

The Interplay between Work-Life Balance Practices and Productivity among Public Secondary School Teachers: Basis for Guidance and Counseling Program

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ABSTRACT:- The variation in teacher's productivity as observed in public secondary schools in the Philippines is still largely unexplained by commonly measured teacher's work-life balance. This study aimed to measure the interplay between the work-life balance practices and productivity of the 220 teachers in the Quality of Learning Circle I of the first congressional district of Zamboanga del Sur during the School Year 2018-2019. Survey and correlational methods of research were used in the study with the aid of the questionnaire checklist. Frequency count, percent, weighted mean, Mann-Whitney U-test, Kruskal-Wallis H-test, and Spearman Rank-Order Correlation Coefficient were the main statistical tools used in the study to facilitate the analysis and interpretation of the data. The study revealed that the teachers had a balance between their work in school and personal life outside the workplace to a large extent. They were also very highly productive along with personal, academic, planning curriculum and instruction, classroom management, and social. However, the interplay between work-life balance practices of teachers and their productivity was negligible and not significant. It is concluded that the teachers are at a comfortable state of equilibrium between primary priorities of their employment position and their lifestyle, and have framed quality professional learning and explored professional practice standards to provide developmental pathways for them to enhance their productivity and refine their practice. Further, the work-life balance practices of teachers and their productivity did not link each other. The study recommends that work-life balance should be modified to reflect the number of additional routes by which work-life balance practices can impact productivity. The interplay of these processes may be moderated by the proposed guidance and counseling program for the faculty – the work-life balance program intervention.

Keywords:- Work-life balance, teachers' productivity, guidance and counseling program

I. INTRODUCTION

Teachers today have many competing duties such as work, children, household chores, volunteering, spouse, and elderly parent care. Unarguably, these responsibilities place stresses on them and develop work-life conflict that impacts themselves, their peers and school heads, and even the community. While many millennial teachers face with long hours of work, other teachers in the elderly segment are also serving longer time now than in the past and are requiring different work arrangements to accommodate their lifestyle needs. Unfortunately, long work hours and highly stressful jobs not only impede the ability of the teachers to harmonize family and work life but also are associated with high health risks. Hence, it is crucial for teachers to acknowledge the importance of work-life balance.

Accordingly, there are a wide variety of practices currently being used to help teachers achieve work-life balance. Byrne (2005) suggested that to accommodate school personnel's need for work-life balance, schools necessitate managing well the amount of work given to each teacher. Goddard, O'Brien, and Goddard (2006) emphasized that schools may hire new teachers, reduce time spent in classroom-related work, allow for work sharing, or reevaluate the job itself and how it is structured and organized with work process improvements and/or reengineering of work. Messmer, as cited by Abercromby (2007), added that flexible scheduling is the benefit valued most by teachers.

However, increased flexibility, if implemented without conditions and utilized to facilitate business ends without provision for teacher consent, could compromise instead of enhanced work-life balance. Racho (2015) stressed that schools are becoming increasingly aware of the negative implications associated with over-worked teachers. With this, she suggested that the teachers must design work-life balance program to understand about self-management, time management, stress management, change management, technology management, and leisure management for them to optimize a balance between work and life. Balmforth and Gardner (2006) averred that some work-life balance programs support teachers to handle stress and otherwise cope more dramatically while other programs help to reduce the absolute stress levels by rebalancing work life. Likewise, Abercromby (2007) asserted that work-life balance is about designing and maintaining healthy and supportive work environments, which will enable teachers to have a balance between work and family responsibilities and, thus, strengthen their school's loyalty and productivity. In support, Cantina (2014) pointed out three main reasons why teachers participate in work-life balance programs to include increasing productivity, obtaining work quality, and achieving outstanding schools' performance. Furthermore, Jacobs and Winslow (2004) had documented that work-life balance programs in education have been demonstrated to have an impact on teachers in terms of their productivity. Evidence supported that increased work-life balance contribute to improvements in teachers' productivity (Hayman, 2005).

