

Work-Life Balance Strategies on Personal Well-Being and Professional Effectiveness Among Teachers

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ABSTRACT

Summary: This phenomenological study explored the work-life balance strategies of teachers in the Magallanes South District, Sorsogon Province, and their impact on personal well-being and professional effectiveness. Through qualitative data gathered via interviews and focus groups, the research revealed that while teachers recognize the vital importance of work-life balance and employ various strategies to achieve it, they face significant challenges, including workload pressures, stress, and limited institutional support. The study found that effective strategies positively influence teachers' well-being and effectiveness; however, substantial challenges persist. A proposed program focused on self-awareness, boundary setting, and institutional support aims to address these concerns. Recommendations include providing training, opportunities for self-care, and improved alignment of teacher assignments with expertise. This research highlighted the critical link between teacher well-being and educational effectiveness, advocating for institutional prioritization of teacher support.

The phenomenological research, conducted in the Magallanes South District of Schools Division Office of Sorsogon Province during the 2023-2024 school year, sought to understand the lived experiences of teachers as they navigate the complex demands of their profession and their personal lives. The study was rooted in the understanding that a healthy work-life balance is not just a luxury, but an essential ingredient for teacher well-being and optimal performance.

Through in-depth interviews and focus group discussions, teachers shared their unique challenges, perspectives, and coping mechanisms. The research aimed to answer key questions: How do teachers perceive work-life balance? What strategies do they use to maintain it? How do these strategies affect their well-being and effectiveness? What obstacles do they face, and how can schools better support them? Lastly, what program could be proposed to address these concerns?

The study revealed that teachers generally recognize work-life balance not just important, but crucial for fostering positive relationships, job satisfaction, and sustained well-being. The strategies they employ are diverse, ranging from setting clear boundaries and prioritizing tasks to actively practicing self-care and seeking support from family and colleagues.

However, the path to balance is not without its obstacles. Overwhelming workloads, intense stress, emotional fatigue, and a lack of adequate institutional support often stand on the way. While schools do offer some support through task assistance, resource sharing, and stress management programs, significant gaps in institutional support remain evident.

The good news is, that the study confirmed that effective work-life balance strategies positively impact teachers' personal well-being and professional effectiveness by reducing stress, promoting better health,

and boosting their motivation. When teachers feel balanced, they are better equipped to thrive both inside and outside the classroom.

The study concluded with several recommendations. These include providing teachers with training on effective work-life balance techniques, creating opportunities for self-care and professional growth, and ensuring access to expert guidance. Schools are urged to adopt the proposed program, prioritize teacher well-being, and carefully align teacher assignments with their expertise. Furthermore, the research calls for future studies to explore innovative approaches to fostering work-life balance and evaluate the long-term impact of such programs on teachers' effectiveness and overall well-being.

This research underscored a critical point: investing in teachers' well-being is not just a matter of compassion but a matter of educational effectiveness. By supporting teachers in achieving a healthy work-life balance, we are not only improving their lives but also creating a more positive and effective learning environment for all. This research work provides a valuable roadmap for schools and policymakers to prioritize teachers well-being and create a sustainable and fulfilling profession for those who dedicate their lives to shaping the next generation.

Keywords: Work-life Balance/ Personal Well-being/ Professional Effectiveness/ Teacher Effectiveness/ Strategies / Teacher Well-being

CHAPTER I

THE PROBLEM AND ITS SETTING

Introduction

Teachers are often considered among the noblest professionals due to the profound impact they have on society. At the heart of their role is their responsibility to educate and guide future generations, equipping them with the knowledge, skills, and values necessary for success in life. Unlike many other professions, teaching is rooted in altruism and a commitment to the greater good. Teachers devote themselves to fostering not just academic growth, but also personal and social development in their students. This dedication often involves long hours, personal sacrifices, and a willingness to adapt their methods to meet the diverse needs of learners. However, this crucial mission often comes with many challenges that can impact educators' personal well-being and professional effectiveness. As schools and educational systems evolve, the need to understand and support teachers in achieving a harmonious balance between their personal wellness and professional efficacy becomes increasingly significant.

