

# Work-Life Balance of Public School Teachers in Surigao Del Sur Division, Philippines

Matt Geirade U. Rufin<sup>1</sup>, John Manuel C. Buniel<sup>2</sup>

<sup>1</sup>Department of Education – Surigao del Sur Division Madrid District, San Vicente Elementary School, Philippines

<sup>2</sup>North Eastern Mindanao State University – Cantilan Campus Cantilan, Surigao del, Sur, Philippines

**Abstract:** This study aims to determine the work-life balance of public-school teachers both elementary and secondary schools in CARCANMADCARLAN area in the division of Surigao del Sur. The researcher utilized a descriptive-survey method in exploring the objectives of the study. The instrument used is a questionnaire in exploring work-life balance through the five indicators: work satisfaction, family responsibility, self-care and wellness, financial literacy, and stress and burnouts. Also, the coping strategies of teachers in balancing work and life were included in the analysis. Based on the findings, out of the five indicators, stress and burnouts got the lowest mean score with the verbal description of “undecided”. Moreover, Personal and family relationship was the best coping mechanism of the teachers.

**Keywords:** Work-life balance; public school teachers; Division of Surigao del Sur

## I. INTRODUCTION

Teachers are considered as key to nation building because they mold the mind of the future generation. But in today’s fast-paced society, every teacher finds it challenging to perform their duties towards work and family without compromising their roles between the two. In recent years, there are several challenges to every organization especially on the transition from what is normal to what is known now as the “new normal”. New normal is said to be a force that makes today’s work and even schools digitized (Pacheco, 2020). Thus, teachers are having challenging times in today’s situation of their work and life (del Rosario and Galang, 2021).

Work-life balance is a still a growing subject in research for it is gaining popularity in public discourse, but still the concept is not founded well as how the term would suggest (Gagnano, Simbula & Miglioretti, 2020). It was defined numerous ways by many researchers from previous years. Some recent definition includes having comfortable feeling of finding the right balance between two entities which is the work and life (Agha, Azmi & Irfan, 2017). This means having a balanced work and life will create high performance, increase job satisfaction, and solidifying the person’s organizational commitment (Sirgy & Lee, 2016).

It is said that teaching is one of the professions with the most unstable work-life balance (Kang, Park, & Park, 2020). So, balancing their work and life must always at the top of every employee’s and employer’s consciousness because it affects the performance of the person and the organization (Dhas, & Karthikeyan, 2015). In the study conducted by Mercado (2019) on the female teachers of this division, it was

found that teachers are having difficulties balancing their time and responsibilities in both work and life. It made their workloads to be challenging due to the many responsibilities that they have and the main one is taking care of the children. Consequently, if the organization will not create activities that tackle the work-life balance of teachers it will affect their performance because work-life balance is positively correlated to employee performance (Abdirahman, 2018). Thus, the Department of Education must give attention to these aspects to aid the educators in developing excellent working performances.

In today’s pace of education stress and burnouts are prevalent because of many experiences that they are always facing, these result in diminishing job satisfaction among teachers (Chitra, 2020). One contributor to this stress is the financial literacy of teachers. According to Casingal, & Ancho (2021), teachers are experiencing hardship in managing their finances and their understanding of financial literacy is too shallow. Being able to provide what their family needs which is what they think is their prime responsibility, is what they think as financially literate but they will ultimately succumb to debt. Benevene, et al., (2018) said if teachers are experiencing unsatisfied with work, hardships in the family, and other external factors like the pandemic, this leads to a low level of self-esteem which will result in poor performance or teachers felt ineffective in their work.

Despite the recent proliferation of research that tackles the work-life balance, gaps in the literature suggest that there is a need to study this topic. Especially with the recent happenings that affected all organizations and the lack of support towards work-life balance activities for teachers. Hence, based on the problems that our teachers are facing at the present time, the researcher will be interested to know the work-life balance of the educators in both elementary and secondary schools to come up with an enhancing program in helping them to balance their work and life.

