

# The Moderating Role of Self-efficacy on Working Condition in a Post-pandemic School Setting to Teachers' Performance and Health

Aisa A. Coronado<sup>a</sup>, Edilberto Z. Andal, EdD<sup>b\*</sup>

<sup>a</sup> coronadoaisa@deped.gov.ph

<sup>1a</sup> Teacher II, DepEd Plaridel Elementary School, Nagcarlan, Laguna 4002, Philippines

<sup>2</sup> Dean, College of Teacher Education – Graduate Studies and Applied Research, Laguna State Polytechnic University, Laguna 4000, Philippines

## Abstract

*This study was conducted to determine the relationship of working condition in the teaching performance and health conditions of teachers in a post-pandemic school setting. Moreover, it examined the extent of teachers' self-efficacy and if it significantly moderates the relationship between the working condition and the teaching performance as well as their health condition. The descriptive method of research was used in the conduct of the study that involves the collection of data through survey questionnaire to one hundred (100) public elementary teachers in Nagcarlan Sub-Office, Division of Laguna. The researcher found out that the working condition of teachers has significant relationship on the teaching performance of teachers, therefore reject the hypothesis. It can be gleaned on the result that regular workload greatly affects the work motivation and teaching effectiveness of the teacher-respondents. On the other hand, auxiliary workload has a greater relationship on the work-life balance and personal growth and professional development of elementary teachers. The result also revealed that the working condition has no significant relationship to the health of elementary teachers. On testing the moderating role of self-efficacy between the working conditions; teaching performance and health condition of teachers, the findings revealed significant moderating effects of various factors on the relationships between different constructs. Specifically, the teachers' self-efficacy exhibited substantial moderation in the relationship between working condition and teachers' performance.*

*Keywords: working condition, teachers' performance, health condition. Teachers' self-efficacy*

## 1. Introduction

Teachers are professionals that belong to a profession which society regard as noble profession. The teacher's role in society is both essential and significant. They have huge responsibility in building an intelligent and responsible youth to become an asset to our society. According to the Code of Ethics of Professional Teachers, the professional teacher is "the licensed professional who possesses dignity and reputation as well as technical and professional in the practice of their noble profession, and they adhere to observe, and practice a set of ethical and moral principles, standards and values". The teacher of the 21<sup>st</sup> century is facing more complex and challenging roles to adapt to changes and meet the competencies.

As the teacher is fulfilling their duty to educate children today, their health and wellness might be affected too. The teacher needs a good working condition to be an effective facilitator of learning. Working condition plays an important role in an educational setting. This includes workload, school facilities and resources, peer relationships, parents-teacher's relationship, and school heads management. All these factors may influence the effectiveness of teacher's in promoting quality education among the 21<sup>st</sup> century learners.

The education sector in the world undergone several changes to adhere in the rapid globalization, continuous trend in technology and developments in the teaching and learning process suitable on today's generation. The education system in the Philippines, aims to adapt to the changes brought by various global and national frameworks such as K to 12 Basic Education Program, ASEAN Integration, globalization, and the changing needs of 21<sup>st</sup> century learners.

The COVID-19 pandemic brought drastic changes on curriculum as delivery of education shift to distance learning. These changes include more line of work and adjustment on part of the teachers. According to Damsa (2021), the need to look beyond routines and comprehend teachers' roles as active and creative actors, negotiators, and integrators of digital and pedagogical resources into meaningful teaching-learning practices was prompted by the Covid-19 outbreak and its succeeding lockdown phases. However, with the ease of restrictions and lifting of lockdown the face-to-face classes have returned for Department of Education and continuation of blended learning to other private schools which caused another challenging preparation for teachers today.

The transition of delivery of education from distance learning during pandemic wherein there is an absence of teaching-learning process in an actual classroom setting to face-face classes after COVID-19 pandemic revealed educational gaps specifically in literacy and numeracy. The teachers' today have a hard time to patch the lapses in the students' learning gaps that made them put more efforts in teaching the learners during remedial classes. However, teachers faced some struggles in addressing the learning gaps like such as limited learning resources and lack of conducive facilities. Amidst these challenges, the commitment of teachers and partnership of the parents and stakeholders is the key to fill in the gap in learning that caused by the changes in the curriculum and methodf delivering education and

Teachers are known for being resilient despite the struggles and challenges in every change in curriculum and mode of instruction. They have a unique ability to perform their duties and responsibilities, but teachers are also like other human who experienced such burnout if the working conditions are not favorable for a positive working environment. Self-efficacy of teachers plays a vital role to keep them going amidst the stress and challenges at their work. It is an individual's belief that they have a capacity to perform their work to attain specific objectives. Teachers with strong self-efficacy shows high enthusiasm to teaching and a strong commitment to their noblest profession.

Working condition play an important role in a school's ability to do so, specifically in the teaching profession. But which of those components of working condition greatly affect teaching performance or health of teacher's today. This is the primary concern of the study, to help teachers pinpoint which of those working conditions help them or affect them in fulfilling their duty as an

educator specifically in the challenges and needed work in fulfilling their duty as educator. Also, to find out which factor affects the health of elementary teachers whether in the physical and emotional health. The society needs healthy and effective teachers to promote competitiveness among student; thus, this study also aims to determine the role of self-efficacy if it moderates the relationship of working condition and the teaching performance and health of teachers given the challenges of teachers to cope up with the changes in education system today.

### *1.1 Statement of the Problem*

This study aimed to find out the relationship of working condition in the performance and health of teachers in a post-pandemic school setting and the role of teachers' self-efficacy.

Specifically, this study sought to answer the following questions:

1. What are the perceived working conditions of teachers in terms of:
  - 1.1. workload;
    - 1.1.1. regular workload (teaching hours, preparing lesson plans, instructional materials, student evaluations and assessment, school forms)
    - 1.1.2. auxiliary (paperworks for coordinatorship, attending meetings and seminar, graduate studies)
  - 1.2. school facilities and resources;
  - 1.3. peer relationship;
  - 1.4. parents-teacher's relationship; and
  - 1.5. school heads management?
2. What is the level of teachers' performance of public elementary teachers in Nagcarlan, Laguna in terms of:
  - 2.1. Work-life Balance;
  - 2.2. Work Motivation;
  - 2.3. Teachers' Effectiveness; and
  - 2.4. Personal Growth and Professional Development?
3. What is the health conditions of elementary teachers' in terms of:
  - 3.1. physical health;
  - 3.2. emotional health?
4. What is the level of self-efficacy of public elementary teachers in Nagcarlan, Laguna?
5. Is there any significant relationship between the working conditions and teachers' performance?
6. Is there any significant relationship between the working conditions and health conditions of teachers?
7. Is teachers' self-efficacy significantly moderate the relationship between the working condition, teaching performance and health conditions?

## **2. Methodology**

This study used the descriptive method of research. The descriptive method of research is widely used by researchers as it aims to determine, describe, or identify the current issues or problems through a process of data collection. It also involves adequate and accurate interpretation of findings from the information gathered by the researchers. Furthermore, descriptive studies are utilized to describe various aspects of the phenomenon and/or behavior of sample population. Mediation analysis method also

utilized in this study to represents the consideration of how a third or another variable affects or moderate the relationship between the two other variables: the independent and dependent variable respectively. In this study, the researcher aimed to determine if the relationship of working conditions to the teaching performance and health conditions will be affected by the result of self-efficacy scale of the teachers.

Since this study focused on the relationship of working condition on the teaching performance and health of teachers in selected elementary school and the role of self-efficacy on the given variables, the descriptive method is the most appropriate method to apply. It enables the researcher to validate findings through the information that gathered from the questionnaires prepared by the researcher.

The respondents of the study were 100 teachers at selected elementary schools in Nagcarlan, Laguna. The researcher used the simple random sampling technique to the respondents of this study which was limited to teachers in both in upland and lowland schools respectively. This is a kind of probability sampling technique which the researcher randomly selects participants from the population which is public elementary school teachers. The data were collected from a large random subset of the member of the teachers' population that was given an equal chance of being selected.

The researcher utilized the questionnaires as instrument in data-gathering for this study. The questionnaire was divided into five main sections:

Part I include items about the perceived working conditions of teachers of which are carefully crafted by the researcher. Although working conditions in schools can vary greatly, participants' feedback is confined to a questionnaire, wherein working conditions are limited. The core construct of the Teacher Working Conditions section of the questionnaire includes workload, school facilities and resources, peer relationship, parents-teacher's relationship and school head management.

Part II include items which aimed to know the individual teaching performance of teachers in selected elementary school. To determine their level of teaching performance, the researcher used variables such as work-life balance, work motivation, teachers' effectiveness, and personal growth and professional development. The questions about work-life balance were adapted from Quintana, et.al., 2019 and modified by the researcher. On the other hand, the Teachers' Work Motivation Questionnaire was adapted and modified from the Teachers' Motivation for Teaching (TMT) used by Oliviera, et.a., 2023. However, statements about teachers' effectiveness and personal growth and professional development were researchers made based on the literature review considering the given parameters on the teaching performance.

Part III include items which aimed to determine physical health conditions of teachers, also to test the emotional health conditions of elementary teachers. To test the stress and emotional level of the teachers, the researcher adapted the Perceived Stress Scale by Sheldon Cohen.

Part IV include items to determine the level of self-efficacy of public elementary school teachers. The scale used were adapted from Bandura's Instrument Teacher Self-Efficacy Scale and Teachers' Sense of Efficacy Scale from Ohio State University as used by Caliba, 2022 in his study.

The questions were properly constructed and modified by the researcher to obtain significant information that helped the researcher to evaluate the role of self-efficacy on determining the relationship of working condition in the teaching performance and health status of teachers in selected elementary school in a post pandemic school setting.

The researcher used a survey questionnaire which was carefully constructed in relation to the statement of the problem given. Prior the conduct of the study, the research-made questionnaires about working condition, physical health and teaching performance as well as the adapted questionnaire in determining the emotional health of the teachers and self-efficacy undergone series of checking and validation from experts and assigned panel members of the study that ensured the validity and reliability of the research instruments. After the approval for the conduct of research, the researcher prepared the letters to seek permission for the data gathering.

The questionnaires were given to the teacher-respondents that randomly selected prior the

conduct of the study. The researcher gave the research made questionnaire and conducted interviews to the teacher-respondents during lunch break or after class to avoid interruption of classes.. In retrieving the accomplished questionnaire, the researcher sought for assistance of some people in the school organization for proper documentation. The researcher assured the teacher-respondent on the confidentiality of their answers employing the proper researcher ethics. The data gathered were organized, tabulated, and treated statistically for analysis and interpretation of each result.

