



THE RELATIONSHIP BETWEEN HEALTH RISK AND WORK PRODUCTIVITY OF SELECTED HIGH SCHOOL TEACHERS IN THE PHILIPPINES

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Abstract:

The study examines the relationship between health risk and work productivity among the selected high school teachers. It also aims to identify the profile of the respondents in terms of their age, gender, educational attainment, current position, and number of years in the service. It explores the factors associated on health risks on work productivity in terms of job design, including control over work, overtime and number of hours work, providing social support, conflict between work and family commitments, and perceived fairness and justice at work and how health risks affect the work productivity of the selected high school teachers in Caloocan High School respondents along the area of teacher performance, professional competence, work discipline, and work productivity. The study employs Descriptive Quantitative Method of Research Design because it is a research method that describes the characteristics of the population or phenomenon studied. This methodology focuses more on “what” of the research subject than the “why” of the research subject. The descriptive research method primarily focuses on describing the nature of a demographic segment, without focusing on “why” a particular phenomenon occurs. Likewise, the study employs purposive sampling techniques since purposive sampling referred to as a judgmental or expert sample, is a type of nonprobability sample. The main objective of a purposive sample is to produce a sample that can be logically assumed to be representative of the population. The respondents of the study are the License Professional Teachers (LPT) assigned at Caloocan High School and comprised Sixty (60) respondents only. Results show that most of the respondents belongs to the age bracket of 35 years and above where most of them are female respondents due to their passion is teaching, Respondents also shows to have MA units as part of their professional development

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since most of them are Teacher 1-111 where they need to be promoted through their number of years in the service in 3-5 years among the respondents. Likewise, factors associated on health risks on work productivity of the respondents show that job design control over work shows that it assumes a linear relationship between autonomy and outcome variables, which implies that the more autonomy workers have better which proposes the need to make decisions regarding the design and pursuit of one's job and is considered a job demand, as it can be associated with supplemental efforts and challenges among the respondents, show that job design overtime and number of hours work shows to explain the association of overtime work hours with various stress responses among individual workers where long working hours have been regarded as a serious social and health issue such as (sudden death caused by cardiovascular or cerebrovascular disease due to overwork) and (suicide due to overwork) etc., show that job design providing social support on teachers shows that society often measures teachers' behavioral performance using high moral standards and expect them serve as examples to correctly lead students' learning, and teachers must assist in the promotion of the importance of education through both mentally and physically, as their psychological stress exceeds that of regular teachers which teachers encounter work stress and negative emotions which will affect their work performance and willingness to work, show that job design conflict between work and family commitment shows to explain that work, family conflict and job satisfaction for every individual function to involve a person saddled with various responsibilities that demand high level of time and energy, and to provide multiplicity of duties in relation to the factors related to work and family conflict where it ascertains that work and family conflict and commitment is associated with increased discomfort, slowing down of family contentment, job fulfillment, work assurance, and show that job design perceived fairness and justice at work shows to examine the total effect of the fairness of justice and work, commitment, and trust to determine its function among the teachers where it emphasizes the performance of the school as a key factor to enhance professional development and improve teaching quality of a successful perceived teacher. Indeed, on the health risks affect the work productivity of the respondents, show that teacher performance shows to influence the process of changing the attitudes and behavior of students to mature human through teaching and training efforts, processes, methods, and ways of educating, and to influence the conscious and planned effort to realize learning, so that students actively develop their potential, self-control, personality, intelligence, noble character, and skills needed by them, to achieve educational goals where teacher performance is a planned effort to influence others, both individuals, groups, and society expectation by education practitioners, show that professional competency shows to use and innovate the system and achievements in the educational system, consistent and sustainable development of all spheres of society and community where training of future professionals, and the implementation of modern education that pay special attention to the criteria of professionalism of future teachers, the problems of creating an innovative learning environment, show that work discipline

shows to optimize teacher performance to concrete steps in building an educational mentality that has been considered less than optimal where it improves the performance of the teacher, because teachers have a very strategic role in advancing the success and quality of education since it provides condition of competition in the world of education on every school as to credibility, quality teaching methods and provides adequate learning facilities, and show that work productivity shows to provide an impact on teachers' productivity on their development and training which is linked with organizational activity to improve the individual performance of teachers where it plays a very significant role in raising the technological advancement, effectiveness of organizations and work productivity to become extremely necessary specially to cope with the changing demands of the teaching industry and improves the caliber of the teachers in the workplace that require skills, ability, passion, and knowledge to work, so that there can be an increase in the productivity and performance. Findings show that there is no significant correlation between the profile of the respondents and the factors associated with health risks on work productivity of selected high school teachers in Caloocan High School respondents, shows that there is no significant correlation between the profile of the respondents and how health risks affect the work productivity of the selected high school teachers in Caloocan High School respondents, and show that there is no significant correlation on the factors associated with health risks on work productivity of selected high school teachers in Caloocan High School respondents and how health risks affect the work productivity of the selected high school teachers in Caloocan High School respondents.

Keywords: job design, control over work, overtime, number of hours work, social support, conflict between work, and family commitments

Chapter 1: The Problem and Its Background

1.1 Introduction

One of the pressing issues at present is the health risks of teachers that can affect their work productivity and output. Health risks among teachers will affect their physical being and emotional being. How can a teacher produce better output when health is an issue? As in fact work productivity is needed especially now with the trends of the educational system due to the covid pandemic where there are lots of work output due to the change of the educational system from traditional classroom setting to blended learning and online classroom setting. It explores the characteristics of a successful transition of a school from traditional classrooms to an innovative learning environment because the Department of Education (DepEd) today are converting traditional classrooms into spaces which are flexible, supporting a wide array of teaching and learning possibilities as an innovative learning environment to include online and blended learning. The DepEd envisions a future in which teaching, culture

and space align to result in engaged students achieving deep learning, (French, Imms, & Mahat, 2020).

On the other hand, when health risk is addressed then there will be better work productivity. They are motivated to work because of their passion in teaching as the noblest profession among all professions. In this connection, moderate and vigorous participation of the physical activity will be done by the teachers to decrease the related risk of morbidity and mortality among them. Among teachers who are physically fit are those teachers that maintain their health where it results in better work output in their profession. Lack of vigorous and moderate physical activity may be also a factor of absenteeism where it is a traditional workplace intervention for the promotion of the effective involvement of the health-related outcome and work-related productivity. However, this is a great challenge and limit among the teacher's real-world context of work and application, (Sun, et al., 2020). This has been proven by the study conducted by (Yuan, et al., 2018), on evaluating the impacts of health, social network and capital on craft efficiency and productivity on a construction industry that has been recognized, for several years, as among those having a high likelihood of accidents, injuries and occupational illnesses. Such risks of construction workers can lead to low productivity and social problems where the identified indicators and relationships would contribute to the construction work efficiency and productivity assessment and health management from the perspective of the construction workers. Likewise, to the situation of teachers that health plays an important impact on their life and impact on their work productivity where maintenance of health will also contribute to a better effectiveness and efficiency in their work productivity.

Moreover, too many teachers today are prevalent in unhealthy work environments. Teachers are far more likely to experience slow mental and physical health problems including stress, anxiety, depression, alcoholism, hypertension, and many other negative outcomes than coming home feeling energized and happy. The school and other organization workplace brimming with sad, stressed-out, and sickly teachers and staff to insurance premiums, reduced innovation, a negative teaching staff brand, increased absenteeism, lower worker productivity, and more. It is targeted to assess teachers' experience of caring, fairness and equity, physical, psychological, emotional safety, feeling of pride in their work, and how strong the camaraderie and community experience is every day. It proves that it is possible to create successful teaching where teachers feel strong, healthy, and connected. It provides and understands the emotion of teachers and the powerful role and relationships play in education regarding their work productivity as to classroom management, emotional display rules, and teacher vulnerability. It provides implications for teacher development and well-being were provided accordingly, Chen, (2020). A health and safety risk, within the context of occupational health, relates to an assessment of hazards that can lead to harm, injury, death, or illness of a teacher in a determined workplace. Although these risks are noted separately, they are considered in conjunction with each other. A health and safety risk determination relies on the

physical conditions under which any worker develops a particular adverse reaction, (Ajayi, et al., 2020).

Furthermore, health and promotion must be the given emphasis among the teachers for an effective work productivity. This jives with the sayings which says health is wealth where it can be diverted to good health will lead to work productivity. This must be one of the promotions of the Department of Education to provide teachers with health promotion and disease-prevention programs to improve teachers' health, increase teachers' morale, and attenuate the rising costs of medical care. It is indeed a substantial plan established between health risks, medical care costs and work productivity that will provide evidence for a positive result on investment of health promotion programs. It recognizes and measures additional work value from healthy workers in terms of better work productivity. This broader approach expands the value of teachers' health and values the programs to improve health and reduce lifestyle risks to health by quantifying their combined effect on medical costs, absences, work performance and turnover. Schools provide an important setting for health promotion and health education. It is typically undertaken by teachers in health-integrating subjects such as biology, home economics or physical education etc. More ambitious and holistic frameworks and whole school approaches such as health promoting schools have been considered best practice for the past decades. Attention has been given to policy initiatives integrating health activities into school curriculum time. It discusses potentials and challenges of school-based health promotion approaches that integrate health activities into teachers' curricular obligations without taking time away from them. This may serve as a supplement to health promotion activities that have been initiated over and above the day-to-day in teaching. The approach to school health promotion provides a potential win-win situation where both health and core education stand to gain; makes it possible to reach a wider range of schools; mobilizes additional resources for health promotion; and leads to more sustainable activities, (Bentsen, et al., 2020).

In addition, work productivity depends on the health status of teachers where the work will go smoothly, efficiently, and effectively. Focus on work productivity conceptually has an appeal among teachers when health risk is prevented. The health condition suggests and average of illness from absenteeism can equal or exceed average for their work productivity. Yet, absenteeism reduction reflects the gain and parts of productivity in the workplace. The teacher's performance and model of concept can expect linkage between health, and work productivity. The performance on the work productivity is higher when teachers are emotionally and physically able to work and have the desire to work. This leads to reduced absenteeism and improves work productivity and performance. The greater challenges in the future require teachers to increase work productivity. It describes and analyzes how much the direct and indirect contribution of professional competence through work discipline and teacher performance to work productivity as to professional competence, work discipline, performance to work productivity; and indirect contributions to improve discipline in

time, and to produce useful scientific work to improve the teacher work productivity, (Nisa, 2020).

1.1 Theoretical Framework

The study is anchored on the Psychology of Working Theory as cited by (Tokar, & Kaut, 2018) as this theory deals with predictors of decent work among workers on the extent of Psychology of Working Theory (PWT) and in a marginalize and constraint applicability of work volition and career adaptability. It tested its applicability to workers with chronic health conditions that will affect their work productivity. It provides strong support for the applicability of the PWT for workers as compared to teachers at the Department of Education. The significant associations between certain risk factors and productivity loss in the workplace, and counter intuitiveness. It captures more short-term effects, assessed at a given point in time as to the analysis of work environment factors such as a lack of control or insufficient peer or support provided in workplace productivity or loss. It Is useful to policymakers and practitioners in identifying the characteristics of teachers who are more at risk of work impairment to indicate the importance of work environment factors on productivity, something of relevance to schools looking to improve their working environment and reduce its negative effects on teachers' health and well-being. It distinguishes the analysis in more detail between factors that determine work productivity of employees or teachers. The various factors are slightly differently associated with work output and productivity indicating that policymakers and schools may want to look more on the output of teachers and its associated risk factors. Knowledge about the effectiveness of workplace health interventions and programs is still emerging and cannot make direct suggestions about what type of interventions policymakers or organizations should implement to improve teacher or employee health and well-being. The theory suggests that schools which pay attention to health and well-being are implemented into the effectiveness of health interventions in the workplace.

On the other hand, the increasing public acceptance that health and well-being at work can have profound impacts on individuals, organizations, and societies. It recognized that there is strong and growing evidence that work, health and well-being are closely and powerfully linked and need to be addressed together. There is therefore a strong case for investing in teachers' health and well-being. The simple logic is that effective investment in health and well-being can save a company or school more in terms of lost productivity than the original investment, a principle established in several situations. The individual work on the health and well-being of the Department of Education employees and staff gives a sense of the possible saving organizations might make by adopting more effective ways of managing health and well-being. It estimated that bringing lost productivity in the school down to the level experienced by better public sector performers which is essentially that will help save the school and their employees. However, knowledge of the effectiveness of interventions on programmed and of contextual factors which influence well-being is still emerging.

Their experiences with organizations participating in the health promotion program and competition shows that few measure returns on investment or understand the effectiveness of interventions. There is, in addition, a great deal of debate on how to measure outcomes such as productivity, although some evidence exists on a range of interventions. The systematic review, for instance, finds specific interventions such as occupational health programs, job-stress education for line managers and supervisors, and lifestyle-guidance programs which are very helpful in such organization.

1.3 Conceptual Framework

The study is anchored on the research paradigm illustrated using the INPUT, PROCESS, and OUTPUT scheme below.

Box 1 is the INPUT, or the method employed in the study. These are the profile of the respondents as to age, gender, educational attainment, current position, and number of years in the service. Other variables are the factors associated on health risks on work productivity of selected high school teachers in Caloocan High School respondents in terms of job design, including control over work, overtime and number of hours work, providing social support, conflict between work and family commitments, and perceived fairness and justice at work, and how health risks affect the work productivity of the selected high school teachers in Caloocan High School respondents along the area of teacher performance, professional competence, work discipline, work productivity.

Box 2 employs the PROCESS, this is the application of the Psychology of Working Theory (PWT) as cited by (Tokar, & Kaut, 2018) as this theory deals with predictors of decent work among workers and in a marginalize and constraint applicability of work volition and career adaptability. It tested its applicability to workers with chronic health conditions that will affect their work productivity. It provides strong support for the applicability of the PWT for workers as compared to teachers at the Department of Education. Other variables are questionnaire floating of questionnaire, gathering of data, analysis of data gathering and implementation of health risk and work productivity among teachers at Caloocan High School.

Vase 1 employs the OUTPUT which is the result of the INPUT and PROCESS. After the analysis of the findings and result of the study, it hopes to give a positive result that is to prevent the health risk to obtain a better work productivity among teachers of Caloocan High School.

1.4 Research Paradigm

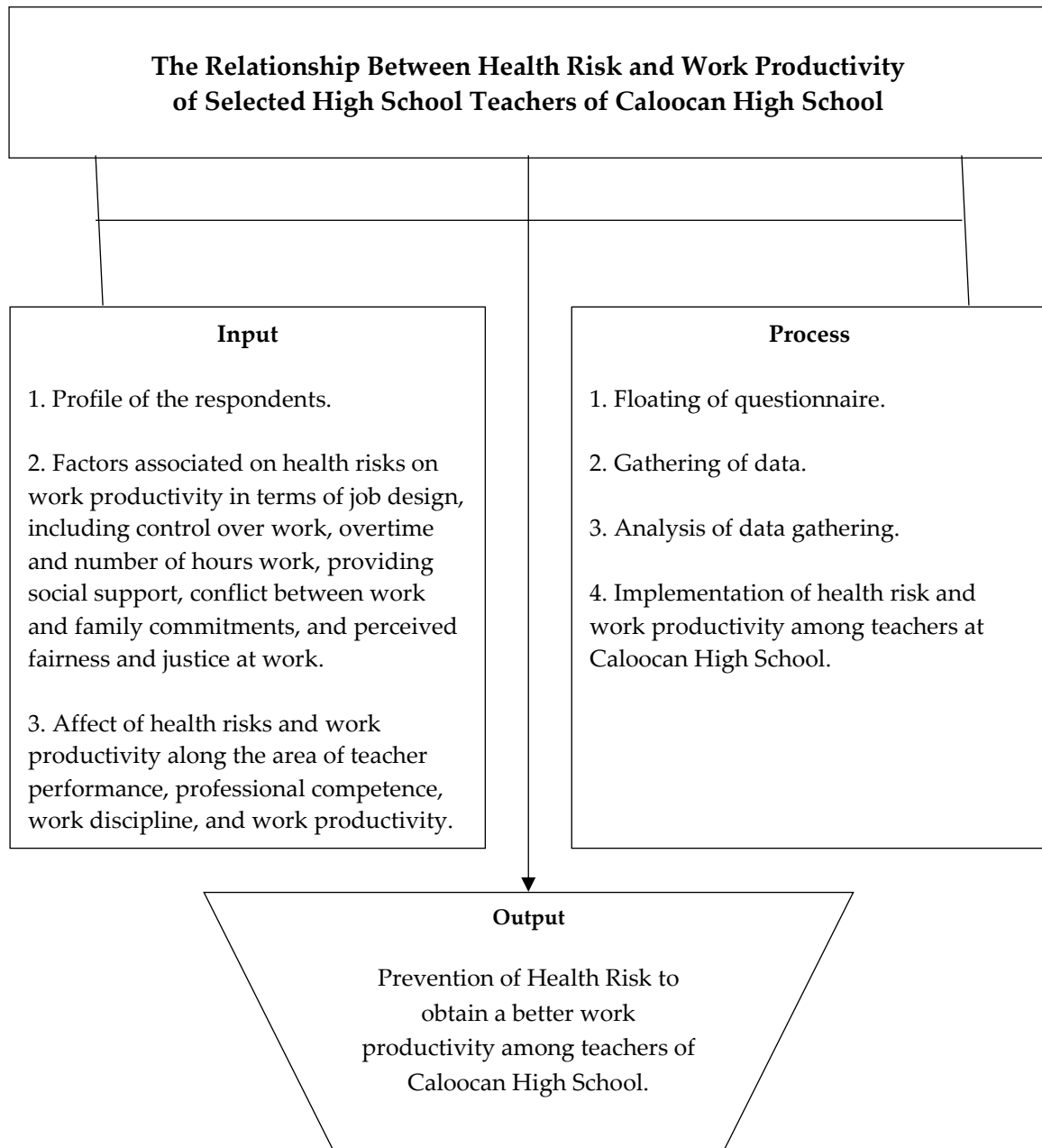


Figure 1: Research Paradigm

1.5 Statement of the Problem

The study focuses on the relationship between the health risk and work productivity of selected high school teachers at Caloocan High School.

Specifically, it seeks answers to the following questions.