The teaching profession is characterized by its demanding nature, requiring educators to consistently manage time constraints, administrative tasks, curriculum design, student diversity, and evolving pedagogical methods. Amidst these demands, teachers are expected to maintain their well-being to ensure they are equipped to provide quality education and foster positive learning environments.

Teachers are at the heart of the educational process, shaping the future of learners and societies. UNESCO advocates for policies and practices that value and respect teachers, offering them professional development opportunities, fair compensation, and safe working conditions. By prioritizing the well-being of teachers, UNESCO aims to ensure that they are motivated, effective, and able to provide high-quality education, ultimately fostering a positive learning environment and contributing to the overall success of education systems worldwide. Ensuring teacher work-life balance is crucial for providing high-quality education, as overburdened and stressed teachers might struggle to deliver effective instruction.

Work-life balance is a method that helps employees of an organization to balance their personal and professional lives. Work-life balance encourages employees to divide their time based on priorities and maintain a balance by devoting time to family, health, vacations, and others along with making a career, business travel, and other professional responsibilities. It is a vital practice that aims to allow teachers to harmonize their professional commitments with their responsibilities and interests outside of work. It serves as a means for teachers to strike a balance between the demands of their profession and their life outside the classroom, ensuring that they can attend to their individual needs while fulfilling their duties at school.

Unfortunately, the Teacher Wellbeing Index 2022 revealed that 75% of educators have described themselves as stressed at work. This further revealed that there was a 3% increase in the data as compared to 2021. Stress and work-life balance are intricately linked, with each exerting a profound influence on the other. Elevated stress levels can disturb the equilibrium of work-life balance, resulting in extended working hours, emotional strain, and eventual burnout among teachers. Conversely, an effectively managed work-life balance can mitigate stress, bolster resilience, and foster job satisfaction, all of which collectively contribute to the overall well-being of teachers. In essence, these two factors are interdependent, with their dynamics significantly impacting the quality of life and professional fulfillment experienced by educators.

The Philippine Constitution of 1987 specifically Article XIII SECTION 14 provides that the State shall protect working women by providing safe and healthful working conditions. This is reinforced by the policy of the Magna Carta of Public School Teachers stated in Section 1 which is to promote and improve the living and working conditions of the public school teachers. This gives the importance of a work-life balance among teachers especially married female ones to maintain a balance between the respective duties and responsibilities in personal and family life and professional aspects. The working conditions of teachers play a vital role in shaping work-life balance. They facilitate a healthier work-life balance by allowing teachers to manage their workload efficiently, thereby providing ample time for personal life, self-care, and overall life satisfaction. In essence, good working conditions are not only essential for teachers' well-being but also for their effectiveness and job satisfaction, ultimately contributing to the overall quality of education.

The Department Order No. 16, issued in 2009, serves as an addendum to DepEd Memorandum No. 291, dated 2008. This addendum aligns with the guidelines established in CSC Resolution No. 080096, focusing on working hours for public school teachers. Notably, it stipulates that the 6 hours of actual classroom teaching should encompass the full teaching load outlined in the class program. Furthermore, it recognizes that advisory roles and other special assignments throughout the entire school year are considered as one teaching load, as indicated in DepEd Memorandum No. 291, issued in 2008. These policies provide public school teachers with opportunities to effectively manage their time, balancing their personal and professional responsibilities.

Moreover, Senate Bill No. 1222, also referred to as "An Act Lowering the Optional Retirement Age of Public School Teachers from 60 years old to 55 years old, amending Section 13-A of Republic Act 8291," is among the various policies introduced to address work-life balance concerns for teachers. This bill specifically seeks to reduce both the mandatory and voluntary retirement age for public school educators. Senator Joel Villanueva, the bill's proponent, has articulated that teaching is a profession demanding significant mental, psychological, and physical exertion. Therefore, the proposed legislation is intended

to provide teachers with the opportunity to enjoy their lives earlier or explore small-scale personal business ventures.

However, in practice, teachers often exceed the standard eight-hour workday, frequently extending their work hours into holidays and weekends. This dedication sometimes comes at the cost of their family time, personal well-being, and other non-work aspects of their lives. Moreover, teachers are occasionally required to take on non-teaching responsibilities during events like elections, government outreach programs, and celebrations. These situations can lead to a profound imbalance, causing strain and stress as teachers juggle the demands of these two distinct worlds – their professional and personal lives.

