

# Organizational Culture and Work-Life Balance of Employees in Selected Private Schools in Negros Oriental

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## ABSTRACT

This study examined the organizational culture and work-life balance of employees in selected private schools in Negros Oriental. Guided by the Job Demands–Resources Theory and Conservation of Resources Theory, the study aimed to determine the levels of organizational culture and work-life balance; identify differences in these variables when respondents were grouped according to age, sex, employee classification, length of service, and school; and examine the relationships among the variables. A quantitative research approach utilizing descriptive-comparative and descriptive-correlational designs was employed. Data were gathered from 141 teaching and non-teaching personnel using an adapted-modified questionnaire and analyzed using appropriate descriptive and inferential statistical tools. Findings revealed that organizational culture and work-life balance were both rated very high. No significant differences were found in these variables when respondents were grouped according to demographic profile. However, significant positive relationships were identified between organizational culture and work-life balance. The results suggest that a positive organizational culture contributes to employees' ability to maintain work-life balance. Based on the findings, the study recommends sustaining supportive leadership practices, institutional wellness and flexibility programs, and professional development initiatives to further promote work-life balance and organizational effectiveness in the selected private schools.

**Keywords:** Business Administration, Organizational Culture, Work-Life Balance, Descriptive-Comparative Design, Descriptive-Correlational Design, Philippines

## INTRODUCTION

Organizational culture and work–life balance are foundational elements that shape employee experiences and institutional effectiveness, particularly in private educational settings where staff often face heightened performance expectations (Barokah et al., 2025; Tshifhiwa & Morukhu, 2025). Empirical findings reveal that a supportive organizational culture and effective work-life balance practices significantly enhance motivation, well-being, and a stronger psychological connection to their work (Munawar & Suriyanti, 2024; Nassani et al., 2024). In a global context, studies in higher education institutions likewise demonstrate that organizational support and culturally responsive policies enable educators to manage professional and personal demands more effectively (Rajagopal et al., 2024; Sharma & Upadhyay, 2024).

In the ASEAN context, studies increasingly emphasize organizational culture and work–life balance as critical factors affecting both teaching and non-teaching personnel in educational institutions (Pateña, 2024; Saburnido & Tan, 2025). Findings reveal that organizational support through effective human resource policies positively influences employees' work–life balance in higher education institutions (Eshun & Segbenya, 2024; Opoku et al., 2023). In the Philippine setting, organizational culture and work–life balance are recognized as important factors influencing institutional performance (Concepcion et al., 2024; Narandan et al., 2026). Work–life balance dimensions significantly predict employee engagement among

workers across sectors, including education (Dayrit & Lacap, 2020; Wood et al., 2020). Further supporting this, Vadil and Apostol (2023), validated an organizational culture scale in the Philippine context, emphasizing that shared values, leadership practices, and institutional norms play a significant role in shaping employees' attitudes and behaviors. Moreover, a Philippine study by Haar and Brougham (2022) demonstrated that work-life balance significantly influences employee outcomes through mediating mechanisms, underscoring the role of psychological factors in explaining how balanced work conditions reduce adverse outcomes and enhance organizational effectiveness.

The relevance of this inquiry is amplified by the scarcity of localized empirical studies focusing on private schools in regional Philippine settings (Ona, 2024). Scholars emphasize that workplace experiences are shaped by local socio-cultural norms, labor conditions, and governance structures, making it inappropriate to assume that findings from other countries or metropolitan centers apply uniformly to regional private institutions (Ali et al., 2022; Jiang et al., 2022). Private schools in Negros Oriental also operate within distinctive structural constraints involving resource limitations, expanded staff roles, and increased accountability to parents and communities—factors that shape workload and expectations (Herrera & Proff, 2023). Investigating these conditions locally will generate evidence aligned with the realities of private educational institutions in the province, ensuring that findings reflect contextual differences in organizational practices, workforce conditions, and stakeholder expectations (Caringal-Go et al., 2025; Ona, 2024).

Finally, the broader socio-economic and organizational landscape underscores the urgency of addressing culture and balance simultaneously (Malik et al., 2022; Yu et al., 2022). As educational demands evolve and performance expectations rise, schools must cultivate cultures that support employee welfare, promote meaningful participation, and enable manageable workloads (Kasperczuk et al., 2025; Santiago, 2023). Imbalances in work-life dynamics contribute to burnout, absenteeism, and diminished performance, making WLB a crucial determinant of sustained professional commitment (Eshun & Segbenya, 2024). At the same time, perceptions of fairness, recognition, and equitable workload distribution shape engagement (Liswandi & Muhammad, 2023; Lyu et al., 2023). Collectively, these findings align with the Job Demands-Resources framework, which proposes that the interaction between job demands and available resources determines employee engagement and outcomes (Bakker & Demerouti, 2007).

This study thus responds to both scholarly and practical gaps by providing evidence from Negros Oriental, Philippines supporting institutional strategies that enhance organizational culture and work-life balance.

## **Statement of the Problem**

The study aimed to measure, compare and correlate the Organizational Culture and Work-Life Balance of Employees in Selected Private Schools in Negros Oriental.

## **Theoretical Framework**

The theoretical foundation of this study is anchored primarily in the Job Demands-Resources (JD-R) model, which provides a parsimonious yet powerful framework for understanding how workplace characteristics shape employee motivational outcomes (Bakker & Demerouti, 2007). The JD-R model posits that every occupation has its own specific risk factors associated with job stress that can be categorized into two broad classes, job demands and job resources and that the balance between these classes determines employees' experiences of burnout. In the context of private schools, job demands may include heavy administrative loads, extended instructional hours, and emotional labor with students and parents, whereas job resources encompass supportive leadership, professional development opportunities, and institutional recognition; empirical work shows that attention to both sides of this equation is essential for explaining variation in teacher retention (Opoku et al., 2023).

The JD-R model also explicitly links the resource side of the equation to motivational outcomes and predicts that high demands lead to exhaustion and imbalance. In school settings, research demonstrates that resource-

rich cultures and balanced workloads are associated with higher levels of instructional innovation and sustained teacher involvement in extracurricular and improvement efforts (Ali et al., 2022).