- 1) How may the profile of the respondents be described in terms of their
 - a) age,
 - b) gender,
 - c) educational attainment,
 - d) current position, and

- e) number of years in the service?
- 2) What are the factors associated on health risks on work productivity of selected high school teachers in Caloocan High School respondents in terms of
- a) job design, including control over work,
 - b) overtime and number of hours work,
 - c) providing social support,
 - d) conflict between work and family commitments, and
 - e) perceived fairness and justice at work?
- 3) How health risks affect the work productivity of the selected high school teachers in Caloocan High School respondents along the area of
- a) teacher performance,
 - b) professional competence,
 - c) work discipline,
 - d) work productivity?
- 4) Is there a significant correlation between the profile of the respondents and the factors associated with health risks on work productivity of selected high school teachers in Caloocan High School respondents?
- 5) Is there a significant correlation between the profile of the respondents and how health risks affect the work productivity of the selected high school teachers in Caloocan High School respondents?
- 6) Is there a significant correlation on the factors associated with health risks on work productivity of selected high school teachers in Caloocan High School respondents and how health risks affect the work productivity of the selected high school teachers in Caloocan High School respondents?

1.6 Hypothesis

The researcher offers the following hypotheses:

- 1) There is no significant correlation between the profile of the respondents and the factors associated with health risks on work productivity of selected high school teachers in Caloocan High School respondents.
- 2) There is no significant correlation between the profile of the respondents and how health risks affect the work productivity of the selected high school teachers in Caloocan High School respondents.
- 3) There is no significant correlation on the factors associated with health risks on work productivity of selected high school teachers in Caloocan High School respondents and how health risks affect the work productivity of the selected high school teachers in Caloocan High School respondents.

1.7 Significance of the Study

The increasing public acceptance that health and well-being at work can have profound impacts on individuals, organizations, and societies. It recognized that there is strong and growing evidence that work, health and well-being are closely and powerfully linked and need to be addressed together. The findings of the study may benefit the following:

- **Researcher** for her if she may use the findings to strengthen her conceptual background and conclusion.
- **Principal, Head, Coordinator, & Administrators** for them to be more concerned on the health wealth of their teachers to be productive in their work output.
- **Department of Education** for them to provide policies on health welfare in the prevention of risk among their schools in the various divisions to obtain work productivity in their division.
- **DepEd Officials and Leaders** for them to give more emphasis and importance of being physically fit and physically healthy among their employees to be productive in their field of expertise.
- **Teachers/Employees** for them to be more aware of their responsibilities and roles for the development and contribution to the school they belong to, especially on the health risk for better work productivity.
- **Lawmakers** for them to be guided on the drafting of the rules, policies, and guidelines on the well-being of the teachers and staff in the Department of Education.
- **Curriculum Designers** for them to have bases for curriculum innovations for the secondary level and institutions, giving emphasis on the importance of the prevention of health risk prior to the employment of their teaching staff.
- **Future Researchers** for them to have a subject to explore and develop for future investigations.

1.8 Scope and Delimitation

This study is delimited on the relationship between the health risk and work productivity among the selected high school teacher of Caloocan High School. The study comprised Sixty (60). This is conducted for the period 2020-2021.

The study focuses on the factors associated on health risks on work productivity of selected high school teachers in Caloocan High School respondents in terms of job design, including control over work, overtime and number of hours work, providing social support, conflict between work and family commitments, and perceived fairness and justice at work, and how health risks affect the work productivity of the selected high school teachers in Caloocan High School respondents along the area of teacher performance, professional competence, work discipline, and work productivity only.

1.9 Definition of Terms

The following terms are defined operationally and conceptually to understand the study better.

- **Conflict between work and family commitments.** Refers to work to family conflict occurs when experiences and commitments at work interfere with family life, such as extensive, irregular, or inflexible work hours, work overload and other forms of job stress, interpersonal conflict at work, extensive travel, career transitions, or an unsupportive supervisor or organization etc.
- **Health risk.** Refers to the chance or likelihood that something will harm or otherwise affect health among the teachers.
- **Job design to include control over work.** Refers to the way the set of tasks, or an entire job, is organized that determines what tasks are done, how the tasks are done, how many tasks are done and in what order the tasks are done to include work control as to job rotation, work breaks, and working hours
- **Overtime and number of hours worked.** Refers to the work performed beyond the time work schedule of teachers or employees such as number of overtime hours work.
- **Perceived fairness and justice at work.** Refers to the perceptions of fairness include the procedures and means by which the resources are allocated and accomplished. Specifically, fairness of formal procedures or procedural justice of work among the teachers and it refers to the procedures developed to achieve outcomes or resources.
- **Professional competence.** Refers to the knowledge, skills, and attributes that are specifically valued by the professional associations, organizations and bodies connected to your future career of teachers
- **Providing social support.** Refers to social support being provided among the respondents by means of having friends and other people, including family, to turn to in times of need or crisis to give you a broader focus and positive self-image. Social support enhances quality of life and provides a buffer against adverse life events.
- **Teacher performance.** Refers to the teacher's demonstrated impact on students' learning as established through student achievement test scores, observed pedagogical practices, or employer or student surveys.
- **Work discipline.** Refers to teachers' discipline isn't a matter of dominance or punishment. It's about making the work environment safe and pleasant for both employees and management to maintain order and respect in the workplace, there is a need to have a plan in place that will benefit everyone involved.
- **Work productivity.** Refers to the amount of goods and services that a group of workers produce in each amount of time. It is one of several types of productivity that school measures on the output of teachers.

Chapter 2: Review of Related literature

This chapter is focused on the review of related literature and studies both local and foreign which have been found relevant to the present study. These are present to strengthen the conceptual background and enrich the content of the study of human resources in higher institutions that are relevant to the present study.

2.1 Related Literature

2.1.1 Health Risk and Work Performance

Boström, et al., (2020) stressed the importance of prerequisite for a sustainable working life as the management of organizational and social risk factors in the workplace. Inadequate management of these risks can result in ill health, such as common mental disorders (CMDs) and burnout, and consequently sick leave. The prevalence of CMDs, which include depression and anxiety, is alarmingly high across many professional groups and countries and are also associated with extremely high costs for society. Teaching has been identified as one of the professions with the highest prevalence of CMDs and burnout. Teachers also have the second highest sickness absence rate of any professional group in the country. They need a better understanding of the prevalence of risk and protective factors for CMDs and burnout in teachers' organizational and social work environment. The job demands and resources model, risk and protective factors can be related to psychological job demands (workload, work pressure) and job resources (control over work tasks, social support from colleagues and supervisors). Teachers have identified associations between these works related organizational and social factors and CMDs and burnout. Identified factors include high job demands caused by the high emotional demands of interaction with pupils and parents, as well as high job demands caused by long periods of concentration and divided attention. High workload resulting from a heavy administrative burden which leads to a lack of time for teaching has also been identified as a risk factor among teachers. Teachers lack social support from supervisors] and from colleagues. This, when combined with poor leadership, can also result in CMDs and burnout, as can lack of recovery. Recovery refers to those activities that give individuals energy and capacity to deal with their job. Lack of recovery has been shown to partially mediate the relationship between work stress and burnout in teachers. Teachers' non-curriculum time (e.g., time for preparation and administration, which is often conducted at home) has been identified as having a major impact on their work life balance. Work life balance has shown that an imbalance between work and multiple life roles is a risk factor for CMDs. In other words, in cultures with less adherence to traditional patterns, a work life balance is likely to have a positive effect on mental health. Despite all they know about the relationship between work-related psychosocial factors and CMDs among teachers, there is surprisingly little quantitative data about how teachers experience their job demands, job resources, recovery, and work life balance. There are observable differences in the prevalence of CMDs and burnout, and related sickness absence

among teachers, prevalence studies should include teachers' perceptions of their organizational and social work environment. Such comparisons will not only help them to understand the difference in the prevalence of CMDs and burnout, and related sick leave but will also provide information about whether different preventative strategies have been raised into occupational health and burnout.

Bialowolski, McNeely, VanderWeele, & Weziak-Bialowolska, (2020) emphasized that ill health and distraction at work will cause productivity loss. Teachers or employees who do not stay on task are costly. They instigate production delays and compel companies' schools to maintain capacity above the optimal level. Alongside major inefficiencies arising from the external environment (e.g., payment delays, bureaucracy, corruption), internally generated costs are an important factor too. Significant sources for costs are health-related absenteeism, presenteeism (working while sick), and distracted employees. Illness affects both work output and quality of work. Regarding the former, absenteeism due to illness reduces a worker's contribution to a firm's output and profits and can be expressed in monetary value that considers a worker's wage and cost of replacement for the absent worker. Regarding the latter, sick employees experiencing such health conditions as depression, migraine, low back pain, and diabetes, among others, who nevertheless attend work, may perform less efficiently, make more mistakes, and contribute substantially to health-related labor costs. Distracted teachers and employees report stress, frustration, and lack of motivation. Health-related absenteeism and distraction (due to both illness and other distractors) unambiguously lead to a productivity loss. While there have been attempts to assess the cost of illness, usually using the wage rate to estimate the benefit of reduced absenteeism and focusing on the illness specific absenteeism, to the best of their knowledge there have been no attempts to estimate monetary value of the productivity loss related to distraction. Worker health and well-being becomes increasingly important for perception of positive return on their health and well-being investments. Consequently, similarly to trends in positive psychology, more evidence on positive impacts and engagement in actions to promote health and well-being is needed. It is evident that caring for workers' well-being beyond pure corporate social responsibility can lead to decreased labor costs since workers with deficiencies in their well-being (while at work and in life in general) present a considerable challenge to companies in terms of reduced efficiency. It aims to estimate the costs of productivity loss due to health-related absenteeism and distraction at work as well as their correlates. The lost productive time incurred by employers or school due to either non-communicable diseases or pain experienced by their employees or teachers is explained by reduced performance while at work and not by their work absence.

2.1.2 Job Design, Including Control over Work

Dettmers, & Bredehöft, (2020) emphasized the ambivalence of job autonomy and the role of job design demands. It influences the positive on such outcomes as performance, work motivation and health. Job autonomy has long been considered one of the most

important job resources by different models of job design. Most models of job design assume a linear relationship between autonomy and the abovementioned outcome variables, which implies that the more autonomy workers have, the better off they are. However, some scholars also state that there can be negative side effects or too much of a good thing. It assumes curvilinear relationships between workers' autonomy and well-being. Too much autonomy as well as too little is often seen as undesirable. It may entail difficult decision making and unremitting personal responsibility, which can lead to an overload of strain. The approach offers a general theoretical framework for potentially negative effects of autonomy; they do not provide evidence for specific explanations of these effects on teachers or employee well-being. They still do not know why, under what conditions and through which processes autonomy may have detrimental effects. It tries to fill the gap by uncovering the path by which autonomy may have demanding effects. It introduces the concept of job design demands, which is the demand to make decisions on various aspects of one's own job design. It proposes that high autonomy is associated with this need to make decisions regarding the design and pursuit of one's job. This can be considered a job demand, as it can be associated with supplemental efforts and psychological costs. It challenges the assumption that autonomy is related to well-being only in a positive way by demonstrating that autonomy can and at least partially lead to increased effort and experiences of stress. It provides a more differentiated view of job autonomy as a fundamental job characteristic.

Bargsted, Ramírez-Vielma, & Yeves, (2019) discussed the professional self-efficacy and job satisfaction and the mediator role of work design. It conceptualizes and proposes the Social Cognitive Theory framework, being understood as beliefs about one's skills and abilities to organize and execute the required courses of action to achieve certain goals. Self-efficacy provides people with confidence regarding their capacity to take control over different life aspects. In this manner, self-efficacy would be a personal competence that works triggered by stressors, increasing, or decreasing the psychological discomfort that they could generate. In fact, people who show high self-efficacy levels are also confident about their ability to respond to external stimuli, influencing their way to perceive and process environmental demands or threats. It is worth mentioning that the Social Cognitive Theory sustains that self-efficacy beliefs are specific to certain domains. Consequently, an individual can feel less or more effective depending on the activity developed, which implies that the more important the domain is, the more determining self-efficacy beliefs are. Therefore, it is necessary to measure self-efficacy in its context, i.e., in the organizational field it is more pertinent to measure professional self-efficacy instead of self-efficacy in general. On a practical level, professional self-efficacy would then imply a major self-perceived work activity control. The theoretical approach sustains that people's beliefs towards their capacities to carry out their work would have an influence on their motivation to seek or avoid certain tasks. individuals with a positive self-concept should be more willing to assume tasks given that they are more confident in their ability to handle challenges not related to

their work activity. The personal characteristics and skills (like self-efficacy, for example) are frequently being configured by work design characteristics, including attributes such as autonomy and discretion, among others. Moreover, self-efficacy plays a major role in the contemporary study of work motivation and its results, adopting a predictive role in relation with different facets of work activity, and not only including performance but also job satisfaction and wellbeing in the workplace, among others. The self-efficacy has an impact on work activity through its association with practical job success, mainly because people with high self-efficacy beliefs face difficulties more effectively and pursues their efforts, increasing their job satisfaction. Moreover, people with higher professional self-efficacy beliefs have more optimistic thoughts that favors their commitment and job satisfaction.

On the other hand, as further discussed by the authors, work design which is not a mere temporary answer but a very needed response to changes in work in a context of contemporary organizations and globalization. Work design is a process related to how work activity is structured and configured within an organization. It deals with the way that employment, tasks, and roles are represented and modified, thereby showing the impact of structures, representations, and modifications on individual, collective, and organizational results. It is expressed in multiple factors, also known as design characteristics, that can be grouped in three main categories. First, job complexity, expressed in both motivational task characteristics (autonomy, task variety, task significance, task identity, feedback from job) and motivational knowledge characteristics (complexity, information processing, problem solving, skill variety, and specialization). Second, relational work environment, expressed in social characteristics (social support, interdependence, interaction outside organization, and feedback from others). And third, physical demands expressed in physical-contextual characteristics (ergonomics, physical demands, work conditions, equipment use). There is a proliferation of statements that enriched traditional perspectives focused on motivational job factors. More consistent evidence also shows a major impact of work design on diverse individual, collective, and organizational results. A high-quality work design is key to achieve people's well-being and to adopt positive attitudes at work and ensure a good performance of both individuals and organization. In this vein, it establishes a positive relationship between work design characteristics and job satisfaction.

2.1.3 Overtime and Number of Hours Work

Kikuchi, et al., (2020) explained the association of overtime work hours with various stress responses among individual workers. Long working hours are shown to affect various health outcomes, especially in cardiovascular diseases. In addition, exceedingly long working hours also deteriorate worker's mental health causing issues such as alcoholism, and sleep disturbances. Avoiding long working hours is needed for maintaining workers health. Long working hours have been regarded as a serious social and health issue such as (sudden death caused by cardiovascular or cerebrovascular

disease due to overwork) and (suicide due to overwork). Efforts to prevent by limiting working hours have been attempted, however, the number of claimed and compensated cases of occupational mental disorders are substantially increasing which introduced an overtime limit according to the mandated law. In this context, it is important to consider the upper overtime-limit to prevent mental illness among workers. The broader range of overtime is needed for the establishment of an upper overtime-limit as a health policy.

Fontinha, Easton, & Van Laar, (2019) discussed overtime and quality of working life in academics and nonacademic to the role of perceived work-life balance that work hours have always been the core of people's social life, and a certain amount of work hours was not only a prerequisite for ensuring economic growth, but also an important variable that described current social institutional changes and productivity development. Focusing on system optimization and smart production, the Industrial era has changed the mode of production and individual's way of life and the traditional manufacturing industry has begun to adopt the Internet of Things (which aims to connect humans, machines, and materials at any time or place) or big data analysis for intelligent transformation, which highlights the new characteristics for a changed reality. With high competition and uncertainty, this changing reality not only placed higher demands on management practice, but also underscored the urgency to elucidate the historical trend of work hours. It examined changes in the laws in respect to work hours and was of great importance for understanding its status and causes. It adopts the perspective of micro-macro to describe the current studies of work hours and focuses on the interaction between a specific variable and work hours during a specific period, such as exploring the relationship between overtime work, employee mental health, and organizational performance. The study of work hours from a macro perspective concentrated on the system of social structure, attempted to analyze the economic and social background of work hours, and constructed the position of work time in social development. Therefore, the work hours from a macro perspective were not limited to a specific individual or organizational variable, and its research perspective was extensive and comprehensive. It also focuses on the micro level, and primarily concentrated on the number of work hours and the resulting variables. At the macro level, the evolution of work hours and the research on its influencing factors were relatively weak, which made it difficult to understand the research status and evolution of work hours, systematically and comprehensively. Moreover, on work hours progress have been made to limit work hours in obtaining authentic details about indigenous work hours and clarifying the impact mechanism were fundamental in order that they learned from the experience of developed countries and organize their employees' work hours. It examined the relationship between work hours and occupational injuries and illnesses, and the results indicated that long work hours were a significant contributor to more serious occupational injuries. The resource of an individual's self-regulating resources is limited, and the continuous consumption process gradually leads to a decrease and long work hours disturbed the rhythm of

people's lives, which was harmful to individual development, and was detrimental to the long-term interests of the organization. The trend of employees' work hours and exploring its mechanism of impact may provide a new framework for understanding current national economic development. It influences the factors that are conducive to the rational allocation of individual work hours, improving the efficiency of the use of the policy input, and thus promoting the development of the social economy. On the other hand, work hours were not only an important form of individual employment behavior and work ethics, but also an effective reflection of people's lifestyles and life concepts. Therefore, it was important to investigate the change in work hours and its mechanism of formation to balance the relationship between work and life, thereby promoting healthy and happy lives among people as compared to the responsibility of teachers in their working hours.

2.1.4 Providing Social Support among Teachers

Wu, Wang, Gao, & Wei, (2020) on the evolution trends and support, social development, and education, teachers have transformed from pure instructors into general service providers. Teachers assume the responsibilities of student cultivation and national development in their educational work. Society often measures teachers' behavioral performance using high moral standards and expects them to serve as examples to correctly lead students' learning. Under these high expectations, teachers often hide their real emotions and conform to public expectations. Education teachers face a group of students with physical and mental issues who have high heterogeneity and require individualized attention every day. In addition to their daily teaching and marking homework, teachers must provide individualized education plans, and deal with student issues according to each student's individual differences. By shouldering these responsibilities, education teachers and their mental health statuses have received growing attention, especially with regards to their subjective well-being as these issues not only affect quality of life but also directly affect the quality of education. The mental health levels of teachers are poor, and the detection rate of mental health symptoms (such as poor well-being) is higher than that among other professionals.