Teachers often find themselves working well beyond the typical school hours due to their demanding workload, which includes tasks like lesson planning, grading, attending meetings, and participating in extracurricular activities. As a result, their workdays can become quite long, leaving them with limited personal time and affecting their work-life balance. These extended hours can also lead to fatigue, making it challenging for educators to fully engage in personal activities and spend quality time with their families. Teaching is a profession fraught with challenges, and how well a teacher manages these challenges can significantly influence their quality of life. Effective handling of challenges can be invigorating and rejuvenating, but a poor response can lead to stress, which can be detrimental to both performance and well-being. Many teachers find themselves emotionally drained, physically fatigued, and emotionally burnt out at the end of a workday, often feeling overworked and underappreciated. Regrettably, there are numerous reported cases of teachers suffering from the adverse effects of stress.

In the school setting, common issues teachers encounter related to work-life balance include heavy workloads, extended working hours, pressure to meet educational standards, emotional labor, inflexibility in schedules, administrative tasks, expectations from parents and the community, managing challenging student behavior, and the challenge of balancing personal and family commitments. These issues can strain work-life balance and impact the overall well-being of teachers, highlighting the need for support and strategies to address them effectively.

Hence, this study is imperative to assist teachers in establishing and sustaining a healthy work-life balance. It aims to design a program that can enhance their personal well-being and professional effectiveness, ultimately improving their overall quality of life in the face of the demanding profession of teaching.

The setting of the Study

This study was conducted in the selected schools in the municipality of Magallanes.

The founding of Magallanes abounds within conflicting versions. One version says that it started with a Spanish settlement somewhere at Gibalon while another version claims it at Caditaan but within the provincial jurisdiction of Nueva Caceres. It later became part of Albay Province and was held in that place called Gibalon near the present barangay of Ginangra, celebrated by Fr. Alonso Jimenez. It was here where the Jimenez – Orta Expedition was founded by Bicolanos from the Bicol Region belonging to a single province then, Nueva Caceres, though most elders of the population have their roots from Albay Province which also forms part thereof.

The formal political and administrative creation of Magallanes began from a sitio known as Parina derived from a local hardwood tree used in shipbuilding. When the shipbuilding industry made this place progressive, it became known as Visita De Parina because of numerous visitors from other places. During this period, the Chaplain of Pueblo De Casiguran used to hold mass during visits.

In 1852, a settler named Don Manuel de Castro from La Curuña, Galicia, Spain requested the Bishop of Nueva Caceres, Msgr. Juan Grijaldo created Visita de Parina into a barrio with a chaplain. Such a request

