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PRIVATE UNIVERSITY SYSTEM**

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Abstract

Faculty members of higher educational institutions are expected to perform multi-dimensional tasks (i.e teaching, research and extension), thus, favorable work environment and ensuring their well-being is fundamental to achieve high work performance.

This descriptive-correlational study surveyed 74 full time faculty members in the in a Philippine private university system with six campuses. It used a validated and pilot-tested four-point Likert scale instrument which was converted into online questionnaire to facilitate distribution and retrieval. Ethics approval was granted in the conduct of the study. Statistical treatments used included weighted mean, Pearson r moment correlation and ranking.

Results revealed that the respondents' work environment is very conducive in terms of student interaction, mentoring support and administrative support. The respondents have a very healthy well-being in terms of mental health, work-life balance and job satisfaction and the level of work performance of the respondents is very high in terms of teaching effectiveness and community service. Test of relationships showed that the more conducive work environment is, the healthier the well-being of the respondents, and the higher the level of work performance of the respondents in terms of teaching effectiveness. Student interaction and resources are significant predictors of teaching effectiveness and community service, respectively. This means that the higher teacher-student interaction and the greater resources available results to a higher level teaching effectiveness and community service respectively. An action plan was proposed to sustain the work environment, well-being and work performance of the respondents.

Keywords: Work environment, Well-being, Performance, Faculty, Higher education

Introduction

This research paper determined the relationship between work environment, well-being and work performance. The work environment was anchored on the theory of Ecological Systems (Bronfenbrenner, 1977) as cited by Ferschmann (2021). This theory underpins the importance of environment at workplace for the workers and individuals involved in organizational processes. Once employees get a favorable working environment, then they become more dedicated to their assigned tasks which ultimately improves their performance. This study was also theoretically supported by the concept of well-being (Konu et al., 2002) as cited by Ajlouni (2024). Teaching, education, learning, and accomplishments are all linked to well-being. The three areas of indicators of well-being included in this study in the context of teachers are mental health, job satisfaction and work-life balance. Lastly, the Person-Environment Fit Theory (Schaufeli & van Vianen, 2023) was considered in determining the work performance of the teachers. suggests that individuals perform better when there is a good fit between their characteristics (skills, values, goals) and the environment in which they work. For faculty members, this includes their skills in research and teaching effectiveness and in terms of values their involvement in community service.

The researcher focused on administrative support, workload, mentoring support, student interaction, professional development and resources to describe the work environment. The study of Chen (2020) examined how administrative support roles directly influence both job performance and the well-being of employees. The research finds that administrative staff contribute significantly to reducing workload pressure on other employees, allowing them to focus on core responsibilities. This support increases overall job satisfaction and leads to better performance outcomes across the organization. Furthermore, administrative support reduces stress and burnout, which enhances well-being.

The study of Briones (2023) explored the direct relationship between workload, job stress, and employee well-being. It finds that an excessive workload increases job stress, leading to negative outcomes such as anxiety and decreased satisfaction. The study emphasizes the importance of job resources, such as support and autonomy, in buffering the negative effects of high workload on employee well-being. While moderate workloads can enhance a sense of achievement, high workloads are linked to increased stress, burnout, and a decline in overall job satisfaction. The research suggests that managing workloads to prevent overload is key to maintaining employee well-being and satisfaction Cokki (2021). Workloads exceeding a certain threshold result in higher rates of mental health issues, such as anxiety and depression, which directly lower job satisfaction. The research emphasizes the need for organizations to consider workload distribution and its impact on employees' psychological well-being (Wang, 2023). If the distribution of workload takes place fairly, the professors feel less stress in carrying out tasks, then works better, and can reduce the risk of individual psychological distress (Pace et al., 2021).

Mentoring provides emotional support, guidance, and career development opportunities, which contribute to higher levels of job satisfaction. Additionally, employees in mentoring relationships report lower levels of stress and greater work-life balance, which enhances their overall well-being (Galea., 2022). Employees who receive mentoring support report sustained improvements in both job satisfaction and well-being. Mentoring helps employees develop skills and cope with workplace challenges, which reduces stress and increases job satisfaction (Tsagkanou, 2022).

Positive interactions, including meaningful conversations, student appreciation, and engagement, lead to higher job satisfaction and improved mental health for teachers. On the other hand, challenging student behaviors and a lack of engagement negatively affect teachers' emotional well-being and job satisfaction. The study suggests that positive emotional exchanges, such as students expressing gratitude and appreciation, contribute to increased teacher job satisfaction and a reduction in burnout levels (Falcon, 2023). High levels of student engagement, such as active participation, enthusiasm, and academic progress, are positively correlated with higher job satisfaction and well-being for teachers. Teachers who perceive their students as engaged and motivated experience greater professional fulfillment (Buric et al., 2024).

Interaction of faculty member in educational organizations is so important that one of the purposes of creating a university is social interaction of individuals with each other, which leads to the production and transfer of knowledge as well as updating the scientific information of the audience (Moghadasi et al, 2020). Formal and informal conversations and interactions between faculty members- students can support new and creative ideas (Mohammadimehr, 2021). Li and Yang (2020), have shown that interaction of faculty–student has an important impact on students' self-efficacy in the flipped classroom in university. Jarecke (2020) in a research study concluded that student–teacher interactions lead to retention and satisfaction among college students.

