

## Balancing Act: Investigating the Work-Life Equilibrium of Public Elementary School Teachers

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**ABSTRACT:** This study aimed to find out the significant relationship between work-related variables and work-life balance of the elementary school teachers of the Division of Lipa City. This study used the descriptive-correlational type of research. This study was conducted with the aid of one hundred twenty (120) public elementary school teachers in the division of Lipa City for the school year 2023-2024. The researcher used the survey questionnaire in gathering responses to find out the effects of work-related variables to teacher's work-life balance. The study found out that the respondents agree that various work-related factors influence their ability to maintain a healthy work-life balance. The respondents also strongly agree that their work-life balance is significantly impacted by various factors, including their working hours, utilization of vacation and leave, ability to spend quality time, and their overall health and well-being. Overall, work-related variables exhibit significant relationships with various aspects of teachers' professional lives. Based on the findings the following recommendations are set forth: Considering the agreement of the teachers toward the work-related variables, the researcher suggests that time management for teachers should be a priority to avoid stress, anxiety and poor mental health and well-being since in the teaching field, extra work and extended hours of working could not be avoided. Give time for and health and well-being through physical exercise and avoid worries and stress.

**KEYWORDS:** work-related variables, work-life balance

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### INTRODUCTION

In the realm of education, teachers are the architects of knowledge, shaping the future of generations to come. They bear the profound responsibility of nurturing young minds, imparting knowledge, and fostering personal growth. The role of a teacher is undeniably vital, yet it comes with a unique set of challenges that extend far beyond the classroom. One of the most pressing and pervasive issues facing educators today is the delicate equilibrium between their professional obligations and their personal lives – a phenomenon known as "teacher's work-life balance."

Work-life balance according to Gafoor (2020), is not only important to employees (teachers) but also to employers (school heads) too. Because work life imbalance leads to dissatisfaction in life as well as in workplace. Thus, a balance work and personal life is a must for every working individual.

As educational systems evolve, the demands on teachers have grown increasingly complex. The traditional classroom has expanded to encompass diverse learning environments, often extending beyond the confines of a conventional school day. With the advent of technology, globalization, and shifting societal expectations, teachers are confronted with new challenges that demand not only pedagogical excellence but also exceptional adaptability and resilience. This shift has raised pertinent questions about the sustainability of a career in education and the toll it takes on the well-being of those who have dedicated their lives to shaping the future.

Oracion (2023) published an article that discusses the struggles of teachers that affects their instruction as well as their work-life balance. Teachers in the Philippines face a plenty of issues that impact their ability to provide quality education. Inadequate compensation, heavy workloads, limited resources, classroom management difficulties, and a lack of professional development opportunities contribute to their struggles. For this reason, teachers tend to take for granted their personal life due to a bulk of work that sometimes brought at home just to do what is to be done. This results to stress and even burn out that leads to imbalance work-life.

This research endeavors to delve into the multifaceted dimensions of teacher's work-life balance, a subject of growing concern in the educational landscape. It seeks to explore the intricate interplay between the professional responsibilities and personal lives of educators, aiming to understand the factors that contribute to or hinder the attainment of this delicate equilibrium. By shedding light

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on the challenges faced by teachers and identifying potential solutions, this study aspires to not only benefit educators but also enhance the quality of education delivered to students.

### OBJECTIVES OF THE STUDY

This study determined the relationship between the work-related variables and the work-life balance.

The study described the respondents' perception about work-related variables in terms of workload, classroom environment, administrative demands, professional development, extra-curricular activities involvement, and technology used. Second, it determined the teacher respondent's work-life balance in terms as to workhours, vacation and leave utilization, quality time, and health and well-being. Third, it determined the correlation exist between work-related variables and work-life balance.

### METHODOLOGY

#### Research Design

This research is descriptive-correlational in nature. The design is a study in which the researcher is primarily interested in describing the effects of work-related variables to teacher's work-life balance. This is a type of research design that tries to explain the relationship between two or more variables without making any claims about cause and effect. It includes collecting and analyzing data on at least two variables to see if there is a link between them.

#### Respondents of the Study

The respondents of the study were the intermediate public-school teachers from the five big schools in the Division of Lipa City. They have other school- related functions, such as being designated as grade level advisers, subject coordinators/chairs, club moderators, coaches in sports, and in-charge in co-curricular activities. One hundred twenty intermediate teachers were subjects of the study.

Random Sampling was used in selecting the respondents. The study was conducted for the school year 2023-2024.

#### Research Instrument

To get the significant effect of the teacher's work-life to their work-life balance a survey questionnaire was constructed by the researcher comprising questions for the factors that affect the work-life balance of the respondents such as workload, classroom environment, administrative demands, professional development, extra-curricular activities involvement and technology use. Likewise, questionnaire on the work-life balance comprising statements/indicators on working hours, vacation and leave utilization, stress levels, quality time and health and well-being. Indicators were constructed based on the definition of the variables used in the study.

Likert Scaling was used to measure the views of the respondents on work-life variables and work-life balance. The instrument was submitted to the panel members and her adviser for suggestions and approval.

#### Statistical Treatment

After the gathering of the data, it was subjected to statistical treatment. The researcher tabulated, analyzed, and interpreted the results. For better analysis and discussions, the following statistical tools were used.

To get the level of perceptions of the respondents on the work-life balance and its factors, mean and standard deviation was used with a 1-4-point. To find out the significant effect and/or relationship of the dependent and independent variables, Pearson Moment Correlation was used.

## RESULTS AND DISCUSSION

The data are analyzed and interpreted, so that conclusions and recommendations can be drawn from the study.

