FLEXIBLE WORK CONDITION AS PREDICTOR
OF WORK PERFORMANCE

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ABSTRACT

The study was conducted to find out the levels of flexible working condition and work performance of teachers, and as well the influence of flexible working condition on work performance. This study used a correlational research design in a sample of 200 elementary teachers in Matalam North Cotabato. Sets of survey questionnaires were used to gather data from the respondents. The results revealed that there is a high level of flexible working condition and work performance of teachers. Moreover, the flexible working condition significantly predict work performance.

Keywords: *flexible working condition, work performance, regression analysis, Matalam North Cotabato*

INTRODUCTION

The coronavirus disease 2019 (COVID-19) pandemic has and will continue to have a dramatic effect on the world and how we function as communities and societies. For educators, this COVID-19 Pandemic is a quintessential adaptive and transformative challenge, one for which there is no preconfigured playbook that can guide appropriate responses in the situation (Reimers et al., 2020). Moreover, according to the recent findings from 48 countries in the OECD's Teacher and Learning International Survey, only 60 per cent of teachers have received professional development in the use of internet and communication technology, while close to 20 per cent of teachers reported a high need for development in this area. These results suggest that many teachers around the world are ill-equipped to deal with the sudden shift in educational delivery as a result of COVID-19. Thus, there is an urgent need for professional learning initiatives to support teachers to better use technology and blended methods of teaching and learning.

This study wants to associate the effect of flexible working condition on work performance among teachers. According to Demirel (2016) teaching is a profession which should be chosen not out of coincidence or obligation but out of passion. Nowadays, flexible working hours are becoming important to the workplaces. A lot of organizations offer flexible working hours to employees due to the benefits that flexibility gives to both employee and employer. According to the findings, people see flexible working practices as a way to develop their organizational commitment, while women associate flexibility with the work-life

balance improvement (Hofacker & Konig, 2018). This suggest that flexible working practices help to fulfil work-life responsibilities and might result in work-life balance. The literature suggests that there is a positive relationship between flexible working practices and health issues-employees' better mental health and stress reduction (Shapiro et al. 2019).

The same studies have been conducted before about the role flexible working condition on work performance, however, this study is focus on a more current issue that the teachers are facing. This study will provide a basis on the effect of flexible working condition on teachers on their teaching performance. This study suited on the need for flexible working set in this times of pandemic. In this way, a more comprehensive way of looking and explaining what and how teaching performance is being affected by certain variables.

This study will contribute on having a deep understanding on the pros and cons of flexibility in work among teachers in this new normal. The result of this study will validate if there is a need to restructure the working system of the schools in the Philippines and adapt to the current change or go back to the traditional practices and processes once this pandemic will be over. Also, this study will help understand the importance of recognizing and supporting the integral role that teachers play in the learning outcomes of children and in building pedagogical capacity of teachers around the world in the present new teaching methods.

FRAMEWORK

Teachers are the crucial element for students' success. They drive and facilitate the learning progress of students. Thus, their performance is a very important element that needed to be assess frequently. In todays' crisis, education experienced a new and unfamiliar changes. The change in the learning modalities as well as their new work schedules contributes to a significant change towards their capacity to perform their duties and responsibilities.

As a pragmatist, supporting students during periods of remote learning is not just about technology, it is about teaching. With this, this study is grounded on the theory expectancy-value theory by Martin Fishbein (1975). Expectancy–value theory was originally created in order to explain and predict individual's performance in this new working schedules.

Expectancy-Value Model of Attitude explains the failure of satisfaction measures to substantially account for job performance and offer an alternative approach to the prediction and explanation of productivity on the job, an approach based on the theory of planned behavior (Ajzen, 2012). Because job and life satisfaction is essentially the attitude toward one's job (Robbins & Judge, 2018) we can draw on our understanding of attitudes and their relation with behavior to shed light on this issue. Although formal definitions vary, most theorists agree that attitude is the tendency to respond to an object, in this case one's job, with some degree of favorable or unfavorable (Petty & Cacioppo, 2016). Consistent with the cognitive tenor of most current theorizing in social psychology, this evaluative reaction is generally thought to be based on the person's expectations or beliefs concerning the attitude object. The most widely accepted theory of attitude