Recent research consistently finds that teacher's productivity is the essential component of a school's effect on development and student learning and that there is considerable heterogeneity in teacher's productivity within and across schools (Rockoff, 2004). Observation of this writer postulated that having a work environment that promotes wellness and happiness not only increases mood but productivity. However, relatively small is known about what makes some teachers more productive than others in supporting school development and student achievement. Harris and Sass (2011) confirmed that the first few years of teaching experience improve productivity, but little else in the way of observed teacher's work-life balance seems to matter consistently. Thus, while teachers significantly impact student achievement and school development, the variation in teacher's productivity as observed in the Quality of Learning Circle I (QualCi I) of the first congressional district of Zamboanga del Sur is still largely unexplained by commonly measured teacher's work-life balance.

It is for this reason that the current investigation focused on measuring the interplay between work-life balance practices and productivity of teachers in the area under investigation. The researchers believed that conducting the study establishes research output that teachers' work-life balance and their productivity affect each other when they happen or exist together. In the same vein, unraveling the teachers' work-life balance with their productivity could produce valuable insights into the most appropriate policies for hiring, guiding, and training teachers. If the teacher's productivity is affected primarily by the teacher's work-life balance, this could be used as a basis to screen applicants and identify the most desired candidates in the hiring process. If, however, the most important teacher's productivity is malleable, such as personal, academic, planning curriculum and instruction, classroom management, and social involvement, determining the link between the teacher's work-life balance and their productivity could inform the design of pre-service and in-service teachers' training plan and the formulation of a guidance and counseling program for faculty.

II. RESEARCH DESIGN AND METHODS

Survey and correlational methods of research were used in the study with the aid of the questionnaire checklist. A correlational analysis was performed to determine the significant interplay between the variables in the study involving 220 teachers in the Quality Learning Circle I of the first congressional district of Zamboanga del Sur, Philippines. No sampling technique was employed in the selection of the respondents since all of them were involved in the research. However, one teacher was purposively chosen to represent a school to answer an open-ended question. It was conducted to supplement and validate the data gathered through the questionnaire.

The instrument which was used to gather data in this study was composed of two parts, namely: the work-life balance scale and the teachers' productivity scale. The two indicators of the work-life balance scale, such as individual and institutional, were extracted from the study of Joy and Arul (2016). Likewise, the five (5) indicators of teachers' productivity, namely: personal productivity, academic productivity, planning curriculum and instruction, classroom management productivity, and social productivity were taken from the study of Racho (2015).

To draw out the responses of the respondents along with the level of work-life balance practices of teachers, the four-point Likert scale format was employed. Scoring was done by multiplying "to a very large extent" by 4; "to a large extent" by 3; "to a small extent" by 2; and "to a very small extent" by 1. Weighted mean was described as follows.

Scale	Range	Description
4	3.26 – 4.00	To a very large extent
3	2.51 – 3.25	To a large extent
2	1.76 – 2.50	To a small extent
1	1.00 – 1.75	To a very small extent

Likewise, to draw out the responses of the respondents along with the level of teachers’ productivity, the four-point Likert scale format was also used. Scoring was done by multiplying “very high” by 4; “high” by 3; “low” by 2; and “very low” by 1. Weighted mean was described as follows.

Scale	Range	Description
4	3.26 – 4.00	Very High
3	2.51 – 3.25	High
2	1.76 – 2.50	Low
1	1.00 – 1.75	Very Low

The data collected were treated using frequency count, percent, weighted mean, and Spearman Rank-Order Correlation Coefficient. The correlation value was interpreted as follows (Tizon, 2012):

- An r from 0.00 to ± 0.20 denotes negligible correlation
- An r from ± 0.21 to ± 0.40 denotes low or slight correlation
- An r from ± 0.41 to ± 0.70 denotes marked or moderate correlation
- An r from ± 0.71 to ± 0.90 denotes high correlation
- An r from ± 0.91 to ± 0.99 denotes very high correlation
- An r equals ± 1.00 denotes perfect correlation