### Part 1. Perceived Level of the Respondents to Work-Related Variables.

**Table 1. Perceived level of the respondents to work-related variables in terms of workload**

Indicators	Mean	SD	VI
1. As a teacher, my present school workload gets much of my time due to paperwork and number of students in the class	3.18	0.76	Agree
2. As a teacher, my present school workload lesson planning is very tough due to a number of subjects and other extracurricular activities.	2.97	0.81	Agree
3. As a teacher, my present school workload limits my personal and family time.	3.07	0.81	Agree
4. As a teacher, my present school workload gives me stress or anxiety because of deadlines.	3.08	0.78	Agree
5. As a teacher, my present school workload challenging to maintain my work-life balance.	3.13	0.67	Agree
6. As a teacher, my present school workload makes me spend long hours at school and bringing work home, leaving them with limited personal time.	3.10	0.79	Agree
7. As a teacher, my present school workload requires me to take additional responsibilities that strain my work-life balance.	3.13	0.73	Agree
<b>Overall</b>	<b>3.09</b>	<b>0.64</b>	<b>Agree</b>

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**Legend:** 3.50-4.00 Strongly Agree 2.50-3.49 Agree 1.50-2.49 Disagree 1.00-1.49 Strongly Disagree

Table 1 shows the level of perceptions of the respondents to workload. Based on the results presented, the respondents agreed that their current workload in the school gets much of their time due to a number of paperwork as well as handling a big class size which has the highest mean of 3.18 and a standard deviation of 0.76 indicating that workloads in school is more than the standard loads intended for teachers. This result implies that the workloads of the teachers in the public schools commonly limits their time to attend to other personal activities such as family time, socializing with friends and maybe even finding time to relax. This is also shown in the overall mean of 3.09 and a standard deviation of 0.64 indicates that the public-school teachers face excessive workload such as handling large number of classes, lesson planning and material preparation, sometimes given ancillary or administrative tasks. Moreover, the demand of continuous professional development and other extracurricular activities which balancing professional responsibilities with personal life can be difficult.

In addition, lesson planning for them is also tough due to a number of subjects taught, especially at the elementary level. Despite getting the lowest mean of 2.97 and a standard deviation of 0.81 among the indicators, it also shows that the respondents agreed that workloads affect limit their time spent for personal life.

Moreover, results also show that despite the respondents agree that workload demands teacher's workload, they still think that they can still manage time to balance professional work and personal life based on the "agree" response of the respondents.

**Table 2. Perceived level of the respondents to work-related variables in terms of classroom environment**

Indicators	Mean	SD	VI
1. As a teacher, the classroom environment is conducive enough for teachers and students to teach and learn.	3.38	0.65	Agree
2. As a teacher, the classroom environment has available resources for my students' activities.	3.22	0.65	Agree
3. As a teacher, the classroom environment has enough space to move and engaged in class during performance tasks.	3.21	0.73	Agree
4. As a teacher, the classroom environment has manageable class size.	3.14	0.71	Agree
5. As a teacher, the classroom environment has students behave properly	2.92	0.67	Agree
6. As a teacher, the classroom environment keeps me busy due to a number of extra works for students such as weighing for nutrition purposes, house visits etc.	3.13	0.69	Agree
7. As a teacher, the classroom environment does not require extra hours to support students outside school hours	2.85	0.75	Agree
<b>Overall</b>	<b>3.12</b>	<b>0.47</b>	<b>Agree</b>

**Legend:** 3.50-4.00 Strongly Agree 2.50-3.49 Agree 1.50-2.49 Disagree 1.00-1.49 Strongly Disagree

Based on the results above on the perceptions of the respondents to classroom environment, it shows that among the seven (7) indicators, item number one (1) got the highest mean of 3.38 and a standard deviation of 0.65 indicating that they agreed that the classroom environment is conducive for teachers and students in teaching and learning. This indicates that despite the number of workloads they have, at least the classroom provided has resources to be used, size is spacious for performance and student's behavior is manageable.

This implies that the teachers can still work with enthusiasm and effectively in their classroom based on the overall mean of 3.12 and a standard deviation of 0.47 indicating their positive agreement that the classroom environment is controllable and/or feasible. The environment helps them to manage their time in the classroom as well as doing other school stuff that keeps them busy.

This also implies that despite the teachers' busy work and extracurricular activities, they still manage to do their work. This also indicates that classroom environment is still conducive for them to do the tasks in the school whether the class is small or lack of ventilation, students are rowdy, and other factors that might hinder them to do the work, However, a challenging classroom environment can lead to stress, burnout, and negatively affect teacher's ability to maintain a healthy and balance work and personal life. Thus, maintaining a positive classroom environment is essential for promoting work-life balance for teachers.

**Table 3. Perceived level of the respondents to work-related variables in terms of administrative demands**

Indicators	Mean	SD	VI
1. As a teacher, administrative tasks most of the time was devoted to attends meetings/conferences.	2.86	0.80	Agree
2. As a teacher, administrative tasks give me anxiety or stress due to different tasks to be done.	3.00	0.79	Agree
3. As a teacher, administrative tasks such as doing paperwork, prepare activities outside my teaching hours.	3.13	0.72	Agree
4. As a teacher, administrative tasks such as ancillary services limit my time to rest and relax.	3.08	0.73	Agree
5. As a teacher, administrative tasks keep me busier aside from teaching tasks.	3.10	0.75	Agree
6. As a teacher, administrative tasks worry me much due to other reports to be done.	3.12	0.74	Agree
7. As a teacher, administrative tasks limit my personal and family time.	3.11	0.76	Agree
<b>Overall</b>	<b>3.06</b>	<b>0.68</b>	<b>Agree</b>

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**Legend:** 3.50-4.00 Strongly Agree 2.50-3.49 Agree 1.50-2.49 Disagree 1.00-1.49 Strongly Disagree

The results of the perceptions of the respondents to administrative demands in the school also show an agreement among teachers. They agreed that the extra tasks given to them aside from the teaching loads concern them much and sometimes give them anxiety due to additional reports to be done and submitted. This is indicated by the mean of 3.12 and a standard deviation of 0.74 which is the highest among the item indicators presented.

