

Synthesizing Profiles of Public School Teachers for an Informed Strategic Work-Life Balance

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ABSTRACT

Understanding demographic profiles allows educational institutions to design targeted support programs that consider the specific needs and challenges faced by the teaching workforce. Ultimately, the study explored the significant relationships between these work-life balance factors namely work, family, personal, and health along with the teacher-respondents' demographic profiles for informed strategies. Many teachers are in their prime working years, balancing both professional responsibilities and personal life demands. A notable gender imbalance exists in the teaching profession, with a higher percentage of female teachers compared to males. Many teachers hold at least a Bachelor's degree, with a portion pursuing or having completed Master's degrees which affects salary grades. A considerable number of teachers with experience is indicating a relatively young workforce. The majority of teachers are married, which can affect their work-life balance as they juggle family responsibilities alongside their professional duties. Synthesizing demographic profiles of public teachers through point biserial correlation coefficient reveals critical insights into their characteristics regarding work-life balance. The age is not significant when it comes to work, personal and family indicators but exhibits significance to health. Gender, civil status and educational attainment on the other hand shows being not significant work, personal, family and health. Salary grade is important to personal indicators only. Length of service indicates significance for family and health factors. Addressing these factors strategically through wellness programs for productive ageing can lead to improved outcomes for educational industry. The demographic profiles can help identify the needs, priorities and availabilities of public teachers through proper consultation. Build strong relationships and create healthy environment among stakeholders regardless of demographics supported by a comprehensive action plan.

Key Words: work-life balance, demographic profiles, public teachers, work, family, personal, health

INTRODUCTION

The role of a public teacher extends beyond the classroom setting. While they are responsible for teaching students, they also often juggle administrative tasks, personal concerns, health issues and community involvement. This multifaceted role can be demanding in today's modern academic environment which requires public teachers to balance their professional and personal obligations. When a public teacher was asked if they noticed a work-life balance between their work and personal things, they believed that they somehow sacrifice their personal life to do more at their workplace. However, as observed by many, it isn't applicable when they let their work tasks affect their personal lives. Unfortunately, many school institutions

remain unaware of the work-life balance challenges faced by their teachers. This lack of awareness can be attributed to a lack of sensitivity training among school supervisors and leaders [17].

Providing support and understanding for work-life balance benefits not only public teachers but all employees in educational institutions. By fostering a supportive work environment, schools can improve employee morale, job satisfaction, and overall well-being. This can help teachers maintain a healthy balance between their professional and personal lives, allowing them to pursue their passions with greater fulfillment and life satisfaction. Thus, it is shown that schools should allow their teachers to have assigned duties and responsibilities that were based on their interests and abilities with consideration on their demographic profiles. Alongside teachers completing their schoolwork on school premises, it is also significant to recognize their personal lives outside schools. For the past couple of years during the pandemic, remote work has added to the burden of public teachers. This was because of an intensified workload and adapting to technology, leading to work-family conflicts and having a negative impact on their mental quality of life. These show that teachers' demographics influence work-life balance. Teachers aged 44 and younger are at risk of mental health issues, while those above 45 years old have risk to their physical health [14]. These only show that the suggestion of flexible working hours can reduce pressure, workload, and burnout, all attributes to declining quality of life. Furthermore, emphasis on the need for public policies that mitigate stressors beyond the impact of technology has been noted on several studies [10].

This research study assessed the demographic profiles of public-school teachers in the 3rd District of Albay, Region V, Philippines for the purpose of providing basis for an informed strategic work-life balance and a comprehensive understanding of their demographics. Through assessing the profile factors of public teachers such as age, gender, civil status, educational attainment, length of service, and salary grade, this study gained insights on its significant relationships to their work-life balance. With these diverse factors, this study developed informed strategies that support the well-being, professional growth, and overall work-life balance of public-school teachers.

