

# Workplace Environment and Work Satisfaction as Experienced in Public Elementary Schools in Mapping Teacher's Performance and Work-Life Balance

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## Abstract

This study aimed to determine the workplace environment and work satisfaction experienced in public elementary schools by mapping teachers' performance and work-life balance of Tiaong II District teachers. The research employed a quantitative research design. It was explicitly descriptive because it identified current work environment conditions present in schools and the extent of work satisfaction concerning their performance and views on the work-life balance of elementary teachers. Results showed that the teacher-respondents perceived their work environment as to task design and technology, purpose clarity, independence, performance feedback, rewards and recognition, training and consultation, and physical environment is observed. However, the work environment as to organization culture is highly observed. The teacher-respondents are mostly satisfied with subordinate cooperation, superior support, and self-actualization. Meanwhile, the teacher-respondents are very satisfied with their peer relationship. The teacher-respondents perceive the status level of teacher performance among elementary school teachers in Tiaong II District regarding the teaching and learning process and curriculum implementation as very satisfactory. On the other hand, they perceived the pupil's outcome and professional development as outstanding. The teacher respondents perceived work-life balance as to time management at work, time management at home, and the nature of work as practiced. There is a significant relationship between work environment factors and teacher performance as well as work-life balance. Work Satisfaction is significantly related to teacher performance and work-life balance.

**Keywords:** work environment, work satisfaction, teacher performance

## 1. Introduction

A school might be considered an organization as a location where formal education occurs. This means that as a social system, individuals interact to attain school and individual objectives. In this regard, a school must be a safe and orderly environment with a defined general norms and appropriate school discipline. The school must provide a conducive work environment where students and teachers may concentrate on learning and teaching, respectively (Forsythe, 2016). For instance, teachers must have a staff area where they may prepare their work before a session, and students must have comfortable chairs and desks for writing and setting. The school is one of the most significant institutions created by humans. Cooperation, engagement, involvement, and delegating responsibilities are required in school. Nonetheless, the larger the organization, the more formal and hierarchical it gets. A hierarchical arrangement is exemplified by a leader who directs other organization members, including principals, head teachers and teacher-in-charge (TIC). This configuration is frequently linked with bureaucracy. Bureaucracy is an organizational administrative chain with a well-defined line of authority that ensures order and facilitates a chain of command. Every employee in a hierarchy tends to ascend to the level of superior or administrative support (Derrick, 2019).

As part of school's dimension as an organization and bureaucracy, a teacher's work environment refers

to the factors that create the setting in which they perform their duties and influence their pupils or colleagues. While certain components, such as the classroom or the number of indoor plants, are visible, others, such as school politics or a co-teacher whose personality qualities do not fit the school's culture, are more obscure. Teachers as professionals are greatly impacted by their work environment because they must perform their obligations within it (Gornyl, 2017). Typically, teachers must adapt to this workplace characteristic. Compared to wealthy nations, emerging nations' work environment practices are considered substandard. Internationally, by definition, developing nations are frequently characterized by low levels of productivity, education, wages, and economic instability.

Another concern in any school organization is satisfaction, a person's work satisfaction may be significantly influenced by his or her work environment. These factors are not exempted from affecting how elementary school teachers accomplish their tasks and responsibilities. Sotomil-Deita (2022) asserts that elementary school teachers are vital to reconstructing the education system. The elementary teacher is responsible for student instruction and administrative and secretarial responsibilities within the school organization. They are also administrators' partners in assisting students and other stakeholders. Elementary teachers are an asset to the Department of Education. As such, in a democratic nation, they tend to be motivated by various factors.

From this, the study aims to understand whether independent variables, work environment factors and work satisfaction are significantly connected to dependent variables, namely teacher performance and perceived work-life balance.

## **2. Literature Review**

### **2.1 On Work Environment**

Cambridge (2022) stated that work independence in an environment refers to the desire or ability to achieve things by oneself and make decisions without assistance or influence from outside sources. In the context of education, this phrase refers to the capacity of teachers to carry out the functions and obligations assigned to them, such as dealing with a variety of students and maintaining class discipline.