III. RESULTS AND DISCUSSION

Work-Life Balance Practices of Teachers

Table 1. Work-Life Balance Practices of Teachers in terms of Individual

Descriptors	Average Weighted Value	Description
1. I am considering work and personal life as separate tasks and do not mess each other.	3.95	To a very large extent
2. I plan my work.	3.05	To a large extent
3. I set myself specific and clearly defined goals.	2.88	To a large extent
4. I say “no” to others when I have a short of time.	3.41	To a very large extent
5. I do not postpone making decisions.	3.33	To a very large extent
6. I participate in a family enhancement program.	3.89	To a very large extent
7. I manage my time properly.	3.92	To a very large extent
8. I take exercise regularly to keep myself fit.	2.46	To a small extent
9. I reflect every day to overcome stress.	3.73	To a very large extent
10. I take food on time.	3.85	To a very large extent
11. I take care of myself.	4.00	To a very large extent
12. I share my job at home as well as the workplace.	3.66	To a very large extent
13. I have a good network of friends and relatives.	3.81	To a very large extent
14. I can keep my life in the right balance.	3.93	To a very large extent
15. I feel that, at this time in my life, my home job seems to fit me well and gives me a good sense of wellbeing.	3.60	To a very large extent
Mean	3.56	To a very large extent

Table 1 reveals that the teachers indicated “to a very large extent” on their personal work-life balance practices. It means that the teachers had perfectly exhausted a balance between their work and their life outside

the workplace. It implies that they related their individual experience of work and day-to-day motivation and engagement with their job. In an interview, it was revealed that balancing between family life and work at school leads to improve the life of both the teachers' family members and the school to a very large extent. Accordingly, prioritizing the tasks and planning the activities help to take out some free time, which can be utilized for other purposes, especially in enhancing productivity. It was also pointed out that work conflict can have serious implications on the life of the teachers and the performance of the school. Work and personal life conflicts often create incompatibility of obligations and responsibilities of work and family roles providing poor motivation and work engagement.

Likewise, self-emotions are not just contained and channeled, but energized, and aligned with the task at hand. Goleman (2006) posited that the hallmark of individual balance is a feeling or motivation of spontaneous joy while performing a task. Csikszentmihalyi (1991) also stressed that individual balance is a sense that one's skills can manage the challenges at hand in a goal focused and ruled bound task that provides specific feedback as to how one is performing. A teacher's concentration is so intense that there is no attention left to think about anything irrelevant. Moreover, a task that evokes such experiences is so fulfilling that teachers are willing to do it not only for their own sake but also for the benefit of the majority in the workplace and the community that they are serving.

Table 2. Work-Life Balance Practices of Teachers in terms of Institutional

<i>My institution...</i>	Average Weighted Value	Description
1. Follows a proper work schedule.	3.69	To a very large extent
2. Provides child care assistance.	3.87	To a very large extent
3. Offers flexible start time and end time according to the work schedule.	3.92	To a very large extent
4. Conducts workplace seminars on quality of work life, career growth, health, etc.	1.76	To a small extent
5. Offers higher education assistance.	1.08	To a very small extent
6. Provides a holiday home for leisure.	1.98	To a small extent
7. Schedules possible job sharing and mentoring.	3.11	To a large extent
8. Conducts yearly job enrichment and redesigns work to fit.	3.71	To a very large extent
9. Ensures availability and functional guidance and counseling services.	1.65	To a very small extent
10. Provides a canteen facility.	1.65	To a very small extent
11. Offers transport facilities.	1.00	To a very small extent
12. Observes public holidays.	3.65	To a very large extent
13. Provides faculty room separately for males and females.	1.09	To a very small extent
14. Ensures good infrastructure facilities.	3.78	To a very large extent
15. Creates a school environment always clean and pollution free.	3.90	To a very large extent
Mean	2.66	To a large extent

Table 2 reflects that the schools under survey offered “to a very small extent” higher education assistance, guidance and counseling services, canteen and transport facilities, and gender-sensitive faculty room. However, in totality, the teachers indicated “to a large extent” their institutional work-life balance. It means that the teacher-respondents possessed almost perfectly the ability to overcome the inadequacy of institutional facilities. It can be inferred that, despite shortcomings in school, the teachers remained fit to their job at school with balance personality at work. Deniz, Noyan, and Ertosun (2015) supported the present finding whose study revealed that the organizations whose employees were suited to their jobs operated with greater efficiency and adapted to change more smoothly despite limitations of the organization. The study found out further that paying careful attention to person-job fit and adjusting employees to the organization were essential factors for reduced job stress and increased productivity.