Research Objectives

This research study synthesized the demographic profiles of public-school teachers categorized as to age, gender, civil status, educational attainment, salary grade, and length of service. Through these factors, researchers were able to craft informed strategies to promote work-life balance among public teachers. The data collected were used to evaluate the relationship between demographic characteristics and work-life balance outcomes categorized as work, family, personal and health considering teachers' obligations to both their professional and personal lives. Hence, the active participation of public teachers was valuable in drawing conclusions and formulating strategies that are relevant to their specific profile demographics. The main problem that this research paper provided insights for is the significant relationship between the specified demographic profiles and to the main work-life balance factors namely work, family, personal and health. This study is important so that comprehensive wellness programs can be attributed to demographics accordingly.

LITERATURE REVIEW

This section discusses the literature reviews categorized as profiles of public teachers and informed strategic work-life balance.

Profiles of Public Teachers

A public teacher in their profession is mostly in their middle adulthood to consider their stay in the public mirror. According to a survey conducted with selected institutions in the Philippines shows that age ranges of 36–40 years old were proven in the service of teaching, as was staying in academia because of their purpose [29]. Accordingly, middle adulthood age ranges can be attested whereas public teachers ages mostly 29-37 years old and is already married and belongs to Teacher 1 position [12]. It is apparent that women play a significant role in the teaching sector both globally and locally. The data shows that 60% of teachers in the general public are female, indicating a strong presence of women in the field of education. Moreover, when we specifically consider teachers specialized in K-12 education, the percentage of female teachers rises to 73.7%.

This highlights the substantial representation of women in the teaching profession, especially in elementary and secondary education [27]. The full-time teachers' social engagement with students, and job satisfaction were higher and that female teachers were more engaged with students than their male counterparts [30]. Teaching has become a feminized profession, especially in elementary teaching, in which it is regarded as women's work [5]. The question why male teachers have experienced stereotyping in gendered professions in the teaching field has been explored wherein male teachers in the Philippines, especially in the public sector, possess (1) leadership-destined; (2) conflicted; (3) limited; and (4) devalued. This study concluded with the recommendation of restructuring policies and standards in professional development and support.

The research study conducted in Angeles City revealed that both elementary and secondary school teachers experienced a moderate level of work-related stress. The primary contributing factor to this stress was identified as job demands. Moreover, the study indicated that gender and position played a significant role in predicting teaching performance. Specifically, female teachers and those in higher teaching positions were found to have a higher level of teaching performance [25]. Adding to that, female teachers faced challenges like using the same space for work and home, unclear work hours, heavy workloads, diverse student needs, and limited control over teaching quality, support from leaders, and health risks [23]. To cope, they hired help, prioritized tasks, combined work and personal time, created separate workspaces, learned new skills, worked with colleagues, used flexible methods, and invested in resources. Ergo, teachers need better resources, policies for balancing workload, flexible and fair assignments, improved health protection, and support for balancing work and personal life.

In the Philippines, the field of education is predominantly staffed by women, who make up a substantial majority of the workforce, particularly in K-12 education. While female teachers often exhibit high levels of involvement and interaction with their students, they also encounter distinct challenges such as gender stereotyping, substantial workloads, and limited autonomy in ensuring teaching quality. The teaching profession is mostly made up of women, who make up the majority of the workforce, particularly in K-12 education. Research findings reveal that a significant majority (92.79%) of the public teachers surveyed were married [32]. This study further highlights the influence of marital status on work performance values. Notably, married teachers demonstrated distinct differences in their approach to duties, timeliness, teamwork, self-efficacy, emotional stability, and responsibility compared to their unmarried counterparts. Furthermore, public teachers in Laguna had 67% of their respondents who are married [11]. This affects the adaptation, flexibility, growth mindset, and patience of a public teacher when it comes to changes in academia and attending its personal agendas. Present research indicates that a significant majority of public teachers are married as well. This marital status can have a notable impact on their approach to work and their performance values. Married teachers often bring different perspectives to their duties, displaying unique attitudes towards punctuality, collaboration, and other essential skills crucial to their profession.