Sachau (2017) said that the atmosphere, the social dynamics, and the physical requirements of the work environment all have a role. These factors have the potential to have an impact on teacher health, relationships at work, overall well-being, and teamwork. One part of work environment is organizational culture. According to SHRM (2022), a company's organizational structure decides how work is distributed throughout the company. It enables a company to manage projects collaboratively within its unique activities. This term is being used to refer to the organizational culture of schools in the context of the current study. It refers to allocating teaching responsibilities and other ancillary duties across all elementary school teachers.

### **2.2 On Work Satisfaction**

Hassard, Teoh, and Cox (2018) stated that numerous academics and practitioners have presented their definitions of work satisfaction due to the prevalence of work satisfaction in occupational and organizational psychology. Numerous academics and practitioners have presented their definitions of work satisfaction. Nevertheless, the two definitions of work satisfaction that are used the most frequently are as follows: "the pleasant emotional state resulting from the appraisal of one's work as achieving or facilitating the achievement of one's work values" and "the degree to which people like (satisfaction) or dislike (dissatisfaction) their current work." Dissatisfaction, on the other hand, is the opposite of satisfaction. This

research is broken down into several categories, including self-actualization, superior support, peer relationships, and subordinate collaboration.

Meanwhile, superior or supervisor support comprised a third part of work satisfaction. Arceo & Chua (2022) found a significant relationship between teacher's work commitment and the principal's organizational dynamics and stewardship. Their research is related to the present study because the principal's organizational dynamics and the part where they act as stewards are part of superior support. Scontrino (2020) defines superior support, often known as supervisor support, as the degree to which leaders recognize the importance of the contributions made by their employees and show concern for their health and safety. The operational definition of this term refers to the level of support provided to elementary school teachers by head teachers and master teachers.

### **2.3 Teacher performance**

Law Insider (2022) states that the teacher's rating is the performance evaluation. As a criterion for the teacher performance dimension, firsthand observations of a teacher's practice (including materials and other instructional artifacts) and walkthroughs are conducted by a credentialed evaluator mainly master teachers and head teachers. For this study, a teacher's performance is defined as the rating provided on their individual performance and commitment review form (IPCRF) for the elementary school teachers who worked throughout the school year S.Y. 2021-2022.

### **2.4 On Work-life balance**

Qualtrics (2021), the defined work-life balance as "the minimization of stress connected to work and the construction of a consistent and sustainable style of working while maintaining health and well-being." This definition is also applicable to the research study that was just discussed. Also, work-life balance, work-family conflict, family-work conflict, work environment, and sentiments about work were found to have a strong and substantial association. How one feels about their work is the most important element in determining their level of work-life balance. Work attitudes, a friendly work environment, reduced work-family conflict, and reduced family-work conflict all led to a stable work-life balance for the teachers, eventually resulting in work satisfaction (Pandu, 2017). It was observed that teachers have a typically negative attitude toward pay-for-performance systems. The teachers were concerned that stress levels would rise and morale and collaboration among teachers would suffer. It was also considered a negative effect to have pay-for-performance based on individual students' achievements or the results of standardized examinations (Russ, 2015).

### **Synthesis of the Reviewed Literature**

Several assertions were synthesized in place of the examined literature studies to align them with the objective of the current study. First, authors define the work environment factor as a wide phrase relating to the teacher's office or school setting conditions. This concept parallels writers (Durré, 2018; Poh, 2017) and international organizations (Integrity, 2016; European Environment Information and Observation Network, and the International Labor Organization). Work environment factors can also be comprehended via the previously identified aspects of work environment by Toropova (2021) which are organizational culture, task design and technology, purpose clarity, independence, performance feedback, rewards and recognition, and training and consultation and physical environment. Physical environment refers to the visible part of the workplace, such as cubicles and offices. In contrast, occupational health and safety relates to the well-being or health of an individual while performing a specific work or as part of a profession. In

contrast, workload refers to the nature, quantity, and difficulty of the work associated with a work or business.