Table 3. Summary of Work-Life Balance Practices of Teachers

Indicators	Mean	Description
Individual	3.56	To a very large extent
Institutional	2.66	To a large extent
Overall Mean	3.11	To a large extent

Table 3 shows the summary of the extent of work-life balance practices of teachers in QuaLCi I in the first district of Zamboanga del Sur. The table reveals that teachers indicated “to a large extent” a balance between their work and their life outside the workplace. This finding leads to an idea that the teachers practiced almost perfectly all means in balancing between work and lifestyle. It implies further that teachers obtained to a large extent a comfortable state of equilibrium between primary priorities of their employment position and their lifestyle.

Vloeberghs, as cited by Gulbahar, Kundi, and Akhtar (2014), confirmed that work-life balance is to bring about a win-win situation in which both employees and their families and the companies benefit from a better combination of family life and business life. Likewise, it is the proper prioritizing between “work” on the one hand and “life” on the other hand. It also includes the priority that work takes over family, working long hours, and work intensification. Importantly, Palma (2016) pointed out that public schools which encourage work-life balance in principle reaped the benefits of increased teachers’ engagement, discretionary effort, and therefore, productivity.

Productivity of Teachers

Table 4. Productivity of Teachers in Terms of Personal

Descriptors	Average Weighted Value	Description
1. Enhances the field of specialization to complement the subject taught and knowledge of teaching.	3.92	Very High
2. Creates an environment of mutual respect and trust.	3.88	Very High
3. Conveys communicative ability effectively in writing reports, proposals, and correspondence.	3.92	Very High
4. Reads books enthusiastically and other media of communication.	3.81	Very High
5. Delivers lessons with appealing voice and gestures.	3.96	Very High
Mean	3.90	Very High

Table 4 shows the teachers’ level of personal productivity. The table reveals that teachers from QuaLCi I in the first district of Zamboanga del Sur were “very highly” productive in terms of personal. It means that the teachers have taught and observed the value of trust and respect to the students as they return this to the teachers. Further, teachers deliver the lessons with warmth and enthusiasm that encourage the students to learn more. They did their best to provide the experiences the best way they can so that learning could take place the most natural way.

As explained in the hierarchy of needs of Maslow as cited by Cantina (2014), it is clearly emphasized that once the physiological needs are met, safety and security needs are the next essential things to be satisfied. With this, the teachers’ basic needs may have been satisfied; thus, they feel safe and secure. So, they do their best in their job and need to be self-actualized. Self-actualization is manifested by those individuals who have performed their best in their career and by those people who attained high levels of productivity. They are those who are equipped with the repertoire of best teaching practices such as strategies in presenting, implementing, and assessing activities by objectives. They are imbued with values, attitudes, and dispositions that foster a classroom atmosphere of mutual trust for individual characteristics, especially on student’s needs, interests, and abilities (Racho, 2015).

Table 5. Productivity of Teachers in Terms of Academic

Descriptors	Average Weighted Value	Description
1. Possesses the knowledge and skills to make teaching effective.	3.61	Very High
2. Knows the objectives of school teaching.	4.00	Very High
3. Integrates the knowledge of different subjects.	3.19	High
4. Aims high all learning tasks at high standards of performance.	3.65	Very High
5. Supports, develops, and trains students in any competitive endeavor.	3.42	Very High
Mean	3.57	Very High

Table 5 presents the teachers' level of academic productivity. It could be seen on the table that teachers from QuaLCi I possessed a "very high" level of academic productivity. Academic productivity is shown in different ways, and it can be proven in various manners; thus, teachers have tested it in different aspects and instances. Unquestionably, knowledge enables them to work with things at the right time. The skills are developed when they are equipped with appropriate expertise. Through the consistent application of knowledge, skills are developed. These knowledge and skills are essential in a daily student encounter with the teacher. According to Harris and Pringle (2007), the experience helps teachers and school heads define their skills needed for their roles, plan for evaluation, mentoring and advancement, and design development programs based on identified needs.