This result implies that teachers are commonly given extra tasks or ancillary loads aside from their teaching loads. This may result in a limited time in personal life which is affected already because of the teaching workloads given. Adding ancillary work could give anxiety and stress to teachers who are already ranting about the present workloads given in the public schools. It is indicated by the overall mean of 3.06 and a standard deviation of 0.68 showing agreement that these indicators affect their work-life balance.

However, teachers still manage time to do the administrative demands based on the level of agreement indicating manageability of the ancillary work given to them. It affects their work-life balance but still find time to manage accordingly.

**Table 4. Perceived level of the respondents to work-related variables in terms professional development**

Indicators	Mean	SD	VI
1. As a teacher, professional development updates my skills but gets my extra time for personal and family.	3.28	0.63	Agree
2. As a teacher, professional development stresses me when reports need to be prepared and presented.	3.17	0.69	Agree
3. As a teacher, professional development spends weekends time which supposed to be for rest and family time.	3.16	0.67	Agree
4. As a teacher, professional development improves my pedagogy but keeps me tired for extra hours of studying.	3.21	0.67	Agree
5. As a teacher, professional development worries me much during major examinations.	3.02	0.77	Agree
6. As a teacher, professional development gives me anxiety whether I'll finish the degree or not.	3.00	0.78	Agree
7. As a teacher, professional development consumes my time and my finances	3.18	0.68	Agree
<b>Overall</b>	<b>3.14</b>	<b>0.59</b>	<b>Agree</b>

**Legend:** 3.50-4.00 Strongly Agree 2.50-3.49 Agree 1.50-2.49 Disagree 1.00-1.49 Strongly Disagree

Results on the perception of the respondents to professional development shows that teachers believe that continuing their professional development matters a lot. That despite the number of workloads assigned, they have the will to continuously update their skills and knowledge. However, it also gets their extra time for personal and family life. The mean of 3.28 which is the highest mean and as standard deviation of 0.63 indicates that, teachers agreed that professional development is important but limits their time to be with their family.

This result implies that professionally, teachers want to grow more and be updated with the skills and knowledge needed to be more effective in the teaching profession. However, due to extra time spent attending graduate programs, personal and family life is affected. Thus, work-life balance is definitely not balanced. Managing their time between professional responsibility and personal life is tough and limited. This is shown in the overall mean of 3.14 and a standard deviation of 0.59 showing agreement that professional development limits their time intended for personal matters.

Despite the demand for a teacher's work complemented by pursuing professional studies, the teachers still find time to continue and enhance their professional growth due to attending training, seminars and pursuing graduate programs. This only suggests that they can still manage to give time for professional growth and development.

**Table 5. Perceived level of the respondents to work-related variables in terms extra-curricular activities involvement**

Indicators	Mean	SD	VI
1. As a teacher, extra-curricular activities get my extra time for other teaching stuff.	3.27	0.67	Agree
2. As a teacher, extra-curricular activities consume my personal time since extra-curricular activities are mostly done during weekends.	3.23	0.71	Agree
3. As a teacher, extra-curricular activities affect my relationship with my family	3.00	0.82	Agree
4. As a teacher, extra-curricular activities interfere my regular classroom activities	3.16	0.69	Agree
5. As a teacher, extra-curricular activities limit my personalize attention to students with special needs	3.04	0.76	Agree
6. As a teacher, extra-curricular activities impede the success of learning process for students	3.00	0.80	Agree
7. As a teacher, extra-curricular activities give stress among teachers and students.	2.98	0.77	Agree
<b>Overall</b>	<b>3.10</b>	<b>0.66</b>	<b>Agree</b>

**Legend:** 3.50-4.00 Strongly Agree 2.50-3.49 Agree 1.50-2.49 Disagree 1.00-1.49 Strongly Disagree

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Results above show that extra-curricular activities get the teacher's time of instruction based on the mean result of 3.27 and a standard deviation of 0.67 indicating agreement to the statement presented. This also suggests that public school teachers are involved in the extra-curricular activities given by the school which typically affect their time intended for instruction, preparation of lessons and materials.

These results imply that spending extra time for extra-curricular activities among teachers consume their remaining time for personal and family life. This also implies that teachers spend more time at school compared to their time at home since extra-curricular activities are done during weekends where it is the only day that the teachers have for the family. It is quite alarming that due to the number of workloads given to teachers, it may lead to heightened stress level and affect their mental and emotional health. Thus, time for work and personal life to be manageable matters a lot to teachers.

Overall, a mean of 3.10 and a standard deviation of 0.66 indicates that extracurricular activities affect the time of the teachers both their teaching work and personal life.

Showing the results of the teacher's responses agreeing that extra-curricular work gets their extra time which supposed to be spent for family, but they still managed to do the work together, personal and work. Though balancing extra-curricular commitments with other professional responsibilities and personal obligations can be challenging, potentially leading to increased stress and fatigue, teachers can still manage to do the demand or other activities. It indicates teachers are good at balancing and managing time at work and at home.

Results on the perceptions of the respondents to technology use, got the highest mean of 3.27 and a standard deviation of 0.67 indicating that they agreed that using technology is beneficial to teachers. It helps them to have easy access to their school reports/documents and even communication with co-workers and school heads. Likewise, easy access for students and parents when there are concerns that need to be addressed.

However, the benefits of the technology have its cost in terms of time management and work-life balance. Despite the ease of communication and makes work easier, it is sometimes abused since they can be easily called or chat even at a very late night just to send tasks, information and other communication that keep them awake due to psychological impact of the information. Moreover, students and /or parents sometimes chat, message, or call them during their resting time for some issues of concern. This resulted in restlessness and anxiety that may hamper their teaching work.