This study used descriptive statistics such as frequency, mean, and standard deviation to describe the working condition, health condition, teachers' performance and teachers' self-efficacy. Furthermore, correlation tests using the Pearson correlation was used (Pearson  $r$ ) for the inferential questions, to determine the relationship between the working condition and teaching performance and their physical/emotional health. It is a statistical tool that aims to quantify the strength of the relationship between the variables. Significant relationship was tested at 5 % level of significance.

To test the self-efficacy of teacher as moderating variable, mediation analysis was utilized as statistical tool. Moderation analyses were conducted utilizing the PROCESS Macro v4.1, following the method outlined by Hayes (2022).

These statistical treatments provided a suitable approach to analyze the data to secure robust findings on the relationship of the key study variables. Through moderation analysis, the study was able to generate meaningful insights that can contribute to the improvement of working condition of teachers.

### 3.Results and Discussion

**Table 1. Perceived Working Conditions of Teachers in terms of Regular Workload (teaching hours, preparing lesson plans, instructional materials, student evaluations and assessment, school forms)**

Indicators	Mean	SD	VI
1. The teaching hours is appropriate for the designated working hours of teachers.	3.86	.829	Agree
2. Consistently completes lesson plan and instructional materials daily.	4.49	.643	Agree
3. Completing forms and paperwork is a manageable task within the allotted working hours.	3.81	.907	Agree
4. Assessment preparation and reporting are essential components of my duties as a teacher.	4.41	.668	Agree
5. Remedial and other remediation strategies help me to ensure the learners meet the learning objective.	4.39	.567	Agree
Overall	4.19	.520	Agree

*Legend: 1.0-1.49 (Strongly Disagree); 1.50-2.49 (Disagree); 2.50-3.49 (Moderately Agree); 3.50-4.49 (Agree); 4.50-5.0 (Strongly Agree)*

Table 1 shows the working conditions of teachers in terms of regular workload such as teaching hours, preparing lesson plans, instructional materials, student evaluations and assessment, accomplishing school forms. The result reveals that among the indicator, the statement, "completing forms and paperwork is a manageable task within the allotted working hours" is the lowest-rated indicator with a mean score of 3.81 (SD = 0.907). It implies that teachers are having shortage in time to accomplish school forms and paperworks as they have other responsibilities to be done within the day.

Based on the result, it implies that teacher-respondents only agreed that the teaching hours is appropriate for the designated working hours of teachers with a mean of 3.86 (SD = 0.829). It only

means that teachers were not fully satisfied with the teaching hours as they cannot teach continuously due to another task need to be done accordingly. Majority of the respondents agreed that remedial is vital part of their responsibility as a teacher to ensure that all learners meet the learning objectives with a mean of 4.39 (SD = 0.567). It only shows their dedication to develop the learner in all aspect even by providing extra time in conducting remedial for struggling learners.

The fifth indicator, "assessment preparation and reporting are essential components of their duties as a teacher", received a mean score of 4.39 and a standard deviation of 0.567. Although its interpretation shows that teachers not strongly agree, still it highlights teachers' commitment to closely monitoring student development by preparing suitable assessment effectively. This result as they believe this is significant part of their responsibility reflects their dedication to foster individual student success through proper evaluation and reporting.

The highest-rated indicator, "Consistently completes lesson plan and instructional materials daily" received a mean score of 4.49 (SD = 0.643). This suggests that teachers are efficient in lesson planning being their backbone in teaching. It is one of their vital roles as teachers to effectively deliver instruction.

Overall, the result shows that the teachers only agreed with a mean of 4.19 (SD = 0.520). that the regular workload is reasonable for their line of duty. This implies that most of the teachers were not strongly agreed and not satisfied with the amount of workload they performed in their line of duty.

The result about working hours and time allocation for the tasks supports the study of Zydziunaite, et.al. (2020) that stress and the amount of time spent on various activities are strongly correlated with teacher workload, and stress and the amount of school activity are the two factors that determine teachers' self-esteem in both teaching and learning environments. These results highlight the significance of workload, time management, and self-esteem as challenges in teacher leadership.

The highest rated indicator relates to the study of Suchyadi, et.al. (2020) that all educators are required to prepare the assessment tools used in schools, therefore they must be capable of performing a variety of supervision and control measures to enhance teacher effectiveness. Control and supervision are preventive measures to make instructors more cautious in their work as educators and to stop them from committing irregularities.

**Table 2. Perceived Working Conditions of Teachers in terms of Auxiliary Workload (paperworks for coordinatorship, attending meetings and seminar, graduate studies)**

Indicators	Mean	SD	VI
1. The implementation and organization of meetings like parents-teacher conference is acceptable as part of my duty as a teacher.	4.57	.555	Strongly Agree
2. Attending seminars offer valuable opportunities for my professional growth and development.	4.49	.577	Agree
3. Graduate studies provide with advanced knowledge and skills that enhance my professional practice.	4.41	.588	Agree
4. The different programs and reports in each subject are significant for learners' progress.	4.16	.748	Agree
5. The additional coordinatorship in different subjects and activities is relevant to my duty as a teacher.	3.74	.824	Agree
Overall	4.27	.490	Agree

Legend: 1.0-1.49 (Strongly Disagree); 1.50-2.49 (Disagree); 2.50-3.49 (Moderately Agree); 3.50-4.49 (Agree); 4.50-5.0 (Strongly Agree)

Table 2 indicated the working conditions of teachers in terms of auxiliary workload. Among the statements, the teacher-respondents strongly agree that the meetings like parent-teacher conference is a significant part of their duty as a teacher which is the highest rating among the indicators with a mean of 4.57 and a standard deviation of 0.555. This only shows that teachers are committed with their partnership with the parents to report the students' individual progress.

However, most of the respondents only agree that attending seminars and graduate studies is valuable opportunities for professional growth and development with mean of 4.49 and 4.41. It implies that although attending seminars and graduate studies is significant to educators for their professional growth, still some teachers may not be able to acquire thus due to some reasons. It is because of certain factors such as time and money to pursue their studies.

Based on the study's findings, it can be said that instructors' ongoing professional development programs are essential to teachers and are a crucial component of human resource management and is instrumental to high-quality teaching in classrooms. Attendance at conferences and workshops was discovered to be important and crucial in improving the caliber of instruction because to their capacity to advance their knowledge, abilities, and teaching strategies, (Ollor, 2021)

Among the statements, the different programs and reports on different subjects and additional coordinatorship got lower score with a mean of 4.16 and 3.74, respectively. It only implies that paperworks due to report on coordinatorships and other school projects added burden to the teacher's workload.

This supports the result of the study of Hundannm & Toquero, (2021) that the teachers' occupational stress levels are influenced by the paperwork they must complete for their jobs. It is generally advised that policymakers conceptualize the paperwork in accordance with the primary records on the Division Level, evaluate and review the school teaching-related paperwork to lessen or reduce their requirements, and establish systematical schedules for submitting the paperwork requirements in a sequential time frame.

Overall, the findings indicate that public elementary teachers only agree on their auxiliary workload with a mean of 4.27 (SD = 0.490). This only implies that most teachers are having difficulties in their line of work due to additional workload outside their teaching duty. They emphasize that instead of focusing on teaching, they spent their time on paperworks.

According to Ujir, et.al. (2020). workload has an impact on teaching quality as well, and from an academic standpoint, a larger workload equates to lower-quality instruction.

**Table 3. Perceived Working Conditions of Teachers in terms of School Facilities and Resources**

Indicators	Mean	SD	VI
1. The facilities in this school are safe and child-friendly.	4.37	.677	Agree
2. The school facilities are conducive to a positive and supportive learning environment for the learners.	4.36	.689	Agree
3. The materials and resources are readily available in school to facilitate quality instruction.	3.93	.728	Agree
4. There are ICT equipments including computers, printers and internet access that is essential in teaching.	3.91	.767	Agree
5. The instructional resources available are appropriate for my teaching strategy.	4.08	.677	Agree
Overall	4.13	.575	Agree

Legend: 1.0-1.49 (Strongly Disagree); 1.50-2.49 (Disagree); 2.50-3.49 (Moderately Agree); 3.50-4.49 (Agree); 4.50-5.0 (Strongly Agree)

The table 3 also shows the working conditions of teachers in terms of school facilities and resources. The teacher-respondents agreed that the school are safe, child-friendly and conducive to a positive and supportive learning environment for the learner, which got the two highest score among the indicators with a mean of 4.37 and 4.36 and standard deviation of 0.677 and 0.689, respectively. This demonstrates that teachers prioritize building an inclusive and supportive environment, fostering a sense of belonging among students and staff and ensuring a school community is safe for the well-being of their students.

However, the statement that the materials and resources are readily available in school and the ICT equipment are accessible got the lowered scored with a mean of 3.93 and 3.91, respectively. It is because according to the teachers there are shortage of materials and resources like books due to the implementation on the new MATATAG curriculum. They said that sometimes they are the one who provide some materials and resources for better learning of their students. Their own personal printers are used to print activity sheets of the learners due to unavailability of books for the grade levels who had pilot implementation of MATATAG curriculum.

Overall, the result shows that teachers are not fully satisfied with the facilities and instructional resources they get from their school with a total mean of 4.13 (SD = 0.575). It only implies that there is still shortage in classrooms and teaching and learning resources to deliver quality instruction among the learners specifically in this digital era where technology is in demand to adapt to the changing educational system.

This supports the study of Hussain & Afzal (2023) that lack of facilities and infrastructure in the educational system has a negative impact on students' quality of education, which hinders a nation's ability to develop. Because the foundation for a nation's socioeconomic progress is provided by education. Every student ought to have an equal opportunity to grow in the best school environment.

According to Sari, et.al (2021), both the environment and the school's infrastructure have an impact on teachers' performance and their way of delivering instruction.

**Table 4. Perceived Working Conditions of Teachers in terms of Peer Relationship**

Indicators	Mean	SD	VI
1. The teachers in our school have good working relationship.	4.52	.577	Strongly Agree
2. We work harmoniously in school and respect each other views and opinions.	4.51	.595	Strongly Agree
3. The teacher in our school, works with collaboration.	4.62	.565	Strongly Agree
4. My colleagues support my way of teaching by sharing their ideas, expertise and experiences.	4.50	.595	Strongly Agree
5. My peers accept and appreciates my suggestions.	4.49	.577	Agree
Overall	4.53	.515	Strongly Agree

*Legend: 1.0-1.49 (Strongly Disagree); 1.50-2.49 (Disagree); 2.50-3.49 (Moderately Agree); 3.50-4.49 (Agree); 4.50-5.0 (Strongly Agree)*

Working in a school environment means a teacher needs to interact and collaborate with different people specifically their peers and colleagues. A successful school needed a collaborative teacher standing for a common goal. The teachers need to have a good relationship to provide quality education. Table 4 shows the working condition of teachers in terms of peer relationship. The result implies that teachers in each school, work with collaboration as it received the highest score with a mean of 4.62 (SD = 0.565). The table also shows that most of the teachers have good working relationship and that they work harmoniously in school and respect each other views and opinion as it shows that majority

strongly agree with the statements with the mean of 4.52 and 4.51, respectively.

