



TEACHERS' WORKING CONDITIONS, CHALLENGES AND PERFORMANCE IN ISLAND SCHOOL: BASIS FOR A TEACHER SUPPORT PROGRAM

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ABSTRACT

This study to determine the Teachers' Working Conditions, Challenges, and Performance in an island school as a basis for developing a Teacher Support Program. Specifically, it examined the respondents' profile, assessed their working environment and challenges, determined their level of performance, identified their support needs, and examined the relationships between working conditions, challenges, and teacher performance. The study involved 30 teacher-respondents from Panganak Elementary School and Manalipa Integrated School.

A descriptive-correlational research design was used, and data were gathered through a researcher-made questionnaire. Descriptive statistics were used to summarize the responses, while Pearson product-moment correlation was used to examine the relationships among variables.

The findings showed that the respondents' overall assessment of their working conditions had a mean of 3.55, while their overall level of challenges had a mean of 3.71. Transportation and accessibility, including weather-related concerns, received the highest challenge rating, with a mean of 4.21. The respondents' overall performance mean was 4.35, indicating a high level of performance based on the study's rating scale. Their overall support needs mean was 4.38, with school facilities and resources receiving the highest ratings. The correlation analysis showed no significant relationship between working conditions and teacher performance ($r=0.224$, $p=0.235$). The relationship between challenges and teacher performance was also not significant at the 0.05 level (0.357 , $p=0.053$).

The findings highlight the need for a Teacher Support Program that prioritizes adequate instructional resources, improved school facilities, transportation and weather-related support, and continuing professional development. The study may serve as a basis for planning appropriate support measures to help teachers perform their responsibilities effectively in island school setting.

KEYWORDS: Teachers' Working Conditions, Teacher Challenges, Teacher Performance, Island Schools, Pearson Correlation, Teacher Support Program

INTRODUCTION

1. Rationale of the Study

1.1 Background of the Study

Teachers play an essential part in education because they serve as the frontliners in helping learners, without teachers, it is hard to achieve the learning goals of the students. As teachers facilitate learning, they explain and discuss lessons, guide through activities, and help them develop their skills while participating in class. They also need to assess the students to monitor their learning progress. At the same time, creating a positive environment in classrooms encourages students to participate and helps them connect their learning to real life situations. Teachers also help learners develop their knowledge, skills, and attitude through the lessons and activities they provide. This is why teachers play an important role in providing quality education and helping learners become active participants in the learning process.

Working conditions refer to different situations and circumstances teachers experiences while performing the daily duties and responsibilities in school. These conditions include the availability of teaching and learning resources. The support provided by the school administrators, the condition of school facilities, opportunities for professional development, workload

and other assigned coordinators. As well as transportation and accessibility. Salinas et al. (2022) examined teachers' working conditions in different countries and pointed out that teachers' well-being, commitment, and performance are influenced by the conditions in which they work. In another study, Burkhauser (2017) found that teachers' perceptions of their working environment were related to school leadership, showing that the school environment and the support given by school leaders are important parts of teachers' working conditions.

Teachers experience different demands while performing their responsibilities. David et al. (2019) reported that public school teachers handle not only their teaching duties but also different non-teaching responsibilities. These additional tasks may take time and attention that could otherwise be used for teaching. Jao and Buenaventura (2022), in their study of TLE teachers in Davao del Sur, also found a significant relationship between work conditions and teacher performance. Their findings showed that the level of work connected among the teachers included in their study. These studies are important that working conditions and teacher performance are also concerns in the Philippine educational setting.



It can also be understood that working conditions and teacher performance are connected with each other. Teachers are expected to perform their duties and responsibilities well, but their work is also affected by the resources available to them, the support they receive, their workload, the facilities they use, and the environment where they work. In my own experience as a teacher, I have seen that having limited resources does not mean teaching will stop. Instead, teachers need to find other ways to continue the lesson and provide what the learners need. This is where challenges become part of the daily work of teachers. The challenges they experience may require them to adjust their plans, prepare materials and find other ways to address the learning needs of their students.

The situation may be difficult in an island school because of its geographical location. In an island school such as the one where I am assigned in Manalipa, access to resources is not always easy. There are times when reading materials and books are not readily available for the learners. Transportation and accessibility are also part of the situation in an island school. Teachers need to travel by sea to reach the school and to return home. During bad weather, such as heavy rain, strong winds, and rough seas, travelling can become difficult and sometimes unsafe. This can also affect other school activities and responsibilities. Because of this, the island location and weather conditions are important to consider when looking at the working conditions and challenges experienced by teachers.