The present finding is corroborated by Heijke and Meng (2006) whose study revealed that teachers, who possess a very high level of academic productivity, have a comparative advantage outside their professional domain and can obtain the required competencies, knowledge, and skills for a supervisory position more quickly. They also stressed that teachers' development programs should be focused on enhancing the academic abilities of teachers to succeed and advance in the academe. Plans vary in methodology but must be guided by the academic responsibilities and needs of the particular teachers.

Table 6. Productivity of Teachers in Terms of Curriculum Planning and Instruction

Descriptors	Average Weighted Value	Description
1. Organizes the course for the whole academic year.	4.00	Very High
2. Uses language understandable by and at students' level of understanding.	4.00	Very High
3. Motivates students by using different modification teaching techniques.	3.96	Very High
4. Encourages cooperative learning in the classroom.	3.92	Very High
5. Diagnoses learning difficulties.	3.92	Very High
Mean	3.96	Very High

Table 6 reflects the teachers' level of productivity in planning curriculum and instruction. Teachers in QuaLCi I were found to be "very highly" productive along with this line. It means that the teachers recognized planning curriculum and instruction to make the work efficient and relatively easy. It implies that the process helps faculty, administrators, and institutions define skills needed for particular faculty roles, plan for faculty evaluation, mentoring and advancement, and design faculty development programs based on identified needs. The finding is supported by Aryal as cited by Enero (2012) whose study revealed that teachers, who possess a very high level of instructional competencies, have a comparative advantage outside their professional domain and are obtained the required instructional skills for multigrade classes more quickly. Redoble (2012) also corroborated the present finding whose study revealed that teachers' productivity along with planning curriculum and instruction was very high. Bali-os (2012) complemented that teachers in planning curriculum and instruction was very high. She further revealed that the teachers possessed the ability to plan a curriculum being the content of what is taught along with an overall process of how that content is to be presented.

Table 7. Productivity of Teachers in Terms of Classroom Management

Descriptors	Average Weighted Value	Description
1. Comes to class well prepared, on time, and leaves the class on time.	3.67	Very High
2. Improves attitude, work habits and skills of the students.	3.39	Very High
3. Uses a variety of methods in teaching.	3.56	Very High
4. Emphasizes honesty during the examination and other related works.	3.60	Very High
5. Gives individual attention to students.	3.65	Very High
Mean	3.57	Very High

Presented in Table 7 is the teachers' level of classroom management productivity. The table divulges that teachers in QuaLCi I also obtained a "very high" level of productivity in classroom management. It showed that the teachers always come on time, and they too developed the students' responsibility and attitude as well as their work habits by setting themselves as examples. They come to class very well prepared with the lessons that they were to present. They were also rich in teaching methods, techniques, and strategies that helped facilitate learning among the students. Teachers emphasized honesty in the classroom by carefully monitoring students during examinations and not allowing them to look at their seatmates' work.

The overall result means that teachers were excellent classroom managers for they were able to manage the classroom appropriately. They imposed academic integrity among the students as they possessed it. Rahman, Jumani, Basit, Chishti, and Ajmal (2010) asserted that it is crucial for teachers to maintain, develop, and nurture a set of skills to perform their task effectively and they should think about their classroom management practices, learn from their experiences, and get help from the experiences and knowledge of their colleagues. The finding is also supported by Schoon (2009), who revealed that managing a classroom is a teacher's business.

