

Personal factors and work-life balance of teachers in public secondary schools in San Jose East District

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Abstract

Results of several studies on the relationship between science students' perceptions of their classroom environments and their cognitive and affective achievements indicate strong association between the perceptions and the achievements. While this underscores the need for more effective relations in the classrooms, the issue of the effectiveness of some contemporary instructional strategies for teaching science in different classroom environments has not been addressed. This study, therefore, sought to find out if the constructivist instructional strategy can enhance cognitive and affective achievements of students in non-conductive environments. A total of 100 (57 boys, 43 girls) junior secondary two (grade 8) students participated in this experiment. Two instruments—the Cognitive Achievement Test and the Affective Achievement Test—were used in pre and post-test administration to measure the treatment effect on cognitive and affective achievements, respectively. Findings do not support the stand that the constructivist instructional strategy is more effective than the traditional (expository) teaching strategy for improving cognitive achievement. But with respect to affective achievement, the evidence supports the use of the constructivist strategy for instruction in non-conductive classroom environment. Implications of the study are discussed and recommendations given.

Keywords: constructivist strategy; classroom environment; achievement in Science; perceptions, psychosocial relations

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1. Introduction

Teachers' work-life balance is often a challenging act. While the profession is rewarding, it requires a significant investment of time and energy, both in and out of the classroom. Teachers often spend hours beyond the school day preparing lessons, grading assignments, and supporting students, which can leave limited time for personal activities and rest. Balancing these professional responsibilities with personal life is crucial for teachers' well-being, job satisfaction, and long-term effectiveness in the classroom (Tarraya, 2023). Teachers are the main forces and catalysts behind students' overall growth. As such, they must lead delighted, stress-free lives in every system of education, since cultivating a balance is a key to preventing burnout and sustaining a fulfilling career in education.

The concept of work-life balance, which refers to the idea that individuals give equal importance to their personal and professional lives, became more popular in the late 1960s as a result of worries about how work affected workers' overall well-being (Vatamanescu et al., 2015). In the educational system, it is worth noting that teachers play a pivotal role in student academic success, with their professional ability being a relevant factor in training and carrying out work on student learning. Their effectiveness, commitment, and presence in the classroom significantly influence the learning experience and outcomes for students. Thus, teachers contribute not only to academic development but also to students' overall growth and well-being (Murati, 2015).

In today's rapidly evolving workplace, organizations are increasingly recognizing the importance of supporting their employees' well-being to foster productivity, satisfaction, and long-term retention. As work-related stress and burnout continue to be major concerns, particularly in high-stress sectors such as healthcare, education, and customer service, companies are turning to employee-friendly policies designed to alleviate these pressures. Among these policies, flexible scheduling and wellness programs have emerged as effective strategies for promoting work-life balance and improving mental health outcomes, demonstrating that when employees have access to these support mechanisms, they experience reduced burnout, enhanced job satisfaction, and a lower intention to leave their organizations (Al'Ararah et al., 2024). As global workforces become more diverse, understanding how work-life balance is perceived and managed in various cultural settings is critical for organizations aiming to improve employee well-being and enhance performance. This cross-cultural study examines how work-life balance policies and practices are implemented in different countries and the impact they have on employee engagement, productivity, and organizational commitment (Kossek et al., 2023).

Some educators, such as a multigrade-level teacher from Leyte, tragically took their own lives due to the stress and challenges associated with lesson planning and required paperwork. Work-life imbalance happens when there is a lack of balance between the domains of work and personal life (Ebora, Meniano, Guillo, 2018). Consequently, as specified in Department Order No. 16, s. 2009; Addendum to DepEd Memorandum No. 291, s. 2008 (Guidelines for the Implementation of CSC Resolution No. 080096 on Working Hours for Public School Teachers) states that the 6 hours of actual classroom teaching shall encompass the full teaching load as outlined in the class program. Advisorship and other additional assignments for the entire school year are also considered part of the teaching load (D.M. No. 291, s. 2008). Similarly, the Magna Carta for Public School Teachers (R.A. 4670) outlines provisions for teachers' welfare. Section 22 specifies that a compulsory medical examination shall be provided free of charge for all teachers upon deployment and periodically throughout their careers as public servants. If medical treatment or hospitalization is required, DepEd shall cover the costs, including the teacher's salary.

Teachers working under unfavorable conditions and with excessive workloads reduce their work quality (Demir & Karabeyoglu, 2016). Thus, teachers' quality of work can improve performance and job satisfaction at work by organizing the working conditions. They also assert that initially work was a matter of survival and necessity; today, work is not only considered a necessity but also a source of satisfaction as well. Certainly, in these days of intense competition, work-life balance demands are shifting significantly as a result of the rapid changes in the world. A state of equilibrium where the demands of one's personal life and career are equal is known as work-life balance. Given that there are so many competing obligations and responsibilities in today's culture, work-life balance has grown in importance in the workplace (Arifin, 2015).

Moreover, a teacher's efficacy and happiness at work are directly correlated with a healthy work-life balance, which further enhances student learning. Additionally, it improves student behavior and the institution's overall well-being. In addition to fostering a sense of professional satisfaction, it aids in achieving greater rates of retention in educational establishments (Abdulrahman, 2018). However, work-life balance cannot be quantified in absolute terms. This is because a variety of individual factors affect work-life balance, and as a result, the sense of balance or unbalance reflects the priorities of the person experiencing it. They contend that the most important thing is for workers to make a clear boundary between their personal and professional lives and to make sure that this line is drawn appropriately (Jerrim & Sims, 2019). The purpose of this study is to examine the personal factors influencing the work-life balance of teachers in public secondary schools in the San Jose East District. It aims to explore how factors affect teachers' ability to manage their professional and personal lives effectively. By understanding these dynamics, the study seeks to provide insights that can inform policies and practices to improve teacher well-being, job performance, and overall satisfaction in the education sector.

