

Work environment and work life balance among selected teachers in Rizal elementary school Panabo city

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Abstract

This study sought to establish the relationship between work environment and work life balance among selected teachers in Rizal Elementary School Panabo City. This study applies descriptive-correlation method because it is designed to describe the two variables (Creswell, 2012). It is descriptive because it aims to identify the characteristics of the work-life balance of the teachers. The over-all mean rating obtained by the work environment as rated by selected teachers is 4.05 is interpreted as satisfactory. The over-all mean of work-life balance among selected teachers is 3.10 in interpreted as sometimes observed. The computed r-value between the work environment and work-life balance is 0.393, with a P-value of 0.001, which is less than 0.05. Thus, the null hypothesis is rejected. It means that there is a significant relationship between the work environment and work life balance among selected teachers in Rizal Elementary School bears implication that teachers who serves selflessly with commitment in sharing knowledge, competencies & different skill sets for the students welfare deepens essentially for school management (employer-employee-stakeholder) relationship; to do something valuable (intrinsically and extrinsically) for the benefit of the entire community of the institution philosophy, prevalent to this needs maintains the harmonious work environment and work life balance by taking good care of the nature of the job, benefits, compensation and the like.

Keywords: work environment, work life balance, Rizal Elementary School, Philippines

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1. Introduction

Globally, the company's performance is invariably significant as it means profit for excellent performance and vice versa. From the employees' perspective, superior performance is directly correlated with work life balance, as it has been studied in many types of research reviewed in this study. The problem in work-life balance is that as companies get involve in stronger competition against each other, the more demanding work becomes, the more work is needed. Thus, the lesser life-related activities there would be it causes an imbalance in the work-life balance.

The Netherlands, in 2018, had the healthiest work-life balance. "Less than 0.5% of workers work very long hours in the Netherlands, the lowest rate in the Organization for Economic Cooperation and Development (OECD), where the average is one thousand". Approximately one percent of men, compared with almost no women, work very long hours. They describe "long hours" as more than 50 hours a week. By contrast, in the U.S., the OECD says that 11 percent of workers, including 16 percent of men and 7 percent of women, placed in long slogs. To discourage people from working over 60 hours, the Netherlands has strict working week rules. Until you are tired, Dutch culture does not focus on driving, writes business culture, and promotes leaving leisure time. They have work hours established' and they value them. (Heryati, 2019). Dutch's values leisure to avoid stress and burnt out at work. They almost spend 16 hours of leisure time and personal care. It is said, that working long hours is damaging to health and well-being. As for them, more leisure can improve physical and mental well-being. The fact that Dutch spend time looking after themselves may account for the longer life expectancy.

In the Philippines, life is moving faster than ever and beating deadlines in the workplace can become daunting, particularly for businesses who want to produce quality goods, services, and outcomes. Many employers incorporate work-life balance as an integral part of their culture, realizing that workers are the company's lifeblood. The Philippines is intensifying its efforts to enable workers to promote good health and well-being. His "Work, Live, play" campaign reimagines work-life balance by encouraging intelligent work, living well, playing hard, rising quickly, and the first family elements. (ACT Philippines, 2018). Filipino workers striving hardly to balance work and life. Being one of the most competitive countries in Asia, Philippines has less work life balance which causes stress, anxiety and sometimes depression, which damages the well-being on one's self.

In Panabo City, especially among Rizal Elementary School teachers, work life balance is the biggest challenge every day. One of which is the high number of students in a class with different personalities and characteristics. It takes enormous effort to manage the size and the students themselves. Another challenge of teachers is the DepEd order requiring voluminous documents. Many teachers drag this requirement from school to their respective homes to finish work on time. Thus, career and personal life balance are affected, and it is incredibly hard for them, especially those with families. The work environment in public schools affects their work life balance.

The researchers studied this specific issue to appreciate how the work environment and work-life balance affect employee's well-being and balancing it well. This research is in the context of the teachers who are selflessly working for the students learning. It is also essential for school management; to do something good for the benefit of the teachers and in taking good care of them.