The fourth indicator, support their way of teaching through sharing of ideas, emphasizing the importance of collaborating with peers to plan teaching methods, scored a mean of 4.50 with a standard deviation of 0.595. Teachers strongly agree with this statement, underscoring the value they place on collaboration and providing technical assistance to colleagues to enhance their instructional strategies. This also support the last indicator “my peers accept and accept and appreciates my suggestions” with a mean of 4.49 as it only shows that teacher-respondents have a good school culture.

Overall, among the variables in working conditions of the teachers, peer relationship gained the highest score with a mean of 4.53 (SD = 0.515) as it implies that teachers have a positive working relationship with their colleague. This is vital in an organization to achieve the mission and vision of the school.

This supports the study of Ortan, et.al. (2021), that the collegial cooperation within schools is just as important to teaching as the work that a single teacher does in the classroom. Effective teacher collaboration boosts job satisfaction because it fosters and develops self-efficacy more quickly, which benefits the educational process.

**Table 5. Perceived Working Conditions of Teachers in terms of Parents-teacher’s Relationship**

Indicators	Mean	SD	VI
1. Parents/guardians involvement in decision-making is encouraged and valued in school.	4.35	.642	Agree
2. The parents have active involvement in every school activity.	4.07	.782	Agree
3. Parents/guardians attendance at meetings fosters open communication between us enabling collaborative discussions.	4.16	.631	Agree
4. The parents’ shows supports in our school projects and actively full engages in our school activities.	4.04	.710	Agree
5. The parents are cooperative in addressing children’s behaviours.	3.93	.756	Agree
Overall	4.11	.589	Agree

*Legend: 1.0-1.49 (Strongly Disagree); 1.50-2.49 (Disagree); 2.50-3.49 (Moderately Agree); 3.50-4.49 (Agree); 4.50-5.0 (Strongly Agree)*

Table 5 shows the working condition of teachers in terms of parent-teachers relationship. The table reveals that the teachers agreed that parents have active involvement in the decision making with a mean of 4.35 (SD = 0.642) which is highest among the indicators. Teachers also agreed that parents have active involvement in every school activity and the attendance of parents/guardians at school meetings foster open communication with the mean of 4.07 and 4.16, respectively. This result underscores teachers' efforts to strengthen collaboration between the school and families, recognizing the importance of parental support through open communication in enhancing student outcomes.

Parents are considered as one of the stakeholders of school. Thus, their involvement in school activities and cooperation in different school projects is expected. But sometimes due to their work and busy schedule, parents could not do their responsibility to their child and as stakeholder. Moreover, majority of the teachers only agreed that the parents/guardians support the school programs and projects and actively engaged in school activities as this statement got a mean of 4.04 (SD = 0.710).

The cooperation of parents in solving children’s behavior, got lowest ranked with a mean of 3.93 only. The educational institutions are responsible to provide ethical training to the students.

However, the parents have huge role in the discipline and moral values of their children. It must start at their own home. Parents should be a partner of teachers to address discipline problem but sometimes this causes conflict between the parents and the teacher. They must work hand in hand with the teacher to avoid disciplinary problem among the students and to develop their good moral character. The result implied that most of the teacher-respondents experienced difficulties in involvement of the parents specifically on disciplining the learners.

Overall, the result implied that not all teacher-respondents strongly agree that the parents have a good collaboration with the school as it only scored with a mean of 4.11 and standard deviation of 0.589. The respondents also emphasized that the parents of the struggling learners who they need to communicate were not always present at the meeting during card giving which is needed to address the problem in relation to learners' academic performance.

According to Minke, et.al. (2014), one key strategy for promoting student accomplishment is parental involvement. It is becoming more widely acknowledged that good parent-teacher interactions are essential to this process. The result of their study shows that good relationships were more likely to exist among parents who reported higher levels of self-efficacy and home-school conferencing. These findings imply that comprehending reports of child behavior and figuring out how to promote positive student outcomes may depend on agreed views of the strength of parent-teacher relationships.

**Table 6. Perceived Working Conditions of Teachers in terms of School Heads' Management**

Indicators	Mean	SD	VI
1. Our school head manages the school effectively.	4.36	.759	Agree
2. The school head effectively delegates the responsibilities and tasks to be done.	4.37	.761	Agree
3. Our school head have a harmonious relationship with teachers.	4.38	.693	Agree
4. The school head involve teachers in decision making and problem solving.	4.38	.736	Agree
5. There is an open communication between teachers and the school head in our school.	4.30	.785	Agree
Overall	4.36	.684	Agree

*Legend: 1.0-1.49 (Strongly Disagree); 1.50-2.49 (Disagree); 2.50-3.49 (Moderately Agree); 3.50-4.49 (Agree); 4.50-5.0 (Strongly Agree)*

A supportive school culture, strong principal leadership and a collaborative, collegial environment are associated with higher job satisfaction among teachers and intentions of novice teachers to continue teaching.

The table 6 shows the perception of the teachers in their school heads' management as one of the working conditions. The teacher-respondents believed and agreed that their school heads manage the school effectively and delegates the responsibilities and task to be done with a mean of 4.36 and 4.37, respectively. The teachers also agreed that they have harmonious relationship, and their school head involve teachers in decision making and problem solving as it both the highest-rated indicators with the mean of 4.38. The result only implies that not all the respondents strongly agree on the statements about the management of their school and their relationship with the teachers. They believed in the significance of a good management can contribute with the teachers' well-being and a positive working condition. This relates to the study of Price (2012) that the principals' relationships as the leader of the school organization, strongly and directly affect teachers' attitudes, which define the schooling climate and working condition.

However, the statement that there is an open communication between teachers and the school head in our school got the lowest score with a mean of 4.30 (SD = 0.785). Overall, the result shows that teachers are not strongly agree with the school heads' management as it scored a total mean of 4.36 (SD = 0.684). This implies that teachers and school heads encountered challenges in communicating their feelings and about work even there are more varied ways of communication nowadays. This is vital aspect of school management as it will elicit positive relationship and higher organizational thrust among the teachers.

This correlated with the study of Pasoot, A. M. M., & Ching, D. A. (2024), as it results implies that effective communication techniques, like giving information, giving affirmation and criticism, and analyzing organizational concerns, are linked to higher levels of trust, according to the moderately positive correlations found. As a result, it is possible to postulate that improving these communication functions will boost internal stakeholder trust in the organization, which will improve results and create a more favorable organizational climate.

**Table 7. Level of Teaching Performance of Elementary Teachers in terms of Work-life Balance**

Indicators	Mean	SD	VI
1. I am considering work and personal life as separate task and do not affect each other.	3.92	.895	Agree
2. I set clear and defined goals for myself to fulfil my responsibility in teaching and in my family effectively.	4.28	.621	Agree
3. I plan my work and manage my time properly to have quality time for my family and be efficient in my teaching profession.	4.20	.667	Agree
4. The school have a proper work schedule that strictly follows start time and end time that helps me to be productive at work.	4.01	.759	Agree
5. I feel that at this time of my life, my job and personal life seems to fit me well and gives me a sense of well-being and self-efficacy at work.	4.04	.737	Agree
Overall	4.09	.594	Agree/Very Satisfactory

*Legend: 1.0-1.49 (Strongly Disagree/Poor); 1.50-2.49 (Disagree/Unsatisfactory); 2.50-3.49 (Moderately Agree/Satisfactory); 3.50-4.49 (Agree/Very Satisfactory); 4.50-5.0 (Strongly Agree/Outstanding)*

Table 7 shows the teaching performance of elementary teachers in terms of their work-life balance. The result implies that the among the indicators, the statement if the teachers considered work and personal life as separate task and do not affect each other got the lowest ranked with a mean of 3.92. It implies that teachers experienced overlapping on their responsibility at their work and personal life.

First, Boles, Johnston, and Hair (2020), investigated the relationship between work-life balance and teacher satisfaction. The study revealed that teachers who reported better work-life balance also reported higher levels of work satisfaction, suggesting that work-life balance is an important factor in teachers' overall work satisfaction.

The indicator that the teacher set clear and defined goals to fulfil responsibility in teaching and in their family received the highest score with a mean of 4.28. This suggest that teachers are well planned and organized towards their goal to be able to accomplish their obligation at their work and family. This relates to the statement that they plan their work and manage the time properly to have quality time with their family and be efficient in my teaching profession at the same time as it got a mean of 4.20.

However, the statement that the school have a proper work schedule that strictly follows start

time and end time that helps them to be productive at work got a lower score mean of 4.01 (SD = 0.759). This is according to the respondents, although there are class schedules, they follow and posted daily time record, still sometimes there are reports and work that needed to accomplish beyond working hours that affect their effectivity at work and quality time with family.

Teacher-respondents only agreed that they feel their job and personal life seems to fit them well and gives them a sense of well-being and self-efficacy at work with a mean of 4.04. Overall, the result implies that teachers are very satisfactory in their teaching performance in terms of work-life balance as it reflected on the score mean of 4.09 and standard deviation of 0.594. This finding correlates with the result of the study of Canoy, (2020) that teachers' efforts to strike a balance between work and family were challenged due to restricted leave benefits and the pressure of many workloads. Teachers worked over 40 hours a week to complete schoolwork and obligations. This affects their rights and privileges to live their lives after teaching. Enhancing the quality of life at work may have a greater impact on the success of school organizations.

**Table 8. Level of Teaching Performance of Elementary Teachers in terms Work Motivation**

Indicators	Mean	SD	VI
1. In my job, I feel professionally fulfilled when I am teaching.	4.42	.589	Agree
2. I find the task of teaching interesting when I see my students learn from me.	4.63	.506	Strongly Agree
3. I take great pleasure in my profession because the school supports my philosophy and teaching strategies for better performance.	4.32	.601	Agree
4. I am satisfied with my professional skills in doing my job as a teacher.	4.34	.607	Agree
5. I feel comfortable with my present level of responsibility and motivated everyday in performing my teaching duties.	4.28	.637	Agree
Overall	4.40	.497	Agree/Very Satisfactory

*Legend: 1.0-1.49 (Strongly Disagree/Poor); 1.50-2.49 (Disagree/Unsatisfactory); 2.50-3.49 (Moderately Agree/Satisfactory); 3.50-4.49 (Agree/Very Satisfactory); 4.50-5.0 (Strongly Agree/Outstanding)*

Teachers' works motivation is significant in carrying out their duties and responsibilities effectively. Table 8 reveals the level of teaching performance of elementary teachers in terms of their work motivation. Based on the result, the -teacher-respondents strongly agreed that they find the task of teaching interesting when they see their students learn which got the highest mean of 4.63. It only implies that teachers are motivated and outstanding with their teaching performance when they see the fruit of their labor through their learners' achievements.