### 3. Methodology

The research employed a quantitative research design. It was specifically a correlational and descriptive in nature. On the other hand, this research was descriptive because it identified current work environment conditions present in schools as well the extent of work satisfaction concerning their performance and views on work-life balance of elementary teachers. Purposive sampling was used to select the respondents from schools in Tiaong District II. The goal was to obtain a sample representing the desired population regarding the specific attributes of interest, in this case, elementary teachers of Tiaong District II. One survey questionnaire was used to come up with the data about work environment factors, work satisfaction, teacher performance, and work-life balance. The survey was divided into four parts. The first part deal with the work environment factors present in schools. The second part measured the extent of work satisfaction of respondents, elementary teachers in Tiaong II. The third part collected teacher performance data and the fourth part collected work-life balance data. The researcher reviewed literature about the subvariables of work environment, work satisfaction, teacher performance and work-life balance. The literature served as input to develop a survey questionnaire to target the research questions. The data that gathered from the questionnaire was tallied, tabulated, and analyzed. For the inferential questions, Pearson Product- Moment Correlation Coefficient was used to determine if there is a significant relationship between work environment factors ( $X_1$ ), work satisfaction ( $X_2$ ) and teacher performance ( $Y_1$ ) and work-life balance ( $Y_2$ ). The Pearson product-moment correlation is also referred to as the Pearson R test. It is a statistical tool that aims to quantify the strength of the relationship between variables. To do that, one needs to utilize the following formula to arrive at the coefficient values which can be between -1.00 to 1.00.

### 4. Result and Discussion

**Table 1 Status Level of Work Environment as to Organization Culture**

	Indicators	Mean	SD	VI
<i>In school...</i>				
1.	appropriate teacher loading processes is provided for teachers.	3.71	.455	Highly Observed
2.	teachers' load and advisory are followed diligently.	3.52	.501	Highly Observed
3.	project, programs, and activities (PPAS) are divided accordingly to every grade level.	3.17	.616	Observed
4.	ancillaries such as coordinator ship are well defined and accepted by teachers.	3.42	.669	Observed
5.	meetings are properly announced to coordinate school plans to all teachers.	3.81	.393	Highly Observed
Overall		3.5263	.34500	Highly Observed

*Legend: 1.0-1.49 (Not Observed); 1.50-2.49 (Slightly Observed); 2.50-3.49 (Observed); 3.50-4.0 (Highly Observed)*

Table 1 shows the data on work environment status as to organization culture of elementary teachers in Tiaong, Quezon. It shows that Teachers' appropriate workload is "Highly Observed" with mean of 3.71 and sd of .455 since the schools of Tiaong II District followed DepEd Memo no.

291 s. 2008 which includes 6 hours actual teaching load and 2 hours to complete the workday may be use in or outside the school premises. Supported by a study of Wang, Xu, and Liu (2021) found that teacher workload was a significant factor in predicting teacher work satisfaction and intention to stay in their current positions. In particular, teachers who reported having an appropriate workload were more likely to be satisfied with their works and less likely to consider leaving.

Meanwhile ancillaries ( $m=3.42$ ,  $sd=.669$ ) and division of activities to every grade level was just only “observed” ( $m=3.17$ ,  $sd=.616$ ) since some schools are small schools and task cannot be divided by grade level. It can be supported by Wang, Huang, and Chen (2021) investigated the relationship between teacher workload and the implementation of project-based learning in primary schools in Taiwan. The authors found that teachers who perceived their workload as appropriate were more likely to implement project-based learning effectively and with greater enthusiasm.

The data shows that the work environment status as to the organization culture of elementary teachers in Tiaong, Quezon is “Highly Observed”. This means that Tiaong II District strictly followed giving teachers’ appropriate workloads, and project, programs and activities (PPAS) division varies in each school, the same way with ancillaries. Meetings are properly disseminated to all coordinators through group chats and relayed to each school’s group chat.

