

WORK Environment, Work-Life Balance, and Turnover Intention of Public Elementary TEACHERS

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ABSTRACT

This study explored the level of work environment, work-life balance and turnover intention of public elementary teachers in Davao City, Philippines using quantitative research, specifically descriptive correlational design, to determine the significance of their relationship. The Raosoft calculator was used in determining the population size of the respondents who were chosen based on the criteria set. Three validated adapted questionnaires with a five-point Likert scale, were used to gather the needed data for this study. The statistical tools used were mean, standard deviation, and Pearson r. Results of the study showed that the level of work environment, work-life balance, and turnover intention were rated as moderate. Findings revealed that teachers demonstrated a very high level of work environment and a moderate level for work-life balance, whereas their level of turnover intention were rated as low. The study found a significant and negative relationship between the Work Environment and Turnover Intention. Moreover, there is a significant and moderately positive relationship between work-life balance and turnover intention. Further, both work environment and work-life balance did significantly predict turnover intention of public elementary teachers.

KEYWORDS: *Turnover intention, work environment, work-life balance, descriptive correlational, Philippines*

INTRODUCTION

Turnover intention represents an employee's conscious cognitive formulation and underlying desire to voluntarily sever ties with their current institution in pursuit of alternative professional opportunities (Lestari & Margaretha, 2021). Within the global educational sector, the systemic attrition of teaching personnel constitutes a critical institutional crisis (Hadush &

Katheriyar, 2023). This problem is not confined to developing nations; even internationally acclaimed educational systems report that nearly half of their active teaching force experiences varying degrees of turnover anxiety (Räsänen et al., 2020). Consequently, state authorities have been forced to implement aggressive, structural employment and retention policies (Jiang et al., 2023). Because human capital remains an educational institution's most vital asset, the systematic loss of experienced educators directly degrades instructional quality, compromises student learning outcomes, and creates severe administrative instability (Cruz et al., 2024).

Meanwhile, in the Philippines, this problem manifests with distinct regional variations. In northern regions like Baguio City, descriptive tracking indicated that 62 percent of a sampled teacher cohort had contemplated leaving the service, citing systemic frustrations such as the institutional pressure to pass failing learners purely to safeguard performance-based bureaucratic bonuses (Docallas & Batani, 2021). Similarly, in Quezon City, Cruz et al. (2024) identified that 17 percent of surveyed educational workers manifested active turnover intentions, driven primarily by salary deficiencies and hostile, unsupportive workplace environments.

Moreover, in Davao City, Bacon and Dayaganon (2024) revealed that the level of turnover intention among teachers is 35 percent, it was found that organizational cynicism and job embeddedness influenced turnover intention among these teachers. Similarly in the study conducted by Baa and Dela Cerna (2023), found that 19 percent among private teachers expressed their intention to leave as well, the study highlighted that lower levels of organizational commitment and job satisfaction are associated with increased turnover intentions.

This paper explored the level of work environment among public elementary teachers along the following domains: (i) role clarity, (ii) teamwork and (iii) socio-emotional support. It also examined the level of work-life balance with the following domains: (i) work interference with personal life, (ii) personal life interference with work and (iii) work personal life enhancement. Lastly, turnover intention was also examined at its level using the following domains: (i) subjective social status, (ii) organizational culture, (iii) personal orientation, (iv) expectation and (v) career growth. Ultimately, this study investigated the influence of work environment and work-life balance on the turnover intention of public elementary teachers.

Statement of the Problem

1. What is the level of work environment of public elementary teachers in terms of: role clarity; teamwork; and socio-emotional support?
2. What is the level of work-life balance of public elementary teachers in terms of: work interference with personal life; personal life interference with work; and work personal life enhancement?
3. What is the level of turnover intentions of public elementary teachers in terms of: subjective social status; organizational culture; personal orientation; expectation; and career growth?
4. Is there a significant relationship between: work environment and turnover intentions; and work-life balance and turnover intentions?
5. Do work environment and work-life balance significantly influence turnover intentions of public elementary teachers?

METHODOLOGY

Research Design. This study used the quantitative research method, specifically the descriptive-correlational approach. Quantitative research is an approach to test objective theories by looking at how variables relate to each other. These variables can be measured, normally on instruments, so that numbered data can be analyzed using statistical procedures (Creswell, 2012). The data collection was conducted from the entire month of April 2025.

Research Locale. This study was conducted in Davao City, Philippines particularly in Tugbok East District Davao City. Research respondents were the 155 public elementary school teachers with at least one year experience in the service. The population size was determined using a Raosoft calculator with a marginal error of 5 percent, 95 percent confidence level and 75 percent response distribution. This method, as noted by Etikan et al. (2016), guarantees a focused and representative sample that is parallel to the research purposes.