Padillo et al., (2021) show that teachers who participate in professional development experiences that are directly applicable to their teaching practices report improved well-being, as professional development helps them feel more competent and confident in their roles. Professional Development enhances teachers' belief in their own teaching abilities, which in turn improves job satisfaction and reduces stress. Teachers with higher self-efficacy are better able to manage challenges in the classroom and report higher levels of well-being (Toropova, 2020). Professional Development that offers teachers new skills and knowledge to adapt to these changes helps reduce stress and anxiety, leading to greater job satisfaction and overall well-being. Collaborative PD initiatives, such as professional learning communities, have a positive impact on teacher well-being and job satisfaction. Teachers who participate in these collaborative settings report feeling more supported and less isolated, which boosts their job satisfaction and overall mental health (Ventista, & Brown, 2023).

When employees have access to sufficient physical, emotional, and technological resources, they experience lower stress and greater satisfaction with their jobs. Conversely, resource shortages lead to frustration, job dissatisfaction, and poor mental health outcomes. Access to resources, especially those that reduce workload or improve work processes, directly enhances both job satisfaction and overall well-being Edú-Valsania (2022). Employees feel more supported and confident, leading to better mental health and greater job fulfillment. high job demands without sufficient resources led to emotional exhaustion and burnout. However, sufficient institutional resources and a positive work environment led to better well-being and higher performance levels in teaching and research (Huang et al., 2022).

In this study, well-being is tackled in terms of mental health, job satisfaction and work-life balance. As is generally known, prolonged high levels of stress may be harmful to wellbeing and, in professional contexts, if untreated, can increase the risk of burnout and have significant effects on mental health, motivation, self-efficacy and job commitment (Viac & Fraser, 2020).

Several factors can affect the mental health of teachers such as a significant workload with long hours and large class sizes. There is also often a lack of support from colleagues or the administration, which can lead to feelings of isolation and frustration. All of the constant stress of the job can take a toll on physical and mental health. A study that determined the impact of mental health and stress level of teachers to learning resource development showed that the mental health status of teachers significantly impacts the learning resource development of teachers (Jimenez, 2021).

The study of Cao et al., (2022). explores the impact of stress on mental health and job satisfaction. It finds that employees who report higher levels of stress are more likely to experience mental health problems, which in turn significantly lowers their job satisfaction. The study of Lu (2022), explores the correlation between mental health, employee well-being, and job performance. The findings suggest that poor mental health leads to lower well-being and significantly reduces job performance. Employees with better mental health report higher levels of satisfaction with their work, as they are more engaged and productive. The study of Wu et al., (2021) finds that organizations that provide mental health resources, such as counseling services, stress management programs, and mental health days, help employees manage their psychological well-being. As a result, these employees report higher job satisfaction, better productivity, and improved morale. The findings indicate that employees who maintain good mental health tend to have better work-life balance, which in turn positively impacts their job satisfaction. Mental health issues, such as chronic stress or burnout, are linked to lower job satisfaction over time as they disrupt work-life balance and reduce overall happiness. The study of de Oliveira et al., (2022) concludes that mental health significantly affects job satisfaction, with employees who experience mental health difficulties (e.g., anxiety, stress) having lower satisfaction with their jobs. This decrease in job satisfaction can lead to lower productivity and higher rates of absenteeism.

Work Life Balance (WLB) is significantly influenced by work exhaustion or burnout, negative psychological experience arising from job stress is defined as burnout. Increased work and non-work demand contribute to occupational burnout and, in turn, negatively predict WLB and employee well-being (Jones et al., 2019). Support from colleagues, supervisors and the head of institutions positively predicted WLB. Family-supportive organization policy positively influenced WLB (Yadav and Sharma, 2021). The employee's perception regarding their job, work environment, supervision and organization positively influenced WLB (Fontinha et al., 2019). In a study comparing compare academic vs. non-academic staff's WLB, results revealed that the academics tend to report a poorer Quality of Working Life than non-academics within HEIs, and this is exacerbated by their higher reported number of extra hours worked per week. The work-life balance of employees was found to moderate the negative relationships between academics (vs. non-academics) in variables such as perceived working conditions and employee commitment.

The results show that employees who maintain a healthy work-life balance report higher job satisfaction and greater motivation at work. When personal life responsibilities are not neglected, employees feel less stressed and more engaged in their tasks, leading to improved performance and satisfaction Marecki, (2024).

In a study conducted by Samosa et al. (2023), results showed that teachers' professional well-being in terms of perspective, self-management, supports, meaningfulness, self-care, practice

competence and, and professional development showed that are indeed satisfied. More so, the school organizational health in terms of institutional integrity, teacher morale, academic emphasis, principal influence, consideration, initiating structure, and resource support was observed often occurs. The professional well-being of public-school teachers was significantly and high positive relationship related to their school organizational health. In a study conducted by Embalsamado et al., (2022) about the well-being of educators and staff, employee's well-being significantly determines their depression, anxiety, and stress levels. Psychological well-being having an inverse relationship with all common mental health symptoms. Psychological well-being was also the best determinant of depression and stress. This shows that optimal functioning and learning how to manage the environment according to one's needs affects the development of mental health symptoms. Emotional well-being has an inverse relationship with all common mental health symptoms and also be the best determinant of stress.