Moreover, teachers must assist in the promotion of the importance of education both mentally and physically, as their psychological stress exceeds that of regular teachers. Teachers encounter work stress and negative emotions which will affect their work performance and willingness to work. The mental health levels of teachers and certain background variables, such as gender and teaching experience, as well as psychological variables, such as social support and teaching efficacy on particular care of students in learning oral expression, social behaviors, physical functions, and life adaptation, due to the physical and mental characteristics of these students. Therefore, such teachers must pay more attention to children's physical and mental condition, quickly provide necessary assistance and fully present professional attitudes to offer children the greatest understanding. Teachers' emotions are suppressed as they are generally presumed that they cannot randomly express negative emotions without

effective channels for release, teachers assume a greater emotional labor load. Moreover, teachers require the cooperation and support of administrators. These cooperation processes, interpersonal interaction processes, and various types of support from others are the main ideas behind social support. Accordingly, it is difficult for teachers to work independently where teachers require social support from administrators and regular teachers, related professional staff, and parents. Teachers express dissatisfaction and are thus particularly at risk for leaving the profession. The key factors related to the possible retention of teachers are stress reduction, professional skill training, relationships with colleagues, and work autonomy. There are close relationships between social support and mental health and between emotional reaction and mental health, there has been a lack of discussion on the relationship between the social support and mental health of teachers, as well as a lack of discussion on teacher's social support, emotional labor, and teaching well-being.

Zhong, (2020) emphasized teacher education has long played an intuitive and important role in teaching. It established a variety of incubator programs, such as four-year teacher preservice programs and alternative routes, among others, have been established. It focused on the psychological state of the teachers. Moreover, the lack of social support during the learning process of teachers may also affect their enthusiasm for teaching. Academic self-efficacy (ASE) refers to a person's belief that he or she can complete the academic tasks prescribed by the school. It plays an important role among preservice teachers because it generally determines the learning motivation and academic achievement of students. Professional identity is defined as a person's sense of belonging to and recognition of the profession which has an important influence on individual career learning and engagement. At present, role of professional identity in the relationship between social support and ASE among preservice teachers. The social support, and professional identity defined self-efficacy as the belief in one's capabilities to organize and execute courses of action required to produce given attainments. In accordance with social cognitive theory, self-efficacy affects many areas of people's lives, including their goals, decisions, effort levels, thinking patterns, and the perseverance level they maintain in the face of challenges. It pointed out that people's self-efficacy varies depending on domains. In the academic context, self-efficacy is generally identified as ASE. ASE refers to a person's belief in organizing, managing, and executing actions to achieve his/her desired academic performance. Students with a high ASE level are confident in their ability to meet academic requirements, plan and organize their education, and avoid distractions. ASE is positively correlated with academic performance with a high sense of learning efficacy, they become more confident that they can overcome difficulties, work hard, and ultimately improve their academic performance.

2.1.5 Conflict between Work and Family Commitments

Rahman, Ali, Mansor, Fantan, & Samuel, (2018) explained work-family conflict and job satisfaction for every individual's adult life is a function of two significant factors such

as work and family, which involve a person saddled with various responsibilities that demand a high level of time and energy. Consequently, the multiplicity of duties in relation to the earlier stated factors related to WFC have reflected the fact that a two-dimensional construct is entailed in explaining the WFC and one dimension relates to conflict that evolves due to the family duties that obstruct the job duties while the other depicts the inhibition created between the work responsibilities and the family duties. The negative effect of work on family and the family in turn, affecting work negatively. It is ascertained that WFC is associated with increased parental discomfort, slowing down of family contentment, job fulfillment and corporate assurance. It is used to determine the impact of WFC and other associated variables, in relation to hospitality staff, social employees, university professors, computer professionals, etc. This impact is yet to be considerably felt especially, in relation to various individual and organizational outcomes among the academicians in various schools. Nevertheless, is of the opinion that, as far as the teaching job is concerned, Work and family conflict is responsible for the sustenance of the total education quality in a nation. It is one of the factors, which helps to guarantee emotional stability for a person after a due assessment of his occupation. Job dissatisfaction is associated with many negative structural outcomes, which includes high labor turnover rate, diminished work performance and the low assurance level towards the corporate entities. Apart from the existing public school within the economy, the fundamental purpose for the establishment of the school is to provide more opportunities for the achievement of the Department of Education. The schools have been experiencing major changes in working practices of the academics i.e., in terms of efforts and time, hence, the teaching profession has become more challenging with the continuous and increasing institutional demands, accountability and work pressures. The work intensification of an academician has become the norm/customs. The role conflict in work and family domains, which is involved when individuals cannot house the stress from the latter, is WFC due to the frustration derived from conflicts, the desires to become academicians by fresh graduates are declining because of students' denial of quality education. It devoted attention to these occurrences in the two domains and have demonstrated that these conflicts have negative effects on significant corporate results such as absenteeism, turnover intentions, and affective organizational commitments as well as important individual outcomes such as family satisfaction, depression, hypertension, and life satisfaction. On a further note, efforts made so far in this area had centered on evaluating the key impacts with less focus on the moderating variables effects, even though, through various research work, have shown that the results are not consistent, despite their inclusion. In addition, most of the organizational supports and other supports are the antecedents of both directions of WFC that negatively relate to WFC.

Cao, Liu, Zhou, & Duan, (2020) discussed in their article on work to family conflict, job burnout, and project success among construction Professionals as a labor-intensive and task-driven industry, characterized by high risks, heavy workloads, and long construction periods. Construction is often described as a difficult and hazardous

industry and construction professionals face both common, traditional challenges such as project quality, time and cost, as well as increasingly urgent safety and environmental issues. In recent decades, construction projects have become increasingly large, complex, and integrated. To achieve project success, many construction enterprises encourage construction professionals to spend more time working, including evenings, weekends, and holidays. These factors combined impose immense and prolonged pressure on construction professionals in implementing construction projects, possibly triggering job burnout. Job burnout refers to the psychological symptoms of fatigue, cynicism, and inefficacy in the face of chronic work pressure. Job burnout is considered the main reaction and product of work pressure experienced by individuals. It has significant negative effects on individual-related outcomes such as wellbeing, health, and work commitment, and may affect organization-related results, such as project success.

Compared with other industries, the construction industry involves more heavy workloads and longer average working hours as compared to the work of teachers. This is because construction projects are high risk and very complex, and their internal and external environments are highly dynamic and uncertain. This frequently leads to difficult tasks, complex processes, and unforeseen problems in the project implementation. Furthermore, construction involves strict node planning and individual performance appraisals. To complete node planning on time and achieve smooth project delivery, construction professionals must spend much time and energy at work. This prevents them from effectively performing family responsibilities, such as accompanying a spouse, caring for children and elderly family members. This ultimately leads to work-to-family conflict. As a form of conflict between roles, work-to-family conflict reflects the incompatibility of role stress coming from the work and family fields. Work-to-family conflict has become a serious problem in the construction industry. It negatively impacts job satisfaction, the quality of family life, and the wellbeing of construction professionals, increases their psychological pressure, and triggers negative emotions, such as frustration, anxiety, and anger. These are likely to increase their likelihood of experiencing job burnout, affecting project success.

To address the influence of work-to-family conflict on the job burnout of construction professionals, many researchers have focused on the alleviative effect of support, such as organizational support. However, organizational support is insufficient to alleviate the effect of work-to-family conflict on job burnout in the setting of construction projects. This is because the internal and external environment of construction projects is changing and uncertain, making it difficult for construction enterprises to provide long-term and effective support. Consequently, construction professionals also need to exert their own initiative to adjust their emotions and enthusiasm for work, such as effective commitment. Affective commitment, as the emotional bond between employees and their organizations, includes emotional attachment, identification, and employee participation. Employees with high affective commitment tend to have higher passion and enthusiasm for their organizations and

are willing to work harder to make more in-role and extra-role contributions to realize organizational goals. Therefore, effective commitment is a driving force and an important job resource and may contribute to alleviating the relationship between work-to-family conflict and job burnout. The problems of work-to-family conflict in the context of construction projects; however, providing effective commitment can alleviate the relationship between work-to-family conflict and job burnout. It explored the impacts of work-to-family conflict on job burnout and project success in the construction industry to examine the relationship between work-to-family conflict and job burnout; to determine whether job burnout is significantly related to project success, to explore whether there is a significant relationship between work-to-family conflict and project success; to assess whether affective commitment plays a moderating role between work-to-family conflict and job burnout. It also provides theoretical and practical insights into managing work-to-family conflict and job burnout in the setting of construction projects. It also provides a reliable reference for improving the levels of the effective commitment of construction professionals. This article is also compared to the conflict and experiences of the teachers that is why this has relevance to the present investigation.

2.1.6 Perceived Fairness and Justice at Work

Alazmi, & Alenezi, (2020) stressed in exploring and mediating the role of trust in principle on the relationship between organizational justice and teacher commitment. It advocates that school leadership plays a significant role in shaping worker commitment, and how important the latter is regarding scholastic outcomes. It examines the phenomenon in the public school by attempting to identify the mediating effect a teacher's Trust In their school's Principal (TIP) has upon the relationship between Organizational Justice (OJ) and Teacher Commitment (TC). More specifically, it attempted to describe and compare TC in public schools against the demographic variables of gender, nationality, years of experience and school level. It examines the total effect of OJ on TC and to determine whether TIP has significant mediative effects upon the relationship between OJ and TC. It demonstrated that TC is positively and significantly related to OJ and TIP. It showed that TIP does indeed act as a mediator between OJ and TC.

Dal Corso, De Carlo, Carluccio, Girardi, & Falco, (2019) emphasizes performance management as a key factor to enhance professional development and improve teaching quality. This process is successful only if teachers perceive it as fair, clear, and effective: namely, if it is satisfying. Carefully considering teachers' attributions in the performance appraisal process is fundamental to better clarify the relations between performance management and positive individual outcomes. It provides the effects of perceived performance appraisal justice on teachers' well-being, in terms of job performance, job satisfaction, and life satisfaction, hypothesizing the mediation role of performance appraisal satisfaction. It analyzes the teacher's structural equation modeling. It confirms the mediation role of performance appraisal satisfaction. It

perceives performance appraisal justice which is positively associated with the performance appraisal satisfaction, which, in turn, is positively associated with job performance, job satisfaction, and life satisfaction. Consequently, performance appraisal satisfaction totally mediated the relations between performance appraisal justice and the outcomes considered. They contribute to better understanding the performance management process in educational settings and an issue requiring further attention and they contribute to highlighting the importance of performance management efficacy which is essential not only to improve individual well-being but also to enhance teaching quality.

2.1.7 Teacher Performance

Murkatik, Harapan, & Wardiah, (2020) emphasized the influence of professional and pedagogic competence on teacher's performance. Education is a planned effort to influence others, both individuals, groups, and society so that they do what is expected by education practitioners. Education is the process of changing the attitudes and behavior of a person or group of people to mature humans through teaching and training efforts, processes, methods, and ways of educating. Education is a conscious and planned effort to realize learning, so that students actively develop their potential to have a religious spiritual, self-control, personality, intelligence, noble character, and skills needed by them, to achieve educational goals. Achievement of educational goals that have been set together by school members, effective, conducive, and harmonious school conditions among the education personnel in the school include principals, teachers, administrative staff, and parents of students who each have a role to play. An organization will succeed in achieving its goals and programs if the people who work in the organization can carry out their duties and maximize their duties in accordance with their fields and responsibilities, and then a leader is needed who can direct all resources and bring educational organizations towards achieving goals. Because professional education staff not only master the fields of science, teaching materials, and the right methods, but are able to motivate students, have high skills and broad insight into the world of education. The professionalism of the teaching staff is also consistently a most important factor in the quality of education. Professional education personnel can teach students effectively in accordance with resource and environmental constraints. However, to produce a professional teacher is also not an easy task. Teachers must be more dynamic and creative in developing student learning processes. So that the education process can run effectively and efficiently, teachers are required to have adequate competence, both in terms of type and content. The teacher is a very dominant and strategic element in the process of knowledge transfer. Teaching skills are a hallmark of the teaching profession. Achievement of learning goals and success in overcoming learning problems much depends on the ability or competence of teachers. While in school, much of the knowledge that students learn is contained in what happens in class. And everything that happens in the classroom is very dependent on the teacher's initiative to implement the curriculum in learning activities. A teacher

must be able to create good learning conditions for students so that the quality of learning in the learning process can run well. Because teaching is not just a transfer of knowledge, but also experience, and the example of interaction during the learning process that takes place. The professional teachers are the key to smoothness and success in the learning process at school. Because only professional teachers can create an active situation for students in learning activities. Professional teachers are believed to be able to deliver students in learning to find, manage, integrate their acquisition, and solve problems related to knowledge, attitudes, and values or life skills. Professional teachers are believed to be able to make students think, behave and act creatively. Furthermore, teacher is a professional job that requires special expertise as an educator. This type of work cannot be done by anyone outside the field of education. Tasks include educating teachers as a profession, teaching and training. Teaching means continuing and developing science and technology. While training means developing the skills needed by the community in solving various problems faced by the community. The form of teacher professionalism must be shown during the learning process. The three missions are professional missions, humanitarian missions, and citizenship missions to include professional teachers to have 4 competencies as to pedagogical competence, personality competency, social competence, and professional competence.

Stacey, M., Talbot, D., Buchanan, J., & Mayer, D. (2020) explains the development of teacher performance assessment to include a capstone teacher performance assessment (TPA) is relatively new. However, TPAs are common in other countries, in the involvement of the development of TPA. Through a systematic review of the international research literature, supplemented by a separate set of preliminary sources, we identify and explore a range of key considerations for the development of TPAs within the school context. It focuses on common aspects of TPAs worldwide: planning and preparation, observations on and evidence of teaching practice, and student work samples. It interrogates further issues related to TPAs including the role of schools, principals, and teachers; relation to Initial Teacher Education coursework; fairness; validity and reliability; and rubric development. The series of guiding principles to support the development and implementation of such complex, high stakes, and increasingly mandated kinds of assessments.

2.1.8 Professional Competence

Mukhamadovna, Sharipovna, & Supkhonovna, (2020) uses and innovates the system and achievements of science in the world education system, consistent and sustainable development of all spheres of society and state life is becoming an important factor in building a decent future for the country. It highlights the training of highly qualified, competitive personnel and is considered a key area of development, ensuring the widespread introduction of innovations in education, including modern, interactive, and creative teaching methods. This, in turn, is important in the formation of competencies for the successful use of theoretical knowledge in pedagogical practice in

future school teachers, the introduction of an educational environment that creates conditions for the implementation of their initiatives in pedagogical activities. The innovative training of future professionals, and the implementation of modern education pay special attention to the criteria of professionalism of future teachers, the problems of creating an innovative learning environment, the introduction of international educational standards. It provides and expands the content of teachers' pedagogical competence based on indicators such as successful application of modern information and pedagogical technologies in the educational process, motivational, cognitive, operational, reflexive, and self-assessment issues play an important role in the process. It aimed at developing modern approaches in the secondary education system in our country, which provides for the training of teachers for continuing education based on advanced foreign experience, to modernize the content of modern education, to create the necessary conditions for students to realize their potential. At the same time, there is a need for professional and trained teachers who meet modern requirements. It identifies priorities for improvement of the system of continuing education, increasing the capacity of quality educational services, continuing the policy of training highly qualified personnel in line with modern needs of the labor market. It is important to improve the educational system

Komila, (2020) focuses on the teaching, content, and production to meet the objectives of the learning process. It requires a material where the medium is transferable to real life situations, which students are likely to come across. It creates the reality of a substantial chance to bring video materials into the classroom. It presents a convincing argument for incorporating authentic video material into classroom teaching. It provides a variety of practical classroom activities showing how to use video to bring real world language and culture into the classroom in contemporary, engaging, and productive ways. It increases oral comprehension, stimulates student interaction and communication with other classmates, promotes cross-cultural awareness and is adaptable for use with students at any teaching level. In content-based teaching, there is a need for the students and preparing the curriculum of the course according to these needs are of vital importance. It comes from the various teaching skills and gains importance. It adds in their skills in teaching according to the needs of students. It implies changes and requirements of their professional teaching career and teaching approaches. It develops professional and cultural competencies in teaching. Moreover, critical understanding becomes an educational issue of pedagogic effectiveness.

2.1.9 Work Discipline

Sudirman, Lie, Sherly, & Dharma, (2019) discussed the development of science and technology of work. It provides competition in various work disciplines in education. The condition of competition in the world of education has begun to be felt by every school by looking at the condition of the community who want their children to go to a school that has credibility, quality teaching methods and provides adequate learning

facilities. Due to the rapid competition between schools, each school must have superior value to be able to compete with other schools. To face these challenges, leaders need to encourage teachers to empower human resources through developing potential. The teacher must improve the performance of the teacher because teachers have a very strategic role in advancing the success and quality of education. Good performance will get good results, but conversely less good performance will get poor performance results. Optimizing teacher performance is one of the concrete steps in building an educational mentality that has been considered less than optimal. Several strategic steps have been taken by the central and regional governments in developing and boosting the performance of teachers in each school in the city, district, sub-district, and rural areas. Performance appraisal related to the implementation of the learning process for teachers includes activities like planning and assessing, analyzing the results of the assessment and carrying out follow-up results of the assessment in applying the competency domains that must be possessed by teachers in accordance with the standard of the school. Learning management requires teachers to master various competencies that are grouped into pedagogical, personality, social and professional competencies. The phenomenon of the performance can be seen that the performance is not optimal yet. The teacher is seen from personality competence where some teachers often leave the classroom for things that are not important and spend more time on activities that do not support school development. Furthermore, teacher performance is not yet optimal, it can be seen from social competence that many teachers uphold a sense of seniority, so they feel the most righteous and do not want to accept advice from other teachers. Its focus on school policy lies in increasing school discipline in terms of costs that are neutral, but the impact is very effective on the results to be achieved such as teacher performance and competitiveness.

