

WORK VALUES AND WORK-LIFE BALANCE AMONG ELEMENTARY PUBLIC SCHOOL TEACHERS

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ABSTRACT

This study investigated the relationship between work values and work-life balance among elementary public-school teachers in the Davao de Oro province. It focused on how work values such as security, career development, participation, and autonomy affect teachers' well-being and productivity. The research addressed the increasing challenges teachers face, particularly the strain caused by growing workloads, administrative responsibilities, and the need for continuous adaptation to evolving educational practices. These pressures, compounded by a misalignment between personal and professional values, often led to stress and dissatisfaction, negatively impacting their productivity and work-life balance. Utilizing a quantitative, descriptive correlational design, the study surveyed 95 teachers from the DepEd Davao de Oro Division – Nabunturan East District Office, employing universal sampling to gather data on teachers' work values and work-life balance in terms of key dimensions such as readiness for change, participation, and career development, as well as satisfaction with family life and job flexibility. The results showed a significant relationship between work values and work-life balance, with factors like autonomy and financial rewards emerging as areas for improvement. The study concluded that fostering environments that enhance teacher autonomy, recognition, and support for professional development, while addressing work-life challenges such as role overload, could improve teachers' engagement and overall performance. Recommendations emphasized creating supportive work environments that integrate both intrinsic and extrinsic motivators, as well as policies that enhance teachers' work-life balance, contributing to their well-being and long-term retention.

Keyword: - educational administration, work-life balance, work values, elementary education, public-school teachers, correlational study

1. INTRODUCTION

As the modern workforce continues to undergo significant changes, the pursuit of a work-life balance that is harmonious has emerged as a primary priority for professionals working in a variety of fields. Recently, there has been growing awareness of the work-life balance challenges that teachers encounter. According to Stiglbaeur et al. (2022), a large amount of strain is placed on teachers as a result of the growing workload, which is exacerbated by administrative responsibilities and the expectation to continuously adapt to new educational technology and approaches. This pressure has got the propensity of making the teachers stressed up and unproductive as well as discontented, leading to unbalanced working and living conditions.

The International Labour Organization (ILO) asserts that work-life balance is critical for corporate performance, job happiness, and employee health (ILO, 2021). Flexible work arrangements, remote work, and regulations that promote a balance between work and personal life have become increasingly important in Western countries, including the US and Europe. For example, a study by Kalliath and Kalliath (2018) discovered that when work-life balance initiatives are supported, employees who have greater work values related to job satisfaction and dedication typically had lower stress levels. Similarly, in nations like Germany and the Netherlands, where laws have been implemented to assist parents and caregivers, Eurofound (2020) emphasizes the growing importance of work flexibility in striking a balance between personal and professional obligations.

According to Lear and Nabo (2023), the faculty of the selected higher institution in the Philippines believed that the work-life balance of academic members is crucial in the modern world. The goals of an institution is better served by a better work-life balance. It increases the efficacy and efficiency of the company and fosters employee satisfaction.

Ramos and Galleto (2020) also found out that in Zamboanga City, numerous teachers receive low wages compared to the expectations of their roles and responsibilities. Necessities may force people to get other jobs or side hustles that might erode the work-life balance. Also, Rufin and Buniel (2022) mentioned that as a consequence of commitment to meet the needs of students and professionals, teachers often lose work-life balance, sacrificing leisure activities and sometimes their families.

The researcher taught at Mainit Elementary School and had faced myriads of challenges, with ancillary tasks that sometime overshadow the researcher's primary role of educating the learners. Being an adviser and a grade level head was overwhelming enough, as educators are tasked with not only guiding students academically but also managing extensive administrative duties that often leads to long hours and heightened stress. The researcher was also the Boy Scout of the Philippines and Araling Panlipunan coordinator, Maintenance and Other Operating Expenses (MOOE) liquidator/ purchaser, Learning Resources Management and Development System (LRMDS) coordinator and a Tournament Manager in sports. The researcher is passionate with these ancillary jobs given and wholeheartedly loves doing it but the juggling of these duties and the weight of the responsibilities sometimes leave the researcher feeling overwhelmed and exhausted. With these extra tasks, the researcher find himself working at night or sacrificed the weekends that supposed to be spent with the family just to meet the demands. My work values, which emphasize meaningful contribution, efficiency, and personal well-being, may be disrupted by the increasing number of ancillary tasks assigned. These additional responsibilities, often unrelated to our core duties, not only dilute our professional focus but also encroach upon our personal time, thereby negatively impacting our work-life balance. This situation is not unique to me but is also experienced by many of my colleagues, who share similar concerns about the growing imbalance between work expectations and personal well-being.