## II. RESEARCH METHODOLOGY RESEARCH DESIGN

In this study, a descriptive quantitative method was used to simply explain or describe the individuals, conditions, and events as the researcher study them while they are in their nature (Siedlecki, 2020). Therefore, the method is understood to be appropriate for this research because it recognizes the current condition and processes that are involved in determining the work-life balance of public elementary and

secondary school teachers in terms of Work Satisfaction, Family responsibilities, Self-Care and wellness, Financial Literacy, and Stress and Burnouts.

*Research Locale*

This study was conducted in the Division of Surigao del Sur specifically in the districts of Cantilan, Madrid and Carmen- involving all public elementary and secondary schools in the area. The teachers in these local are expected to contribute and give credible responses that the researcher needed. The districts of Cantilan, Madrid and Carmen are among the largest districts in the Division of Surigao del Sur. This means that they have enough numbers of respondents that the researcher required to be able to get the desired data for the research. Also, to ensure credibility of the responses, the researcher is confident because the said districts have belonged to the top performing districts in the division. The district of Cantilan is the largest among the 3 districts. It has 22 elementary schools, 3 national high schools and 2 integrated schools. It is then followed by the district of Madrid which have 13 elementary schools, 2 national high schools. While in the district of Carmen have 9 elementary schools, 2 national high schools, and 1 integrated school. The 3 districts can be found in the northernmost area of Surigao del Sur Province. The districts are part of a collective area of municipalities which is commonly known as the CARCANMADCARLAN area. Therefore, we can say that the districts are commonly related to each other and are reasonable to become the locale of the research.

*Research Respondents*

In this research, the respondents are public elementary and secondary school teachers from the Division of Surigao del Sur specifically from Cantilan, Madrid, and Carmen districts. They are selected because they are expected to give the reliable result that this research required. The number of respondents per school was determined through proportional sampling, which is suitable because the population is composed of several subgroups with different numbers. The number of teacher respondents per school required for this research is based on the School Year 2021-2022. A total of 246 respondents responded

voluntarily to this research.

*Research Instrument*

This study used a questionnaire. The questionnaire has 3 parts that help the researcher gather significant data for the research. The first part is about the profile of the respondents. The second is entails on the factors affecting the work-life balance of the respondents amidst the pandemic which includes; Work Satisfaction, Family Responsibilities, Self-Care and Wellness, Financial Literacy, and Stress and Burnout. The third part assesses the coping strategies of the teachers in balancing their work and life challenges. Further, the questionnaire undergoes validation process. Experts in the field of research and education explicitly validated the said survey questionnaire. The result displays an over-all mean of 4.0 with an adjectival rating of very good. It further shows that the tool used is reliable.

*Data Gathering Procedure*

The researchers secured a permit from to the Office of Division Superintendent to allow the conduct of the study in the Division of Surigao del Sur. Then, the researchers presented the approved letter to the District Supervisor and was then presented to the school heads. The survey is conducted through a blended approach; online survey and printed questionnaire. With the online survey, the researcher asked the planning team of the districts to send the link of the google form through their administrator’s group chat and ask the school heads to send the google form link to their teachers. Attached in the shared google form link are letters to the school heads and principals and an approved letter from the division office. The researchers personally monitored the progress of how many teachers answered the questionnaire to secure the confidentiality of the respondent’s responses. Also, with the printed questionnaire, the researchers personally went to the schools to conduct the survey with the approval of the administrator assigned in the school. The researcher then tabulated, computed, and analyzed the data.

III. RESULTS

Table 1 The Profile of the Elementary and Secondary School Teachers

PROFILE	Elementary	Secondary	Public Elementary and Secondary School Teachers		PROFILE	Elementary	Secondary	Public Elementary and Secondary School Teachers	
			Frequency	Percentage				Frequency	Percentage
Age					No. of Trainings				
20 - 30	25	40	65	26.42%	0	18	8	26	10.57%
31 – 40	36	26	62	25.20%	1 to 2	39	22	61	24.80%
41 – 50	48	15	63	25.61%	3 to 4	16	30	46	18.70%
51 and above	45	11	56	22.76%	5 or more	81	32	113	45.93%
<b>Total</b>	154	92	246	100.00%	<b>Total</b>	154	92	246	100.00%
Sex					No. of Teaching Loads				

