest feedback. 3. Compile and analyze results at regular intervals to track progress.	All stakeholders within the school community.	Regular intervals (e.g., quarterly) starting from implementation.	Data analysis team, school administrators, survey coordinators	1. Regular collection of feedback and data on the effectiveness of implemented ergonomic initiatives. 2. Identification of areas of success and opportunities for improvement in optimizing ergonomic conditions and school climate. 3. Informed decision-making based on evidence and feedback gathered through the monitoring and evaluation process.

Ergonomic Monitoring and Evaluation Framework (EMEF)

PURPOSE	OBJECTIVES	MONITORING ACTIVITIES	EVALUATION METRICS	DATA COLLECTION TOOLS
To systematically track and assess the implementation and effectiveness of ergonomic initiatives across various action plans within the school setting.	Evaluate the impact of ergonomic initiatives on well-being, productivity, and satisfaction.	Records of surveys administered to students and staff. Documentation of qualitative feedback from interviews and focus groups. Periodic reports analyzing collected data to identify trends and areas for improvement.	Regular assessment of well-being and satisfaction levels. Metrics such as task completion rates and absenteeism before and after ergonomic initiatives. How feedback is used to inform and adjust ergonomic strategies.	Surveys and Questionnaires: For gathering quantitative data on well-being, productivity, and satisfaction. Interview Guides: Standardized guides for conducting interviews and focus groups. Data Analysis Software: Tools for compiling and analyzing survey and qualitative data.

V. SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presented the summary, findings, conclusion, and recommendation based on the gathered data on the level of compliance of school ergonomics and their impact on the school climate in junior public high schools in the City of Cabuyao.

Summary of Significant Findings

From the gathered data the following were the findings of the study:

1. On various factors within junior public high schools influence the adoption of ergonomic practices and contribute and contribute to the overall climate of the school relative to:

- Workload, the respondents have generated the general assessment of 3.404 to the indicators under workload and interpreted as Fairly Evident.

- School Facilities, the respondents have generated the general assessment of 3.253 to the indicators under school facilities and interpreted as Fairly Evident.

- Environment, the respondents have generated the general assessment of 3.255 to the indicators under environment and interpreted as Fairly Evident.

2. On affect the integration and long-term success of ergonomic practices in junior public high schools relative to:

- School funds, the respondents have generated the general assessment of 3.709 to the indicators under school funds and interpreted as Evident.

- Maintenance and Durability, the respondents have generated the general assessment of 2.739 to the indicators under maintenance and durability and interpreted as Fairly Evident.

- Resistance and Adaptation, the respondents have generated the general assessment of 3.347 to the indicators under resistance and adaptation and interpreted as Fairly Evident.

3. On the overall impact on student and teacher performance contribute to the effectiveness of ergonomic initiatives in creating a positive and supportive school environment in junior public high schools relative to:

- Professional Development, the respondents have generated the general assessment of 3.384 to the indicators under professional development and interpreted as Fairly Evident.

- Communication and Collaboration, the respondents have generated the general assessment of 3.214 to the indicators under communication and collaboration and interpreted as Fairly Evident.

- Autonomy and Control, the respondents have generated the general assessment of 3.741 to the indicators under autonomy and control and interpreted as Evident.

- Performance, the respondents have generated the general assessment of 3.038 to the indicators under performance and interpreted as Fairly Evident.

4. On the significant relationship between the factors influencing adoption of ergonomic practices and school climate and integration and long-term success of ergonomic practices.
The factors such as Workload (0.01), School Facilities (0.01), and Environment (0.01) which are all less than 0.01 were found significantly related which leads to Reject the Null Hypothesis.

5. On the significant relationship between the factors influencing adoption of ergonomic practices and school climate and overall impact on teacher performance and school environment.
The factors such as Workload (0.01), School Facilities (0.01), and Environment (0.01) which are all less than 0.01 were found significantly related which leads to Reject the Null Hypothesis.

6. On the significant relationship between the integration and long-term success of ergonomic practices and impact on teacher performance and school environment.
The factors such as School Funds (0.01), Maintenance and Durability (0.01), and Resistance and Adaptation (0.01) which are all less than 0.01 were found significantly related which leads to Reject the Null Hypothesis.