**Table 2 Status Level of Work Environment as to Performance Feedback**

<i>In school...</i>	<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>VI</b>
1.	teachers are provided appropriate feedback by their head teachers or teacher-in-charge at the end of quarterly observations.	3.50	.501	Highly Observed
2.	timely classroom observation is scheduled for each elementary teacher.	3.28	.662	Observed
3.	appropriate feedback is provided in the form of positive criticisms.	3.30	.667	Observed
4.	teachers are given advice on how to improve strategies through teacher conferences.	3.21	.636	Observed
5.	teachers are given suggestions on how to pursue professional development depending on their strengths or weaknesses.	3.49	.698	Observed
Overall		3.3542	.54497	Observed

*Legend: 1.0-1.49 (Not Observed); 1.50-2.49 (Slightly Observed); 2.50-3.49 (Observed); 3.50-4.0 (Highly Observed)*

The Table 2 shows the mean data for the subcomponent of the work environment called performance feedback. Teachers are provided appropriate feedback ( $m=3.50$ ,  $sd=.501$ ) by their head teachers or teacher-in-charge at the end of quarterly observations is “Highly Observed”. DepEd Order no. 2 s. 2015 requires 2 classroom observations in the school year 2022-2023, including post-conference with the teacher and his/her observer. Effective feedback from supervisors is important for teacher development and student learning. This can be seen through the results of Tiaong II elementary teacher’s results of COTs. The observer maybe the School Heads, Head Teachers, Master Teachers, or Teachers-in-Charge that would give them feedbacks ( $m=3.30$ ,  $sd=.667$ ) regarding their classroom observation regarding IPCRF Mov’s that is also “observed”.

Teachers are advised on how to improve strategies through teacher conferences ( $m=3.21$ ,  $sd=.636$ ) in Table 2 is “observed” since Tiaong II teachers benchmarks the advice given to them to improve their strategies. With this, a study published in the Journal of Teacher Education found

that teachers valued specific, actionable feedback focused on their teaching practice (Miles, Ruzek, & Cooper, 2019). Suppose the feedback provided during teacher conferences was not specific, actionable, or focused on teaching practice. In that case, it may not have been as helpful or valued by teachers. Classroom observation tools should be properly explained to elementary teachers through post-conferences.

**Table 3 Extent of Work Satisfaction as to Peer Relationships**

Indicators	Mean	SD	VI
I as an elementary teacher feel satisfied when I am able to:			
1. show willingness to work with colleagues or other teachers of different personalities.	3.51	.501	Very Satisfied
2. display respectfulness of other teachers' rights.	3.70	.258	Very Satisfied
3. model a friendly attitude towards my co-teachers.	3.70	.460	Very Satisfied
4. work effectively in team-teaching strategies.	3.70	.458	Very Satisfied
5. allow brainstorming and exchange of ideas in terms of learning and instruction.	3.70	.470	Very Satisfied
Overall	3.6659	.43950	Very Satisfied

*Legend: 1.0-1.49 (not Satisfied); 1.50-2.49 (rarely Satisfied); 2.50-3.49 (Mostly Satisfied); 3.50-4.0 (Very Satisfied)*

Table 3 contains the data about the extent of peer relationship to measure work satisfaction. The overall mean is interpreted as "Very Satisfied" since Tiaong II District caters Teachers Induction Programs, Team building such as GAD, Teachers' Day Celebration, In-service trainings and more. Each school also celebrates Teachers day, Summer Outing, and different ways to tighten the strength of each member. This is supported by a research on the importance of teamwork and collaboration in education published in the Journal of Educational Research and Practice found that teamwork and collaboration are critical for improving student outcomes and teacher work satisfaction.



