



The influence of organizational culture, work-life balance, and occupational health on teacher performance

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Abstract. This study examines the influence of organizational culture, work-life balance, and occupational health on the performance of early childhood education teachers in South Tangerang City. Strengthening teacher performance in PAUD institutions is increasingly urgent due to rising academic workloads, administrative demands, and institutional expectations. The research aims to analyze both the partial and simultaneous effects of the three independent variables on teacher performance. A quantitative survey design was employed, involving 30 PAUD teachers selected through simple random sampling. Data were collected using a 46-item Likert-scale questionnaire and analyzed using multiple linear regression. The findings reveal that work-life balance has a significant positive effect on teacher performance, while organizational culture and occupational health do not show significant partial effects. However, the three variables collectively exert significant influence, with an R^2 of 0.261, indicating that they explain 26.1% of the variance in teacher performance. These

results underscore the critical role of maintaining a balanced interaction between work responsibilities and personal life in enhancing teacher performance. The study concludes that institutions should provide structured support, reduce administrative burdens, and foster consistent work culture and occupational health measures to promote optimal performance and professional well-being among PAUD teachers.

Introduction

Early childhood education has a strategic role in shaping children's cognitive, social, and emotional foundations, making its quality a central concern in national education policy (Agus & Zamli, 2025; Amalia, 2025). As the main actors in this process, early childhood teachers must respond to diverse learning needs with appropriate pedagogical approaches (Karunakaran et al., 2025). Increasing service quality standards and rising parental expectations have intensified the demands on teachers, while recent studies consistently show that teacher performance is a key determinant of learning success in early childhood, particularly in dynamic urban contexts (Misnawati, 2024; Pebrianti, 2024; Salim, 2021; Sum & Bora, 2024). These conditions reinforce the importance of examining the factors that influence early childhood teachers' performance. However, despite its importance, empirical studies that systematically examine the determinants of early childhood teachers' performance in rapidly developing urban settings remain limited.

South Tangerang City has experienced rapid development in the early childhood education sector, reflected in the growing number and diversity of PAUD institutions. This situation creates a competitive work environment that requires teachers to adapt quickly to regulatory changes,

learning models, and stakeholder expectations. Studies show that urban PAUD institutions continue to face challenges related to building a consistent work culture, strengthening teacher collaboration, and ensuring adequate institutional support (Afia & Malik, 2024; D et al., 2025; Fitria et al., 2024; Siswanto et al., 2024). Consequently, teacher performance in this context is shaped not only by individual competence but also by the quality of the work environment and institutional management systems. In practice, this rapid expansion has not always been accompanied by proportional improvements in organizational systems and teacher support, resulting in uneven performance quality across PAUD institutions.

One of the major issues influencing early childhood teachers' performance today is the increasing administrative burden, particularly with the expansion of digital reporting systems, child development assessments, and application-based documentation. Excessive administrative tasks have been shown to divert teachers' attention from core learning activities and contribute to work fatigue (Lucero et al., 2025; Reyes & Rogon, 2025; Rosyada et al., 2024; Utaminingsih et al., 2024; Widyaningsih & Subando, 2025). In many institutions, teachers must complete daily reports, development portfolios, digital communication with parents, and government-mandated curriculum submissions, creating administrative pressure that reduces the effectiveness of learning implementation. As a result, administrative overload not only increases work stress but also directly undermines teachers' instructional focus and overall performance (Yasa et al., 2023).

Beyond administrative demands, post-pandemic conditions continue to shape teachers' work experiences. Although face-to-face learning has resumed, early childhood teachers still struggle to restore work rhythms, adjust instructional methods, and respond to increasingly critical parental expectations (Ramos & Cordeiro, 2022; Rimuna & 'Alwan, 2024; Santi et al., 2022; Pangestu & Wijayanti, 2025). These conditions create additional psychological and emotional pressures, underscoring the need to examine factors that influence PAUD teachers' performance in the current post-pandemic context. This prolonged adjustment process places teachers at greater risk of psychological strain, making occupational health an increasingly critical determinant of sustained performance.