While most teachers hold bachelor's degrees, a significant number have pursued master's degrees [7]. However, only a small percentage have completed master's programs. In public schools, teachers are encouraged to complete their postgraduate studies as a crucial step toward career advancement. This includes promotions to higher positions, increased salaries, and enhanced professional knowledge and skills. While nearly 60% of the teachers surveyed had pursued advanced degrees, over 40% of these individuals remained bachelor's degree holders. This suggests that public schools may not prioritize teacher educational attainment beyond subject specialization. The high cost of graduate education, coupled with relatively low teacher salaries, may hinder teachers' ability to further their academic qualifications [21]. Advanced degrees have no significant impact on student achievement or even master's degrees may be detrimental. This discrepancy suggests that while a master's degree can be beneficial, a doctoral degree or specialized courses may be necessary to achieve substantial improvements in performance [3].

Many factors contribute to the educational attainment of teachers. While a large number of educators have completed bachelor's degrees, a significant portion have also pursued further education through postgraduate programs. However, the completion of advanced studies remains a challenge for many teachers due to financial constraints and the time-consuming nature of their teaching and personal responsibilities. These factors created barriers for educators seeking to further their education and professional development.

The identified age, marital status, highest education level, teaching experience, and monthly salary are significant factors influencing the teaching performance of faculty members [4]. In addition, several studies were conducted to determine the variables of the teacher's performance. A teacher can be efficient for the students' performance since it is a crucial foundation for career success, providing them with the specialized skills and knowledge employers seek [16]. Establishing work experience for public teachers have complementary roles, demonstrating a person's practical abilities and potential contributions to the academe.

In a public school in the Ilocos Region, typically a newly hired public teacher has prior 2-3 years of teaching, and those pioneers serve them with at least 16 or more years. They earn their self-efficacy, and that affects their work performance, particularly task performance and contextual performance. Making it evident that public teachers who manages work-life balance integrates their performance at the same time with the support of school management, which helps them build self-efficacy [1]. This can be a similar scenario in a global aspect wherein despite this work experience, it is surely understood that public teachers have a longer length of service in the public academic sector because of the students' aspirations and also their purpose of profession, which equips them to demonstrate a person's practical abilities and potential contributions to an educational institutions [6].

The amount of time a teacher spends in service is a critical component of their overall experience. Seasoned public teachers, who have accumulated years of experience, often possess a wealth of valuable knowledge and skills that significantly enhance their effectiveness in the classroom. However, these veteran public teachers may also encounter distinct challenges pertaining to maintaining a healthy work-life balance and achieving job satisfaction based on their demographic profile.

Public teachers in the service have consistently received a monthly salary of 20,000–29,999 PHP [20] which represents a fixed salary, as stated in the budget allocated for teachers in position I in the Philippines. As such, in effect to Salary Standardization Law (SSL) v. Fourth Tranche on January 1, 2023, the monthly salary of Teacher 1 increased to SG 11 based on Executive Order (EO) No. 811, s. 2009. The position classification and compensation scheme for faculty positions in DepEd indicated in Budget Circular 2022-2 issued on April 5, 2022 [26]. As of May 1, 2024, DepEd announced that full-time teachers in Philippine public schools will receive a 25% 'overload pay' bonus, as outlined in DepEd Order No. 005. In this announcement, the salary of public-school teachers in the Philippines starts at P27,000 and can reach up to P63,997, depending on their seniority and qualifications [22]. The salary grade is a critical factor for teachers as it directly influences their financial security and overall well-being. While recent salary increases have positively impacted the financial circumstances of many teachers, it is imperative to thoroughly evaluate the adequacy of their compensation in relation to the demands of their workload and the scope of their responsibilities. This comprehensive assessment is essential for ensuring that teachers are justly remunerated for their dedication and hard work in educating future generations.