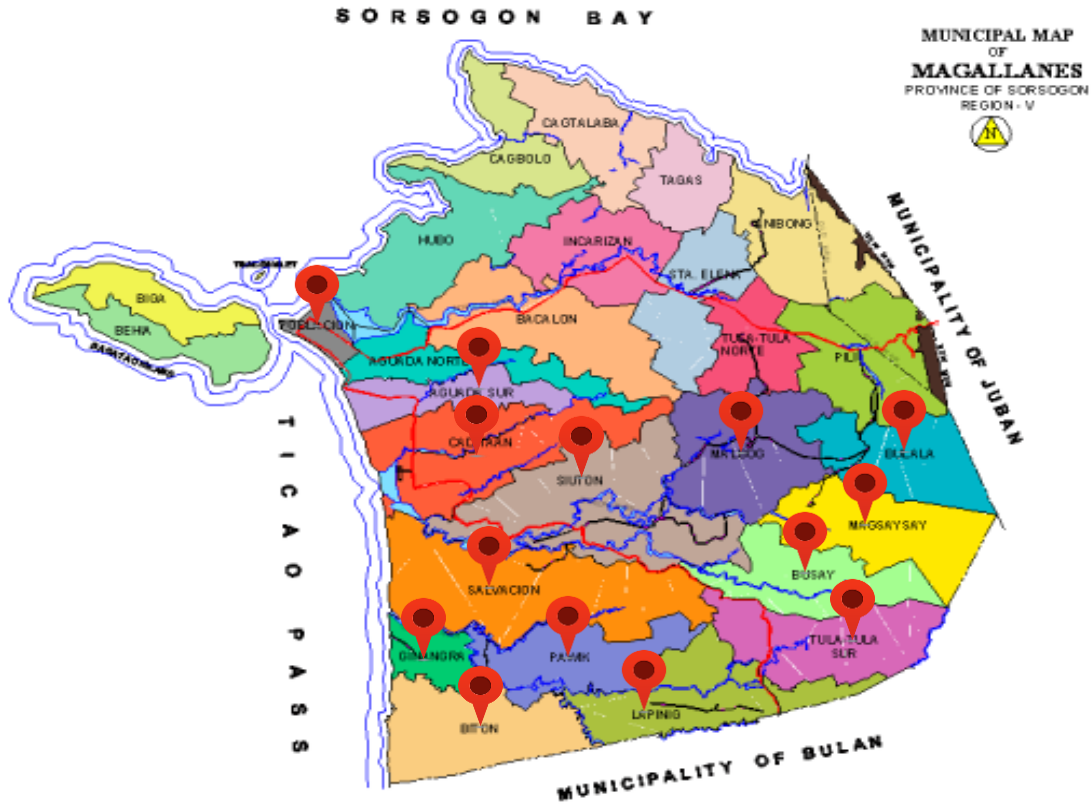
was granted with Rev. Fr. Fernando Ortiz as the first chaplain who named this place Magallanes after the famous sailor and discoverer, Fernando Magallanes. It however remained under the chaplaincy of Pueblo de Casiguran headed by Rev. Fr. Agustin Aragon.

Magallanes became a municipality on July 16, 1860, separated from Pueblo de Casiguran with Don Manuel de Castro as the first appointed Gobernadorcillo. It was likewise proclaimed as a separate Parish but made final only on January 1, 1864. The Our Lady of Mount Carmel Parish with Rev. Fr. Higinio de Castro as the first Parish Priest of Magallanes was completely organized on July 16, 1864. Thus, the celebration of Magallanes Foundation Day and the Patronal Town Fiesta are held on the same day, July 16th.

Snugly situated right at the entrance of Sorsogon Bay obliquely opposite the coast of Castilla to the west, this town sprawls over a total land area of 15, 111 hectares and weaves an irregular spread of productive lands characterized by rolling hills, mountains, and plains planted mostly with coconut, various trees, shrubs, food crops and vegetables. There are also rice fields devoted to rice production, tracts of thickets, and thin frills of forest covering an ample area north of the Municipality of Bulan and west of the Municipality of Juban. It is erratically straddling between 12 and 13 degrees north latitude and between 123 and 124 degrees east longitude. A tandem of mountains took its eastern side, while ribbons of ridges rim to the south. In the southwestern part is the Ticao Pass while on the eastern side is the Sorsogon Bay. Including the eight Poblacion barangays, the municipality is composed of thirty-four (34) barangays and one hundred seven (107) sitios. Two of these barangays and nine sitios are in Bagatao Island, a 543-hectare isle just a little more than a stone's throw to the west and cut off from the mainland by a narrow channel, a natural harbor alongside which the pier is located. Tinacos, about several hundred meters north of Bagatao is a separate island shaped like a sunken ship, to this day it is uninhabited.

The town is 47 kilometers away from the provincial capital and is linked to the *Daang Maharlika* at a junction in Juban, 24 kilometers to the east by a long and winding two-lane concrete road. It is essentially a farming and fishing town. A large number of the population takes to the sea for a living. An equally large part of the total number of inhabitants devote their time to their landholding engaged in different agricultural activities, some are agricultural workers, while some are tenants looking out for the land entrusted to their care by the owners, and some are also engaged in other occupation such as drivers, fishpond operators, laborers, government employees, businessmen, OFW and the likes.

Most of the inhabitants of Magallanes are descendants of the conscripted craftsmen.



Legend: Location of the Participant Schools

Figure 1. Map of the Municipality of Magallanes Showing the Participant Schools

from Albay, who evacuated after the successive eruptions of Mayon Volcano in the early era, others came also from the town of Casiguran and segments from the Visayas, notably Panay, Bohol, and Samar, some years later. The present population of more or less forty thousand has gone a long way from the 1,400 individuals who started the settlement in 1864.