formation describes the relation between beliefs about an object and attitude toward the object in terms of an expectancy–value (EV) model (Dabholkar, 2019). Perhaps the most detailed formulation of the EV model of attitude was proposed by Fishbein (1963) on the basis of earlier work by Peak (1955), Carlson (1956), and Rosenberg (1956). In this theory, people's evaluations of, or attitudes toward, an object are determined by their beliefs about the object, where a belief is defined as the subjective probability that the object has a certain attribute (Fishbein & Ajzen, 1975). The terms "object" and "attribute" are used in the generic sense and they refer to any discriminable aspect of an individual's world. For example, an employee may believe that her job (the attitude object) requires concentration (the attribute). Each belief thus associates the job with a certain attribute. According to the expectancy–value model, a person's overall job attitude is determined by the subjective values or evaluations of the attributes associated with the job and by the strength of these associations.

Development of the expectancy–value model helped to explain how attitudes are formed but the significance of this effort was challenged by research findings that questioned the attitude construct's ability to explain social behavior. To demonstrate that people might say one thing and do another, LaPiere (2015) accompanied a young Chinese couple in their travels across the United States and recorded whether they received service in restaurants and overnight accommodation in motels, hotels, and inns. Following their travel, LaPiere mailed a letter to each establishment they had visited, asking whether it would "accept members of the Chinese race as guests." As LaPiere had expected, there was no consistency between the symbolic attitudes (responses to the letter) and actual behavior.Consequently, as an example, flexible working hours is one of the best activities to in-crease employee wellbeing, as it helps employee to deal with responsibilities outside the work (Pruyne, Powell & Parsons, 2017).

METHOD

Research Design

In this study, the researcher utilized the descriptive-correlation research design. This study describes the variables and the relationship that occur naturally between and among them, specifically, the variables flexible working condition and work performance.

The descriptive method was used in describing the level of flexible working condition in terms of: flexible work options, instructional practice support, teaching workload, instruction resource, classroom autonomy and managing student conduct, the level of work performance in terms of: care and respect, enthusiasm, classroom management and teaching practices.

Meanwhile, the correlation technique was used to explain the relationship between the levels of flexible working condition and work performance of the respondents.

Respondents

A total of 200 teachers in Matalam Central District were selected as respondents of the study. The teachers are full time teachers and currently staying in the Municipality of Matalam.

Research Instrument

Sets of adopted a standardized questionnaire in the study in order to gather the data vital for the analysis and interpretation of this study.

Flexible Learning Condition. The first section will seek to identify the level of self-determination of the respondents which comprises of six (6) indicators namely: flexible work options, instructional practice support, teaching workload, instructional resource, classroom autonomy, and managing student conduct. The researcher modified and adopted the survey questionnaire from the study of Yincheng Ye. (March, 2016).

Work Performance. The researcher will use a modified survey questionnaire to acquire the necessary data for the study. The questionnaire is composed of four (4) sections. The third section will seek to identify the level of work effectiveness of the respondents which comprises of four (4) indicators namely: care and respect, enthusiasm, classroom management, and teaching practices. The third section of the survey questionnaire was adapted from the study of Kappa Delta Pi. (n.d). The Teacher Skills Checklist.

Statistical Tool

To analyze the result of this study, this study utilized a weighted mean to determine the respondents overall level from each of the variables in the study. Second, this study utilized the Pearson R correlation to determine if the variables do really have a relationship. Furthermore, this study utilized the regression analysis to determine whether the variable is a predictor to the dependent variable—the outcome of interest.

RESULTS AND DISCUSSIONS

Flexible Working Condition

Table 1 shows the level of flexible working condition of teachers. The variable flexible working condition contains six indicators namely flexible work options, instructional practice support, teaching workload, instruction resource, classroom autonomy, and managing student conduct.

Among the thirteen statements on the indicator flexible work options, the statement "Supervisors at my workplace react positively to people using flexible working arrangements" got the highest mean of 4.78 described as agree, while the statement "Flexible working arrangements enable me to focus more on the job

when I am at the workplace" got the lowest mean 4.34 of described as agree. The overall mean of the indicator flexible work options is 4.46 and is high.

The result implies that leaders are very supportive on the adapting with new ideas to be implemented in the workplace. In todays' setting, flexibility of work has been highlighted as an effective way to sustain productivity of employees in times of crisis. Leaders have great roles in the success of this movement. A leader that is very open to new ideas is an essential element for the employees to succeed and become more useful despite of the crisis.