Statement of the Problem - This paper aimed to determine the personal factors and the quality of work-life balance among teachers in public secondary schools in the San Jose East District. Specifically, this aimed at seeking answers to the following questions: (1) What are the personal factors affecting the work-life balance of teachers? (2) What is the socio-economic profile of the respondents in terms of age, gender, monthly income, monthly expenditure, and length of service? (3) What is the extent of the personal factors affecting the teachers' work-life balance in terms of workload, salary, work environment, class dynamics, and family-related concerns? (4) What is the extent of the teachers' work-life balance components in terms of stress management, change management, leisure management, time management, and technology management? (5) Is the extent of work-life balance components significantly affected by socio-economic profile and personal factors? (6) In light of the findings of this study, what plan of action can be proposed to improve the quality of work-life balance among teachers of the San Jose East District?

Significance of the Study - This study proves significant to the following: For the teachers, this study is meant for them; it can help and guide teachers in improving their efficacy and job happiness, which are directly correlated with a healthy work-life balance, which also improves student learning. For the students, the researcher believes that the future findings of this study will make a worthy contribution to the improvement of their learning in school. For the parents, the researcher believes that the future findings of the study will make a worthy contribution to them in guiding and helping their children in their studies at home. For the head teachers and master teachers, the study will eventually benefit the head teachers and master teachers, since the results may provide new opportunities for improvement among teachers in performing their jobs. For the education program supervisors, the future findings of this study may serve as their foundation for devising a training matrix and services to continuously improve the teacher learning skills efficiency of every teacher in the department. For the school administrators, the future outcome of the study can help school managers address the concerns and needs of teachers in their personal and professional development. For future researchers, this will serve as a guide or reference to future researchers with somewhat similar studies.

Scope and Delimitation of the Study - This study was limited to the public secondary teachers of the San Jose East District as respondents. To identify and determine the socio-economic profile, such as age, gender, monthly income, monthly expenditure, and length of service, and factors affecting their work-life balance, such as

workload, salary, work environment, class dynamics, and family-related concerns. The interview guide was used for the qualitative phase, and a survey questionnaire for the quantitative phase. The respondents of the study were the 291 public secondary school teachers from the three secondary schools, namely, San Jose National High School (SJNHS), Pedro T. Mendiola Sr. Memorial National High School (PTMSMNHS) and Bubog National High School (BNHS) for school year 2024-2025 within San Jose East District.

2. Methodology

Research Design - To obtain the data, a mixed sequential exploratory method was used in the study. A qualitative method uses an interview schedule to validate the qualitative answers on the factors affecting the work-life balance of teachers that are useful today from the randomly selected teacher-respondents. And was followed by a quantitative method through a survey questionnaire on the socio-economic profile and factors affecting the work-life balance of teachers in the San Jose East District. The primary task of the study was to determine the significant relationship between the socio-economic profile of the respondents and the components of work-life balance, and to determine the relationship between factors affecting the work-life balance of teachers and components of work-life balance.

Respondents of the Study - For the qualitative phase, fifteen (15) teachers were randomly selected from the San Jose North District for this qualitative study. The district was chosen for its accessibility, diverse teaching backgrounds, and relevance to the research. The participants' firsthand experiences and insights aligned with the study's goals and contributed valuable, reliable data. For the quantitative phase, the respondents of this study were 291 teachers among the 307 population size from the different respondent schools in the San Jose East District for the school year 2024-2025. They were all randomly selected to avoid any biases.

Research Instrument - The instrument used for the qualitative phase was the interview guide, which was designed to determine the quality of work-life balance of the teachers. For the quantitative part, the main instrument was the researcher-made questionnaire, which was designed based on the responses of the participants in the interview guide. The researcher-made questionnaire was divided into three parts: Part 1-socioeconomic profile, Part 2—factors affecting the work-life balance of teachers, and Part 3-components of work-life balance. The questionnaire used a five-point Likert scale. The study used expert validity and was established with the support and assistance of the experts. The instrument's validity was used to indicate items that correctly represented the concept to be analyzed and included in the survey questionnaire. The questionnaire's validity was evaluated by the researcher's adviser and professors of the Divine Word College of San Jose Graduate School to assess the accuracy and significance of the items.

The questionnaire was administered to 30 teachers selected from the San Jose West District to test the reliability of a total of 50 items of the instrument. This district was chosen due to its accessibility and the availability of qualified teachers who could effectively evaluate the clarity, consistency, and relevance of the instrument. The participants were selected based on their teaching experience, ensuring that their responses would provide accurate feedback for improving the tool. Their input helped determine the instrument's reliability before it was used in the actual data collection. Due to the one-time administration of the questionnaire, the split-half method was used, which applied the Spearman-Brown Coefficient of unequal length to test its consistency. The respondents gave answers to the first part, covering the factors affecting the work-life balance of teachers with 25 items, and to the second part, consisting of the components of work-life balance. The reliability analysis discloses the following results. The results of the reliability analysis, as evidenced by the Spearman-Brown coefficients of unequal length with values of 0.897 and 0.964, could attest to the acceptability of the instrument and its administration to the final set of teacher-respondents.

Table 1
Reliability Analysis Results

Indicators	Items	Reliability Coefficients*	Interpretation
1. Factors Affecting Work-Life Balance	25	0.897	High Reliability
2. Components of Work-Life Balance	25	0.964	Very High Reliability

*Based on coefficients of equal length

Data Gathering Procedure - In compliance with ethical research standards, the researcher first secured permission to conduct the study by preparing and distributing formal letters to the district supervisor, school administrators, principals, and the selected respondents. These letters outlined the purpose of the study and requested approval for both the qualitative and quantitative phases of data collection. For the qualitative aspect, the researcher utilized one set of questions structured in an interview guide. Personal interviews were conducted to obtain in-depth responses from the participants, allowing for a richer understanding of the research topic. Additionally, the researcher took time to explain and discuss the questions included in the survey form to ensure that respondents clearly understood each item and could provide accurate and meaningful responses. All data collection activities were conducted only after receiving the necessary approvals. The entire data-gathering process lasted for approximately 15 days, specifically from October 11 to October 26, 2024. During this period, the researcher followed the approved schedules and maintained ethical standards to ensure the reliability and validity of the data collected.