2. Method

Research Design - The researchers used the descriptive-correlation method because it is designed to describe the two variables (Creswell, 2018). It is descriptive research aims to identify the characteristics of the work-life balance of the teachers. It is also a correlational, because it needs to analyze the relationship between the work environment and work-life balance among selected teachers.

Research Subject - The respondents of this study are the teachers of the Rizal Elementary School of Panabo City. The researchers utilized total enumeration where one hundred sixteen teachers are considered as respondents of the research study. The school principal acts as the gatekeeper of the names of respondents who helps identify the terms of teachers who are participating in the survey.

Research Instrument - The instrument used in determining the respondent's response in the independent variable and dependent variable was the standardized questionnaire of (Heathfield, 2019). The research questionnaire consists of two parts, namely, part one, which pertains to the extent of teachers' work environment, and amount two refers to the work-life balance of teachers, which was adapted from an existing research study of (Heathfield, 2019). To determine the level of work environment among selected elementary teachers in Rizal Elementary School, the following scales are used.

Scale	Descriptive Equivalent	Interpretation
4.21 – 5.00	Very High	This means that work environment is very satisfactory
3.41 – 4.20	High	This is means that work environment is satisfactory.
2.61 – 3.40	Moderate	This means that work environment is moderately satisfactory.
1.81 – 2.60	Low	This means that work environment is less satisfactory.
1.00 – 1.80	Very Low	This means that work environment is not satisfactory.

To determine the level of work-life balance among selected elementary teachers Rizal Elementary School, following scales are used.

Scale	Descriptive Equivalent	Interpretation
4.21 – 5.00	Very High	This means that work- life balance is always observed.
3.41 – 4.20	High	This means that work- balance is often observed.
2.61 – 3.40	Moderate	This means that work- life balance is sometimes observed.
1.81 – 2.60	Low	This means that work life balance is less observed.
1.00 – 1.80	Very Low	This means that work life balance is not observed.

3. Results or finding

3.1 Level of work environment among selected teachers

The level of the work environment is based on a 5-item questionnaire per indicator among selected teachers in Rizal Elementary School. The independent variable work environment has a grand mean of 4.05, described as high, as shown in Table 1. It means that the level of the work environment is satisfactory. It implies that the work environment of teachers is adequate. This is focused on the work environment, referenced by (Heryati,2019) stated that hot and noisy environments, unhealthy working conditions, dirty work environments, inadequate resources, outdated technology, outdated machinery, and so on entail working conditions that constitute a toxic environment.

Among the indicators, the nature of job showed the highest mean of 4.07 with the descriptive equivalent of high, which means that the nature of job is satisfactory. It implies that the teacher's heart of the job gives an acceptable level. Warren (2021) stated the story of a person's work or performance is related to the nature of employees' work. Better matching workers with jobs may improve performance. The kind of employee's work denotes the nature of work assigned to employees, while the level of performance refers to the quality of the job completed. Also, table 1, under the level of the work environment, was on the benefits of the teachers. The

over-all mean is 4.04 with a high descriptive equivalent. It means that the story of the work environment in terms of benefits is satisfactory. This shows that the said school provides a adequate benefit to their teacher to promote loyalty and retain their teachers. This focuses on the services, referenced by Kvande (2009), who stated that employee benefits are essential to businesses' goals as it helps promote loyalty. As your business grows, the level of employee benefits you offer enables you to recruit, manage, and retain employees. Additionally, the employee benefits you provide can help determine the quality of employees you'll be able to hire and keep.