It is the aim of this study to determine the work life balance and work values of teachers, specifically, how the two factors relate to teachers' work life experiences and personal welfare. The significance of this study lies in the generation of useful information that informs the formulation of policies to address the factors affecting teachers, the management of schools, and the institutions that provide critical support to teachers and their well-being. Consequently, both the quality of human life and the progression of an institution depend on the relationship between work values and work-life balance. Smart work choices can be made to ensure that the people attain fulfillment and satisfaction in their work if only they differentiate their work values. Also, there is the means for the institutions that encourage work-life balance to create a favorable and productive environment for the workers to enhance their professional and personal development. If this two-way relationship is looked after then people and institutions have the potential to be more efficient, effective and a whole lot happier within the fast-changing face of work. Furthermore, the completed work will be presented at research fora and conferences simply with the intention of submitting the work for publication in order to reach as many people as possible.

1.1 Review of Related Literature

The concept of work values is pivotal in understanding how individuals perceive their professional lives and the environments in which they operate. Abessolo et al. (2021) define work values as the perceptions people hold regarding their tendencies or principles of behavior in the employment context. For teachers, intrinsic motivations such as the desire to foster societal change and develop students both academically and personally are significant drivers of their work values. Additionally, external factors like job stability, remuneration, and career advancement opportunities also play a crucial role in shaping these values (Pitacho et al., 2019).

Rai (2020) elaborates on work values as fundamental beliefs that influence career choices, job satisfaction, and interpersonal relationships within the workplace. These values are dynamic and evolve with societal changes, reflecting shifts in cultural standards, economic conditions, and generational aspirations. Ramskogler (2022) highlights that a mismatch between individual and organizational values can significantly affect teachers' perceptions of their work, impacting their commitment to the teaching profession.

The readiness for change among different generational cohorts—Baby Boomers, Generation X, Millennials, and Generation Z—has been influenced by socio-economic factors, technological advancements, and cultural shifts (Alpkan et al., 2020). Sun and Xu (2020) emphasize the importance of cross-cultural research in understanding labor values, as Hofstede's (1984) cultural dimensions theory illustrates how individualism-collectivism, power distance, uncertainty avoidance, and masculinity-femininity shape workplace perceptions and behaviors. Hargreaves (2020) notes that teachers who embrace change tend to thrive in dynamic educational environments, and shared decision-making enhances teacher satisfaction and commitment (Ingersoll, 2022).

Corporate social responsibility (CSR) is increasingly recognized as a vital aspect of teachers' work values. Tanwar and Kumar (2019) argue that school administrators can foster a positive work climate that aligns organizational processes with teachers' intrinsic and extrinsic work values. Super's (1970) classification of work values includes intrinsic and extrinsic incentives, social relevance, and culturally prescribed norms. This framework has evolved to incorporate social values and cultural orientations, reflecting the multifaceted role of educators in society (Benavides & Costa, 2021). Teachers' engagement in ethical practices enhances their professional identity and job satisfaction (Senge, 2019).

Inclusion is another critical factor influencing work values among teachers. Pop and Pop (2019) identify variables such as gender, age, educational level, and teaching experience that shape the prioritization of work values. Theurer et al. (2018) highlight the positive impact of diverse organizational cultures on job satisfaction, turnover rates, and overall performance. Vianen (2018) emphasizes the need for clear policies on staffing, promotion, and equity to foster an inclusive environment. Training initiatives aimed at reducing implicit bias and developing diversity skills for leaders are also essential.

Job security is a significant concern for employees, with studies indicating that job insecurity negatively correlates with job satisfaction and organizational commitment (Pitacho et al., 2020). The importance of security may vary across generations, with Baby Boomers placing higher value on job security compared to younger generations (Pop & Pop, 2019). Rai (2020) notes that organizational culture, leadership actions, and professional development opportunities influence teachers' perceptions of work values.