Building upon this foundation, Cho et al. (2025) emphasized that the JD-R model provides not just a diagnostic lens but a framework for designing practical organizational strategies that balance demands and resources in educational environments. Therefore, the implementation of the JD-R model within private schools must consider the contextual realities of teachers' workloads, student demographics, and administrative expectations.

Moreover, recent studies have proposed integrating the Conservation of Resources (COR) Theory as a complementary framework to the JD-R model, offering a deeper explanation of how individuals accumulate, protect, and utilize resources to cope with job demands (Khadka & Khadka, 2023). COR Theory states that stress arises when valuable resources—such as time, energy, and professional recognition—are threatened or depleted, while motivation emerges when individuals can acquire and expand these resources.

To complement the JD-R model and deepen the explanatory reach of the framework, this study integrates Conservation of Resources (COR) theory as a second lens. COR theory posits that individuals strive to obtain, retain, and protect valued resources (time, energy, social support), and that resource loss (or threat of loss) is a primary driver of stress responses; therefore, resource gains are particularly salient for recovery and growth (Gašić & Berber, 2023). In practice, combining JD-R and COR help understand not just the immediate impact of job demands and resources, but also the long-term accumulation and protection of resources that determine whether employees, including teachers, slide into burnout. This integrated perspective underscores the importance of organizational strategies focused on targeted resource investments to break loss spirals and promote resilience.

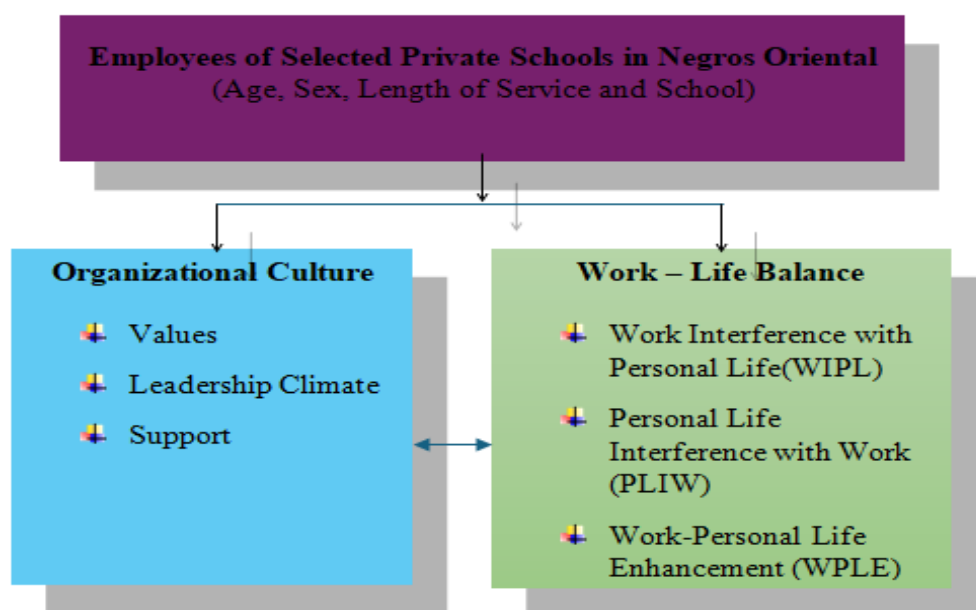
Synthesizing JD-R and COR produces an integrative, contextually sensitive framework well suited to the present study's aims. In this integrated model, organizational culture and work-life balance are conceptualized as primary organizational antecedents that can operate as resources (e.g., supportive culture, flexible scheduling) or as demands (e.g., culture of overwork, normative stigma against boundary setting), mediated by employees' perceived resource reservoir and moderated by individual differences such as coping strategies and tenure (Rabwana & Yanuar, 2023). Empirical measurement will therefore assess culture dimensions, WLB perceptions, objective and perceived job demands, and key resources, and will test pathways in which resources buffer demands (Lu et al., 2023). By situating the investigation in selected private schools in Negros Oriental, the framework also allows for exploration of region-specific institutional constraints and opportunities that shape resource distribution.

This schematic diagram begins with the employees of selected private schools in Negros Oriental. Their profile variables—age, sex, length of service, employee classification, and school—are included because these characteristics may influence how employees perceive organizational culture and experience work-life balance.

At the center of the framework are the main study variables: organizational culture and work-life balance. Organizational culture, represented by values, leadership climate, and support, is shown to have a reciprocal relationship with work-life balance, indicating that organizational practices shape employees' ability to balance work and personal life, while employees' shared work-life experiences also influence cultural norms.

Overall, the schematic diagram illustrates a dynamic and interconnected system in which employee characteristics influence workplace experiences, and these experiences collectively inform practical human resource interventions.

**Figure 1 Schematic Diagram**



## METHODOLOGY

This research utilized the quantitative descriptive comparative and descriptive correlational research design. The respondents of the study are the 141 employees of two selected private schools in Negros Oriental -- which encompasses both teaching and non-teaching personnel. Data were collected using the survey questionnaire. The instrument used is validated (CVR= 0.92) and pilot-tested ( $\alpha= 0.94$ ) adapted–modified survey questionnaire on Organizational Culture was adapted and modified from the works of Kaur and Kaur (2024) and Shirina et al. (2024) on Work-Life Balance, were adapted from Fisher-McAuley et al. (2003). Data were analyzed using the mean, standard deviation, Mann-Whitney U and Spearman’s rho.

## RESULTS AND DISCUSSIONS

**Organizational Culture.** Among the dimensions, Values recorded the highest mean while Leadership Climate had the lowest mean; however, all dimensions remain within the “very high” category. The low standard deviations indicate consistent responses, suggesting a uniformly strong perception of organizational culture across respondents.