Statistical Treatment of the Data - The qualitative data were generated through the interviews of the teacher-respondents who underwent thematic analysis. Recording, transcription, tabulation, and coding were done to extract the themes. The initial and final thematic maps were illustrated to identify the final themes. The quantitative data to answer the descriptive problems were processed by the statistical software SPSS version 26. For the inferential problems and to test the provided hypotheses, Partial Least Squares-Structural Equation Modeling (PLS-SEM) was used, and results were generated by WarpPLS version 7.0. The teachers' socio-economic profile was described using the frequency and percent distribution. Weighted means and ranking were computed to describe the factors affecting the work-life balance of teachers and the components of work-life balance.

Ethical Considerations - The researcher asked permission from the school district supervisor and school heads/principals of their respective schools in the San Jose East District to gather the data. Trust in the teacher-respondents was given, considering their full understanding of the objectives and the research process. The research instrument was also properly explained to gather accurate and valid results. During the administration of the instrument, the survey questionnaire was given and served personally at a specified time. The confidentiality of the respondents' data was ensured throughout the collection, analysis, and reporting of the findings. It was guaranteed that all the data and results that were gathered were exclusively used for the study. The content of this study is an original paper and is not copied from any existing study. The researcher used the American Psychological Association (APA) style to give credit to the other research studies used as references. Previous studies and resources that were used as bases for this study were also properly cited and acknowledged. This study only intends to contribute to the advancement of education and does not cause any harm to anyone involved during the conduct of the study.

3. Results and Discussions

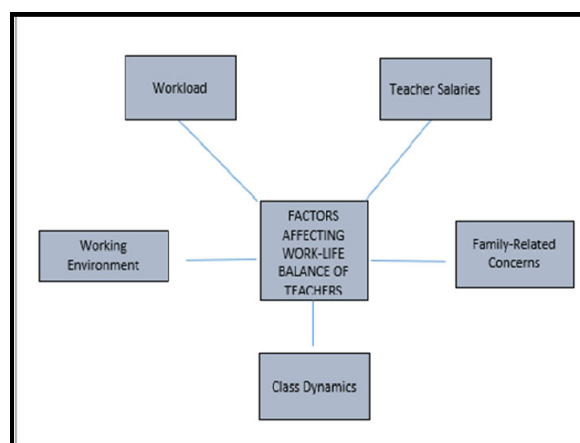


Figure 1. Final Thematic Map for Factors Affecting the Work-Life Balance of Teachers

The last five themes in Figure 1 served as a foundation for the questionnaire, which includes workload that has the following codes: administrative tasks, professional development, extracurricular involvement, teacher salaries, low salary, loan debt, and financial stress. Working environment with codes such as administrative support, workplace relationships, recognition and appreciation, class dynamics with codes for class size, diverse learning needs, classroom atmosphere, and family-related concerns, which include household duties, family health concerns, and family commitments. Work-life balance is a prime concern for management that closely correlates with personal factors affecting teachers' work-life balance, as it highlights the need to support staff in managing both professional duties and personal commitments. For teachers, personal factors such as family responsibilities, health, and workload significantly impact their ability to balance work and life. By addressing these personal factors, such as providing adequate resources, maintaining a healthy work environment, and ensuring manageable workloads, schools can enhance teachers' effectiveness and job satisfaction. This, in turn, leads to better outcomes in both their professional roles and personal well-being, echoing the idea that a supportive work-life balance benefits both the individual and the organization as a whole (Hafeez & Akbar, 2015).

Table 2 presents the distribution of respondents' socio-economic profile in terms of age, sex, monthly income, monthly expenditure, and length of service (in years). The distribution of respondents' socio-economic profile in terms of age provides a clear overview of the age demographics within the sample. 21-30 years: This age group has the lowest representation, with 90 respondents, making up 30.9% of the total. This indicates a relatively young segment of the population participating in the survey. 31-40 years: This group is the largest, with 132 respondents, or 45.4% of the total. This suggests that individuals in their thirties are the most actively represented in this socio-economic profile, possibly indicating a period of significant career development or family responsibilities. 41-50 years: Representing 16.2% of the respondents, this group has 47 individuals. This indicates a declining trend in representation as age increases, which may reflect factors such as retirement or changing priorities. 51 years and above: With 22 respondents (or 7.6%), this group is the least represented. This could suggest a smaller proportion of older individuals engaging with the survey or potentially a demographic that is less likely to participate in such studies. A study by Zahana and Umma (2020) examined how teachers' age impacts their work-related stress and work-life balance. They discovered that younger teachers (under 30) often experience greater work-life conflict due to competing demands of career development, personal life, and family responsibilities. Conversely, older teachers (above 50) reported lower levels of work-life conflict, possibly because they had reached a stage where they had more control over their schedules or had fewer personal responsibilities at home, such as raising children.