Informed Strategic Work Life Balance

Workers with work-life imbalance have labor instability, poor employer-employee relationships, poor perceptions of work atmospheres, and a lack of job protection [24] affecting their productivity. They recommend that schools and educational management should employ work-life balance strategies to enhance employee performance. This is in view of the fact that that work-life balance is of considerable importance to modern work organizations. A study in Nigeria assessing the impact of a rational emotive occupational health intervention on work-life balance and stress management among schoolteachers in rural communities [18] emphasize the integration of a work-life balance brought improvement to teachers' perceptions of their work-life quality and stress management skills. As such, the study recommended that school organizations should prioritize integrating rational emotive behavior therapy (REBT) to support the welfare of their employees.

In a related study, a conceptual framework was crafted that sheds light on strategies to strengthen organizational commitment among faculty members in underfunded universities [9]. Work-life balance among academic staff significantly predicts job satisfaction which secure talented faculty's affective and normative commitment. Therefore, educational institutions should prioritize promoting a healthy work-life balance among their teachers and staff, as it contributes to increased job satisfaction and working motivation. Further,

teachers' ability to effectively teach students is through excessive workloads and overdemand working conditions [8]. Also, the concept of "time poverty" explains that these factors have a negative impact on teachers' scope of work. In these, unclear work-life balance presents difficulty in addressing problems and room for improvement of teachers' working conditions. Solutions to teachers' workload problems must focus on either reducing their hours or eliminating specific tasks. However, these approaches often fail to address the overall challenges and experiences teachers face in their jobs making the relevance of an informed strategic work-life balance.

Meanwhile, work-life balance concerning the weighing of the borders between personal life and working life should be valued accordingly [28]. Giving importance to "work" over "family life," indicating a love for their work and a lack of desire for any boundaries. Moreover, it is firmly believed that extending work hours was crucial for achieving business success, disregarding the significance of work-life balance. Consequently, prioritizing work-life balance can be exceptionally challenging, as may teachers may be unwilling to set aside their responsibilities and obligations due to competing demands. In line with these, work-life balance significantly influences the increase in job attributes or employee recommendations [2]. These work-life balance arrangements include flexible work hours, flexible work location, and flexible career paths. Particularly, flexible work hours benefit employees and enhance their job-pursuit intentions.

Work-life balance is a responsibility for managing work-life conflict among organizations, governments and individuals. This can lead to unhealthy coping strategies focused on personal performance. It is believed that there's a need for more exploration of people's beliefs about work-life balance and to develop better strategies for managing conflict [19]. A broader term of work-life balance can be highlighted, as it is difficult to apply for weighing personal life. Like the stability of public teachers in the US stresses that the teaching workforce is being threatened. Mentorship with teachers is seen to cope with this threat. Through this, the type of mentoring needed may vary depending on how stressed a teacher is and how experienced they are. Mentoring is generally supportive for all teachers, regardless of their stress level or experience [15]. This improves the work-life balance of a teacher alongside their workload. Additionally, conducted survey research only to find that during 2020, the peak of COVID-19, online classes were more demanding for teachers, especially women and older educators who face challenges balancing work and personal life, as well as technology issues [20]. Adjustments were already experienced by teachers in the post pandemic but suggestions to address the need for a revised approach to hybrid public affairs education.

Research Paradigm

A work-life balance can be achieved when an institution allows for a reasonable workload for its employees giving considerations to their demographic profile. To support a healthy work-life balance for public school teachers, strategies should for better work arrangements and opportunities for career growth must be further enhanced. Strategies tailored to address the specific needs of teachers based on their age, gender, marital status, length of service, and income, ultimately contributing to a more successful work-life balance [13].

Exploring the relationship between a public teacher's demographic profile and work-life balance factors such as work, family, personal and health can lead to a more informed strategic decisions on how to deal with work and life demands. Job satisfaction is attained when they find fulfillment in their professional responsibilities while also being able to lead a fulfilling life beyond the school environment. This study synthesized how various factors such as age, gender, marital status, level of education, length of service, and salary grade of public teachers influenced their overall job satisfaction and ability to maintain a healthy work-life balance. The insights gathered from the study will be instrumental in developing strategies that is inclined to promote better work arrangements and foster opportunities for professional development as a result of having work-life balance. Furthermore, these findings shed light on how public teachers manage their workload and the significant relationship it has on their work-life balance.