Respondents of the Study. The respondents were selected on a specific basis to make certain that those chosen candidates have the necessary attributes for an exhaustive investigation of research purposes. The researcher utilized a cluster random sampling method. Cluster sampling is a method of simplifying the process of data collection whereby a population is divided into clusters, which may be geographic locations or institutions, and a random selection is taken from these for study (Ahmed, 2024).

Research Instrument. The researcher used an adapted and validated survey questionnaire to gather data. The questionnaires were validated by the panel of experts and were pilot tested to ensure the reliability of the instrument. A Likert scale-type survey questionnaire was constructed. The survey questionnaire on Work Environment was adapted from the study of Gomez, J., and Tantiado, R. (2022). This tool measures the level of work environment factors. It is composed of 23 statements, indicated by role clarity with 10 items, teamwork with 6 items, and socio-emotional support with 7 items. The work-life balance questionnaire was adapted from Agha, K., Azmi, F. T. & Khan, S. A. (2017) which consists of 15-items and addresses 3 factors: work interference with personal life (WIPL), personal life interference with work (PLIW), and work/personal life enhancement (WPLE). Lastly, the survey questionnaire on turnover intention was adapted from Ike et al. (2023). It is composed of 5 indicators, and these are the following: subjective social status has 4 items; organizational culture has 3 items; personal orientation has 8 items, expectation has 5 items and career growth with 5 items.

Statistical Treatment. The study employed several statistical techniques to analyze the data. Means were calculated to determine the levels of work environment, work-life balance, and turnover intention among public elementary school teachers in Tugbok East District, Davao City. Standard deviation was used to describe the dispersion and distribution of these variables. The Pearson product-moment correlation coefficient (r) was utilized to assess the relationships between work environment, work-life balance, and teachers' turnover intention. Finally, multiple regression analysis was conducted to determine the extent to which work environment and work-life balance significantly influenced turnover intention.

Ethical Considerations. This study was submitted to the Research Ethics Committee of the University of the Immaculate Conception with a protocol code of GS-ER-02-26-0564. Upon careful consideration, the study was deemed ethically sound and received ethical clearance.

RESULTS AND DISCUSSIONS

Level of Work Environment of Teachers

Shown in Table 1 is the level of the work environment of teachers. It shows that the overall mean level of the work environment is 4.44 described as

very high. It means that the work environment in the school of teachers is always pleasant. In addition, the overall standard deviation is .47 which means that most teachers exhibit similar levels of work environment. This result implies that a pleasant work environment has a significant positive impact on teachers. The results support the study by Ker et al. (2022) and Kintanar (2020 which revealed a high level of work environment among teachers.

Table 1
Level of Work Environment of Teachers

Domain	Mean	SD	DE
Role Clarity	4.57	.40	Very High
Teamwork	4.48	.56	Very High
Socio-Emotional Support	4.27	.66	Very High
Overall	4.44	.47	Very High

Moreover, examining the **role clarity** dimension revealed that its category mean of 4.57 described as very high which means that this dimension is always pleasant. The mean ratings of the items ranged from 4.29 to 4.77. Consequently, the item, *understanding my role as a teacher* has a mean of 4.77 while the item *my school head rarely puts me under excessive work pressure* has a mean rating of 4.29. These high ratings indicate that the majority of the teachers are oriented towards their specific duties, responsibilities, and role in the school. This aligns with the findings of Gopalakrishnan and Abu (2023) which found that high role clarity can help reduce stress and anxiety among teachers, as they have a clearer understanding of what is expected from them.

Further, **socio-emotional support** of teachers has a mean category of 4.27, described as very high with mean ratings of the items from 4.12 to 4.51 which means that this dimension is always pleasant in the working environment of the teachers. The item *teachers are sensitive enough in their actions and words towards one another* has a mean rating of 4.12 which is described as very high and always pleasant while the item *feeling respecting each other with fellow teachers* has a mean rating of 4.51 which is also described as very high that means always pleasant. The results imply that teachers are socio-emotionally supported by not only the teachers but also from their school head. This finding conforms with the study Gomez and Tantiado et al. (2022), which revealed that a high level of socio-emotional support is very essential for

teachers because it does not only maintain good state of mental health but also sustainable coping mechanism to pave away from stress and burnout in work. Similarly, another finding that supports this is by Liu and Zhou (2024), which revealed that a high-level socio-emotional support among teachers fostered through mutual respect, leads to a more positive and collaborative learning environment. Recognizing each employee's worth, dignity, and value benefits both the employee and institutions (Bocaney, 2021).