In this study, work environment is discussed based on the teachers effectiveness, involvement in community service and research capability. While the study of Kanwal, (2023) examines how various elements of the work environment, such as administrative support, resources, and workload, affect teacher motivation and classroom effectiveness, it concludes that teachers who feel supported by their school leadership and have access to adequate resources are more motivated and able to deliver effective teaching. A conducive work environment reduces job dissatisfaction and increases teaching effectiveness. It finds that teachers who experience better overall well-being, including lower stress levels and greater work-life balance, tend to have higher teaching effectiveness over time. Their enhanced ability to manage stress, maintain energy levels, and engage with students positively impacts the quality of instruction they provide (Cho, 2023). Teachers who report higher well-being are more adept at creating an organized and positive classroom environment, leading to better student engagement. Well-being also helps teachers maintain patience and emotional control, which are key to effective classroom management (Franklin, 2019).

A supportive and resource-rich environment significantly boosts researchers' productivity and capacity for innovation. Researchers in environments that foster collaboration and provide adequate resources produce more high-quality research. Furthermore, researchers who work in collaborative environments and have easy access to resources report higher levels of creativity and innovation. The study underscores the importance of a conducive work environment in maximizing research potential (Kruger, et al.,2024). Researchers with higher mental well-being, including low levels of stress and a healthy work-life balance, are more productive and produce higher-quality research. The study highlights that support systems, such as counseling services and stress management programs, can significantly improve researchers' mental health and, in turn, their research outcomes (Marecki et al.,2024). The workplace support, such as flexible working hours, mental health resources, and a culture of mutual respect, contributes significantly to researchers' well-being and, subsequently, their research effectiveness. Supportive work environment significantly increased faculty satisfaction, which in turn improved overall well-being and work performance. Faculty who felt their needs for autonomy and recognition were met exhibited lower stress levels and higher engagement in teaching and research activities (Kacane et al., 2019). Vuong et al. (2019) added that the effect of the work environment on university-affiliated authors turned out to have higher research productivity.

Wilson (2020) explores how volunteer work benefits the volunteer, including increases in self-esteem, skills development, and social connections. It highlights that individual who engage in community service are more likely to have better physical health and mental well-being. Positive work environments, characterized by supportive leadership and a healthy culture, increase employees' sense of responsibility and engagement in volunteer work. Well-being, including mental health and work-life balance, was found to be a strong predictor of employees' participation in community initiatives (Davidescu, 2020). Furthermore, employees who have a good work-life balance are more likely to volunteer for community service. The study emphasizes that when employees feel their personal and professional lives are balanced, they are more likely to devote time to social causes and volunteer work.

A significant factor affecting faculty performance is the stress associated with increasing workloads, particularly during the pandemic. A study by Kariwo et al. (2021) emphasized how higher workloads and stress levels during the transition to remote learning negatively impacted the mental health and work performance of faculty members. This research suggests that reducing stress through institutional support can enhance performance outcomes.

Mohammadi (2020) explored the relationship between the quality of work life (QWL) of academic staff in universities and how QWL affects their performance. The result implied that dimensions of powerlessness and tolerance at workplace affected performance in public universities, while dimensions of financial, co-worker relationship and tolerance at workplace have positive significant relationship with performance in private universities. The findings show that managers of universities must pay more attention on the significant dimensions and improve them among the academic staff in order to achieve a high level of work performance.

Several studies provide valuable insights into the factors that influence faculty work performance, including the effects of the pandemic, workload, organizational support, and professional development. found that factors such as institutional support, opportunities for professional development, and recognition significantly influence both job satisfaction and work performance. Satisfied faculty members tend to show higher levels of productivity, engagement, and student satisfaction (Toker & Tatoglu, 2021). Kinman et al. (2020), found that excessive workloads and stress negatively affect performance, leading to burnout, reduced productivity, and lower quality of teaching and research output. Institutions that offer workload management and mental health support see better performance from their faculty. Abramo and D'Angelo, (2021) focuses on how institutional support, such as research funding, mentorship, and collaboration opportunities, affects the research performance of faculty members. The study found that higher levels of organizational support lead to increased research output and greater participation in academic conferences and publications. The study of Thamrin and Wijaya (2022) examined the role of professional development programs in enhancing the work performance of faculty members. It found that continuous training and development opportunities improve teaching effectiveness, research capabilities, and faculty commitment to their institutions, resulting in higher overall performance.

This study examines the effect of workload and stress on researchers' job satisfaction, well-being, and research capacity. It concludes that heavy workload and chronic stress negatively impact researchers' cognitive functioning, creativity, and overall research productivity. The

research suggests that managing workload, providing support, and offering well-being initiatives are essential for optimizing research capacity (Salsabilla et al.,2022).