**Table 6. Perceived level of the respondents to work-related variables in terms technology use**

Indicators	Mean	SD	VI
1. As a teacher, using technology related to school activities/tasks is beneficial to me but blurs the boundaries between work and personal life.	3.04	0.73	<i>Agree</i>
2. As a teacher, using technology related to school activities/tasks gets my rest and/or relaxation time due to easy-access mobile phones or emails.	3.14	0.65	<i>Agree</i>
3. As a teacher, using technology related to school activities/tasks constantly access my "me" time that gives me stress.	3.04	0.75	<i>Agree</i>
4. As a teacher, using technology related to school activities/tasks uses my time so much due to a pile of paperwork given by the school heads any time.	2.92	0.75	<i>Agree</i>
5. As a teacher, using technology related to school activities/tasks creates an "always on" culture where I feel the need to be constantly available to students, parents, and administrators.	3.05	0.71	<i>Agree</i>
6. As a teacher, using technology related to school activities/tasks find myself responding to emails and messages from students and parents outside of regular working hours, adding to their overall workload.	3.14	0.65	<i>Agree</i>
7. As a teacher, using technology related to school activities/tasks pressures me to continuously update my technology skills and incorporate new tools into my teaching	3.07	0.72	<i>Agree</i>
<b>Overall</b>	3.06	0.61	<i>Agree</i>

**Legend:** 3.50-4.00 Strongly Agree 2.50-3.49 Agree 1.50-2.49 Disagree 1.00-1.49 Strongly Disagree

Based on the overall results of 3.06 and a standard deviation of 0.61, it implies that teachers agreed that using technology has a lot of benefits to them but has also a negative impact to their work-life balance if not used properly and responsibly. This only suggests that school heads, teachers, parents must respect the "me" time and resting time of the teachers especially during weekends and nights since they are mostly spent for family and personal life. Moreover, technology fluency or learning when to use the technology for work and other teacher-related tasks matters. Despite the agreement of the teachers that it affects their personal lives, they can still find time to manage it and practice the discipline of using the technology only when necessary.

### Part II. Test of Correlation between Work-Related Variables and Teacher's Work-life Balance

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**Table 7. Perceived level of the respondents to work-life balance in terms of workhours.**

Indicators	Mean	SD	VI
1. As a teacher, the teachers' work hours should not limit my time for personal and family time.	3.61	0.52	<i>Strongly Agree</i>
2. As a teacher, the teachers' work hours should be manageable to achieve balance in life.	3.64	0.52	<i>Strongly Agree</i>
3. As a teacher, the teachers' work hours should give me time for relaxation and other "me" time to recharge.	3.66	0.53	<i>Strongly Agree</i>
4. As a teacher, the teachers' work hours should not let me stay late at night to have better good night sleep.	3.63	0.55	<i>Strongly Agree</i>
5. As a teacher, the teachers' work hours should not be excessive to avoid health problems.	3.65	0.53	<i>Strongly Agree</i>
6. As a teacher, the teachers' work hours should not cause my stress or anxiety that may lead to burn out	3.65	0.54	<i>Strongly Agree</i>
7. As a teacher, the teachers' work hours should not let me spend time for paperwork, lesson planning and others at home.	3.60	0.57	<i>Strongly Agree</i>
<b>Overall</b>	<b>3.63</b>	<b>0.51</b>	<b><i>Strongly Agree</i></b>

**Legend:** 3.50-4.00 Strongly Agree 2.50-3.49 Agree 1.50-2.49 Disagree 1.00-1.49 Strongly Disagree

Results above presents the perceptions of the respondents to work-life balance in terms of working hours. Based on the figures, all indicators got a strongly agree responses. However, the indicator that got with the highest mean of 3.61 and a standard deviation of 0.52 is item number 3 indicating that teacher's working hours should give them time to relax and recharge due to a lot or work during school hours with a strongly agree response.

This result implies that teacher's working hours should not affect the personal life which is mostly spent during weekends to family, relatives, and other important people/events in their lives. Teachers also strongly agree that goodnight sleep, relaxation, and other personal-related matters should not be limited due to schoolwork that sometimes brought at home if time is not enough to finish at school due to a number of workloads, ancillary positions, extra-curricular work among others.

The overall mean of 3.63 with a standard deviation of 0.51 indicates that the teachers value the time to be spent to their personal and family life. In this case, they will have the chance to relax, recharge and enjoy life and avoid stress, anxiety, burn out brought by over working hours for them. It is believed that teachers who have a balance work and life tend to work effectively and efficiently and more productive in their workplace leading to a quality life.

This perception also suggests that workhours are still well- managed by the teachers since most of the respondents still have the chance to attend graduate programs, seminars, participate extra activities without neglecting personal duties. Thus, time management in the teaching field is of great importance.

The table below shows the perceptions of the respondents to work-life balance in terms of vacation and leave utilization. Based on the figures presented, out of seven (70 indicators, three of them got the same means of 3.73 and standard deviation of 0.44 and 0.47. This indicates that the teachers believed and/or strongly agreed that vacation and leave matter a lot to them since this is the time where they can recharge and allow their brain to rest and relax. Likewise, it is also a time to catch up with their family for the days and time missed during their schoolwork.

**Table 8. Perceived level of the respondents to work-life balance in terms of vacation and leave utilization.**

Indicators	Mean	SD	VI
1. Vacation and leave of teachers should be used for relaxation and reflection.	3.67	0.54	<i>Strongly Agree</i>
2. Vacation and leave of teachers should be spent to their family, and friends to catch up with each other.	3.70	0.50	<i>Strongly Agree</i>
3. Vacation and leave of teachers should be utilized for productive activity with fun and stress-free.	3.71	0.47	<i>Strongly Agree</i>
4. Vacation and leave of teachers is time to maintain balance between work and life with family.	3.71	0.46	<i>Strongly Agree</i>
5. Vacation and leave of teachers is a necessity not only for teachers but also for school heads to recharge and allow their mind to rest.	3.73	0.44	<i>Strongly Agree</i>
6. Vacation and leave of teachers is the time that brain can fully switch off and recuperate.	3.73	0.44	<i>Strongly Agree</i>
7. Vacation and leave of teachers when used properly will lead to increased efficiency upon returning to work.	3.73	0.47	<i>Strongly Agree</i>
<b>Overall</b>	<b>3.71</b>	<b>0.42</b>	<b><i>Strongly Agree</i></b>

**Legend:** 3.50-4.00 Strongly Agree 2.50-3.49 Agree 1.50-2.49 Disagree 1.00-1.49 Strongly Disagree

The table above shows the perceptions of the respondents to work-life balance in terms of vacation and leave utilization. Based on the figures presented, out of seven (70 indicators, three of them got the same means of 3.73 and standard deviation of 0.44 and 0.47. This indicates that the teachers believed and/or strongly agreed that vacation and leave matter a lot to them since this is the time

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where they can recharge and allow their brain to rest and relax. Likewise, it is also a time to catch up with their family for the days and time missed during their schoolwork.