RESEARCH METHODOLOGY

A descriptive type of research was employed through quantitative method because the primary source of information came from the self-made survey questionnaire. Specific questions for work, family, personal and

health were obtained [33] and this present study focused on the relationship of the demographic profiles using point biserial correlation coefficient. The point biserial correlation coefficient is similar in many aspects to the biserial correlation coefficient, except that one of the variables is genuinely dichotomous. The purposive sampling technique was used in this research study wherein the respondents were public teachers in Third District of Albay based on the following criteria: (1) must be a regular public teacher, (2) must be assigned in Third District of Albay, (3) assigned in teaching level, (4) has willingness, knowledge of the research issue, and (5) capacity to participate in this research. The responses garnered were one hundred eighty-three (183) public teachers or 65.36 percent response rate. The majority of respondents were married women aged 36 and older, all of whom had completed their college degrees and had been employed at public schools for over a decade, earning salaries within grade levels of 11 to 15.

To ensure ethical standards, the researchers obtained permission from multiple schools and participants to conduct the survey. After giving a brief overview of the study, they collected, interpreted, and analyzed data using statistical tools. This was done to assess and compare whether previous studies were supported or contradicted, potentially leading to a new theory. No minor, persons with disabilities, and indigenous people are involved. All respondents provided appropriate informed consent through confirmation on the letter attached to the survey questionnaire.

RESULTS AND DISCUSSIONS

A total of one hundred eighty-three (183) respondent-public teachers. There are eleven (11) or 6% who are 20 to 25 years old; eighteen (18) or 9.8% are from 26-30 age bracket; twenty-four (24) or 13.10% belongs to 31 to 35 years of age; and 36 years old and above garnered one hundred thirty (130) or 71%. Majority of the respondents belongs to 36 years and above age bracket. Male resulted to twenty (20) or 10.9% while female garnered one hundred sixty-three (163) or 89.10%. Single respondents are thirty-three (33) or 18%; one hundred forty-two or 77.6% are married and eight (8) or 4.4% are widow. Majority of the participants in this research study are married. As to college degree, there are ninety-one (91) or 49.7%, sixty-eight (68) or 37.2% are masteral degree; there are five (5) or 2.7% who finished doctorate and nineteen (19) or 10.4% have other degrees. Majority of the respondents finished their college degrees which is one of the requirements to enter teaching or non-teaching personnel in Department of Education. as to length of service wherein those working with less than one year is only three (3) or 1.6%; twenty-eight (28) or 15.3% are from 1 to 5 years bracket; six to 10 years are thirty-three (33) or 18%; those who have been working for 11 years and above are one hundred nineteen or 65%. Majority of the respondents are already more than a decade working in public school both teaching and non-teaching. the profile of the respondents as to salary grade with breakdown as follows; salary grade 11 to 15 garnered one hundred fifty-eight (158) or 86.3%; salary grade 16-20 with twenty-two (22) or 12.0%; salary grade 21-25 only with one (1) or 0.5% and salary grade 26-30 with two (2) or 1.1%. Majority of the respondents belong to salary grade 11-15 which ranges from Php 25,000.00 to Php 35,000.00.

The correlational results are as follows;

Table 1 Correlation between Work and Profile Variables

Variable Tested		R-Value	Degree of Correlation	Sig Value (2 tailed)	Decision on HO	Interpretation
Work	Age	.084	Weak Positive Correlation	.261	Accept/Ho Supported	Not Significant
	Gender	-.073	Weak Negative Correlation	.325	Accept/Ho Supported	Not Significant
	Civil Status	.092	Weak Positive Correlation	.215	Accept/Ho Supported	Not Significant
	Educational	-.005	Weak Negative Correlation	.942	Accept/Ho	Not Significant