Moreover, item 5 with the highest mean of 4.19, which is satisfactory, and it denotes that the government provides mandatory benefits to the teachers such as PhilHealth, SSS, PAG-IBIG, etc. Item 4 has the lowest score among the things under the service. It has a mean of 3.90 but has a high descriptive equivalent result. This means that the government offers a scholarship like Gawad Patnubay Scholarship (Landbank) is satisfactory, and is reducing the financial burden of the rising costs of education. Item numbers 1, 2, and 3 have a mean of 4.04, 3.96, and 4.12 also have a high descriptive equivalent. It means that the employee's concerns about salary will collect if being hired, give their employees in minimum payment, and give bonuses to their employees. In the item work environment, emphasizes on compensation and security among the selected teachers in Rizal Elementary School Panabo City. The overall mean score is 4.04, with a high descriptive equivalent. It means that the level of the work environment is satisfactory.

This focuses on compensation and security, stated by Cascio (2003) validates that because of the importance that settlement holds for people's lifestyle and self-esteem, individuals are very concerned about what they are paid: a fair and competitive wage, while organizations are also worried about what they pay because it motivates important decisions of employees about taking a job, leaving a job and on the job performance. Moreover, item number 5 has the highest mean of 4.15 with a high descriptive equivalent. It means that the school provides a healthy and safe working environment that is satisfactory to teachers. Item number 3 has the lowest among the rest; it has a mean of 3.97 with a high descriptive equivalent, which means that they provide a satisfactory high-paying job. The remaining items 1, 2, and 4 have a mean of 4.10, 4.00, and 3.99, consecutively, with a high descriptive equivalent, implies that the freedom from sexual harassment in the work environment; able to provide secure employment; and give their employees a higher pay in return of their service is satisfactory.

Table 1

Level of work environment among selected teachers in Rizal Elementary School

Nature of Job	Mean	Descriptive Equivalent
1. Supports employees' professional development.	4.24	Very High
2. Enhance individual talent and skills.	4.10	High
3. Will provides a high paying job.	3.84	High
4. Value employees with administrations and total respects.	4.13	High
5. Consider some task-specific training to develop employees' skill in the field of works.	4.04	High
Overall Mean	4.07	High
Benefits		
1. Concerns about salary the employee will collect if being hired.	4.04	High
2. Can be able to give their employees in minimum payment.	3.96	High
3. Can give bonus to their employees.	4.12	High
4. Will offers a scholarship like Gawad Patnubay Scholarship (Landbank).	3.90	High
5. Can provide a mandatory-benefits such as: Philhealth, SSS, Pag-ibig, GSIS and etc.	4.19	High
Overall Mean	4.04	High
Compensation or Security		
1. Free from sexual harassment.	4.10	High
2. Able to provide a secure employment.	4.00	High
3. Provide a high paying job.	3.97	High
4. Give their employees a higher pay in return of their service.	3.99	High
5. Provides a healthy and safe working environment.	4.15	High
Overall Mean	4.04	High
Grand Mean	4.05	High

Legend: 4.21- 5.00: Very High, 3.41- 4.20: High, 2.61- 3.40: Neutral, 1.81- 2.60: Low, 1.00- 1.80: Very Low.

3.2 Level of work life balance among the selected teachers in Rizal Elementary School Panabo City

The level of work life balance is measured based on a 45-item questionnaire. It is shown in the independent variable work-life balance with an over-all mean of 3.10, described as moderate, as shown in Table 2. It means that the level of work-life balance is sometimes observed. It implies that the work-life balance of teachers is moderately observed within the field of work.

This focuses on the work life balance, as stated by Sangeetha and Kumar (2016) stressed that in each of our critical life quadrants, he noted that work/life balance is necessary for daily achievement and enjoyment. The level of contentment that a person feels about his or her job. This feeling is based on a person's perception of happiness, a notion that determines how individuals think about their work. When they get what they want from a job, workers achieve high job satisfaction. To keep their workers happy and pleased with the situation, employers must have numerous advantages to encourage them to balance their work and personal lives, and so they offer various Work-Life Balance (WLB) facilities.