Knowledge and support from leaders in times of crisis is very important for the development and implementation of sustainable organization (Spurk & Straub, 2020). This crisis proves that sustainable organization HRM's should aim for long-term objectives and results that are focus on employee and environmental care, employee participation and development, external partnership, and flexibility in work. This concept of work flexibility offers employees a balance between their professional and personal lives, leading to job satisfaction and high performance and an overall improvement of the organization as a whole.

Among the four statements on the indicator instructional practice support, the statement "Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers." got the highest mean of 4.48 described as agree, while the statement "Teachers use assessment data to inform their instruction" got the lowest mean 4.43 of described as agree. The overall mean of the indicator instructional practice support options is 4.48 and is high.

The result revealed that teachers are well provided with support from their leaders. Support is crucial for teachers to thrive in their profession. Through leadership support, teachers could be able to make use of these available resources to maximize their efforts in attaining their goal to become effective in their profession.

In a study, it was highlighted that principals play a vital and multifaceted role in setting the direction for schools that are positive and productive workplaces for teachers and vibrant learning environments for children (Davis, Hammond, LaPointe, Meyerson, 2015). In particular, school leaders influence student achievement through the support and development of effective teachers and the implementation of effective organizational processes.

Among the five statements on the indicator teaching workload, the statement "Teachers are allowed to focus on educating students with minimal interruptions" got the highest mean of 4.47 described as agree, while the statement "Class sizes are reasonable such that teachers have the time available to meet the needs of all students" got the lowest mean 4.41 of described as agree. The overall mean of the indicator teaching workload is 4.43 and is high.

The result indicates that despite of having a busy schedules, teachers are able to concentrate in planning and making their instruction. Being able to a lot time for instructional planning is an effective way to look for strategies and activities that will help learners achieve the desired results for them.

In support, based on a study, proper instructional planning is perhaps the most critical component for maximizing the efficiency of educator's methodologies;

not only does it ensure teachers are equipped with the know-how, but also the how-to when it comes to providing all students with an exceptional educational experience (Westerberg, 2019). Through instructional planning, teachers can be able to incorporate all the elements of instructions that adequately prepares students for thrive academically.

Among the thirteen statements on the indicator instructional resource, the statement "The reliability and speed of Internet connections in this school are sufficient to support instructional practices" got the highest mean of 4.43 described as agree, while the statement "Teachers have access to reliable communication technology, including phones, faxes and email" got the lowest mean 4.22 of described as agree. The overall mean of the indicator instructional resource is 4.49 and is high.

It can be observed based on the above statement that schools now are upgrading their internet connection. With the class transition from face to face into distance education, schools are trying to upgrade their connection in support to the need of teachers to have stable internet connection for their instruction and work tasks.

According to Apuke and Iyendo (2018) that the advent of the current COVID-19 has put the importance to enhanced internet connectivity for e-learning. Internet connectivity and facility in schools is not as much issue today. Muthuprasad et al. (2021) stated the importance of enhanced internet connectivity for e-learning, and the majority of the respondents showed readiness for online learning.

Among the thirteen statements on the indicator classroom autonomy, the statement "Teachers are relied upon to make decisions about instruction issues" got the highest mean of 4.43 described as agree, while the statement "Teachers are trusted to make sound professional decisions about instruction" got the lowest mean 4.23 of described as agree. The overall mean of the indicator classroom autonomy is 4.36 and is high.

Teachers' main duty is to prepare effective instructional strategies for students. Teachers are the star in this area since this is their main responsibility in school. They are expected to plan and solve related issue regarding instructional problems. Thus, there is high expectation for teachers in making instructional plan effective for students.

According to a study teachers core duty is to plan instruction in order to realize the objectives set. In planning, various considerations underlie in the process like, what is going to be taught and who is going to be taught and matching the subject matter with the abilities of students to enable them to realize the learning outcomes. This means that teachers are the one that tries to select the most suitable one with respect to the resources available to him and therefore, teachers have to consider all these issues while planning his teaching (Zahorik, 2015).

Among the thirteen statements on the indicator managing student conduct, the statement, "Students at this school follow rules of conduct" got the highest mean of 4.49 described as agree, while the statement "Policies and procedures about student conduct are clearly understood by the faculty" got the lowest mean

4.12 of described as agree. The overall mean of the indicator managing student conduct is 4.44 and is high.