Several studies provide valuable insights into the factors that influence faculty work performance, including the effects of the pandemic, workload, organizational support, and professional development. found that factors such as institutional support, opportunities for professional development, and recognition significantly influence both job satisfaction and work performance. Satisfied faculty members tend to show higher levels of productivity, engagement, and student satisfaction (Toker & Tatoglu, 2021).

A positive work environment is essential for enhancing employee well-being and job satisfaction. Workplaces that provide supportive leadership, social support, work-life balance, and a healthy physical environment foster better mental health and job satisfaction. Conversely, toxic environments that contribute to high stress and poor work conditions lead to lower employee well-being and job dissatisfaction (Wu,2021). As organizations continue to prioritize employee well-being, understanding and improving the work environment remains crucial for overall organizational success and employee retention (Gupta 2024).

The findings of the study conducted by Nugraha et al., (2024) suggest that both Organizational Culture and Work Environment have a favorable and substantial direct impact on employee performance. Work has a favorable and substantial direct impact on motivation, and work motivation in turn exerts a favorable and substantial direct impact on employee performance. The impact of organizational culture on employee performance is mediated by motivation. This mediation is fully positive, as the indirect influence of organizational culture through motivation is greater than its direct influence. Similarly, the work environment affects performance through motivation, with the mediation being fully positive as well, as the direct influence is stronger. Given its limited indirect impact, it is desirable for Gresik Hospital to maintain and enhance a good corporate culture, while also striving to provide a favorable work environment that fosters motivation and ultimately maximizes employee performance.

A conducive work environment reduces job dissatisfaction and increases teaching effectiveness based on the studies of Kanwal (2023), Cho (2023) and Walker (2022). showed that a supportive and resource-rich environment significantly boosts researchers' productivity and capacity for innovation. Researchers in environments that foster collaboration and provide adequate resources produce more high-quality research based on the studies of Willian and Miller (2023), Kruger (2024) and Harris (2024) while Wilson (2020) explores how volunteer work benefits the volunteer, including increases in self-esteem, skills development, and social connections. It highlights that individual who engage in community service are more likely to have better physical health and mental well-being.

From the above reviews of related literature and studies, the following gaps were determined: There is no study conducted yet on the work environment, well-being and work performance in In a Philippine Private University System. There is a dearth on the study conducted pertaining to the well-being of the faculty members in higher education institutions and how it affects the work performance of the faculty members in the Philippines. Consequently, more research is necessary to ascertain whether a relationship exists between organizations' work

environment, well-being and work performance of faculty members. Previous researchers suggested to look into other factors that might predict the teachers' work performance. In view of the above-mentioned gaps, the researcher determined the work environment, well-being, and work performance of tertiary faculty in one of the biggest private university systems in the Philippines. It also delved into the relationship between the three variables and identified the predictive power of work environment and well-being on the respondents' work performance.

Methodology

This study aims to determine the relationship between work environment, well-being and work performance of tertiary full time faculty in a Philippine private university system using descriptive correlational design.

Purposive sampling was used following the criteria that respondents should teach in the tertiary level, with full time load and should be employed for more than a year in the university. The sample size derived from Slovin's formula with the total of 89 respondents indicating a 5% margin of error and a 95% confidence level. A response rate of 83 % was recorded which is equivalent to a total of 74 respondents. According to Fincham (2008), response rate approximating 60% for most research should be the goal of the researchers; thus the 83% retrieval rate of the present investigation exceeded the standard.

The researcher utilized a combination of modified and self-made questionnaire to determine the work environment, well-being, and work performance of the respondents. The questionnaire was divided into three parts. The first part of the questionnaire was on the respondents' work environment, part two was about the respondents' well-being and part three focused on the respondents' level of work performance. A four-point Likert scale instrument was used by the researchers to ensure that the respondents' opinion is noted without being neutral on the indicators given. The research instrument was validated by experts in research, statistics and nutrition. Pilot testing was also conducted to teachers who were not included in the final roster of the respondents. Reliability of the instrument used was measured using Cronbach Alpha test to which the following alpha values were obtained: for work environment, 0.935 (excellent internal consistency), for well-being, 0.975 (excellent internal consistency) and for work performance, 0.957 (excellent internal consistency) which means that the indicators are very reliable. The questionnaire was sent via email and messenger account. Informed consent of participants was incorporated in the survey questionnaire, including the rationale and purpose of the study, risks and benefits, anonymity and confidentiality and how data were treated and secured. Apart from the informed consent form, research protocol, survey questionnaire and plagiarism test of initial literature review, and researchers' curriculum vitae were presented to the ethics committee of the institution. Approval was consequently given, giving permission to conduct the study subject to the monitoring of the ethics committee.

IBM SPSS software statistics version 2014 Chicago, USA was used to analyse the data. Statistical treatments used in this study were weighted mean to calculate a more accurate average by giving more weight to certain values. Ranking was based on the weighted mean of each indicator to determine the indicators with lowest ranking and be able to recommend ways to improve them. To detect significant correlation between the work environment, well-being and

work performance, Pearson r moment correlation coefficient was used. Regression analysis was used to determine the predictive power of work environment, and well-being to the work performance of tertiary faculty at UPH-JONELTA System.