Despite these challenges, teachers continue to perform their duties and support their learners. This situation made me realize the importance of understanding the actual working conditions, challenges, and performance of teachers in an island school. Therefore, this study aims to examine the working conditions, challenges, and performance in an island school as a basis for Teacher Support Program. It seeks to understand the working conditions experienced by teachers, the challenges they encounter in performing their duties, and their level of performance. The findings may help identify the areas where teachers need support and may provide a basis for developing a Teacher Support Program that is appropriate to the actual situation and needs of teachers working in an island.

1.2 Significance of the Study

This study may be significant to DepEd Officials, school administrators, teachers, learners, parents and the community, and future researchers. The findings may provide DepEd officials and school administrators with information that can help them understand the working conditions and challenges of teachers in an island school and plan appropriate support. Teachers may benefit by having their experiences and needs recognized, while learners may benefit from improved teaching and learning. Parents and the community may also gain a better understanding of the needs of teacher and the school.

This study may also serve as a reference for future researchers who are interested in teachers' working conditions, challenges, and performance in island or remote schools. Most importantly, the findings will serve as a basis for developing a Teacher Support Program that responds to the identified needs and challenges of teachers in the Island setting.

Review of Related Literature

Teachers working conditions are important factors in the delivery of quality education. These conditions include instructional resources, school facilities, administrative support, professional development, workload, and accessibility. Creagh et al. (2023) found that excessive workload and work condition intensification may affect teacher's well-being, retention and ability to perform their responsibilities.

Gonzales et al. (2022) examined teachers' workload and well-being in Northern Mindanao and emphasized the importance of addressing workload-related concerns. Pamunag and Mosquera (2025) also reported that teachers experience heavy workloads because of teaching-related and administrative duties. These findings are relevant to the present study because teachers in island schools may experience additional responsibilities due to limited personnel and resources.

1.3 Statement of the Problem

This study aims to examine the working environment, challenges, and performance in an island school as a basis for a Teacher Support Program.

Specifically, it seeks to answer the following questions:

1. What is the profile of the teacher-respondents in terms of;
 - 1.1 highest educational attainment;
 - 1.2 length of teaching experience; and
 - 1.3 teaching position?
2. What is the level of teachers working conditions in an island school in terms of;
 - 2.1 availability of teaching and learning resources;
 - 2.2 school facilities and learning environment;
 - 2.3 administrative support;
 - 2.4 professional development opportunities;
 - 2.5 workload and ancillary assignment; and
 - 2.6 transportation and accessibility?
3. What are the challenges experienced by teachers in an island school in terms of;
 - 3.1 availability of teaching and learning resources;
 - 3.2 school facilities and learning environment;
 - 3.3 administrative support;
 - 3.4 professional development opportunities;
 - 3.5 workload and ancillary assignment; and
 - 3.6 transportation and accessibility?
4. What is the level of teachers' performance in terms of;
 - 4.1 lesson preparation;
 - 4.2 instructional delivery;
 - 4.3 classroom management;
 - 4.4 assessment of learning; and
 - 4.5 professional responsibilities?
5. Is there a significant relationship between teachers' working conditions, the challenges they experience, and their performance?
6. Based on the findings of the study, what Teacher Support Program may be proposed to address the identified needs and challenges of teachers in an island school?



METHODOLOGY

2.1 Research Design

This study will employ a quantitative descriptive research design, specifically a descriptive survey approach, to determine and describe the profile of the teacher-respondents, their working conditions, the challenges they experience, and their level of performance in the selected island school. The study will collect numerical data through a structured questionnaire and summarize the responses using appropriate descriptive statistical tools.

The descriptive research design is appropriate for the present study because it seeks to describe the existing conditions, experiences, and performance of teachers in their actual school setting without manipulating or introducing an experimental treatment. The study does not seek to establish a cause-and-effect relationship or implement an intervention. Instead, It aims to obtain a clear description of the teachers' working conditions and challenges and determine their level of performance as a basis for identifying areas that require support.

The study will examine teachers' working conditions in terms of the availability of teaching and learning resources, school facilities and learning environment, administrative support, professional development opportunities, workload and ancillary assignments, and the challenges experienced by teachers in these areas and assess teachers' performance in terms of lesson preparation, instructional delivery, classroom management, assessment of learning, and professional responsibilities. These dimensions are directly aligned with the statement of the Problem and will serve as the basis for the development of the research instrument.