7. There is a need to make an action plan to address ergonomic deficiencies and optimize the school climate.

Conclusions

From the findings of the study, the following were the conclusion of the study:

- Teachers in the study found the school's provision of breaks and rest periods to be sufficient for alleviating workload stress. However, they expressed a differing viewpoint that the school adequately provide relevant ancillaries for teachers based on the subjects they teach or their areas of expertise.s
- Teachers in the study acknowledged the presence of waiting sheds at the school, which provide protection from harsh weather conditions for students waiting for transportation. However, they expressed a differing viewpoint with the school's failure to install wall or ceiling mounts for TVs, which could allow for adjustable height and angle to reduce neck strain during viewing.
- Teachers participating in the study acknowledged the school's efforts in developing and implementing educational programs on earthquake hazards and preparedness. However, they expressed a differing viewpoint with the school's consideration of environmental factors like lighting and ventilation to be conducive to overall well-being.
- 2.1. Teachers in the study acknowledged that the school implements Brigada Eskwela as a voluntary initiative, where principals and teachers-in-charge are encouraged but not obligated to organize a local school maintenance week. However, they expressed a differing viewpoint that the school allocates funds for instructional tools, health equipment, and emergency/survival kits.
- 2.2. Teachers in the study acknowledged the school's practice of periodically inspecting and maintaining electrical equipment and installations. However, they expressed a differing viewpoint that the school ensures thermal comfort through either artificial means like electric fans or air conditioners or through natural ventilation.
- 2.3. The teachers in the study confirmed the presence of handrails on stairways with more than four steps at the school. However, they expressed a differing viewpoint that the school prioritizes accommodations

for left-handed students by ensuring the availability of at least two armchairs for them in each classroom.

- Teachers in the study acknowledged the school's encouragement of effective technology integration to enhance student learning. However, they expressed a differing viewpoint that the school provides ergonomic furniture and equipment, such as adjustable desks and chairs tailored to teachers' needs, to promote proper posture and comfort during instruction.
- The study found that teachers agreed on the school's promotion of a supportive environment, fostering a positive attitude towards learning, and encouraging collaboration among both teachers and learners. However, they expressed a differing viewpoint that the school adequately addresses concerns regarding communication or collaboration difficulties with coworkers due to discomfort or pain caused by workspace setup.
- Teachers participating in the study agreed that the school assigns safety-conscious staff members to effectively implement policies for organizing a School Disaster/Risk Management Program. However, they expressed a differing viewpoint that the school empowers teachers to have control over their ergonomic workspaces.
- In the study, teachers agreed that the school's adjustments aimed at enhancing comfort, efficiency, and well-being in the workplace contributed to improved productivity. However, they expressed a differing viewpoint that the school creates favorable ergonomic conditions, including lighting, ventilation, tables, and chairs, which positively impact their focus and concentration during teaching.

- Factors influencing adoption of ergonomic practices and school climate such as Workload, School Facilities, and Environment are significantly related to the integration and long-term success of ergonomic practices.

- Factors influencing adoption of ergonomic practices and school climate such as Workload, School Facilities, and Environment are significantly related to the overall impact on teacher performance and school environment.

- Integration and long-term success of ergonomic practices such as School Funds, Maintenance and Durability, and Resistance and Adaptation are significantly related to the overall impact on teacher performance and school environment.

- An action plan was suggested to address ergonomic areas for improvement and optimize the school climate.

Recommendations

From the findings and conclusions of the study, the following were hereby recommended by the researcher:

1. The school administration should provide subject-specific ancillaries and install adjustable wall or ceiling mounts for TVs. Additionally, improvements in lighting and ventilation are necessary to ensure a conducive environment. This initiative aims to enhance teacher comfort and efficiency. The facilities management team will conduct a needs assessment, procure the required items, and carry out the installations to create a more supportive teaching environment.
2. The school administration should allocate funds specifically for instructional tools, health equipment, and emergency/survival kits to address the teachers' concerns about resource availability. This funding is essential to support effective teaching and ensure safety and preparedness. The budget committee will review and adjust the school's financial plan to prioritize these areas, ensuring that teachers and students have the necessary resources for a productive and safe educational environment.
3. The school administration should provide ergonomic furniture, such as adjustable desks and chairs tailored to teachers' needs. Addressing concerns about discomfort and pain caused by poor workspace setups, this initiative involves the procurement team researching and purchasing ergonomic furniture. Teachers will be involved in the selection process to ensure the furniture meets their specific needs, thereby promoting proper posture and reducing discomfort.
4. The school administration should improve facilities and the environment by ensuring adequate thermal comfort, ventilation, and lighting. These enhancements are vital for creating a conducive learning and working environment that supports ergonomic practices. The facilities management team will conduct regular assessments and implement necessary improvements based on feedback from teachers and students, ensuring a supportive and comfortable atmosphere for all.
5. The school administration should develop and implement an action plan to address ergonomic areas for improvement and optimize the school climate. This initiative aims to ensure the integration and long-term

success of ergonomic practices, positively impacting teacher performance and the overall school environment. Collaborating with teachers and ergonomic experts, a task force will set clear goals, establish timelines, and regularly review progress to create a supportive and effective educational setting.