Sundari, Aslamiah, & Ngadimun, (2019) explained the influence of leadership, work climate and spirit on discipline school teachers to provide exemplary at school, in the community and in the family. As an operational task teacher as leaders, administrators, educators, designers, and counselors so that teachers not only deliver subject matter, evaluate, and analyze but also must pay attention to how the school culture and methods are chosen in delivering learning material and also how to deal with problems resolved psychologically and educatively. The importance of the role of the teacher in determining the success of education, for that a teacher must have high discipline on the tasks. This fact requires teachers to have high discipline in carrying out their duties and functions, because the teacher is a character who becomes a role model for students and their environment. Discipline as obedience to the rules and norms of the life of the nation and state in force, which is carried out consciously and sincerely, physically. On the other hand, discipline is a tool for creating human behavior and order as a community group. Therefore, discipline means punishment or weighty sanctions governing and controlling behavior. The work discipline is an attitude of willingness and willingness to obey and obey the rules and regulations that apply around them. Discipline is also influenced by good working relationships with fellow

employees so that each employee will feel happy and calm in carrying out tasks in the office. Work discipline is the awareness and willingness of someone to obey all applicable rules and social norms. Awareness is the attitude of someone who voluntarily obeys all rules and is aware of their duties and responsibilities. Teacher discipline in work can be said as a mental attitude that is reflected in the actions and behavior of a teacher based on established rules or regulations, a code of ethics, norms that apply in the school organization that are arranged together and have been agreed upon to achieve goals which have been set. Teacher professionalism will be formed beginning with the formation of self-discipline as a teacher. Many mistakes claim to be professional teachers while the teacher is undisciplined. Therefore, the key word for the formation of a professional teacher is the cultivation of self-discipline in the teacher. There are several phenomena that occur in the subject of teacher discipline. Teacher discipline has not been optimal yet, this can be seen from the existence of teachers who leave school at working hours for reasons that cannot be accounted for there are individual teachers who do not join the apple, quickly go home prematurely for no reason obviously, employees who are absent from work for health or necessity reasons family and the low commitment that teacher has in working or teaching such as not making an annual program, semester program or not making a plan for implementing learning. Work discipline is influenced by various factors, both internal and external factors. Internal factors are factors associated with one's nature, such as work motivation, work spirit, and work initiatives. External factors, namely factors originating from the environment such as the level of welfare, leadership style, firmness, supervision, and incentives. The effectiveness of leadership must also be supported by policies that can encourage employees to be more disciplined. Another factor that influences teacher discipline in schools is the work climate. The work climate in organizations can help organizations achieve organizational effectiveness. It defines the work climate as the system of information management and important environmental factors on the attitudes of belief values and motivation of the people who work in the organization. Another factor that can influence teacher work discipline is the teacher's work spirit. The spirit of work for the teacher is an impulse that arises from within, consciously, or not to carry out his duties as a teacher in achieving his goals. With enthusiasm will foster a sense of more caring, responsible, loyal, and disciplined in carrying out his duties as a teacher. Therefore, a teacher should have high enthusiasm. Teachers who have high enthusiasm in carrying out their duties as a teacher will surely encourage him to be disciplined in the task of educating, teaching, and training his students. Decreasing teacher spirit is characterized by a lack of encouragement for achievement, low responsibility in work or often called demotivation. It examines the principal leadership factors, work climate and morale for teacher discipline, because leadership skills are still low in building good communication with teachers, besides that the work climate still needs to be improved and the work spirit of teachers still needs to be improved by the teaching profession development is still not like training to improve knowledge and ability to teach.

2.1.10 Work Productivity

Khan, & Abdullah, (2019) stressed the impact of staff training and development on teachers' productivity among teachers on their development and training which is linked with organizational activity with an aim of improving the individual performance and the performance of groups. Training and development play a very significant role in wake of the technological advancement, effectiveness of organizations and to the experiences of people in their job and work productivity. Training and development have direct associations for productivity, efficiency, accuracy, and personal development. All employees of the organizations need to train and develop their staff with an objective of improving their productivity and performance, but it can never be achieved without the effective performance of its employees. The same is applicable to the teaching sector too. Teachers are the backbone of the Education Sector. In today's competitive world training of teachers has become extremely necessary specially to cope with the changing demands of the teaching industry. It is also necessary as it improves the caliber of the teachers. Unfortunately, not many trained teachers are available. Therefore, the need to train teachers arises. It is the responsibility of the managing authority to check that their employees in the workplace have the required skills, ability, passion, and knowledge to work, so that there can be an increase in productivity and performance. It is familiar to all that training and development improves knowledge, skills, and our conduct towards our work. With the increasing competition and expectation from parents, a teacher needs regular training. It was observed by the researchers that training and development activities are not properly planned, nor are implemented properly. They are not even coordinated well. It was also learned that very less attention was paid on training and development. Because of which obviously the work is not up to the mark, and it hampers productivity. The work is therefore carried out to know the ins and outs of training and development in this sector and its impact on teacher's performance and their productivity. It carried the parameters of training and development responsible for affecting productivity. It will allow some light on the most encouraging factor for teachers to undergo training. It is expected that work will help in the management to find the need for training and development among teachers and what factors that affect the employee productivity. It will be extremely helpful for the institutes who are focusing on increasing the staff productivity through training and development. It will also work to guide them as to which training method will be more appropriate for the teachers, which is essentially a requirement to train the teachers to flourish the students, and their own personality.

Hidayat, Patras, Hardhienata, & Agustin, (2020) provides the effects of situational leadership and self-efficacy on the improvement of teachers' work productivity. The quality of education has been reported to be highly dependent on several factors and one of the most important is the work behavior of teachers which is associated with their work productivity. The provision of adequate facilities and a perfect curriculum by the government or educational organization, low teachers' behavior can reduce the quality of education. It means the theme of teacher work

productivity is very important to the education process and needs to be researched and developed to improve the quality of education. The work productivity of the teacher determines educational outcomes based on the mental attitude of making life better. Teachers are expected to maintain high work productivity due to its effect on the quality of education. The teachers' work productivity despite the fact it is influenced by different factors including the school leadership, facilities, teachers' training, and the teachers' condition. Productivity has always been studied in relation to the private sector before it was introduced into the education sector. The concept basically includes a mental attitude encouraging avoidance of complacency but investment in continuous self-development to improve work skills. The time spent on leave (absence) due to an illness and at work but with a decreased level of productivity is the same. This means work productivity is the difference between input and output as well as the ability to produce more quality. Moreover, in relation to education, it is the ability to produce learners with relevant skills and expertise to create quality lives and provide benefits to the environment. Productivity is, however, inseparable from human resource management activities due to the involvement of input, activities of humans, and results such as the achievement of learning outcomes. Teacher work productivity is defined as a measure of the success obtained by comparing the efforts inputted by a teacher with the output over a certain period. Situational leadership is a model of leading that integrates both the directive and supportive dimensions, each of which is applied correctly in appropriate situations. It emphasizes the readiness, willingness, and ability of followers to conduct certain tasks. The leadership model focuses on the followers and their level of maturity showed effective leaders have many styles of leading based on the readiness of their followers and some of these include telling, selling, participating, and delegating. It allows its influence on several activities of an organization. The situational leadership is defined as a way of influencing subordinates using different leadership styles such as telling, selling, participating, and delegating depending on the current situation. Another important factor to achieve productivity is self-efficacy. It is defined to be the self-belief owned by an individual to have the ability to conduct a specific task successfully. Moreover, also defined it as a person's belief to engage in work behavior appropriately by producing a specified level of performance. Some characteristics of people with high self-efficacy include possessing the abilities needed, making necessary efforts, working without outside influences, preventing the achievement of the required level of performance, believing in success, working harder, more creativity, being motivated at work, confidence, motivation, direction, and endurance in completing tasks. Self-efficacy is influenced by mastery of experience or achievement of performance, diverse modeling, social persuasion, as well as physiological and psychological arousal. It can be improved through training, coaching, providing freedom and responsibility, showing an example, giving praise, motivating, reducing stress, caring, and aiding.

2.2 Related Studies

2.2.1 Health Risk and Work Performance

According to Alker, Wang, Pbert, Thorsen, & Lemon, (2015) found out that healthy, productive employees are an integral part of school health programs. There have been few assessments of work productivity among secondary school staff. This study describes the frequency of 3 common health risk factors as to obesity, depressive symptoms, and smoking and their impact on work productivity in secondary school employees. Employees of secondary schools in Massachusetts (N = 630) participated in a longitudinal weight gain prevention intervention study. Assessment completed at baseline, 1-year and 2-year follow-up included survey assessments of health risk factors as well as measurements for height, weight, and body mass index (BMI). The survey also included a depression inventory and Work Limitations Questionnaire. Data analysis included multivariate mixed effect models to identify productivity differences in relation to BMI, depressive symptoms, and smoking in this population stratified by position type (teacher and other school staff). Results included 361 teachers and 269 other school staff. Obesity, depressive symptoms, and smoking were significantly associated with work productivity, including workdays missed because of health concerns (*absenteeism*) and decreases in on-the-job productivity because of health concerns (*presenteeism*). The study concluded that three common health conditions, namely obesity, depressive symptoms, and smoking, adversely affect the productivity of high school employees.

On the other hand, Agustina, Kristiawan, & Tobari, (2020) determined the effect of school principal leadership and school climate on the work productivity in selected schools. Data in this study were collected through questionnaire distribution to respondents. The results of filling out the questionnaire were analyzed by multiple regression analysis through t test, F test, and the coefficient of determination test. The population in this study were all teachers who teach at the Pharmacy Vocational School in Palembang from 8 schools totaling 151 people. The sample in this study was based on calculations using the Slovin formula. So that the number of samples obtained in this study were 110 teachers. The results of the study indicated that (1) there is a significant influence of school principal leadership on teacher work productivity; (2) there is a significant influence of school climate on teacher work productivity; (3) there is a significant influence of school principals' leadership and school climate together on teacher work productivity. This paper contributes to educational principles to improve leadership and climate whether they would have very good teacher's work productivity.

2.2.2 Job Design, Including Control over Work

As cited by Galeazzo, & Furlan, (2020) found out to pursue continuous improvement, organizations must overcome numerous operational problems. To avoid these problems recurring, employees adopt a problem-solving orientation (PSO) behavior to search for the underlying causes of problems and find the most adequate solution.

Despite the importance of PSO in generating continuous improvement, past research has scarcely investigated the drivers of PSO. This is to identify whether and how job design decisions related to task routinization, job complexity, and job autonomy affect PSO. Drawing on data from 238 front-line employees of 23 manufacturing plants, multilevel regression models are used to test the research question. Results showed that task routinization and job complexity are positively associated with PSO whereas job autonomy is negatively associated with PSO. Moreover, job autonomy positively moderates the relationship between task routinization and PSO whereas job complexity negatively moderates the relationship between task routinization and PSO. In terms of managerial contributions, findings suggest that managers might develop PSO behaviors by involving employees in stable, standardized, and repetitive tasks (that generate high task routinization) and making them perform complex tasks.

On the other hand, De Spiegelaere, Van Gyes, De Witte, & Van Hootegem, (2015) found out that employees' behavior is a crucial factor for organizational success, the question on how to promote the engagement of employees in their work and boost their implication in the innovation process is central for companies. In this article we study this question building on the Karasek model suggesting that employees in jobs with high autonomy and time pressure will be more engaged and more innovative. The results of the multi-level regression analyses confirm that such a combination is associated with high employee innovation. For work engagement, the job autonomy helps in buffering the negative effects of time pressure.

Moreover, Yoo, Jang, Ho, Seo, & Yoo, (2019) investigated the actor–context interaction effects of job characteristics and organizational context on individual creativity in the South Korean context. Specifically, it examined the relationship among three job characteristics (i.e. skill variety, autonomy and feedback), three organizational context factors (i.e. organizational climate, resources and extrinsic rewards), and individual creativity. The findings indicated that all job characteristics positively affected individual creativity. Only extrinsic rewards had a significant moderating effect on the job characteristics and individual creativity relationship; extrinsic rewards negatively moderated the relationship between skill variety and individual creativity, while it positively affected the relationship between autonomy and individual creativity. The study extends and contributes to the actor–context interactionist view in creativity scholarship and provides several important implications for creativity research and practice.

2.2.3 Overtime and Number of Hours Work

Jeunet, & Orm, (2020) optimized significant contribution to project success, quality has been scarcely addressed in the literature on deterministic project scheduling problems. Although it is recognized that higher qualities are associated with longer processing times, no relationship between quality and resource consumption has been analytically derived to support this statement. As manufacturing projects can be accelerated using additional manpower such as overtime and temporary workers, they derive an

analytical relationship between quality and manpower since overtime and overmanning negate quality. They also consider productivity losses due to overmanning. Contrary to most previous contributions that focused on the project overall quality as an aggregation of quality levels attained at the individual activities, they impose each activity to reach a minimum quality threshold, which is consistent with project management practices. Consequently, they develop a mixed integer linear programming (MILP) to optimize temporary work and overtime to accelerate a project with quality and productivity considerations. The objective is to simultaneously determine for each activity the number of permanent, temporary and overtime workers over the processing periods to minimize the make span, the total cost and the overall quality losses subject to individual quality constraints, precedence relationships, no preemption and availability of resources. The approach is successfully applied on numerous instances based on a real project of a high-speed locomotive as well as on other projects taken from the literature.

Hence, Kim, Kwon, & Wang, (2020) focused on the relationship between working hours and stress; few cross-cultural studies have examined this relationship with job control. This study investigated how job control relates to working overtime and stress with work centrality and organizational constraints in the United States and South Korea. Survey data collected from 787 employees from these two countries were analyzed using a multi-group path analysis. In the path model, job control was not related to overtime in either country, but job control significantly related to stress in Korea. In the Korean sample only, job control significantly moderated the relationships of overtime with work centrality and organizational constraints and the relationships of stress with perceived overtime and organizational constraints. The study highlighted the different effects of job control on overtime by culture, which has not been previously emphasized in western research. It also demonstrates the importance of job control on employee stress.

2.2.4 Providing Social Support

Ju, Lan, Li, Feng, & You, (2015) investigated the mediating effect of workplace social support on the relationship between trait emotional intelligence and teacher burnout among 307 Chinese middle school teachers. Structural equation modeling revealed a satisfactory fit between the data and our theoretical model. Workplace social support partially mediated the relationship between trait emotional intelligence and teacher burnout. Neither gender nor age moderated the relationship between trait emotional intelligence and teacher burnout. Emotional intelligence and workplace social support can protect teachers from teacher burnout. Thus, providing effective emotional intelligence training and creating supportive workplace conditions requires increased attention from education administrators.

Griffin, Sulkowski, Bámaca-Colbert, & Cleveland, (2019) found out that youth spend a significant amount of time in school surrounded by and interacting with teachers and peers. For doubled-up homeless youth (i.e., youth who share housing with

a series of friends and/or extended family members), in-school relationships may be important for their emotional functioning. The current study captured dynamic processes by which in-school teacher and peer social support (i.e., baseline assessments of prior support and daily early-day reports of school day support) influence homeless youth's daily emotional well-being, as assessed by positive and negative affect later in the day. Specifically, a baseline survey was used in combination with a 10-day twice-a-day diary design to examine the competing influences of prior (i.e., between-person) and daily (i.e., within-person) social support from teachers and peers during the school day. Baseline teacher support and early-day peer support were associated with higher later-day positive affect. In contrast, baseline peer support was associated with lower later-day negative affect. Baseline peer support moderated the association between early-day peer support and later-day positive affect, in that there was a significant effect of early-day peer support and later-day positive affect for youth who reported medium and high levels of baseline peer support. However, the latter-day positive effect of youth who reported low baseline levels of social support did not appear to benefit from early-day peer support. Results suggest that the source of support (i.e., teacher and peer) differently influences daily affect and that receiving daily in-school support can promote daily positive affect while mitigating negative affect for doubled-up homeless youth. Overall, study findings suggest that providing peer and teacher social support is a promising prevention and intervention approach for fostering resilience among doubled-up homeless youth.

2.2.5 Conflict between Work and Family Commitments

Poulose, & Dhal, (2020) found out and examined the mediating effect of perceived work-life balance (WLB) between work overload and career commitment among law enforcement officers in India. The study also explores whether satisfaction with organizational WLB strategies moderates the relationship between work overload and perceived WLB. The study is based on a sample of 819 law enforcement officers through a structured questionnaire-based data collection. The reliability coefficient of the scales varied between 0.86 and 0.94. The study adopted a hierarchical multiple regression analysis to test the hypotheses. The result supported the mediating role of perceived WLB in the relationship between work overload and career commitment. It also demonstrated that the impact of work overload on perceived WLB would be diminished among employees having high levels of satisfaction on organizational WLB strategies. The findings have significant policy implications for the organization under study and a reference for many others with deteriorating WLB to amend the existing policy or formulate new measures. The present study expands the scant literature on the mediating role of perceived WLB between work overload and career commitment. The study also furthers the literature by exploring the moderating roles of WLB strategies between work overload and perceived WLB.

Novitasari, Sasono, & Asbari, (2020) aimed to measure the effect of work-family conflict on employee performance of the part-time employee of a packaging industry in

Tangerang which are mediated by readiness for change. Data collection during covid-19 pandemic was done by simple random sampling technique and the returned and valid questionnaire results were 143 samples. Data processing was used using the SEM method with SmartPLS 3.0 software. The results of this study concluded that work-family conflict has a negative and significant effect on employee performance, but work-family conflict has a positive and significant effect on readiness for change. The study concluded also that readiness for change has a positive and significant effect on relationship work, family conflict and employee performance. Readiness for change as a full mediator. This new research proposed a model for building employee performance among the part-time employees of a packaging industry in Tangerang through enhancing work-family conflict management practice with readiness for change as a mediator. This research could pave the way to improve employee readiness in facing the era of industrial revolution.

2.2.6 Perceived Fairness and Justice at Work

Orchard, Carnide, & Smith, (2020) found out that mental health concerns are common after a workplace injury, particularly amongst those making a compensation claim. Yet there is a lack of research exploring the effect of modifiable elements of the return-to-work process on mental health. The aim of this study is to examine the impact of perceived injustice in the interactions between claim agents and claimants on mental health symptoms in the 12-month following a musculoskeletal (MSK) workplace injury. A cohort of 585 workers compensation claimants in Victoria, Australia were interviewed three times over a 12-month period following a workplace MSK injury. Perceptions of informational and interpersonal justice in claim agent interactions were measured at baseline, and the Kessler Psychological Distress (K6) scale was administered as a measure of mental health at all three timepoints. Path analyses were performed to examine the direct and indirect effects of perceived justice at baseline on concurrent and future mental health, after accounting for confounding variables. Results show that 1-unit increase in perceptions of informational and interpersonal justice, indicating poorer experiences, was associated with an absolute increase of 0.16 and 0.18 in respective K6 mental health scores at baseline, indicating poorer mental health on a 5-point scale. In addition, perceived justice indirectly impacted mental health at 6-month and 12-month, through sustained negative impact from baseline as well as increased risk of disagreements between the claim agent and claimant. The findings have highlighted the importance of perceived justice in claim agent interactions with claimants in relation to mental health following a work-related MSK injury.

Gilliland, (2019) found out that the justice model of applicants' reactions to employment-selection systems is proposed as a basis for organizing previous findings and guiding future research. Organizational justice literature is briefly reviewed, and key findings are used to provide a framework for the proposed model and to support hypotheses. The procedural justice of selection systems is examined in terms of 10

procedural rules, wherein the satisfaction and violation of these rules provide the basis for fairness reactions. Distributive justice of hiring decisions is examined with respect to equity, equality, and needs. The model also includes the interaction of procedural and distributive justice and the relationship of fairness reactions to individual and organizational outcomes.