**Table 4 Extent of Work Satisfaction as to Self-Actualization**

Indicators	Mean	SD	VI
I as an elementary teacher feel satisfied when I am able to:			
1. target all competencies related in the subjects assigned.	3.27	.660	Mostly Satisfied
2. promote positive discipline in all my classes.	3.48	.501	Mostly Satisfied
3. help all pupils, whether slow or fast learners with their needs.	3.50	.501	Very Satisfied
4. integrate life experiences in my lessons.	3.60	.492	Very Satisfied
5. pursue appropriate professional development activities.	3.60	.492	Very Satisfied
Overall	3.4905	.37216	Mostly Satisfied

*Legend: 1.0-1.49 (not Satisfied); 1.50-2.49 (rarely Satisfied); 2.50-3.49 (Mostly Satisfied); 3.50-4.0 (Very Satisfied)*

Table 4 shows the data on the extent of work satisfaction of elementary teachers as to self-actualization. The District II Teachers were “Strongly Satisfied” by helping all pupils, whether slow or fast ( $m=3.50$ ,  $sd=.501$ ), integrate life experiences ( $m=3.60$ ,  $sd=.492$ ), and pursuing appropriate professional development activities ( $m=3.60$ ,  $sd=.492$ ). Tiaong II Teachers try their best to give intervention Programs such as Project Ready Plus for Reading and Project APFFO for numeracy. Aside from that, some pursue different professional development activities that can enrich their skills through enrolling in Master’s Degrees and other training in Tiaong II District.

Target all competencies related to the subjects assigned ( $m=3.27$ ,  $sd=.660$ ) is “Mostly Satisfied”. Tiaong II District elementary teachers could explain it is satisfied when they are expected to target all competencies related to the subjects they have been assigned. Tiaong II teachers have accomplished the target competencies every quarter so that the MPS for each subject could be computed and evaluated.

**Table 5 Extent of Teachers’ Performance as to the Teaching and Learning Process**

Indicators	Mean	SD	VI
I as an elementary teacher:			
1. prepare lesson plans with appropriate objectives, activities & instructional materials	3.47	.501	Very Satisfactory
2. facilitates individual/group activities throughout the year.	3.56	.497	Outstanding
3. structure and maintain a classroom that is conducive to learning	3.39	.489	Very Satisfactory
Overall	3.4767	.46061	Very Satisfactory

*Legend: 1.0-1.49 (Poor); 1.50-2.49 (Unsatisfactory); 2.50-3.49 (Very Satisfactory); 3.50-4.0 (Outstanding)*

Table 5 shows the elementary teacher's performance level as to the teaching and learning process. Facilitates individual/group activities throughout the year ( $m=3.56$ ,  $sd=.497$ ) is “Outstanding” according to teachers. This indicates that teachers are performing this aspect of teaching well as seen in their group activities. This can be supported by Brouillette, Lefebvre, and

Brousseau-Liard (2019) examined the impact of teacher behaviors on student engagement in the classroom and found that teachers who provided opportunities for students to engage in individual or group activities had higher levels of student engagement.

On the other hand, the structure and maintain a classroom conducive to learning ( $m=3.39$ ,  $sd=.489$ ) is “very satisfactory” which suggests a conducive classroom to learn in Tiaong II District. It may be seen to some schools of Tiaong II District, that put efforts in repairs and renovation to achieve a conducive classroom set up and this is supported by the study of Alzahrani (2021) that the relationship between classroom environment and student learning outcomes and that a classroom environment that is conducive to learning, such as having appropriate lighting, temperature, and furniture, positively impacted student learning outcomes.

**Table 6 Status Level of Teachers’ Performance as to Professional Development**

Indicators	Mean	SD	VI
I as an elementary teacher:			
1. attend appropriate work- related seminars and trainings	3.80	.398	Outstanding
2. assigned by and diligently implement school policies and procedures	3.27	.790	Very Satisfactory
3. conducts action research related to school concerns/problems within a year	3.67	.471	Very Satisfactory
Overall	3.5810	.39518	Outstanding

*Legend: 1.0-1.49 (Poor); 1.50-2.49 (Unsatisfactory); 2.50-3.49 (Very Satisfactory); 3.50-4.0 (Outstanding)*

Table 6 contains the data about teachers’ performance as to their professional development. Attending appropriate work-related seminars and trainings ( $m=3.80$ ,  $sd=.398$ ), has an “Outstanding” verbal interpretation since the District II of Tiaong strictly followed “Attendance is a must” virtue that happens during the 5-day in-service training of teachers which also suggests that teachers value and prioritize attending such events as a means of enhancing their professional skills and knowledge concerning DepEd Order No. 34, s. 2022 titled “School Calendar and Activities for the School Year 2022-2023”, the Midyear In-Service Training scheduled last February 6-10, 2023. According to a study by Cho and Lewis (2021), teacher professional development that includes opportunities for collaboration and support from colleagues can have a positive impact on teacher attitudes, knowledge, and practice and could suggest that these events offer teachers a chance to engage with peers, share ideas and best practices, and build supportive relationships that enhance their professional development.