Results and Discussion

This descriptive correlational study looked into the work environment, well-being, and work performance of the respondents. It also looked into the relationship between work environment and well-being of the respondents, well-being and work performance and the relationship between the work environment and work performance of the respondents. Finally, it also looked into the predictive power of work environment, and well-being to the work performance and 6. the action plan that can be proposed to enhance the work environment, well-being and work performance of full-time faculty members in UPH-JONELTA system. The course of presentation followed the order of these research problems.

Table 1
The Respondents' Work Environment

Sub-variables	Weighted Mean	Verbal Interpretation	Rank
1. Administrative support	3.28	Very conducive	3
2. Workload	3.24	Conducive	4
3. Mentoring support	3.49	Very conducive	2
4. Student interaction	3.69	Very conducive	1
5. Professional development	3.19	Conducive	5
6. Resources	3.09	Conducive	6
Overall Weighted Mean	3.33	Very conducive	

Table 1 shows the composite table of the respondents' work environment. The respondents work environment is very conducive based on the average weighted mean of 3.33. This means that the three aspects such as student interaction, mentoring support and administrative support enhance a very conducive working environment where tertiary faculty are able to fulfill their duties well.

The respect they gained from students, colleagues that serves as their support system as well as the support coming from the administration contributes to a very conducive workplace.

The respondents work environment in terms of the administrative support is very conducive based on the average weighted mean of 3.28. This means that the university has been supportive of the growth of the teachers, they trust their teachers and they have clear policies and procedures that support their work.

The respondents' work environment pertaining to mentoring support is very conducive based on the average weighted mean of 3.49. This means that the respondents' colleagues serve as their motivation to do better work and improve their teaching and the feedbacks they received from others are very useful in improving their teaching. The respondents' work environment pertaining to student interactions is very conducive based on the average weighted mean of 3.69. This means that the respondents can interact with students from different cultural background. They are being respected and supportive of each other. They are knowledgeable in the content they need to teach; thus they are able to help challenging students to learn.

Similarly, the study of Chen (2020) examined how administrative support roles directly influence both job performance and the well-being of employees. The research finds that administrative staff contribute significantly to reducing workload pressure on other employees, allowing them to focus on core responsibilities. This support increases overall job satisfaction and leads to better performance outcomes across the organization. Furthermore, administrative support reduces stress and burnout, which enhances well-being. Additionally, employees who receive mentoring support report sustained improvements in both job satisfaction and well-being. Mentoring helps employees develop skills and cope with workplace challenges, which reduces stress and increases job satisfaction (Tsagkanou, 2022). More over, positive emotional exchanges, such as students expressing gratitude and appreciation, contribute to increased teacher job satisfaction and a reduction in burnout levels (Falcon, 2023).

Table 2

Respondents' Well-being

Sub-variables	Weighted Mean	Verbal Interpretation	Rank
1. Mental Health	3.54	Very Healthy	1
2. Job Satisfaction	3.43	Very Healthy	2
3. Work Life balance	3.26	Very Healthy	3
Overall Weighted Mean	3.41	Very Healthy	

Table 2 shows the summary table of the respondents' well-being. The respondents have a very healthy well-being based on the overall weighted mean of 3.41. Mental health ranks 1st with

a weighted mean of 3.54. Job satisfaction ranks 2nd with a weighted mean of 3.43 and Work-life-balance ranks 3rd with weighted mean of 3.26.

The respondents well- being pertaining to their mental health is very healthy based on the average weighted mean of 3.54. This means that the respondents' confidence, flexibility and high energy contributes to their positive well-being. The respondents' well-being pertaining to job satisfaction is very healthy based on the average weighted mean of 3.43. This means that their work ethics, their colleagues and their freedom to use different methods of teaching allows them to be satisfied with their work. Furthermore, their roles and responsibilities were clear to them and the assistance extended by their supervisors/deans make them satisfied with their job as a faculty member. The respondents' well-being pertaining to work-life-balance is very healthy based on the average weighted mean of 3.26. This means that their personal and social support allows them to balance their time for work and family. Having a good work schedule allows them to juggle their career and family time.

The findings of Chang (2024), Lu (2022) and Wu (2021), finds that organizations that provide mental health resources, such as counseling services, stress management programs, and mental health days, help employees manage their psychological well-being. As a result, these employees report higher job satisfaction, better productivity, and improved morale .

Cao et al., (2022) and de Oliveira et al., (2022) conclude that mental health significantly affects job satisfaction, with employees who experience mental health difficulties (e.g., anxiety, stress) having lower satisfaction with their jobs. This decrease in job satisfaction can lead to lower productivity and higher rates of absenteeism.

Work-life balance acts as a mediator between workload and job satisfaction. It shows that employees who manage their workload effectively through flexible work arrangements experience higher job satisfaction and better well-being. Conversely, excessive workloads, especially in the absence of work-life balance policies, lead to lower job satisfaction and increased burnout (Indradewa,and Prasetyo 2023).