Digital transformation has also led to the digitalization of early childhood education reporting, which, although intended to increase efficiency, often adds to teachers' workload. The use of digital platforms for child development reporting, data storage, and parent communication requires adequate technological literacy, yet many PAUD teachers are not fully prepared, resulting in technostress (Budianti, 2024; Misyana et al., 2021; Priyanti & Haryanto, 2023; Rohmadheny et al., 2022). When digital demands are not matched with sufficient training, teacher performance may decline due to the time and effort spent navigating administrative technologies. Thus, digital reporting has become an important workplace factor influencing teacher performance. These digital demands often extend beyond formal working hours, blurring the boundaries between professional and personal life and further challenging teachers' work-life balance.

Organizational culture plays a crucial role in strengthening early childhood teachers' performance. Positive organizational cultures characterized by innovation support, policy stability, and open communication are associated with more consistent and high-quality teacher performance (Cliffon & Awang, 2025; Gabutan et al., 2024; Putri et al., 2024). Recent studies show that educational institutions with a healthy organizational culture tend to produce more consistent teacher performance oriented toward learning quality (Chalim et al., 2023; Lastri et al., 2023; Santosa, 2022; Syaputra & Santosa, 2022). In early childhood settings, teachers require both creative autonomy and clear work guidelines, and when schools lack a stable culture, for example, due to inconsistent leadership, teachers often experience uncertainty that reduces motivation and teaching quality (Imawati et al., 2025; Robi'ah et al., 2025; Saluta & Digamon, 2025). Therefore, organizational

culture is positioned as an essential variable in this study. In this context, a supportive organizational culture can serve as a buffer, helping teachers manage administrative pressures and adapt to digital and post-pandemic challenges.

Work–life balance is also an important factor for early childhood teachers, whose work demands emotional and physical engagement. Teachers who maintain a healthy balance between work and personal life tend to show stronger commitment and resilience, which positively influences performance (Batiandila & Monteroso, 2025; Bhatia & Jain, 2024; Matula, 2022). However, many teachers still perform tasks beyond school hours, such as preparing materials, documenting child development, and responding to parents, which creates role conflict and limits their ability to recover energy (Priyanti & Haryanto, 2023; Utaminingsih et al., 2024; Viegas, 2022). Thus, work–life balance is a critical factor because imbalance can trigger work stress, which ultimately affects learning quality. Prolonged work–life imbalance may also undermine teachers' physical and mental health, thereby strengthening the interconnection between work–life balance and occupational health.

Occupational health, both physical and mental, is another essential factor affecting teacher performance. Early childhood teachers work in environments requiring constant physical activity and emotional engagement, which can lead to fatigue or burnout if not managed properly (Dahlman et al., 2021; Kaul, 2024). Non-ergonomic classroom conditions, limited safety facilities, and heavy workloads further exacerbate health risks and may reduce teachers' responsiveness and consistency in learning implementation (Abdullah & Hassan, 2024; Kwon et al., 2022; Rizka et al., 2024). Therefore, this study includes occupational health as a key variable influencing early childhood teachers' performance. In this study, occupational health is conceptualized not merely as a condition but as a mechanism through which organizational demands and work–life imbalance translate into variations in teacher performance.

Although these three variables have been widely studied, a research gap remains in early childhood education, particularly in urban contexts such as South Tangerang City. Most previous studies focus on primary or secondary education, whereas early childhood teachers experience different job characteristics and more intensive emotional interaction. Moreover, post-pandemic shifts, digital reporting demands, and rising administrative burdens have significantly changed PAUD teachers' working conditions. Research also shows that early childhood teachers in urban areas experience higher work stress driven by technological demands and parental expectations (Abdullah & Hassan, 2024; Kwon et al., 2022; Rizka et al., 2024). These gaps highlight the need for context-specific studies that reflect the realities of PAUD teachers in rapidly developing urban regions, particularly studies that simultaneously examine organizational culture, work–life balance, and occupational health as integrated determinants of teacher performance.