**Table 1** *Level of Organizational Culture When Taken Collectively (n=141)*

| Dimensions         | Mean | Standard Deviation | Verbal Interpretation |
|--------------------|------|--------------------|-----------------------|
| Values             | 3.46 | 0.46               | Very High             |
| Leadership Climate | 3.29 | 0.55               | Very High             |
| Support            | 3.44 | 0.45               | Very High             |
| Overall            | 3.39 | 0.45               | Very High             |

The school institutions maintain a strong and cohesive culture that supports effective teaching and institutional performance. The high ratings reflect shared values and a supportive work environment that enhance collaboration and commitment among faculty and staff. However, the relatively lower score in leadership climate suggests the need to strengthen leadership practices, particularly in communication and participative decision-making, to further improve overall organizational effectiveness.

Recent studies emphasize that a strong organizational culture contributes significantly to employee performance and organizational effectiveness. The very high ratings in values, leadership climate, and

support indicate that the institutions maintain a positive and collaborative work environment. According to Pham et al. (2024), organizational culture positively influences employee performance through shared beliefs, leadership style, and corporate values that promote productivity and sustainability. Similarly, Setiawan and Sopiah (2026) explained that effective leadership combined with a supportive organizational culture enhances employee engagement and overall organizational performance. Moreover, Barajas (2024) highlighted that positive organizational cultures foster collaboration, commitment, and employee satisfaction, which strengthen workplace performance. Strong values, supportive leadership, and organizational support help create an environment that promotes high employee performance and institutional effectiveness. Likewise, Fetriah and Hermingsih (2023) found that perceived organizational support, work motivation, and competence positively influence employee engagement and performance, emphasizing the importance of supportive workplace environments in improving organizational effectiveness.

**Table 2** *Level of Organizational Culture When Grouped According to Age*

| Dimensions         | Younger $\leq 36$ (n=85) |                    |                       | Older $\geq 37$ (n = 56) |                    |                       |
|--------------------|--------------------------|--------------------|-----------------------|--------------------------|--------------------|-----------------------|
|                    | Mean                     | Standard Deviation | Verbal Interpretation | Mean                     | Standard Deviation | Verbal Interpretation |
| Values             | 3.46                     | 0.41               | Very High             | 3.45                     | 0.54               | Very High             |
| Leadership Climate | 3.28                     | 0.55               | Very High             | 3.3                      | 0.55               | Very High             |
| Support            | 3.45                     | 0.43               | Very High             | 3.42                     | 0.49               | Very High             |
| Overall            | 3.4                      | 0.41               | Very High             | 3.39                     | 0.5                | Very High             |

Both younger and older employees perceive the organization's culture as very high across all dimensions—Values, Leadership Climate, and Support. The mean scores for both groups are remarkably similar, suggesting a consistent and positive organizational culture that is highly valued by employees regardless of age, indicating a unified perception of the organization's cultural strength and support system.

Results show that age does not influence employees' perceptions of organizational culture within the organization. This uniformity suggests effective communication, leadership practices, and value alignment across age groups. Maintaining such consistency can support intergenerational collaboration, job satisfaction, and employee engagement. However, the organization should continue to reinforce inclusive practices to sustain this balance and ensure that both younger and older employees remain equally supported and motivated in their work environment.

Recent studies emphasize that inclusive organizational cultures and supportive leadership climates foster positive perceptions among employees across different age groups. For instance, Waligóra (2024) found that age-inclusive human resource practices strengthen organizational identification and reduce perceived discrimination among employees of varying ages. Similarly, Fan et al. (2023) reported that age-inclusive workplace practices and organizational support positively influence employee engagement and workplace climate. Moreover, Mutonyi et al. (2022) emphasized that strong organizational culture and leadership climate contribute to positive employee behavior and organizational attractiveness. Dunger (2025) also noted that while some demographic differences in perceptions of organizational culture exist, age-related differences are generally less pronounced when organizations promote fairness, support, and effective leadership. These studies affirm that a healthy organizational culture can be experienced positively by employees regardless of age group.

**Table 3** *Level of Organizational Culture When Grouped According to Sex*

| Dimensions | Male (n=68) |                    |                       | Female (n = 73) |                    |                       |
|------------|-------------|--------------------|-----------------------|-----------------|--------------------|-----------------------|
|            | Mean        | Standard Deviation | Verbal Interpretation | Mean            | Standard Deviation | Verbal Interpretation |
| Values     | 3.43        | 0.46               | Very High             | 3.48            | 0.47               | Very High             |

|                    |      |      |           |      |      |           |
|--------------------|------|------|-----------|------|------|-----------|
| Leadership Climate | 3.24 | 0.55 | High      | 3.33 | 0.55 | Very High |
| Support            | 3.43 | 0.42 | Very High | 3.45 | 0.49 | Very High |
| Overall            | 3.37 | 0.42 | Very High | 3.42 | 0.47 | Very High |

Both male and female respondents rated the organizational culture dimensions positively, with most scores falling under the "Very High" interpretation. Specifically, Values and Support were consistently rated "Very High" across both groups, while Leadership Climate was rated "High" by males but "Very High" by females. Overall, both groups perceived the organizational culture as very strong, with females giving slightly higher mean scores than males in all dimensions.

The organization has successfully fostered a strong and supportive culture, particularly in terms of values and support systems, which are equally appreciated by both genders. However, the slight difference in perception of leadership climate—where females rated it higher—may indicate that leadership practices resonate more positively with women, or that men perceive room for improvement in leadership dynamics. This insight can guide management to further strengthen leadership approaches, ensuring inclusivity and consistency in how organizational culture is experienced across genders.

Both male and female respondents perceived the organizational culture positively, with females reporting slightly higher perceptions particularly in leadership climate, are supported by recent studies emphasizing the role of inclusive leadership and supportive organizational environments in shaping employee perceptions across genders. Research by Lee and Shin (2024) found that inclusive leadership significantly enhances employees' perceptions of organizational climate and strengthens engagement among diverse workforce groups. Similarly, Martínez-Martínez et al. (2024) reported that women tend to perceive supportive and participative organizational climates more positively, particularly when leadership demonstrates fairness and empathy.