Quantitative data will be gathered using a researcher-made questionnaire developed from variables and indicators identified in the statement of the problem and supported by relevant literature and theoretical or conceptual foundations of the study. The responses will be organized, coded, tabulated, and analyzed using appropriate descriptive statistical measures.

The findings will be used to identify the priority needs and challenges of teachers in the selected island school. Based on these findings, a Teacher Support Program will be proposed of the study, the research questions, the instrument, the target population, and the intended output of the research. The teachers' research discussion emphasized that the research design should not merely be defined but should be justified according to what the study intends to accomplish and how the design will be applied.

2.2 Research Locale

This study will be conducted at Panganak Elementary School at Manalipa Integrated School, located in Manalipa Island, Zamboanga City, Region IX. The school situated approximately 65 kilometers from Zamboanga City Hall. The school has developed as an educational institution serving learners from the surrounding island community.

Panganak Elementary School is headed by Steven Alfeche and Manalipa Integrated School is headed by Najar Narud and currently has 28 teaching personnel and 2 non-teaching personnel. While for Panganak Elementary School have 8 Teachers and 1 non-teaching. Both schools operate within an island setting where geographical location,

accessibility, transportation, weather conditions, available resources, and school facilities form part of the context in which teachers perform their responsibilities.

The Physical facilities are limited in both schools. The school also has a library, although the availability of books is limited. It does not have a dedicated Science Laboratory or TLE laboratory, which limits the availability of specialized spaces for practical, laboratory, which limits the availability of teaching and learning resources and school facilities is among the dimensions of teachers' working conditions being examined.

Despite these limitations, Panganak Elementary School and Manalipa Integrated School continues to implement educational programs and activities intended to support the academic, physical, social, and developmental needs of its learners. During School year 2026-2027.

The island is an important context for the present study. Teachers perform their responsibilities within conditions that may differ from those experienced in schools located in more accessible mainland settings. Transportation, accessibility, weather, and sea conditions, availability of instructional resources, school facilities, workload and other school-related circumstance may influence the day-to-day experiences of teachers. These contextual conditions are therefore relevant to understanding the teachers' working conditions and challenges.

The study will remain limited to the specific conditions Panaganak Elementary School and Manalipa Integrated School. Therefore, the findings will be interpreted within the context of this island-school setting and will not automatically be generalized to all island schools or geographically isolated schools.

2.3 Population and Respondents of the Study

The study employed an attempted complete enumeration approach, wherein all eligible teachers from Manalipa Integrated School and Panganak Elementary School were invited to participate. The target population consisted of 36 teachers from the two selected island schools. Of these, 30 teachers participated in the study, comprising 25 respondents from Manalipa Integrated School and 5 respondents from Panganak Elementary School. Thus, the study obtained an overall response rate of 83.33%.

Although complete enumeration was attempted, not all members of the target population participated. Consequently, the data analysis was based on the 30 actual respondents. The nonparticipation of six teachers was acknowledged when interpreting the findings and considering the limitations of the study.

2.4 Sampling Technique

Since the study is confined two schools and the number of qualified teaching personnel is relatively small and manageable, the study will use complete enumeration, also referred to as total population sampling. Under this approach, all qualified teaching personnel in the selected school will be invited to participate in the study rather than selecting only a portion of the population.

Complete enumeration is appropriate because the purpose of the study is to obtain a comprehensive description



of the working conditions, challenges, and performance of the teachers in the selected island school. Including all qualified teaching personnel will allow the study to obtain information from the entire define population rather than relying on a sample that may leave out some teachers' experiences.

The study will invite all qualified teaching personnel of Panganak Elementary School and Manalipa Integrated School to participate. The final number of respondents will depend on the official number of qualified teaching personnel assigned to the school during the actual data-gathering period and their willingness to participate.

Inclusion Criteria

The respondents shall;

1. They must be officially assigned as teaching personnel at Panganak Elementary School and Manalipa Integrated School during the conduct of the study;
2. They must have actual teaching responsibilities in the school;
3. Voluntarily agree to participate in the study.

Exclusion Criteria

Teachers who are not officially assigned to the selected school during the data-gathering period and those who do not consent to participate in the study will not be included.

2.5 Research Instrument

The study will use a researcher-made questionnaire, the questionnaire will be developed based on the variables and dimensions identified in the statement of the problem.

The questionnaires will consist of six parts.