	Attainment		Correlation		Supported	
	Length of Service	.159	Weak Positive Correlation	.032	Reject/Ho not Supported	Significant
	Salary Grade	.068	Weak Positive Correlation	.361	Accept/Ho Supported	Not Significant

The correlation resulted that age, gender, civil status, educational attainment and salary grade are not significant when it comes to work related indicators of the respondents' work-life balance accepting the hypothesis except the length of service which is significant and rejects the hypothesis. Generally, age, gender, and civil status are not a significant factor in the academic environment as regards to work indicator for work-life balance because functions of non-teaching and teaching personnel have similarities as well as routinary in nature. In addition, educational attainment and salary grade are not as well significant because the respondents will still have the same workload although monetary benefits increases when they pursue higher education. However, length of service is significant which means that the personnel-respondents were provided with opportunities for experience and continuous learning. Staying longer in their preferred work environment shows passion for work, values education, willingness to work harder and the motivation to enhance capabilities of children. Hence, with the motivation to stay longer in their workplace shows capabilities of maintaining work-life balance to prevent burnout. Moreover, personnel-respondents manage work-life balance because of how familiar they are with the work place that they can adjust to their family and personal needs despite competing demands.

Maximizing work commitment could be challenging to the educational sector wherein it is crucial to establish basis for quality work [34]. Hence, to respond to the growing demands in education the academic institutions should provide mechanisms and instruments to be used towards a redefined work-life balance where there is a high and sustained performing team which must be grounded in the presence of leadership and core capabilities [35]. Clearly, more efforts from the educational institution are needed to support in building educators' core competence amidst the competing demands both in personal and professional aspects.

Table 2 Correlation between Family and Profile Variables

Variable Tested		R-Value	Degree of Correlation	Sig Value(2 tailed)	Decision on HO	Interpretation
Family	Age	.130	Weak Positive Correlation	.079	Accept/Ho Supported	Not Significant
	Gender	.037	Weak Negative Correlation	.614	Accept/Ho Supported	Not Significant
	Civil Status	.095	Weak Positive Correlation	.200	Accept/Ho Supported	Not Significant
	Educational Attainment	.053	Weak Positive Correlation	.475	Accept/Ho Supported	Not Significant
	Length of Service	.168	Weak Positive Correlation	.023	Reject/Ho not Supported	Significant
	Salary Grade	.104	Weak Positive Correlation	.163	Accept/Ho Supported	Not Significant

The work-life balance of the respondents as regards to family shows that age, gender, civil status, educational attainment and salary grade are not significant and accepts the hypothesis while length of service is significant

and rejects the hypothesis. As gleaned on the results of this study, age, gender, civil status, educational attainment and salary grade are not significant when it comes to family indicators of work life balance because respondents need to respond to the needs of the family particularly food, water, shelter, and other common basic needs which they have already adjusted to maintain work-life balance regardless of the profile indicators mentioned. However, length of service is significant because family needs will be dependent on how long the respondents will be able to stay in the academic workplace that sustains the basic needs of the family. Practices, capacities and capabilities must embrace the desire to improve, more effort, and must be sustained continuously wherein the longer the respondents stays with the academic institutions the higher the chance of being complacent [36]. Hence, redefining work-life balance approaches is relevant so that personnel working in the educational sector would be motivated to stay productively.

Table 3 Correlation between Personal and Profile Variables

Variable Tested		R-Value	Degree of Correlation	Sig Value (2 tailed)	Decision on HO	Interpretation
Personal	Age	.116	Weak Positive Correlation	.117	Accept/Ho Supported	Not Significant
	Gender	.014	Weak Negative Correlation	.855	Accept/Ho Supported	Not Significant
	Civil Status	.074	Weak Positive Correlation	.318	Accept/Ho Supported	Not Significant
	Educational Attainment	.063	Weak Positive Correlation	.399	Accept/Ho Supported	Not Significant
	Length of Service	.142	Weak Positive Correlation	.055	Accept/Ho Supported	Not Significant
	Salary Grade	.208	Weak Positive Correlation	.005	Reject/Ho not Supported	Significant