In addition, Chalermchaikit et al. (2024) emphasized that gender-inclusive organizational development practices contribute to stronger perceptions of support, collaboration, and workplace culture among employees. Moreover, Dunger (2025) explained that while demographic groups may vary slightly in how they perceive leadership and organizational climate, strong institutional values and equitable management practices reduce these differences and promote positive workplace experiences for all employees. A strong organizational culture characterized by shared values, support, and inclusive leadership can be positively experienced by both male and female employees. Furthermore, the consistency of the "Very High" ratings across dimensions suggests that both male and female employees generally experience a workplace environment that fosters trust, cooperation, and organizational commitment.

**Table 4** *Level of Organizational Culture When Grouped According to Employee Classification*

| Dimensions         | Teaching Personnel (n=91) |                    |                       | Non-Teaching Personnel (n = 50) |                    |                       |
|--------------------|---------------------------|--------------------|-----------------------|---------------------------------|--------------------|-----------------------|
|                    | Mean                      | Standard Deviation | Verbal Interpretation | Mean                            | Standard Deviation | Verbal Interpretation |
| Values             | 3.52                      | 0.45               | Very High             | 3.35                            | 0.47               | Very High             |
| Leadership Climate | 3.28                      | 0.60               | Very High             | 3.29                            | 0.44               | Very High             |
| Support            | 3.50                      | 0.46               | Very High             | 3.33                            | 0.42               | Very High             |
| Overall            | 3.43                      | 0.47               | Very High             | 3.33                            | 0.40               | Very High             |

Both teaching and non-teaching personnel rated the organizational culture as consistently "Very High" across all dimensions — values, leadership climate, and support indicating a generally positive perception of the workplace environment, with minimal differences between the two groups.

The institution has successfully fostered a strong and supportive organizational culture that is well-recognized across staff classifications. However, the slight gap between teaching and non-teaching personnel may point to nuanced differences in how each group experiences leadership climate and support.

Addressing these subtle variations could help ensure inclusivity and balance, reinforcing a unified culture where both groups feel equally valued and supported. This insight can guide leadership in refining policies and practices to sustain high morale and engagement.

Recent literature emphasizing that a strong organizational culture, positive leadership climate, and supportive work environment contribute significantly to employee engagement, commitment, and overall workplace satisfaction in educational institutions. In the study by Zahara et al. (2023) found that organizational culture and employee engagement are closely linked in the education industry, where supportive leadership and teamwork foster positive employee perceptions.

Similarly, Navares et al. (2023) revealed that organizational culture influences employee engagement among teaching and non-teaching personnel in higher education institutions. In the Philippine context, Cainday et al. (2023) reported that both teaching and non-teaching personnel perceived organizational climate as "high," and that favorable workplace relationships and support systems enhanced work engagement. Furthermore, Pesa (2025) emphasized that leadership climate, communication, collaboration, and transparency are essential in maintaining employee engagement and institutional effectiveness in colleges and universities. These studies reinforce the present findings that both teaching and non-teaching personnel recognize a very high organizational culture, while also highlighting the importance of continuously strengthening leadership practices and support systems to maintain inclusivity and positive workplace experiences.

**Table 5** *Level of Organizational Culture When Grouped According to Length of Service*

| Dimensions         | Short Tenure $\leq 5$ (n=84) |                    |                       | Long Tenure $\geq 6$ (n = 57) |                    |                       |
|--------------------|------------------------------|--------------------|-----------------------|-------------------------------|--------------------|-----------------------|
|                    | Mean                         | Standard Deviation | Verbal Interpretation | Mean                          | Standard Deviation | Verbal Interpretation |
| Values             | 3.52                         | 0.42               | Very High             | 3.36                          | 0.51               | Very High             |
| Leadership Climate | 3.33                         | 0.52               | Very High             | 3.21                          | 0.59               | High                  |
| Support            | 3.48                         | 0.44               | Very High             | 3.38                          | 0.46               | Very High             |
| Overall            | 3.45                         | 0.42               | Very High             | 3.32                          | 0.48               | Very High             |

Both short-tenure ( $\leq 5$  years) and long-tenure ( $\geq 6$  years) employees rated the organizational culture positively, with most dimensions interpreted as "Very High." Short-tenure employees consistently gave slightly higher mean scores across Values, Leadership Climate, and Support, with all dimensions rated "Very High." In contrast, long-tenure employees rated Values and Support as "Very High" but gave a "High" rating for Leadership Climate, resulting in a slightly lower overall mean compared to their shorter-tenure counterparts.

The newer employees perceive the organizational culture more favorably, which may reflect strong onboarding practices, initial enthusiasm, or effective early support systems in the selected private schools of Negros Oriental. Meanwhile, the lower rating of Leadership Climate among long-tenure employees may indicate that sustained engagement and leadership practices require reinforcement over time to maintain high levels of satisfaction. This insight highlights the importance of continuous leadership development and long-term support strategies to ensure that organizational culture remains equally strong and engaging for employees regardless of tenure.

The short-tenure employees perceived the organizational culture more positively than long-tenure employees, particularly in leadership climate, are supported by recent studies emphasizing the role of organizational culture and leadership in sustaining employee engagement over time. Recent literature explains that employees who are newer in the organization often display stronger enthusiasm and more favorable perceptions due to effective onboarding, organizational support, and initial motivation, while long-tenured employees tend to evaluate leadership practices more critically based on accumulated workplace experiences. Kumar (2021) emphasized that organizational culture significantly influences employee

engagement, commitment, and workplace satisfaction. Similarly, Mutonyi et al. (2022) found that leadership climate and organizational culture strongly affect employee commitment and innovative behavior. In educational settings, Tyagi (2021) reported that organizational culture and managerial effectiveness positively contribute to employee engagement and retention among academic employees.