On the other hand, “assigned by and diligently implement school policies and procedures” with the mean of 3.27, which Tiaong II District could associate persevere implementation of school policies and procedures through the execution of memorandums given by their superiors. Sato and Hiramatsu (2020), teachers reported feeling more motivated to engage in professional development when they clearly understood how it related to their students’ learning outcomes.

Conducts action research related to school concerns/problems within a year ( $m=3.67$ ,  $sd=.471$ ) is “Very Satisfactory” and is associated by Tiaong II Districts way of gathering the research coordinator each school and provides guidelines in making action research that can address school concerns and problems.

Overall, the mean score of 3.5810 suggests that the teacher’s performance is “Outstanding” since Tiaong II elementary teachers actively seek opportunities to develop their skills and knowledge and are likely committed to ongoing learning and growth in their profession.

**Table 7 Correlation between Work Environment Factors and Teacher Performance**



Work Environment Factors	Teacher Performance			
	Teaching & Learning Process	Pupil's Outcomes	Professional Development	Curriculum Implementation
Organizational Culture	.317**	.291**	-	-
Task Design and Technology	.330**	.412**	.471**	.359**
Purpose Clarity	-	.265**	-	.196**
Independence	-	-	-	-
Performance Feedback	-.241**	-	-.203**	-.213**
Rewards and Recognition	-	.153*	-	-
Training and Consultation	.428**	.530**	.475**	.412**
Physical Environment	.581**	.547**	.675**	.842**

\*\*Correlation is significant at the 0.01 level (2-tailed).

\*Correlation is significant at the 0.05 level (2-tailed).

The table shows the correlation values between work environment factors and teacher performance. It displays a significant relationship between work environment factors and teacher performance. Tiaong II teachers' performance regarding the teaching and learning process is related to the organizational culture with correlation coefficients of .317. This implies that Tiaong II District teacher's performance which involves the teaching and learning process is associated with organizational culture and can be seen through their Teacher's Club Organization. The atmosphere exhibited in the organization is related to the teacher's performance.

Teaching and learning processes are also associated with task design and technology related to Tiaong II's endorsement of Microsoft technology-free software and encouraging the integration of ICT tools during class. At the same time, the availability of technology has a relationship with teachers' performance. Meanwhile, there is a relationship between training and consultation and the teaching and learning process (.428), as well as the physical environment (.581). Tiaong II District elementary teachers feel they have a good working relationship with their head teachers and principal as part of training and consultation since they were given a post-conference after classroom observation during IPCRF implementation. At the same time, these elementary teachers believe that favorable conditions exist in their classrooms and offices, which could be related to their performance.

Regarding work environment factors and pupil's outcomes, a relationship was also found between training and consultation and physical environment with coefficients of .530 and .547. It can be inferred that elementary teachers in Tiaong District II believe that the technical assistance for teaching and learning they get from their head teachers or principal is associated with pupils' performance. One example is the webinar teachers attended about the use of Google not only as a search engine but there's a lot more. On the other hand, they also believe that the current state of the classrooms affects student performance, as can be seen through Tiaong II District's efforts in repairing and renovating the classroom to achieve a conducive physical environment. The district emphasized proper budget allocation for repairs.