Part I. Profile of the Respondents

This section will gather information regarding the respondents' profile in terms of:

1. Highest educational attainment;
2. Length of teaching experience; and
3. Teaching position.

Part II. Teachers' Working Environment

This section will determine the level of teachers' working environment in terms of;

1. Availability of teaching and learning resources;
2. School facilities and learning environment;
3. Administrative support;
4. Professional development opportunities;
5. Workload and ancillary assignment; and
6. Transportation and accessibility.

The following five-point scale will be used:

Scale	Verbal Interpretation
5	Very Favorable
4	Favorable
3	Moderately Favorable
2	Unfavorable
1	Very Unfavorable

Part III. Challenges Experienced by Teachers

This section will determine the challenges experienced by teachers in terms of;

1. Availability of teaching and learning resources;
2. School facilities and learning environment;
3. Administrative support;

4. Professional development opportunities;
5. Workload and ancillary assignment; and
6. Transportation, accessibility and Weather.

The following five-point scale will be used:

Scale	Verbal Interpretation
5	Always
4	Often
3	Sometimes
2	Rarely
1	Never

Part IV. Teachers' Performance

This section will determine the level of teachers' performance in terms of;

1. Lesson preparation;
2. Instructional delivery;
3. Classroom management;
4. Assessment of learning; and
5. Professional responsibilities.

The following five-point scale will be used:

Scale	Verbal Interpretation
5	Outstanding
4	Very Satisfactory
3	Satisfactory
2	Fairly Satisfactory
1	Needs Improvement

Part V. To determine whether a significant relationship exists between teachers' working conditions, the challenges they experience, and their performance, The Pearson was used to determine the direction, strength, and statistical significance of the relationships among variables.

Part VI. Basis for the Proposed Teacher support Program. The final part of the instrument will gather information that will help identify the priority needs and support areas of teachers based on the working conditions, challenges, and performance findings. The information obtained from the preceding parts of the questionnaire will be used as the primary basis for identifying the areas that should be addressed by the proposed Teacher Support Program.

The following five-point scale will be used:

Scale	Verbal Interpretation
5	Very High Need
4	High Need
3	Moderate Need
2	Low Need

2.6 Data Analysis

The data gathered from the teacher-respondents through the researcher-made questionnaire will be organized, coded, tabulated, and analyzed using appropriate descriptive statistical measures. The statistical treatment will be guided by the research questions of the study and will focus on describing the profile of the respondents, the level of teachers' working conditions, the challenges experienced by teachers, and the level of teachers' performance. The results will also provide the basis for identifying the priority needs and challenges that will



be considered in developing the proposed Teacher Support Program.

For the profile of the teacher-respondents, frequency and percentage will be used to describe their highest educational attainment, length of teaching experience, and teaching position. Frequency will determine the number of respondents in each category, while percentage will show the proportion of respondents represented by each category.

The weighted mean was used to determine the respondents' assessments of teachers' working conditions, the challenges experienced by teachers, teacher performance, and priority support needs. The responses to the five-point Likert-scale items were assigned numerical values from 1 to 5. The weighted mean for each indicator was computed to determine the overall assessment of the respondents for each variable.

To interpret the computed mean scores, a class interval of 0.80 was established by subtracting the lowest scale value (1) from the highest scale value (5) and dividing the difference by the five response categories. The resulting mean ranges were used to determine the verbal interpretation of each variable. For teachers' working conditions, the mean scores were interpreted as Very Unfavorable (1.00–1.80), Unfavorable (1.81–2.60), Moderately Favorable (2.61–3.40), Favorable (3.41–4.20), and Very Favorable (4.21–5.00).

For challenges experienced by teachers, the mean scores were interpreted as Never (1.00–1.80), Rarely (1.81–2.60), Sometimes (2.61–3.40), Often (3.41–4.20), and Always (4.21–5.00). Higher mean scores indicated that the identified challenges were experienced more frequently.

For teacher performance, the mean scores were interpreted as Needs Improvement (1.00–1.80), Fairly Satisfactory (1.81–2.60), Satisfactory (2.61–3.40), Very Satisfactory (3.41–4.20), and Outstanding (4.21–5.00). For priority support needs, the mean scores were interpreted as No Need (1.00–1.80), Low Need (1.81–2.60), Moderate Need (2.61–3.40), High Need (3.41–4.20), and Very High Need (4.21–5.00).

These verbal interpretations served as the basis for describing and discussing the findings for each variable. The

results were presented in tables showing the computed mean scores and their corresponding verbal interpretations.