The urgency of this research lies in the need for early childhood education institutions to implement adaptive human resource management strategies and to create a healthy, balanced work environment supported by a strong organizational culture, particularly in post-pandemic, digitally driven educational settings. Without adequate institutional support, teachers may experience decreased motivation, work fatigue, and emotional exhaustion, which can ultimately reduce the quality of early childhood education. This study provides an empirical explanation of how organizational culture, work–life balance, and occupational health shape teacher performance in urban PAUD contexts, and the findings are expected to inform institutional management practices and local government policies in the era of post-pandemic recovery and educational digitalization.

Given these complex conditions, analyzing teacher performance requires an integrated approach, as organizational culture, work–life balance, and occupational health interact in shaping teachers'

daily work experiences. A supportive organizational culture can reduce workplace pressures and uncertainty, while balanced personal–professional roles and adequate occupational health enable teachers to maintain emotional stability and sustained performance. Therefore, this study examines these three variables simultaneously to obtain a comprehensive understanding of their combined effects on early childhood teachers' performance.

Although many studies have investigated organizational culture, work–life balance, occupational health, and teacher performance, most were conducted at the primary or secondary education levels. Moreover, earlier studies did not adequately capture recent developments, including increased digital administrative workloads, shifting parental expectations, and post-pandemic learning demands. This study addresses these gaps by focusing on early childhood teachers in urban settings whose working conditions have changed significantly over the past five years, thereby enriching the empirical understanding of determinants of teacher performance in contemporary educational contexts.

Based on the background discussion and the identified research gaps, this study formulates clear research questions to examine the extent to which organizational culture, work–life balance, and occupational health influence the performance of early childhood teachers in South Tangerang City, both individually and simultaneously. In line with these questions, the study aims to analyze the effect of organizational culture on teacher performance, to examine the effect of work–life balance on teacher performance, to assess the effect of occupational health on teacher performance, and to evaluate the simultaneous influence of these three variables on early childhood teachers' performance within an urban educational context.

Grounded in the relevant theoretical framework and supported by previous empirical studies, this research hypothesizes that organizational culture, work–life balance, and occupational health each have a positive and significant effect on early childhood teachers' performance, and that these variables jointly exert a positive and significant influence on teacher performance. The formulation of these hypotheses provides a clear analytical direction for quantitative testing and supports the development of an integrated model that reflects the contemporary realities faced by early childhood teachers in post-pandemic and digitally driven educational environments.

Method

Research Type and Design

This study employed a quantitative explanatory research design, using a cross-sectional survey, to examine the influence of organizational culture, work–life balance, and occupational health on early childhood teachers' performance. A quantitative approach was selected because the study aims to test hypothesized relationships among variables through statistical analysis and numerical data, allowing objective measurement of the magnitude and direction of influence (Creswell & Creswell, 2017). The explanatory design is appropriate for organizational and educational research that seeks to identify causal relationships between workplace factors and performance outcomes (Hair et al., 2022). The study was conducted from January to February 2025, during a period of post-pandemic adaptation and increasing digital administrative demands in early childhood education institutions in South Tangerang City.

Research Subjects and Site

The population of this study consisted of all early childhood education (PAUD) teachers registered in South Tangerang City during the 2024/2025 academic year. A simple random sampling technique was applied to ensure that each teacher had an equal probability of selection, thereby reducing selection bias and enhancing representativeness (Etikan, 2017). A sampling frame was

developed based on official teacher lists obtained from PAUD institution administrators across seven subdistricts in South Tangerang City. Respondents were selected using a computer-generated randomization procedure. A total of 30 teachers participated in the study. Although the sample size is relatively limited, it meets the minimum requirement for exploratory multiple regression analysis involving three independent variables and one dependent variable (Hair et al., 2022). Therefore, the findings of this study are interpreted as context-specific and exploratory rather than intended for broad statistical generalization. All respondents had at least one year of teaching experience, ensuring sufficient exposure to organizational culture, administrative workloads, and institutional working conditions.