Male	14	19	33	13.41%	5 hours	5	22	27	10.98%
Female	140	73	213	86.59%	6 hours	25	33	58	23.58%
<b>Total</b>	154	92	246	100.00%	7 hours	2	7	9	3.66%
<b>Marital Status</b>					8 hours	12	30	152	61.79%
Single	26	31	57	23.17%	<b>Total</b>	15	92	246	100.00%
Married	122	60	182	73.98%	<b>Length of Service</b>				
Widow/Widower	6	1	7	2.85%	1 – 10 years	61	62	123	50.00%
<b>Total</b>	154	92	246	100.00%	11 – 20 years	38	19	57	23.17%
<b>Position</b>					21 – 30	35	4	39	15.85%
Teacher 1	33	34	67	27.24%	31 and up years	20	7	27	10.98%
Teacher 2	32	25	57	23.17%	<b>Total</b>	15	92	246	100.00%
Teacher 3	75	24	99	40.24%	<b>Type of School</b>				
Master Teacher	14	9	23	9.35%	Multigrade		9		3.66%
<b>Total</b>	154	92	246	100.00%	Complete Elementary			125	50.81%
<b>Number of Children</b>					Central School			20	8.13%
0	30	30	60	24.39%	<b>Elementary</b>			154	62.60%
1 to 2	64	35	99	40.24%	Small			18	7.32%
3 to 4	50	24	74	30.08%	Medium			22	8.94%
5 or more	10	3	13	5.28%	Large			21	8.54%
<b>Total</b>	154	92	246	100.00%	Mega			31	12.60%
<b>Educational Attainment</b>					<b>Secondary</b>			92	37.40%
Bachelor's Degree	142	75	217	88.21%	<b>Total</b>			246	100.00%
Master's Degree	12	16	28	11.38%					
Doctorate Degree	0	1	1	0.41%					
<b>Total</b>	154	92	246	100.00%					

Table 2 Work-life balance of public schools' teachers in elementary and secondary in terms of indicated factors.

Indicators	Weighted Mean	Verbal Description
1. Work Satisfaction	4.32	Strongly Agree
2. Family Responsibilities	4.72	Strongly Agree
3 Self Care and Wellness	4.52	Strongly Agree
4. Financial Literacy	3.86	Agree
5. Stress and Burnouts	3.28	Undecided
GRAND MEAN	4.140	Agree

Range: 1.00 – 1.80- Strongly Disagree 1.81 – 2.60 Disagree 2.61 – 3.40- Undecided 3.41 – 4.20- Agree 4.21 – 5.00- Strongly Agree

Table 3 The coping strategies of public schools' teachers in elementary and secondary.

Coping Strategies	Frequency	Percentage
Personal and Family Relationship	206	84%
Food	160	65%
Counselling	106	43%
Entertainment	162	66%
Medication	88	36%
Vacation	154	63%
Physical Activity	119	48%
Alcohol	12	5%
Mediation/Mindfulness	95	39%
Administrator Support	106	43%
Collegial Support	141	57%

#### IV. DISCUSSION

In table 1, the researcher uses frequency and percentage to provide visual representation. It can be observed in the table that out of 246 respondents, 65 or 26.42% of the public-school teachers' ages 20-30 years old, 62 or 25.20% are 31-40 years old, 63 or 25.61% are 41-50 years old, and 56 or 22.76% are 51 and above years old. In terms of sex of the respondents, 33 or 13.41% are male and 213 or 86.59% are female. This indicates that females are more inclined in teaching profession than males. In their marital status, 57 or 23.17% are single, 182 or 73.98% are married, and 7 or 2.85% are widow or widower. In the numbers or teaching loads, 27 or 10.98% to have 5 hours, 58 or 23.58% with 6 hours, 9 or 3.66% having 7 hours, and 152 or 61.79% responded that they have 8 hours. This shows that most teachers are fully loaded. In terms of length of service, 123 or 50.00% are teaching for 1-10 years, 57 or 23.17% for 11-20 years, 39 or 15.85% for 21-30 years, and 27 or 10.98% for 31 years and up.