Table 3

Respondents' Level of Work Performance

Sub-variables	Weighted Mean	Verbal Interpretation	Rank
1. Teaching Effectiveness	3.70	Very High	1
2. Research Capability	2.94	High	3
3. Community Service	3.45	Very High	2
Overall Weighted Mean	3.36	Very High	

Table 3 shows the composite table of the respondents' level of work performance. The overall weighted mean of 3.36 shows that the level of work performance of the respondents is very high. The teaching effectiveness of the respondents' as shown by the indicators given has an average weighted mean of 3.70 interpreted as Very High. This means that the respondents relate new lessons to previous knowledge or skills which were found effective in their teaching outcomes and in return they were able to get satisfactory ratings in students' evaluation.

The research capability of the respondents is high based on the average weighted mean of 2.94. This means that they are active in attending seminars on research publication, they also persevere in doing quality research outputs and present in an institutional research conference in their respective campuses.

The respondents' level of work performance in terms of community service is very high based on the average weighted mean of 3.45. This means that the respondents encourage volunteer students to join the community outreach programs. Each campus has an adopted community where all the community outreach programs are being held.

Cho, (2023) finds that teachers who experience better overall well-being, including lower stress levels and greater work-life balance, tend to have higher teaching effectiveness over time. Their enhanced ability to manage stress, maintain energy levels, and engage with students positively impacts the quality of instruction they provide. Teachers who report higher well-being are more adept at creating an organized and positive classroom environment, leading to better student engagement. Well-being also helps teachers maintain patience and emotional control, which are key to effective classroom management (Walker et al.,2022).

The results of the study of Williams and Miller (2023) showed that a supportive and resource-rich environment significantly boosts researchers' productivity and capacity for innovation. Researchers in environments that foster collaboration and provide adequate resources produce more high-quality research. Furthermore, researchers who work in collaborative environments and have easy access to resources report higher levels of creativity and innovation. The study underscores the importance of a conducive work environment in maximizing research potential (Kruger, et al.,2024). Researchers with higher mental well-being, including low levels of stress and a healthy work-life balance, are more productive and produce higher-quality research. The study highlights that support systems, such as counseling services and stress management programs, can significantly improve researchers' mental health and, in turn, their research outcomes (Harris et al.,2024).

Wilson (2020) explores how volunteer work benefits the volunteer, including increases in self-esteem, skills development, and social connections. It highlights that individuals who engage in community service are more likely to have better physical health and mental well-being.

Table 4

Relationship between the Respondents' Work Environment and Well-being

Work environment	Well-being		
	Mental health	Job satisfaction	Work life balance

Administrative support	r=0.636** Moderate correlation p=0.000	r=0.780** Moderate correlation p=0.000	r=0.634** Moderate correlation p=0.000
Workload	r=0.653** Moderate correlation p=0.000	r=0.727** Moderate correlation p=0.000	r=0.762** Moderate correlation p=0.000
Mentoring support	r=0.633** Moderate correlation p=0.000	r=0.776** Moderate correlation p=0.000	r=0.620** Moderate correlation p=0.000
Student interaction	r=0.749** Moderate correlation p=0.000	r=0.678** Moderate correlation p=0.000	r=0.552** Moderate correlation p=0.000
Professional development	r=0.514** Moderate correlation p=0.000	r=0.569** Moderate correlation p=0.000	r=0.556** Moderate correlation p=0.000
Resources	r=0.552** Moderate correlation p=0.000	r=0.721** Moderate correlation p=0.000	r=0.755** Moderate correlation p=0.000
**Significant @ 0.01			

Table 4 shows the relationship between the respondents' work environment and well-being. The p values (0.000) are less than the significant level of 0.01, thus there is a significant relationship between the work environment and well-being of the respondents. The r-values greater than 0.40 shows moderate correlation between the sub-variables of work environment. This means that the more conducive the work environment is in terms of administrative support, workload, mentoring support, student interaction, professional development and resources the healthier, the well-being of the respondents in terms of mental health, job satisfaction and work-life-balance.

A positive work environment is essential for enhancing employee well-being and job satisfaction. Workplaces that provide supportive leadership, social support, work-life balance, and a healthy physical environment foster better mental health and job satisfaction. Conversely, toxic environments that contribute to high stress and poor work conditions lead to lower employee well-being and job dissatisfaction (Wu,2021). As organizations continue to prioritize employee well-being, understanding and improving the work environment remains crucial for overall organizational success and employee retention (Gupta 2024).