Table 8. Productivity of Teachers in Terms of Social

Descriptors	Average Weighted Value	Description
1. Conveys healthy and sympathetic relations with parents of the students.	3.85	Very High
2. Reports progress of students to their parents.	4.00	Very High
3. Attends regularly in community outreach activities.	3.77	Very High
4. Participates in barangay's, municipality's, district's, and division's gathering.	3.89	Very High
5. Settles behavior-related problems of students with their parents at the classroom level.	3.96	Very High
Mean	3.89	Very High

Shown in Table 8 is the teachers' level of social productivity. The table discloses that teachers in QuaLCi I registered a "very high" level of social productivity. It means that the teachers possess interpersonal, intercultural, social, and civic competencies. It implies that teachers are equipped with the ability to use the appropriate social skills in the classroom, school, and even in the community. Further, it implies that they own a competitive advantage as they can get the confidence and trust of the community they are serving. By it, school heads can readily solicit from them any form of help that can be beneficial to the school and students. The teachers have manifested a high level of relationships and belongingness to the social environment like the families, the students, barangay officials, and other social organizations.

Unarguably, school is the place that children spend most of their time with their peers. It is, therefore, an ideal setting for children to learn and practice social skills. While teachers do not have to teach a class in social skills, they can take advantage of every opportunity to help children improve their social skills. Teachers should be alert to teasing, bullying, and be aware of children that are rejected or ignored by their peers.

Lawson (2012) stressed that teachers could be valuable facilitators in helping children gain social competency. She averred further that pairing a socially inept child with a socially adept child, involving children in cooperative instead of competitive learning exercises, identifying and acknowledging the strengths of all children, understanding social weaknesses, and creating an environment in which diversity is accepted and celebrated can greatly enhance all children’s social abilities, sense of belongingness, and self-esteem not just in the classroom but in life. Hence, more teachers are socially productive, and more students tend to be.

Table 9. Summary of the Productivity of Teachers

Indicators	Mean	Description
Personal	3.90	Very High
Academic	3.57	Very High
Curriculum Planning and Instruction	3.96	Very High
Classroom Management	3.57	Very High
Social	3.89	Very High
Overall Mean	3.78	Very High

Table 9 presents a summary of the level of teachers’ productivity. As seen in the table, teachers in Quality of Learning Circle I in the first district of Zamboanga del Sur rated themselves as “very high” in their productivity. With this, quality school performance was achieved because of quality teachers. The present finding is corroborated by the “Theory of Total Quality Management” which states that the quality of services and outputs are only as high as the quality of the people who produce or perform them (Bowen, 2013). Likewise, the “Human Motivation Theory” of Maslow substantiated the current finding. According to Brown (2011), it means that the teachers have framed quality professional learning and can explore professional practice standards to provide developmental pathways for teachers to enhance their productivity and refine their practice.

The present finding is also supported by Bahrami, Hasanpour, Rajaeepour, Aghahosseni, and Hodhodineghad (2012), whose study found out that the components of productivity were more than the average level. They added that a more than average level of productivity could mean high or very high level in productivity.

Table 10. The Interplay Between Work-Life Balance Practices of Teachers and Their Productivity

Variables	Means	p-value	p-value @0.05	Interpretation
Work-Life Balance Practices and Teachers’ Productivity	3.11 3.78	0.016	0.816	Not Significant

Presented in Table 10 is the interplay between the work-life balance practices of teachers in the QuaLCi I of the first district of Zamboanga del Sur, which was negligible and not significant. The result is supported by the computed p – value with p -value which is higher than the 0.05 level of significance. It means that work-life balance practices of teachers and their productivity do not affect each other when they happen or exist together. It implies that the productivity of teachers does not depend on their work-life balance practices and work-life balance practices of teachers do not translate their productivity.

The present finding contradicted the common notion that work-life balance had a significant association with improved productivity (Lazar, Osoian, & Ratiu, 2010). Likewise, Jha and Malviya (2015) refuted when they revealed that work-life balance significantly translated employee productivity. However, the teachers’ initiative supported the “Action Theory of School Change” (Wagner, 2001) which valued the conditions and capacities for sustaining change and underscored work-life balance practices in a trial and error by achieving quality productivity among teachers.

