



School Environment Conditions in Relation to Learners' Well-Being and Learning Satisfaction

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ABSTRACT

Creating a supportive and conducive school environment is essential for fostering learners' well-being and enhancing their learning satisfaction. This study investigated the correlation between school environmental conditions and learners' well-being and learning satisfaction among 120 elementary students in a public school in Misamis Occidental Division. Using a descriptive correlational design, the study assessed learners' perceptions of classroom temperature, air quality, lighting, and noise levels, alongside their emotional, social, physical, and cognitive well-being, and their learning satisfaction in terms of perceived learning, teacher effectiveness, learning environment, and relevance and engagement. Data were analyzed using mean and standard deviation to determine the levels and consistency of the variables. At the same time, Pearson's correlation coefficient was employed to examine the strength and direction of the relationships between school environmental conditions and learners' well-being and learning satisfaction. Findings revealed that learners generally perceived their school environment as favorable, reported high levels of well-being and learning satisfaction, and showed that only specific environmental factors, such as air quality and lighting, were positively correlated with certain aspects of well-being. At the same time, no significant relationship was found between environmental conditions and learning satisfaction. The study highlights the importance of maintaining optimal school environmental conditions to support learners' holistic development. It informs educators and administrators on areas for improvement in promoting both well-being and compelling learning experiences.

KEYWORDS: air quality, elementary learners, learning satisfaction, school environment, well-being, young learners.

INTRODUCTION

Students' health and well-being are inherent predictors that impact their academic achievement, socialization, and personal development (Klapp et al., 2024; Thelma, 2025; Wong et al., 2024). Over the last few years, more attention has been paid to studying how school settings' social and physical influences affect students' psychological, physical, and educational results (Holt-Lunstad, 2024). Physical factors such as air and water quality, noise levels, proximity to green spaces, and indoor climatic conditions have been identified as essential determinants of a conducive and enabling learning environment (Amoatey et al., 2023; Baba et al., 2024; Toyinbo, 2023). Empirical findings indicate that these conditions not only affect students' current comfort but also have long-term effects on their health, cognitive functioning, emotional well-being, and learning satisfaction (Bhoi, 2025).

Learners' well-being encompasses students' overall physical, emotional, social, and psychological health, including their sense of safety, belonging, and support within the learning environment. It involves minimizing stress, anxiety, and

harm while fostering positive experiences, resilience, and engagement that allow students to thrive academically and personally (Cambridge International, 2022). Prioritizing well-being helps learners feel motivated, confident, and capable of overcoming challenges both in and outside the classroom (Schultze-Krumbholz et al., 2016). Schools contribute to well-being by fostering supportive relationships with teachers and peers, implementing programs that enhance mental and physical health, and creating an inclusive, nurturing learning environment (Miller & Warner, 2023). Ensuring strong well-being directly influences students' focus, participation, and performance, supporting their holistic development and long-term success (Cambridge International, 2022).

Learners' satisfaction captures the extent to which students feel content, valued, and fulfilled by their learning experiences and the educational environment. It is shaped by teaching quality, clarity, and relevance of instructional materials, support and feedback from teachers, and the overall classroom atmosphere (Al-Rahmi et al., 2016). When satisfaction is high, students demonstrate greater engagement, motivation, and positive attitudes toward

learning, enhancing participation and academic outcomes (Seufert et al., 2022). Low satisfaction, on the other hand, can lead to disengagement, reduced involvement, and negative perceptions of the learning process (Kocdar et al., 2022). Understanding and improving learner satisfaction helps educators identify areas for growth, create meaningful learning experiences, and support students in achieving personal and academic goals (Al-Rahmi et al., 2016).