2.2.7 Teacher Performance

As cited by Elacqua, & Marotta, (2020) found out that multiple school jobs are more common in developing countries and among teachers who teach specific subject areas. The study examined whether student achievement is affected when teachers work in more than one school. They also used the longitudinal data from Rio de Janeiro and exploited within teacher-school-grade variation in the number of school jobs over time. They found out that an increase in the number of school jobs leads to a decrease in student achievement. The results suggested that multiple school jobs are more detrimental for female teachers, probably because women take on more responsibilities outside of work. They also found out that the negative impact of multiple school jobs is particularly larger for poorer students who participate in conditional cash transfer programs. Lastly, results showed that an increase in the number of school jobs is associated with an increase in teachers' workload as measured by the number of teaching hours and the number of unique subject-areas, grade-levels, and students taught.

In addition, Kartini, Kristiawan, & Fitria, (2020) examined the significant influence of the principal's leadership, academic supervision, and professional competence toward teachers' performance. The study highlighted the high school in the sub rayon 06 of Banyuasin. This research belongs to quantitative partial and simultaneous correlation. The sample was 128 teachers from SMA Negeri 1 Muara Padang, SMA Muhammadiyah Muara Padang, SMA Negeri 1 Air Saleh, SMA Bhakti Bangsa Air Saleh, and SMA Negeri 2 Muara Sugihan and we used questionnaire. Results showed that 1) there is significant influence between the principal's leadership and the teachers' performance; 2) there is significant influence between the academic supervision and the teachers' performance; 3) there is significant influence between the professional competence and the teachers' performance; and 4) there is a significant influence of principal's leadership, academic supervision, and professional competence simultaneously to teachers' performance.

2.2.8 Professional Competence

Wachidi, Rodgers, & Tumanov, (2020) found out that professional competence understanding level of school teachers in implementing curriculum 2013 in Bengkulu city. The study used analytical descriptive which aimed at describing the professional competence understanding level of school teachers in implementing curriculum 2013. The subject of this study was 100 teachers at a high school in Bengkulu City. The object of this study was related to the professional competence understanding level of high

school teachers in implementing Curriculum 2013. The data collecting was conducted by using questionnaires and documents. Questionnaire was used to obtain the data about professional competence understanding level of high school teachers in implementing Curriculum 2013. To find out and to prove that the questionnaire is valid was conducted by an expert. Document was used to find out the number of high school teachers in Bengkulu City. After the data was collected it was verified and was processed by using the percentage statistic method. The data processing was then analyzed and concluded. In general, this study concluded that high school teachers in Bengkulu city understand professional competence in implementing curriculum 2013.

Meanwhile, Vladislavivna, (2019) found out that the following approaches to the definition of a professional competence phenomenon have been analyzed: function activity related, axiological, universal, personal activity related; the structure of key competences in education has been disclosed; the main components of professional competence of pedagogues and form of methodological work have been determined, aimed at development of competence of educators of pre-school educational institutions. The modern terms of competency and competence are often used as synonymous. The structure of the competence of the specialist involves experience (knowledge, skills), orientation (needs, values, motives, ideals), quality (ability to synergetic manifestations, adaptation, scaling and interpretation, self-development, integration, transfer of knowledge from one branch to another). Content of professional competence of a pedagogue of one or another major is determined by qualification characteristics. It constitutes a normative model of a pedagogue's competence, reflecting theoretically substantiated professional knowledge, abilities, skills. A qualification characteristic is in fact a compilation of generic requirements to a pedagogue at the level of his/her theoretical and practical experience. By conditional separation of professional competence from other personal transformations we mean that acquisition of knowledge is not a goal but a very important condition for production of knowledge in action, i.e., abilities and skills as a main criterion of a professional readiness. Understanding the essence of pedagogical abilities allows one to understand their internal structure, i.e., an interdependent connection between actions (components of abilities) as relatively individual personal abilities. The structure of methodical competence as the result of the training of future educators of pre-school institutions is due to its components being the key, basic, special, and partly professional competencies, each of which has a cognitive, activity and personal aspect.

2.2.9 Work Discipline

Ssenyonga, Hermenau, Nkuba, & Hecker, (2019) found out that the global use of violent discipline methods by teachers to manage child behavior is still highly prevalent despite enactment of laws that prohibit school violence. In the case of Uganda there is a dearth of accurate prevalence statistics on school violence and factors associated with the use of violence by teachers. The study examined the prevalence of and attitudes towards violence. The study also explored the association between teachers' stress,

positive attitudes towards violence and the use of violent discipline management methods. A representative sample of 291 teachers and 702 students from 12 public secondary schools in southwestern Uganda responded to anonymous self-administered questionnaires. Data were collected from April to November 2017. It indicated that 86.5% of the teachers reported having used violent disciplinary methods on students in the past month while 91.5% of the students reported experiencing violence by teachers. Teachers (88.3%, $n=256$) endorsed positive attitudes towards violent discipline. Teachers' stress was related to higher levels of violent discipline ($\beta=0.20$). This relation was mediated by positive attitudes towards violence (0.06, SE: 0.01, 95%-CI: 0.035–0.092). It indicated that teacher reported stress was associated with their use of violent behavior and positive attitudes and that positive attitudes reduced the association between teachers' stress and violent behavior. Therefore, interventions aiming to reduce violence by teachers may need to integrate effective stress management skills, in addition to nonviolent discipline strategies, and fostering attitudinal change towards the use of violent methods.

Furthermore, Valente, Monteiro, & Lourenço, (2019) found out that one of the fundamental problems of educational systems in many countries is related to classroom discipline. This reflected one of the worst problems faced by teachers. Classroom discipline management strategies play an effective role in creating positive teacher-student relationships. One of the factors that influenced behavior management in a classroom is emotional intelligence. Therefore, this study analyzed how teachers' emotional intelligence influenced the management of discipline in a classroom and the relationship between gender, academic formation, and service time of teachers with their emotional intelligence. Its sample comprises 559 basic and secondary school teachers. An Emotional Competence Questionnaire, a Scale of Teacher Efficacy in Classroom Management, and a personal and professional data inquiry have been used as instruments. Results showed that teachers who have more capacity to deal with emotion demonstrate a greater management of discipline in the classroom. Most of the relationships in the model are statistically significant.

2.2.10 Work Productivity

Utami, & Harini, (2019) found out that teacher work productivity is a determining factor for the success of education quality because teachers face directly with students in providing guidance that will produce professional graduates. The purpose of this study was to examine the direct effect of job satisfaction and absenteeism on the work productivity of high school teachers. This research was conducted in Bekasi, Indonesia. This study uses a survey method with the path analysis approach. Data collection by distributing questionnaires as many as 198 teachers with simple random sampling technique with Slovin formula. Based on the results of testing the hypothesis in this study it was concluded that: (1) job satisfaction has a positive direct effect on teacher work productivity; (2) absenteeism has a direct negative effect on work productivity. Teacher absence has a negative impact on productivity. Absent teachers often cannot

contribute to organizational productivity and growth. This means that the lower the level of absenteeism, the higher the work productivity of the teacher; and (3) job satisfaction has a direct negative effect on absence. It can be concluded that the more fulfillment of teacher job satisfaction, the lower the intensity of teacher absence occurs

Suhardi, Nugraha, & Hardhienata, (2020) found out that teacher work productivity can affect the progress of the quality of learning in schools. From the initial survey, it is seen that the work productivity of teachers, especially private junior high school teachers, has not been as expected, meaning "das sein" has not been like "das sollen". Therefore, the teacher's work productivity is interesting to be studied. The research aims to find an effort to increase teacher work productivity by examining the relationship between other variables with teacher work productivity. The other variables are commitment to the profession and supervision of the principal. This research was conducted using the correlational statistical method to find out whether commitment to the profession and supervision of the principal has a positive relationship with teacher work productivity. Based on these results, an analysis was then performed using the Sitorem Method to establish recommendations and find a priority order for improvement of the indicators of the research variables needed. The study was conducted on private junior high school teachers in Klapanunggal District, Bogor Regency with a population of 134 teachers, with a proportional random sample of 100 teachers. The results showed that there was a positive relationship between commitment to the profession with teacher work productivity with a correlation coefficient of 0.512, there was a positive relationship between the supervision of principals with teacher work productivity with a correlation coefficient of 0.464, and there was a positive relationship between commitment to the profession and supervision of principals as together with teacher work productivity with a correlation coefficient of 0.676. This shows that teacher work productivity can be increased through strengthening commitment to the profession and supervision of the principal. The results of Sitorem's analysis show that strengthening commitment to the profession and supervision of school principals can be done by improving indicators that are still weak and maintaining good indicators. Indicators that are still weak and require improvement in the order of priority handling are as follows as to professional development efforts, services to students, guidelines for student success, responsibility, love of the profession, provision of feedback from results supervision, follow up supervision, continuity of supervision, provision of assistance and guidance, interaction in supervision, speed of completing work, personal development, positive contribution to the environment, targets to be achieved , and relationships with fellow teachers. Whereas the 3 indicators that are in good condition and remain to be maintained are: obedience to the rules, quality of work, and compliance with work

2.3 Synthesis

All readings presented and discussed in this research bear significance to this study. All of them stressed on the relationship between the health risk and work productivity

among teachers to include the factors associated on health risks on work productivity of selected high school teachers in Caloocan High School respondents in terms of job design, including control over work, overtime and number of hours worked, providing social support, conflict between work and family commitments, and perceived fairness and justice at work. On the other hand, it also stressed on how health risks affect the work productivity of the selected high school teachers in Caloocan High School respondents along the area of teacher performance, professional competence, work discipline, work productivity.

Likewise, the need to enhance the implementation on the prevention of health risks will be given emphasis among teachers to obtain work productivity and work output. This is one way of addressing the issue. Most of the teachers encounter various health issues because of so much work handled by the teachers at present. They encounter anxiety, depression etc. due to the bulk of work aside from their teaching job.

The present study however has one distinct feature. It focuses primarily on the relationship between health risk and work productivity among selected high school teachers in Caloocan. It links between the factors of health risk and work productivity and how the health risk can be prevented to maintain a healthy work productivity among the respondents. The works of Tokar, Kaut, Bostrom et.al., Biolowalski, McNeely, VanderWeele, Weiziaz-Bialowolska, Alker, Wang, Pbet, Thorsen, Lemon, Agustina, Kristinan, and Trobari etc. were reviewed that strengthen the framework of the study.

The various educational institutions in various countries are concerned about the health welfare and health well-being of their staff to produce better work output and productivity.

The study banks on these theories/concepts. The present study presents the data and discusses the links between variables. Likewise, the different studies presented in this investigation utilized the Descriptive type of research design. As this design is a fact-finding approach by means of adequate cross-section information for comparison and interpretation. The researcher who conducted the study felt its appropriateness. The interpretation of all the data collected were portrayed from the viewpoint of the respondents.

Chapter 3: Research Methodology

3.1 Research Design

The study employs the Descriptive Quantitative Method of Research Design is utilized in the study because it is a research method that describes the characteristics of the population or phenomenon studied. This methodology focuses more on “what” of the research subject than the “why” of the research subject. The descriptive research method primarily focuses on describing the nature of a demographic segment, without focusing on “why” a particular phenomenon occurs. In other words, it describes the subject of the research, without covering “why” it happens. The term descriptive

research then refers to research questions, design of the study, and data analysis conducted on that topic. It is also called an observational research method because none of the research study variables are influenced in any capacity. It is a quantitative research method that attempts to collect quantifiable information for statistical analysis of the population sample. It is a popular market research tool that allows us to collect and describe the demographic segment's nature.

According to Rahman, (2020) he stressed the advantages and disadvantages of using qualitative and quantitative approaches and methods in various disciplines and often used qualitative and quantitative research methods and approaches for their studies. Others like to be regarded as quantitative research. The research is sharply polarized; and involves a competition of pointing out the benefits of their own preferred methods and approaches. On the factors associated with the health risk and work productivity of the selected Caloocan High School and how the health risk and productivity be achieved in the study.

Talebi, & IranNejad, (2020) defines descriptive research design as creative and critical thinking in a comparative causal method of research in various variables and its dimensions as to flexibility, creativity, fluidity, extension, and invention for description and commitment.

3.2 Respondents of the Study

The respondents of the study are the License Professional Teachers (LPT) assigned at Caloocan High School using the following criteria:

- Respondents must be presently teaching at Caloocan High School.
- Respondents must be permanent teachers.
- Respondents have taught for at least 2 years.
- Experienced health problems and issues.

3.3 Sampling Techniques

The study employs the purposive sampling techniques since purposive sampling referred to as a judgmental or expert sample, is a type of nonprobability sample. The main objective of a purposive sample is to produce a sample that can be logically assumed to be representative of the population. Purposive sampling has a long developmental history and there are as many views that it is simple and straightforward as there are about its complexity. The reason for purposive sampling is the better matching of the sample to the aims and objectives of the research, thus improving the rigor of the study and trustworthiness of the data and results as to credibility, transferability, dependability, and confirmability. It aims to outline the nature and intent of purposive sampling, and its application in different contexts. The approach used for participant sampling provides improved methodological rigor as judged by the four aspects of trustworthiness, (Campbell, et al., 2020).

3.4 Setting of the Study

The venue of the study is in Caloocan High School. Caloocan High School first stepped foot to the Municipality of Caloocan in 1941. It was once the second largest high school in the entire Asia, with a population of 10,000 students. Now, it currently offers multi-curricular programs, complying to the standards set by the Department of Education.

The Department of Education was established through the Education Decree of 1863 as the Superior Commission of Primary Instruction under a Chairman. The Education agency underwent many reorganization efforts in the 20th century in order to better define its purpose vis a vis the changing administrations and charters. The present Department of Education was eventually mandated through Republic Act 9155, otherwise known as the Governance of Basic Education act of 2001 which establishes the mandate of this agency.

The Department of Education (DepEd) formulates, implements, and coordinates policies, plans, programs, and projects in the areas of formal and non-formal basic education. It supervises all elementary and secondary education institutions, including alternative learning systems, both public and private; and provides for the establishment and maintenance of a complete, adequate, and integrated system of basic education relevant to the goals of national development.

3.5 Mission

To protect and promote the right of every Filipino to quality, equitable, culture-based, and complete education where:

- Students learn in a child-friendly, gender-sensitive, safe, and a motivating environment.
- Teachers facilitate learning and constantly nurture every learner; Administrators and staff, as stewards of institution, ensure an enabling and supportive environment for effective learning to happen;
- Family, community, and other stakeholders are actively engaged and share responsibility for developing life-long learners.

3.6 Vision

We dream of Filipinos
Who passionately love their country
And whose values and competencies
Enable them to realize their full potential
And contribute meaningfully to building the nation.
As a learner-centered public institution,
the Department of Education
Continuously improves itself
To better serve its stakeholders.

3.7 Core Values

- Maka-Diyos;
- Makatao;
- Makakalikasan;
- Makabansa³

3.8 Data Gathering Procedures

The researcher reads books, magazines, and browses the internet regarding the topic and gathers information. Through those gathered information. The researcher drafts the questionnaire which is formulated in the statement of the problem where she patterns the questionnaires. She then presented the draft questionnaire to her adviser for critics. All the suggestions of the adviser are given consideration for the final revision of the questionnaire to be floated among the respondents. Answers for the floated questionnaires are given with utmost confidentiality for purposes of gathering of data only.

3.9 Research Tools and Instruments

To gather the needed data, the researcher made use of the following research tools and instruments:

A. Questionnaires

For data gathering purposes, the researcher used a set of questionnaires that elicited the needed data and information on matters that pertained to the topic under study. This consisted of different parts and each for a specific purpose.

Part I collected data and information on the respondents' profile as to their age, gender, educational attainment, current position, and number of years in the service.

Part II collected data and information in the factors associated on health risks on work productivity of selected high school teachers in Caloocan High School respondents in terms of job design, including control over work, overtime and number of hours worked, providing social support, conflict between work and family commitments, and perceived fairness and justice at work, and

Part III deals on how health risks affect the work productivity of the selected high school teachers in Caloocan High School respondents along the area of teacher performance, professional competence, work discipline, and work productivity.

B. Interview

The unstructured interview was used by the researcher to the respondents to supplement the primary source of data which was the questionnaire that may not have been clearly expounded. These were also used to discuss relevant issues pertaining to the topic of the study that perhaps not have been covered by the questionnaire.

C. Observation

The observation has also been an excellent source of data to explain the issues surrounding this study. This was supplemented by the knowledge and ideas of the researcher.

3.10 Data Collection and Procedures

The researcher sought permission of the School Division Office to endorse from the Principal of the Caloocan High School where the respondents belong by presenting a letter request. This letter included the purpose of the research and the data that will be gathered by the researcher through the respondents.

Respondents were given enough time to read and understand the different questions in the instrument.

3.11 Statistical Treatment of Data

For in depth analysis and interpretation of data, the following techniques were used.

Percentage was used to find the ratio of frequency of response to the total number of respondents by applying this formula:

$$P = \frac{f}{N} \times 100$$

Where:

P = percentage

F = frequency

N = no. of respondents

Ranking supplemented percentage when data required rank ordering.

The weighted mean was used to measure the holistic view of the respondents' responses.

The formula is:

$$WM = \frac{\sum fw}{N}$$

Where:

WM = weighted mean

$\sum fw$ = sum of the product of the frequency

N = no. of respondents

The standard deviation was used to show the heterogeneity or the homogeneity of the respondents.

The formula is:

$$S = \frac{\sqrt{V\sum x^2 - (\sum x)^2}}{N(N - 1)}$$

Where:

SD = standard deviation;

N = no. of scores;

$\sum x$ = summation of scores;

Pearson's Product Moment Coefficient Correlation (Pearson, r_{xy})

This technique was used for finding an index or degree of association between two variables that are quantitative and continuous.

The formula is:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

Where:

r = Pearson's r

x = score of variables x

y = score of variables y

$\sum x$ = sum of the x scores

$\sum y$ = sum of the y scores

$\sum x^2$ = sum of squared x scores

$\sum y^2$ = sum of squared y scores

$\sum xy$ = sum of the paired product of x and y scores

N = no. of paired scores

The researcher used the Likert Scaling Techniques or Scaled Variables using a relative weight of 1 – 5 with corresponding values and interpretation that are found below:

Numerical Weight	Verbal Interpretation	Adjectival Rating
4.50 – 5.00	Strongly Agree	SA
3.50 – 4.49	Agree	A
2.50 – 3.49	Moderately Agree	MA
1.50 – 2.49	Disagree	D
1.00 – 1.49	Strongly Disagree	SD

Chapter 4: Presentation, Analysis, and Interpretation of Data

This chapter presents, analyses, and interprets data gathered according to the sequence of questions posited in the statement of the problem in Chapter 1.