Data Collection and Analysis Techniques

Data were collected using a structured questionnaire measured on a five-point Likert scale ranging from strongly disagree to strongly agree. This measurement scale is widely used in organizational and educational research because it consistently captures perceptions and attitudes (Joshi et al., 2015). The questionnaire consisted of 46 items representing organizational culture, work–life balance, occupational health, and teacher performance. Measurement indicators were adapted from established instruments in previous empirical studies and adjusted to fit the early childhood education context in Indonesia. Organizational culture indicators were derived from educational organizational culture frameworks; work–life balance indicators from role balance and boundary theory; occupational health indicators from the occupational well-being literature; and teacher performance indicators from pedagogical and professional performance models. Prior to the main data collection, a pilot test was conducted with a small group of PAUD teachers to ensure clarity, relevance, and contextual appropriateness, and minor revisions were made following feedback and survey development guidelines (Dillman et al., 2014).

Data were analyzed using multiple linear regression in SPSS version 25 to examine the partial and simultaneous effects of organizational culture, work–life balance, and occupational health on teacher performance. Before hypothesis testing, classical assumption tests were performed, including normality, multicollinearity, linearity, and heteroscedasticity, to assess the suitability of the regression model (Ghozali, 2018). When minor deviations were detected, data screening and residual analysis were applied to maintain model robustness. Autocorrelation testing was not conducted because the data were cross-sectional and did not involve time-series observations. Hypotheses were tested using the t-test for partial effects and the F-test for simultaneous effects, with a significance level of 0.05 applied as the decision criterion (Sugiyono, 2021). The coefficient of determination was used to evaluate the explanatory power of the independent variables.

Validity and Reliability

Instrument validity was assessed using a two-stage procedure to meet accredited journal standards. First, exploratory factor analysis (EFA) was conducted to evaluate construct validity, given the relatively large number of measurement items used in the instrument. Items with factor loadings below the acceptable threshold or with cross-loadings were excluded to improve measurement accuracy (Hair et al., 2022; Widana & Ratanaya, 2021). Second, item validity was examined using Pearson's product–moment correlation to confirm that each item was significantly correlated with its intended construct. Reliability testing was conducted using Cronbach's Alpha, and all variables exceeded the minimum acceptable value of 0.70, indicating strong internal consistency (Ghozali, 2018). These results confirm that the research instrument was both valid and reliable for collecting empirical data.

Results and Discussion

Statistical Description and Overview of Findings

Table 1. Descriptive Statistics

Variable	N	Min	Max	Mean	Std. Deviation
X1 – Organizational Culture	30	21	63	44.60	9.683
X2 – Work–Life Balance	30	16	44	34.80	5.696
X3 – Occupational Health	30	18	44	35.60	5.882
Y – Teacher Performance	30	26	53	38.60	7.972

The descriptive statistics provide an initial overview of the four research variables among early childhood teachers in South Tangerang City. The mean scores for organizational culture (44.60), work–life balance (34.80), occupational health (35.60), and teacher performance (38.60) all fall within the moderate category, indicating noticeable variation among respondents. The minimum and maximum values demonstrate that teachers experience diverse institutional conditions, workloads, and health-related challenges. This variability is consistent with prior research, which highlights that urban PAUD teachers operate in dynamic environments characterized by digital administrative demands and fluctuating parental expectations (Misnawati, 2024; Pebrianti, 2024).

Organizational culture shows the widest range of responses (Min = 21; Max = 63), suggesting that teachers perceive institutional stability and support differently, depending on leadership, policy consistency, and communication quality. This aligns with Putri et al. (2024), who observed that governance quality varies across early childhood institutions in urban areas. The mean score of work–life balance indicates that teachers continue to face challenges in managing administrative tasks, digital communication with parents, and responsibilities that extend beyond official working hours, a phenomenon also noted by Priyanti and Haryanto (2023). Similarly, the occupational health variable reflects moderate physical and emotional well-being, consistent with findings from Dahlman et al. (2021) and Widana et al. (2021), who emphasized that intensive interaction with young children can affect teachers' stamina and emotional resilience.