Furthermore, Irianto and Basbeth (2021) highlighted that transformational leadership and organizational culture are important factors in maintaining employee engagement, particularly among employees with varying lengths of service. These studies support the present findings that sustaining positive perceptions of leadership climate among long-tenured employees requires continuous leadership development, support systems, and organizational engagement initiatives.

**Work-Life Balance.** The organizational culture in these schools fosters a supportive environment where employees can balance professional and personal responsibilities effectively. The strong ratings in Work Interference with Personal Life and Work-Personal Life Enhancement highlight that work structures and leadership practices not only minimize conflict but also create opportunities for personal growth. However, the slightly lower rating in Personal Life Interference with Work suggests that schools may benefit from reinforcing flexible policies and wellness initiatives to further reduce personal-to-work spillover. Strengthening these areas can sustain high levels of work engagement and ensure that employees remain motivated, satisfied, and resilient in balancing their dual roles.

**Table 6** *Level of Work-Life Balance When Taken Collectively (n=141)*

| Dimensions                           | Mean | Standard Deviation | Verbal Interpretation |
|--------------------------------------|------|--------------------|-----------------------|
| Work Interference with Personal Life | 3.35 | 0.46               | Very High             |
| Personal Life Interference with Work | 3.08 | 0.68               | High                  |
| Work-Personal Life Enhancement       | 3.34 | 0.31               | Very High             |
| Overall                              | 3.27 | 0.38               | Very High             |

The findings of the study are supported by recent literature emphasizing that a supportive organizational environment strengthens employees' ability to maintain a healthy work-life balance and sustain high levels of engagement. For instance, Abdulaziz et al. (2022) found that work-life balance significantly enhances teachers' organizational commitment and job engagement when supported by positive organizational practices. Similarly, Prihartini et al. (2025) highlighted that perceived organizational support plays a vital role in improving employee work engagement within educational institutions. In the Philippine context, Carpio and Dela Cruz (2025) reported that a positive organizational climate contributes to better work-life balance among school leaders, promoting employee resilience. Furthermore, Villena (2026) revealed that institutional support, balanced workload distribution, and flexible work practices positively influence employee performance in higher education institutions.

**Table 7** *Level of Work-Life Balance When Grouped According to Age*

| Dimensions                           | <i>Younger ≤ 36 (n=85)</i> |                    |                       | <i>Older ≥ 37 (n = 56)</i> |                    |                       |
|--------------------------------------|----------------------------|--------------------|-----------------------|----------------------------|--------------------|-----------------------|
|                                      | Mean                       | Standard Deviation | Verbal Interpretation | Mean                       | Standard Deviation | Verbal Interpretation |
| Work Interference with Personal Life | 3.37                       | 0.41               | Very High             | 3.31                       | 0.52               | Very High             |
| Personal Life Interference with Work | 3.07                       | 0.74               | High                  | 3.08                       | 0.58               | High                  |
| Work-Personal Life Enhancement       | 3.32                       | 0.29               | Very High             | 3.35                       | 0.41               | Very High             |
| Overall                              | 3.27                       | 0.36               | Very High             | 3.26                       | 0.40               | Very High             |

Both younger and older employees in selected private schools in Negros Oriental report a "Very High" overall level of work-life balance. Younger employees scored slightly higher in Work Interference with Personal Life, while older employees scored marginally higher in Work-Personal Life Enhancement. Both

groups rated Personal Life Interference with Work as “High,” indicating that personal responsibilities occasionally affect professional duties but not to a significant extent.

Organizational culture in these schools supports employees across age groups in balancing personal and professional responsibilities. The slight variations suggest that younger employees may feel more of work’s impact on their personal lives, while older employees may experience greater enrichment from their work. These insights imply that school administrators could strengthen engagement by tailoring initiatives such as flexible scheduling for younger staff and professional growth opportunities for older staff to sustain high satisfaction and productivity across demographics.

Similarly, recent literature emphasizes that employees across different age groups can maintain high levels of work-life balance when organizations provide supportive work environments and flexible practices. Research in Human Resource Management indicates that younger employees often experience greater work demands and adjustment pressures, while older employees tend to perceive stronger personal and professional fulfilment due to accumulated experience and stability. Also, Boccoli et al. (2022) found that autonomy, flexible work arrangements, and supportive organizational practices positively influence employees’ work-life balance. Likewise, Haar and Brougham (2022) reported that work-life balance contributes significantly to employee engagement, and productivity across generational groups. Furthermore, Zhang et al. (2025) revealed that educational institutions with strong organizational support systems help teachers sustain motivation, resilience, and satisfaction despite varying personal and professional demands. In addition, Kossek et al. (2023) emphasized that flexible work-life policies and boundary control practices significantly improve employees’ ability to balance work and personal responsibilities, leading to higher organizational commitment.

**Table 8** *Level of Work-Life Balance When Grouped According to Sex*

| Dimensions | Male (n=68) |                    |                       | Female (n = 73) |                    |                       |
|------------|-------------|--------------------|-----------------------|-----------------|--------------------|-----------------------|
|            | Mean        | Standard Deviation | Verbal Interpretation | Mean            | Standard Deviation | Verbal Interpretation |
| WIPL       | 3.33        | 0.43               | Very High             | 3.37            | 0.48               | Very High             |
| PLIW       | 3.10        | 0.69               | High                  | 3.05            | 0.66               | High                  |
| WPLE       | 3.32        | 0.29               | Very High             | 3.35            | 0.33               | Very High             |
| Overall    | 3.26        | 0.36               | Very High             | 3.27            | 0.40               | Very High             |

Both male (n = 68) and female (n = 73) respondents reported a generally “Very High” level of work-life balance across most dimensions. Specifically, both groups rated WIPL (Work Interference with Personal Life) and WPLE (Work-Personal Life Enhancement) as “Very High,” with females slightly edging higher in mean scores. Meanwhile, PLIW (Personal Life Interference with Work) was rated “High” by both groups, indicating that while personal responsibilities occasionally affect work, the overall balance remains strong. The overall mean scores for males and females both fall under the “Very High” interpretation, showing consistency across sexes.