The statements that they feel professionally fulfilled when they are teaching and satisfied with their professional skills in doing their job as a teacher got a scored mean of 4.42 and 4.34, respectively. On the other hand, the indicators that the school supports their philosophy and teaching strategies received a mean of 4.32. Moreover, teacher-respondents agreed that they are comfortable with their responsibility and motivated in performing their teaching duties with a mean of 4.28. This only implies that teachers who feel valued, supported and satisfies with their work are likely to be engaged, motivate, and effective in the classroom.

The work motivation of teachers is vital for them to effectively perform their responsibilities but there are some factors that may affect their motivation. According to Tehseen & Hadi (2015), a number of issues, including bad educational regulations, low pay and working conditions, and delays in promotions

and all had an impact on teachers' motivation.

Dewi (2015), as cited by Astuti, (2020) in their study that highly motivated teachers will see the various shortcomings in the school as a challenge. The teacher will make every effort to overcome the shortcomings. With the good attention to the teacher, it will be able to cause the motivation of the teachers to do their best in doing the task, so that fostering commitment in doing quality work and is responsible for the progress of the organization.

Overall, the result revealed that teachers are very satisfactory in their teaching performance in terms of work motivation with a mean of 4.40 (SD = 0.497) despite the challenges they experienced in their work. In general, it was determined that teachers perform better on the job when they are more motivated, (Gayomale-Sala, M., 2020).

**Table 9. Level of Teaching Performance of Elementary Teachers in terms of Teachers' Effectiveness**

Indicators	Mean	SD	VI
1. I demonstrate accurate knowledge according to subject matter and use appropriate teaching strategies to enhance students' learning.	4.48	.541	Agree
2. I change/modify my teaching styles to make the topics relevant to students live and to meet the needed competencies effectively.	4.47	.502	Agree
3. I establish a learner-centered classroom environment and encourage students' participation in the teaching-learning process.	4.54	.501	Strongly Agree
4. I evaluate learners and provide timely, accurate and constructive feedback to improve their performance.	4.44	.519	Agree
5. The school provides me with conducive facilities and necessary teaching materials suitable to meet the students' learning needs.	4.19	.692	Agree
Overall	4.42	.448	Agree/Very Satisfactory

*Legend: 1.0-1.49 (Strongly Disagree/Poor); 1.50-2.49 (Disagree/Unsatisfactory); 2.50-3.49 (Moderately Agree/Satisfactory); 3.50-4.49 (Agree/Very Satisfactory); 4.50-5.0 (Strongly Agree/Outstanding)*

Table 9 reveals the level of teaching performance of elementary teachers in terms of teachers' effectiveness. The indicator "establish a learner-centered classroom environment and encourage students' participation in the teaching-learning process is the highest-rated with a mean of 4.54 (SD=0.501) as the teacher-respondents strongly agreed on the statement. This implies that teachers are outstanding in terms of prioritizing the needs of the learners in a classroom setting to elicit participation and attain academic achievement.

On the other hand, the statements, demonstrate accurate knowledge according to subject matter and use appropriate teaching strategies to enhance students' learning" and they can change or modify their teaching styles to make the topic relevant to students and to meet the needed competencies effectively got a mean of 4.48 and 4.47, respectively. This only shows the commitment of teachers to be effective in teaching through proper application of strategies and teaching styles to meet the needs of the learners and attain the learning objectives and this reveals that teacher are very satisfactory in these two indicators.

The statement, "evaluate learners and provide timely, accurate and constructive feedback to improve their performance" got a mean of 4.44. This indicates that teachers strongly believe in the

significance of evaluating the learners with appropriate assessment techniques suitable for diverse learners. The teachers' effectiveness reflects a deep understanding of their critical role in assessing the learners and providing feedback in shaping student outcomes.

However, the statement that the school provides me with conducive facilities and necessary teaching materials suitable to meet the students' learning needs got the lowest score with a mean of 4.19 as it implies very satisfactory in their teaching performance. This shows the teachers need support in implementing the curriculum to attain the goal in the teaching-learning process.

Overall, the teacher effectiveness as indicator of teacher performance interpreted as agree with a mean of 4.42 (SD=0.448). This result reveals that teachers are very satisfactory in their teaching performance. Research has consistently shown the appropriate support and collaboration among teachers, administrators and partner schools are key to successful curriculum implementation (Lee & Kim, 2017; Yeap and Ooi, 2021). Teachers who receive adequate support and guidance from their colleagues and leaders are more likely to effectively implement new curricula and meet their instructional goals.

**Table 10. Level of Teaching Performance of Elementary Teachers in terms of Personal Growth and Professional Development**

Indicators	Mean	SD	VI
1. I earned relevant professional trainings, earned units, or graduated from a higher relevant degree despite of my work schedule.	4.06	.789	Agree
2. I reflect on my personal skills and professional needs and find ways to improve my teaching practice.	4.32	.584	Agree
3. I still able to participate/attend in-service trainings, seminars, and meetings of teachers' organization for personal and professional growth.	4.46	.626	Agree
4. The school provide equal opportunities for professional development to enhance our teaching performance.	4.32	.680	Agree
5. My colleagues help me grow professionally and share their styles and strategies to improve my way of teaching.	4.40	.636	Agree
Overall	4.31	.517	Agree/Very Satisfactory

*Legend: 1.0-1.49 (Strongly Disagree/Poor); 1.50-2.49 (Disagree/Unsatisfactory); 2.50-3.49 (Moderately Agree/Satisfactory); 3.50-4.49 (Agree/Very Satisfactory); 4.50-5.0 (Strongly Agree/Outstanding)*

Table 10 shows the level of teaching performance of elementary teachers in terms of personal growth and professional development. The results implied that most teacher-respondents earned relevant professional trainings or graduated from a higher degree despite of work schedule for personal and professional growth. The result shows that teachers reflect on their personal and professional skills as it reveals that they are very satisfactory in these indicators. Moreover, attending trainings and graduate studies are not effective if teachers will not reflect and apply all their learnings pedagogically.

However, the statement that the school provide equal opportunities for professional development to enhance their teaching performance, and their colleagues help them grow professionally got the highest mean of 4:40. It only implies that the colleagues of teachers greatly helped them to enhance their teaching skills. This shows a positive climate in their school organization.

According Garet, et.al., (2020), effective professional development requires sustained

management, ongoing support and feedback, and opportunities for teachers to apply new knowledge and skills. Moreover, Sato and Hiramitsu (2020), reiterated in their study that teachers reported feeling more motivated engage in professional development when they clearly understood how it related to their students' learning outcomes. Teachers receiving adequate training and support are more likely to implement curriculum changes effectively, leading to better student outcomes (Barnett & McCormick, 2018). Overall, the result shows that teachers are very satisfactory in their teaching performance in terms of personal growth and professional development with the total mean of 4.31.

**Table 11. Health Conditions of Public Elementary Teachers in terms Physical Health**

Indicators	Mean	SD	VI
1. In the past years, how often you had illness, medical problem or disability that may affect your ability to work safely as a teacher?	3.05	.999	Sometimes
2. In the past years, how often you have been sicked, treated and confined in a hospital?	2.39	1.145	Almost Never
3. In the past years, how often do you have medical treatment or check-up in any health professionals?	2.88	1.037	Sometimes
4. In the past years, how often you have been away from work or filed leave of absence because of ill health or medical reasons?	2.17	1.083	Almost Never
5. In the past years, do you have any operations or experienced any serious illnesses like heart condition, cardiac issues, asthma attack or stroke?	2.01	1.243	Almost Never
6. In the past years, how often you think you may have reduced immunity due to medication or a medical condition?	2.54	1.226	Sometimes
7. In the past years, how often you experienced migraine, headache, dizziness, anxiety or depression?	2.99	1.040	Sometimes
8. How often do you take any pills (other than the contraceptive pills) tablets or medicine like maintenance due to health condition?	2.84	1.324	Sometimes
9. How often you had a health problem caused by your work?	2.90	1.106	Sometimes
10. How often do you feel unwell, tired and over fatigue?	3.54	.881	Fairly Often
Overall	2.73	.871	Sometimes

*Legend: 1.0-1.49 (Never); 1.50-2.49 (Almost Never); 2.50-3.49 (Sometimes); 3.50-4.49 (Fairly Often); 4.50-5.0 (Very Often)*

Table 11 shows the health conditions of elementary teachers in terms of their physical health. Based on the data, teachers sometimes had an illness, medical problem or disability that may currently affect their ability to work safely as a teacher. It implies that most of them are fit to work safe as a teacher. Also, the teachers sometimes had undergone medical treatment and check-up in health professionals. The results also shows that teachers think that their immunity reduced due to medication or a medical condition and experienced migraine, headache, dizziness, anxiety or depression. In line with this, teachers revealed that they take medicines like maintenance or prescription due to health conditions which sometimes caused by their work.

However, the data collected shows that the teachers almost never been sicked, treated and confined in a hospital or undergone operations and experienced serious illnesses. But the data implies

that majority of the teachers fairly often feel unwell, tired and over fatigue. This is due to the needed effort and workload needed to perform by the teachers to effectively accomplish their duties.

The result implies that respondents have variation in their answers due to the differences in their age, gender and civil status. Most of the respondents that answered they have maintenance were those who are aged 40-60 years old. But some of them who have underlying conditions were triggered due to the status of their working condition like classroom which do not have enough ventilation. Most, respondents also answered that they often experienced fatigue due to the differences of the learners in today's generation. Their energy and voice often affected in managing the behavior of the learners aside from teaching the lessons.