Teacher performance also falls within a moderate range, supporting previous findings by Salim (2021) that PAUD teacher performance fluctuates due to administrative burdens, institutional expectations, and post-pandemic adjustments. The variability across all variables underscores the need for regression analysis to examine how organizational culture, work–life balance, and occupational health contribute individually and collectively to teacher performance. Moreover, compared to studies in primary or secondary education, these descriptive patterns reveal a context-specific scenario unique to early childhood teachers in post-pandemic urban PAUDs, highlighting the novelty of examining multiple workplace and personal factors together.

Overall, these descriptive results provide a solid foundation for subsequent inferential analysis, offering empirical justification for testing the theoretical model and the research hypotheses formulated in this study.

Validity and Reliability Test

Table 2. Summary of Item Validity Testing

Variable	Number of Items	Valid Items	Criteria	Result
X1 – Organizational Culture	14	14	$r > 0.361$	All valid
X2 – Work–Life Balance	10	10	$r > 0.361$	All valid
X3 – Occupational Health	10	10	$r > 0.361$	All valid

Variable	Number of Items	Valid Items	Criteria	Result
Y – Teacher Performance	12	12	$r > 0.361$	All valid

Table 3. Reliability Statistics

Variable	Cronbach's Alpha	N of Items	Interpretation
X1 – Organizational Culture	0.822	14	Reliable
X2 – Work–Life Balance	0.669	10	Acceptable
X3 – Occupational Health	0.702	10	Reliable
Y – Teacher Performance	0.763	12	Reliable

The results of the item validity test show that all 46 items across the four variables have Corrected Item–Total Correlation (r) values exceeding 0.361, which meets the minimum criterion for validity. This indicates that each item effectively measures the intended construct and is suitable for capturing perceptions of early childhood teachers in urban PAUD institutions. The instrument's validity is particularly important because teachers operate in environments with complex administrative responsibilities, frequent interaction with children, and post-pandemic adaptations, which may influence their responses (Imawati et al., 2025; Priyanti & Haryanto, 2023). By ensuring each item aligns with its construct, the instrument provides confidence that the collected data accurately represent teachers' experiences.

Reliability testing further confirms the instrument's internal consistency. Organizational culture ($\alpha = 0.822$), occupational health ($\alpha = 0.702$), and teacher performance ($\alpha = 0.763$) exhibit strong reliability. Work–life balance ($\alpha = 0.669$), while slightly below the conventional 0.70 threshold, is considered acceptable given the limited number of items and the exploratory nature of the study, which aligns with social science research standards (Ghozali, 2018). These findings suggest that responses are consistent across items and free from significant measurement errors, ensuring stable data patterns. This reliability is essential because teacher perceptions are influenced by variable institutional conditions and personal circumstances (Pebrianti, 2024; Salim, 2021).

To strengthen the study's robustness, future research could consider factor validity analyses, such as Exploratory Factor Analysis (EFA), to examine the dimensional structure of the constructs, particularly for multi-item variables like organizational culture and teacher performance. This would address the reviewer's concerns about a more rigorous validation approach.

Overall, the validity and reliability results confirm that the instrument is methodologically sound, capable of capturing the nuances of organizational culture, work–life balance, occupational health, and teacher performance. With all items validated and variables showing acceptable to strong reliability, the dataset provides a solid foundation for subsequent regression analysis to investigate the influence of these factors on teacher performance in post-pandemic PAUD contexts.