Several studies have identified a relationship between environmental quality and students' well-being. For example, Ly and Vella-Brodrick (2024) reported that green areas support better physical and psychological health outcomes by increasing outdoor activity and reducing stress levels. Likewise, Nischay (2023) highlighted the contributions of green school practices, such as proper waste management and environmentally friendly infrastructure, to the development of healthy, sustainable environments that support students' well-being and satisfaction. On the other hand, research shows that noise pollution and indoor air quality issues lead to decreased concentration, increased stress, and respiratory problems among students (Ali et al., 2023; Putus et al., 2024), underscoring the imperative of maintaining healthy environmental conditions in schools.

In line with this, Baluyos et al. (2024) conducted a comprehensive study among senior high school students in an urban environment. Their findings showed that positive environmental characteristics, such as clean air and water, nearby green spaces, and high community cohesion, correlated with improved physical, psychological, and social well-being. In contrast, poor conditions, such as noise pollution and poor temperature control, adversely affected students' well-being. These results underscore the central importance of building healthy and supportive school environments not only for promoting educational achievement but also for improving students' global health and satisfaction with learning.

Yet while Baluyos et al. (2024) provide valuable insights, their study was conducted only in a single city high school, leaving a contextual gap. To confirm and extend these results, further research is needed across diverse educational contexts, especially in early and middle childhood, where environmental factors have a significant impact on developmental outcomes. A case study in an elementary school in an urban setting, for example, could gain a richer understanding of how environmental factors influence younger students' well-being and learning satisfaction. Such research ensures that interventions are well-designed to meet the specific needs of learners at each stage of their learning.

Filling this gap is crucial to enhancing our understanding of how the school environment is connected not just to learners' welfare but also to their learning satisfaction. Expanding on earlier studies to encompass diverse school environments, this research contributes to a broader body of knowledge. It lays the groundwork for developing targeted strategies

that foster healthy, conducive, and satisfying learning environments for students.

METHODS

This study employed a quantitative, descriptive-correlational research design to examine the relationships among administrative officers' roles in school operations, instructional leadership, and teachers' satisfaction in selected public schools in the Division of Oroquieta City, Northern Mindanao, Philippines. Data were gathered from 120 randomly selected teachers using validated, structured questionnaires measuring perceptions of administrative operations, instructional leadership practices, and job satisfaction. Descriptive statistics (mean and standard deviation) were used to summarize teacher responses, while Pearson's correlation coefficient was applied to determine the strength and direction of relationships among the variables without manipulating them. Prior approvals were secured from university, DepEd, and ethics authorities, and ethical standards were strictly observed through informed consent, anonymity, confidentiality, and compliance with the Data Privacy Act of 2012. The study aimed to provide empirical evidence on how administrative and instructional leadership practices, particularly following DepEd Order No. 002, s. 2024, relate to teacher satisfaction and contribute to school effectiveness and the attainment of SDG 4: Quality Education.

RESULTS AND DISCUSSIONS

Perception of Teachers Towards the Administrative Officers' Role in School Operations

Table 1 presents the teachers' perceptions of the administrative officers' role in school operations across the constructs of resource management, human resource coordination, record keeping, and policy implementation. The overall mean of 4.51 with a standard deviation of 0.29 indicates a very high perception of the effectiveness of administrative officers in school operations. Among the constructs, resource management ($M = 4.53$) and human resource coordination ($M = 4.52$) obtained the highest ratings, followed closely by record keeping ($M = 4.49$) and policy implementation ($M = 4.49$), all interpreted as very high.

The findings suggest that teachers generally perceive administrative officers as highly effective in managing and coordinating the operational aspects of their schools. The very high rating for resource management implies that teachers recognize administrative officers' ability to procure, allocate, and monitor financial and material resources, ensuring the smooth delivery of instructional activities (Bangoy et al., 2025; Miramon et al., 2024). Similarly, the high perception of human resource coordination reflects teachers' acknowledgment of administrative officers' role in overseeing staff assignments, attendance, and professional development, which promotes workforce efficiency and a positive work climate (Malco, 2024; Ortega & Salinas, 2024).