The results of the data analysis will be presented through appropriate tables containing frequencies, percentages, and weighted means, accompanied by narrative interpretation. The findings will be interpreted within the specific context of Panganak Elementary School and Manalipa Integrated School and will not be generalized to all island schools or other geographical settings, consistent within the delimitation of the study.

Through this process, the data analysis will provide a clear description of the teachers' working conditions, challenges, and performance and will identify the priority areas that can serve as an evidence-based foundation for the development of a Teacher Support Program for teachers in the selected island school setting.

RESULTS AND DISCUSSION

For the descriptive summaries, each dimension mean was computed from the five-item means (three items for each priority-support dimension). For the relationship tests, each respondents' composite score was calculated as the mean of all items within the relevant section: 30 working-condition items, 30 challenges items, and 25 performance items. Pearson's correlation was used for the two planned relationships. The findings are descriptive and correlational. It does not establish cause and effect. The computed scores were evaluated using an evenly distributed interval scale, calculated by dividing the scale's range (the highest score of minus the lowest score of 1) by the number of categories (5). This yielded a consistent interval span of 0.80 per category.

3.1 Presentation of findings

Part I. Profile of the Teacher-Respondents

A total of 30 teacher-respondents participated in the study. The profile was described in terms of highest educational attainment, length of teaching experience, and teaching position.

Table 1. Respondent profile by educational attainment, teaching experience, and teaching position.

Profile Variable	Category	Frequency	Percentage
Highest educational Attainment	Bachelor's Degree	11	36.7%
	Master's Units	14	46.7%
	Master's Degree	5	16.7%
	Total	30	100%
Length of teaching experience	0-3 years	9	30.0%
	3-6 years	4	13.3%
	6-9 years	13	43.3%
	9-12 years	2	6.7%
	12 years or more	2	6.7%
	Total	30	100%
Teaching position	Teacher I	21	70.7%
	Teacher II	4	9.1%
	Teacher III	4	9.1%
	Master Teacher I	1	2.3%
	Total	30	100%



Interpretation. The findings show that the largest group of respondents had completed master's units, representing 43.3% of the participants, while 36.7% held a bachelor's degree and 20.0% had completed a master's degree. This indicates that the respondents had different levels of educational preparation, with many already pursuing graduate studies.

In terms of teaching, experience, the largest group had served for 6-9 years, for 43.3% of the respondents. Teachers with 0-3 years of experience represented 30.0%, while the remaining respondents were distributed among the other experience categories. This shows that the group included both relatively new teachers and teachers with several years of service.

Regarding teaching position, most respondents were Teacher I, 70.0% of the total. Teacher II and Teacher III each for 13.3%, while one respondent, 3.3% held the position of Master Teacher I.

Overall, the profile shows that most respondents were Teacher I and that the largest group had 6-9 years of teaching experience.

Part II. Level of Teachers' Working Conditions

The working conditions of teachers were examined in terms of teaching and learning resources, school facilities and learning environment, administrative support, professional development opportunities, workload and ancillary assignments, and transportation and accessibility.

Table 2. Mean rating Teachers' Working Conditions

Dimension	Mean	Interpretation
Teaching and Learning resources	3.01	Moderately favorable
School facilities and learning environment	2.98	Moderately favorable
Administrative support	3.90	Favorable
Professional development opportunities	4.07	Favorable
Workload and ancillary assignments	4.05	Favorable
Transportation and accessibility	3.29	Moderately favorable
Overall Working conditions composite	3.55	Favorable

Interpretation. The results show that professional development opportunities received the highest mean of 4.07, followed by workload and ancillary assignments at 4.05 and administrative support at 3.90. These results suggest that the respondents generally viewed these aspects of their working conditions favorably.

On the other hand, school facilities and the learning environment received the lowest mean of 2.98, followed by teaching and learning resources at 3.01. Transportation and accessibility obtained a mean of 3.29. Although these areas were rated moderately favorable according to the manuscript's scale, their comparatively lower ratings indicate that they deserve closer attention.

These findings suggest that the working environment is not experienced in the same way across all dimensions.

Teachers may appreciate administrative support and professional development opportunities while still facing limitations in facilities, instructional materials, and access to school. In an island-school setting, these concerns are important because teachers must carry out their responsibilities within the available physical resources and transportation conditions.

Therefore, the proposed Teacher Support Program should give attention to improving access to teaching materials, identifying facility and learning-space needs, and considering the transportation and accessibility concerns of teachers.