6. The school administration should establish a routine for regular maintenance and durability checks of ergonomic equipment and school facilities. This ensures the longevity and effectiveness of ergonomic practices and equipment, providing a safe and supportive environment for teachers and students. Maintenance staff, along with external contractors if needed, will follow a scheduled inspection plan and keep detailed records of all repairs and upkeep to maintain high standards of comfort and safety.
7. The school administration should empower teachers to have control over their ergonomic workspaces to improve comfort, efficiency, and well-being. This initiative involves providing training on ergonomic practices and allowing teachers to customize their workspaces within established guidelines. By giving teachers, the ability to adjust their environments to their needs, the school can foster a more comfortable and productive teaching atmosphere.

BIBLIOGRAPHY:

1. Abance, A., A., J., Waking, W., & B., J. (2023). Exploring the Work Environment of Novice Teachers and its Challenges. International Journal of Research Publication and Reviews, 4(4), 2865–2869. https://doi.org/10.55248/gengpi.4.423.35943
2. Abu Kai Kamara. (2023). The Study on Effectiveness of Internal Audit on the Performance of the Public Sector in Sierra Leone: A Case Study of the National Social Security Insurance Trust. OAlib, 10(08), 1–30. https://doi.org/10.4236/oalib.1110431
3. Aggarwal, A., Sharma, D., Vohra, P., Sharma, S., & Sharma, V. (2023). Work environment and job satisfaction among employees. The International Journal of Indian Psychology, 11(1). https://doi.org/10.25215/1101.126
4. Agyapong, B., Obuobi-Donkor, G., Burback, L., & Wei, Y. (2022). Stress, Burnout, Anxiety and Depression among Teachers: a Scoping Review. International Journal of Environmental Research and Public Health, 19(17), 10706. https://doi.org/10.3390/ijerph191710706
5. Ahmed, Sabuj. (2022). Nature, Scope, and Objectives of Education Management. https://www.researchgate.net/publication/361328260_Nature_Scope_and_Objectives_of_Education_Management
6. Akhtar, M., Muhammad, S., & Bhatti. (2023). Model Development for Effective Management to Impart Quality Education at Secondary Level Novateur Publication. https://novateurpublication.org/index.php/np/article/download/232/217/256
7. (Akinbola & Popoola, 2019). Ergonomic workplace evaluation of an Asian garment-factory. Journal of Human Ergology, 35(1-2), 45–51. https://pubmed.ncbi.nlm.nih.gov/18516877/
8. Alemu, K. A. (2022). Effect of Workplace Environment Factors on Performance of Employees: Empirical Study on Wollo University Staffs. Research Square. https://doi.org/10.21203/rs.3.rs-1560832/v1
9. Alhusaini, A., Kristiawan, M., & Eddy, S. (2020). Pengaruh Motivasi Kerja dan Disiplin Kerja terhadap Kinerja Guru [The Influence of Work Motivation and Work Discipline on Teacher Performance]. Jurnal Pendidikan Tambusai, 4(3), 2166–2172. https://doi.org/10.31004/jptam.v4i3.693
10. Altomonte, S., Allen, J., Bluyssen, P. M., Brager, G., Heschong, L., Loder, A., Schiavon, S., Veitch, J. A., Wang, L., & Wargocki, P. (2020). Ten questions concerning well-being in the built environment. Building and Environment, 180, 106949. https://doi.org/10.1016/j.buildenv.2020.106949
11. Al-Youbi, A. O., Zahed, A. H. M., Nahas, M. N., & Hegazy, A. A. (2021). The Roles of Universities inDevelopment. The Leading World's Most Innovative Universities, 1–8. https://doi.org/10.1007/978-3-030-59694-1_1
12. Amabile, T. M. (2022). Componential theory of creativity [Harvard Business School Working Paper No. 12-096]. In E. H. Kessler (Ed.), Encyclopedia of management theory. Cambridge, MA: Sage. doi:10.4135/9781452276090.n42
13. Amadi, E. O. (Ph D., Wariowei, R. E., & Amadi, E. O. (Ph D. and W. (2022). THE IMPACT OF OFFICE ERGONOMICS ON THE JOB PERFORMANCE OF THE EDUCATIONAL MANAGER. BW Academic Journal, 10–10. https://www.bwjournal.org/index.php/bsjournal/article/view/822/741
14. Awada, M., Lucas, G., Becerik-Gerber, B., & Roll, S. (2021). Working from home during the COVID-19 pandemic: Impact on office worker productivity and work experience. Work, 69(4), 1171–1189. https://doi.org/10.3233/wor-210301
15. Baharuddin, B. (2021). THE EFFECT OF WORKING ENVIRONMENT ON THE TEACHER PERFORMANCE. Lentera Pendidikan : Jurnal Ilmu Tarbiyah Dan Keguruan, 24(1), 122.