This result implies that teachers are able to effectively manage students conduct. It is believed that one of the main problems encountered by teachers in the class is the idea of managing students' misconduct. This revealed that teachers are skillful enough to manage these misbehavior among students.

Based on a study, classroom management is the most difficult aspect of teaching for many beginning and novice teachers. The time a teacher has to take to correct misbehavior caused by poor classroom management skills results in a lower rate of academic engagement in the classroom. Thus, teachers are required to develop effective classroom management involves to provide a classroom environment which is conducive to learning (McAllister, 2017).

The overall mean of the variable flexible working condition is 4.46 and high. This means that teachers perceived that they are able work with a least of control. In this sense, they are given enough power and autonomy in their work. As such, this style of work enable teachers to work at their full potential. As supported by the study of Cullbreath (2016) that Supporting flexible working can allow teachers to manage their work-life balance and improve their wellbeing. Also, this flexible working could help schools access a wider pool of potential employees; or a more diverse range of skills and experience within the workforce.

Table 1
Level of Flexible Working Condition

Indicators	Mean	Std. Deviation	Interpretation
A. Flexible Work Option			
1. Flexible working arrangements help me balance life commitments.	4.56	.542	Strongly Agree
2. I cannot afford the loss of pay associated with flexible work options that involve reduced hours.	4.44	.530	Agree
3. Flexible work options do not suit me because they tend to make me feel connected from the workplace.	4.42	.621	Agree
4. Working shorter hours would negatively impact on my career progress within the organization.	4.42	.662	Agree
5. Working more flexible hours is essential for me in order to attend to family responsibilities.	4.43	.610	Agree
6. Flexible working arrangements are essential for me in order to be able	4.54	.602	Strongly Agree

to deal with other interests and responsibilities outside work.			
7. Flexible working arrangements are essential for me in order to be able to manage variations in workload and responsibilities.	4.42	.611	Agree
8. Flexible working arrangements enable me to focus more on the job when I am at the workplace.	4.34	.622	Agree
9. Supervisors at my workplace react positively to people using flexible working arrangements.	4.78	.614	Strongly Agree
10. Other people at my workplace react positively to people using flexible working arrangements.	4.54	.606	Strongly Agree
11. People using flexible working arrangements usually have less commitment to their work role.	4.44	.618	Agree
12. People using flexible working arrangements often miss important work events or communications, such as staff meetings, training sessions, important notices, etc.	4.49	.612	Agree
13. I would not be able to do paid work at all, if I could not use flexible work arrangements.	4.42	.615	Agree
Category Mean	**4.46**	**.407**	**Agree**

B. Instructional Practice Support

1. Teachers use assessment data to inform their instruction.	4.43	.610	Agree
2. Teachers work in professional learning communities to develop and align instructional practices.	4.47	.513	Agree
3. Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	4.48	.580	Agree
4. Teachers are encouraged to try new things to improve instruction.	4.46	.556	Agree
Category Mean	**4.48**	**.551**	**Agree**

C. Teaching Workload

	Mean	SD	Interpretation
1. Teachers have sufficient instructional time to meet the needs of all students.	4.44	.611	Agree
2. Teachers are allowed to focus on educating students with minimal interruptions.	4.47	.514	Agree
3. Efforts are made to minimize the amount of routine paperwork teachers are required to do.	4.46	.584	Agree
4. Teachers are protected from duties that interfere with their essential role of educating students.	4.42	.557	Agree
5. Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	4.41	.552	Agree
Category Mean	**4.43**	**.556**	**Agree**
D. Instruction Resource			
1. Teachers have sufficient access to appropriate instructional materials.	4.42	.512	Agree
2. Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	4.23	.557	Agree
3. Teachers have access to reliable communication technology, including phones, faxes and email.	4.22	.587	Agree
4. The reliability and speed of Internet connections in this school are sufficient to support instructional practices.	4.43	.566	Agree
Category Mean	**4.49**	**.523**	**Agree**
E. Classroom Autonomy			
1. Teachers are relied upon to make decisions about instruction issues.	4.43	.551	Agree
2. The faculty has an effective process for making group decisions to solve problems.	4.40	.554	Agree
3. Teachers are trusted to make sound professional decisions about instruction.	4.23	.565	Agree
4. Teachers have autonomy to make decisions about instructional	4.34	.578	Agree

delivery (i.e. pacing, materials and pedagogy).			
Category Mean	**4.36**	**.581**	**Agree**
F. Managing Student Conduct			
1. Students at this school understand expectations for their conduct.	4.45	.551	Agree
2. Students at this school follow rules of conduct.	4.49	.523	Agree
3. School administrators support teachers' efforts to maintain discipline in the classroom.	4.46	.545	Agree
4. School administrators consistently enforce rules for student conduct.	4.34	.567	Agree
5. Policies and procedures about student conduct are clearly understood by the faculty	4.12	.578	Agree
Category Mean	**4.44**	**.387**	**Agree**
Overall Mean	**4.46**	**.354**	**High Level of Flexible Working Condition**