The predominant dialect of this town is Bicol-Albay particularly the people in the Poblacion and barangays where the evacuees and settlers from Albay had been heavily concentrated. People who came from places in the Visayas mostly retained their language or dialect and in time just learned to adapt to the language of Magallanes. They can easily be identified because they speak the language a little bit differently from its natural pronunciation.

The people of Magallanes are predominantly Catholic. Less than one-fifth of the total population belongs to other denominations such as the Iglesia Ni Cristo, Born Again Christian, Muslim, Seventh Day Adventist, Baptist, and others. Despite the difference in religion and belief, the people and the community are relatively peaceful and tolerant of each other.

The participants of this study are all residents of Magallanes and are all teaching in the schools in Magallanes South District for the SY 2023-2024. They are all female teachers ranging from three years and above in the service.

Statement of the Problem

This study determined the strategies employed by the teachers in maintaining work-life balance on personal well-being and professional effectiveness.

Specifically, it answered the following questions:

1. How do teachers perceive the importance of work-life balance?
2. What strategies do teachers use to manage their work-life balance?
3. How do teachers' work-life balance strategies affect their personal well-being and professional effectiveness?
4. What challenges do teachers experience in maintaining their work-life balance?
5. How are teachers' work-life balance strategies being supported by schools?
6. What program could be proposed to help teachers maintain a healthy work-life balance thereby enhancing their personal well-being and professional effectiveness?

Assumptions:

This study had the following assumptions:

1. Teachers perceive work-life balance as important in their personal and professional well-being.
2. The teachers employ several strategies to manage their work-life balance.
3. Teachers' work-life balance significantly affects their personal well-being and professional effectiveness.
4. There are several challenges experienced by teachers in maintaining their work-life balance.
5. Teachers' work-life balance is being supported by the school in various ways.
6. A program to help teachers maintain a healthy work-life balance thereby enhancing their personal well-being and professional effectiveness could be proposed.

Scope and Delimitation

This study determined the work-life balance strategies of elementary school teachers in Magallanes South District, Schools Division of Sorsogon. This study also delved into the impact of these strategies on the personal well-being and professional effectiveness of the teachers, the perception of the importance of work-life balance, the challenges encountered in maintaining work-life balance, and the support of the schools on teachers' work-life balance.

The participants of this study were 20 elementary teachers in the Magallanes South District selected through a purposive sampling technique. The participants were composed of female teachers who have rendered service for at least three years. This study did not include the school heads, district supervisors, and other personnel in Magallanes South District.

Significance of the Study

This study determined the strategies employed by the teachers to maintain their work-life balance. This also aimed to design a program to help teachers deal with the challenges in creating work-life balance thereby enhancing personal well-being and professional effectiveness. Aside from the abovementioned objectives, the researcher deemed that this study has a significant impact on a diverse range of stakeholders who are directly or indirectly connected to the field of education. The list of individuals and groups for whom the study holds significance includes:

Teachers and Educators. The primary beneficiaries of the study are teachers themselves. The insights gained from the research can offer valuable guidance on strategies to manage the challenges of teaching while maintaining personal well-being. Teachers can learn from each other's experiences and adopt effective strategies to enhance their professional effectiveness and overall quality of life.

Students and Parents. Students benefit significantly from teachers who maintain a healthy work-life balance, resulting in more effective teaching and a positive classroom environment. Parents, in turn, benefit from teachers who can consistently deliver high-quality education while maintaining a healthy

work-life balance, ensuring that their children receive the best possible support both academically and emotionally.

Educational Administrators and Leaders. School administrators, principals, and educational leaders can benefit from understanding the strategies teachers employ to balance their well-being and effectiveness. This knowledge can help in designing policies, practices, and support systems that create a more conducive environment for teachers to thrive in their roles.

Teacher Trainers and Professional Development Providers. Those responsible for the training and professional development of teachers can use the study's findings to design workshops, courses, and resources that focus on building teachers' skills in managing both the personal and professional aspects of their careers.

Educational Policymakers. Policymakers at the local, regional, and national levels can utilize the study's findings to inform policy decisions that promote teacher well-being and effectiveness. This could involve initiatives related to workload management, work-life balance, and teacher support mechanisms.