https://doi.org/10.24252/lp.2021v24n1i12.
16. Barksdale, C., & Caldwell, E. (2023). An application of Lewin in a trans-pandemic world: a narrative An application of Lewin in a trans-pandemic world: a narrative inquiry in a case study with a suggested model for the future inquiry in a case study with a suggested model for the future. https://digitalcommons.pepperdine.edu/cgi/viewcontent.cgi?article=2309&context=et d
17. Barrett, P. (2019). The Impact of School Infrastructure on Learning A Synthesis of the Evidence. https://files.eric.ed.gov/fulltext/ED604388.pdf
18. Bergs, J. (2022). Effect of healthy workplaces on well-being and productivity of office workers. In Proceedings of International Plants for People Symposium.
19. Bongco, R. T., & Ancho, I. V. (2019). Exploring Filipino Teachers' Professional Workload. Journal of Research, Policy & Practice of Teachers & Teacher Education, 9(2), 19– 29.
20. Bozkuş, K. (2020). The problems of teachers: The case of Şanlıurfa. Kuramsal Eğitimbilim Dergisi. Journal of Theoretical Educational Science, 13(3), 505–529. https://doi.org/10.30831/akukeg.623710
21. Brennan, A., Chugh, J.S., Kline, T. (2022). Traditional versus Open Office Design: A Longitudinal Field Study. Environment and Behavior, 34 (3), 279-299.
22. Cabaron, Geneline & Oco, Richard. (2023). Teachers' Level of Motivation and Job Satisfaction. Asian Journal of Education and Social Studies. 45. 1-9. 10.9734/ajess/2023/v45i1971.
23. Che Hassan, N. H., Ismail, A. R., Hamzah, N. A., Makhtar, N. K., Sulaiman, M. A., & Satrya, A. (2019). Perception of Ergonomic Safety Training among School Teachers in Kelantan, Malaysia. Jurnal Kejuruteraan, si2(1), 19–25. https://www.ukm.my/jkukm/wp-content/uploads/2019/si2/1/03.pdf
24. Colenberg, S., Jylhä, T., & Arkesteijn, M. (2020). The relationship between interior office space and employee health and well-being – a literature review. Building Research & Information, 49(3), 1–15. https://doi.org/10.1080/09613218.2019.1710098
25. Cvijanovic, M. (2019). ScholarWorks the relationship between workspace and office placement and workforce productivity and wellbeing. https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=7692&context=disserta tions
26. Darmiati, D., Kristiawan, M., & Rohana, R. (2020). The Influence of School Leadership and Work Motivation toward Teacher's Discipline. Journal of Social Work and Science Education, 1(1), 32-44. https://doi.org/10.52690/jswse.v1i1.8
27. Darwansah, E., Fitria, H., & Setiawan, A. A. (2021). The Effect of Principal Managerial Competence and School Facilities on Teacher Performance [Review of The Effect of Principal Managerial Competence and School Facilities on Teacher Performance]. Journal of Social Work and Science Education.
28. Davidescu, A. A., Apostu, S.-A., Paul, A., & Casuneanu, I. (2020). Work Flexibility, Job Satisfaction, and Job Performance among Romanian Employees—Implications for Sustainable Human Resource Management. Sustainability, 12(15), 6086. MDPI. https://www.mdpi.com/2071-1050/12/15/6086
29. Davis, M. C., Leach, D. J., & Clegg, C. W. (2021). The physical environment of the office: Contemporary and emerging issues. International Review of Industrial and Organizational Psychology, 26(2021), 193-237. doi: 10.1002/9781119992592.ch6
30. Donkoh, R., Wing On Lee, Ahotovi Thomas Ahoto, Donkor, J., Portia Oware Twerefoo, Martin Kudwo Akotey, & Ntim Seth Yeboah. (2023). Effects of educational management on quality education in rural and urban primary schools in Ghana. Heliyon, e21325–e21325. https://doi.org/10.1016/j.heliyon.2023.e21325
31. Dul, J., Ceylan, C., & Jaspers, F. (2021). Knowledge of workers' creativity and the role of the physical work environment. Human Resource Management, 50(6), 715-734. doi:10.1002/hrm.20454
32. Dwivedi, Y. K. (2022). Metaverse beyond the hype: Multidisciplinary perspectives on emerging challenges, opportunities, and agenda for research, practice and policy. International Journal of Information Management, 66(66), 102542. Sciencedirect. https://www.sciencedirect.com/science/article/pii/S0268401222000767
33. Earle, H. (2023). Building a workplace of choice: Using the work environment to attract and retain top talent. Journal of Facilities Management, 2(3), 244-257. doi:10.1108/14725960410808230
34. El-Sherbeeny, A. M., Bassam Samir Al-Romeedy, Hani, M., Samar Sheikhelsouk, Alsetoohy, O., Liu, S., & Hazem Ahmed Khairy. (2023). How Is Job Performance Affected by Ergonomics in the Tourism and Hospitality Industry? Mediating Roles of Work Engagement and Talent Retention. Sustainability, 15(20), 14947–14947. https://doi.org/10.3390/su152014947
35. El-Zeiny, R. (2022). The Interior Design of Workplace and its Impact on Employees' Performance: A Case Study of the Private Sector Corporations in Egypt. Procedia - Social and Behavioural Sciences, 35, 746-756.