Moreover, in terms of sex, data shows a significant gender disparity among the participants. There are 63 male respondents, accounting for 21.6% of the total. This relatively low representation suggests that men are

underrepresented in this sample. In contrast, there are 228 female respondents, making up 78.4% of the total. This indicates a strong predominance of female participants, which may reflect the survey's target population or the specific context in which the survey was conducted. Work-life balance in the teaching profession and concluded that women, especially those with young children, report higher levels of work-family conflict. Women often feel the pressure of fulfilling both work-related and familial expectations, which can lead to higher levels of stress and burnout compared to their male counterparts (Kalliath & Kalliath, 2015). The distribution of respondents' socio-economic profiles in terms of monthly income provides insights into the economic status of the participants. 20,000-29,000: This income range includes 59 respondents, representing 20.3% of the total. This suggests a modest income level, indicating that a significant portion of the participants earn within this lower bracket. 30,000-39,000: This is the largest group, with 199 respondents, making up 68.4% of the total. This indicates that the majority of participants fall within this mid-income range, which could reflect stable economic conditions or employment status. 40,000-49,000: With 28 respondents, or 9.6%, this group has a smaller representation. This suggests that fewer participants earn in this upper-middle-income range, indicating a drop-off in representation as income increases. 50,000 and above: This group consists of only five respondents, accounting for 1.7% of the total. This very low representation indicates that high-income earners are significantly underrepresented in this survey. Many workers feel overwhelmed by money stress due to poor financial management; teachers may also struggle with the financial pressures of their profession. A lack of financial stability can make it more difficult for teachers to manage their work-life balance, as they may bring financial worries into their time, leading to exhaustion and emotional strain. This stress not only affects their teaching effectiveness but also their overall job satisfaction, impacting both their professional and personal lives. Ensuring financial support, resources for stress management, and guidance on financial planning could help mitigate these challenges, enhancing teachers' work-life balance and well-being (Basak and Akter, 2022).

Table 2

Distribution of Respondents' Socio-economic Profile in terms of Age, Sex, Monthly Income, Monthly Expenditure & Length of Service (in years) (n=291)

AGE	Frequency	Percent
21-30	90	30.9
31-40	132	45.4
41-50	47	16.2
51 and above	22	7.6
SEX		
Male	63	21.6
Female	228	78.4
Monthly Income		
20,000-29,000	59	20.3
30,000-39,000	199	68.4
40,000-49,000	28	9.6
50,000 and above	5	1.7
Monthly Expenditure		
Below 10,000	67	20.3
10,000-19,999	106	36.4
20,000-29,999	68	23.4
30,000 and above	50	17.2

Length of Service (in years)		
Below 6	74	25.4
6-10	121	41.6
11-15	55	18.9
16-20	20	6.9
21 and above	21	7.2
Total	291	100.0

The distribution of respondents' socio-economic profiles in terms of monthly expenditure offers insights into spending behaviors across different income levels. Below 10,000: This group includes 67 respondents, accounting for 20.3% of the total. This suggests that a significant portion of participants spend relatively little each month, potentially indicating lower income levels or conservative spending habits. 10,000-19,999: With 106 respondents, or 36.4%, this is the largest expenditure category. This indicates that more than one-third of participants fall into this range, suggesting a moderate level of spending, which may reflect typical expenses for lower- to middle-income individuals. 20,000-29,999: This group consists of 68 respondents, making up 23.4% of the total. This indicates a notable portion of the population spends within this upper-middle range, which may reflect a lifestyle that accommodates moderate expenses. 30,000 and above: With 50 respondents, or 17.2%, this group represents the smallest proportion of respondents. This suggests that higher expenditure levels are less common among the participants, possibly indicating that fewer individuals have the means or willingness to spend at this level. This supports the study conducted by Owarewah that teachers' monthly expenditures—such as family expenses, transportation, and other personal financial obligations— can create additional stress, particularly in an economy with rising costs, unemployment, and financial insecurity. When teachers struggle to cover their basic living expenses on their salaries, this financial pressure can bleed into their professional lives, leading to burnout and decreased effectiveness in the classroom. The constant worry about making ends meet can diminish their ability to engage fully with their students or balance the demands of teaching with their personal life.

The distribution of respondents' socio-economic profile in terms of length of service (in years) provides insights into the experience levels within the workforce. Below 6 years: This group has 74 respondents, representing 25.4% of the total. This indicates that a significant portion of the respondents are relatively new to the workforce, which may suggest a younger demographic or entry-level positions. 6-10 years: This is the largest group, with 121 respondents, or 41.6%. This suggests that many participants have established their careers and have gained substantial experience, which could imply a stable employment situation. 11-15 years: Comprising 55 respondents (or 18.9%), this group shows a decline in representation. This may indicate a transitional phase in their careers, where individuals might be moving into higher positions or exploring new opportunities. 16-20 years: With 20 respondents, accounting for 6.9%, this group is smaller, indicating that fewer individuals have been in the workforce for this length of time. This may suggest a shift in career paths or retirement planning for this demographic. 21 years and above: This group consists of 21 respondents (or 7.2%). The low representation indicates that only a small number of respondents have extensive service time, possibly reflecting career changes or retirements in this age range. Teachers in different stages of their careers may experience varying levels of stress and workload, influencing their ability to maintain a healthy work-life balance. For instance, early-career teachers may feel overwhelmed by classroom management and lesson planning, while more experienced teachers might face burnout or dissatisfaction as the pressures of the job evolve. Both scenarios could lead to an imbalance between work and personal life, though for different reasons (Brandenburg et al. 2016).

Table 3
Summary of the Mean Extent of Factors Affecting Teachers' Work-Life Balance

Factors	Composite Mean	Interpretation
1. Workload	2.63	Moderate Extent
2. Teacher Salaries	2.91	Moderate Extent
3. Working Environment	3.57	High Extent
4. Class Dynamics	3.61	High Extent
5. Family-Related Concerns	3.50	High Extent
Overall Mean	3.24	Moderate Extent

Scale: 4.20-5.00 *Very High Extent*; 3.40--4.19 *High Extent*; 2.60-3.39 *Moderate Extent*; 1.80-2.59 *Low Extent*; 1.00-1.79 *Very Low Extent*

Table 3 summarizes the mean extent of various factors affecting teachers' work-life balance, providing a clear overview of how each factor impacts educators in their professional and personal lives. The overall mean of 3.24 indicates a moderate extent of factors affecting teachers' work-life balance. This suggests that while there are significant positive influences, such as a supportive working environment and effective class dynamics, challenges remain, particularly related to workload and salary. Among the five indicators, the highest composite mean is under the class dynamics with a value of 3.61, with a high extent showing a strong impact on work-life balance, indicating that well-managed classroom dynamics, respect among students, and effective handling of diverse learning needs contribute positively to teachers' experiences (Hafeez and Akbar, 2015). The findings suggest that while class size is manageable, other factors related to class dynamics—such as respect, social management, meeting diverse needs, and behavior management—contribute positively to teachers' job satisfaction and work-life balance. This underscores the importance of fostering a respectful and well-managed classroom environment to support educators in achieving a better balance between their professional and personal lives (Azar et al., 2024). For the second highest mean, family-related concerns reveal a 3.50 composite mean rated with high extent. The working environment entails a composite mean of 3.57, rated to a high extent. The findings suggest that while teachers can manage household duties effectively, they experience strong support from their families and flexibility in their work hours, contributing positively to their overall work-life balance. This underscores the importance of emotional and practical support systems, as well as flexibility in the workplace, to help teachers maintain a healthy balance between their professional and family responsibilities (Zahana and Umma, 2020).