A time for a stress-free days and quality time with loved ones. The overall mean of 3.71 and a standard deviation of 0.42 indicates that spending vacation and leave properly is the best way to recharge and be ready for the next school year classes. Thus, vacation aside from leave is the most awaited months of the teachers after hard days of work.

This results also indicate that teachers highly managed their time well to balance their personal and work life since they find time to have some fun with friends and family during vacation. Aside from the limited leave and vacation, they can still enjoy the days spent for family. Proper time management and prioritizing are two important variables to enjoy vacation leave without worrying schoolwork.

**Table 9. Perceived level of the respondents to work-life balance in terms of quality time.**

Indicators	Mean	SD	VI
1. For me, quality time for teachers measures the work-life balance of teachers when spent with work and personal life properly.	3.67	0.54	<i>Strongly Agree</i>
2. For me, quality time for teachers gives teachers to work better when given time to rest, sleep and relax.	3.70	0.50	<i>Strongly Agree</i>
3. For me, quality time for teachers is time when teachers can be productive after recharging.	3.71	0.47	<i>Strongly Agree</i>
4. For me, quality time for teachers is a social time for happiness after a series of work.	3.71	0.46	<i>Strongly Agree</i>
5. For me, quality time for teachers is a time dedicated for meaningful moments with loved ones which plays a pivotal role in nurturing strong emotional connections among family members	3.77	0.42	<i>Strongly Agree</i>
6. For me, quality time for teachers is an avenue for creating cherished memories through shared joy, laughter, and unity	3.74	0.44	<i>Strongly Agree</i>
7. For me, quality time for teachers serves as a refuge from the pressures and time constraints of daily routines and is indispensable for fostering robust interpersonal bonds.	3.73	0.46	<i>Strongly Agree</i>
<b>Overall</b>	<b>3.72</b>	<b>0.43</b>	<b><i>Strongly Agree</i></b>

**Legend:** 3.50-4.00 Strongly Agree 2.50-3.49 Agree 1.50-2.49 Disagree 1.00-1.49 Strongly Disagree

Results from Table 9 present the perceived level of the respondents to work-life balance in terms of quality time. Quality time outside the classroom setting is one of the most important times for teachers since it is the time that they will spend on personal life. Based on the figures above, among the seven indicators with strongly agree responses, item number 5 got the highest mean of 3.77 with a standard deviation of 0.42. The result indicates that quality time for teachers is spending time with family and loved ones to have a strong connections and relationship with them. It is believed that spending quality time with family and friends brings much happiness to everyone. When the teacher is happy, a positive attitude and behavior toward work is very evident. Teaching for them and additional work will no longer stress them if they are given balance work and lifetime. This is based on the overall mean of 3.72 and a standard deviation of 0.43 indicating strong agreement on the value of quality time spent on personal and family life.

This also implies that quality time with family and loved ones outside of schoolwork is essential for teachers to maintain a healthy work-life balance and nurturing family bonds. Beyond the demands of schoolwork and teaching responsibilities, dedicating time to a meaningful interaction with family fosters emotional well-being which strengthens familial relationships. Thus, teachers should find ways and means to manage their time and have a balanced work and life. Based on the responses of the teachers, they highly valued and managed the time to be spent for family and at work. They believed that work and life can be balanced through proper distribution of time to the task at work and task at home. Highly or well-managed time matters a lot to working individuals.

Table 10 presents the results of the respondent's perceptions to work-life balance in terms of health and well-being. Based on the results, the teachers strongly agreed that health and well-being matter a lot in their lives. This can be drawn from the means of all the indicators with strongly agree responses. Out of seven (7) indicators, item number five (5) got the highest mean of 3.79 and a standard deviation of 0.41 pertaining to "teacher's health and well-being is important to work-life balance to be more effective at work". This indicates that teachers are also concerned to their physical and mental health because they believe that sound mind and sound body is of great importance to their job. Prioritizing health enables them to model healthy behaviors for students, fostering a culture of well-being within the school community.

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**Table 10. Perceived level of the respondents to work-life balance in terms of health and well-being.**

Indicators	Mean	SD	VI
1. Teachers' health and well-being is taking care of physical and mental health such as sleep quality; exercise habits are important for better productivity at work.	3.78	0.49	<i>Strongly Agree</i>
2. Teachers' health and well-being is not only a matter of personal concern; it is a cornerstone of effective education.	3.77	0.44	<i>Strongly Agree</i>
3. Teachers' health and well-being is preserving teacher's health to maintain harmonious equilibrium between work and personal life.	3.77	0.42	<i>Strongly Agree</i>
4. Teachers' health and well-being impacts the job performance and their productivity.	3.77	0.42	<i>Strongly Agree</i>
5. Teachers' health and well-being is important to work-life balance to be more effective at work.	3.79	0.41	<i>Strongly Agree</i>
6. Teachers' health and well-being should be the main concern of the school to avoid burn out that may lead to low productivity.	3.77	0.42	<i>Strongly Agree</i>
7. Teachers' health and well-being when taken for granted will lead to a number of diseases that may cause to health problems.	3.75	0.45	<i>Strongly Agree</i>
<b>Overall</b>	<b>3.77</b>	<b>0.41</b>	<b><i>Strongly Agree</i></b>

**Legend:** 3.50-4.00 Strongly Agree 2.50-3.49 Agree 1.50-2.49 Disagree 1.00-1.49 Strongly Disagree

Moreover, maintaining good health supports sustained energy levels and cognitive function, essential for the intellectual rigor and emotional support teachers provide daily to their students. Thus, health and well-being should not be affected by the rigors of many workloads, ancillary tasks, and extra-curricular activities. Maintaining the equilibrium of work and personal life is essential. And managing time well matters since it will give the teachers the time to take care of themselves and live healthy at work or at home as long, they know how to prioritize things and managed their time.