The employees in selected private schools in Negros Oriental generally experience a healthy integration of work and personal life, regardless of sex. The consistently “Very High” ratings in WIPL and WPLE highlight that work responsibilities are not only well-managed but also contribute positively to personal life, reinforcing engagement and satisfaction. However, the “High” rating in PLIW indicates that personal obligations can sometimes interfere with work, which may require supportive policies such as flexible scheduling or wellness programs. Overall, the results imply that both male and female employees benefit from strong organizational practices that foster work-life balance, but attention to mitigating personal-to-work spillover could further enhance employee engagement.

Comparably, employees in educational institutions generally experience positive work–life balance when supported by a healthy organizational culture and employee-centered practices. Research by Human Resource Management has shown that supportive organizational environments significantly improve

employees' work engagement, and organizational commitment. For instance, Abdulaziz et al. (2022) found that work–life balance positively influences teachers' organizational commitment and job engagement, especially when organizational support is present. Likewise, Cho et al. (2025) emphasized that balanced work and leisure experiences among teachers contribute to better work-related outcomes and reduced conflict between professional and personal roles. Furthermore, Fu et al. (2022) revealed that a positive school culture promotes higher work engagement among teachers by fostering supportive and collaborative organizational climates that help employees manage work demands and personal responsibilities more effectively, thereby contributing to better work–life balance. Similarly, Sabuero (2023) reported that organizational culture significantly mediates the relationship between organizational commitment and work–life balance among faculty members, suggesting that institutional support systems enhance employees' ability to manage both work and personal responsibilities effectively. These studies affirm the present findings that both male and female employees in selected private schools in Negros Oriental benefit from supportive organizational practices that foster strong work–life balance and engagement.

**Table 9** *Level of Work-Life Balance When Grouped According to Employee Classification*

| Dimensions                           | Teaching Personnel (n=91) |                    |                       | Non-Teaching Personnel (n = 50) |                    |                       |
|--------------------------------------|---------------------------|--------------------|-----------------------|---------------------------------|--------------------|-----------------------|
|                                      | Mean                      | Standard Deviation | Verbal Interpretation | Mean                            | Standard Deviation | Verbal Interpretation |
| Work Interference with Personal Life | 3.38                      | 0.47               | Very High             | 3.29                            | 0.44               | Very High             |
| Personal Life Interference with Work | 3.06                      | 0.75               | High                  | 3.11                            | 0.52               | High                  |
| Work-Personal Life Enhancement       | 3.42                      | 0.32               | Very High             | 3.19                            | 0.24               | High                  |
| Overall                              | 3.29                      | 0.38               | Very High             | 3.21                            | 0.37               | High                  |

The table reveals that both teaching personnel and non-teaching personnel demonstrated generally high levels of work-life balance across the three dimensions, namely WIPL, PLIW, and WPLE. Teaching personnel obtained higher mean scores in all dimensions compared to non-teaching personnel. Specifically, teaching personnel recorded “Very High” levels in WIPL, WPLE, and overall work-life balance, while PLIW was interpreted as “High.” In contrast, non-teaching personnel achieved “Very High” only in WIPL, whereas PLIW, WPLE, and the overall level were interpreted as “High.” These findings indicate that teaching personnel experience slightly better work-life balance and greater positive interaction between work and personal life compared to non-teaching personnel; that employees in selected private schools in Negros Oriental generally maintain favorable work-life balance despite the demands of their respective roles.

However, the relatively lower scores among non-teaching personnel suggest the need for school administrators to strengthen organizational support mechanisms for this group, particularly in enhancing work–personal life enrichment and minimizing conflicts between personal and work responsibilities. Since work-life balance contributes to employee motivation, and engagement, schools may consider implementing more flexible work arrangements, wellness programs, manageable workloads, and supportive organizational practices.

Furthermore, the higher ratings among teaching personnel may indicate that existing organizational culture and support systems are more aligned with their needs, highlighting the importance of creating inclusive policies that equally address the concerns of both teaching and non-teaching employees to sustain high levels of work engagement.

Similarly, several recent literature emphasizes that work-life balance is essential in promoting employee organizational commitment, and work engagement within educational institutions. Some studies revealed

that employees who experience better balance between work and personal life tend to demonstrate higher levels of motivation, engagement, and positive organizational outcomes. In the educational sector, Human Resource Management research by Abdulaziz et al. (2022) found that work-life balance significantly enhances teachers' organizational commitment and job engagement, particularly when supportive organizational practices are present. Likewise, Lee and Shin (2023) reported that organizational and supervisory support positively influence employee engagement and work-life balance policies among employees. Moreover, Andrić et al. (2025) emphasized that organizational support improves work engagement through the mediating role of work-life balance. In the Philippine educational context, Carpio and Dela Cruz (2025) highlighted that positive organizational climate and supportive work environments contribute to improved work-life balance among school personnel. These studies align with the present findings that favorable organizational conditions in private schools help employees maintain high levels of work-life balance despite workplace demands.

**Table 10** *Level of Work-Life Balance When Grouped According to Length of Service*

| Dimensions                                  | Short Tenure $\leq 5$ ( $n=84$ ) |                    |                       | Long Tenure $\geq 6$ ( $n = 57$ ) |                    |                       |
|---------------------------------------------|----------------------------------|--------------------|-----------------------|-----------------------------------|--------------------|-----------------------|
|                                             | Mean                             | Standard Deviation | Verbal Interpretation | Mean                              | Standard Deviation | Verbal Interpretation |
| Work Interference with Personal Life (WIPL) | 3.34                             | 0.49               | Very High             | 3.36                              | 0.41               | Very High             |
| Personal Life Interference with Work (PLIW) | 3.15                             | 0.68               | High                  | 2.97                              | 0.66               | High                  |
| Work-Personal Life Enhancement (WPLE)       | 3.34                             | 0.29               | Very High             | 3.33                              | 0.34               | Very High             |
| Overall                                     | 3.30                             | 0.38               | Very High             | 3.21                              | 0.37               | High                  |

Employees with short tenure and long tenure demonstrated generally high levels of work-life balance across the three dimensions: WIPL, PLIW, and WPLE. Employees with short tenure obtained slightly higher mean scores in most dimensions compared to those with long tenure. Specifically, short-tenured employees recorded "Very High" levels in WIPL, WPLE, and overall work-life balance, while PLIW was interpreted as "High." Similarly, long-tenured employees achieved "Very High" in WIPL and WPLE, whereas PLIW and the overall level of work-life balance were interpreted as "High." Regardless of length of service, employees generally maintain favorable work-life balance, although employees with shorter tenure appear to experience slightly better overall balance between work and personal life.