Teacher Unions and Professional Organizations. Teacher unions and professional organizations can use the study's results to advocate for better working conditions, support systems, and policies that prioritize teacher well-being and professional growth.

Educational Researchers. Scholars and researchers in the field of education can gain insights from this study to contribute to the growing body of knowledge on teacher well-being, personal growth, and their impact on teaching practices and student outcomes.

Educational Psychologists and Counselors. Professionals in the field of psychology and counseling can use the study's insights to provide tailored support to teachers who may be struggling with the demands of their profession.

Future Teachers and Teacher Candidates. Aspiring educators can gain valuable insights from this study, helping them understand the potential challenges they may face and offering them strategies to navigate their future careers successfully.

Public and Community. The broader public and local communities have an interest in the education system and the well-being of teachers. A positive and supportive teaching environment benefits society as a whole.

Definition of Terms

This part provides a clearer understanding of the terms and concepts used in this study.

Work-Life Balance. It refers to the amount of time you spend doing your job compared with the amount of time you spend with your family and doing things you enjoy. It also refers to the equilibrium or harmony that individuals seek to maintain between their work-related responsibilities (teaching duties, administrative tasks, etc.) and their personal life activities (family, leisure, self-care, etc.). It encompasses the ability to manage and integrate both aspects of life effectively. In this study, this is the balance between the teaching responsibilities and the personal obligations of the teachers.

Work-Life Balance Strategies. Work-life balance strategies are the intentional actions, approaches, or coping mechanisms that teachers employ to achieve and maintain a satisfactory balance between their professional and personal lives. These strategies can include time management techniques, setting boundaries, seeking support, and prioritizing self-care. In this study, work-life balance strategies are the coping mechanisms that teachers employ to create harmony and balance between their teaching duties and personal responsibilities.

Personal Well-Being. Personal well-being encompasses an individual's overall state of health, contentment, and satisfaction in their personal life. It includes physical, mental, emotional, and social aspects of well-being, such as happiness, stress levels, life satisfaction, and overall quality of life. In this study, this is the teachers' overall state of health, contentment, and satisfaction in their personal lives.

Professional Effectiveness. Professional effectiveness refers to a teacher's ability to perform their job responsibilities competently and efficiently. It may encompass factors such as classroom performance, instructional quality, student outcomes, job satisfaction, and the achievement of professional goals. In this study, this refers to the professional effectiveness of the teachers in terms of their classroom performance, teaching quality, and other factors.

Teachers. Teachers refer to individuals employed in the field of education, including educators at various levels and across different subject areas. In this study, they are the participants involved in the conduct of the study.

Impact. Impact refers to a significant or major effect. In this study, this is the significant effect of the strategies of the teachers on their personal well-being and professional effectiveness.

Perception. It is a way of regarding, understanding, or interpreting something; a mental impression. In this study, it is how the teachers interpret and understand the concept and importance of work-life balance.

Program. It is a set of related measures or activities with a particular long-term aim. In this study, this refers to the program designed for teachers to help them achieve or maintain a healthy work-life balance.

CHAPTER II

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter provides an extensive review of related literature and studies, carefully selected for their direct relevance to the current research endeavor. In this comprehensive review, the researchers explored the existing body of knowledge, drawing from a range of scholarly sources and empirical investigations, to establish a solid theoretical and empirical foundation upon which this study is built. Through a meticulous examination of pertinent literature and studies, we aim to offer a thorough understanding of the context, key concepts, and research findings that underpin our research inquiry, setting the stage for a nuanced and informed exploration of our study's objectives and hypotheses.

Importance Of Work-Life Balance

Work-life balance is essential in today's fast-paced world, where the demands of work, technology, and personal commitments often blur the boundaries of our daily lives. It is crucial because it directly impacts our physical and mental health, our relationships, and our overall quality of life. Striking the right balance between our professional and personal responsibilities not only enhances our well-being but also contributes to increased productivity and long-term success.