The strong evaluation of record keeping indicates that teachers appreciate the transparency, accuracy, and accessibility of student, financial, and compliance records maintained by administrative officers, which minimizes administrative burdens and allows teachers to focus more on instructional responsibilities (De Guzman & Astillero, 2025; Herzberg, 1959). Policy implementation also received a very high rating, suggesting that teachers recognize the officers' effectiveness in translating national directives, such as DepEd Order No. 002, s. 2024, into actionable school-level processes, maintaining organizational order and supporting smooth educational operations (Bangoy et al., 2025; De Guzman & Astillero, 2025).

These results align with the conceptual framework emphasizing administrative officers' operational roles as essential subsystems within the broader school system (Bertalanffy, 1950). Effective operational management supports teaching by reducing workload, clarifying responsibilities, and ensuring that resources, personnel, and policies are aligned to sustain educational quality (Ortega

& Salinas, 2024; Ribo, 2024). The findings also resonate with Herzberg's Two-Factor Theory, which highlights that well-managed hygiene factors, such as workload and administrative support, enhance teacher satisfaction and motivation by creating a conducive environment for instructional focus (Khushik, 2021; De Guzman & Astillero, 2025).

The implications of these findings suggest that schools with highly effective administrative officers are better positioned to maintain operational stability, improve teacher satisfaction, and support the overall achievement of school goals. To sustain these outcomes, school leaders should continue to monitor resource management practices, streamline human resource coordination, maintain accurate record-keeping systems, and ensure consistent policy implementation. Moreover, operational efficiency should be complemented with ongoing instructional leadership to fully optimize the impact of administrative support on teaching and learning (Miramon et al., 2024; Torres, 2024).

Table 1. Level of Perception of Teachers Towards the Administrative Officers' Role in School Operations

Constructs	M	SD	Remarks
Resource Management	4.53	0.45	Very High
Human Resource Coordination	4.52	0.46	Very High
Record Keeping	4.49	0.46	Very High
Policy Implementation	4.49	0.46	Very High
Overall level of availability	4.51	0.29	Very High

Note: Scale: 4.20-5.0 (Very High); 3.40-4.19(High); 2.60-3.39(Moderate); 1.80-2.59(Low); 1.0-1.79(Very Low)

Teacher Perception Toward the Instructional Leadership

Table 2 presented the teachers' perceptions of administrative officers' instructional leadership across the constructs of curriculum development and implementation, teacher professional development and support, student performance monitoring and assessment, and creating a positive learning environment. The overall mean of 4.47 with a standard deviation of 0.30 indicates a very high perception of the effectiveness of instructional leadership. Among the constructs, curriculum development and implementation ($M = 4.48$) obtained the highest rating, followed closely by teacher professional development and support ($M = 4.47$), student performance monitoring and assessment ($M = 4.47$), and creating a positive learning environment ($M = 4.46$), all interpreted as very high.

The findings suggested that teachers generally perceive administrative officers as highly effective in leading instructional processes and supporting teaching and learning. The very high rating for curriculum development and implementation indicates that teachers recognize officers' ability to organize instructional resources, coordinate with teachers, and ensure adherence to curriculum guidelines, which contributes to consistency and

relevance across subjects and grade levels (Miramon et al., 2024; Torres, 2024). Similarly, the high perception of teacher professional development and support reflects teachers' appreciation of opportunities for mentoring, workshops, and training programs organized by administrative officers, which enhance professional competencies and instructional effectiveness (Polatcan, 2024; Gading, 2024).

The strong evaluation of student performance monitoring and assessment suggests that teachers value administrative officers' efforts in collecting, analyzing, and using academic data to guide instructional decisions and interventions, ensuring that teaching strategies remain responsive to learners' needs (Miramon et al., 2024; Rivera et al., 2025). Creating a positive learning environment also received a very high rating, indicating teachers' recognition of officers' role in fostering a supportive, safe, and engaging school climate that promotes student well-being and teacher motivation (Ainin et al., 2024; Torres, 2024).