### Part III. Test of Correlation between Work-Related Variables and Teacher's Work-life Balance

It can be gleaned from table 11 presented below that among the six (6) work-related variables tested, four (4) of them were found to be significantly correlated to workhours. To clearly understand why these variables are significantly correlated, each variable will be discussed.

**Table 11. Test of Correlation between work-related variables and work-life balance**

Work-Related Variables	Work-Life Balance			
	WH	VL	QT	HW
Workload	.298**	.188*	.152	.136
Classroom Environment	.003	.042	-.004	-.080
Administrative Demands	.282**	.207*	.197*	.130
Professional Development	.303**	.233*	.189*	.136
Extra-Curricular Activities Involvement	.358**	.278**	.242**	.208*
Technology Use	.164	.134	.106	.038

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

Workload was found to have significant relationship to workhours with an r-value of .298 at 0.01 level of significance. This relationship indicates that if the teacher's workload is too much, the work hours spent in the preparation of materials and lessons are also extended. These include lesson planning, visual aids, daily logs, lectures, and other activities related to the learning of the students. In addition, the time that is supposed to be spent on personal life will also be lessened.

Supported by Ramos and Galleto, 2020, protracted work hours hinder teacher's ability to harmonize their family and work lives which could also pose a significant health risk if not managed well. Similar to Rashid, Subhan and Imran, (2023), who found out that teachers who are overburdened with workloads tend to be disturbed and affect their performance in the school drastically. It implies that the amount of workload given has a significant impact to their time management between work and life.

Moreover, administrative demands also have a significant relationship to workhours with an r-value of .282 at 0.01 level of significant. This result based on the responses of the teachers greatly affects their management of time to be spent on schoolwork and family. Administrative tasks significantly impact teachers' working hours, often stretching their workload beyond classroom teaching. Tasks such as lesson planning, grading assignments, attending meetings, and communicating with parents consume substantial time outside regular teaching hours.

Moreover, administrative burdens may invade valuable time for self-care, professional development, and personal pursuits, contributing to stress and burnout among educators. Based on the article written by Sevillano, (2022), a tool to have a balanced work-life will be launched since giving administrative tasks could not be avoided due to a number of reports and responsibilities



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assigned to school heads. In addition, the 30-day vacation without any school activities will also be implemented based on the statement of the current DepEd Secretary and Vice President Sara Duterte.

This privilege is given to teachers to balance their work and personal time which is very important to any working individual in the teaching field. Thus, administrative demands really impact teacher's working hours.

Another work variable that is found to be significantly related is professional development. This is based on the r-value of .303 at 0.01 level of significance. This result indicates that pursuing graduate programs and attending seminars, training and conferences affects the working hours of the teachers, often extending beyond standard schedules. While these endeavors enhance teaching practices and knowledge, (Fulton & Britton, 2011), they can lead to longer workdays and weekends dedicated to professional growth.

This significant result implies that teachers need to make a little sacrifice with their time for them to grow professionally and master their craft in the field of teaching. Thus, professional development impacts the working hours of teachers.

Similarly, extra-curricular activities were also found to be significantly related to teacher's working hours. This is based on the r-value results of .358 at 0.01 level of significance. This indicates that among the six variables, extra-curricular activities have great effect to working hours since they tend to extend their commitments beyond regular school day. Supervising clubs, sports teams, academic competitions, and other extra activities demand additional time for planning, organizing and preparations. These activities often occur outside of normal school hours which require teachers to allocate evenings and weekends to do their tasks and responsibilities. Thus, extra-curricular work amplifies the teacher's working hours because of these demanding tasks.

Based on the study of Carmona and Jasmin (2020), according to some teachers who were the respondents of the research conducted, volume of extra-curricular activities interferes with their regular classroom activities and add working hours for them. Because of this, it heightened the stress-

However, classroom environment and technology use found to have no significant relationship with working hours. This result indicate that classroom environment are two different aspects of the job. The classroom environment has no significant relationship because the classroom environment is influenced by many factors beyond just the amount of time a teacher spends in working. Thus, it has nothing to do with teacher's working hours. On the other hand, technology use found to have no significant relationship to teacher's working hours because the impact of technology on workload can vary depending on how it is integrated into teaching practices. While technology can streamline certain tasks and enhance efficiency, it can also introduce new responsibilities such as adapting instructional materials or learning new tools. Additionally, individual teacher's comfort and proficiency with technology can influence how much time they spend incorporating into their teaching making relationship complex and context independent.

### **Vacation and Leave Utilization**

Table 11 shows the results of the correlation between work-related variables and work-life balance. Based on the figures above, workload was found to be significantly correlated to vacation and leave utilization with an r-value of .188 at 0.01 level of significance. This result only indicates that workload when in excess, teachers should be given time to rest and enjoy their vacation. This is to give them adequate rest and relaxation which is crucial for maintaining teacher well-being and effectiveness in the classroom, underscoring the importance of managing workload and living a healthy work-life balance within the school.