Level of Work-Life Balance of Teachers

Shown in Table 2 is the level of work-life life balance of teachers. It shows that the overall mean level of work-life balance is 3.07 described as moderate. It means that the work-life balance among teachers is sometimes observed. In addition, the overall standard deviation is .68; this suggests that teachers generally perceive their work-life balance as being frequently satisfactory. However, the moderate standard deviation indicates that this experience isn't uniform across all teachers. When considered alongside the findings of high work and personal interference, it suggests a nuanced picture where positive aspects of balance exist, but significant challenges related to work intruding on personal life and vice versa are also prevalent.

Table 2
Level of Work-Life Balance of Teachers

Domain	Mean	SD	DE
Work Interference with Personal Life	2.82	1.03	Moderate
Personal Interference with Work	2.46	1.02	Low
Work Personal Life Enhancement	3.97	.66	High
Overall	3.07	.68	Moderate

Work Personal Life Enhancement has garnered a category of 3.97, described as high. Its mean ratings range from 3.81 to 4.13. Notably, the items, *having a better mood because of job* reflect the mean rating of 3.81. Meanwhile, the item *having a better mood while working because of personal life* shows a mean rating of 4.13. This suggests that teachers experience a significant and positive reciprocal influence between their work and personal lives. Their jobs contribute to a better overall mood, and positive aspects of their personal lives strongly enhance their mood while working. This suggests a healthy integration where both domains mutually benefit the teachers' emotional well-being.

Moreover, the finding supports the study by Yucel et al. (2023), that when personal life provides positive experiences, it can lead to more energy and a better mood at work. Similarly, An et al. (2024) revealed that positive personal life can have a ripple effect on work, leading to a better mood. The finding is supported by Begum et al. (2024) which found that a high level of work-life enhancement, particularly when work positively influences personal life, is associated with improved employee performance, job satisfaction, and overall well-being. Further, study suggests that positive moods boost motivation and attention, making it easier to concentrate on tasks and stay focused (Gadigi et al, 2023).

Findings revealed that personal interference with work has a mean category of 2.46 which is described as low with mean ratings ranging from 2.34 to 2.73. The item that *my personal life draining of energy for work* has a mean rating of 2.73 while the item that *my work is suffering because of their personal life* has a mean rating of 2.34. The narrow range within the "low" category signifies a relatively consistent and generally low level of personal interference with work across the specific aspects measured. This reinforces the idea that this is not a major concern for most teachers in this context. This finding supports the study of Berglund et al. (2021) which revealed that lower levels of personal life interference with work leads to higher work ability regarding physical demands. Similarly, the finding supports the study by Boakye et al. (2023) which found that lower interference leads to greater job satisfaction and organizational commitment. Research study also shows that just because someone is going through something in their personal life doesn't mean their work will suffer. What really matters is how well they can handle both their personal and work lives, including knowing when to switch off from work and how to deal with stress (Begum et al., 2024).

Level of Turnover Intention of Teachers

Shown in Table 3 is the level of turnover intention of teachers. It shows that the overall mean level of turnover is 2.55 described as low.

Table 3
Level of Turnover Intention of Teachers

Domain	Mean	SD	DE
Subjective Social Status	2.78	.91	Moderate
Organizational Culture	2.42	1.08	Low

Personal Orientation	2.12	.98	Low
Expectation	2.88	.95	Moderate
Career Growth	2.55	.85	Low
Overall	2.55	.85	Low

It means that the turnover of teachers is rarely evident. This result implies that teachers in this study have a low intention to leave their current teaching positions. Meanwhile, the overall standard deviation is .85 which indicates a moderate level of variability in the teachers' turnover intentions. This means that while the average intention to leave is low, there is a noticeable spread in the responses. Some teachers may have very low intentions of leaving, while others might have somewhat higher levels of consideration. This finding supports the study of Živković (2023), their findings show low rates of turnover intention among teachers, however, they noted that turnover intentions is unpredictable because current employees cannot be expected to explicitly state their intentions especially in situations where employees are calculating and are not sure if they will work in another organization. The finding supports the study by Batani and Docallas (2021), which also revealed low level of turnover intention among teachers. The results are consistent with the research by Zhang et al. (2022), which noted that low turnover is associated with factors like high job satisfaction, strong organizational commitment, and a sense of professional identification.