Work Performance

Table 2 shows the level of work performance of teachers. The variable work performance contains four indicators namely care and respect, enthusiasm, classroom management, and teaching practices.

Among the fourteen statements on the indicator care and respect, the statement "Creates a supportive and warm climate" got the highest mean of 4.52 described as strongly agree, while the statement "Creates situations for all students to succeed" got the lowest mean 4.14 of described as agree. The overall mean of the indicator care and respect is 4.36 and is high.

The result reveals that teachers are very supportive on students needs. Teachers are able to create a classroom climate where students feel that they are valued and care. It is believed that when students feel that they are being valued and cared, they become more engage towards their learning. As a result, teachers become more effective in dealing with students, since they become more participative in every activities that the teachers set in class.

In support, caring has been described as providing the necessary scaffolds, helping and expecting all students to reach their potential, or empathic listening (Sanacore, 2017). Another view stated that caring as a conscious and ethical responsibility that supports relationship building with students. As a result,

cultivating caring relationships with students foster engagement in school and promote learning (Noddings, 2015).

Among the fourteen statements on the indicator enthusiasm, the statement "Takes pleasure in teaching" got the highest mean of 4.51 described as strongly agree, while the statement "Spends time outside school preparing" got the lowest mean 4.14 of described as agree. The overall mean of the indicator enthusiasm is 4.32 and is high.

The result states that teachers are passionate in their career. The statements prove that teachers really love and get pleasure on teaching. Being able to draw pleasure from what a person is doing at work is a significant factor that allows a person to give his all best in what he is doing.

A study supported that passion for work has been a strong inclination towards an activity that people like and find important, and in which they invest time and energy. In particular, passion at work results in lower levels of job burnout, as well as satisfaction. Moreover, passionate workforces lead to greater employee creativity and effectiveness, and to higher performance under challenging situations (Patel et al., 2015).

Among the fourteen statements on the indicator classroom management, the statement "Multitasks Is aware of all activities in the classroom" got the highest mean of 4.61 described as strongly agree, while the statement "Uses appropriate disciplinary measures" got the lowest mean 4.30 of described as agree. The overall mean of the indicator classroom management is 4.41 and is high.

The result revealed that teachers are bounded with lots of works to do. Thus, in order for them to meet with the deadlines of these work tasks, they often multitasks just to cope with the things they need to finish in a given time. Multitasking is common and normal among teachers as teacher are expected to engage in different roles in their profession.

Teachers work described as increasing in complexity and intensity. They are not only responsible for student learning, they also act as surrogate parent, discipliner, assessment expert, mentor administrator. Thus, multitasking can be efficient use of time; a relatively manageable endeavour when necessary; or when well monitored or well-regulated and an effective tool in performing teachers' duties and responsibilities (Brasel & Gipps, 2016).

Among the fourteen statements on the indicator teaching practices, the statement "Sets overall high expectations toward improvement and growth in the classroom" got the highest mean of 4.54 described as strongly agree, while the statement "Handles administrative tasks quickly and efficiently" got the lowest mean 4.04 of described as agree. The overall mean of the indicator teaching practices is 4.10 and is high.

The result indicates that teachers set high standards for students. It is believed that setting standards on students allows them to further improve their abilities that are expected on them. Letting students be aware of the standards set on them, make them more responsible to hit what is expected about them.

Expectations are desired behaviors and outcomes. Teachers' expectations of students are directly connected to students' achievement of those expectations. The strategy of stating expectations clearly involves the explicit acknowledgment

of expectations for student actions and interactions in ways that the students can understand and achieve (Everston, 2018).