Table 5

Relationship between the Respondents' Work Environment and Level of Work Performance

	Level of Work Performance
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Work environment	Teaching effectiveness	Research capability	Community service
Administrative support	r=0.462** Moderate correlation p=0.000	r=0.336** Low correlation p=0.003	r=0.456** Moderate correlation p=0.000
Workload	r=0.595** Moderate correlation p=0.000	r=0.361** Low correlation p=0.002	r=0.527** Moderate correlation p=0.000
Mentoring support	r=0.562** Moderate correlation p=0.000	r=0.322** Low correlation p=0.005	r=0.515** Moderate correlation p=0.000
Student interaction	r=0.807** High correlation p=0.000	r=0.305** Low correlation p=0.008	r=0.531** Moderate correlation p=0.000
Professional development	r=0.346** Low correlation p=0.003	r=0.356** Low correlation p=0.002	r=0.401** Moderate correlation p=0.000
Resources	r=0.492** Moderate correlation p=0.000	r=0.433** Moderate correlation p=0.000	r=0.597** Moderate correlation p=0.000
**Significant @ 0.01			

Table 5 shows the relationship between the respondents' work environment and work performance. The p-value (0.000) is less than the level of significance, thus there is a significant relationship between student interaction and teaching effectiveness. This means that as the teacher-student interaction increases, the teaching effectiveness of teachers also increase. There is a significant relationship in terms of administrative support, workload, mentoring support and resources as shown by the p-values which is less than the level of significance. The r-values ($> = 0.40 - .79$) suggest moderate correlation. This means that the more conducive the work environment is in terms of administrative support, workload, mentoring support and resources, the higher the respondents' level of work performance in terms of teaching effectiveness. On the other hand, the r-values (0.356) show low correlation between teaching effectiveness and professional development.

On the other hand, the p-values between the research capability and work environment are greater than the level of significance of 0.01, except for the resources. This shows that there is no significant relationship between research capability and the work environment in terms of administrative support, workload, mentoring support, student interaction and professional development. However, there is a significant relationship between the research capability and resources with an r value (.433) showing moderate correlation. This means that as the resources increases or provided to the respondents by the administration, the higher is the research capability of the respondents.

The p-values between community service and work environment in terms of administration, mentoring support, workload, student interaction, professional development and resources are lower than the significant level of 0.01, thus there is a significant relationship between

the community service and work environment. The r-values (≥ 0.04 to 0.79) show moderate correlation. This means that the conducive work environment increases participation in community service of the respondents.

Zhenjing et al., (2022) agreed that the work environment plays a critical role in determining employees' level of work performance. Positive environments that provide supportive leadership, effective communication, manageable workloads, and an appropriate physical workspace tend to foster high performance. In contrast, toxic or unsupportive environments that lack these elements can hinder employees' motivation and performance. Organizations that prioritize creating a positive work environment are likely to see improvements in employee productivity, engagement, and overall work performance.

Table 6

Relationship between the Respondents' Well-being and Level of Work Performance

Well-being	Level of Work Performance		
	Teaching effectiveness	Research capability	Community service
Mental health	r=0.685** Moderate correlation p=0.000	r=0.390** Low correlation p=0.001	r=0.557** Moderate correlation p=0.000
Job satisfaction	r=0.689** Moderate correlation p=0.000	r=0.466** Moderate correlation p=0.000	r=0.591** Moderate correlation p=0.000
Work life balance	r=0.545** Moderate correlation p=0.000	r=0.417** Moderate correlation p=0.000	r=0.635** Moderate correlation p=0.000
**Significant @ 0.01			

Table 6 shows the relationship between the respondents' well-being and level of work performance. The p-values (0.000) is less than the level of significance thus there is a significant relationship between the respondents' well-being and level of work performance. The r-values ($> =$ to 0.40) shows a moderate correlation between these variables except for research capability. This means that the healthier the well-being is in terms of mental health, job satisfaction and work-life-balance, the higher the level of work performance of the respondents in terms of teaching effectiveness, community service and research capability.

According to Chang (2024), the company should put the welfare of staff at the heart of their workplace to ensure their well-being and productivity. Focusing on employee satisfaction, well-being, benefits, and working workplace helps improve employer branding, attract the most qualified talent, and then improve company performance. For businesses, well-being should be a people and performance approach that balances resources and opportunities. If organizations wish

to give employees a greater sense of ownership and ensure retention of staff, they must adopt an outcome-oriented approach. HR needs to take the lead on well-being and help the company create a safe and healthy workplace for employees. Managers can play a crucial role in supporting their employees' mental health, especially during challenging times. They need to engage in meaningful conversations with team members, asking specific and thoughtful questions to understand their needs better. The key is to listen actively and show genuine compassion, respecting the employees' choice of how much they wish to disclose. Creating an environment where employees feel safe to share their concerns is vital. Moreover, employers should focus on bolstering health and well-being initiatives, offering more flexible working conditions and additional time off when needed. Increasingly, organizations are embedding well-being into their corporate culture and strategic plans, recognizing that this integration not only improves company performance but also helps in achieving broader business objectives. Research has also shown that enhancing various aspects of employee well-being can significantly boost company performance.

Table 7

Regression Analysis between the Respondents' Work Environment and Well-being taken Singly or in Combination of the Respondents' Level of Work Performance (Teaching Effectiveness)

Predictor	Dependent Variable	R ²	F	p-value	B	t	p-value
Student interaction	Teaching effectiveness	0.704	16.882	0.000	0.588	5.215	0.000*
*Significant @ 0.01							

As indicated in the table, student interaction accounted for 70.40% (F=16.882; t=5.215) of the variation of the teaching effectiveness. In addition, results showed that for every one-unit increase in student interaction, there is 0.588 increase in the teaching effectiveness. The probability value of 0.000 was less than the significance level of 0.01 which implies that student interaction significantly predicts the teaching effectiveness of the respondents. This means that the ability of the teacher to interact with students from different cultural background, the higher the respondents' level of teaching effectiveness. When teachers feel they are respected by students and they express gratitude towards them, they become more motivated to teach, and strive harder to become more effective teacher.