Part III. Level of Challenges Experience by Teachers

The challenges experienced by teachers were assessed in the same six areas used to examine their working conditions. For this section, a higher mean indicates that a challenge was experienced more frequently.

Table 3. Mean ratings for Challenges Experience by teachers

Dimension	Mean	Interpretation
Teaching and Learning resources	3.87	Often
School facilities and learning environment	3.99	Often
Administrative support	3.37	Often
Professional development opportunities	3.39	Sometimes
Workload and ancillary assignments	3.45	Often
Transportation and accessibility	4.21	Always
Overall Challenges experience by teachers' composite	3.71	Often

Interpretation. Transportation, accessibility, obtained the highest mean of 4.21. This indicates that these concerns were the most frequently experienced challenges among the six areas examined. In an island-school setting, teachers may need to consider sea conditions, available transportation, travel schedules, and unfavorable weather when going to school or

participating in school-related activities. These circumstances may create practical difficulties in maintaining regular access to school.

School facilities and the learning environment ranked second, with a mean of 3.99. Teaching and learning resources followed with a mean of 3.87. These findings point to the



importance of adequate classrooms, functional school facilities, books, and instructional materials. Limited resources may require teachers to find alternative ways to prepare and deliver lessons.

Workload and ancillary assignments obtained a mean of 3.45, while professional development opportunities obtained 3.39. Administrative support had the lowest challenge mean of 3.37. These results suggest that, compared with transportation,

facilities, and resources, the respondents reported fewer challenges in the administrative-support dimension.

Part IV. Level of Teachers' Performance

Teachers' performance was examined in terms of lesson preparation, instructional delivery, classroom management, assessment of learning, and professional responsibilities.

Table 4. Mean ratings for Teachers Performance

Dimension	Mean	Interpretation
Lesson preparation	4.23	Outstanding
Instructional delivery	4.43	Outstanding
Classroom management	4.38	Outstanding
Assessment of learning	4.33	Outstanding
Professional responsibilities	4.36	Outstanding
Over all Teachers performance	4.35	Outstanding

Interpretation. The results indicate that instructional delivery obtained the highest mean of 4.43, followed by classroom management at 4.38, professional responsibilities at 4.36, assessment of learning at 4.33, and lesson preparation at 4.23.

These results show that the respondents generally gave high ratings to their own performance across the five dimensions. Instructional delivery received the highest rating, suggesting that teachers perceived themselves as regularly carrying out their classroom teaching responsibilities. Classroom management and professional responsibilities also received high ratings, indicating positive self-assessments in maintaining classroom order and performing work-related duties.

Lesson preparation obtained the lowest mean among the five dimensions, although it remained close to the other ratings. This area may still be considered for support, particularly where teachers need to prepare materials or adjust lessons to fit the resources and facilities available in the school.

The findings indicate that the reported performance ratings remained high even though respondents identified concerns involving transportation, weather, facilities, and instructional resources. However, these are self-reported ratings and should not be treated as independently verified performance appraisal results. The descriptive findings alone also cannot determine whether the working conditions or challenges influenced teachers' performance.

Part VI. Priority Areas for Teachers for the Proposed Teachers Support Program

Table 5. Priority Support Needs

Dimension	Mean	Interpretation
Teaching and Learning resources	4.76	Very High Need
School facilities and learning environment	4.81	Very High Need
Administrative support	4.11	High Need
Professional development opportunities	4.22	High Need
Workload and ancillary assignments	4.24	Very High Need
Transportation and accessibility	4.14	High Need
Overall Priority Support needs composite	4.38	Very High Need

Interpretation. School facilities and the learning environment received the highest support-needs mean of 4.81, followed by teaching and learning resources at 4.76. These results indicate that improving the physical learning environment and ensuring the availability of instructional materials are important priorities identified by the respondents.

Workload and ancillary assignments obtained a mean of 4.24, while professional development opportunities received 4.22. Transportation and accessibility obtained 4.14, and administrative support received 4.11. Although these areas received lower means than facilities and resources, they may still require attention in designing a comprehensive support program.

The findings suggest that teachers need support that responds to both the physical conditions of the school and the

practical demands of working in an island setting. The proposed program may therefore include resource support, facility improvement planning, weather-related travel contingency arrangements, accessible professional development, and regular review of workload and ancillary assignments.

The support priorities should be considered alongside the findings on working conditions and challenges. In this way, the proposed program can focus on concerns that teachers both experience and identify as needing additional assistance. Relationship Between Working Conditions, Challenges, and Performance.