**Table 12. Health Conditions of Elementary Teachers in terms of Emotional Health**

Indicators	Mean	SD	VI
1. In the past month, how often have you been upset because of something that happened unexpectedly?	3.00	1.044	Sometimes
2. In the past month, how often have you felt unable to control the important things in your life?	2.86	.964	Sometimes
3. In the past month, how often have you felt nervous and "stressed"?	3.28	.954	Sometimes
4. In the past month, how often have you felt confident about your ability to handle personal problems?	3.48	.870	Sometimes
5. In the past month, how often have you felt that things were going your way?	3.36	.772	Sometimes
6. In the past month, how often have you found that you could not cope up with all the things you had to do?	2.87	.928	Sometimes
7. In the past month, how often have you been able to control irritations in your life?	3.35	.833	Sometimes
8. In the past month, how often have you felt that you were on top of things?	3.19	.787	Sometimes
9. In the past month, how often have you been angry because of things that happened that were outside of your control?	3.18	.914	Sometimes
10. In the past month, how often have you felt that difficulties were piling up so high that you could not overcome it?	3.07	.967	Sometimes
Overall	3.16	.636	Sometimes

Legend: 1.0-1.49 (Never); 1.50-2.49 (Almost Never); 2.50-3.49 (Sometimes); 3.50-4.49 (Fairly Often); 4.50-5.0 (Very Often)

Table 12 shows the result of Perceive Stress Scale that interpret the health condition of teachers in terms of emotional health. According to the teacher-respondents, sometimes they felt nervous and "stressed" in the past month. This supports the study of Greenberg and Abenavoli (2016), which stated in their article that elementary school teachers have greater stress and show more symptoms of depression create classroom environments that are less conducive for learning. They refer teaching as one of the stressful occupations that impacts teacher health and well-being, work attitudes and turnover.

The overall result implies that most of the teachers sometimes experienced all the indicators that affects their emotional health. A study by Jang, et.al., (2020), found that employees who perceived their work environment as more supportive if work-life balance were more likely to report lower levels of burnout. Although teaching is one of the most rewarding occupations, stress, burnout, anxiety, and depression are associated with several factors in the working condition, (Agyapong, et.al.). Thus, the result implies that teachers experienced emotional problem due to different circumstances that they can't handle and affecting their overall health and well-being. As a result, many instructors suffer from excessive levels of stress, which leads to burnout, and regrettably, thus, they quit teaching. According to Gray (2017), the resilience of educators who decide to remain in the field may be influenced by their mental health. In addition to offering the best conditions for student learning and development, a positive school atmosphere may also benefit the mental health of teachers.

**Table 13. Level of Self-efficacy of Public Elementary Teachers**

Indicators	Mean	SD	VI
1. I can motivate my students who show low interest in school work.	4.39	.584	Often
2. I can help my students value learning.	4.48	.541	Often
3. I can improve the understanding of my student who is failing.	4.33	.551	Often
4. I can foster student creativity.	4.38	.546	Often
5. I can craft good questions for my students.	4.37	.544	Often
6. I can adjust my lessons and assessment strategies to the proper level for diverse students.	4.54	.501	Always
7. I can get the suitable instructional materials and equipment I need in teaching.	4.26	.562	Often
8. I can influence the class sizes in my school.	4.27	.649	Often
9. I can control disruptive behavior in the classroom.	4.28	.587	Often
10. I can get children to follow classroom rules.	4.35	.539	Often
11. I can establish a classroom management system with each group of diverse students.	4.38	.488	Often
12. I can make my expectations clear about student behaviour.	4.36	.542	Often
13. I can assist families in helping their children do well in school.	4.12	.608	Often
14. I can promote learning when there is lack of support from the home.	4.25	.539	Often
15. I can get parents to become involved in school activities.	4.09	.621	Often
16. I can make parents feel comfortable coming to school.	4.34	.536	Often
17. I can help other teachers with their teaching skills.	4.28	.570	Often
18. I can get community groups and stakeholders involved in working with the schools.	4.03	.627	Often
19. I can make the school a safe place.	4.39	.567	Often
20. I can enhance collaboration between teachers and the administration to make the school run effectively.	4.33	.570	Often
Overall	4.31	.419	Often

Legend: 1.0-1.49 (Never); 1.50-2.49 (Rarely); 2.50-3.49 (Sometimes); 3.50-4.49 (Often); 4.50-5.0 (Always)

Self-efficacy is vital for teachers to perform their duties and responsibilities effectively. It will also push them to be resilient in coping up with changes and challenges. Table 13 reveals the level of self-efficacy of public elementary school teachers. Based on the result, teacher-respondents was consistently performing their roles and responsibilities as they often show which shows a higher level of self-efficacy.

In terms of adjusting the lessons and assessment strategies to cater the needs of the diverse learners, teacher-respondents always do this with a mean of 4.54 to be able to attain the learning objectives. This shows that teachers were completely consistent on their role as effective educator to meet the needs of their learners. This only proves that teachers are flexible and shows empathy for the lifelong learning of their students.

This supports the findings of the study of Caliba (2022), which reveals that teachers have a high degree of self-efficacy in terms of learners' involvement, classroom management and teaching strategies. Creating an environment that supports involvement of students at school result in increase in learning and evidence of higher teaching performance. To do this, teacher should have high self-efficacy to motivate the learners and adjust their lessons and assessment that is suitable for all types of learners.

Overall, the result that in all statement of self-efficacy, teachers are only consistent with a mean of 4.31 and verbal interpretation of often. It only implies that they are not completely consistent with all the aspect of self-efficacy and having struggles like getting the parents and stakeholders involved in the school which got the lowest mean of 4.03 and 4.09, respectively. It requires a village to mold the learners to be a holistic individual; thus, the collaboration and partnership of the school, parents, stakeholders and the whole community is vital and will be a great help to teachers to develop their self-efficacy in performing their duty.

According to Hussain, et.al. (2022), self-efficacy is essential for educators. to complete their assignments, goals, and methods for dealing with difficulties in the classroom. Teachers with high self-efficacy embrace challenging activities as something to be mastered, foster a deeper interest in their work, develop a strong sense of commitment, and quickly recover from setbacks. In contrast, teachers with low self-efficacy avoid challenging activities, view creative situations and activities as difficult to complete, take most things negatively, and lose confidence in their abilities.

**Table 14. Relationship of Working Conditions and Teachers' Performance**

Working Condition	Teachers' Performance			
	WLB	WM	TE	PG&PD
Regular workload	.582**	.536**	.564**	.487**
Auxiliary workload	.619**	.423**	.562**	.541**
School facilities and resources	.417**	.356**	.530**	.513**
Peer relationship	.271**	.381**	.393**	.459**
Parents-teacher's relationship	.556**	.328**	.458**	.466**
School Heads Management	.397**	.396**	.309**	.344**

\*\*Correlation is significant at the 0.01 level (2-tailed). \*Correlation is significant at the 0.05 level (2-tailed). Verbal Interpretation of r-value: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

Table 14 shows the relationship of working conditions to the teaching performance of

elementary teachers. Based on the data, it reveals that the working condition such as regular workload, auxiliary workload, school facilities and resources, peer relationship, parents-teachers relationship and school heads' management have significant relationship to the teaching performance of elementary teachers, therefore reject the hypothesis.

Among the variables in working conditions, regular workload greatly affects the work motivation and teaching effectiveness of teacher-respondents. On the other hand, auxiliary workload has a greater relationship between the work-life balance and personal growth and professional development. This supports the study of Rebecca Hsiang (2016), which stated on her study that teachers expressed difficulties maintaining work-life balance, experienced workload stress because of imbalanced class composition.

It only implies that workload correlated how the teachers performed on their line of work. This supports the study of Ancho, et. al., (2019) which reveals that instead of doing the core function of teachers, they were not able to discharge this duty as they should, due to related tasks like auxiliary workload that takes the priority due to pressing deadlines. Teacher respondents also revealed that they are frustrated that the workload, especially the 'related tasks' tend to be competing with the time that should have been spent teaching the students.

According to the teachers, they have complex regular workload every day in school and even at home. And this auxiliary workload like additional coordinatorship and reports on certain projects or programs affects their routine and schedule to effectively perform their primary duties as a teacher. Thus, affecting their work-life balance and teaching performance. It is because according to them, instead of resting on weekends or after class hours, they need to accomplish these auxiliary workloads immediately.

The research by Arslan, Yasar, and Aydin (2022), study the relationship between work-life balance and teacher work performance. The study found that teachers who reported better work-life balance also reported higher levels of work performance, suggesting that work-life balance is important for work satisfaction and performance. According to Pandu (2017), work attitudes, a friendly work environment, reduced work-family conflict all led to a stable work-life balance for the teachers, eventually resulting in a work satisfaction. A study by Demir and colleagues (2021) found that employees who perceived their work environment as more supportive were less likely to experience work-family conflict.

Teacher's work motivation is characterized by professionalism which is reflected in all teacher's activities in carrying out their duties and responsibilities. However, the result of the study revealed that regular workload and auxiliary workload have a greater relationship on the motivation of teachers to perform their duties. According to Perryman and Calvert (2019), workload was the most stated reason for quitting or for leaving work in the future, even though teachers claimed to have been aware of the difficulties associated with it prior to entering the teaching profession.

It can be gleaned on the table that there is a relationship between the workload and teaching effectiveness of the elementary educators today. Due to excessive workload, teachers experience burnout that affects their effectiveness in the teaching profession. The result of the study of Nuwaha, et.al., (2023), revealed that an increased workload for teachers has a detrimental impact on their effectiveness, as seen by their inability to create lesson plans and schemes of work, evaluate students, uphold discipline, and engage in extracurricular activities.

Personal growth and professional development are also affected due to insufficient time because of auxiliary workloads that teachers need to accomplish. Several recent studies have found that teachers often face barriers to participating in professional development and capacity-building programs (e.g., Xu & Drame, 2020; Adesope, Trevisan, & Sundajaran, 2017). These barriers may include time constraints, lack of resources and competing demands on teachers' attention and energy.

The result of this study shows that school facilities and resources also have a significant relationship with work-life balance, work motivation, teachers' effectiveness and personal growth and

professional development. A sufficient classroom resources and conducive facilities to teach the curriculum is significant to deliver quality education. The study of Kolber & Rice (2019) found out that teachers' intentions and motivations were affected by their resources and facilities, with resources being more impactful than facilities. It also suggests that teachers have different perceptions of the resources and facilities at their school, depending upon their intentions to move schools or leave the profession. This relates to the study of Dawabsheh (2020) that the poor learning environment demotivates the educators because they can't provide the substance, they desired which detracts from the overall quality of education.

Teachers' effectiveness directly or indirectly affects by the school facilities and resources. This relates to the study of Likoko, et.al. (2023), that the condition of the equipment and teaching materials and facilities are insufficient, outdated, deteriorating and inappropriate for training qualified instructors. This condition of issues raises questions regarding the standards of educators. According to Ye, Yincheng (2016), poor conditions, especially in school facility and resources, make it more difficult for teachers to deliver adequate instruction to their students. It also pointed out that school resources not only influence student achievement but can also influence the work and effectiveness of a teacher.