36. Fedele, E., Bhatt, S., & Morrison, J. (2021). Stress as a Mediator to the Physiological, Cognitive, and Behavioral Human Effects of Flashbang Grenades. https://apps.dtic.mil/sti/trecms/pdf/AD1199603.pdf
37. Forgas, J. P., & George, J. M. (2021). Affective influences on judgments and behavior in organizations: An information processing perspective. Organizational Behavior and Human Decision Processes, 86(1), 3-34. doi:10.1006/obhd.2001.2971
38. Frontczak, M., Schiavon, S., Goins, J., Arens, E.A., Zhang, H., Wargocki, P. (2022). Quantitative relationships between occupant satisfaction and satisfaction aspects of indoor environmental quality and building design.
39. Fry, L. W., & Egel, E. (2021). Global Leadership for Sustainability. Sustainability, 13(11), 6360. MDPI. https://www.mdpi.com/2071-1050/13/11/6360
40. Gandhi, I. (2019). MEV-005 Occupational Health and Safely OCCUPATIONAL SAFETY AND MANAGEMENT. https://egyankosh.ac.in/bitstream/123456789/86754/1/Block- 3.pdf
41. Geronimo, F., & Campoamor-Olegario, L. (2020). Philippine Public-School Teachers' Motivation, Workload Perception, and Stress Appraisal. International Journal of Global Community, III (3), 2020. https://core.ac.uk/download/pdf/352158287.pdf
42. Gibbons, T. (2023). Workplace Factors That Contribute to Teacher Intent to Leave the Workplace Factors That Contribute to Teacher Intent to Leave the Profession Profession. https://digitalcommons.coastal.edu/cgi/viewcontent.cgi?article=1217&context=etd
43. Gumasing, M. J. J., Rendon, E. R. A., & German, J. D. (2023). Sustainable Ergonomic Workplace: Fostering Job Satisfaction and Productivity among Business Process Outsourcing (BPO) Workers. Sustainability, 15(18), 13516. https://doi.org/10.3390/su151813516
44. Haferkamp, H., & Smelser, N. J. (2020). Social Change and Modernity. Cdlib.org. https://publishing.cdlib.org/ucpressebooks/view?docId=ft6000078s
45. Hanaysha, J. R., Shriedeh, F. B., & In'airat, M. (2023). Impact of classroom environment, teacher competency, information and communication technology resources, and university facilities on student engagement and academic performance. International Journal of Information Management Data Insights, 3(2), 100188. https://doi.org/10.1016/j.jjimei.2023.100188
46. Hart, G. (2022). Why Is It Important to Have Business transparency? | HR Blog. Www.myhrtoolkit.com. https://www.myhrtoolkit.com/blog/why-important-have- business-transparency
47. Hartinah, S., Suharso, P., Umam, R., Syazali, M., Lestari, B. D., Roslina, R., & Jermsittiparsert, K. (2020). Teacher's performance management: The role of principal's leadership, work environment and motivation in Tegal City, Indonesia. Management Science Letters, 235–246. https://doi.org/10.5267/j.msl.2019.7.038
48. Jabeen, R., & Hussain, N. (2022). Teachers' awareness and practices on school ergonomics in Karachi, Pakistan. Journal of Humanities, Social and Management Sciences (JHSMS), 3(1), 366–381. https://ideapublishers.org/index.php/jhsms/article/view/748
49. Jena, L. K. (2016). Employee Performance at Workplace: Conceptual Model and Empirical Validation. Business Perspectives and Research.
50. K, E. (2023). The Importance and Awareness Level of Ergonomics in Terms of Office Workers. Ergonomics International Journal, 7(3). https://doi.org/10.23880/eoij- 16000306
51. Kaushik, A. K., Arif, M., Syal, M. M. G., Rana, M. Q., Oladinrin, O. T., Sharif, A. A., & Alshdiefat, A. S. (2022). Effect of Indoor Environment on Occupant Air Comfort and Productivity in Office Buildings: A Response Surface Analysis Approach. Sustainability, 14(23), 15719. https://doi.org/10.3390/su142315719
52. Kela, P. (2022). Educational Management: Types, Importance & Benefits. SoftwareSuggest Blog. https://www.softwaresuggest.com/blog/educational-management/
53. Khurniawan, Arie & Saillah, Illah & Muljono, Pudji & Indriyanto, Bambang & Maarif, Mohamad. (2020). An Analysis of Implementing Total Quality Management in Education: Succes and Challenging Factors. International Journal of Learning and Development. 10. 44. 10.5296/ijld.v10i2.17270.
54. Kim, J., & Jung, H.-S. (2022). The Effect of Employee Competency and Organizational Culture on Employees' Perceived Stress for Better Workplace. International Journal of Environmental Research and Public Health, 19(8), 4428. ncbi. https://doi.org/10.3390/ijerph19084428
55. Koirala, R., & Nepal, A. (2022). Literature Review on Ergonomics, Ergonomics Practices, and Employee Performance. Quest Journal of Management and Social Sciences, 4(2), 273–288. https://doi.org/10.3126/qjmss.v4i2.50322
56. Korhan, O. (2023). Introductory Chapter: Contemporary Topics in Ergonomics. Www.intechopen.com;