Abendroth and Dulk (2011) characterized work-life balance as the harmonious interaction between various life domains. Meanwhile, Daipuria and Kakar (2013) framed it as the pursuit of balance between work and life, accompanied by a sense of contentment regarding both professional and family commitment. The concept of work-life balance rests on the premise that work and personal life complement each other in fostering overall well-being. Mazerolle and Goodman (2013) defined work-life as a practice of creating a healthy balance between one's professional and personal life. In a similar vein, Saikia (2011) delineated this concept as the degree to which an individual engages in and derives satisfaction from their work and personal roles, finding harmony between the two.

Purushottam et al. (2013) conducted a study focusing on the work-life balance of women in the teaching

profession in Kohlapur. They examined various factors, including age, monthly income, family status, the significance of achieving work-life balance, the ability or inability to maintain this balance, reasons for work-life imbalance, the frequency of experienced stress, and strategies for achieving work-life balance. The study revealed that work-life balance is a crucial determinant of an individual's overall quality of life. Without attaining such balance, a woman may start to feel overwhelmed by her work and family responsibilities, potentially leading to job dissatisfaction and eventual withdrawal from her job.

Moreover, Taiwo et al. (2016) emphasized the significance of achieving work-life balance, highlighting its numerous advantages, including enhancing an employee's capabilities and boosting overall organizational performance. Vyas et al. (2017) also conducted a study on the importance of work-life balance within organizations facing substantial work-related pressures. They formulated work-life balance strategies based on existing literature to enhance success in the fiercely competitive business environment. Oludayo et al. (2018) underscored the importance of work-life balance within the workplace, advocating for more flexible work arrangements as a means to concurrently achieve employee satisfaction and improved organizational performance.

The findings of Yadav and Dabhade (2014) showed that individuals employed in the field of education typically express high job satisfaction levels. This contentment arises from their ability to make a positive impact on others and the flexibility exhibited by their superiors. Employee loyalty is notably strong when adequate compensation is provided for their dedication. Furthermore, the pivotal factor influencing job satisfaction is the attainment of a favorable work-life balance, signifying its paramount importance in determining overall job happiness.

Moreover, Ashwin and Muthukumar (2024) concluded that work-life balance is an essential element that affects employee performance in organizations. The study conducted indicated that employees who perceive that their work-life is balanced tend to be more satisfied, motivated, and engaged, which ultimately leads to higher performance levels.

Susi, et al. (2010) conducted a comprehensive analysis of work-life balance and found it to be a crucial benchmark for organizations globally. Their emphasis is on instilling a work-life balance culture and implementing related strategies at all organizational levels. Their perspective underscores the importance of promoting work-life balance to decrease absenteeism, minimize employee stress, and, most notably, enhance job satisfaction among workers.

Further, Kumari, et al. (2013) examined factors related to work-life balance, recognizing that individuals often face competing demands in both their professional and personal lives simultaneously. Their study delved into strategies for achieving work-life balance when demands from both domains carry equal significance.

In conclusion, the importance of work-life balance cannot be overstated. It is not merely a matter of personal well-being but a fundamental factor that impacts our overall quality of life, mental and physical health, and the sustainability of our careers. Achieving a harmonious balance between our professional and personal lives is essential for maintaining productivity, reducing stress, nurturing relationships, and fostering a sense of fulfillment.

Strategies To Manage Work-Life Balance Among Teachers

The demands of careers, technology, and personal responsibilities often blur the lines between our professional and personal spheres. Yet, achieving equilibrium between these domains is crucial for our overall well-being and success. Adopting new approaches to how you balance your work life and your personal life can lead to a more efficient teaching experience.

In Jess Reider's 2021 article entitled "Strategies for Teachers to Foster a Balanced Work-Life," she highlights several suggested adjustments to one's daily routine that can facilitate a smoother transition away from work, including: a) taking screen breaks regularly throughout the day, b) turning off email notifications outside of work hours, c) scheduling time to tackle obligations instead of trying to juggle multiple tasks at once, d) developing a routine that incorporates mindful practices, even if it's just going for a walk e) not feeling guilty for keeping unconventional hours and f) setting aside time to commit to a hobby or pastime during your day.