Clarity in organizational values and culture is crucial for employee satisfaction. Clark and Watson (2019) assert that socio-cultural norms and organizational characteristics shape employees' work values. Busque et al. (2021) argue that a positive organizational culture characterized by trust and collaboration enhances employee engagement and performance.

Flexibility in work arrangements has been shown to improve job satisfaction and reduce stress (Willner et al., 2019). Cucina et al. (2018) found that greater schedule control leads to better health outcomes and job satisfaction. Fossen et al. (2014) demonstrated that allowing employees to work from home significantly improved performance due to reduced distractions and lower absenteeism.

Monetary compensation remains a complex aspect of work values. Theurer et al. (2018) suggest that while monetary incentives may not directly correlate with job satisfaction, they play a role in overall life satisfaction. Eberhardt (2020) found that monetary incentives are particularly effective for simple, measurable tasks. Career-oriented work values are linked to higher job satisfaction and organizational commitment (Pitacho et al., 2019), with organizations that promote career advancement opportunities retaining more engaged employees (Reis et al., 2020).

Developmental opportunities are essential for fostering work values. Willner et al. (2019) emphasize that personal characteristics and early experiences shape value systems. Scroth (2020) suggests that understanding security can guide human resource management strategies aimed at enhancing employee happiness and reducing turnover.

Stimulation through experiential learning and simulation training has been shown to enhance job performance (Scroth, 2019; Tanwar & Kumar, 2019). Autonomy in teaching practices allows educators to implement student-centered approaches, while structured systems may limit their autonomy (Reis et al., 2021; Pearson & Moomaw, 2019).

Meaning in work is closely tied to job satisfaction. Zhu et al. (2021) found that alignment between individual work values and job characteristics enhances satisfaction and commitment. Mei et al. (2019) highlight that individuals seek career paths that align with their core beliefs, fostering personal growth and purpose.

Relational dynamics in the workplace also influence job satisfaction. Jardim et al. (2021) note that leaders' values impact follower outcomes, with congruence between leader and follower values fostering trust and commitment. Hueso et al. (2021) emphasize the importance of aligning work values with job demands for employee well-being.

Work-life balance is a critical aspect of employee satisfaction. Zhao et al. (2019) define work-life balance as the division of time and resources between work and personal life. Wesarat et al. (2018) identify factors influencing work-life balance, including organizational culture, job design, and social support. Mathews et al. (2021) highlight the challenges teachers face in achieving work-life balance due to inadequate resources and workload demands.

Satisfaction with family and self-life is closely linked to work-life balance. Victoria et al. (2019) note that achieving balance can lead to reduced stress and improved health, while imbalance may result in dissatisfaction and decreased quality of life. Surya et al. (2021) emphasize the need for culturally sensitive policies that address diverse employee needs.

Role overload, particularly among women, poses challenges to work-life balance (Abdihraman et al., 2020). Employers must implement measures to support employees in achieving balance, with coping strategies such as time management and social support being essential (Richter et al., 2021). Flexible work arrangements can empower employees to manage their responsibilities effectively.

Awareness of work-life balance is crucial for enhancing job satisfaction and organizational performance. Suriana et al. (2021) found that employees who perceive they have achieved balance experience higher satisfaction and engagement. Allen (2013) and Kalliath and Brough (2008) emphasize the importance of accommodating diverse employee needs in work-life balance initiatives.

Self-appreciation of work and cultural variations in managing work-life balance are significant factors influencing employee satisfaction (French et al., 2020; Feeney & Stritch, 2019). Nicolescu and Verboncu (2008) highlight the role of work motivation in employee performance, while Kelley et al. (2021) emphasize the importance of aligning work values with personal life goals.

Work values and work-life balance are interconnected concepts that significantly influence employee satisfaction and organizational performance. Understanding the diverse factors that shape work values, including cultural, generational, and individual differences, is essential for organizations seeking to create supportive work environments. By fostering inclusive cultures, promoting flexibility, and aligning organizational values with employee aspirations, organizations can enhance job satisfaction, reduce turnover, and improve overall performance.