It was observed that when it comes to sex, female teachers have more numbers than the male teachers. We can say that there is an imbalance between gender in the teaching profession. It is historically known that when it comes to taking care of children, females are more capable than men. It is supported by the study conducted by the Czech, United, & United, (2017), which argued that the increase in the female labor market contributed to the "feminization" of the teaching profession. They also added that stereotypical notions that men and women excel in the careers they pursue will shape gender segregation in different areas of education. Also, the study of Santos & Amâncio (2019), that women are dominant in numbers than male. Although they said that male do not see it as a problem but they also long to have greater balance in the profession. They added that the schools need to have masculine models to show the male students the stereotypical model of a family. But they do not see the school to become "feminized" because men are dominant when it comes to the management position.

Moreover, it can be observed that most of the teachers are rendering 8 hours of teaching loads where in fact it should only render 6 hours of actual teaching loads based on the DM no. 291, s. 2008. Although teachers are required to render 8 hours of work based on the Section 1.a. of Civil Service Commission 080096 which was grounded from CSC Resolution No. 94-5824 and CSC Resolution No. 91- 1019. But according to DM no. 291, s. 2008, the remaining 2 hours must be complied by the teacher within or outside the school premises by doing teaching related activities such as preparation of lesson plan, checking and recording of exercises, conduct of research attendance to workshop and seminars and the like. It is said that teachers reported of having moderate to heavy workloads with 2 or more ancillaries and causes major issues to the teacher's workloads in the country (Gonzales, et al., 2022). Thus, they recommend that the agency must review the distribution of workloads to promote a healthy balance between work related, professional development and personal lives of the teachers.

Table 2 shows the work-life balance of the public elementary and secondary school teachers. Based on the area of focus under the work satisfaction, family responsibilities, selfcare and wellness, financial literacy, stress and burnouts, shows that they are having a general weighted mean of 4.32, 4.72, 4.52, 3.86, 3.28, respectively. It can be observed that the highest score is with the family responsibilities with the mean

4.70 and verbal description of "Strongly Agree"; while the lowest mean is 3.18 for stress and burnouts with the verbal description of "Undecided". This can be translated that the teachers are having uncertainties on managing their stress and burnouts in relation to their work and life balance. In this table, the research uses weighted mean to know the average value of the data.

Another one is the family responsibilities of the teachers. Based on the result, most of the teachers are hands on with their family. Example is that they become the breadwinner of their family because most of them agreed that they contribute financially to their families. This can be seen that teachers are responsible members of their family. Casingal, & Ancho (2021) said that teachers only wanted the best life that they could give to their family but they are suffering because they succumb to debt. This happened because teachers understanding of financial literacy is shallow that for them if they are able to pay their bills monthly, they are already financial literate. Although teachers are working to support their families, but the result shows that the least thing that the teachers are doing is about them organizing family activities. This is the result of teachers lacking of time because it was consumed by their work. Teachers are overloaded with workloads may be teaching and non-teaching-related activities, if not treated, it will result to work and family conflict. It was also suggested that teachers must be given flexible time so that they will be able to cater their obligation to the family (Atteh, et al.,2020).

Furthermore, in financial literacy of the teachers, they are more inclined to have long-term and short-term plans. This will help the teachers to map their finances in the coming years. Teachers who tend to have long term financial plans that follows the path of retirement plans so that they can live comfortably after (Zulaihati, et al., 2020). Additionally, the emergency fund of the teachers. Although it scored the least but it still got an interpretation of "agree". This study supported the research of Pinawin (2022), that shows teachers are "highly literate" which is equivalent to "agree" in this study about the emergency funds. But according also to the researcher that the challenge is how to put into practice.

Lastly, the stress and burnouts of the teachers. There are many factors that causes stress and burnouts to the teachers such as, workload, learners, experience, and even the organization. In a study shows that beginning teachers are more prone to have discontent, tension and discomfort (Harmsen, et al., 2018). Based on the profile, respondents are mostly new to their service. This shows the importance of the teacher- pupil relationship in influencing the output of the teacher's work (Fransson & Frelin, 2016). In addition, workloads especially

the non-teaching duties make the teachers suffer. Teachers spent 33.2 hours doing non-teaching task. Mostly, they spend this time planning lesson and checking of the activities while doing alongside some administrative works (Jomuad, et al., 2021). This result to teachers faced pressures in workloads on fundamental level.