The study of Nwoko et al., (2023) explores how a positive work environment and teachers' well-being influence teaching effectiveness. It finds that a positive work environment, characterized by supportive colleagues, effective leadership, and access to teaching resources,

directly enhances teaching effectiveness. Additionally, teachers who report higher well-being are more likely to be engaged, enthusiastic, and effective in their teaching.

Table 8

Regression Analysis between the Respondents' Work Environment and Well-being taken Singly or in Combination of the Respondents' Level of Work Performance (Community Service)

Predictor	Dependent Variable	R ²	F	p-value	B	T	p-value
Resources	Community service	0.498	7.064	0.000	0.271	2.115	0.038*
*Significant @ 0.05							

As indicated in the table, resources accounted for 49.80% ($F=7.064$; $t=2.115$) of the variation of the community service. In addition, results showed that for every one-unit increase in the availability of resources, there is 0.271 increase in the community service. The probability value of 0.038 was less than the significance level of 0.05 which implies that availability of resources significantly predicts the community service of the respondents. This means that the greater the availability of resources provided by the university, the higher the level of work performance in terms of community service. The more resources available, there will be more community outreach programs available for the adopted community of the university.

Table 8

Action Plan to Address to Enhance the Work Environment, Well-being and Work Performance of the Respondents

An action plan to in research is essential because it provides a structured roadmap for researchers to follow, ensuring that their project progresses efficiently, systematically, and purposefully. Here is the proposed action plan to enhance the work environment, well-being and work performance of the respondents.

Activity	Objectives	Persons Involved	Source of fund	Budget	Time Frame	Success Indicators
Professional development trainings / seminars	To improve work environment of the respondents that offers teachers new skills and knowledge.	Faculty	Development fund	10,000	Annually	Improved performance, career advancement, job satisfaction and decrease employee turnover by 98%
Time management seminars	To improve work environment of the respondents by managing workloads effectively.	Human Resource dept	Development fund	10,000	Annually	High productivity by 98% measured in terms of quality outputs
Continue giving of trainings, seminars and workshops on research. Maintain giving incentives for research outputs published in	To increase the research outputs of faculty members worthy of publication To motivate faculty members to produce research outputs regardless of	Research department/ Administration	Research fund	50,000 incentive for every research outputs published in Scopus journal	Annually, every end of 2 nd semester	Increase research outputs To have at least 2 publications preferably in Scopus indexed journals annually publications preferably in

reputable journal	their employment status					Scopus indexed journals
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Conclusion

Based on the above findings, the following conclusions were drawn: The respondents' work environment is very conducive in terms of student interaction, mentoring support and administrative support. The respondents have a very healthy well-being in terms of mental health, work-life balance and job satisfaction. The level of work performance of the respondents is very high in terms of teaching effectiveness and community service. The more conducive work environment is, the healthier the well-being of the respondents. The more conducive the work environment is, the higher the level of work performance of the respondents in terms of teaching effectiveness. Furthermore, as the resources increases or provided the administration, the higher is the research capability of the respondents. There is a moderate correlation between the well-being and work performance in terms of teaching effectiveness, research capability and community service except for mental health and research capability (low correlation). Student interaction and resources are significant predictors of teaching effectiveness and community service, respectively. This shows that that the ability of the teacher to interact with students from different cultural background, the higher the level of teaching effectiveness. Moreover, the greater the availability of resources provided by the university, the higher the level of work performance in terms of community service.

Future Directions

In the light of the findings of the study and conclusions, the following recommendations are hereby endorsed: College deans should focus on workload of the faculty members, it should depend on the capacity and time management of the faculty members so as to avoid work related stress and burnout. The Human resource department must also focus on professional development efforts by giving seminars and workshops as needed and encourage faculty members to attend conventions, seminars outside the university related to their field of expertise. The administration should also continue on determining the much-needed resources of both students and faculty to enhance learning experience. Faculty members should develop time management strategies such as: a. prioritizing tasks to focus on what truly matters by avoiding distraction; b. preventing small tasks from accumulating; c. Reducing procrastination and providing a sense of accomplishment early in the day and, d. providing a clear direction and focus. These are crucial for maximizing productivity, reducing stress, and ensuring tasks are completed on time. Faculty members should focus on research capability building by trying to produce research outputs, collaborating with peers, and join institutional research forum. The Research department should help well-written outputs to be published in a reputable journal. While the administration should continue giving incentives for published papers or allow them to join international conference as incentives for

their contribution in research. The propose action plan is ready for implementation, monitoring and evaluation. Future researchers may do similar researches among tertiary faculty in private universities using other variables of the study such as turnover rates, compensation and benefits.

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