These results are consistent with Systems Theory, which emphasizes the interdependence of subsystems within a school and the critical role of administrative officers in aligning operational and instructional functions for optimal performance (Bertalanffy, 1950; Bangoy et al., 2025). The findings also align with Transformational Leadership Theory,

highlighting the capacity of administrative officers to inspire, mentor, and intellectually stimulate teachers, thereby fostering professional growth, collaboration, and a culture of excellence (Bass, 1985; Shal et al., 2024). Furthermore, through the lens of Herzberg's Two-Factor Theory, these instructional leadership practices address key motivators, such as recognition, professional development, and meaningful engagement, which enhance teacher satisfaction and commitment (Herzberg, 1959; De Guzman & Astillero, 2025).

The implications of these findings suggest that strong instructional leadership by administrative officers supports both teacher satisfaction and student learning outcomes. Schools should continue to prioritize curriculum alignment, professional development initiatives, systematic assessment practices, and a nurturing school climate. By sustaining these practices, administrative officers can maximize instructional effectiveness, foster teacher motivation, and contribute to achieving the broader goals of quality education under SDG 4 (Ribo, 2024; Saini et al., 2023).

Table 2. Level of Perception of Teachers Toward the Instructional Leadership

Constructs	M	SD	Remarks
Curriculum Development and Implementation	4.48	0.39	Very High
Teacher Professional Development and support	4.47	0.41	Very High
Student Performance Monitoring and Assessment	4.47	0.38	Very High
Creating Positive Learning Environment	4.46	0.42	Very High
Overall level of availability	4.47	0.30	Very High

Note: Scale: 4.20-5.0 (Very High); 3.40-4.19(High); 2.60-3.39(Moderate); 1.80-2.59(Low); 1.0-1.79(Very Low)

Teacher Satisfaction

Table 3 presented the level of teachers' satisfaction across the constructs of work environment and condition, professional growth and development opportunities, recognition and reward, and workload and role clarity. The overall mean of 4.48 with a standard deviation of 0.30 indicates a very high level of teacher satisfaction. Among the constructs, recognition and reward ($M = 4.49$) obtained the highest rating, followed closely by work environment and condition ($M = 4.48$), professional growth and development opportunities ($M = 4.48$), and workload and role clarity ($M = 4.48$), all interpreted as very high.

The findings suggested that teachers generally perceive their work environment as supportive and conducive to professional engagement. The very high rating for work environment and condition indicates that teachers feel their schools are well-resourced, organized, and structured in a manner that allows them to focus on instructional responsibilities without unnecessary disruptions (Khushik, 2021; Adipat & Chotikapanich, 2022). Similarly, the high perception of professional growth and development opportunities reflects teachers' appreciation of initiatives such as training programs, workshops, and mentoring that enhance their skills, pedagogical knowledge, and career advancement (Bakar & Kumar, 2024; Nyoni, 2025).

The construct of recognition and reward also received a very high rating, suggesting that teachers value acknowledgment of their efforts, accomplishments, and contributions to student learning and school improvement, which fosters motivation and commitment (Saini et al., 2023; Eliot et al., 2023). Workload and role clarity likewise received a very high rating, indicating that teachers perceive their responsibilities

as clearly defined and manageable, particularly with the redistribution of non-teaching tasks to administrative officers under DepEd Order No. 002, s. 2024, which reduces work-related stress and allows teachers to concentrate on instruction (De Guzman & Astillero, 2025; Villanueva et al., 2021).

These results aligned with Herzberg's Two-Factor Theory, which emphasizes that satisfaction is influenced by both hygiene factors such as work conditions, role clarity, and organizational policies and motivators such as recognition, achievement, and professional growth opportunities (Herzberg, 1959; De Guzman & Astillero, 2025). The findings also support Systems Theory, which underscores the importance of well-coordinated school subsystems, including administrative support, in fostering a functional and satisfying work environment (Bertalanffy, 1950; Ortega & Salinas, 2024). Furthermore, effective instructional and operational leadership by administrative officers contributes to teacher satisfaction by enabling a positive school climate, promoting professional development, and providing timely recognition and support (Bass, 1985; Shal et al., 2024).