IntechOpen. https://www.intechopen.com/chapters/84726
57. Kyung-Nyun, K. (2019). Teachers' administrative workload crowding out instructional activities. Asia Pacific Journal of Education, 39(1), pp. 31-49. DOI: 10.1080/02188791. 2019.1572592
58. Lam, L., Nguyen, P., Le, N., & Tran, K. (2021). The Relation among Organizational Culture, Knowledge Management, and Innovation Capability: Its Implication for Open Innovation. Journal of Open Innovation: Technology, Market, and Complexity, 7(1), 66.
59. Langer, J. (2021). The impact of the physical office environment on occupant wellbeing. https://orca.cardiff.ac.uk/id/eprint/144731/1/2021langerphd.pdf
60. Latip, S. N. N. A., Latip, M. S. A., Tamrin, M., & Nawi, M. Z. M. (2022). The Perspective of Work Ergonomics on Employee Task Performance in Hotel and Tourism Industry, Malaysia. Proceedings, 82(1), 7. https://doi.org/10.3390/proceedings2022082007
61. Listiningrum, H. D., Wisetsri, W., & Boussanlegue, T. (2020). Principal's Entrepreneurship Competence in Improving Teacher's Entrepreneurial Skill in High Schools. Journal of Social Work and Science Education, 1(1), 87-95. https://doi.org/10.52690/jswse.v1i1.20
62. Lukiyanto, K., Pratama, A. R. F., & Ningrum, I. K. (2023). The Challenges of Applying Ergonomics to Small Medium Enterprises. E3S Web of Conferences, 388, 01012. https://doi.org/10.1051/e3sconf/202338801012
63. Lynch, R., Asavisanu, P., Rungrojngarmcharoen, K., & Ye, Y. (2020). Educational Management. Oxford Research Encyclopedia of Education. https://doi.org/10.1093/acrefore/9780190264093.013.701
64. Masoom, M. R. (2021). Teachers' Perception of Their Work Environment: Evidence from the Primary and Secondary Schools of Bangladesh. Education Research International, 2021, 1–12. https://doi.org/10.1155/2021/4787558
65. McElroy, J. D., & Morrow, P. C. (2020). Employee reactions to office redesign: A naturally occurring quasi-field experiment in a multi-generational setting. Human Relations, 63(5), 609-636. doi:10.1177/0018726709342932
66. Middlesworth, M. (2019). Ergonomics 101: The Definition, Domains, and Applications of Ergonomics. ErgoPlus. https://ergo-plus.com/ergonomics-definition-domains-applications/
67. (Mihartescu et al., 2021). Ergonomics: An Important Tool for Organisational Success. SSRN Electronic Journal. https://doi.org/10.2139/ssrn.2140808