1.2 Statement of the Problem

The main objective of the study was to determine the relationship between work engagement and the performance of elementary public-school teachers. Specifically, it aimed to answer the following questions:

1. What is the level of work values of the elementary public-school teachers in terms of:

- 1.1. readiness for change;
- 1.2. corporate social responsibility;
- 1.3. inclusion;
- 1.4. security;
- 1.5. participation;
- 1.6. clarity;
- 1.7. flexibility;
- 1.8. money;
- 1.9. career;
- 1.10. development;
- 1.11. stimulation;
- 1.12. autonomy;

- 1.13. meaning; and
- 1.14. relating?
2. What is the level of work-life balance of the elementary public-school teachers in terms of:
 - 1.1. satisfaction with family and self-life;
 - 1.2. role overload;
 - 1.3. awareness towards work-life balance;
 - 1.4. job satisfaction and flexible environment; and
 - 1.5. self-appreciation of work?
3. Is there a significant relationship between elementary public school teachers' work values and work-life balance?

Null Hypothesis

The following hypothesis was tested using 0.5 level of significance:

H01: There is no significant relationship between elementary public-school teachers' work values and work-life balance.

2. METHODS

Presented in this chapter are the research design, research locale, research respondents, research instrument, research procedures and the statistical treatment of data.

2.1 Research Design

Measuring instruments for this study were gathered through the use of quantitative research and descriptive correlational method. Creswell (2012) stated that in quantitative research, occurrence that affect a particular group of people is studied known as sample population. In this kind of research, various numbers were collected employing different techniques and the collected data are analyzed statistically to combine the data, to compare the data or to show the relationship among the data. Therefore, the questionnaires, the organized observations and the experiments go in the domain of the quantitative research methodologies.

The choice of research technique for this study was descriptive-correlational since it seeks to measure the strength of relations in the target population. The objectives of the study involved identifying and establishing the correlation between the work values and work-life balance of the targeted elementary public-school teachers. In the Creswell's (2012), descriptive correlational research design is a kind of research design that aims at identifying the relationship between two or more variables without attempting to present the cause and effect of such relationship. It involves collecting and analyzing data of at least two different variables with the intention of discovering whether or not the two are related. The goal of research design does not entail modifying any of the variables or presupposing the existence of the connection between them; instead, the focus is on accurately capturing the nature of the variables and their association.

2.2 Research Respondents

The research respondents of this study were the 100 elementary public-school teachers from DepEd Davao de Oro Division – Nabunturan East District Office. The district has a total population of 231 elementary public-school teachers. In this study, universal sampling was used. According to Creswell (2012), universal sampling in research, particularly in the context of surveys and data analysis, is a sampling technique which refers to a method of discretization that allows for the approximation of integral norms of functions from a collection of subspaces. It involves selecting a number of points from a given subspace in order to represent the integral norm of that subspace.

As a result, elementary school teachers who are not affiliated with the Nabunturan East District was excluded from participating in this study. This is due to the specified requirements. The researcher conducted this study to ascertain the extent of work values and work-life balance among elementary school teachers employed in public schools.

2.3 Research Instruments

In this study, the researcher used an adapted questionnaire. The questionnaires was subjected to validation by the panel of experts. Moreover, the researcher conducted pilot testing and asked an expert to determine the Cronbach's alpha of the adapted questionnaires to ensure the reliability and validity of the questionnaires.

To determine the level of work values of elementary public-school teachers, an adapted questionnaire from the study of Stiglbauer, Penz, and Batinic (2022) entitled Work values across generations: Development of the New Work Values Scale (NWVS) and examination of generational differences which consisted of 28 items was utilized. The respondents were asked for their agreement to each statement using the 5-Likert scale namely: 5- strongly agree; 4- agree; 3- somewhat agree; 2- disagree; and 1- strongly disagree. Below is the scale utilized in determining the level of work engagement of elementary public-school teachers in the post-pandemic era.

Range	Description	Interpretation
3.50-4.00	Very High	The work values of employees are always evident.
2.50-3.49	High	The work values of employees are oftentimes evident.
1.50-2.49	Low	The work values of employees are rarely evident.
1.00-1.49	Very Low	The work values of employees are never evident.