The impact of salary on work-life balance is rated as a moderate extent, having a 2.91 composite mean. This suggests that salary is a crucial factor in shaping teachers' work-life balance, highlighting the importance of addressing compensation issues to improve overall job satisfaction and personal well-being. The findings underline the need for policies aimed at enhancing teacher salaries to better support their financial and work-life needs. Hafeez and Akbar (2015) argue that financial constraints can limit teachers' access to professional development opportunities. The findings indicate that while some teachers can invest in their professional growth, financial barriers remain a concern. Similar to salary, workload comprises a 2.63 composite mean with a moderate extent, indicating that while teachers feel some strain from their workloads, it is not overwhelmingly burdensome. The moderate extent suggests that improvements could be made to help teachers manage their workload more effectively, potentially leading to better work-life balance (Johari et al. 2018). This suggests that while there are significant positive influences, such as a supportive working environment and effective class dynamics, challenges remain, particularly related to workload and salary. In addition, the findings underscore the importance of understanding these dynamics to foster better support systems and interventions for educators. Guise et al. (2017) emphasize that heavy workloads significantly contribute to teacher burnout and stress, which aligns with the indicators related to grading and administrative tasks. While late-night grading received a low extent in the findings, it remains a recognized issue that can disrupt personal time. The struggle with workload is

echoed in research by Rashid et al. (2022), which highlights how the burden of non-teaching responsibilities can lead to increased stress and a sense of being overwhelmed.

Table 4

Summary of the Mean Extent of Assessment of the Teachers' Work-life Balance Components

Components	Composite Mean	Interpretation
1. Stress Management	4.10	High Extent
2. Change Management	4.12	High Extent
3. Leisure Management	3.95	High Extent
4. Time Management	4.03	High Extent
5. Technology Management	4.08	High Extent
Overall Mean	4.06	High Extent

Scale: 4.20-5.00 Very High Extent; 3.40--4.19 High Extent; 2.60-3.39 Moderate Extent; 1.80-2.59 Low Extent; 1.00-1.79 Very Low Extent

Table 4 presents the summary of the mean extent of assessment of the teachers' work-life balance components. The assessment of teachers' work-life balance components reveals a high extent across various areas. Change management has the highest composite mean of 4.12, also showing a high extent. This suggests that teachers are aware of the significant factors that influence their ability to adapt to changes while managing their professional and personal lives. Research shows that strong administrative support is associated with lower stress levels and higher job satisfaction among teachers (Afsar and Rehman, 2016). This was followed by stress management with a composite mean of 4.10, indicating a high extent. High-stress management is critical for teachers, as noted by Ahga et al. (2017), who emphasize that effective stress management strategies lead to improved job satisfaction and overall well-being among educators. This reflects a comprehensive understanding among teachers of the various strategies and supports that contribute to their well-being. Access to these services is essential for promoting well-being and understanding that such boundaries are crucial for work-life balance. This aligns with literature emphasizing the importance of work-life boundaries to mitigate stress (Mastronardi et al., 2022).

For technology management, a composite mean of 4.08 also reflects a high extent of awareness and assessment of technology management's role in maintaining work-life balance. The data revealed that despite the challenges that all teachers in the sample encountered when using technology in their teaching (such as large classrooms, problems with electricity supply, lack of time, and lack of technology tools), the encouragement of school management was a critical factor in teachers' continuation of technology use (Kafyulilo et al., 2016). For time management, the composite mean of 4.03 indicates a high extent of awareness and assessment of time management's role in maintaining work-life balance. The findings underscore the significance of effective time management strategies in enhancing teachers' work-life balance. Research indicates that flexibility in work schedules is crucial for reducing stress and improving job satisfaction (Moral et al., 2024). Effective time management is linked to higher productivity and reduced stress. Lastly, leisure management has a composite mean of 3.95, reflecting a high extent, but slightly lower than other components. This suggests that while teachers value leisure time, they face challenges in balancing it with their professional obligations. Thus, engaging in leisure is associated with improved mental health and job performance (Ketels et al., 2023). The ability to manage leisure time is vital for preventing burnout. This indicates that adequate leisure activities significantly contribute to mental health and job satisfaction among teachers.