4.1 Profile of the Respondents

Table 1: Profile of the Respondents

Profile	Frequency	Percentage	Ranking
1. Age:			
• 25 years and below	11	18.33	3.5
• 26-28 years	11	18.33	3.5
• 29-31 years	10	16.67	5
• 32-34 years	12	20	2
• 35 years and above	16	26.67	1
2. Gender			
• Male	23	38.33	2
• Female	37	61.67	1
3. Educational Attainment			
• College graduate	16	26.67	2
• With MA units	17	28.33	1
• MA graduate	10	16.67	3.5
• With doctorate units	10	16.67	3.5
• Doctorate graduate	7	11.67	5
4. Current Position			
• Teacher 1-111	31	51.67	1
• Master teacher 1-2	12	20	3
• Head teachers 1-6	17	28.33	2
5. Number of years in the service			
• 2 years and below	7	11.67	5
• 3 - 5 years	15	25	1
• 6 – 8 years	13	21.67	3
• 9 – 10 years	11	18.33	4
• 11 years and above	14	23.33	2

Table 1 presents the frequency and percentage distribution on the profile of the respondents.

As noted in the table, it shows that most of the respondents belong to the age bracket 35 years and above, with a frequency of 16 or 26.67% which means that most of them are exposed to risk to their health due to the bulk of work they are handling. Female respondents also got 37 or 61.67% which means that females are passionate in teaching however, they are much prone to health risk both physically and emotionally. They are attached to their work because it is their profession of oath in molding and shaping the learners. Most of the respondents have MA units, with a frequency of 17 or 28.33% which means they know how important professional development is in equipping their knowledge as teachers to upgrade teaching and learning process among them. This is a requirement for them to prevent health risks and work productively. In addition, most of the respondents' current position is Teacher 1-111, with a frequency of 31 or 51.67% which means that respondents need to undergo this kind of position prior to promotion where they are at risk especially on their health before achieving the highest position. It is the same with the sayings on "It pays to be patient before you will receive rewards". This is the culture in teaching. In addition,

most of the respondents' number of years in the service is 3 - 5 years, with a frequency of 15 or 25%. Teachers are just new in the service where they need to adjust in the system. Even health will be at risk because of their work output that needs to be accomplished from the educational system.

4.2 On the factors associated on health risks on work productivity of selected high school teachers in Caloocan High School respondents in terms of job design, including control over work, overtime, and number of hours work, providing social support, conflict between work and family commitments, and perceived fairness and justice at work

Table 2: Factors Associated on Health Risk on Work Productivity in Terms of Job Design Control Over Work Among the Respondents

Indicators	WM	I	R
1. It influences positive outcome, performance, work motivation and health, job autonomy which is considered as one of the most important job resources by different models of job design.	3.83	A	3.5
2. Job design assumes a linear relationship between autonomy and outcome variables, which implies that the more autonomy workers have better off they are.	4.23	SA	1
3. It may entail difficult decision making and unremitting personal responsibility which can lead to an overload of strain.	3.33	MA	5
4. It introduces the concept of job design demands to make decisions on various aspects of one's own job design.	3.83	A	3.5
5. It proposes the need to make decisions regarding the design and pursuit of one's job and is considered a job demand, as it can be associated with supplemental efforts and challenges.	4.05	A	2
Average Weighted Mean	3.86	A	
Standard Deviation	0.337		

Table 2 presents the weighted mean and the corresponding interpretation on the factors associated with health risk on work productivity in terms of job design control over work among the respondents.

As gleaned in the table, rank 1 is "Job design assumes a linear relationship between autonomy and outcome variables, which implies that the more autonomy workers have better off they are", with a weighted mean of 4.23 or Strongly Agree which means that work responsibility has to do with the system and design which resulted to better output teaching process, however, health issues on work productivity cannot be escaped. The expectation is very demanding as professionals in the educational system among the respondents. Rank 2 is "It proposes the need to make decisions regarding the design and pursuit of one's job and is considered a job demand, as it can be associated with supplemental efforts and challenges", with a weighted mean of 4.05 or Agree which means that educational system needs to consider the situation of teachers and demand of work. Teachers are given additional jobs in addition to their teaching job. Efforts must be compensated because work is a challenge

on their part. This must be given emphasis to avoid some health risk on the part of a teacher. Rank 3 is shared by the two indicators which are “It influences positive outcome, performance, work motivation and health, job autonomy which is considered as one of the most important job resources by different models of job design”, and “It introduces the concept of job design demands to make decisions on various aspects of one’s own job design”, with a weighted mean of 3.83 or Agree which means work can be controlled through the job description of teachers and job designs, however, it is not being followed due to the demands of work. The work of a teacher is laborious that contributes to health risk where the job demands need deadlines. This must be given emphasis to avoid health issues among the respondents. The least in rank is “It may entail difficult decision making and unremitting personal responsibility which can lead to an overload of strain”, with a weighted mean of 3.33 or Moderately Agree which means overload of work can contribute to health risk of the respondents. The overall average weighted mean is 3.86 (SD=0.337) or Agree on the factors associated with health risk on work productivity in terms of job design control over work among the respondents.

Table 3: Factors Associated on Health Risk on Work Productivity in Terms of Job Design Overtime and Number of Hours Work Among the Respondents

Indicators	WM	I	R
1. It explains the association of overtime work hours with various stress responses among individual workers.	4.25	SA	1
2. Long working hours have an effect on various health outcomes, especially in cardiovascular diseases, stress, and anxiety.	4.12	A	3
3. Long working hours also deteriorate a worker's mental health causing issues such as alcoholism, sleep disturbances etc.	3.33	MA	5
4. Long working hours have been regarded as a serious social and health issue such as (sudden death caused by cardiovascular or cerebrovascular disease due to overwork) and (suicide due to overwork) etc.	4.15	A	2
5. Efforts to prevent by limiting working hours have been attempted, however, the number of claimed and compensated cases of occupational mental disorders are substantially increasing which introduced an overtime limit according to the mandated law.	4.05	A	4
Average Weighted Mean	3.98	A	
Standard Deviation	0.369		

Table 3 presents the weighted mean and the corresponding interpretation on the factors associated with health risk on work productivity in terms of job design overtime and number of hours worked among the respondents.

As glimpsed in the table, rank 1 is “It explains the association of overtime work hours with various stress responses among individual workers”, with a weighted mean of 4.25 or Strongly Agree which means that job design emphasizes the number of work hours and overtime of the respondents. This must be limited to avoid health risks on work productivity. Rank 2 is “Long working hours have been regarded as a serious social and health issue such as (sudden death caused by cardiovascular or

cerebrovascular disease due to overwork) and (suicide due to overwork) etc.”, with a weighted mean of 4.15 or Agree which emphasizes that extended working hours must be discouraged but due to the bulk of work, this cannot be avoided. Rank 3 is “Long working hours have an effect on various health outcomes, especially in cardiovascular diseases, stress, and anxiety”, with a weighted mean of 4.12 or Agree which stresses that overtime work has a big impact on the health risk of the respondents. The least in rank is “Long working hours also deteriorate worker’s mental health causing issues such as alcoholism, and sleep disturbances etc., with a weighted mean of 3.33 or Moderately Agree which means that extending hours work can contribute to the detrimental health of the respondents. The overall average weighted mean is 3.98 (SD=0.369) or Observed on the factors associated with health risk on work productivity in terms of job design overtime and number of hours work among the respondents.

Table 4: Factors Associated on Health Risk on Work Productivity in Terms of Job Design Providing Social Support on Teachers Among the Respondents

Indicators	WM	I	R
1. It evolves on the trends and support, social development, of teachers to transform from pure instructions into general service providers.	4.07	A	4
2. Teachers assume the responsibilities of student cultivation and national development in their educational work.	3.38	MA	5
3. Society often measures teachers’ behavioral performance using high moral standards and expects them serve as examples to correctly lead students’ learning.	4.25	SA	1.5
4. Teachers must assist in the promotion of the importance of education both mentally and physically, as their psychological stress exceeds that of regular teachers.	4.25	SA	1.5
5. Teachers encounter work stress and negative emotions which will affect their work performance and willingness to work.	4.12	A	3
Average Weighted Mean	4.01	A	
Standard Deviation	0.361		

Table 4 presents the weighted mean and the corresponding interpretation on the factors associated with health risk on work productivity in terms of job design providing social support for teachers among the respondents.

As shown in the table, rank 1 is shared by the two indicators which are “Society often measures teachers’ behavioral performance using high moral standards and expect them serve as examples to correctly lead students’ learning”, and “Teachers must assist in the promotion of the importance of education through both mentally and physically, as their psychological stress exceeds that of regular teachers”, with a weighted mean of 4.25 or Strongly Agree which means that job design is formulated on the expectation of the community among the respondents, however, with such expectation the health of the respondents are affected. Rank 2 is “Teachers encounter work stress and negative emotions which will affect their work performance and willingness to work”, with a weighted mean of 4.12 or Agree which means most of the teachers hurdles in their work because their work is being affected especially on their

performance. They are willing to work but the body cannot permit it. Rank 3 is “It evolves on the trends and support, social development, of teachers to transform from pure instructions into general service providers”, with a weighted mean of 4.07 or Agree which means that teachers have many sacrifices in their work just to satisfy the community. The least in rank is “Teachers assume the responsibilities of student cultivation and national development in their educational work”, with a weighted mean of 3.38 or Moderately Agree which means teacher job designs to mold and to shape the educational system in the society. The overall average weighted mean is 4.01 (SD=0.361) or Agree on the factors associated with health risk on work productivity in terms of job design providing social support for teachers among the respondents.

Table 5: Factors Associated on Health Risk on Work Productivity in Terms of Job Design Conflict Between Work and Family Commitment Among the Respondents

Indicators	WM	I	R
1. It explains that work, family conflict and job satisfaction for every individual function to involve a person saddled with various responsibilities that demand a high level of time and energy.	4.12	A	1.5
2. It provides a multiplicity of duties in relation to the factors related to work and family conflict.	4.12	A	1.5
3. It ascertains that work and family conflict and commitment is associated with increased discomfort, slowing down of family contentment, job fulfillment, work assurance.	4.07	A	3
4. It provides a way to determine the impact of work family conflict and commitment and other associated variables, in relation to work interest.	4.02	A	4
5. Work and family conflict and commitment is responsible for the sustenance of the total education quality to guarantee emotional stability for a person after a due assessment of work.	3.28	MA	5
Average Weighted Mean	3.92	A	
Standard Deviation	0.358		

Table 5 presents the weighted mean and the corresponding interpretation on the factors associated with health risk on work productivity in terms of job design conflict between work and family commitment among the respondents.

As observed in the table, rank 1 is shared by the two indicators which are “It explains that work, family conflict and job satisfaction for every individual function to involve a person saddled with various responsibilities that demand high level of time and energy”, and “It provides multiplicity of duties in relation to the factors related to work and family conflict”, with a weighted mean of 4.12 or Agree which means that family needs to understand the situation of the respondents since their job is necessary where it needs time, effort, and energy. Rank 2 is “It ascertains that work and family conflict and commitment is associated with increased discomfort, slowing down of family contentment, job fulfillment, work assurance”, with a weighted mean of 4.07 or Agree which means that sometimes respondents are misunderstood by the members of the family. They need to be supported because their work is so demanding in society. Rank 3 is “It provides to determine the impact of work family conflict and commitment

and other associated variables, in relation to work interest”, with a weighted mean of 4.02 or Agree. The family needs to understand the respondents because it is their profession to mold and to shape learners where it needs more effort, time, and energy. It is their oath in society. The least in rank is “Work and family conflict and commitment is responsible for the sustenance of the total education quality to guarantee emotional stability for a person after a due assessment of work”, with a weighted mean of 3.28 or Moderately Agree which means that work of respondents is to assist student as center of learning to equip quality education among them. The overall average weighted mean is 3.92 (SD=0.358) or Agree on the factors associated with health risk on work productivity in terms of job design conflict between work and family commitment among the respondents.

Table 6: Factors Associated on Health Risk on Work Productivity in Terms of Job Design Perceived Fairness and Justice at Work Among the Respondents

Indicators	WM	I	R
1. It advocates school leadership that plays a significant role in shaping worker commitment, and how important the latter is regarded on the school outcomes.	3.25	MA	5
2. It examines the phenomenon in the public school by attempting to identify the mediating effect of a teacher’s trust, justice, and commitment.	4.03	A	3.5
3. It provides an attempt on the commitment of the public schools against the demographic variables of gender, educational qualification, years of experience and school level.	4.03	A	3.5
4. It examines the total effect of the fairness of justice and work, commitment, and trust to determine its function among the teachers.	4.18	A	1
5. It emphasizes the performance of the school as a key factor to enhance professional development and improve teaching quality of a successful perceived teacher.	4.15	A	2
Average Weighted Mean	3.93	A	
Standard Deviation	0.386		

Table 6 presents the weighted mean and the corresponding interpretation on the factors associated with health risk on work productivity in terms of job design perceived fairness and justice at work among the respondents.

As revealed in the table, rank 1 is “It examines the total effect of the fairness of justice and work, commitment, and trust to determine its function among the teachers”, with a weighted mean of 4.18 or Agree which means that trust and respect must be given to the respondents because they know what to do in their oath and profession as molders and shapers of the learners. Rank 2 is “It emphasizes the performance of the school as a key factor to enhance professional development and improve teaching quality of a successful perceived teacher”, with a weighted mean of 4.15 or Agree which means school institutions need to provide support for teachers by providing professional development they need in their work. Rank 3 is shared by the two indicators which are “It examines the phenomenon in the public school by attempting to identify the mediating effect of a teacher’s trust, justice, and commitment”, and “It provides and attempts on the commitment of the public schools against the

demographic variables of gender, educational qualification, years of experience and school level”, with a weighted mean of 4.03 or Agree which means teachers know their commitment in work where they need full trust and respect so that efforts must be recognized among them. The least in rank is “It advocates school leadership that plays a significant role in shaping worker commitment, and how important the latter is regarded on the school outcomes' ', with a weighted mean of 3.25 or Moderately Agree. This is the reason why the study is being conducted. The overall average weighted mean is 3.93 (SD=0386) or Agree on the factors associated with health risk on work productivity in terms of job design perceived fairness and justice at work among the respondents.

4.3 On the health risks affect the work productivity of the selected high school teachers in Caloocan High School respondents along the area of teacher performance, professional competency, work discipline, and work productivity.

Table 7: Health Risk Effect on Work Productivity in the Area of Teacher Performance Among the Respondents

Indicators	WM	I	R
1. It influences the professional and pedagogic competence of a teacher's performance.	4.07	A	4
2. Teacher performance is a planned effort to influence others, both individuals, groups, and society expectations by education practitioners.	4.13	A	3
3. It influences the process of changing the attitudes and behavior of students to mature humans through teaching and training efforts, processes, methods, and ways of educating.	4.23	SA	1.5
4. It influences the conscious and planned effort to realize learning, so that students actively develop their potential, self-control, personality, intelligence, noble character, and skills needed by them, to achieve educational goals.	4.23	SA	1.5
5. It influences the achievement of educational goals that have been set together by school members, effective, conducive, and harmonious school conditions among the education personnel in the school include principals, teachers, administrative staff, and parents of students who each have a role to play.	3.30	MA	5
Average Weighted Mean	3.99	A	
Standard Deviation	0.394		

Table 7 presents the weighted mean and the corresponding interpretation on the health risk effect on work productivity in the area of teacher performance among the respondents.

As noted in the table, rank 1 is shared by the two indicators which are “It influences the process of changing the attitudes and behavior of students to mature human through teaching and training efforts, processes, methods, and ways of educating”, and “It influences the conscious and planned effort to realize learning, so that students actively develop their potential, self-control, personality, intelligence, noble character, and skills needed by them, to achieve educational goals”, with a weighted mean of 4.23 or Strongly Agree which means that teachers play an important

role in molding and shaping student as center of learning. They inject proper learning to prepare students to the best they can. Rank 2 is “Teacher performance is a planned effort to influence others, both individuals, groups, and society expectation by education practitioners”, with a weighted mean of 4.13 or Agree which means that output of teachers is based on the demands and needs of the learners as expected in the society. Rank 3 is “It influences the professional and pedagogic competence on teacher’s performance”, with a weighted mean of 4.07 or Agree which means the professional development of teachers reveal their competency in the teaching process. The least in rank is “It influences the achievement of educational goals that have been set together by school members, effective, conducive, and harmonious school conditions among the education personnel in the school include principals, teachers, administrative staff, and parents of students who each have a role to play”, with a weighted mean of 3.33 or Moderately Agree which means that teacher performance has influenced the people around in the educational system. The overall average weighted mean is 3.99 (SD=0.394) or Agree on the health risk effect on work productivity in the area of teacher performance among the respondents.

Table 8: Health Risk Effect on Work Productivity in the Area of Professional Competency among the Respondents

Indicators	WM	I	R
1. It uses and innovates the system and achievements in the educational system, consistent and sustainable development of all spheres of society and community.	4.18	A	1
2. It highlights the training of highly qualified, competitive personnel and is considered a key area of development, ensuring the widespread introduction of innovations in education, including modern, interactive, and creative teaching methods.	4.07	A	3.5
3. It provides essential information of competencies for the successful use of theoretical knowledge in pedagogical practice in future school teachers.	4.07	A	3.5
4. It introduces an educational environment that creates conditions for the implementation of their initiatives in pedagogical activities.	3.25	MA	5
5. It innovates training of future professionals, and the implementation of modern education that pay special attention to the criteria of professionalism of future teachers, the problems of creating an innovative learning environment.	4.13	A	2
Average Weighted Mean	3.94	A	
Standard Deviation	0.389		

Table 8 presents the weighted mean and the corresponding interpretation on health risk effect on work productivity in the area of professional competency among the respondents.

As observed in the table, rank 1 is “It uses and innovates the system and achievements in the educational system, consistent and sustainable development of all spheres of society and community”, with a weighted mean of 4.18 or Agree which means that professional competency is necessary in sustaining the educational system

to provide quality teaching among the respondents. Rank 2 is “It innovates training of future professionals, and the implementation of modern education that pay special attention to the criteria of professionalism of future teachers, the problems of creating an innovative learning environment”, with a weighted mean of 4.13 or Agree which means one of the criteria for professional competency is innovation in teaching process among the respondents to equip quality of teaching. Rank 3 is shared by the two indicators which are “It highlights the training of highly qualified, competitive personnel and is considered a key area of development, ensuring the widespread introduction of innovations in education, including modern, interactive, and creative teaching methods”, and “It provides essential information of competencies for the successful use of theoretical knowledge in pedagogical practice in future school teachers”, with a weighted mean of 4.07 or Agree which means necessary skills are needed to be competent in teaching as part of innovation process of the educational system. The least in rank is “It introduces an educational environment that creates conditions for the implementation of their initiatives in pedagogical activities”, with a weighted mean of 3.25 or Moderately Agree which means that skills in pedagogical teaching is needed for becoming competent in the quality system. The overall average weighted mean is 3.94 (SD=0.389) or Agree on health risk effect on work productivity in the area of professional competency among the respondents.