On the other hand, to determine the level of work-life balance of the elementary public-school teachers, an adapted questionnaire from the study of Punia and Kambuj (2013) entitled Quality of Work-life Balance Among Teachers in Higher Education Institutions which consisted of 56 items was utilized. Below is the scale utilized in determining the level of work-life balance of the elementary public-school teachers.

Range	Description	Interpretation
3.50-4.00	Very High	The work-life balance of employees are always evident.
2.50-3.49	High	The work-life balance of employees are oftentimes evident.
1.50-2.49	Low	The work-life balance of employees are rarely evident.
1.00-1.49	Very Low	The work-life balance of employees are never evident.

2.4 Data Collection Procedure

The researcher prepared the survey questionnaires that were used in this study. The researcher submitted it to the three experts in the field for validation. Moreover, prior to the conduct of the study, a letter of approval to conduct the study from the principal of the concerned public elementary institution in particular was obtained and noted by the research adviser.

Upon approval, the respondents were oriented about the conduct of the study, its significance, its purpose, and objectives. Each item on the survey questionnaire and the corresponding individual scale was explained thoroughly to the participants. More so, the participants were asked to sign an Informed Consent Form specifying their voluntary participation in the study. Next, as the researcher, it is important to inform the participants on the protection of their confidentiality.

The researcher administered the test to the research respondents during the Academic Year 2023-2024. Results were tallied, computed, and analyzed to corroborate with the results of the qualitative data.

3. RESULTS

In this section, the researcher delves into the study's results and analysis, by using tables and written formats to showcase the information.

Table 1
Work Values of Elementary Public-School Teachers

Indicators	Mean	SD	Descriptive
1. Readiness for change	3.32	0.827	High
2. Corporate social responsibility	3.22	0.449	High
3. Inclusion	2.98	0.505	High

4. Security	3.01	0.535	High
5. Participation	3.32	0.587	High
6. Clarity	3.08	0.517	High
7. Flexibility	3.08	0.533	High
8. Money	2.94	0.472	High
9. Career	2.98	0.523	High
10. Development	3.18	0.550	High
11. Stimulation	2.92	0.526	High
12. Autonomy	2.74	0.486	High
13. Meaning	2.94	0.426	High
14. Relating	2.99	0.507	High
Overall	3.05	0.532	High

The data presented in Table 1 highlights the level of work values among elementary public-school teachers, showing an overall mean score of 3.05 with a standard deviation of 0.532, which is interpreted as "High." This indicates that teachers exhibit a strong alignment with essential work values across multiple dimensions. Among the indicators, Readiness for Change and Participation both scored the highest mean of 3.32, suggesting that teachers are highly adaptable and value collaborative involvement in their professional roles.

In addition, Corporate Social Responsibility also scored notably high (mean = 3.22, SD = 0.449), reflecting teachers' strong commitment to ethical practices and contributing positively to society. Similarly, indicators such as Development (mean = 3.18, SD = 0.550) and Clarity (mean = 3.08, SD = 0.517) underscore teachers' emphasis on personal growth and the importance of clear communication and expectations in their work environment.

While all indicators are categorized as "High," Autonomy (mean = 2.74, SD = 0.486) scored the lowest, suggesting that while teachers recognize its importance, they may feel less empowered to independently make decisions in their roles. Similarly, indicators like Stimulation (mean = 2.92) and Money (mean = 2.94) suggest relatively moderate levels of importance compared to other dimensions.

Table 2
Work-Life Balance of Elementary Public-School Teachers

Indicators	Mean	SD	Descriptive
1. Satisfaction with Family and Self-life	3.05	0.443	High
2. Role Overload	2.54	0.543	High
3. Awareness towards work-life balance	3.25	0.551	High
4. Job Satisfaction and Flexible environment	3.11	0.526	High
5. Self-appreciation of Work	2.92	0.475	High
Overall	2.97	0.508	High

The indicator Satisfaction with Family and Self-life achieved a mean score of 3.05 (SD = 0.443), suggesting that teachers largely maintain a positive outlook on their personal lives and relationships alongside their professional responsibilities. This high level of satisfaction reflects the teachers' ability to balance familial obligations and self-care despite work-related pressures.

Moreover, for Role Overload, the mean score of 2.54 (SD = 0.543) also falls under the high category. This suggests that while teachers feel burdened by multiple roles and responsibilities, they have mechanisms to manage these demands effectively. However, this score, being slightly lower than other indicators, implies that role overload could be a more pressing challenge compared to other dimensions of work-life balance.