Personal growth and professional development are essential factor in enhancing the teaching capacity of the teachers and to cope up with the changing curriculum in education. The result shows positive significant relationship on school facilities and resources and personal and professional development. According to Hernandez (2019), basic facilities of the schools impact the quality of instruction. If teachers are provided with enough and suitable resources, they tend to be more productive and grow professionally. Moreover, the result of the study of Dawabsheh (2020), revealed that there was significant and positive relationship among all variables such as school facilities, teaching proficiency and professional development.

Moreover, the collaboration of parents with teachers is vital in nurturing the learners' holistic development. It can be gleaned from the result that the parents- teachers' relationship have a significant relationship with the work-life balance, work motivation, teachers' effectiveness and personal growth and professional development.

This supports the findings of the study of Affuso, et.al., (2020), that motivation and self-efficacy over time were directly and favorably impacted by parental supervision and teacher support, which in turn had a beneficial effect on academic achievement. Through the mediation of motivation and self-efficacy, the data also showed that parental supervision and teacher support had an indirect impact on academic performance over time. The parents had the greatest influence on motivation, while the teachers had the greatest influence on self-efficacy. These findings highlight the significance of putting in place measures meant to strengthen parent and teacher relationship to raise pupils' academic achievement and achieved teachers' effectiveness.

Moreover, research revealed that parent-teacher relationships, self-reported teaching efficacy, and the instructors' educational backgrounds were found to positively correlate with teacher-child relationships. The quality of teacher-child connections seemed to be most strongly predicted by the parent-teacher relationship. When teachers feel inadequate or unsatisfied with certain students in their program, the significance of parent-teacher interactions is emphasized as a potential moderator, Chung, et.al., (2025).

According to the result of the study of Engin (2020), high levels of teacher motivation and democratic parental attitudes boost student motivation. Additionally, it is determined that a negligent parenting style has a detrimental impact on students' motivation and academic performance. It can be gleaned also from the table that peer relationships have a positive correlation between the teachers' work-life balance, teachers' motivation, effectiveness and personal and professional growth. Being the colleagues in a teaching-learning working environment, teachers; relationship with one another is significant to develop oneself personally and professionally.

Some instructors can lead learning activities alone, but teacher cooperation is important for their own development. Teachers' professional development may also be impacted by a supportive school culture that fosters a pleasant environment and an awareness of teachers' learning, as well as collaboration with outside resource people. The article ends with the observation that the ideal setting for teachers to continue their professional development is in the classroom, (Postholm, 2012).

Some present study investigated how factors at teachers' personal and school levels are related to their motivation to participate in professional learning activities. One important component in understanding the success of continuous professional development programs is teachers' motivation to engage in professional learning. According to the result of the study of Zhang, et.al., (2021), several factors at the school level (work and emotional pressure, colleague support, and principal leadership) and teacher level (prior experience with learning activities, teaching experience, self-efficacy, and learning conceptions) were linked to teachers' motivation to engage in professional learning, according to multivariate analysis. This supports the result of this research that peer relationship and colleague support the motivation, effectiveness and engagement of the teachers in professional development programs.

Teachers' need to establish and maintain positive connections with important individuals in those settings, including mentors in teacher education programs and at school, parents, colleagues, students specifically school leaders. It can be gleaned on the table that school heads' management have a significant relationship on work-life balance, teachers' motivation, effectiveness, and personal and professional growth.

According to Ramos and Galleto, (2020), the supervisory support and work-life balance have a favorable effect on teachers' performance, but stress moderated the association between job performance and work-life balance. Teachers' performance is significantly impacted by their workload. This supports the findings also of Kaur and Randhawa, (2021), that the association between perceived supervisor support and turnover intentions is mediated by employee engagement and two aspects of work-life balance: work-related interference with personal life and work-related personal life enhancement.

Teacher motivation is influenced by the school's distributed or accepted leadership style. The results demonstrate that teachers who have high levels of self-efficacy are likewise highly motivated, (Engin 2020). The findings of the study of Ahmad and Hamid, (2021) revealed that instructional leadership approaches used by head teachers in primary schools enhanced and improved teacher effectiveness, which in turn improved students' academic performance and success. For improved teacher effectiveness, it is advised that school head teachers implement their instructional leadership techniques and initiatives accordingly.

**Table 15. Relationship of Working Conditions and Health Conditions of Teachers**

Working Condition	Health Conditions of Teachers	
	Physical Health	Emotional Health
Regular workload	-.018	-.026
Auxiliary workload	-.020	-.024
School facilities and resources	-.108	-.059
Peer relationship	-.026	.034
Parents-teacher's relationship	-.056	-.115
School Heads Management	-.132	-.093

**\*\*Correlation is significant at the 0.01 level (2-tailed). \*Correlation is significant at the 0.05 level (2-tailed). Verbal Interpretation of r-value: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association**

Table 15 shows the relationship of working conditions to the health of teachers in terms of physical health. It can be gleaned that variables included in the working condition such as regular workload, auxiliary workload, school facilities and resources, interaction with students, peer relationship, parents-teachers relationship and school head management have no significant relationship to the health status of elementary teachers. This therefore accept the null hypothesis. However, there are other certain factors like age and civil status may affect the physical and mental health of teachers in some way, aside from working condition.

This contradicts with the study of Pankov, et.al. (2022). wherein incredibly poor measures of the occupational group's physical and emotional well-being among teachers. According to data from the literature, instructors employed by general educational institutions can be categorized as employees who experience both occupational stress and the effects of labor process elements that do not adhere to hygienic norms. Because they spend up to 80% of class time standing, their work falls under the harmful class of labor. In terms of tension, they fall under the harmful class due to intellectual, emotional, and sensory loads.

On the other hand, Jomoad (2021) reveals on his study as his findings showed that teachers had a lot of workloads, that they are also highly burned out. In contrast, teachers still conduct their jobs in a highly satisfactory manner. Teachers' levels of burnout are significantly influenced by their workload. However, the performance of instructors is also impacted by workload.

According to Farmer (2020), high levels of stress are experienced by teachers because of problems in their workplace. Problematic relationships with parents and students can put teachers under unnecessary stress because teaching is a relationship-building profession. In addition to making the educational workplace difficult, parents and unsupportive administrators are also contributing to a culture that drives teachers to quit their jobs.

**Table 16. Moderating Role of Self-Efficacy Between the Working Conditions Teaching Performance and Health Conditions of Teachers**

Model Summary	R	R-sq	MSE	F	df1	df2	P
WC-TSE-TP	.822	.676	.062	66.65	3	96	.000
WC-TSE-HS	.245	.060	.470	2.046	3	96	.112

Table 16 reveals the moderating role of self-efficacy between the working conditions, teaching performance and health conditions of teachers. Moderation analyses were conducted utilizing the PROCESS Macro v4.1, following the method outlined by Hayes (2022). The findings revealed significant moderating effects of various factors on the relationships between different constructs. Specifically, the teachers' self-efficacy exhibited substantial moderation, accounting for 67.6% of the variance, in the relationship between working condition and teachers' performance (TP) ( $F=66.65$ ;  $P=.000$ ). However, no moderating effect was seen on teachers' self-efficacy since no relationship was seen between working condition and health conditions of teachers.

The result only proves that the self-efficacy of the teachers can affect their teaching performance despite the status of different working conditions. The findings of the study of Barni, et.al., (2019), demonstrated that regardless of the kind and degree of teaching motivation, instructors' conservation values were positively correlated with their sense of self-efficacy. It's more intriguing to note that the associations between self-efficacy and self-transcendence and openness to change differed based on the motivations of the teachers.

According to Duplon, et. al. (2022), one of their needs is to teach in a safe environment so teachers are extremely motivated and productive at work. If this need is ignored, teachers' productivity

will decline, harming their health and effectiveness at work. Primary and secondary school teachers have real problems such as teachers' physical activity is generally insufficient, teachers' body image status is generally poor, and teachers' self-efficacy is low; physical activity is an important factor in promoting primary and secondary school teachers' health conditions, and low, medium, and high levels of activity all have a promoting effect on the health of primary and secondary school teachers. The more physically active primary and secondary school teachers are, the better their physical intention, self-efficacy and health conditions are.

The present study expands upon prior research showing teachers' self-efficacy and causal attributions to predict adjustment and attrition in investigating the effects of self-efficacy, attributions for occupational stress, and hypothesized mediation effects on burnout, job satisfaction, illness symptoms, and quitting intentions. Findings from 523 Canadian teachers showed self-efficacy and attributions to independently predict teachers' adjustment and revealed no empirical support for attributions as a mediator of self-efficacy effects. Results further showed self-efficacy for student engagement, and personally controllable attributions, to most strongly predict teachers' psychological well-being, physical health, and quitting intentions.

#### **4. Conclusion**

In conclusion, the present study underscore the vital role of working condition specifically workload in enhancing the teachers' performance and prioritizing the health condition of teachers. The study revealed significant relationship between the working condition and teaching performance, thus rejecting the null hypothesis. Among the variables in working conditions, regular workload have the most significant relationship on the work motivation and teaching effectiveness of the teacher-respondent. On the other hand, auxiliary workload has a greater relationship between the work-life balance and personal growth and professional development. This suggest to address the issues and concerns of teachers on their working conditions for them to perform effectively and efficiently. Working condition and health conditions of the teachers have no significant relationship, thus, the hypothesis posited in the study is supported.

Self-efficacy exhibited substantial moderation on various factors. Specifically, it moderates the relationship of working conditions and teaching performance of the public elementary teachers. Thus, the null hypothesis is not sustained. There is no moderating effect seen on teachers' self-efficacy since no relationship was seen between working condition and health status.

This study provides a practical, theoretical, and methodological contribution, specifically addressing the working conditions of teachers, affecting their teaching performance and health condition. Therefore, it is imperative for educational institutions to invest in enhancing teachers' working condition to thereby fostering a conducive teaching-learning environment that will improve teaching performance and develop their self-efficacy for a better education for 21<sup>st</sup> century learners that are globally competitive.

#### **5. Recommendations**

Through the findings and the conclusions made, the researcher had come up with the following recommendation.

Since the perceived working condition specifically regular workload is rated agree and have significant relationship with teaching performance, school leaders may exercise fair, reasonable and equitable distribution of teaching workload and related assignments consistent with DepEd rules.

Auxiliary workload exhibited low rating with verbal interpretation of agree in all indicators, thus it is recommended that the Department of Education should monitor consistently the implementation of

DO 005 s. 2024 as some schools complained that the tasks and coordinatorship assigned to administrative officers, project development officers and school heads based on the DepEd order were still given to teachers. Moreover, appropriate implementation of DO 005, S. 2024 or the Rationalization of Teachers' Workload in Public Schools and Payment of Teaching Overload should be done accordingly to ease the burden of teacher in their auxiliary workload.