Moreover, it is the privilege of the teachers to enjoy the leave and/or vacation to rest and rejuvenate, something that sometimes forget by the teachers due to a number of school activities, reports to be done aside from the lesson planning and preparation of materials. Mckinley (2019) highlighted the value of employees and teachers taking vacation since it balances the lives of the teachers and employees from work and life. He also stressed that leave or vacation is a necessity for any individual to recharge and allow their mind to rest to be more productive when they return to work. Thus, workloads have a great impact on teacher's vacation and leave utilization.

Administrative demands on the other hand were also found to be significantly related to vacation and leave utilization. This is based on the r-value results of .207 at 0.01 level of significance. Administrative demands significantly impact the vacation and leave of teachers by constraining their ability to take time off when needed. The extensive administrative responsibilities placed on teachers often result in a backlog of tasks that must be completed before they can take leave.

In addition, administrative tasks make it hard for teachers to take vacations or time off when they need it. Teachers have a lot of paperwork and other responsibilities to handle, and they often have to finish these tasks before they can go on vacation. Because of this, they might have trouble finding the right time to take a break without feeling stressed about all the work they'll have to catch up on when they get back. Thus, the researcher believed that relaxing and recharging balances the work and personal life of a teacher. It is also the time to reset the mind and get ready for the next school year (Tustin, 2020).

Professional development is also another variable that is found to be significantly correlated to leave and vacation utilization. This is based on the r-value of .233 at 0.01 level of significance. This indicates that the time spent in professional development impacts the vacation and/or leave of the teachers in various ways. Professional development not only results in the modifications of the vacation and leave but it also affects it in many varied ways. When teachers participate in professional development activities such as workshops, conferences, or training sessions, they may need to take time off from their regular teaching duties. This can coincide with their vacation or leave periods if the opportunities for professional development are

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scheduled during those times. With this situation, the moment of enjoyment of the teachers during leave and/or vacation is affected that instead of making themselves rest and recharge, they have to spend it for schooling or attending seminars and/or trainings. Education Staff Bank (2021) explained that taking a vacation is a time for teachers to hit the reset button and focus on their own physical and mental health since it will be beneficial to them to restore balance in their lives.

Overall, professional development can be a straw bed and as a competitor for vacation and leave with teachers, emphasizing the fact that schools should find a way to put teachers in the position to take care of themselves (body, lifestyle) and their ambitions of a professional growth simultaneously.

The last variable that shows a significant relationship to vacation and leave utilization is the extra-curricular activities involvement of the teachers. This is based on the r-value result of .278 at 0.01 level of significance. This result indicates that the extra tasks that constitute extracurricular activities can cause teachers' leave and vacations to be difficult and hence inconvenient. However, limited flexibility can make it possible. Teachers are willing to go a step further, and they often dedicate their time to planning the logistics and monitoring activities like clubs, sports teams, or special events. This can eventually promise extended hours after school, attendance at events in weekends or trips with students which eventually deny school staffs their vacation leaves and personal leave.

Moreover, extra-curricular activities are likely to be scheduled to match holiday periods, complicating allocating teachers' time equally between both. Besides, the willingness and sacrifice needed in the club involvements could also cause the teachers to instill their non-school issues first before considering taking some off time. Since teachers can't do away involving themselves to school's extra-curricular activities, it is imperative to take into consideration the impact of such activities on teachers' leave and vacation and to find solutions for better support in maintaining a healthy work-life balance.

Supported by actiTime (2023), teachers should be given time to reduce stress and more time for relaxation to improve mental resilience, reduce anxiety, and enhance overall emotional stability. Thus, leave and vacation should not be meddled by school's extracurricular activities.

Nonetheless, two variables found no significant relationship to vacation leave, classroom environment and technology use. The absence of significant relationship between classroom environment and technology use to teacher's vacation leave could be because vacation leave is often determined by factors such as contractual obligations, school policies, personal circumstances and legal requirements rather than specific aspects of the classroom environment or technology use. While these factors mainly indirectly influence the teacher's overall job satisfaction and well-being, they might not directly impact the decision to take a vacation leave.

### Quality Time

The results above present the correlation between work-related variables and teacher's quality time. Based on the figures shown on the table, out of six (6) variables only administrative demands, professional development, and extra-curricular activities found to be significantly correlated to quality time. However, workload, classroom environment and technology use were found to be not significantly related to quality time.

Administrative demands were found to be significantly related to teacher's quality time based on the r-value of .197 at 0.01 level of significance. This result indicates that preparation, learning, and assessment, as well as the completion of administrative tasks might really impair the quantity of time spent by teachers during a day outside of their busy work routine. Teachers' duties leave them with only a small period of time available for leisure activities or hobbies, and even less for family, even if they are given the opportunity to socialize with colleagues at meetings and conferences.

The time and effort committed to administration drags teachers down, and this is because they remain exhausted most of the time and have no energy to take good care of themselves or develop warm and substantial relationships with students and other stakeholders. Furthermore, among the numerous administrative deadlines, bureaucratic necessities and confidentiality are the situations that are more likely to affect teachers' occasion during the particular periods they would normally be using to revive (Sevillano, 2022).

As a cause, such an imbalance in the proportion of administrative responsibilities to yourself can be the source of higher levels of stress, burnout, and mental problems leading to a lower general understanding of wellbeing among teachers which affect the quality time that should be spent to their personal lives and family (Adiong, 2023). Thus, schools and educational institutions must make it a goal to simplify the administrative tasks, offer adequate support, and put the welfare of teachers first among the many of these commitments needed to give teachers enough quality time to both themselves personally and to their profession.

The professional development of the teachers such as pursuing graduate schools, attending seminars, workshops and trainings found to be significantly related to teacher's quality time. This is based on the r-value of .189 at 0.01 level of significance. This result indicates that the commitment of the teachers to improve their craft and develop themselves professionally (Zhou, et. al., 2023) somehow affects their quality time with family.

It is believed that professional development is of great value to teachers, however, training and development do have negative effects on having quality time with family and personal life; to attend such classes at the evening or spending extra hours for these are necessary. It is not uncommon for the need to stay up late, working on weekends, or grabbing learning during breaks

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to satisfy the demands posed by participating in training, workshops, or even conferences. This may make teachers work longer hours with the excess time absorbed by pursuing non-leisure activities such as children's upbringing.