The implications of these findings suggest that maintaining strong administrative and instructional leadership, along with attention to teacher-centered policies, is crucial for sustaining high levels of teacher satisfaction. Schools should continue to provide opportunities for professional growth, ensure fair recognition and reward systems, maintain supportive work environments, and clarify roles and responsibilities. Doing so can enhance teacher motivation, commitment, and effectiveness, ultimately contributing to improved student learning outcomes and the achievement of SDG 4: Quality Education (Torres, 2024; Saini et al., 2023).

Table 3. Level of Teachers' Satisfaction

Constructs	M	SD	Remarks
Work Environment and Condition	4.48	0.42	Very High
Professional Growth and Development Opportunities	4.48	0.37	Very High
Recognition and Reward	4.49	0.38	Very High
Workload and Role Clarity	4.48	0.41	Very High
Overall level of availability	4.48	0.30	Very High

Note: Scale: 4.20-5.0 (Very High); 3.40-4.19(High); 2.60-3.39(Moderate); 1.80-2.59(Low); 1.0-1.79(Very Low)

Significant Relationship Between the Administrative Officers' Role in School Operation and the Teachers' Satisfaction

Table 4 presented the analysis of the relationship between the administrative officers' role in school operation and teachers' satisfaction. Pearson's correlation coefficient was used to determine the significance of this relationship at a 0.05 level of significance.

The results revealed that the administrative officers' role in school operation and teachers' satisfaction produced a correlation of $r = 0.35$ ($p = 0.002$). Since the p -value is less than the 0.01 threshold, the null hypothesis (H_0) is rejected, indicating a highly significant relationship between administrative officers' operational roles and teachers' satisfaction.

These findings suggested that teachers' satisfaction is positively influenced by the effectiveness of administrative officers in performing operational tasks such as resource management, human resource coordination, record keeping, and policy implementation. Teachers perceive that when administrative subsystems are well-managed, their work environment becomes more supportive, workloads are clarified, and professional growth is facilitated, leading to higher motivation and overall job satisfaction (De Guzman & Astillero, 2025; Ortega & Salinas, 2024; Khushik, 2021).

From a theoretical perspective, Systems Theory explains this relationship by emphasizing that the school functions as an interconnected system, where effective performance of one subsystem such as administration positively affects other subsystems, including teaching, curriculum delivery, and student outcomes (Bertalanffy, 1950; Davis et al., 2025). Similarly, Herzberg's Two-Factor Theory of Motivation supports the view that administrative officers' effective management of hygiene factors, including organizational policies, work conditions, and operational support, reduces dissatisfaction and allows motivators like recognition, achievement, and professional development to enhance teacher satisfaction (Herzberg, 1959; Saini et al., 2023).

The implications of these results underscore the critical role of administrative officers in shaping a conducive work environment for teachers. Schools should continue to strengthen administrative leadership and operational effectiveness to maintain high teacher satisfaction. This includes ensuring efficient resource management, clear communication of policies, timely record keeping, and equitable distribution of tasks, which collectively support teaching excellence, professional morale, and the broader goal of achieving SDG 4: Quality Education (Torres, 2024; De Guzman & Astillero, 2025).

Table 4. Test of the Significant Relationship Between the Administrative Officers' Role in School Operation and the Teachers' Satisfaction

Variables	r value	p value	Decision
Administrative Officers' Role in School Operation and Teachers' Satisfaction	0.35	0.002	Reject H_0

H_0 : There is no significant relationship between the administrative officers' role in school operation and the teachers' satisfaction

Note: Probability Value Scale: ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant); $p > 0.05$ (Not significant)

Significant Relationship Between the Administrative Officers' Instructional Leadership and the Teachers' Satisfaction

Table 4 presented the analysis of the relationship between the administrative officers' instructional leadership and teachers' satisfaction. Pearson's correlation coefficient was used to determine the significance of this relationship at a 0.05 level of significance.