The overall mean of the variable work performance is 4.43 and high. This indicates that teachers are competent enough in doing their job. Competency in the job is an essential component to execute the work tasks effectively. As supported by Inyand (2018) that effective learning in schools would require effective teaching to accompany the efforts of the learners. Thus, teacher competence needs to be very high in order for meaningful teaching learning to take place. Their competencies must therefore relate to academic and professional preparation, professional growth, classroom interaction and evaluation.

Table 2
Level of Work Performance

Indicators	Mean	Std. Deviation	Interpretation
A. Care and Respect (*As a teacher I…***)**			
1. Demonstrates active listening	4.43	.637	Agree
2. Shows concern for students' emotional and physical well-being	4.35	.634	Agree
3. Displays interest in and concern about the students' live outside school	4.44	.601	Agree
4. Creates a supportive and warm climate	4.52	.620	Agree
5. Responds to misbehavior on an individual level	4.36	.623	Strongly Agree
6. Prevents situations in which a student loses peer respect	4.39	.565	Agree
7. Treats student equally	4.30	.570	Agree
8. Creates situations for all students to succeed	4.14	.760	Agree
9. Shows respect to all students	4.28	.573	Agree
10. Maintains professional role while	4.37	.612	Agree
11. Maintains professional role while being friendly	4.46	.544	Agree
12. Gives students responsibility	4.51	.585	Strongly Agree
13. Knows students' interests both in and out of school	4.39	.616	Agree
14. Values what students say	4.44	.542	Agree
Category Mean	**4.36**	**.558**	**Agree**
B. Enthusiasm (*As a teacher I…***)**			
1. Shows joy for the content material	4.42	.633	Agree

2. Takes pleasure in teaching	4.51	.635	Strongly Agree
3. Demonstrates involvement in learning activities outside school	4.42	.611	Agree
4. Maintains high-quality work	4.37	.622	Agree
5. Returns student work in a timely manner	4.20	.688	Agree
6. Provides students with meaningful feedback	4.30	.569	Agree
7. Possess a positive attitude about life and teaching	4.31	.579	Agree
8. Spends time outside school preparing	4.14	.761	Agree
9. Participates in collegial activities	4.29	.521	Agree
10. Accepts responsibility for student outcomes	4.32	.666	Agree
11. Seeks professional development	4.45	.548	Agree
12. Finds, implements, and shares new instructional strategies	4.50	.589	Strongly Agree
13. Knows areas of personal strengths and weaknesses	4.41	.612	Agree
14. Uses reflection to improve teaching	4.46	.610	Agree
Category Mean	**4.42**	**.616**	Agree

C. Classroom Management (*As a teacher I…***)**

1. Uses consistent and proactive discipline	4.33	.471	Agree
2. Establishes routines for all daily tasks and needs	4.44	.595	Agree
3. Orchestrates smooth transitions and continuity of classroom momentum	4.52	.465	Strongly Agree
4. Balances variety and challenge in student activities	4.47	.500	Strongly Agree
5. Multitasks Is aware of all activities in the classroom	4.61	.534	Strongly Agree
6. Anticipates potential problems	4.57	.558	Strongly Agree
7. Uses space, proximity, or movement around the classroom for nearness to trouble spots and to encourage attention	4.53	.543	Strongly Agree
8. Handles routines tasks promptly, efficiently, and consistently	4.41	.580	Agree

	Mean	SD	Interpretation
9. Prepares materials in advance; ready to use	4.31	.463	Agree
10. Organizes classroom space efficiently	4.31	.464	Agree
11. Interprets and respond to inappropriate behavior promptly	4.35	.524	Agree
12. Implements rules of behavior fairly and consistently	4.31	.464	Agree
13. Reinforces and reiterates expectations for positive behavior	4.33	.537	Agree
14. Uses appropriate disciplinary measures	4.30	.657	Agree
Category Mean	**4.41**	**.320**	Agree
D. Teaching Practices (*As a teacher I…*)			
1. Focuses classroom time on teaching and learning	4.03	.675	Agree
2. Links instruction to real-life situations of the students	4.38	.563	Agree
3. Follows a consistent schedule and maintains procedures and routines	4.27	.515	Agree
4. Handles administrative tasks quickly and efficiently	4.04	.558	Agree
5. Prepares materials in advance	4.11	.572	Agree
6. Maintains momentum within and across lessons	4.50	.583	Strongly Agree
7. Limits disruption and interruptions	4.29	.591	Agree
8. Sets clearly articulated high expectations for self and students	4.51	.627	Strongly Agree
9. Orients the classroom experience toward improvement and growth	4.10	.454	Agree
10. Stresses student responsibility and accountability	4.15	.470	Agree
11. Carefully links learning objectives and activities	4.34	.523	Agree
12. Organizes content for effective presentations	4.35	.602	Agree
13. Explores student understanding by asking questions	4.21	.547	Agree
14. Considers student attention spans and learning styles when designing instruction	4.27	.571	Agree
15. Develops objectives, questions, and activities that reflect higher and lower level cognitive skills as appropriate for the content and the students	4.24	.587	Agree