Pearson's product-moment correlation was identified as the statistical test for determining whether teachers' working conditions and the challenges they experienced were significantly related to their performance.



Table 6. Pearson Correlation Result

Relationship tested	N	Pearson r	p-value	Decision at .05
Working conditions and performance	30	0.224	0.235	Fail to reject H_{01}
Challenges and performance	30	0.357	0.053	Fail to reject H_{02}

Interpretation. The preliminary analysis showed a positive correlation between teachers' working conditions and performance, with a Pearson correlation coefficient of $r = 0.224$ and a p-value of 0.235. The positive coefficient indicates that more favorable working-condition ratings tended to occur alongside higher performance ratings in the available responses. However, because the p-value was greater than the 0.05 significance level, the relationship was not statistically significant. Therefore, the null hypothesis stating that there is no significant relationship between working conditions and performance was not rejected.

The preliminary analysis also showed a positive correlation between teachers' challenges and performance, with $r = 0.357$ and $p = 0.053$. This indicates a positive association in the available responses. Nevertheless, the p-value was slightly greater than 0.05, so the relationship did not reach statistical significance at the selected level. The null hypothesis stating that there is no significant relationship between challenges and performance was therefore not rejected.

These results should be interpreted carefully. A positive correlation between challenge ratings and performance ratings does not mean that challenges improve performance. It only describes the direction of the observed association between the scores. Furthermore, the absence of statistical significance does not prove that no relationship exists; it means that the available evidence was insufficient to establish a statistically significant relationship at the 0.05 level.

3.2 Discussion of Findings

Profile of the Teacher-Respondents

The study found that the largest group of respondents had completed master's units and that most respondents held the position of Teacher I. The largest group had 6–9 years of teaching experience. This indicates that the respondents had varied educational backgrounds and years of service, although most occupied the Teacher I position.

These characteristics provide a background for understanding the teachers' experiences in the island-school setting. Their professional responsibilities may involve not only classroom instruction but also preparation of learning materials, assessment, school activities, and other assigned duties. However, the current analysis does not establish whether the respondents' educational attainment, experience, or position was associated with higher or lower working-condition, challenge, or performance ratings.

Teachers' Working Conditions in an Island School

The findings present a mixed picture of teachers' working conditions. Professional development opportunities, workload and ancillary assignments, and administrative support received comparatively favorable ratings. In contrast, teaching and learning resources, school facilities and the learning environment, and transportation and accessibility received lower ratings.

This pattern suggests that the teachers' experiences differ depending on the aspect of their work environment being

considered. Favorable ratings in administrative support and professional development do not necessarily mean that all working conditions are adequate. Teachers may receive guidance and opportunities for professional growth while still working with limited materials, classroom spaces, or transportation options.

The findings are particularly relevant to the school's island setting. Where access to school and instructional resources is limited, teachers may need to adjust their preparation and teaching activities to the facilities and materials available. The results therefore support the need to consider physical resources and accessibility when developing a Teacher Support Program.

Challenges Experienced by Teachers

Transportation, accessibility, and weather emerged as the highest-rated challenge domain. School facilities and the learning environment and teaching and learning resources were the next highest areas.

These findings highlight practical concerns associated with working in an island school. Weather and sea conditions may affect teachers' travel arrangements, while limitations in school facilities and instructional materials may require adjustments to classroom activities. These circumstances are important considerations when planning school schedules, professional development, resource distribution, and other work-related activities.

The comparatively lower challenge rating for administrative support suggests that it was less prominent than transportation, facilities, and resource concerns in the responses. This does not mean that administrative support should be disregarded. Rather, it suggests that the proposed program should prioritize the most strongly identified concerns while maintaining existing forms of support that teachers find helpful.

Teachers' Performance

The teachers reported high ratings across all five performance dimensions, with instructional delivery receiving the highest mean and lesson preparation receiving the lowest.

The results suggest that respondents generally perceived themselves as carrying out their teaching responsibilities positively despite the difficulties identified in their working environment. This may indicate that teachers continue to make efforts to prepare lessons, manage classrooms, assess learners, and fulfill their professional duties under the conditions available to them.

However, the study relies on questionnaire responses. The findings should therefore be described as self-reported performance rather than independently measured teaching effectiveness. The results also do not prove that teachers' performance is unaffected by working conditions or challenges. Additional evidence would be needed to determine how these factors relate to actual performance outcomes.



Relationship Between Working Conditions, Challenges, and Performance

The preliminary Pearson correlation results showed positive but statistically nonsignificant relationships between working conditions and performance and between challenges and performance. Neither relationship reached the 0.05 significance level.