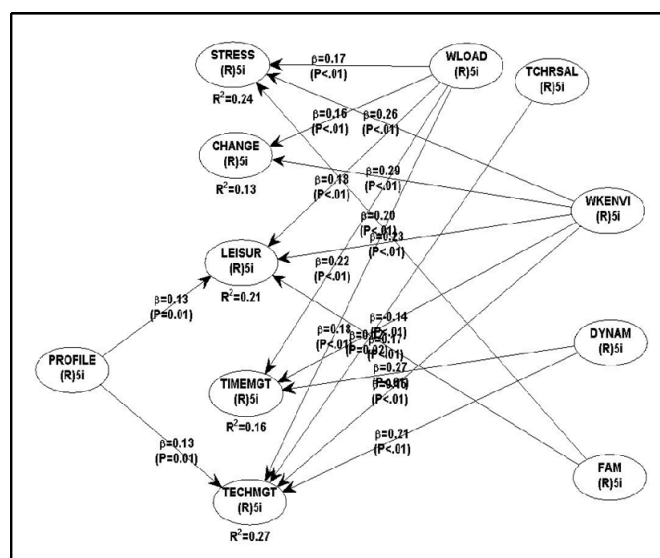


Figure 2. The Emerging Model

Based on the emerging model depicted in Figure 2, some variables were found not to be significantly correlated with the endogenous variable, extent of assessment of work-life balance components. Hence, a new model emerged. This emerging model reflects only the significant links between the socio-economic profile, the factors affecting work-life balance, and the aforementioned endogenous variable. In the emerging model, the standardized estimates of the path, effect sizes, and standard error values are disclosed in Table 3. It can be noted in the new model that the low R^2 values ranged from 0.13 to 0.27, which is slightly changed compared with the R^2 values in the structural model. These represent the percentage of contribution (13% to 27%) of the socio-economic profile and factors affecting work-life balance on the extent of assessment of work-life balance components.

Table 5

Path Coefficients and P-values for H_{o1}

Path	Beta (β) Coefficient	p-value*	Interpretation
PROFILE→STRESS	0.084	0.074	Not Significant
PROFILE→CHANGE	0.031	0.297	Not Significant
PROFILE→LEISURE	0.121	0.018	Significant
PROFILE→TIMEMGT	0.074	0.102	Not Significant
PROFILE→TECHMGT	0.126	0.015	Significant

*Significant at $p < 0.05$

In the test of the first hypothesis (H_{o1}) found in Table 5, the structural equation modeling yielded negligible to low beta coefficients ranging from 0.031 to 0.126. When the socio-economic profile variables were linked to the extent of assessment of the work-life balance components, the profile variables were considered to have a significant relationship to leisure management and technology management. Although these values appear low, 0.121 and 0.126, still, they are still deemed significant as supported by the p-values, 0.018 and 0.015.

The significant relationship ($\beta = 0.121$, $p = 0.018$) suggests that socioeconomic factors play a crucial role in how individuals engage with leisure activities. This indicates the need for school programs that address these disparities, potentially by increasing access to affordable leisure options for lower socioeconomic groups. Research shows that socioeconomic status significantly affects access to leisure activities. Lower-income individuals often have fewer opportunities for recreational engagement, which can impact overall well-being (Petersen et al., 2021). The significant finding ($\beta = 0.126$, $p = 0.015$) implies that socio-economic profiles

influence technology use, which is essential for maintaining work-life balance. Organizations should consider investing in technology training and support tailored to the socio-economic backgrounds of employees, ensuring equitable access and effective use of technological tools. Studies have demonstrated that socioeconomic disparities shape technology adoption and management, suggesting that individuals from different backgrounds utilize technology differently. Access to training and resources is critical for improving work-life balance through effective technology use (Sundari et al., 2024). The non-significant results (stress: $\beta = 0.084$, $p = 0.074$; change: $\beta = 0.031$, $p = 0.297$) suggest that socioeconomic status may not directly affect stress and adaptability to change. This points to the potential influence of other variables, such as psychological resilience or organizational culture, that warrant further investigation. The findings regarding non-significant relationships between socioeconomic profiles and stress/change management are supported by a study from Carter et al. (2019), which suggests that individual differences in coping mechanisms and organizational support systems may be more predictive of stress and adaptability than socioeconomic factors alone.

Table 6

Path Coefficients and P-values for H_{o2}

Path	Beta (β) Coefficient	p-value*	Interpretation
WLOAD→ STRESS	0.145	0.006	Significant
WLOAD→ CHANGE	-0.097	0.047	Significant
WLOAD→LEISUR	0.156	0.003	Significant
WLOAD→TIMEMGT	0.196	<0.001	Highly Significant
WLOAD→TECHMGT	0.176	0.001	Significant
TCHRSAL→ STRESS	0.060	0.153	Not Significant
TCHRSAL → CHANGE	0.076	0.095	Not Significant
TCHRSAL →LEISUR	-0.014	0.403	Not Significant
TCHRSAL →TIMEMGT	0.054	0.178	Not Significant
TCHRSAL→TECHMGT	0.125	0.015	Significant
WKENVI→ STRESS	0.223	<0.001	Highly Significant
WKENVI → CHANGE	0.199	<0.001	Highly Significant
WKENVI →LEISUR	-0.225	<0.001	Highly Significant
WKENVI →TIMEMGT	-0.102	0.039	Significant
WKENVI →TECHMGT	0.208	0.004	Significant
DYNAM→ STRESS	0.064	0.137	Not Significant
DYNAM → CHANGE	0.079	0.087	Not Significant
DYNAM →LEISUR	0.083	0.075	Not Significant
DYNAM →TIMEMGT	0.213	<0.001	Highly Significant
DYNAM →TECHMGT	0.208	<0.001	Highly Significant
FAM→ STRESS	0.168	0.002	Significant
FAM → CHANGE	0.088	0.064	Not Significant
FAM →LEISUR	-0.152	0.004	Significant
FAM →TIMEMGT	0.095	0.051	Not Significant
FAM →TECHMGT	0.004	0.476	Not Significant

*Significant at $p < 0.05$

The test of the second hypothesis reveals a significant relationship between the factors affecting the respondents' work-life balance, considering the work environment as reflected in Table 6. The workload of the respondents proved to have a significant effect on their extent of assessment on stress management ($B=0.145$, $p=0.006$), change management ($B=-0.097$, $p=0.047$), leisure management ($B=0.156$, $p=0.003$), time management ($B=0.196$, $p<0.001$), and technology management ($B=0.176$, $p=0.001$). In the same manner, work environment is significantly regarded to affect the respondents' extent of stress management ($B=0.223$, $p<0.001$), change management ($B=0.199$, $p<0.001$), leisure management ($B=-0.225$, $p<0.001$), time management ($B=-0.102$, $p=0.039$), and technology management ($B=0.208$, $p=0.004$). The findings from the test of the second hypothesis indicate a significant relationship between various factors affecting respondents' work-life balance, particularly within the context of the work environment. This highlights the critical role that workplace conditions and culture play in shaping employees' ability to balance their professional and personal lives. Studies have shown that a positive workplace culture directly correlates with improved work-life balance. A supportive environment that encourages open communication and flexibility can reduce stress and enhance employee well-being (Petersen et al., 2021).