The profile indicators that are not significant for the work-life balance experience of the respondents in the personal category are age, gender, educational attainment, length of service which accepted the hypothesis except the salary grade which is significant and rejects the hypothesis. Based on the results of the study, age, gender, civil status, educational attainment and length of service are not significant factors for personal indicators of work-life balance since personal indicators basically dealt with the well-being of the teacher-respondents which the profile variables may not be relevant as long as all personal needs and wants were achieved. However, salary grade is significant since it is a deciding factor for any personal aspects such as pursuing continuous education, responding to basic needs, and staying with the academic environment. Moreover, work-life balance must be compatible with an individual's current life priorities [37] wherein income is a factor to sustain the personal well-being of the teacher respondents. A balance between work and personal life brings satisfaction to the individual [38] because it has positive implications on the behavior, attitudes, and performance particularly when they are satisfied and happy with their income. Such implications of work-life balance align with work and life satisfaction, health, performance in work and non-work factors, and interaction with society.

Table 4 Correlation between Health and Profile Variables

Variable Tested		R-Value	Degree of Correlation	Sig Value (2 tailed)	Decision on HO	Interpretation
Health	Age	.203	Weak Positive Correlation	.006	Reject/Ho not Supported	Significant

Gender	.032	Weak Negative Correlation	.672	Accept/Ho Supported	Not Significant
Civil Status	.133	Weak Positive Correlation	.072	Accept/Ho Supported	Not Significant
Educational Attainment	.002	Very Weak Correlation	.981	Accept/Ho Supported	Not Significant
Length of Service	.177	Weak Positive Correlation	.016	Reject/Ho not Supported	Significant
Salary Grade	.140	Weak Positive Correlation	.060	Accept/Ho Supported	Not Significant

When it comes to health, gender, civil status, educational attainment, and salary grade are not significant which accepts the hypothesis while age and length of service are significant indicators and rejects the hypothesis in establishing the work-life balance experiences of the respondents. As exhibited in this research study, the profile variables gender, civil status, educational attainment and salary grade are not significant as regards to health indicators of work-life balance of respondents. Regardless of gender, educational attainment and salary grade it is important that every individual must look into his or her health. However, age and length of service are significant for health indicators of work-life balance because physical, emotional, and mental differ as people age and it could affect the years that the individual will work. Hence, the length of stay in the academic environment as well as its quantity and quality may vary as people age considering health factors. Scientific and professional interest in the work-life conflict is growing as global competition expresses the need for continuous research [39]. Hence, many studies on well-being can be used to redefine the health factors of the work-life balance experience of all personnel in the educational sector. Also, policy to allow shift work for personnel who want to continue their studies to increase their capacity is a good source to enhance well-being wherein flexibility in the working hours would be better to support such initiative [40]. The main goal of any family is a cultivation of health and well-being [41]. Given the pressures and growing demands of work have the need to appreciate mindfulness when it comes to relationships and communications in building and sustaining high performing teams in an academic setting.

Table 5 Correlation between Overall Work-life Balance and Profile Variables

Variable Tested	R-Value	Degree of Correlation	Sig Value (2 tailed)	Decision on HO	Interpretation	
Overall Work-life Balance	Age	.161	Weak Positive Correlation	.030	Reject/Ho not Supported	Significant
	Gender	.042	Weak Negative Correlation	.572	Accept/Ho Supported	Not Significant
	Civil Status	.116	Weak Positive Correlation	.118	Accept/Ho Supported	Not Significant
	Educational Attainment	.031	Weak Positive Correlation	.678	Accept/Ho Supported	Not Significant
	Length of Service	.186	Weak Positive Correlation	.012	Reject/Ho not Supported	Significant
	Salary Grade	.155	Weak Positive Correlation	.036	Reject/Ho not Supported	Significant

The overall work-life balance of the respondents shows that gender, civil status, educational attainment was not significant and accepts the hypothesis while age, length of service and salary grade are significant factors and rejects the hypothesis. The overall results of the correlation between work-life balance and the demographic profile of the respondents shows that gender, civil status and educational attainment are not significant factors. Basically, regardless of gender, civil status and educational attainment similarity there is similarity and routinary in terms of work or tasks as well as regards to basic needs for personal or family matters. However, the profile variables such as age, length of service and salary grade are essential to the work-life balance of the personnel-respondents since maturity at work is evident as people aged and stay longer in the same academic workplace leading towards receiving higher salary grade due to promotions and increments.