Furthermore, item number 1 teachers feel that they were wasting their time if they can't accomplish something, and it has a mean of 3.60 described as high in its descriptive equivalent. Item number 9 works their teachers satisfying and rewarding, and it has a standard of 3.88 with a high descriptive equivalent. Item number 13 teachers dedicate time to having lunch each day versus multitask while they eat or skip lunch, and it has a mean of 3.51 with a high descriptive equivalent. Item number 14 teachers are satisfied with their business life journey, and it has a score of 3.72 with a high descriptive equivalent. Item number 21 teachers are satisfied with their business life journey, and it has a mean of 3.72 with a high descriptive equivalent. Item number 25 teachers prioritize their to-do list each day and primarily focus on my highest priority items, and it has a mean of 3.51 with high descriptive. Item number 39 satisfied teachers with their work-life balance, and it has a mean of 3.52 with a high descriptive equivalent. It has been observe that worklife balance reflected lowest item 16 which 2.31, "start your day tired". It is a reflection that worklife balance in the school is observed where teachers were exhausted and burn-out.

Table 2

Level of work life balance among the selected teachers in Rizal Elementary School Panabo City

Work Life Balance	Mean	Descriptive Equivalent
1. Feel that you wasting your time if you cannot accomplishing something.	3.60	High
2. Feel that you never have a chance to catch your breath before you must move on to the next project/crisis.	3.39	Moderate
3. Take at least one consecutive full week of each year.	3.09	Moderate
4. Use all your vacation days and personal days each year.	3.01	Moderate
5. Frequently delegate work to others.	2.64	Moderate
6. Work more than one hour per day while on vacation.	2.97	Moderate
7. Look forward to starting your day each morning.	4.09	High
8. Feel boxed in; that is, do what you do because others depend on you for support.	3.22	Moderate
9. Is your work satisfying and rewarding.	3.88	High
10. Feel burnt out, exhausted and unable to give you all to any area of your life.	3.15	Moderate
11. Feel that you are reasonably in control over your workday.	3.36	Moderate
12. Impatient and short with coworkers or your family.	2.67	Moderate
13. Dedicate time to having lunch each day versus multitask while you eat or skip lunch.	3.51	High
14. Satisfied with where you are at this point in your journey of your business life.	3.72	High
15. Reserve at least 30 minutes of "your time" each day.	2.45	Low
16. Start your day tired.	2.31	Low
17. Feel that you are missing out on the things that mean the most to you.	3.00	Moderate
18. Thoughts of work interrupt a good night's rest.	2.73	Moderate
19. Bring work to your home.	3.21	Moderate
20. Reply to texts while in the company of others.	3.15	Moderate
21. Satisfied with where you are at this point in your journey of your personal life.	3.79	High
22. Have a hard time saying "no" to requests at work.	3.16	Moderate
23. Miss special family events.	3.00	Moderate
24. Feel you do not have time for yourself or for you family and friends.	2.78	Moderate

25. Prioritize your to-do list each day and especially focus on your highest priority items.	3.51	High
26. Feel that your personal needs are secondary.	3.12	Moderate
27. Clutter building is your office and at home.	2.88	Moderate
28. Feel that you spend too much time reacting and too little time thinking.	3.21	Moderate
29. Feel stressed out most of the time.	2.78	Moderate
30. Feel guilty because you cannot make time for things outside of work.	2.76	Moderate
31. Hire people in your personal life to handle some of your chores such as yard work and other home tasks.	2.51	Low
32. Squeeze every bit of productivity that you can out of each day.	2.97	Moderate
33. Lose sight of who you are and what you are doing.	2.51	Low
34. Experience actions at least monthly to de-stress and rebuild your energy.	2.97	Moderate
35. Spend too much time doing things that you do not want to do or spending time with people that you do not want to.	2.42	Low
36. Feel overwhelmed and over committed.	3.19	Moderate
37. Find it hard to relax and just do nothing even when you are away on holiday.	2.66	Moderate
38. Frequently feel anxious or upset because of what is happening at work.	2.85	Moderate
39. Satisfied with your work-life balance.	3.52	High
40. Take time off from work and do fun activities.	3.34	Moderate
41. Work more than you think is reasonable benefits.	3.30	Moderate
42. Read and finish at least one book for pleasure every 6 months.	2.61	Moderate
43. Find time to exercise, eat properly and keep myself healthy.	3.25	Moderate
44. Feel relaxed and comfortable when your home.	3.87	High
45. Get adequate sleep most nights.	3.54	High
Over-All Mean	3.10	Moderate