The selected private schools in Negros Oriental provide working conditions that generally support employees' work-life balance regardless of their years of service. However, the slightly lower overall ratings among long-tenured employees may indicate that prolonged exposure to workplace demands and responsibilities could gradually affect the balance between work and personal life. This highlights the importance of sustaining organizational support systems, particularly for long-serving employees who may face increased workloads, role expectations, or burnout risks over time. School administrators may strengthen employee wellness initiatives, professional support programs, flexible work arrangements, and stress management activities to help employees maintain healthy work-life integration throughout their careers. Moreover, the consistently high ratings across both groups suggest that a positive organizational culture contributes to employee work engagement and organizational commitment among school personnel.

In the same way, recent literature emphasizes that employees' length of service influences their work-life balance and work engagement. Studies have shown that employees who experience supportive organizational environments and manageable workloads are more likely to maintain positive work-life balance regardless of tenure. Priambada and Wulani (2025) found that work-life balance significantly improves work engagement and job satisfaction among non-academic university staff, suggesting that

employees who are better able to balance professional and personal responsibilities demonstrate more positive workplace outcomes. Similarly, Senbursa and Dunder (2024) emphasized that work-life balance contributes to employee work effectiveness by reducing stress and enhancing psychological health. In addition, Vijayan and Kumar (2025) highlighted that maintaining quality work-life balance strengthens employee satisfaction and long-term organizational commitment, especially among employees with longer tenure. Furthermore, Asotie et al. (2025) reported that supportive work-life balance practices help sustain employee engagement despite demanding work conditions. These studies support the present findings that both short-tenured and long-tenured employees in selected private schools in Negros Oriental generally maintain favorable levels of work-life balance, although prolonged service may slightly affect overall balance due to increasing responsibilities and work demands.

**Table 11** *Difference in the Level of Organizational Culture When Grouped According to their Demographic Profiles*

| Profile                      | Mean | Standard Deviation | p-value | Significance @ 0.05 |
|------------------------------|------|--------------------|---------|---------------------|
| Age                          |      |                    |         |                     |
| <i>Younger (n = 85)</i>      | 3.40 | 0.41               | 0.89    | not significant     |
| <i>Older (n = 56)</i>        | 3.39 | 0.50               |         |                     |
| Sex                          |      |                    |         |                     |
| <i>Male (n = 68)</i>         | 3.37 | 0.42               | 0.52    | not significant     |
| <i>Female (n = 73)</i>       | 3.42 | 0.47               |         |                     |
| Employee Classification      |      |                    |         |                     |
| <i>Teaching (n = 91)</i>     | 3.43 | 0.47               | 0.08    | not significant     |
| <i>NTP (n = 50)</i>          | 3.33 | 0.40               |         |                     |
| Length of Service            |      |                    |         |                     |
| <i>Short Tenure (n = 84)</i> | 3.45 | 0.42               | 0.21    | not significant     |
| <i>Long Tenure (n = 57)</i>  | 3.32 | 0.48               |         |                     |
| School                       |      |                    |         |                     |
| <i>School A (n = 41)</i>     | 3.47 | 0.40               | 0.17    | not significant     |
| <i>School B (n = 100)</i>    | 3.36 | 0.46               |         |                     |

There were no statistically significant differences in the level of organizational culture when respondents were grouped according to age, sex, employee classification, length of service, and school assignment since all p-values were greater than the 0.05 level of significance. Younger and older employees demonstrated nearly identical perceptions of organizational culture. Similarly, male and female employees reported comparable organizational culture ratings. Although teaching personnel, short-tenured employees, and School A respondents obtained slightly higher mean scores, these differences were not statistically significant. Overall, the findings suggest that employees shared relatively consistent perceptions of organizational culture regardless of demographic background, leading to the acceptance of the null hypothesis across all profile variables.

The findings imply that the organization has maintained a relatively stable and uniform organizational culture across different demographic groups. This consistency may indicate that institutional policies, leadership practices, and workplace values are being experienced similarly by employees regardless of age, gender, classification, tenure, or school assignment. Such uniformity can contribute to inclusivity, fairness, and cohesion within the workplace because employees perceive the organizational environment in a comparable manner. Moreover, the absence of significant demographic differences suggests that organizational culture initiatives and management practices are broadly effective and not limited to specific employee groups. However, administrators should continue strengthening engagement and communication strategies to sustain positive organizational culture perceptions across all sectors of the institution.

The present findings are supported by recent studies indicating that demographic variables do not always create significant differences in employees' perceptions of organizational culture. Organizational Behavior research by John and Kavatekar (2026) found that overall organizational culture scores did not significantly differ across age and gender groups, suggesting that inclusive organizational systems may reduce demographic disparities in workplace perceptions. Similarly, a study by Gaytos et al. (2024) reported that demographic profiles had limited influence on organizational culture perceptions among university employees. Furthermore, Meneses (2021) emphasized that organizational culture tends to be shaped more by institutional systems and leadership practices than by demographic characteristics alone. In addition, Dunger (2025) noted that while certain organizational culture dimensions may vary slightly among demographic groups, overall workplace culture perceptions are often generally consistent across employees.