Work-life balance (WLB) has been gaining increasing attention to both individuals and organizations [42] wherein the concern of work-life balance is the logical consequences of the demographic changes wherein it is evident that as people aged attention to health is necessary as well as satisfaction in terms of work, personal and family may be achieved. Gender may not be significant in the work-life balance of respondents because it is dominated by female. Although, male and female have different concerns as regards to health and personal but may have similarity in terms of workload and family basic needs. Civil status is not relevant to the work-life balance of the personnel in academic setting since regardless of whether married or unmarried, similarity of workload and basic needs are present. Educational attainment is not significant as an overall factor for work-life balance since mostly have finished college degrees and continuing education is also in progress as many of the respondents achieved masters' degree which could influence others as well. Length of service and salary grade are significant because academic personnel values to stay longer in the institution that provides them the continuous income that would satisfy personal and family needs despite heavy workload. Although, health must be given priority as many of the teaching and non-teaching personnel is in the middle age prior retirement. Similarly, millennial employees are more interested in work when there is a high work-life balance which could affect health regardless of profile variables [43].

CONCLUSIONS

The difficulty of a work-life balance for a public teacher depends on their demographic profiles. As teachers in a public-school handle not only schoolwork but also work for the government, it was observed a demanding work-life imbalance. These factors can be attributed for why most of the public teachers anticipate the difficulty of a public teacher. For these instances, it is recommended for schools to have sensitivity training alongside career growth development considering the teachers demographic profiles. Furthermore, it also shows that public teachers can have work-life balance based on their demographic profile by providing support and understanding for work-life balance initiatives and benefits for all teachers. It can improve morale, job satisfaction, and overall well-being.

Assessing the demographic profiles of public teachers in particular can influence their experiences with work-life balance and can create better strategies and action plans. For instance, younger or newly hired teachers encountered challenges that affected their mental health, while tenured teachers may experience technical adaptation difficulties and physical health concerns. Addressing these concerns, strategies for career growth and flexible work arrangements are recommended for school institutions. As such, reprimanding public policies is needed to attend to broader societal and personal matters that affect teachers' well-being.

In fostering an environment conducive to better work-life balance, it is recommended that schools implement counseling services and mentoring programs aimed at supporting teachers in managing their professional and personal lives effectively. Additionally, equitable distribution of responsibilities among teaching and non-teaching employees can help alleviate stress and promote a healthier work environment. Understanding these demographic profiles allows educational administrators to design targeted support programs that consider the specific needs and challenges faced by different groups within the teaching workforce. Policymakers should consider these demographic insights when developing policies aimed at improving teacher retention and job satisfaction through enhanced work-life balance initiatives.

RECOMMENDATIONS

There is a need to identify the needs, interests, priorities and availabilities of the public teachers and understand the full complexity of these needs to provide the necessary wellness program for productive ageing. Consultations with stakeholders to establish better strategies which will help in the success of any program. Stakeholders should be both internal and external, supported by active participation and involvement through collaborative efforts. Health and wellness programs must be given priority as evident on the results of this study. Build good relationships and create healthy environment among stakeholders. Listening and educating public teachers for proper motivation. An action plan is necessary to enhance the work-life balance of the personnel respondents. Ensuring participation of the stakeholders through proper channels of communication will lead to creation of social culture where being healthy is valued as well as the willingness and acceptance of the action plan. A pleasant work environment, good behavior towards relationships, collaboration and cooperation are the major focus of strategies for an informed work-life balance.

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