School heads' management being one of the working condition variable which got an agree verbal interpretation School leaders may ignite its connection and empathy with the whole organization to avoid conflicts and to ensure that they are one in dealing with the needs of the school, the learners and serving its purpose to help the community by providing quality, accessible and education for all.

Since work-life balance variable was rated as low by the teacher-respondents and greatly affected by the working condition, the schools may implement policies and practices that support work-life balance, such as flexible work arrangements, time-off policies, and no call-up reports on weekends which is a family day and their time for graduate studies for their professional development. Moreover, schools may strictly follow the 6 hours of actual teaching hours of teachers based on DepEd Memorandum No. 53, s. 2024 in accordance with Republic Act No.4670 or the Magna Carta for Public School Teacher.

Since emotional health of the teachers were affected given the result sometimes, school may also provide training or symposium on employees about time management and stress reduction techniques to improve their ability to manage competing demand in teaching profession. School may prioritize the development of a positive working environment by providing support for teachers' well-being such as access to mental or psychological health professional and work-life balance programs.

Since the personal growth and professional development got low score as they teachers only agree on the statements. As it significantly related to the working condition of teacher, schools may consider providing equal opportunities for professional development and growth to enhance teachers' performance.

Given that the working condition significantly related to the motivation and effectiveness of teachers, the schools may continue to monitor and maintain a positive work environment to ensure teachers' motivation and effectiveness. This include regularly assessing teachers' satisfaction levels, seeking feedback and addressing work-related issues through open communication and conflict-resolution training. The schools may recognize the achievements of teacher personnel to maintain high levels of motivation and engagement. This include providing professional development, recognizing outstanding performance, and promoting a culture of continuous improvement.

Since the result reveals that working condition significantly related to teaching performance, the school may continue to identify and address any factors such as parent-teacher relationship, and workload, specifically the auxiliary workload. This may include training and professional development opportunities to foster a positive working condition and promoting work-life balance that fosters employees' well-being

### References:

- Agyapong, B., Obuobi-Donkor, G., Burbach, L., & Wei, Y. (2022). Stress, burnout, anxiety and depression among teachers: A scoping review. *International journal of environmental research and public health*, 19(17), 10706.
- Alhija, F. N. A. (2015). Teacher stress and coping: The role of personal and job characteristics. *Procedia-Social and Behavioral Sciences*, 185, 374-380.
- Al Hajar, R. K. (2016). The effectiveness of school principal communication on teacher jobsatisfaction. [https://scholarworks.uaeu.ac.ae/cgi/viewcontent.cgi?article=1459&context=all\\_theses](https://scholarworks.uaeu.ac.ae/cgi/viewcontent.cgi?article=1459&context=all_theses)
- Alufohai, Peace Joan, Ibhafidon, Henry, E., (2015). *Influence of Teachers' Age, Marital Status and Gender on Students' Academic Achievement*. p. 64-65, Vol.3 No. 4, ISSN 2311-6080
- Amtu, O., Makulua, K., Matital, J., & Pattiruhu, C. M. (2020). Improving student learning outcomes through school

culture, work motivation and teacher performance. *International Journal of Instruction*, 13(4), 885-902.

- Ancho, I., & Bongco, R. (2019). Exploring filipino teachers' professional workload. *Journal of Research, Policy & Practice of Teachers and Teacher Education*, 9(2), 19-29.  
<https://doi.org/10.37134/jrptte.vol9.no2.2.2019>
- Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). The influence of the transformational leadership and work motivation on teachers performance. *International journal of scientific & technology research*, 7(7), 19-29.
- Astuti, R. W., Fitria, H., & Rohana, R. (2020). The influence of leadership styles and work motivation on teacher's performance. *Journal of Social Work and Science Education*, 1(2), 105-114.
- Bardach, L., Klassen, R. M., & Perry, N. E. (2022). Teachers' psychological characteristics: Do they matter for teacher effectiveness, teachers' well-being, retention, and interpersonal relations? An integrative review. *Educational Psychology Review*, 34(1), 259-300.
- Barni, D., Danioni, F., & Benevene, P. (2019). Teachers' self-efficacy: The role of personal values and motivations for teaching. *Frontiers in psychology*, 10, 465388.
- Benevene, P., De Stasio, S., & Fiorilli, C. (2020). Well-being of school teachers in their work environment. *Frontiers in Psychology*, 11, 528800.
- Caliba, I. (2022). Self-Efficacy, Working Conditions, School-Based Management Practices and Performance of Teachers. *Psychology and Education: A Multidisciplinary Journal*, 1(2), 107-125.
- Cansoy, R. (2019). The Relationship between School Principals' Leadership Behaviours and Teachers' Job Satisfaction: A Systematic Review. *International Education Studies*, 12(1), 37-52.
- Cantor-Cutiva, L. C., Banks, R. E., & Hunter, E. J. (2022). The effect of upper airway ailments on teachers' experience of vocal fatigue. *Journal of voice*, 36(2), 226-231.
- Capone, V., & Petrillo, G. (2020). Mental health in teachers: Relationships with job satisfaction, efficacy beliefs, burnout and depression. *Current Psychology*, 39(5), 1757-1766.
- Cohen, S. and Williamson, G. Perceived Stress in a Probability Sample of the United States. Spacapan, S. and Oskamp, S. (Eds.) *The Social Psychology of Health*. Newbury Park, CA: Sage, 1988.
- Dawabsheh, M., Mustanir, K., & Jermittiparsert, K. (2020). School facilities as a potential predictor of engineering education quality: Mediating role of teaching proficiency and professional development. *TEST Engineering & Management*, 82(3511), 3511-3521.
- Department of Education  
[www.deped.gov.ph/orders/do-3-s-2013](http://www.deped.gov.ph/orders/do-3-s-2013)  
[www.deped.gov.ph/orders/do-54-s-2009](http://www.deped.gov.ph/orders/do-54-s-2009)  
[wwwdeped.gov.ph/orders/do-46-s-2016](http://wwwdeped.gov.ph/orders/do-46-s-2016)
- DepEd Order No.2 s. 2024. Immediate Removal of Administrative Tasks of Public School Teachers.  
<https://www.deped.gov.ph/2024/01/26/january-26-2024-do-002-s-2024-immediate-removal-of-administrative-tasks-of-public-school-teachers/>
- DepEd Order No. 4 s. 2024. Guidelines in the Procurement of Goods Using the Supply and Delivery Strategy and Contract Implementation of Procurement of Goods in the Department of Education.  
<https://www.deped.gov.ph/2024/04/29/april-29-2024-do-005-s-2024>
- DepEd Order No. 42 s. 2017 or the National Adoption and Implementation of the Philippine Professional Standards for Teachers  
[https://www.deped.gov.ph/wp-content/uploads/2017/08/DO\\_s2017\\_042-1.pdf](https://www.deped.gov.ph/wp-content/uploads/2017/08/DO_s2017_042-1.pdf)

- Dorel, T. G., Kearney, W. S., & Garza, E. (2016). Ready from Day One? The Relationship Between Length of Pre-Service Teacher Field Residency and Teacher Efficacy. *Critical Questions in Education*, 7(1).
- Engin, G. (2020). An Examination of Primary School Students' Academic Achievements and Motivation In Terms of Parents' Attitudes, Teacher Motivation, Teacher Self-efficacy and Leadership Approach. *International journal of progressive education*, 16(1), 257-276.
- Evans, D. K., & Yuan, F. (2018). The working conditions of teachers in low-and middle-income countries. *World Bank*, 1-80.
- Farmer, D. (2020). Teacher attrition: The impacts of stress. *Delta Kappa Gamma Bulletin*, 87(1), 41-50.
- Foy, T., Dwyer, R. J., Nafarrete, R., Hammoud, M. S. S., & Rockett, P. (2019). Managing job performance, social support and work-life conflict to reduce workplace stress. *International Journal of Productivity and Performance Management*.
- Galof, K., & Šuc, L. (2021). Exploring Teachers' Back Pain Concerning Their Habits, Rules, Leisure Activities, and Physical Activity Breaks at Work. *INQUIRY: The Journal of Health Care Organization, Provision, and Financing*, 58, 00469580211060256.
- Gao, X., Cheng, M., & Zhang, R. (2024). The relationship between physical activity and the health of primary and secondary school teachers: the chain mediating effects of body image and self-efficacy. *BMC Public Health*, 24(1), 562.
- Geiger, T., & Pivovarova, M. (2018). The effects of working conditions on teacher retention. *Teachers and Teaching*, 24(6), 604-625.
- Gepila Jr, E. (2020). Assessing teachers using Philippine standards for teachers. *Universal Journal of Educational Research*, 8(3), 739-746.
- Granziera, H., & Perera, H. (2019). Relations among teachers' self-efficacy beliefs, engagement, and work satisfaction: A social cognitive view. *Contemporary Educational Psychology*, 58, 75–84. <https://doi.org/10.1016/j.cedpsych.2019.02.003>.
- Gray, C., Wilcox, G., & Nordstokke, D. (2017). Teacher mental health, school climate, inclusive education and student learning: A review. *Canadian Psychology/psychologie canadienne*, 58(3), 203.
- Greenberg, M.T., Brown J. L., Abenavoli, R.M. (2016). *Teacher Stress and Health Effects on Teachers, Students, and Schools*. Edna Bennett Pierce Prevention Research Center, Pennsylvania State University
- Hajovsky, D. B., Chesnut, S. R., & Jensen, K. M. (2020). The role of teachers' self-efficacy beliefs in the development of teacher-student relationships. *Journal of school psychology*, 82, 141-158.
- Harding, S., Morris, R., Gunnell, D., Ford, T., Hollingworth, W., Tilling, K., ... & Kidger, J. (2019). Is teachers' mental health and wellbeing associated with students' mental health and wellbeing?. *Journal of affective disorders*, 242, 180-187.
- Hillman, Keith. (March 2015). *Why is Teacher Stress So Common?*  
 problemshttp://www.stresstips.com/why-is-teacher-stress-so-common/Keith .pHillman March 2015
- Hsiang, Rebecca (2016). *Teachers' Mental Health: The Relevance of Emotional Intelligence in Burnout and Quality of Life*. Electronic Thesis and Disertation Repository, 3647.
- Hundani, M. J., & Toquero, C. M. D. (2021). Teaching-related paperwork: examining linkage to occupational stress of public school teachers in primary education. *ASEAN Journal of Basic and Higher Education*, 5, 13-25.
- Johnson, K. R., Park, S., & Chaudhuri, S. (2020). *Mindfulness training in the workplace: Exploring its scope and outcomes*. European Journal of Training and Development.