In an open-ended question answered by the purposively selected teachers of QuaLCi I in the first district of Zamboanga del Sur revealed that individual and institutional work-life balance practices were partly the factors that lead to higher school/work productivity. Most importantly, however, the teachers indicated the following ways that boost most teachers grow and productive.

School heads conduct meaningful evaluations. It takes a lot of time for school heads to conduct a thorough teacher evaluation. But, they are often overwhelmed with all their duties and assessments, and they are commonly placed on the backburner. Appraisals are the single most crucial aspect when improving teacher quality. The school heads routinely observe and evaluate a teacher’s classroom to identify areas of need and weakness and to create an individual plan for that teacher to improve in those areas.

Significantly, school heads ensure that an evaluation should be thorough, especially for those teachers who have been identified as needing significant improvement. Improvement plans are created after a substantial number of observations that allow a school head to see the entire picture of what a teacher is doing in their classroom. These evaluations drive a school head's plan of the resources, suggestions, and professional development that is required to improve individual teacher quality.

Secondly, school heads offer constructive feedback/suggestions. School heads of QuaLCi I provide a list that includes any weaknesses which they find during the evaluation. They also give detailed tips to guide teacher improvement. If the file is exceedingly comprehensive, school heads pick a few of the things that they believe are the most important. Once those have improved to an area deemed effective, then teachers are directed to move on to something else. It is done both formally and informally and is not limited to what is on the evaluation. A school head sees to it that something could improve the teacher on a quick visit to the classroom. School heads offer constructive feedback intended to address this smaller issue.

The third factor that leads to higher school/work productivity is that school heads provide significant professional development. Although, it was noted that most schools in QuaLCi I provide less high education assistance. However, school heads ensure that teachers are sent to seminars and training. School heads believe that engaging professional development can improve teacher quality. It is necessary to note that there are a lot of terrible professional development opportunities. A school head looks thoroughly at the professional development that they are scheduling and determine if it will produce the intended results. Engaging professional development can foster dynamic changes for a teacher. It can motivate, provide innovative ideas, and give a fresh perspective from an outside source. There are professional development opportunities that cover just about any weakness a teacher has. Continuous growth and improvement is essential for all teachers and even more valuable for those who have gaps that need to be closed.

Mentoring is another factor that makes teachers productive. Veteran teachers can provide tremendous insight and encouragement to an inexperienced or struggling teacher. The school heads top veteran teachers who want to share best practices with other teachers. They also build a trusting and encouraging atmosphere in which their entire faculty communicates, collaborates, and shares. They make mentor connections in which both sides have similar personalities, or the link is counterproductive. A reliable mentor connection can be a positive learning venture for both the mentor and the mentee. These interactions are most effective when they are daily and ongoing.

Moreover, the school environment of QuaLCi I establishes regular open communication. All school heads have an open door policy. They encourage their teachers to discuss concerns or to seek advice at any time. They engage their teachers in continuous and dynamic dialogue. This dialogue is held regularly, especially for those teachers who need improvement. School heads ascertain to build engaging and trusting relationships with their teachers since they are essential for improving teacher quality. School heads are active listeners who offer encouragement, constructive criticism, and suggestions when appropriate.

IV. CONCLUSION

Based on the findings of the study, the researchers hereby conclude that the teachers of the Quality of Learning Circle I in the first district of Zamboanga del Sur are at a comfortable state of equilibrium between primary priorities of their employment position and their lifestyle. Likewise, the teachers have framed quality professional learning and explored professional practice standards to provide developmental pathways for them to enhance their productivity and refine their practice. Further, it is concluded that work-life balance practices of teachers and their productivity do not affect each other. Moreover, the productivity of teachers does not significantly depend on their work-life balance practices, and work-life balance practices of teachers do not significantly translate their productivity.

V. RECOMMENDATION

Based on the findings and conclusions, the study recommends that work-life balance should be modified to reflect the number of additional routes by which work-life balance practices can impact productivity. The interplay of these processes may be moderated by the proposed guidance and counseling program for the faculty – the work-life balance program intervention.

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