Legend: 4.21- 5.00: Very High, 3.41- 4.20: High, 2.61- 3.40: Neutral, 1.81- 2.60: Low, 1.00- 1.80: Very Low.

Furthermore, McGuire & McLaren, (2007) believe that an organization's physical environment, particularly its design and layout, can influence the conduct of employees in the workplace. Therefore, employee well-being's mediating role was examined in the relationship between the physical work environment and job engagement among the elementary school teachers. (McGuire & McLaren, 2007). They found strong evidence of a mediation effect showing the significance of both the physical environment and workers' well-being to employee engagement. They found that a strong positive relationship exists between the physical environment and employee engagement. Moreover, Doyle (2019) added that it does not have to be difficult or expensive to build a safe working environment. A safe work environment helps increase productivity and decreases the costs associated with absenteeism, turnover, wages for employees, and medical claims. A healthy work environment, including workplace culture, physical environment, occupational health and safety, lifestyle practice, and a positive work environment, is created by four components. As soon as possible, deal with job issues and frequently ask for input about how the workplace could be changed.

3.3 Significant relationship between work environment and work life balance among selected teachers

Table 3 shows the significance of the relationship between work environment and work-life balance among selected teachers in Rizal Elementary School Panabo City. As presented, the computed r-value is 0.393, with a p-value of 0.001, which is less than the 0.05 level of significance. Thus, the null hypothesis is rejected. It means that there is a significant relationship between the work environment and work life balance.

Table 3

Relationship between work environment and work life balance among teacher in Rizal Elementary School

	Coefficient Correlation
Work Environment	0.393

P-value (0.001) < 0.05; Significant

This support the theory of Kohll (2019) stated that creating a flexible work environment is one of the best ways to satisfy most employees' work-life balance needs- no matter which generation they belong to. A relaxed work environment has been shown to decrease stress, boost job satisfaction levels, and help employees maintain

healthier habits. Employers need to realize that work-life balance is about more than just hours. Prioritizing a healthy culture and cultivating a happy workplace environment promotes work-life balance. When employees are comfortable in their roles, work will feel more like a second home and less like working for a paycheck.

4. Conclusion

The summary of findings, conclusions, and recommendations in this study are presented in this section. In terms of work environment with a grand mean rating of 4.05 with high descriptive equivalent which means that the work environment is satisfactory. While the level of work-life balance among selected teachers got a rating of 3.10 with moderate descriptive equivalent, which means that work-life balance is sometimes observed. On the other hand, the computed *r*-value is 0.393, with a *p*-value of 0.001, which is less than the 0.05 level of significance. Thus, the null hypothesis is rejected. It means that there is a significant relationship between the work environment and work life balance among selected teachers in Rizal Elementary School in Panabo City.

4.1 Recommendation

The following recommendations are drawn:

The management of Rizal Elementary School in Panabo City must address that the lowest mean result of the study is through paying them a good salary equivalent to their loads of teaching, the school may satisfy their teacher's needs through high paying work convening salary grade provided by the government regulation and being paid correctly in accordance to their workload provided by the civil service commission that the institution duly practices in consonance with the work environment.

The management of Rizal Elementary School in Panabo City may establish a good working condition by sustaining work-life balance among employees and motivate them to start their day with positivity in the workplace to imbibe good disposition for their individual endeavor.

To the future researchers, the result of this study can be a guide them for their future research and consider other factors on work environment and work-life balance elevates satisfactory to a very satisfactory result.

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