The positive coefficient for stress management ($\beta=0.145$, $p=0.006$) suggests that as workload increases, so does the perceived effectiveness in managing stress, which may reflect a coping mechanism among respondents. Conversely, the negative impacts on change management ($\beta=-0.097$, $p=0.047$) and leisure management ($\beta=0.156$, $p=0.003$) indicate that higher workloads can hinder adaptability and personal well-being. Organizations must consider workload distribution to enhance employee adaptability and leisure time. The relationship between workload, work environment, and management strategies is well-documented in the literature. For instance, Nwinyokpugi (2018) highlights how excessive workloads can lead to burnout, impacting employees' ability to manage stress effectively. Similarly, Inegbediona et al. (2020) suggest that a supportive work environment enhances employee engagement and resilience, aligning with the current findings regarding stress and change management.

The work environment emerged as a critical factor, significantly influencing stress management ($\beta=0.223$, $p<0.001$) and change management ($\beta=0.199$, $p<0.001$). A supportive work environment may enhance employees' ability to cope with stress and adapt to changes. The negative effect on leisure management ($\beta=-0.225$, $p<0.001$) emphasizes the need for organizations to foster environments that promote work-life balance. Research by Greenhaus and Beautell (2021) emphasizes the significance of leisure management in maintaining work-life balance, underscoring that inadequate leisure time can lead to decreased job satisfaction. This supports the negative correlation found in the current study regarding leisure management and workload. The significant coefficients for time management ($\beta=0.196$, $p<0.001$) and technology management ($\beta=0.176$) underline the importance of equipping employees with the skills and tools necessary to manage their time effectively and use technology for productivity. Training programs focusing on these areas can be beneficial. The importance of time management skills has also been extensively explored. Amin (2016) demonstrates that effective time management leads to lower levels of stress and greater job satisfaction, reinforcing the findings that better time management practices can mitigate the adverse effects of workload. Moreover, the role of technology in facilitating effective management has been highlighted by Cayton and Chandler (2022), who argue that appropriate technology use can enhance productivity and reduce stress, aligning with the positive relationship observed in this study.

In terms of teachers' salary, results reveal that it is significantly related to technology management ($B=0.125$, $p=0.015$). The interplay between teachers' salaries and their ability to manage technology has been examined in various studies. Bahilot et al. (2024) highlight that competitive salaries can enhance job satisfaction and enable teachers to invest in professional development, particularly in technology integration. This aligns with the finding that salary positively influences technology management. Another factor, class dynamics, is found to be highly significant in time management ($B=0.213$, $p<0.001$). Class dynamics have been widely researched, demonstrating that positive teacher-student interactions foster better classroom management and enhance instructional time. The current findings support this notion, suggesting that effective class dynamics not only

facilitate time management but also encourage the incorporation of technology in teaching and technology management ($B=0.208$, $p<0.001$). Family-related concerns also depicted a significant effect on stress management ($\beta=0.168$) and leisure management ($B=-0.152$, $p=0.004$). Family-related concerns are a well-documented source of stress for educators. This indicates that family responsibilities can significantly affect teachers' job performance and well-being. The negative correlation found in leisure management reinforces the idea that teachers need adequate support to balance their professional and personal lives, as highlighted by Tria (2023).

Table 7

Action Plan Designed in Response to the Findings of the Study To Uplift the Work-Life Balance among Teachers in Public Secondary Schools in the San Jose East District

Objectives	Strategies	Persons Involved	Time Frame	Resources		Success Indicator
				Fund	Source	
Improve awareness of work-life balance.	Conduct workshops on stress management and balance.	Teachers School Head/s Local Government Unit Officials	August 2024 to June 2025	5,000	MOOE SEF	Increased participation in workshops
Promote flexible scheduling.	Implement a flexible scheduling policy.	Teachers Master Teacher/s School Head/s	August 2024 to June 2025	5,000	MOOE SEF	Positive feedback from teachers
Encourage time management skills.	Provide training on time management techniques.	Teachers School Head/s Parents PTA Officials	August 2024 to June 2025	10,000	MOOE SEF PTA	Improvement in teachers' time management skills
Establish a recognition program.	Create a program to acknowledge teachers' efforts.	Teachers School Head/s	August 2024 to June 2025	2,000	MOOE PTA	Increased morale and job satisfaction
Encourage self-care activities.	Organize wellness events (yoga, mindfulness).	Teachers, Master Teacher/s, School Head/s and Curriculum Supervisors	August 2024 to June 2025	5,000	MOOE PTA	Participation rates in wellness events

Table 7 shows an action plan designed in response to the findings of the study to uplift the work-life balance among teachers in public secondary schools in the San Jose East district, as proposed by the researcher. To promote work-life balance, policy changes at both the school and district levels are essential. Strategies such as reducing administrative burdens, increasing collaborative teaching opportunities, and offering wellness programs can help. By fostering a supportive work environment, public secondary schools can improve not only the health and well-being of teachers but also the quality of education provided to students. Thus, teachers need to continuously improve themselves personally and professionally to alleviate stress and enhance job satisfaction.

This set of actions will help them achieve the educational goal of the Department of Education. Moreover, a study by Zhao et al. (2022) found that teachers in public schools are more likely to experience burnout due to stress, lack of support, and workload demands. This burnout can result in physical and emotional exhaustion, which in turn compromises work performance and teachers' mental health. As Klusmann et al. (2016) note, a lack of proper work-life balance can also lead to higher rates of absenteeism, lower morale, and increased turnover, which negatively impact students' learning experiences. Furthermore, Kang et al. (2019) emphasize that schools with supportive environments, including flexibility in work schedules, professional development opportunities, and administrative support, have teachers who report better work-life balance. Likewise, it was also found that teachers who can balance their work and personal lives are less likely to experience burnout and more likely to engage positively with their students (Zhao et al., 2022).