68. Mohammed, N., Ghoneim, M., Of, M., & English, T. (n.d.). Utilizing Ergonomics Based Instruction to Develop College Students' EFL Creative Writing Skills. Faculty of Education Journal Menoufia University, 34, 2019. https://files.eric.ed.gov/fulltext/ED599699.pdfS
69. Mousena, E., & Raptis, N. (2020). Beyond Teaching: School Climate and Communication in the Educational Context. In www.intechopen.com. IntechOpen. https://www.intechopen.com/chapters/73237
70. Myeya, P. & Rupia, C. (2022). The Influence of Working Conditions on Teachers` Job Performance in Public Secondary Schools in Bukombe District, Geita Region, Tanzania East African Journal of Education Studies, 5(2), 217-226. https://doi.org/10.37284/eajes.5.2.721.
71. Narang, R., & Dwivedi, A. (2020). Managing the job satisfaction of knowledge workers: An empirical investigation. Asia Pacific Journal of Business and Management, 1(1), 1- 14.
72. Norris, P. (2019). Environmental Psychology. Ecampusontario.pressbooks.pub. https://ecampusontario.pressbooks.pub/psychologycareers/chapter/environmental- psychology/
73. Nyamekye Otchere, S., Afari, J., & Kudawe, C. (2019). Examining the Relationship Between School Facilities and the Learning Environment: A Case Study of Oda Senior High School. https://core.ac.uk/download/pdf/234642851.pdf
74. Okulova, L. P. (2020). An Ergonomic Approach to Higher Education of Psychology and Pedagogy Students. Revista ESPACIOS, 41(02). https://www.revistaespacios.com/a20v41n02/20410213.html
75. Olujuwon, T., Omiyale, O.P., & Akintan, A. (2021). Impact of work environment on secondary school's teacher's performance among secondary schools' teachers in Satellite town, Lagos State, Nigeria. Zaria Journal of Studies in Education,4(1),279- 288.
76. Owens, S. (2019). A Quantitative Case Study on School Climate, Student Behavior, A Quantitative Case Study on School Climate, Student Behavior, Student Achievement, and Classroom Facility Factors in an Urban Student Achievement, and Classroom Facility Factors in an Urban Midwest High School Midwest High School. https://digitalcommons.lindenwood.edu/cgi/viewcontent.cgi?article=1106&context=di ssertations
77. Pacaol, N. (2021). TEACHER'S WORKLOAD INTENSIFICATION: A QUALITATIVE CASE STUDY OF ITS IMPLICATIONS ON TEACHING QUALITY written permission of IOJET. TEACHER'S WORKLOAD INTENSIFICATION: A QUALITATIVE CASE STUDY OF ITS IMPLICATIONS ON TEACHING QUALITY. International Online Journal of Education and