Moreover, a significant relationship was found between work environment factors – training and consultation, physical environment and the teacher performance dimension called professional development (.475 and .675) Tiaong II teachers believe that the training and consultation that they receive from their head teachers or principals during learning action cells or class observations positively affects their professional development as teachers that may relates to In-service training, Lac Session per subject and ELLN for the primary teachers. On the other hand, they also believe that the current state of their classrooms and faculty rooms also has contributed

to their growth as a teacher that's why Tiaong II teachers find their way to make their classroom feels home through decorations and all.

Regarding work environment factors, a significant relationship was found between purpose clarity and teacher performance dimension – curriculum implementation. From this, it can be inferred that Tiaong II teachers still need to pursue sessions or seminars regarding the curriculum that can be seen through their In-service Training as mandated by the DepEd. Also, a significant relationship between task design and technology and curriculum implementation was seen. Tiaong II teachers may need to improve on task design and technology integration to achieve enhanced teaching strategies, which can be implied on some of Tiaong II District classroom that are still not reachable with Wireless Fidelity signals and do not have smart television for their classrooms. On the other hand, the relationship between training and consultation, physical environment with curriculum implementation was found to be strong with coefficients of .412 and .842. It can be inferred Tiaong II elementary teacher's strongly believes in the value of training and consultation to improve their pedagogy. Tiaong II District teachers consulted to their heads to know a good approach that can be use inside the classroom, the last LAC Session included this topic happened. At the same time, they strongly believe that the state of classrooms has strong connections with the success of curriculum implementation. It can be seen if the classroom does not have a Wi-Fi signal yet and too small to have different activities that Tiaong II teachers may try.

**Table 8 Correlation between Work Environment Factors and Work-life balance**

Work Environment Factors	Work-life Balance		
	Time Management at Work	Time Management at Home	Nature of Work
Organizational Culture	.261**	.269**	-
Task Design and Technology	.238**	.261**	.551**
Purpose Clarity	.572**	.595**	.560**
Independence	-	.150**	.664**
Performance Feedback	.250**	.295**	.582**
Regards and Recognition	.369**	.410**	.617**
Training and Consultation	.312**	.356**	.494**
Physical Environment	.204**	.181*	.524**

\*\*Correlation is significant at the 0.01 level (2-tailed).

\*Correlation is significant at the 0.05 level (2-tailed).

Table 8 show the correlation values between work environment factors and work-life balance. The results provided suggest that there is significant relationship between work environment factors (Organizational Culture, Task Design and Technology, Purpose Clarity, Independence, Performance Feedback, Rewards and Recognition, Training and Consultation, and Physical Environment) and work-life balance (Time Management at Work, Time Management at Home, and Nature of Work). This implies that Tiaong II elementary teachers work-life balance was associated by the mentioned work environment factors that can be seen through their LAC Sessions, In-service Trainings, Webinars about ICT tools, Classroom Observation post conferences, Loyalty Awards, Farewell Parties, and Classroom repairs and renovation. Meanwhile, there is no significant relationship regarding Independence and time management at work and organizational culture and nature of work.

Having the above mentioned, it can be said that Tiaong II teachers may achieve work-life balance through a supportive work environment at home and work. Another is that, webinars about

ICT are available at Tiaong II District and teachers are encouraged to use PowerPoint during SLAC and ELLN sessions. Purpose Clarity is also associated with work-life balance since Tiaong II teachers seem to be aware of what they want as individuals by the numbers of graduates of Master's Degree and passers of NQESH for head teachers. Performance feedback also helps Tiaong II elementary teachers achieve a work-life balance since they can have a basis of what to improve more, which can also be a means of a support from their head. Loyalty awards are also given to teachers of Tiaong II, a farewell and appreciation party was also given to retirees and those who transferred to other school as rewards and recognition for being a part of the school. Aside from, that, trainings and consultation were also given to teachers individually depending on their needs. As to physical environment, each school finds its way to achieve a more comfortable classroom set up, and repairs are also encouraged to each school of Tiaong II.