4. Conclusion

Based on the summary of the findings presented above, the following conclusions are drawn. The work-life balance of teachers is influenced by several personal factors, including workload, salary, work environment, class dynamics, and family-related concerns. These factors collectively shape teachers' ability to manage both professional and personal responsibilities effectively. The majority of teacher respondents are aged 31-40, indicating that this age group forms the core of the teaching workforce. Teachers in this range are likely at a pivotal stage in their careers, balancing professional experience with personal responsibilities. There is a significant gender disparity among the respondents, with 78.4% of them being female. This highlights the predominance of women in the sample, reflecting broader trends in the teaching profession. The majority of respondents, 68.4%, earn between P30,000 and P39,000 monthly, indicating that this income range is the most common among the teachers in the sample. Over one-third of the respondents, or 36.4%, have a monthly expenditure ranging from P10,000 to P19,000, highlighting that this is the most common expenditure bracket among the teachers in the sample. The largest group of respondents, accounting for 41.6%, falls within the 6-10 years of service range, indicating that the majority of teachers in the sample have moderate experience in their careers. Teachers struggle with administrative responsibilities like entering grades and completing reports. This increased workload leads to stress and a sense of being overwhelmed. Teachers need to take on additional work outside their teaching roles to meet financial needs. This indicates that salaries are not sufficient for many, contributing to a challenging work-life balance as they juggle multiple jobs. Improvements in administrative support could enhance teachers' ability to balance their work effectively. Teachers find their class sizes manageable, but they still experience some level of stress associated with teaching. This suggests that larger class sizes might not be excessively burdensome, but improvements could still be made to enhance teaching effectiveness. Family responsibilities play a role in shaping teachers' ability to manage both their professional and personal lives. The importance of effective stress management strategies in helping individuals maintain a healthy work-life balance. The critical role that effectively managing change plays in supporting organizational stability and employee adaptation. Effective leisure management enhances teachers' personal well-being and professional performance by allowing them to recharge, reduce stress, and improve their overall quality of life. It plays a vital role in achieving work-life balance, emphasizing the importance of allocating time for rest, recreation, and activities that promote relaxation and social connection. Effective time management is essential for teachers to balance professional and personal responsibilities. It enables better task prioritization, meeting deadlines, and allocating time for both work and personal life, leading to reduced stress and increased productivity. Teachers recognize the importance of integrating technology into their teaching practices for both their own effectiveness and student engagement. The socio-economic profile does not have a significant impact on the components of work-life balance. Personal factors do not have a significant impact on the components of work-life balance. Implementation of an action plan is essential in promoting personal well-being and professional effectiveness of teachers.

Recommendations - Based on the findings and drawn conclusions, the following recommendations are made: Schools may focus on managing workload by redistributing tasks and providing additional support,

ensuring competitive and fair salaries, and fostering a positive work environment. Additionally, addressing class dynamics through professional development and classroom support, as well as offering flexible policies to accommodate family-related concerns, can significantly help teachers better balance their professional and personal responsibilities. Schools may provide targeted support for teachers aged 31-40, offering professional development, flexible work arrangements, and wellness programs to help balance career and personal responsibilities. This support can enhance job satisfaction and retention for this key group of teachers. Schools may address gender disparity by implementing policies that promote gender equality, such as mentorship programs for female teachers, tackling gender-specific challenges, and ensuring equal career advancement and leadership opportunities. This will help foster a more inclusive and balanced workforce. Ensure fair compensation for teachers earning between P30,000 and P39,000, considering their experience and responsibilities, and explore additional financial support or incentives to enhance job satisfaction and well-being. Schools may offer financial wellness programs and resources to help teachers, particularly those with monthly expenditures between P10,000 and P19,000, manage their finances more effectively and reduce financial stress. Offering mentoring programs, career advancement training, and pathways to senior roles can help retain experienced staff, foster growth, and enhance job satisfaction. Schools may allocate dedicated time within the workday for teachers to complete administrative tasks, reducing the need for teachers to work beyond school hours. Offering salary increases, performance-based incentives, or supplementary financial support, such as allowances or stipends for specific duties (e.g., extracurricular activities), could help teachers focus on their core responsibilities without financial strain. Schools may also consider providing training or resources to help teachers handle administrative tasks more efficiently. Reducing the student-teacher ratio can still help alleviate stress and enhance teaching effectiveness. Smaller class sizes can lead to more personalized attention, better classroom management, and improved student outcomes. Schools may introduce more flexible work arrangements, such as adjustable schedules or remote work options for administrative tasks, to help teachers better balance their family and professional responsibilities. Creating boundaries between work and personal life by setting clear work hours and unplugging after hours can also help reduce stress. Develop clear communication channels to explain the reasons for change and its expected outcomes. Teachers may prioritize downtime by scheduling regular breaks, engaging in physical activities, or pursuing personal interests, and may use time management tools such as planners or digital calendars to organize tasks by priority. Teachers may engage in ongoing professional development to stay updated on educational technology tools that enhance both teaching and student engagement. Employers can focus on fostering an inclusive, supportive work environment that encourages flexible work arrangements, mental health resources, and access to professional development to ensure that all employees have the tools to manage work-life balance effectively. Create a work culture that supports individuals in balancing their unique needs. School administrators and policymakers can prioritize the integration of work-life balance strategies into institutional frameworks. Future researchers are encouraged to further explore the relationship between work-life balance and other influencing factors not covered in this study, such as institutional policy, leadership styles, and technological demands in education. This can contribute to more targeted and sustainable interventions that enhance the well-being and professional satisfaction of educators.

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