Teaching (IOJET), 8(1), 43–60. https://files.eric.ed.gov/fulltext/EJ1286549.pdf
78. Paparella, S. (2020). How Interior Design Impacts Your Mental Health. Heritage Design Interiors. https://heritagedesigninteriors.com/how-interior-design-impacts-your- mental-health/
79. (PDF) Ergonomic Impact on Employees' Work Performance. (n.d.). ResearchGate. https://www.researchgate.net/publication/331813073_Ergonomic_Impact_on_Emplo yees
80. Perelson, P. (2019). The Importance of Diversity in the Workplace. PrincePerelson & Associates. https://perelson.com/the-importance-of-diversity-in-the-workplace/
81. (Raja et al., 2019). Literature Review on Ergonomics, Ergonomics Practices, and Employee Performance. Quest Journal of Management and Social Sciences, 4(2), 273–288. https://doi.org/10.3126/qjmss.v4i2.50322
82. Ravindran, D. (2019). Ergonomic Impact on Employees' Work Performance. 6. 231-236.
83. Salamondra, T. (2021). Effective communication in schools. BU Journal of Graduate Studies in Education, 13(1), 22–26. https://files.eric.ed.gov/fulltext/EJ1303981.pdf
84. Sarı, M. H., & Yüce, E. (2020). Problems Experienced in Classrooms with Students from Different Cultures. Journal on Efficiency and Responsibility in Education and Science, 13(2), 90–100. https://doi.org/10.7160/eriesj.2020.130204
85. Satyvendra. (2019). Impact of Workplace Environment on Employee Performance. Sage.
86. Seva, R. R., Tejero, L. M. S., & Fadrilan-Camacho, V. F. F. (2021). Barriers and facilitators of productivity while working from home during pandemic. Journal of Occupational Health, 63(1). https://doi.org/10.1002/1348-9585.12242
87. Shammout, Engr. Mohamad. (2022). THE IMPACT OF WORK ENVIRONMENT ON EMPLOYEES' PERFORMANCE. International Journal of Current Research in Science Engineering & Technology. 03. 2582-5208.
88. Tanjung, B. (2021). THE ROLE OF EDUCATIONAL MANAGEMENT IN MANAGING CITIZENSHIP LEARNING IN TECHNOLOGY BASED PRIMARY SCHOOLS IN THE ERA NEW NORMAL. Maret, 7(1), 2442–7063. https://media.neliti.com/media/publications/378664-the-role-of-educational- management-in-ma-ac9e24d4.pdf
89. Tarraya, H. (2023). Teachers' Workload Policy: Its Impact on Philippine Public School Teachers. Puissant, 4. //puissant.stepacademic.net/puissant/article/view/246
90. Tatar, Ali. (2020). Impact of Job Satisfaction on Organizational Commitment. https://www.researchgate.net/publication/339401568_Impact_of_Job_Satisfaction_on_Organizational_Commitment
91. Utku, D. H., Güner, G. G., Altuğ, G., & Güney, A. (2020). An Ergonomic Classroom Design Application At A University In Turkey. Verimlilik Dergisi. https://dergipark.org.tr/en/pub/verimlilik/issue/65145/825104
92. Ward, P. (2021). Elton Mayo Management Theories. NanoGlobals. https://nanoglobals.com/glossary/elton-mayo-management-theories/
93. Wickham, N. (2022). The Importance of Employee Recognition: Statistics and Research. Quantum Workplace. https://www.quantumworkplace.com/future-of- work/importance-of-employee-recognition
94. Yaa, N., & Amoakohene, A. (2020). Assessing The Impact of Ergonomic Situations on The Wellbeing Of Teachers In Basic Public And Private Schools Of The Awutu Senya East Municipal Of The Central Region Of Ghana. https://reposit.hawhamburg.de/bitstream/20.500.12738/12501/1/AmoakoheneNanaYaaAfrahMA_geschw%C3%A4rzt.pdf
95. Yangambi, M. (2023). Impact of School Infrastructures on Students Learning and Performance: Case of Three Public Schools in a Developing Country. Creative Education, 14(4), 788–809. https://doi.org/10.4236/ce.2023.144052
96. Yazon, A. D., & Ang-Manaig, K. (2019). Emotional Intelligence and Occupational Stress among Filipino Teachers. Universal Journal of Educational Research, 7(11), 2303– 2313. doi: 10.13189/ujer.2019.071108
97. Yizengaw, J. Y., & Agegnehu, M. A. (2021). Practices and challenges of school financial resource management implementation in Bahir Dar City administration of Ethiopia: A comparative study between government and private secondary schools. Cogent Education, 8(1), 1884340. https://doi.org/10.1080/2331186x.2021.1884340
98. Zins, E. (2020). The Relationship between Public School Principals' Authentic the Relationship between Public School Principals' Authentic Leadership and Implicit Theory of Intelligence Leadership and Implicit Theory of Intelligence.

https://scholarworks.umt.edu/cgi/viewcontent.cgi?article=12731&context=etd

99. Zulaiha, D., Lian, B., & Mulyadi, M. (2020). The Effect of Principal's Competence and Community Participation on the Quality of Educational Services. Journal of Social Work and Science Education, 1(1), 45-57. https://doi.org/10.52690/jswse.v1i1.9 **JAYSON T. MALLONGA, EdD**