The Expectation dimension has a mean category of 2.88 which is described as moderate with mean rating from 2.55 to 2.68. The item *I often have the feeling that present job is not worth the offer* has a mean rating of 2.55 while the item *if I'm getting better offer, I will leave present job because of job insecurity* has a mean rating of 2.68. This finding indicates that moderate expectations can lead to greater job satisfaction and motivation, as individuals are more likely to feel a sense of accomplishment when they achieve their goals (Zhao, 2023). This finding supports the study Kupczyk et al. (2023) which found that the level of fulfilment of expectations towards work and employer is not high and is shaped by many factors. Further, study indicates a significant portion of employees feel their current jobs are not worth the effort, with recent research suggesting that a large percentage of both employees and managers feel burned out or ambivalent (Grossman, 2024). Moreover, study found that employees who perceive their jobs as insecure tend to report lower job satisfaction, organizational commitment, and increased intention to leave

(Green, 2020).

Findings revealed that *Personal Orientation* has a mean category of 2.12, ranked lowest among the indicators, which is described as low with mean ratings ranging from 1.97 to 2.37. The item that *intending to leave this organization in the next one year* has a mean rating of 1.97 while the item that *they I believe that leaving present job is my ultimate priority because of family demand* has a mean rating of 2.37. This suggests that generally low inclination among teachers in this study to leave their current organization within the next year, and family demands are not reported as the primary reason for those who might be considering leaving. This finding is supported by the study Bogaert et al. (2019), their study revealed that some might intend to leave the organization but still not yet left, and it has found that improvements to workplace engagement perceptions and job satisfaction were highly associated with not considering leaving their job. This finding found that family demands impact an individual's ability to maintain a high level of living and job satisfaction that may lead to leave their present job (Begu et al.,2024). This is supported by the view of Kurtuy (2025), that leaving a job due to family demands is a valid and often understood reason. Further, Li et al. (2024) found that family demands, such as childcare or caring for aging relatives, can be a significant factor in employees' decisions to leave their jobs.

**Significant Relationship between Work Environment
and Work-Life Balance and Turnover Intentions of Teachers**

Table 4
*Significant Relationship between Work Environment and Work-Life Balance
and Turnover Intentions of Teachers*

		r	p-value	Remarks
Work Environment	Turnover Intentions of Teachers	-.198	.025	Significant
Work Life Balance		.663	.000	Significant

Results further imply that there exists a significant relationship between work environment, work-life balance and turnover intention of teachers. Therefore, both work environment and work-life balance, the null hypotheses are rejected. This means that the statistical analysis provides evidence to suggest that there are significant relationships between these factors and the turnover intentions of teachers in the population from which the sample was drawn.

The significant but negative correlation between work environment and turnover intention aligns with prior research indicating that work environment affects employee turnover intention. The finding of this result which has negative correlation supports the study of Kurniawaty et al (2019) which found a negative effect of the work environment on turnover intention.

Based on the findings, it has become acknowledged that turnover intention among employees and the work environment are interconnected with each other. It means that the work environment has an indirect and significant adverse effect on turnover intention (Hariyanto et al., 2022). Research shows that a beneficial workplace atmosphere boosts employee performance and dedication, resulting in decreased turnover rates (Zhenjing et al., 2022). Hence, a positive work atmosphere boosts employee performance and commitment, which are essential for decreasing turnover intentions.

Moreover, the moderately strong positive relationship between work-life balance and turnover intention aligns with prior research indicating that work-life balance has a significant relationship on employee turnover intention. This indicates that a better level of work-life balance is strongly statistically associated with being more likely not to consider leaving their current positions. The findings support the study conducted by Lestari and Margaretha (2021) which found that positive work-life balance affects turnover intention. This result supported the research of Fayyazi and Aslani (2015) which declared the same result with positive and significant relationship work-life balance with the desire to leave. In their study, it was found that when an employee has no balance in his/her work life, he/she tends to leave work and look for new jobs that could balance their work life and personal life. This only indicates that employees with a higher level of work-life balance tend to be more satisfied with their work and life and more loyal to the organization, thus reducing the likelihood of turnover. In contrast, employees with poor work-life balance tend to feel overstressed and have increased work-life conflict, leading to an increased propensity to leave (Silaban & Margaretha, 2021).

The relationships between work environment, work-life balance, and turnover intention of teachers are crucial for understanding teacher retention and overall well-being within the education sector. A positive work environment and work-life balance among teachers is strongly linked to higher morale among teachers. When teachers feel valued and supported, they are more likely to be committed to their work and school thus reducing the likelihood of turnover

intention. However, the specific findings indicate a counterintuitive positive correlation, suggesting that local context and other unmeasured variables play a significant role in how these factors relate to teachers' decisions to stay or leave the profession. Understanding these relationships is vital for creating effective strategies to retain valuable educators and ensure a stable and high-quality teaching workforce.