Table 9: Health Risk Effect on Work Productivity
 in the Area of Work Discipline Among the Respondents

Indicators	WM	I	R
1. It provides conditions of competition in the world of education on every school as to credibility, quality teaching methods and provides adequate learning facilities.	4.15	A	3
2. It improves the performance of the teacher, because teachers have a very strategic role in advancing the success and quality of education.	4.17	A	2
3. It optimizes teacher performance to concrete steps in building an educational mentality that has been considered less than optimal.	4.25	SA	1
4. It implements the learning process for teachers like planning, assessing, and analyzing the results of the assessment and carry out follow-up results of the assessment in applying the competency domains possess by teachers in accordance with the standard of the school.	4.02	A	4
5. It requires teachers to master various competencies that are grouped into pedagogical, personality, social and professional competencies.	3.17	MA	5
Average Weighted Mean	3.95	A	
Standard Deviation	0.446		

Table 9 presents the weighted mean and the corresponding interpretation on health risk effect on work productivity in the area of work discipline among the respondents.

As noted in the table, rank 1 is “It optimizes teacher performance to concrete steps in building an educational mentality that has been considered less than optimal”, with a weighted mean of 4.25 or Strongly Agree which means that work discipline is needed so that emotional and physical issues will not be hampered among the

respondents which affects their performance in school. Rank 2 is “It improves the performance of the teacher, because teachers have a very strategic role in advancing the success and quality of education”, with a weighted mean of 4.17 or Agree which means that respondents have techniques in handling the work performance to explore work productivity among them. Rank 3 is “It provides a condition of competition in the world of education in every school as to credibility, quality teaching methods and provides adequate learning facilities”, with a weighted mean of 4.15 or Agree which that work productivity can enhance teachers to equip quality education in the school setting. The least in rank is “It requires teachers to master various competencies that are grouped into pedagogical, personality, social and professional competencies”, with a weighted mean of 3.17 or Moderately Agree which means that work productivity has to do with expertise of work to equip students as center of learning to provide quality of academic performance. The overall average weighted mean is 3.95 (SD=0.446) or Agree on health risk effect on work productivity in the area of work discipline among the respondents.

Table 10: Health Risk Effect on Work Productivity
 in the Area of Work Productivity Among the Respondents

Indicators	WM	I	R
1. It provides an impact on teachers’ productivity on their development and training which is linked with organizational activity to improve the individual performance of teachers.	4.25	SA	1
2. It plays a very significant role in raising the technological advancement, effectiveness of organizations and work productivity.	4.18	A	2
3. It develops a direct association for productivity, efficiency, accuracy, and personal development.	3.93	A	5
4. It has become extremely necessary specially to cope with the changing demands of the teaching industry.	4.13	A	3.5
5. It improves the caliber of the teachers in the workplace that require skills, ability, passion, and knowledge to work, so that there can be an increase in productivity and performance.	4.13	A	3.5
Average Weighted Mean	4.12	A	
Standard Deviation	0.118		

Table 10 presents the weighted mean and the corresponding interpretation on health risk effect on work productivity in the area of work productivity among the respondents.

It is shown in the table that rank 1 is “It provides an impact on teachers’ productivity on their development and training which is linked with organizational activity to improve the individual performance of teachers”, with a weighted mean of 4.25 or Strongly Agree which means that work production is based on the competency of teachers and their profession skills and innovation. Rank 2 is “It plays a very significant role in raising the technological advancement, effectiveness of organizations and work productivity”, with a weighted mean of 4.18 or Agree which means work productivity is based on the advanced knowledge of teachers in their professional skills

and development on the trends of latest innovation in teaching to provide better learning for students. Rank 3 is shared by the two indicators which are “It provides to become extremely necessary specially to cope with the changing demands of the teaching industry”, and “It improves the caliber of the teachers in the workplace that require skills, ability, passion, and knowledge to work, so that there can be an increase in the productivity and performance”, with a weighted mean of 4.13 or Agree which means that work productivity is based on the skills, innovation, and competency of teachers to produce better teaching performance based on the demands and needs of the learners. The least in rank is “It develops a direct association for productivity, efficiency, accuracy, and personal development”, with a weighted mean of 3.93 or Agree which is to direct the learning process based on the work productivity of the respondents. The overall average weighted mean is 4.12 or Agree on health risk effect on work productivity in the area of work productivity among the respondents.

4.4 On the significant correlation between the profile of the respondents and the factors associated on health risks on work productivity of selected high school teachers in Caloocan High School respondents

Table 11: Test of Significant Correlation Between the Profile and the Factors Associated on Health Risks on Work Productivity Among the Respondents

Variables	Computed r values	Relationships *significant *not significant	Hypotheses *accepted *rejected
Age:			
• Control over work	0.0002769	not significant	accepted
• Overtime and number of hours work	0.0002762	not significant	accepted
• Providing social support	0.0002714	not significant	accepted
• Conflict between work and family commitments	0.0002746	not significant	accepted
• Perceived fairness and justice at work	0.0002743	not significant	accepted
Gender:			
• Control over work	0.0002299	not significant	accepted
• Overtime and number of hours work	0.0002263	not significant	accepted
• Providing social support	0.0002254	not significant	accepted
• Conflict between work and family commitments	0.0002281	not significant	accepted
• Perceived fairness and justice at work	0.0002278	not significant	accepted
Educational Attainment:			
• Control over work	0.0003074	not significant	accepted
• Overtime and number of hours work	0.0003026	not significant	accepted
• Providing social support	0.0003013	not significant	accepted
• Conflict between work and family commitments	0.0003049	not significant	accepted
• Perceived fairness and justice at work	0.0003045	not significant	accepted
Current Position:			
• Control over work	0.0002545	not significant	accepted
• Overtime and number of hours work	0.0002310	not significant	accepted

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<ul style="list-style-type: none"> ● Providing social support ● Conflict between work and family commitments ● Perceived fairness and justice at work 	<p style="text-align: center;">0.0002300</p> <p style="text-align: center;">0.0002327</p> <p style="text-align: center;">0.0002324</p>	<p style="text-align: center;">not significant</p> <p style="text-align: center;">not significant</p> <p style="text-align: center;">not significant</p>	<p style="text-align: center;">accepted</p> <p style="text-align: center;">accepted</p> <p style="text-align: center;">accepted</p>
No. of Years in Service: <ul style="list-style-type: none"> ● Control over work ● Overtime and number of hours work ● Providing social support ● Conflict between work and family commitments ● Perceived fairness and justice at work 	<p style="text-align: center;">0.0002776</p> <p style="text-align: center;">0.0002733</p> <p style="text-align: center;">0.0002721</p> <p style="text-align: center;">0.0002754</p> <p style="text-align: center;">0.0002750</p>	<p style="text-align: center;">not significant</p> <p style="text-align: center;">not significant</p> <p style="text-align: center;">not significant</p> <p style="text-align: center;">not significant</p> <p style="text-align: center;">not significant</p>	<p style="text-align: center;">accepted</p> <p style="text-align: center;">accepted</p> <p style="text-align: center;">accepted</p> <p style="text-align: center;">accepted</p> <p style="text-align: center;">accepted</p>
Significant at 0.05, one tailed test, df of 60 with critical r value of 0.250035			

Table 11 presents the test of significant correlation between the profile and the factors associated with health risks at work productivity among the respondents.

As revealed in the table when age variables are tested against health risk and work productivity, it shows that computed r value of control over work is 0.0002769, overtime and number of hours work is 0.0002762, providing social support is 0.0002714, conflict between work and family commitments is 0.0002746, and perceived fairness and justice at work is 0.0002743 which is not significant, and the decision is accepted.

On the other hand, when gender variables are tested, it shows that computed r value of control over work is 0.0002299, overtime and number of hours work is 0.0002263, providing social support is 0.0002254, conflict between work and family commitments is 0.0002281, and perceived fairness and justice at work is 0.0002278 which resulted to not significant and arrived at acceptance in the process.

Moreover, when educational attainment variables are tested, it shows that computed r value of control over work is 0.0003074, overtime and number of hours work is 0.0003026, providing social support is 0.0003013, conflict between work and family commitments is 0.0003049, and perceived fairness and justice at work is 0.0003045 which is not significant and resulted to acceptance of the decision.

Furthermore, when current position variables are tested, it shows that the computed r value of control over work is 0.0002545, overtime and number of hours work is 0.0002310, providing social support is 0.0002300, conflict between work and family commitments is 0.0002327, and perceived fairness and justice at work is 0.0002324 which is not significant and accepted.

Lastly, when number of years in service variables are tested, it shows that computed r value of control over work is 0.0002776, overtime and number of hours work is 0.0002733, providing social support is 0.0002721, conflict between work and family commitments is 0.0002754, and perceived fairness and justice at work is 0.0002750 which is not significant and accepted.

It revealed that all computed r values are lower than the critical r value of 0.250035, one tailed test, with df of 60 at 0.05 level of significance. Therefore, it is safe to say that there is no significant correlation between the profile of the respondents and

the factors associated with health risks on work productivity of selected high school teachers in Caloocan High School respondents.

4.5 On the significant correlation between the profile of the respondents and how health risks affect the work productivity of the selected high school teachers in Caloocan High School respondents

Table 12: Test of Significant Correlation Between the Profile and How Health Risk Affect Work Productivity of the Respondents

Variables	Computed r values	Relationships *significant *not significant	Hypotheses *accepted *rejected
Age:			
• Teacher performance	0.0002721	not significant	accepted
• Professional competency	0.0002739	not significant	accepted
• Work discipline	0.0002736	not significant	accepted
• Work productivity	0.0002678	not significant	accepted
Gender:			
• Teacher performance	0.0002259	not significant	accepted
• Professional competency	0.0002275	not significant	accepted
• Work discipline	0.0002272	not significant	accepted
• Work productivity	0.0002224	not significant	accepted
Educational Attainment:			
• Teacher performance	0.0003012	not significant	accepted
• Professional competency	0.0003041	not significant	accepted
• Work discipline	0.0003037	not significant	accepted
• Work productivity	0.0002973	not significant	accepted
Current Position:			
• Teacher performance	0.0002502	not significant	accepted
• Professional competency	0.0002518	not significant	accepted
• Work discipline	0.0002515	not significant	accepted
• Work productivity	0.0002462	not significant	accepted
No. of Years in Service:			
• Teacher performance	0.0002728	not significant	accepted
• Professional competency	0.0002747	not significant	accepted
• Work discipline	0.0002743	not significant	accepted
• Work productivity	0.0002685	not significant	accepted
Significant at 0.05, one tailed test, df of 60 with critical r value of 0.250035			

Table 12 presents the test of significant correlation between the profile and how health risk affects work productivity of the respondents.

It revealed that when profile of the respondents is tested on the health risk of the respondents, it shows that that computed r value of age on teacher performance is 0.0002721, professional competency is 0.0002739, work discipline is 0.0002736, and work productivity is 0.0002678 which is not significant and resulted to acceptance.

Hence, when gender variables are tested, it shows that computed r value of teacher performance is 0.0002259, professional competency is 0.0002275, work discipline is 0.0002272, and work productivity is 0.0002224 which is not significant and acceptable. Indeed, when educational attainment variables are tested, it shows that computed r value of teacher performance is 0.0003012, professional competency is 0.0003041, work discipline is 0.0003037, and work productivity is 0.0002973 which is significant and resulted to the decision of acceptance.

Notably, when current position variables are tested, it shows that computed r value of teacher performance is 0.0002502, professional competency is 0.0002518, work discipline is 0.0002515, and work productivity is 0.0002462 which means not significant and acceptance.

Lastly, when number of years in service variables are tested, it shows that computed r value of teacher performance is 0.0002728, professional competency is 0.0002747, work discipline is 0.0002743, and work productivity is 0.0002685 which resulted to not significant and acceptance.

It revealed that all computed r values are lower than the critical r of 0.250035, one tailed test, with df of 60 and 0.05 level of significance. Therefore, the test result reveals that there is no significant correlation between the profile of the respondents and how health risks affect the work productivity of the selected high school teachers in Caloocan High School respondents.

4.6 On the significant correlation on the factors associated on health risks on work productivity of selected high school teachers in Caloocan High School respondents and how health risks affect the work productivity of the selected high school teachers in Caloocan High School respondents

Table 13: Test of Significant Correlation on the Factors Associated with Health Risk on Work Productivity and How Health Risks Affect Work Productivity Among the Respondents

Variables	Computed r values	Relationships *significant *not significant	Hypotheses *accepted *rejected
Control over Work:			
• Teacher performance	0.0001105	not significant	accepted
• Professional competency	0.0001113	not significant	accepted
• Work discipline	0.0001111	not significant	accepted
• Work productivity	0.0001088	not significant	accepted
Overtime and No. of Hours Work:			
• Teacher performance	0.0001088	not significant	accepted
• Professional competency	0.0001095	not significant	accepted
• Work discipline	0.0001094	not significant	accepted
• Work productivity	0.0001071	not significant	accepted
Providing Social Support:			
• Teacher performance	0.0001084	not significant	accepted
• Professional competency	0.0001091	not significant	accepted
• Work discipline	0.0001089	not significant	accepted

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• Work productivity	0.0001066	not significant	accepted
Conflict Between Work and Family Commitments:			
• Teacher performance	0.0001096	not significant	accepted
• Professional competency	0.0001104	not significant	accepted
• Work discipline	0.0001102	not significant	accepted
• Work productivity	0.0001079	not significant	accepted
Perceived fairness and Justice at Work:			
• Teacher performance	0.0001095	not significant	accepted
• Professional competency	0.0001102	not significant	accepted
• Work discipline	0.0001101	not significant	accepted
• Work productivity	0.0001078	not significant	accepted
Significant at 0.05, one tailed test, df of 60 with critical r value of 0.250035			

Table 13 presents the test of significant correlation on the factors associated with health risk on work productivity and how health risks affect work productivity among the respondents.

It reveals in the table that when control over work is tested against teacher performance, the computed r value is 0.0001105, professional competency is 0.0001113, work discipline is 0.0001111, and work productivity is 0.0001088 which resulted to not significant and acceptance.

Consequently, when overtime and number of hours work is tested against teacher performance, the computed r value is 0.0001088, professional competency is 0.0001095, work discipline is 0.0001094, and work productivity is 0.0001071 which resulted to not significant and acceptance.

In addition, when providing social support is tested against teacher performance, the computed r value is 0.0001084, professional competency is 0.0001091, work discipline is 0.0001089, and work productivity is 0.0001066 which resulted to not significant and acceptance.

Hence, when conflict between work and family commitment is tested against teacher performance, the computed r value is 0.0001096, professional competency is 0.0001104, work discipline is 0.0001102, and work productivity is 0.0001079 which resulted to not significant and acceptance.

Lastly, when perceived fairness and justice at work is tested against teacher performance, the computed r value is 0.0001095, professional competency is 0.0001102, work discipline is 0.0001101, and work productivity is 0.0001078 which is not significant and acceptance.

It reveals that all computed r values are lower than the critical r value of 0.250035, one tailed test, with df of 60, at 0.05 level of significance. Therefore, it shows that there is no significant correlation on the factors associated with health risks on work productivity of selected high school teachers in Caloocan High School respondents and how health risks affect the work productivity of the selected high school teachers in Caloocan High School respondents.

Chapter 5: Summary of Study, Conclusion, and Recommendation

The chapter presents the summary of findings from the gathered and analyzed data, the conclusion drawn from these findings, and recommendations offered by the researcher in the light of the findings and conclusions.

5.1 Summary of Findings

From the data yielded by the instruments, the researchers summarized the following data:

5.1.1 On the Profile of the Respondents

- Sixteen (16) or 26.67% belong to the age bracket of 35 years and above among the respondents.
- Thirty-Seven (37) or 61.67% are female respondents.
- Seventeen (17) or 28.33% are with MA units among the respondents.
- Thirty-One (31) or 52.67 are teachers 1-111 on the current position of the respondents.
- Fifteen (15) or 25% are 3-5 years in the number of service among the respondents.

5.1.2 On the factors associated on health risks on work productivity of selected high school teachers in Caloocan High School

A. The factors associated with health risk on work productivity in terms of job design control over work among the respondents.

The first three in ranks are:

- "Job design assumes a linear relationship between autonomy and outcome variables, which implies that the more autonomy workers have better off they are", with a weighted mean of 4.23 or Strongly Agree
- "It proposes the need to make decisions regarding the design and pursuit of one's job and is considered a job demand, as it can be associated with supplemental efforts and challenges", with a weighted mean of 4.05 or Agree.
- "It influences positive outcome, performance, work motivation and health, job autonomy which is considered as one of the most important job resources by different models of job design", and "It introduces the concept of job design demands to make decisions on various aspects of one's own job design", with a weighted mean of 3.83 or Agree.
- The least in rank is "It may entail difficult decision making and unremitting personal responsibility which can lead to an overload of strain", with a weighted mean of 3.33 or Moderately Agree.

B. The factors associated with health risk on work productivity in terms of job design overtime and number of hours work among the respondents

The first three in ranks are:

- “It explains the association of overtime work hours with various stress responses among individual workers”, with a weighted mean of 4.25 or Strongly Agree.
- “Long working hours have been regarded as a serious social and health issue such as (sudden death caused by cardiovascular or cerebrovascular disease due to overwork) and (suicide due to overwork) etc.”, with a weighted mean of 4.15 or Agree.
- “Long working hours have an effect on various health outcomes, especially in cardiovascular diseases, stress, and anxiety”, with a weighted mean of 4.12 or Agree.
- The least in rank is “Long working hours also deteriorate worker’s mental health causing issues such as alcoholism, and sleep disturbances etc., with a weighted mean of 3.33 or Moderately Agree.