**Table 9 Correlation between Work Satisfaction and Teacher Performance**

Work Satisfaction	Teacher Performance			
	Teaching & Learning Process	Pupil's Outcomes	Professional Development	Curriculum Implementation
Subordinate Cooperation	.717**	.582**	.703**	.825**
Peer Relationship	.588**	.604**	.520**	.365**
Superior Support	.250**	.445**	.284**	.268**
Self-Actualization	.691**	.683**	.761**	.760**

\*\*Correlation is significant at the 0.01 level (2-tailed).

\*Correlation is significant at the 0.05 level (2-tailed).

Table 9 show the correlation values between work satisfaction and teacher performance. The data suggests a significant relationship between work satisfaction and teacher performance. It implies that Tiaong II teachers' performance is associated with work satisfaction as Southern Luzon University endorsed Practice Teachers to each school for Subordinate Cooperation. It can also be seen that Tiaong II elementary teachers has a good peer relationship since each schools provide team building activities and Gender and Development seminars. The District Supervisor and school heads also support teachers about their undertakings that may improve their teaching performance. It can also be related to the number of Master's Degree graduates and teachers promoted yearly. It also implies a teacher work satisfaction, self-actualization, is associated with teachers performance. Tiaong II teachers received awards like Loyalty Award, bonuses and incentives that may also make them feel satisfied after they performed a task or duty.

Also, these studies provide strong support for the statement that there is a significant relationship between work satisfaction and teacher performance and suggest that improving teacher work satisfaction in Tiaong II may lead to improved teacher performance and student outcomes that may be seen during the SMEPA presentation every quarter that includes the MPS per subject, the reading and numeracy progress and teachers distinct practices inside the classroom.

**Table 10 Correlation between Work Satisfaction and Work-life balance**

Work Satisfaction	Work-life Balance		
	Time Management at Work	Time Management at Home	Nature of Work
Subordinate Cooperation	-	-	.211**
Peer Relationship	-	-	-
Superior Support	.419**	.434**	.640**
Self-actualization	-	-	.328**

\*\*Correlation is significant at the 0.01 level (2-tailed).

\*Correlation is significant at the 0.05 level (2-tailed).

Table 10 show the correlation values between work satisfaction and work-life balance. The data suggests a significant relationship between subordinate cooperation and nature of work that can be seen during the Final Demonstration of Practice Teachers from Southern Luzon State University as a cooperating teacher. Giving them the assistance and proper advice regarding the nature of work as a teacher could make them feel satisfied as they allotted time during the presentation. The superior support is associated by time management at work, at home and nature of work utilizing School heads dividing task and creating TWG for some activities, allowing teachers to follow the 6 hours actual teaching time and 2 hours can be done at school or home. Meanwhile, self-actualization is correlated to nature of work with a coefficient of .328. Tiaong II teachers feel satisfied after performing their school activities and paperwork at school or home.

Tiaong II District finds its way to promote work-life balance by dividing the task to the number of teachers and creation of team working group. DepEd also address teachers as solo parent and also teacher's health well being by annual x-ray and laboratory. Mental health webinars are also given. Teachers tend to have a higher probability of reaching work-life balance. Adequate support from superiors such as constant technical advice from head teachers and principals concerning how they manage time at work, at home and their general perception of the nature of their work as teachers.

## 5. Conclusion

Based on the findings posited in the study, it concluded that:

There is a significant relationship between work environment factors and teacher performance as to task design and technology, training and consultation, physical environment as to teaching and learning process, pupil's outcome, professional development, and curriculum implementation except independence, organizational culture as to teaching and learning process and pupil's outcome, purpose clarity as to pupil's outcome and curriculum implementation, performance feedback as to teaching and learning process and professional development, and curriculum implementation rewards and recognition to teaching and learning process and pupil's outcome. Thus, the null hypothesis is partially sustained. There is a significant relationship between work environment factors and work-life balance except organizational culture to nature of work and independence to time management at home. Thus, the null hypothesis is partially sustained. There is a significant relationship between work satisfaction and teacher performance. Thus, the null hypothesis is not sustained. There is a significant relationship between work satisfaction and work-life balance as to subordinate cooperation and self – actualization to nature of work, superior support to time management at work, at home and nature of work. Thus, the null hypothesis is partially sustained.

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