**Significance of the Influence of Work Environment
and Work-Life Balance in Turnover Intention of Teachers**

Table 5 indicates the regression analysis to determine if work environment and work-life balance significantly influence turnover intention among teachers

Table 5
Significance of the Influence of Work Environment and Work-Life Balance in Turnover Intention of Teachers

	Standardized Coefficients Beta	t	p-value	Interpretation
Work Environment	-.386	3.301	.001	Significant
Work Life Balance	.840	9.997	.000	Significant
R = .697				
R ² = .486				
F = 56.257				
p value = .000			Significant	

The standardized coefficients for work environment and work-life balance are -.386 and .840, respectively, with both variables showing significant t-values (work environment: t = 3.301 with p-values .001, work-life balance = 9.997) and p-values of .000. This indicates that both work environment and work-life balance are significant predictors of turnover intention. The table provides the R and R Square values. The R value represents the simple correlation of 0.697, which indicates a strong degree of correlation. The R² indicates how much of the total variation in the dependent variable, turnover intention can be explained by the independent variables, work environment and work-life balance. In this case, 48.6% can be explained, which is quite good.

It can also be gleaned from the result that the regression model statistically significantly predicts the outcome variable, turnover intention. This is because the F value of 56.257 has a corresponding p value of 0.000 which

shows significant results. This implies that work environment and work-life balance together are significant predictors of turnover Intentions. This means that there is 0.386 degree of change in turnover intention of teachers for every unit increase in level of work environment, and there is also 0.840 degree of change in turnover intention of teachers for every unit increase in work-life balance.

These results support the findings from previous research of Irsyadi and Djamil (2023) that employee turnover intention is negatively affected by the existing work environment. Similarly, the finding of this result which has negative correlation supports the study of Kurniawaty et al (2019) which found a negative effect of work environment on turnover intention. Moreover, the finding connects to the Boundary Theory by Ashforth, et al. (2000) which provides a framework for understanding how teachers manage work-life balance and how this boundary management relates to their turnover intentions. In essence, the finding supports the theory which highlights that a positive and supportive work environment that fosters strong links, promotes a sense of fit, and provides valuable benefits can contribute to a high level of job embeddedness, ultimately leading to employee retention (Ehrler, 2018).

Moreover, findings revealed that work-life balance has been linked to having moderately positive influence with turnover intention of teachers. This finding supports the study of Al Kabir et al. (2018) which found a positive influence of work-life balance with turnover intention of teachers, it means that employees who experience a better work-life balance are less likely to intend to leave their jobs, while those struggling with imbalance are more likely to seek new employment (Syuzairivet et al., 2022). This is also consistent with the recent study of ChongFei and Samikon (2025) that work-life balance has a significant but positive effect on turnover intention, suggesting that even faculty with balanced lives may seek opportunities elsewhere. A positive work-life balance consistently demonstrates that a good balance between work and personal life leads to improved well-being and a greater sense of overall happiness (Hreha, 2023). In relation to this study, Social Exchange theory of Blau's helps explain why work-life balance is so important. It highlights that employees don't just care about salary and benefits. They also care about whether their employer supports their overall well-being, including their ability to balance work and personal life.

The findings of this study imply that when teachers experience a

positive work environment and a healthy work-life balance, they are more likely to feel satisfied with their jobs and can develop a stronger commitment to their school and the profession. Conversely, a negative work environment and a lack of work-life balance can lead to job dissatisfaction, increased stress, burnout, and ultimately, a higher intention to leave the teaching profession. In essence, prioritizing the work environment and work-life balance is not just about retaining teachers; it's about fostering their well-being and effectiveness, which ultimately benefits the students and the entire educational community.

Based on the findings, the study concludes that teachers experience a very high work environment characterized by clear roles, teamwork, and socio-emotional support. Their work-life balance is moderate, with work sometimes interfering with personal life, personal life rarely interfering with work, and work moderately enhancing personal life. Importantly, their turnover intention is low, though influenced by moderate levels of subjective social status and expectation. Statistically, a better work environment is linked to lower turnover intention, while surprisingly, higher work-life balance is associated with increased turnover intention. Ultimately, both work environment and work-life balance significantly contribute to teachers' decisions about leaving.

Future research should delve deeper into the nuanced relationship between work-life balance and turnover intention among teachers in the Philippine context. Qualitative studies could explore the underlying reasons why improved work-life balance might, paradoxically, increase the likelihood of seeking alternative employment. Moreover, future research could focus on developing and evaluating interventions aimed at improving the work environment and addressing the complexities of work-life balance in ways that effectively reduce teacher turnover.

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