Table 3. Shows the coping strategies of the public elementary and secondary school teachers to maintain the balance of their work and life. Based on the suggested coping strategies Personal and Family Relationship, Food, Counselling, Entertainment, Medication, Vacation, Physical Activity, Alcohol, Meditation/Mindfulness, Administrator Support, Collegial Support, each one garnered a percentage 84%, 65%, 43%, 66%, 36%, 63%, 48%, 5%, 39%, 43%, 57% respectively. Personal and family relationship got the highest score of 84%, while alcohol have the lowest of 5%. It can be interpreted that teachers prefer building their relationship with their self and family rather than other things as their coping strategy. Frequency and percentage were used in this table.

Based on the profile of the respondents, 76.83% are married or once married and 75.61% have already kids. This shows that most of the teachers have already a family of their own on which they are taking care. Thus, the result tells us that the coping mechanism of the teachers is to have a good personal and family relationship as the highest one. In the previous tables, it was discussed there that teachers are more incline to support their family- may it financially, emotionally, and physically for this is what makes them happy. This even shows in the study of Dos Santos,(2021) that teachers consider their family in decision making even if it is for their own professional and health matter. The study shows that during the pandemic, teachers consult their family members if they need to stay or leave their profession and look for another one before they go into decision. For the reason that teachers find it difficult to balance their time for their family and work due to the demand of the variables.

On the other hand, teachers show a result that their least coping strategy is consuming of alcohol with only 5% of the total respondents. This tells us that teachers are not dependent to dysfunctional coping strategy. In the study of Shen & Slater (2021), teachers enjoy the liberty of the alcohol but 78.2% of them have the low risk of alcohol dependency, 19.5% have an increasing risk, and 2.2% only have dependency in alcohol. Also, based on the profile this shows that alcohol is lesser of the coping strategy because females preferred positive strategy than male. Female teachers applied functional coping strategy to themselves than males, whereas gender do not matter in terms of how dysfunctional coping strategy like alcohol abuse is executed (Klapproth, et al., 2020).

## V. CONCLUSIONS

Based on the findings mentioned above, the following conclusions were drawn; there are more female than male teachers, majority of them are married. As to their position, most of the respondents are teacher 3, only a few of them have master's degree and majority of them are on their first 10 years

of teaching experience. The teachers also have attended training. Talking of work-life balance, the highest indicator is family responsibility with the description of "significant". While the lowest is Stress and burnout as "Undecided". Teachers also take personal and family relationships as their best coping mechanism.