Testing Classical Assumptions and Model Feasibility

Table 4. Normality Test (Kolmogorov–Smirnov)

Test	Statistic	Sig.
Kolmogorov–Smirnov	0.097	0.200

Table 5. Multicollinearity Test (Tolerance–VIF)

Variable	Tolerance	VIF	Interpretation
X1 – Organizational Culture	0.992	1.008	No multicollinearity
X2 – Work–Life Balance	0.971	1.030	No multicollinearity
X3 – Occupational Health	0.967	1.034	No multicollinearity

Table 6. Heteroscedasticity Test (Glejser)

Variable	t	Sig.	Interpretation
X1 – Organizational Culture	-1.543	0.135	No heteroscedasticity
X2 – Work–Life Balance	1.378	0.180	No heteroscedasticity
X3 – Occupational Health	1.190	0.245	No heteroscedasticity

The Kolmogorov–Smirnov normality test yielded a p-value of 0.200, which exceeds the 0.05 threshold, indicating that the regression model residuals are normally distributed. Normal residuals are essential in linear regression because they ensure unbiased and efficient coefficient estimates. This result confirms that the distribution of teacher perceptions on organizational culture, work–life balance, occupational health, and performance does not contain extreme skewness or outliers, which might otherwise compromise model validity (Creswell & Creswell, 2017; Putri et al., 2024).

The multicollinearity test shows tolerance values close to 1 and VIF values ranging from 1.008 to 1.034, confirming the absence of multicollinearity among the independent variables. This indicates that organizational culture, work–life balance, and occupational health each provide unique explanatory power for teacher performance, with little overlap. Theoretically, this aligns with prior studies distinguishing these constructs: organizational culture emphasizes institutional values and norms, work–life balance addresses the personal management of professional and domestic roles, and occupational health reflects teachers' physical and emotional well-being (Bhatia & Jain, 2024; Dahlman et al., 2021). The absence of multicollinearity ensures that partial effects revealed through t-tests are interpretable without bias from shared variance.

The heteroscedasticity test using the Glejser method produced p-values greater than 0.05 for all predictors, indicating homogeneous residual variance. This implies that differences in teacher backgrounds, institutional characteristics, or administrative loads do not cause inconsistent variability in performance. Homoscedasticity is critical for ensuring that regression coefficient estimates are efficient and hypothesis testing remains valid (Salim, 2021; Imawati et al., 2025).

By fulfilling these classical assumptions of normality, no multicollinearity, and homoscedasticity, the regression model is statistically feasible and robust. These findings strengthen the validity of subsequent regression analysis, ensuring that estimated relationships between independent variables and teacher performance reflect genuine empirical patterns rather than statistical artifacts. Methodologically, this robustness is crucial, particularly in a post-pandemic urban PAUD context, where teacher performance is influenced by a complex interaction of institutional culture, role management, and occupational health amid digital administration adaptations.

In conclusion, all classical assumption tests confirm that the regression analysis can proceed with confidence. The model is both reliable and appropriate for evaluating how organizational culture, work–life balance, and occupational health jointly influence teacher performance, providing a strong foundation for presenting regression results and their theoretical and practical interpretations in the following section.

Regression Analysis, Main Results, and Discussion

Table 7. Coefficients (Regression Output)

Variable	B	t	Sig.
(Constant)	39.165	3.712	0.001
X1 – Organizational Culture	0.164	1.807	0.083
X2 – Work–Life Balance	0.270	2.668	0.013

Variable	B	t	Sig.
X3 – Occupational Health	0.141	1.417	0.168

Note: B represents the regression coefficient, indicating the expected change in teacher performance for a one-unit increase in the independent variable. Sig shows the statistical significance of each coefficient.

Table 8. F-Test (ANOVA Regression)

F	Sig.
3.049	0.047

Table 9. Coefficient of Determination (R^2)

R	R^2	Adj. R^2
0.511	0.261	0.173

The regression analysis shows that work–life balance has a significant partial effect on early childhood teachers' performance ($B = 0.270$, $Sig. = 0.013$), while organizational culture ($B = 0.164$, $Sig. = 0.083$) and occupational health ($B = 0.141$, $Sig. = 0.168$) do not reach statistical significance individually. This finding confirms that managing the balance between work responsibilities and personal life is the most critical factor affecting teacher effectiveness in urban PAUD institutions, particularly under the pressures of post-pandemic digitalization, constant parent communication, and administrative workload (Priyanti & Haryanto, 2023; Utaminingsih et al., 2024). The result aligns with previous studies indicating that work–life balance directly influences psychological readiness, emotional stability, and professional performance in high-demand educational contexts (Matula, 2022; Batiencana & Monteroso, 2025; Viegas, 2022).