- Kan, A. Ü., & Murat, A. (2020). Examining the self-efficacy of teacher candidates' lifelong learning key competences and educational technology standards. *Education and Information Technologies*, 25, 707-724.
- Kaur, R., & Randhawa, G. (2021, July). Supportive supervisor to curtail turnover intentions: do employee engagement and work-life balance play any role?. In *Evidence-based HRM: a Global Forum for Empirical Scholarship* (Vol. 9, No. 3, pp. 241-257). Emerald Publishing Limited.
- Kilag, O. K., Jesus, J., Uy, F., Sasan, J. M., Seblon, K., & Gier, R. A. (2024). Educational Transformation: Perspectives on the Implementation of the MATATAG Curriculum in the Philippines. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRISE)*, 1(5), 306-311.
- Kini, T., and Podolsky, A. (June 2016). *Does Teaching Experience Increase Teacher Effectiveness? A Review of the Research*. (Palo Alto: Learning Policy Institute, 2016)
- Kolber, S., & Rice, S. M. (2019). *Teachers' career intentions, school facilities and resources*.
- Kraft, M. A., Simon, N. S., & Lyon, M. A. (2020). Sustaining a Sense of Success: The Importance of Teacher Working Conditions during the COVID-19 Pandemic. EdWorkingPaper No. 20-279. *Annenberg Institute for School Reform at Brown University*.
- Kraft, M. A., Simon, N. S., & Lyon, M. A. (2021). Sustaining a sense of success: The protective role of teacher working conditions during the COVID-19 pandemic. *Journal of Research on Educational Effectiveness*, 14(4), 727-769.
- Lev Vygotsky and Social Learning Theories  
<http://jan.ucc.nau.edu/len/educator/edtech/learningtheorieswebsite/vygotsky.htm>
- Ma, K., Chutiyami, M., Zhang, Y., & Nicoll, S. (2021). Online teaching self-efficacy during COVID-19: Changes, its associated factors and moderators. *Education and information technologies*, 26(6), 6675-6697.
- Magna Carta for Public Teachers  
[www.lawphil.net/statutes/repacts/ra1966/ra\\_4670\\_1966.html](http://www.lawphil.net/statutes/repacts/ra1966/ra_4670_1966.html)
- McCallum, F., Price, D., Graham, A., & Morrison, A. (2017). Teacher wellbeing: A review of the literature.
- Munna, A. S., & Kalam, M. A. (2021). Teaching and learning process to enhance teaching effectiveness: a literature review. *International Journal of Humanities and Innovation (IJHI)*, 4(1), 1-4.
- Nuwaha, W., Atukunda, G., & Kyayemagye, F. (2023). The Relationship between Workload and Teachers Effectiveness in Secondary Schools: A Case of Uganda. *East African Journal of Education Studies*, 6(1), 1-10.
- Odanga, S. J., Aloka, P. J., & Raburu, P. A. (2015). Influence of marital status on teachers' self-efficacy in secondary schools of Kisumu County, Kenya.
- OECD (2019), *Education at a Glance 2019: OECD Indicators*, OECD Publishing, Paris  
<https://doi.org/10.1787/f8d7880d-en>.
- Oliveira, P. C. D., Rufini, S. É., & Bzuneck, J. A. (2023). Teacher's motivation for teaching: questionnaire validity evidence. *Estudos de Psicologia (Campinas)*, 40, e210084.
- Ollor, A. N. (2021). Teachers' participation in workshop and seminar for quality instructional delivery in secondary schools in rivers state. *International Journal of Innovative Social & Science Education Research*, 9(1), 1-8.

- Ortan, F., Simut, C., & Simut, R. (2021). Self-efficacy, job satisfaction and teacher well-being in the K-12 educational system. *International journal of environmental research and public health*, 18(23), 12763.
- Özgenel, M., & Mert, P. (2019). The role of teacher performance in school effectiveness. *International Journal of Education Technology and Scientific Researches (IJETSAR)*.
- Pasoot, A. M. M., & Ching, D. A. (2024). School Heads' Communication and Management Functions in Building Organizational Trust. *TWIST*, 19(3), 493-502.
- Perryman, J., & Calvert, G. (2019). What motivates people to teach, and why do they leave? Accountability, performativity and teacher retention. *British Journal of Educational Studies*, 68(1), 3–23. <https://doi.org/10.1080/00071005.2019.1589417>
- Poulose, S., & Dhal, M. (2020). Role of perceived work-life balance between work overload and career commitment. *Journal of managerial psychology*, 35(3), 169-183.
- Postholm, M. B. (2012). Teachers' professional development: a theoretical review. *Educational Research*, 54(4), 405–429. <https://doi.org/10.1080/00131881.2012.734725>
- Price, H. E. (2012). Principal-teacher interactions: How affective relationships shape principal and teacher attitudes. *Educational Administration Quarterly*, 48(1), 39-85.
- Quintana, C. B., Mercado, F. M., & Balagtas, A. O. (2019). Perception of STEAM teachers on the influence of work-life balance on well-being and teaching performance. *The Normal Lights*, 13(1).
- Ramos, D. S., & Galleto, P. G. (2020). The interplay between work-life balance practices and productivity among public secondary school teachers: Basis for guidance and counseling program. *American Journal of Multidisciplinary Research & Development (AJMRD)*, 2(3), 45-55.
- Regis, G., Repotente, H., & Hernandez, K. (2021). Influence of work-life balance of preschool teachers to their self-efficacy through student engagement in synchronous online classes. In *DLSU Research Congress. De La Salle University, Manila, Philippines*.
- Renata, R., Wardiah, D., & Kristiawan, M. (2018). The influence of headmaster's supervision and achievement motivation on effective teachers. *International Journal of Scientific & Technology Research*, 7(4), 44-49.
- Republic Act No. 8190 (Zoning of Teachers)  
[www.slideshare.net/mobile/jaredram55/republic-act-no-8190-zoning-of-teachers](http://www.slideshare.net/mobile/jaredram55/republic-act-no-8190-zoning-of-teachers)
- R. Richards, K. A., Hemphill, M. A., & Templin, T. J. (2018). Personal and contextual factors related to teachers' experience with stress and burnout. *Teachers and Teaching*, 24(7), 768-787.
- Sancar, R., Atal, D., & Deryakulu, D. (2021). A new framework for teachers' professional development. *Teaching and teacher education*, 101, 103305.
- Sapian, N. R. B., Abdullah, R. B. B., Ghani, M. F., Abdullah, Z., & Omar, I. M. B. (2020, February). The Relationship Between Principal's Communication Style and School Climate. In *3rd International Conference on Research of Educational Administration and Management (ICREAM 2019)* (pp. 197-205). Atlantis Press. <file:///C:/Users/Hp/Downloads/125933765.pdf>
- Sari, E. P., Ahmad, S., & Destiniar, D. (2021). The influence of school facilities and the work environment on teachers performance of elementary school.
- Sario, M. B., & Villocino, R. P. Teamwork and Teachers' Engagement: A Mediating Roles of Work Condition and Professional Development in Public Schools.
- SOLANIA, N., COÑADO, E., PAGUTA, M. J., VENTURA, R., & ARNADO, A. (2023). The influence of workload and work motivation on the performance of teachers. *International Journal of Multidisciplinary: Applied Business and Education Research*, 4(4), 1270-1277.
- Sunaengsih, C., Anggarani, M., Amalia, M., Nurfatmala, S., & Naelin, S. D. (2019, April). Principal Leadership in the Implementation of Effective School Management. In *Elementary School Forum (Mimbar Sekolah Dasar)* (Vol. 6, No. 1, pp. 79-91). Indonesia University of Education. Jl. Mayor Abdurachman No. 211, Sumedang, Jawa Barat, 45322, Indonesia. Web site: <https://ejournal.upi.edu/index.php/mimbar/index>. <https://files.eric.ed.gov/fulltext/EJ1265672.pdf>

- Serrano, Erlinda D. MA. Ed., & Paez, Ana Ruby M. M. S., (2015). Principles of Teaching 1. p.23-30, Adriana Publishing Co., INC.
- Shell, Stuart. (May 2015). *Effect of the Physical Environment on Teacher Satisfaction with Indoor Environmental Quality in Early Learning Schools*. Architectural Engineering-Dissertations and Student Research Paper
- Sudirman, A., Sherly, S., Candra, V., Dharmasari, E., & Lie, D. (2021). Determinants of teacher performance: Exploring the role of satisfaction and motivation as mediation. *Jurnal Pendidikan Dan Pengajaran*, 54(1), 68-79.
- Toropova, A., Myrberg, E., & Johansson, S. (2021). Teacher job satisfaction: the importance of school working conditions and teacher characteristics. *Educational review*, 73(1), 71-97.
- Trust, T., & Whalen, J. (2020). Should teachers be trained in emergency remote teaching? Lessons learned from the COVID-19 pandemic. *Journal of Technology and Teacher Education*, 28(2), 189–199.
- Tuazon, A., & Padiernos, M. (2016). Communication Satisfaction and Working Relationship between Public School Heads and Teachers in Calamba City, Philippines. *Prism*, 21(2).
- Viac, C., & Fraser, P. (2020). Teachers' well-being: A framework for data collection and analysis.
- Wang, H., Hall, N. C., & Rahimi, S. (2015). Self-efficacy and causal attributions in teachers: Effects on burnout, job satisfaction, illness, and quitting intentions. *Teaching and teacher education*, 47, 120-130.
- Wu, Y., Lian, K., Hong, P., Liu, S., Lin, R. M., & Lian, R. (2019). Teachers' emotional intelligence and self-efficacy: Mediating role of teaching performance. *Social Behavior and Personality: an international journal*, 47(3), 1-10.
- Ye, Yincheng. (2016). *The Effect of Working Conditions on Teacher Effectiveness: Value-added Scores and Student Perception of Teaching*. Dissertation Submitted to the Faculty of the Virginia Polytechnic Institute and State University
- Zhang, X., Admiraal, W., & Saab, N. (2021). Teachers' motivation to participate in continuous professional development: relationship with factors at the personal and school level. *Journal of Education for Teaching*, 47(5), 714–731. <https://doi.org/10.1080/02607476.2021.1942804>
- Zubairu, A. N., & Oyekale, J. O. (2021). Work Environment and Self-Efficacy as Correlates of Work Performance of Library Personnel in Private Universities in South-West, Nigeria. *MiddleBelt Journal of Library and Information Science*, 19.