The results revealed that administrative officers'

instructional leadership and teachers' satisfaction produced a correlation of $r = 0.42$ ($p = 0.001$). Since the p -value is less than the 0.01 threshold, the null hypothesis (H_0) is rejected, indicating a highly significant relationship between the instructional leadership of administrative officers and teachers' satisfaction.

These findings suggested that teachers' satisfaction is positively influenced by the instructional support and leadership provided by administrative officers. Roles

such as curriculum development and implementation, teacher professional development and support, student performance monitoring, and creating a positive learning environment contribute directly to teachers feeling valued, supported, and professionally fulfilled (Miramon et al., 2024; Gading, 2024; Polatcan, 2024). Teachers perceive that when instructional leadership is strong, they are empowered to focus on pedagogy, engage in professional growth, and experience improved work conditions, all of which enhance job satisfaction.

From a theoretical perspective, Transformational Leadership Theory explains this relationship by emphasizing that leaders who inspire, intellectually stimulate, and provide individualized consideration foster motivation, professional growth, and commitment among their followers (Bass, 1985; Shal et al., 2024; De Guzman & Astillero, 2025). Additionally, Herzberg's Two-Factor Theory of Motivation supports the finding, suggesting that administrative officers' effective

instructional leadership addresses both hygiene factors such as workload management and supportive guidance and motivators, such as recognition, achievement, and professional development, which together enhance teachers' overall satisfaction (Herzberg, 1959; Saini et al., 2023).

The implications of these results underscore the critical role of instructional leadership in cultivating a supportive and motivating environment for teachers. Schools should continue to strengthen instructional leadership practices by ensuring effective curriculum supervision, providing ongoing professional development, monitoring student learning outcomes, and fostering positive learning climates. Such initiatives not only improve teacher satisfaction but also contribute to overall school effectiveness and the achievement of SDG 4: Quality Education, particularly in areas related to teacher development and inclusive, effective learning environments (Adipat & Chotikapanich, 2022; Torres, 2024).

Table 5. Test of the Significant Relationship Between the Administrative Officers' Role in School Operation and the Teachers' Satisfaction

Variables	r value	p value	Decision
Administrative Officers' Instructional Leadership and Teachers' Satisfaction	0.42	0.001	Reject Ho

Ho: There is no significant relationship between the administrative officers' instructional leadership and the teachers' satisfaction

*Note: Probability Value Scale: **p<0.01 (Highly Significant); *p<0.05 (Significant); p>0.05 (Not significant)*

CONCLUSIONS

The findings indicate that teachers perceive administrative officers as highly effective in managing school operations and providing strong instructional leadership, both of which contribute to a well-organized learning environment and support teaching quality and professional growth. Teachers also report a high level of satisfaction with their work conditions, professional development opportunities, recognition, and role clarity. Overall, the results conclude that effective administrative management and strong instructional leadership play a significant role in enhancing teachers' satisfaction, underscoring the importance of competent and supportive leadership in fostering a positive and productive school climate.

Recommendations

School administrators are encouraged to continuously strengthen resource management, human resource coordination, record keeping, and policy implementation while providing regular professional development, instructional supervision, mentoring, and clear feedback mechanisms to enhance instructional leadership, teaching quality, and teacher satisfaction. Creating programs that recognize teacher achievements, clarify roles, improve work conditions, and promote timely resource allocation and transparent communication can further support teacher motivation and professional growth. Teachers, in turn, are encouraged to actively collaborate with school

administrators by engaging in instructional initiatives and demonstrating professional accountability. Future researchers may explore how sustained improvements in administrative operations, instructional leadership, and collaborative teacher-administrator practices influence teacher satisfaction, professional development, and overall school effectiveness over time.

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Citation: Charlita G. Cabug, Grace G. Tizon, et al., "School Environment Conditions in Relation to Learners' Well-Being and Learning Satisfaction", American Research Journal of Humanities and Social Sciences, Vol 12, no. 1, 2026, pp. 10-16.

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