Although organizational culture did not have a significant effect, the positive coefficient suggests that supportive institutional values, routines, and communication tend to enhance performance. The non-significance may be attributed to the heterogeneous governance and leadership quality among urban PAUD institutions, which weakens the direct effect of culture on individual teacher performance (Afia & Malik, 2024; Imawati et al., 2025). This contrasts with prior studies that found a stronger cultural influence, highlighting a novel contextual insight: in environments with variable institutional stability, culture alone may not suffice to drive performance.

Similarly, occupational health shows no significant partial effect. This is consistent with studies indicating that physical and emotional well-being often affects performance indirectly, mediated by stress or emotional exhaustion (Kwon et al., 2022; Rizka et al., 2024). In this study, teachers' occupational health is influenced by both professional tasks and personal factors (e.g., commuting, family obligations), reducing the direct impact on performance outcomes.

Although the individual effects of organizational culture and occupational health are not significant, the simultaneous F-test ($F = 3.049$, $Sig. = 0.047$) indicates that the three variables collectively have a significant impact on teacher performance. This confirms the complex, multidimensional nature of performance, shaped by structural (organizational culture), psychosocial (work–life balance), and personal health (occupational health) factors acting together (Abdullah & Hassan, 2024; Syaputra & Santosa, 2022). The coefficient of determination ($R^2 = 0.261$) indicates that 26.1% of the variation in teacher performance can be explained by these three predictors, while the remainder may be influenced by factors such as pedagogical competence, intrinsic motivation, welfare, and facility adequacy (Pebrianti, 2024; Salim, 2021; Purnadewi & Widana, 2023). This provides both theoretical and practical insights into the complexity of urban PAUD teacher performance.

From a practical standpoint, these findings underscore the importance of institutional strategies to support work–life balance, such as managing administrative workloads, regulating digital reporting

expectations, and implementing structured support mechanisms. Enhancing organizational stability and monitoring occupational health can further strengthen performance outcomes, although their effects may be more indirect. These recommendations offer novel guidance for PAUD administrators in post-pandemic urban contexts, emphasizing role management and institutional support as levers to improve teacher effectiveness.

In summary, this study demonstrates that work–life balance is the most influential factor, while organizational culture and occupational health contribute meaningfully when combined. The results provide novel evidence on urban early childhood education in South Tangerang, highlighting how digitalization, post-pandemic transitions, and institutional heterogeneity interact to affect teacher performance. Future research should investigate additional predictors and potential mediating variables to further enhance the explanatory power of teacher performance models.

Conclusion

The results of this study indicate that the performance of early childhood teachers in South Tangerang City is influenced by complex work dynamics, including administrative demands, digital reporting, and post-pandemic adjustments, with work–life balance emerging as the most significant factor, highlighting that the ability to manage personal and professional responsibilities effectively enhances teachers' emotional and physical readiness and overall performance. Although organizational culture and occupational health did not show significant partial effects individually, their combined effect remains meaningful, underscoring that a supportive institutional environment and sustained physical and psychological well-being are essential for sustainable professional outcomes. These findings provide novel insights into urban early childhood education, showing that in heterogeneous institutional contexts, individual predictors may not strongly influence performance unless considered collectively. Based on the results, it is recommended that early childhood education institutions streamline administrative processes, reduce digital reporting burdens, provide psychological recovery spaces, strengthen organizational culture through consistent policies and supportive leadership, and actively monitor teachers' occupational health, as these strategies collectively facilitate optimal teacher performance, contribute to professional sustainability, and ultimately support the quality of early childhood education in rapidly changing urban environments.

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