There were no statistically significant differences in the level of work-life balance when respondents were grouped according to age, sex, employee classification, length of service, and school assignment, as all obtained p-values were greater than the 0.05 level of significance. Younger employees ( $M = 3.27$ ,  $SD = 0.36$ ) and older employees ( $M = 3.26$ ,  $SD = 0.40$ ) showed almost identical perceptions of work-life balance. Likewise, male and female respondents reported very similar mean scores. Although teaching personnel, short-tenured employees, and School A respondents posted slightly higher work-life balance means compared to their counterparts, these differences were not significant. Overall, the findings indicate that employees generally experienced comparable levels of work-life balance regardless of their demographic characteristics, resulting in the acceptance of the null hypothesis for all profile variables.

**Table 12** *Difference in the Level of Work-Life Balance When Grouped According to their Demographic Profiles*

| Profile                      | Mean | Standard Deviation | p-value | Significance @ 0.05 |
|------------------------------|------|--------------------|---------|---------------------|
| Age                          |      |                    |         |                     |
| <i>Younger (n = 85)</i>      | 3.27 | 0.36               | 0.84    | not significant     |
| <i>Older (n = 56)</i>        | 3.26 | 0.40               |         |                     |
| Sex                          |      |                    |         |                     |
| <i>Male (n = 68)</i>         | 3.26 | 0.36               | 0.69    | not significant     |
| <i>Female (n = 73)</i>       | 3.27 | 0.40               |         |                     |
| Employee Classification      |      |                    |         |                     |
| <i>Teaching (n = 91)</i>     | 3.29 | 0.38               | 0.22    | not significant     |
| <i>NTP (n = 50)</i>          | 3.21 | 0.37               |         |                     |
| Length of Service            |      |                    |         |                     |
| <i>Short Tenure (n = 84)</i> | 3.30 | 0.38               | 0.10    | not significant     |
| <i>Long Tenure (n = 57)</i>  | 3.21 | 0.37               |         |                     |
| School                       |      |                    |         |                     |
| <i>School A (n = 41)</i>     | 3.30 | 0.37               | 0.71    | not significant     |
| <i>School B (n = 100)</i>    | 3.25 | 0.38               |         |                     |

The findings imply that work-life balance is likely influenced more by organizational factors such as policies, workload distribution, leadership support, and workplace culture rather than by inherent demographic characteristics. Since no significant differences were found across groups, it suggests that interventions aimed at improving work-life balance should be implemented at the institutional level rather than being tailored solely based on age, sex, tenure, or employment status. This also highlights the importance of maintaining equitable work conditions across departments and schools, ensuring that both teaching and non-teaching personnel experience similar levels of balance. Strengthening flexible work arrangements, employee wellness programs, and supportive management practices may be more effective in enhancing overall work-life balance.

Recent literature within the past five years consistently emphasizes that work-life balance is primarily shaped by organizational conditions rather than demographic characteristics, supporting the findings of the present study that showed no significant differences across age, sex, employee classification, length of service, and school. Studies highlight that flexible work arrangements, job resources, and boundary control mechanisms are key determinants of employees' ability to maintain work-life balance. For instance, Kossek et al. (2023) found that work-life flexibility policies enhance employees' boundary control and improve work-life balance regardless of personal demographics. Similarly, Hildenbrand et al. (2024) reported that balanced work–nonwork conditions are more strongly associated with workplace factors than with individual differences. In addition, Tan et al. (2024) demonstrated that teleworking arrangements significantly improve work-life balance across employee groups, indicating minimal variation across demographic profiles. Likewise, Alfano et al. (2024) confirmed that institutional support and work organization during and after the pandemic were stronger predictors of work-life balance than age or sex differences. Overall, these studies support the present finding that work-life balance is not significantly influenced by demographic variables but is instead driven by organizational practices and support systems.

The findings revealed significant positive relationships among Organizational Culture and Work–Life Balance among employees of selected private schools in Negros Oriental. Organizational Culture and Work–Life Balance showed the strongest relationship ( $\rho = 0.678$ ,  $p < .001$ ), indicating that a positive organizational culture is strongly associated with better work–life balance among employees. Since all computed p-values were lower than the 0.05 level of significance, the null hypotheses were rejected. These results suggest that employees who perceive a supportive organizational culture are more likely to experience better work–life balance.

**Table 13** *Relationship Between Organizational Culture and Work-Life Balance*

| Correlates                                   | Spearman's Rho | p-value | Significance at 0.05 |
|----------------------------------------------|----------------|---------|----------------------|
| Organizational Culture and Work-Life Balance | 0.678          | <.001   | significant          |

The private schools should strengthen organizational practices that foster supportive leadership, collaboration, employee recognition, and healthy work environments to improve employees' work–life balance. A positive organizational culture may help employees manage personal and professional responsibilities more effectively, thereby enhancing motivation, commitment, and productivity in the workplace. Furthermore, school administrators may consider implementing employee-centered policies such as flexible scheduling, wellness initiatives, and professional support systems to sustain overall organizational effectiveness. The findings also emphasize the importance of creating an institutional culture that values work-life balance as a means of improving performance and retention. The present findings are supported by recent studies emphasizing the significant relationship between organizational culture and work–life balance. Organizational culture plays a pivotal role in shaping employees' work-life balance experiences (Umesh et al., 2023). Similarly, Sabuero (2023) emphasized that there is a significant relationship between organizational culture and Work-life balance, of which faculty who have rated high organizational culture tend to have high work-life balance. Moreover, organizational culture significantly influences employees' ability to achieve WLB (Kapoor & Pandey, 2024). In addition, Xie et al. (2025) emphasized that work–life balance serves as an important factor in enhancing employee performance.

## CONCLUSIONS

Organizational culture and work-life balance in the selected private schools covered in the study are both very high. Organizational culture has a positive and significant relationship with work-life balance. A strong and supportive organizational culture plays an essential role in helping employees effectively manage their professional and personal responsibilities while also enhancing their commitment, motivation, and involvement in their work. Consequently, maintaining a positive organizational culture and promoting work-life balance initiatives are essential in sustaining high levels of organizational effectiveness in private

schools. Organizations seeking to improve work-life balance should prioritize flexibility and a strong sense of mission to foster better work-life integration for their employees

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