Moreover, the sheer amount of workload that comes with designated professional development tasks can certainly go beyond the originally planned amount of time, hence narrowing down the already limited time designated for relaxation, or in other words extramural commitment. However, professional education is necessary for teacher's development and effectiveness in their tasks (Fulton and Britton, 2011), hence, school authorities may consider giving the teachers a manageable time for work and professional development to have a balanced work-life.

Lastly, extra-curricular activities involvement of teachers also found to be significantly related to quality time based on the r-value of .242 at 0.01 level of significance. This result indicates that participation of teachers in the different school programs and activities have a negative impact on teacher's quality time with family and personal life. A number of extra-curricular activities create stress as they try to manage their time between schoolwork and personal lives (Jasmin, 2020). This also implies that time management should be practiced by teachers no matter how overwhelming the schoolwork is. Lucik (2023), emphasized the importance of time management. Good time management tools teachers to steer through all these responsibilities in a right sequencing, this way, they can spend reasonable amount of time and attention to each of their roles. This includes sufficient planning that can help teachers to maximize their effectiveness in the classroom without sacrificing the time for family. Time management does not only enable teachers to create a harmonious relationship between their teaching tasks and their personal welfare but also avoids them from the burnout and eventually the teachers can live their teaching career soulfully and sustainably. This only shows that extra-curricular activities for teachers impact their quality time with family, thus, time management is of great importance to consider.

### **Health and Well Being**

Based on the results shown on the table presented it revealed that only extra-curricular activities, were found to be significantly related to teacher's health and well-being. This is based on the r-value results of .208 at 0.01 level of significance. The rest of other variables have no significant relationships.

This result suggests that due to a very demanding tasks and time to be spent in participating the school's extra-curricular activities and programs, there is a tendency that the teachers have no more extra time for physical exercise, balance diet and relaxation.

Moreover, the teacher's involvement in the extracurricular activities will have influence on their health because the teacher has to put extra effort, time, and energy, or because of the stress about the situation. Sometimes teachers are in extracurricular activities like sports team coaching, clubs consulting, or arranging ceremonies along with other activities that end up a longer working hours which maybe beyond a normal school day. Such unhealthy meals can culminate in premature onset of fatigue and sleepiness and sometimes even deprivation of personal time which can be spent in recreational activities like exercise, relaxation or social interaction with close ones. And still, the responsibilities attached to extracurricular involvement will get their own share of stress, especially if that case, it would feel overwhelming to the teachers when they try to be balanced in their family, personal life, and their teaching career. Slowly, working longer hours and experiencing increasing levels of stress might affect the teachers' health in a negative way, which could result in burnout, dissatisfaction on the job, and in general, the quality of life would be reduced. Wedgewood (2022) discussed the importance of health and well-being of an employee to have a work-life balance. Maintaining a healthy work-life balance is not only important for health and relationships, but it can also improve employee's productivity, and ultimately performance.

Thus, schools should give attention to the effect of extracurricular activities on teachers' health and well-being which could be worse if not given careful attention. The rest of other work-related variables found to have no significant relationship indicating that health and well-being are not influenced by other variables. The teachers can still maintain their healthy habits despite the demands of workload, uncomfortable classroom environment, administrative demands, professional development, and technology use because the teachers can still manage time for health and work.

It is a fact that in any line of work, work-life balance is crucial especially for teachers because it directly impacts their well-being, job satisfaction and effectiveness in the classroom. When teachers have a healthy balance between their professional responsibilities and personal life, they are more likely to experience lower levels of stress, burn out, leading to improved mental and physical health which in turn enhances their overall job performance, creativity, and effectiveness as educators.

### **CONCLUSION AND RECOMMENDATION**

The following conclusions were drawn based on the results and the findings of the study. First, the teachers' perceptions indicate an agreement that various work-related factors, including workload, classroom atmosphere, administrative requirements, professional growth opportunities, participation in extracurricular activities, and utilization of technology, likely influence their ability to maintain a healthy work-life balance. Second, the teachers strongly agree that their work-life balance is significantly impacted by various factors, including their working hours, utilization of vacation and leave, ability to spend quality time, and their overall health and well-being. This consensus is evident in their responses, particularly when faced with heavy workloads and additional

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responsibilities at school, such as attending seminars, workshops, and pursuing further education like graduate programs. Overall, work-related variables exhibit significant relationships with various aspects of teachers' professional lives. Notably, concerning working hours, all variables except technology use demonstrate a significant association. Similarly, when it comes to vacation and leave utilization, all factors except for classroom environment and technology use display a significant connection. Regarding quality time, administrative demands, professional development, and extracurricular involvement are significantly related, while workload, classroom environment, and technology use show no significant relationship. Finally, concerning health and well-being, only participation in extracurricular activities exhibits a significant correlation, with the other work-related variables showing no significant relationship.

Based on the results presented and conclusions, the following are hereby suggested. Considering the agreement of the teachers toward the work-related variables, the researcher suggests that time management for teachers should be a priority to avoid stress, anxiety and poor mental health and well-being since in the teaching field, extra work and extended hours of working could not be avoided. The strong agreement of the teachers on the work-life balance suggests that teachers should maximize the privilege of vacation and leave, spending quality time with family and friends, and managing working hours properly. Give time for and health and well-being through physical exercise and avoid worries and stress. Since the work-related variables found to be significantly related in general, the schools may strive to manage teachers' workloads effectively, ensuring they are reasonable and manageable within regular working hours to prevent excessive overtime and burnout; allow teachers to take time off when necessary without too much questioning; support maintaining quality time with their families by encouraging a healthy work-life balance and; prioritize health and well-being through wellness programs, mental health support and self-care to avoid or lessen stress and workload on their overall health.

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