## REFERENCE

- [1] Abdirahman, H. I. H. (2018). The relationship between job satisfaction, work-life balance and organizational commitment on employee performance.
- [2] Agha, K., Azmi, F. T., & Irfan, A. (2017). Work-life balance and job satisfaction: An empirical study focusing on higher education teachers in Oman. *International Journal of Social Science and Humanity*, 7(3), 164.
- [3] Atteh, E., Martin, G., Oduro, A. T., Mensah, F. A., & Gyamfi, R. (2020). An Overview on Influence of Work-family Life Conflict among Female Teachers and their Job Satisfaction in Schools. *Asian Journal of Education and Social Studies*, 48-58.
- [4] Benevene, P., Ittan, M. M., & Cortini, M. (2018). Self-esteem and happiness as predictors of school teachers' health: the mediating role of job satisfaction. *Frontiers in psychology*, 9, 933.
- [5] Casingal, C., & Ancho, I. (2021). FINANCIAL LITERACY CHALLENGES: THE CASE OF FILIPINO PUBLIC-SCHOOL TEACHERS. *Jurnal Aplikasi Manajemen*, 19(4).
- [6] Casingal, C., & Ancho, I. (2021). FINANCIAL LITERACY CHALLENGES: THE CASE OF FILIPINO PUBLIC-SCHOOL TEACHERS. *Jurnal Aplikasi Manajemen*, 19(4).
- [7] Chitra, A. (2020). Study on Impact of Occupational Stress on Job Satisfaction of Teachers during Covid-19 Pandemic Period. *Global Development Review*, 4(2), 52-62.
- [8] Czech, R., United, S., & United, K. (2017). EDUCATION INDICATORS FOCUS 49.
- [9] del Rosario, A. G., & Galang, C. P. (2021). Thriving Amidst the Pandemic: Examining the Lived Experiences of Work from Home Filipino Teachers. *International Journal of Social Learning (IJSLS)*, 2(1), 39-54.
- [10] Dhas, B. (2015). A report on the importance of work-life balance. *International Journal of Applied Engineering Research*, 10(9), 21659-21665.
- [11] Dos Santos, L. M. (2021). The relationship between workforce sustainability, stress, and career decision: A study of kindergarten teachers during the COVID-19 pandemic. *Sustainability*, 13(20), 11521.
- [12] Fransson, G., & Frelin, A. (2016). Highly committed teachers: What makes them tick? A study of sustained commitment. *Teachers and Teaching*, 22, 896-912
- [13] Gonzales, M. G., Guimary, F. M., & Gabunilas, L. M. TEACHER'S WORKLOAD AND WELL-BEING AND THEIR IMPLICATION TO LEARNERS' ACADEMIC PERFORMANCE.
- [14] Gragnano, A., Simbula, S., & Miglioretti, M. (2020). Work-life balance: weighing the importance of work-family and work-health balance. *International journal of environmental research and public health*, 17(3), 907.
- [15] Harmsen, R., Helms-Lorenz, M., Maulana, R., & Van Veen, K. (2018). The relationship between beginning teachers' stress causes, stress responses, teaching behaviour and attrition. *Teachers and Teaching*, 24(6), 626-643. Home: The Role of Organizational Culture and Supportive Arrangements. *British Journal of Management*, 25(3), 456-472. doi:10.1111/1467- 8551.12058 Human Resource Management Journal. doi:10.1111/1748-8583.12215 imbalance among working women-a study on school teachers. *Indian Journal of Industrial Relations*, 621- 633.
- [16] Jomuad, P. D., Antiquina, L. M. M., Cericos, E. U., Bacus, J. A., Vallejo, J. H., Dionio, B. B., ... & Clarin, A. S. (2021). Teachers' workload in relation to burnout and work performance. *International journal of educational policy research and review*.
- [17] Kang, M., Park, H. J., & Park, J. (2020). Teachers as good mothers, mothers as good teachers: Functional and ideological work-family alignment in the South Korean teaching profession. *Gender, Work*

- & Organization, 27(3), 395-413.
- [18] Klapproth, F., Federkeil, L., Heinschke, F., & Jungmann, T. (2020). Teachers' Experiences of Stress and Their Coping Strategies during COVID-19 Induced Distance Teaching. *Journal of Pedagogical Research*, 4(4), 444-452.
- [19] Mercado, J. O. (2019). Work Life Balance and Level of Satisfaction Among Women Teachers Assigned In The Northernmost Part of The Province of Surigao Del Sur, Philippines. *The South East Asian Journal of Management*.
- [20] Pacheco, J.A. (2020) The "new normal" in education. *Prospects* (2020). Retrived from: <https://doi.org/10.1007/s11125-020-09521-x> Pinawin, V. P. Recreating Financial Literacy of Private Secondary School Teachers. *Psychology*, 63(1), 190-218. Psychometric Qualities of the Version Adapted to Portuguese. *Avaliação Psicológica: Interamerican Journal of Psychological Assessment*, 19(4), 361-370.
- [21] Santos, M. H., & Amâncio, L. (2019). Gender dynamics in elementary school teaching: The advantages of men. *European Journal of Women's Studies*, 26(2), 195-210.
- [22] Shen, P., & Slater, P. (2021). The Effect of Occupational Stress and Coping Strategies on Mental Health and Emotional Well-Being among University Academic Staff during the COVID-19 Outbreak. *International Education Studies*, 14(3), 82-95.
- [23] Siedlecki, S. L. (2020). Understanding descriptive research designs and methods. *Clinical Nurse Specialist*, 34(1), 8-12.
- [24] Sirgy, M. J., & Lee, D. J. (2016). Work-life balance: A quality-of-life model. *Applied Research in Quality of Life*, 11(4), 1059-1082.
- [25] Zulaihati, S., Susanti, S., & Widyastuti, U. (2020). Teachers' financial literacy: Does it impact on financial behaviour?. *Management Science Letters*, 10(3), 653-658.