The Awareness towards Work-Life Balance received the highest mean score of 3.25 (SD = 0.551). This demonstrates that teachers are highly aware of the importance of balancing their work and personal lives, which could be a critical factor in sustaining their overall well-being and performance. In addition, Job Satisfaction and Flexible Environment scored a mean of 3.11 (SD = 0.526), reflecting high levels of contentment with their

professional roles and the flexibility they experience in their work environment. This indicates that schools likely provide some level of support and adaptability, contributing to a positive work-life balance for teachers.

Lastly, the indicator Self-appreciation of Work recorded a mean score of 2.92 (SD = 0.475), indicating that teachers generally recognize and value their professional contributions. While high, this score is slightly lower than others, suggesting that enhancing teachers' ability to appreciate their work could further improve their overall work-life balance.

The overall mean score of 2.97 (SD = 0.508) categorizes the work-life balance level of elementary public-school teachers as high. This implies that, collectively, teachers in this study are able to maintain a positive balance between their professional and personal lives, enabling them to meet the demands of both domains effectively. Despite this favorable finding, the slight variations among indicators highlight specific areas, such as role overload and self-appreciation, where targeted interventions could further enhance teachers' work-life balance.

Table 3
Relationship between Level of Work Values and Work-life Balance of Elementary Public-School Teachers

IV	DV	R	r ²	p-value	Decision
Work Values	Work-life Balance	0.762	0.5806	0.001	Reject H ₀

The results of the relationship between work values and work-life balance among elementary public-school teachers reveals a strong positive correlation, as indicated by the correlation coefficient ($r = 0.762$). This finding suggests that as teachers' work values become more deeply ingrained, their ability to balance professional and personal responsibilities improves significantly. In other words, teachers with higher regard for work values are more likely to achieve a harmonious integration of their work and life domains.

Furthermore, the coefficient of determination ($r^2 = 0.5806$) strengthens this observation by showing that approximately 58.06% of the variance in work-life balance can be attributed to work values. This highlights the considerable influence of work values in shaping teachers' capacity to maintain equilibrium in their lives. However, it is important to recognize that other factors, accounting for the remaining 41.94% of the variance, may also play a role. These could include organizational policies, external support systems, or individual coping mechanisms, which may complement or hinder the impact of work values.

Additionally, the statistical significance of the findings is confirmed by the p-value ($p = 0.001$), which is well below the conventional threshold of 0.05. As a result, the null hypothesis (H_0) is rejected, providing strong evidence that the relationship between work values and work-life balance is not due to chance. This reinforces the importance of examining how work values influence other aspects of teachers' professional and personal experiences.

4. CONCLUSIONS

After reviewing the investigation results and thoroughly exploring them, the researcher proceeded to draw conclusions from the findings derived from the analysis. Furthermore, these conclusions were structured based on the progression of research goals.

First, the results reveal a strong alignment with values that foster engagement and positive work performance, such as adaptability, collaboration, ethical responsibility, personal development, and clarity. However, the lower emphasis on autonomy and extrinsic motivators such as financial rewards suggest areas for growth. Addressing these factors, such as providing more opportunities for teacher autonomy and enhancing external rewards, could further support teachers' work engagement and performance. Ultimately, creating an environment that empowers teachers while recognizing the importance of both intrinsic and extrinsic motivators is key to improving their professional satisfaction and effectiveness.

Second, while elementary public-school teachers in this study exhibit a generally high level of work-life balance, the variations across specific indicators suggest areas for improvement. Specifically, addressing challenges such as role overload and enhancing teachers' recognition of their own contributions could further improve their overall well-

being and professional satisfaction. By focusing on these areas, schools can provide additional support to help teachers navigate the demands of their profession while maintaining a healthy work-life balance, ultimately ensuring long-term teacher retention and effectiveness.

Lastly, the study underscores the significant role of work values in enhancing work-life balance among teachers. While work values account for a substantial portion of the variance in work-life balance, it is essential to acknowledge the influence of other contextual and individual factors. Future research should further explore these additional variables to gain a more comprehensive understanding of the dynamics that contribute to teachers' work-life integration.

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