16. Employs different techniques and instructional strategies, such as hands-on learning Stresses meaningful conceptualization, emphasizing the student's own knowledge of the world	4.09	.528	Agree
17. Sets overall high expectations toward improvement and growth in the classroom	4.54	.637	Strongly Agree
Category Mean	**4.10**	**.720**	**Agree**
Overall Mean	**4.43**	**.637**	**High Level of Work Performance**

Relationship between the Independent Variables from Work Performance

Table 3 presents the results of correlational analysis of the variables which its purpose is to show if the flexible work condition and work performance have a significant relationship. The result indicates that both variables were found to be have high significant relationships.

In particular, from the result presented, it shows that the correlation between flexible work condition and work performance revealed a p value of .000 which is less than the value of 0.05 level of confidence which indicates that there is a relationship that can be drawn from the two variables indicated. Thus, the null hypothesis which states that *"There is no significant relationship between flexible work condition and work performance"* is therefore rejected with a moderate degree of correlation (r=.575).

As supported by the study of Nyameh (2018) that work flexibility offers employees a balance between their professional and personal lives, leading to job satisfaction and high performance and an overall improvement of the organization as a whole. As a result, when employees are able to choose their preferred working hours, they tend to be more motivated and spend a longer period of time without changing jobs. In recent years, this paradigm shift resulted in an increase in employee autonomy, interruptions during work schedules to meet employee needs, employee participation in decision making, workspace modelling, and increasing employee creativity and productivity.

Table 3
Relationship between the Variables

VARIABLES	R	p-value	Remarks
Flexible Working Condition and Work Performance	.575[**] Significant	.000	Highly

*Significant at .05 level

Predictors of Work Performance

Table 4 presents the results of regression analysis which purpose is to show the significant predictor of work performance. The result indicates that flexible work condition was found to be significant predictor of work performance.

In particular, flexible work condition has a significant direct effect on the work performance (β=.415, p<.05). This means that the regression weight for flexible work condition in the prediction of work performance is significantly different from zero at the 0.05 level (two-tailed). Thus, the value of .415 revealed that in every increase of a single unit in the flexible work condition, an increase of .415 in work performance can be expected.

According to a study, the employees' perceptions of the nature of their work have a considerable impact on motivation. It was highlighted the fact that employee motivation influences job satisfaction, while the level of motivation has an impact on productivity and therefore on company performance. With this, Govender et al. (2018) stated that the relationship between work flexibility and work performance. That is, work flexibility requires employees' control over their professional life, improving the link between paid work and private life, and leading to an increase in the overall level of job satisfaction. This flexible work leads to greater job satisfaction and low level of burnout and stress, with benefits to employee health and well-being correlating with a good work–family relationship and high work performance.

Table 4
Influence of Life Satisfaction and Flexible Working Condition on Work Performance

Variables	Unstandardized Coefficients		Standardized Coefficient	T	p-value	Remarks
	B	Std. Error	Beta			
(Constant)	.891	.202		4.404	.000	
Flexible Working Condition	.415	.054	.403	7.652	.000	Significant

Note: R=.708[a], R-square=.502, F=149.396, P>.05

CONCLUSION

Based on the results and findings of this study, the following conclusions have been drawn:

1. Result revealed that teachers have high flexible working condition. This means that teachers perceived that they are able work with a least of control. In this sense, they are given enough power and autonomy in their work.

2. It can be reflected also on the result that the variable on work performance is high. This indicates that teachers are competent enough in doing their job. Competency in the job is an essential component to execute the work tasks effectively.

3. The results of correlational analysis of the variables shows that flexible work condition and work performance were found to be have high significant relationship.

4. The results of the regression analysis indicates that flexible work condition was found to be significant predictor of work performance.

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