These results mean that the available data did not provide sufficient statistical evidence to conclude that either working conditions or challenges were significantly related to performance. Although the coefficients were positive, the findings should not be interpreted as evidence that better conditions or greater challenges necessarily result in better performance.

The results also do not mean that working conditions and challenges are unimportant. The descriptive findings show that teachers identified concerns involving facilities, resources, transportation, accessibility, and weather. These areas may warrant support because of the needs reported by teachers, regardless of whether the preliminary correlation tests were statistically significant.

Implications for the Proposed Teacher Support Program

The findings provide a basis for developing a Teacher Support Program that responds to the priority needs identified by the respondents. The program should consider the following areas:

Teaching and learning resources. Improve access to books, printed materials, and other instructional resources. Where resources are limited, support teachers in preparing and sharing adaptable learning materials.

School facilities and learning environment. Identify urgent classroom and facility needs and coordinate appropriate action to improve the safety, functionality, and suitability of learning spaces.

Transportation, accessibility, and weather. Develop practical contingency arrangements for weather-related travel disruptions and school activities, in coordination with relevant authorities and school stakeholders.

Professional development. Continue providing relevant training, mentoring, and professional learning opportunities that are accessible to teachers working in an island setting.

Workload and ancillary assignments. Review the distribution of teaching duties and ancillary responsibilities to identify possible areas where work can be organized more fairly and efficiently.

Administrative support. Sustain communication, guidance, and coordination between school leadership and teachers while using the survey results to identify areas that need further attention.

3.3 Summary of Findings

1. **Profile of respondents:** The largest group had completed master's units (43.3%), the largest group had 6–9 years of teaching experience (43.3%), and most respondents were Teacher I (70.0%).

2. **Working conditions:** Professional development opportunities obtained the highest domain mean (4.07), followed by workload and ancillary assignments (4.05). School

facilities and the learning environment obtained the lowest mean (2.98), followed by teaching and learning resources (3.01).

3. **Challenges:** Transportation, accessibility, and weather obtained the highest challenge mean (4.21), followed by school facilities and the learning environment (3.99) and teaching and learning resources (3.87).

4. **Performance:** Instructional delivery obtained the highest performance mean (4.43), while lesson preparation obtained the lowest (4.23). All five domains received relatively high self-reported ratings.

5. **Priority support needs:** School facilities and the learning environment obtained the highest support-needs mean (4.81), followed by teaching and learning resources (4.76).

6. **Relationship between variables:** The preliminary Pearson analysis showed a positive but statistically nonsignificant relationship between working conditions and performance ($r = 0.224$, $p = 0.235$) and between challenges and performance ($r = 0.357$, $p = 0.053$).

3.4 Conclusions

Based on the descriptive findings, the study concludes that teachers' working conditions in the selected island-school setting are mixed. Certain aspects, particularly professional development opportunities, workload and ancillary assignments, and administrative support, received favorable ratings. However, school facilities, teaching and learning resources, and transportation and accessibility were comparatively less favorable.

Transportation, accessibility, and weather were the most prominent reported challenges. The findings also indicate that teachers rated their own performance highly across lesson preparation, instructional delivery, classroom management, assessment of learning, and professional responsibilities.

The priority-support results point particularly to school facilities and the learning environment and the availability of teaching and learning resources. These areas should receive considerable attention when planning the proposed Teacher Support Program.

Finally, the preliminary correlation results do not establish a statistically significant relationship between working conditions and performance or between challenges and performance at the 0.05 level.

Recommendations

For school administrators: Identify and prioritize facility, classroom, and instructional-resource needs. Continue providing administrative guidance and coordinate with appropriate offices and stakeholders regarding the concerns identified by teachers.

For DepEd officials and concerned stakeholders: Consider the specific resource, facility, and accessibility needs of island schools when planning support, resource allocation, and school improvement activities.

For teachers: Continue sharing appropriate instructional materials and practical teaching strategies while identifying areas where additional resources, training, or support are needed.

For professional development providers: Consider accessible training arrangements and learning opportunities



suited to the location, schedules, and transportation conditions of island-based teachers.

For the proposed Teacher Support Program: Prioritize school facilities, teaching and learning resources, and weather-related transportation concerns while also addressing professional development, workload, and administrative support.

For future researchers: Consider using a larger or more varied group of schools, additional data sources, and verified respondent-level data to examine teachers' working conditions, challenges, and performance more comprehensively.

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