C. The factors associated with health risk on work productivity in terms of job design providing social support for teachers among the respondents

The first three in ranks:

- “Society often measures teachers’ behavioral performance using high moral standards and expect them serve as examples to correctly lead students’ learning”, and “Teachers must assist in the promotion of the importance of education through both mentally and physically, as their psychological stress exceeds that of regular teachers”, with a weighted mean of 4.25 or Strongly Agree.
- “Teachers encounter work stress and negative emotions which will affect their work performance and willingness to work”, with a weighted mean of 4.12 or Agree.
- “It evolves on the trends and support, social development, of teachers to transform from pure instructions into general service providers”, with a weighted mean of 4.07 or Agree.
- The least in rank is “Teachers assume the responsibilities of student cultivation and national development in their educational work”, with a weighted mean of 3.38 or Moderately Agree.

D. The factors associated with health risk on work productivity in terms of job design conflict between work and family commitment among the respondents.

The first three in ranks are:

- “It explains that work, family conflict and job satisfaction for every individual function to involve a person saddled with various responsibilities that demand high level of time and energy”, and “It provides multiplicity of duties in relation to the factors related to work and family conflict”, with a weighted mean of 4.12 or Agree.

- “It ascertains that work and family conflict and commitment is associated with increased discomfort, slowing down of family contentment, job fulfillment, work assurance”, with a weighted mean of 4.07 or Agree.
- “It provides to determine the impact of work family conflict and commitment and other associated variables, in relation to work interest”, with a weighted mean of 4.02 or Agree.
- The least in rank is “Work and family conflict and commitment is responsible for the sustenance of the total education quality to guarantee emotional stability for a person after a due assessment of work”, with a weighted mean of 3.28 or Moderately Agree.

E. The factors associated with health risk on work productivity in terms of job design perceived fairness and justice at work among the respondents.

The first three in ranks are:

- “It examines the total effect of the fairness of justice and work, commitment, and trust to determine its function among the teachers”, with a weighted mean of 4.18 or Agree.
- “It emphasizes the performance of the school as a key factor to enhance professional development and improve teaching quality of successful perceived teachers”, with a weighted mean of 4.15 or Agree.
- “It examines the phenomenon in the public school by attempting to identify the mediating effect of a teacher’s trust, justice, and commitment”, and “It provides and attempts on the commitment of the public schools against the demographic variables of gender, educational qualification, years of experience and school level”, with a weighted mean of 4.03 or Agree.
- The least in rank is “It advocates school leadership that plays a significant role in shaping worker commitment, and how important the latter is regarded on the school outcomes”, with a weighted mean of 3.25 or Moderately Agree.

5.1.3 On the health risks affect the work productivity of the selected high school teachers in Caloocan High School respondents

A. On the health risk effect on work productivity in the area of teacher performance among the respondents.

The first three in ranks are:

- “It influences the process of changing the attitudes and behavior of students to mature human through teaching and training efforts, processes, methods, and ways of educating”, and “It influences the conscious and planned effort to realize learning, so that students actively develop their potential, self-control, personality, intelligence, noble character, and skills needed by them, to achieve educational goals”, with a weighted mean of 4.23 or Strongly Agree.

- “Teacher performance is a planned effort to influence others, both individuals, groups, and society expectation by education practitioners”, with a weighted mean of 4.13 or Agree.
- “It influences the professional and pedagogic competence on teacher’s performance”, with a weighted mean of 4.07 or Agree.
- The least in rank is “It influences the achievement of educational goals that have been set together by school members, effective, conducive, and harmonious school conditions among the education personnel in the school include principals, teachers, administrative staff, and parents of students who each have a role to play”, with a weighted mean of 3.33 or Moderately Agree.

B. On the health risk effect on work productivity in the area of professional competency among the respondents.

The first three in ranks are:

- “It uses and innovates the system and achievements in the educational system, consistent and sustainable development of all spheres of society and community”, with a weighted mean of 4.18 or Agree.
- “It innovates training of future professionals, and the implementation of modern education that pay special attention to the criteria of professionalism of future teachers, the problems of creating an innovative learning environment”, with a weighted mean of 4.13 or Agree.
- “It highlights the training of highly qualified, competitive personnel and is considered a key area of development, ensuring the widespread introduction of innovations in education, including modern, interactive, and creative teaching methods”, and “It provides essential information of competencies for the successful use of theoretical knowledge in pedagogical practice in future school teachers”, with a weighted mean of 4.07 or Agree.
- The least in rank is “It introduces an educational environment that creates conditions for the implementation of their initiatives in pedagogical activities”, with a weighted mean of 3.25 or Moderately Agree.

C. On the health risk effect on work productivity in the area of work discipline among the respondents.

The first three in ranks are:

- “It optimizes teacher performance to concrete steps in building an educational mentality that has been considered less than optimal”, with a weighted mean of 4.25 or Strongly Agree.
- “It improves the performance of the teacher, because teachers have a very strategic role in advancing the success and quality of education”, with a weighted mean of 4.17 or Agree.

- “It provides conditions of competition in the world of education on every school as to credibility, quality teaching methods and provides adequate learning facilities”, with a weighted mean of 4.15 or Agree.
- The least in rank is “It requires teachers to master various competencies that are grouped into pedagogical, personality, social and professional competencies”, with a weighted mean of 3.17 or Moderately Agree.

D. On the health risk effect on work productivity in the area of work productivity among the respondents.

The first three in ranks are:

- “It provides an impact on teachers’ productivity on their development and training which is linked with organizational activity to improve the individual performance of teachers”, with a weighted mean of 4.25 or Strongly Agree.
- “It plays a very significant role in raising the technological advancement, effectiveness of organizations and work productivity”, with a weighted mean of 4.18 or Agree.
- “It provides to become extremely necessary specially to cope with the changing demands of the teaching industry”, and “It improves the caliber of the teachers in the workplace that require skills, ability, passion, and knowledge to work, so that there can be an increase in the productivity and performance”, with a weighted mean of 4.13 or Agree.
- The least in rank is “It develops a direct association for productivity, efficiency, accuracy, and personal development”, with a weighted mean of 3.93 or Agree.

5.1.4 On the significant correlation between the profile of the respondents and the factors associated on health risks on work productivity of selected high school teachers in Caloocan High School respondents

- It reveals that when age variables are tested against health risk and work productivity, it shows that computed r value of control over work is 0.0002769, overtime and number of hours work is 0.0002762, providing social support is 0.0002714, conflict between work and family commitments is 0.0002746, and perceived fairness and justice at work is 0.0002743 which is not significant, and the decision is accepted.
- On the other hand, when gender variables are tested, it shows that computed r value of control over work is 0.0002299, overtime and number of hours work is 0.0002263, providing social support is 0.0002254, conflict between work and family commitments is 0.0002281, and perceived fairness and justice at work is 0.0002278 which resulted to not significant and arrived at acceptance in the process.
- Moreover, when educational attainment variables are tested, it shows that computed r value of control over work is 0.0003074, overtime and number of hours work is 0.0003026, providing social support is 0.0003013, conflict between

work and family commitments is 0.0003049, and perceived fairness and justice at work is 0.0003045 which is not significant and resulted to acceptance of the decision.

- Furthermore, when current position variables are tested, it shows that the computed r value of control over work is 0.0002545, overtime and number of hours work is 0.0002310, providing social support is 0.0002300, conflict between work and family commitments is 0.0002327, and perceived fairness and justice at work is 0.0002324 which is not significant and accepted.
- Lastly, when number of years in service variables are tested, it shows that computed r value of control over work is 0.0002776, overtime and number of hours work is 0.0002733, providing social support is 0.0002721, conflict between work and family commitments is 0.0002754, and perceived fairness and justice at work is 0.0002750 which is not significant and accepted.

5.1.5 On the significant correlation between the profile of the respondents and how health risks affect the work productivity of the selected high school teachers in Caloocan High School respondents

- It reveals that when profile of the respondents is tested on the health risk of the respondents, it shows that that computed r value of age on teacher performance is 0.0002721, professional competency is 0.0002739, work discipline is 0.0002736, and work productivity is 0.0002678 which is not significant and resulted to acceptance.
- Hence, when gender variables are tested, it shows that computed r value of teacher performance is 0.0002259, professional competency is 0.0002275, work discipline is 0.0002272, and work productivity is 0.0002224 which is not significant and acceptable.
- Indeed, when educational attainment variables are tested, it shows that computed r value of teacher performance is 0.0003012, professional competency is 0.0003041, work discipline is 0.0003037, and work productivity is 0.0002973 which is significant and resulted to the decision of acceptance.
- Notably, when current position variables are tested, it shows that computed r value of teacher performance is 0.0002502, professional competency is 0.0002518, work discipline is 0.0002515, and work productivity is 0.0002462 which means not significant and acceptance.
- Lastly, when number of years in service variables are tested, it shows that computed r value of teacher performance is 0.0002728, professional competency is 0.0002747, work discipline is 0.0002743, and work productivity is 0.0002685 which resulted to not significant and acceptance.

5.1.6 On the significant correlation on the factors associated on health risks on work productivity of selected high school teachers in Caloocan High School respondents and how health risks affect the work productivity of the selected high school teachers in Caloocan High School respondents

- It reveals in the table that when control over work is tested against teacher performance, the computed r value is 0.0001105, professional competency is 0.0001113, work discipline is 0.0001111, and work productivity is 0.0001088 which resulted to not significant and acceptance.
- Consequently, when overtime and number of hours work is tested against teacher performance, the computed r value is 0.0001088, professional competency is 0.0001095, work discipline is 0.0001094, and work productivity is 0.0001071 which resulted to not significant and acceptance.
- In addition, when providing social support is tested against teacher performance, the computed r value is 0.0001084, professional competency is 0.0001091, work discipline is 0.0001089, and work productivity is 0.0001066 which resulted to not significant and acceptance.
- Hence, when conflict between work and family commitment is tested against teacher performance, the computed r value is 0.0001096, professional competency is 0.0001104, work discipline is 0.0001102, and work productivity is 0.0001079 which resulted to not significant and acceptance.
- Lastly, when perceived fairness and justice at work is tested against teacher performance, the computed r value is 0.0001095, professional competency is 0.0001102, work discipline is 0.0001101, and work productivity is 0.0001078 which is not significant and acceptance.

5.2 Conclusion

From the foregoing summary of findings, the following conclusions are drawn:

5.2.1 On the Profile of the Respondents

It shows that most of the respondents belongs to the age bracket of 35 years and above where most of them are female respondents due to their passion is teaching, Respondents also shows to have MA units as part of their professional development since most of them are Teacher 1-111 where they need to be promoted through their number of years in the service in 3-5 years among the respondents.

5.2.2 On the factors associated on health risks on work productivity of selected high school teachers in Caloocan High School respondents

- Job design control over work shows that it assumes a linear relationship between autonomy and outcome variables, which implies that the more autonomy workers have better which proposes the need to make decisions regarding the design and pursuit of one's job and is considered a job demand, as it can be associated with supplemental efforts and challenges among the respondents

- Job design overtime and number of hours work shows to explain the association of overtime work hours with various stress responses among individual workers where long working hours have been regarded as a serious social and health issue such as (sudden death caused by cardiovascular or cerebrovascular disease due to overwork) and (suicide due to overwork) etc.
- Job design providing social support on teachers shows that society often measures teachers' behavioral performance using high moral standards and expect them serve as examples to correctly lead students' learning, and teachers must assist in the promotion of the importance of education through both mentally and physically, as their psychological stress exceeds that of regular teachers which teachers encounter work stress and negative emotions which will affect their work performance and willingness to work.
- Job design conflict between work and family commitment shows to explain that work, family conflict and job satisfaction for every individual function to involve a person saddled with various responsibilities that demand high level of time and energy, and to provide multiplicity of duties in relation to the factors related to work and family conflict where it ascertains that work and family conflict and commitment is associated with increased discomfort, slowing down of family contentment, job fulfillment, work assurance.
- Job design perceived fairness and justice at work shows to examine the total effect of the fairness of justice and work, commitment, and trust to determine its function among the teachers where it emphasizes the performance of the school as a key factor to enhance professional development and improve teaching quality of a successful perceived teacher.

5.2.3 On the health risks affect the work productivity of the selected high school teachers in Caloocan High School respondents

- 3.1 Teacher performance shows to influence the process of changing the attitudes and behavior of students to mature human through teaching and training efforts, processes, methods, and ways of educating, and to influence the conscious and planned effort to realize learning, so that students actively develop their potential, self-control, personality, intelligence, noble character, and skills needed by them, to achieve educational goals where teacher performance is a planned effort to influence others, both individuals, groups, and society expectation by education practitioners.
- 3.2 Professional competency shows to use and innovate the system and achievements in the educational system, consistent and sustainable development of all spheres of society and community where training of future professionals, and the implementation of modern education that pay special attention to the criteria of professionalism of future teachers, the problems of creating an innovative learning environment.

- 3.3 Work discipline shows to optimize teacher performance to concrete steps in building an educational mentality that has been considered less than optimal where it improves the performance of the teacher, because teachers have a very strategic role in advancing the success and quality of education since it provides condition of competition in the world of education on every school as to credibility, quality teaching methods and provides adequate learning facilities.
- 3.4 Work productivity shows to provide an impact on teachers' productivity on their development and training which is linked with organizational activity to improve the individual performance of teachers where it plays a very significant role in raising the technological advancement, effectiveness of organizations and work productivity to become extremely necessary specially to cope with the changing demands of the teaching industry and improves the caliber of the teachers in the workplace that require skills, ability, passion, and knowledge to work, so that there can be an increase in the productivity and performance.

5.2.4 On the significant correlation between the profile of the respondents and the factors associated on health risks on work productivity of selected high school teachers in Caloocan High School respondents

It shows that there is no significant correlation between the profile of the respondents and the factors associated with health risks on work productivity of selected high school teachers in Caloocan High School respondents.

5.2.5 On the significant correlation between the profile of the respondents and how health risks affect the work productivity of the selected high school teachers in Caloocan High School respondents

It shows that there is no significant correlation between the profile of the respondents and how health risks affect the work productivity of the selected high school teachers in Caloocan High School respondents.

5.2.6 On the significant correlation on the factors associated on health risks on work productivity of selected high school teachers in Caloocan High School respondents and how health risks affect the work productivity of the selected high school teachers in Caloocan High School respondents

It shows that there is no significant correlation on the factors associated with health risks on work productivity of selected high school teachers in Caloocan High School respondents and how health risks affect the work productivity of the selected high school teachers in Caloocan High School respondents.

5.3 Recommendations

In the light of the findings and conclusions, the researcher offers the following recommendation:

5.3.1 On the Profile of the Respondents

Profiles of the respondents need to explore their teaching work. There is a need to balance work and pressure because most of them are affected by health risk and work productivity. Balancing work means to comply with the task step by step. Don't rush faster than your strength. Set priorities, make plans to avoid pressure and meet the deadlines on time. Most of the respondents are still young and they have more things to accomplish.

5.3.2 On the factors associated on health risks on work productivity of selected high school teachers in Caloocan High School

- There is a need for job design and control over work among the respondents to entail difficult decision making and unremitting personal responsibility which can lead to an overload of strain because this will lead positive outcome, performance, work motivation and health, job autonomy which is considered as one of the most important job resources by different models of job design where most of the respondents introduces the concept of job design demands to make decisions on various aspects of one's own job design.
- There is a need for overtime and number of hours of work among the respondents because most of them are long working hours which deteriorate worker's mental health causing issues such as alcoholism, and sleep disturbances. There is also a need to prevent working long hours to avoid the effect on various health outcomes, especially in cardiovascular diseases, stress, and anxiety etc.
- There is a need to provide social support for teachers among the respondents because most of the teachers assume the responsibilities of student cultivation and national development in their educational work where it involves on the trends and support, social development, of teachers to transform from pure instructions into general service providers.
- There is a need to address the conflict between work and family commitment among the respondents because most of them are responsible for the sustenance of the total education quality to guarantee emotional stability for a person after a due assessment of work. There is also a need to determine the impact of work family conflict and commitment and other associated variables, in relation to work interest to maintain good relationships within work and family.
- There is a need for a perceived fairness and justice at work among the respondents because most of them have advocated school leadership where it plays a significant role in shaping worker commitment, and how important the latter is regarded on the school outcomes. This includes an attempt on the commitment of the public schools against the demographic variables of gender, educational qualification, years of experience and school level.

5.3.3 On the health risks affect the work productivity of the selected high school teachers in Caloocan High School respondents

- Teacher performance needs to influence the achievement of educational goals that have been set together by school members, effective, conducive, and harmonious school conditions among the education personnel in the school include principals, teachers, administrative staff, and parents of students who each have a role to play because most of them influences the professional and pedagogic competence on teacher's performance.
- There is a need to introduce an educational environment that creates conditions for the implementation of their initiatives in pedagogical activities on professional competency among the respondents because most of them highlights the training of highly qualified, competitive personnel and is considered a key area of development, ensuring the widespread introduction of innovations in education, including modern, interactive, and creative teaching methods. This includes the essential information of competencies for the successful use of theoretical knowledge in pedagogical practice in future school teachers.
- There is a need to require teachers to master various competencies that are grouped into pedagogical, personality, social and professional competencies in work discipline because most of them provide conditions of competition in the world of education in every school as to credibility, quality teaching methods and provide adequate learning facilities.
- There is a need for work productivity among the respondents because most of them develop a direct association for productivity, efficiency, accuracy, and personal development. This includes to provide and become extremely necessary specially to cope with the changing demands of the teaching industry that improves the caliber of the teachers in the workplace on skills, ability, passion, and knowledge to work.

5.3.4 On the significant correlation between the profile of the respondents and the factors associated on health risks on work productivity of selected high school teachers in Caloocan High School respondents

Since, there is no significant correlation between the profile of the respondents and the factors associated with health risks on work productivity of selected high school teachers in Caloocan High School respondents. There is a need to balance work and health. This must be the direction of the respondents since health is wealth.

5.3.5 On the significant correlation between the profile of the respondents and how health risks affect the work productivity of the selected high school teachers in Caloocan High School respondents

Since there is no significant correlation between the profile of the respondents and how health risks affect the work productivity of the selected high school teachers in

Caloocan High School respondents. There is a need to plan activities ahead of time among the respondents to be prepared all the time in the activities to address issues and problems encountered in work productivity so that health will not be affected among the respondents.

5.3.6 On the significant correlation on the factors associated on health risks on work productivity of selected high school teachers in Caloocan High School respondents and how health risks affect the work productivity of the selected high school teachers in Caloocan High School respondents

Since there is no significant correlation on the factors associated with health risks on work productivity of selected high school teachers in Caloocan High School respondents and how health risks affect the work productivity of the selected high school teachers in Caloocan High School respondents. There is a need for the respondents to explore more about their work, in terms of work productivity, output, discipline and the likes. This can be done through management of the task like planning, organizing, and controlling to avoid health risk and become productive in the work responsibility of the respondents.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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THE RELATIONSHIP BETWEEN HEALTH RISK AND WORK
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