Furthermore, Dhavala et al. (2019) highlighted a range of strategies aimed at enhancing the work-life balance of female employees, emphasizing its paramount importance. Employees express a keen interest in receiving timely performance feedback to support their gradual improvement. Additionally, they value opportunities for self-awareness and problem-solving skill development through effective training programs. Moreover, employees eagerly anticipate enriching their lives outside of work with activities like club memberships, cultural events, and picnics. However, these aspirations often clash with demanding work schedules, creating a challenge.

In the study entitled "Perceptions and Coping Strategies: A Thematic Study on Work-Life Balance of Working Women" by Kibriya et al. (2021), the researchers identified five key coping strategies essential for maintaining work-life balance. These strategies, which include fostering a strong family support system, effective time management, setting clear priorities, stress management techniques, and task customization, highlight the multifaceted approaches individuals adopt to harmonize their professional and personal lives. This research underscores the importance of adaptable strategies tailored to individual circumstances in achieving a balanced and fulfilling life amidst the demands of work and personal responsibilities.

Edralin (2012) explored the innovative strategies by which women entrepreneurs integrate their work demands with their responsibilities and family needs to create value for their sustainable business and at the same time live a meaningful and happy life. It was found that the top three strategies done by women entrepreneurs to integrate work and life demands are engaging in activities to manage stress, having the business located at home or near residence, and planning work and household chores ahead of time.

Eljo et al. (2020) concluded that practical strategies and recommended actions can effectively tackle work-life balance concerns and improve the well-being of teachers. These strategies involve creating distinct boundaries, setting priorities, and efficiently managing time to achieve a better equilibrium between personal and professional responsibilities. Designating a specific workspace and maintaining a clear separation between work and personal life when not working can also promote a healthier balance. Additionally, seeking assistance and maintaining open communication with colleagues and support networks can prove highly beneficial in effectively managing work-life balance.

The study of Prasad and Sasikala (2024) revealed a slight difference in the work-life balance among teachers employing different stress management strategies, emphasizing the importance of effective stress management techniques in maintaining a healthy balance between work and personal life. They further recommended conducting individual initiatives, such as adopting stress reduction techniques like meditation or yoga to enhance the balance between work and life responsibilities.

In conclusion, implementing effective strategies to manage work-life balance among teachers is not merely a choice but a necessity. Teachers play a pivotal role in shaping the future of our society, and their well-being directly impacts the quality of education they provide. By recognizing the importance of work-life balance and adopting strategies that promote it—such as time management, setting boundaries, prioritizing

self-care, and fostering a supportive school environment—we can ensure that educators remain motivated, resilient, and able to deliver their best students. It is incumbent upon educational institutions, policymakers, and society as a whole to value and support teachers in their quest for a balanced and fulfilling professional and personal life, for it is through this equilibrium that the seeds of inspired teaching and empowered learners truly flourish.

Impact Of Work-Life Balance Strategies On Personal Well-Being And Professional Effectiveness

The interplay between work and life has a profound influence on an individual's overall well-being and professional effectiveness. Striking the right balance between one's career and personal life is not just a matter of convenience but a critical factor that profoundly influences physical and mental health, job satisfaction, and overall success.

Kasuma and Yacob (2020) highlighted the potential challenges of maintaining a balance between professional and personal responsibilities. Placing one ahead of the other can result in burnout and resentment, with increased stress levels being just one of the numerous adverse consequences. This study aims to assess how work-life balance impacts the effectiveness of non-executive employees within the Sarawak State Civil Service. As a result, the research suggests the implementation of various work-life balance strategies or programs, including job redesign to enhance productivity, support programs for employees, health initiatives, aerobic sessions, family days, and the promotion of employee participation in stress and time management seminars. Management's dedication to assisting employees in achieving a healthy work-life balance will be greatly appreciated. Faculty members have reported a deterioration in their work-life balance, productivity, and overall well-being as they take on more responsibilities.

Diego-Medrano and Salazar (2021) concluded that faculty members who struggle to achieve a sound work-life balance may find themselves discontented with their current roles due to the demanding demands of higher education. Conclusions from this study reflect that most faculty who work in higher education have not achieved role balance due to the unique responsibilities and the demands set by institutions. Faculty may at one time not mind the added responsibilities imposed upon them, but at some point, the work demands began taking a toll on them. This was especially evident when the work demands were continually spilling over into their home life and affecting the family.

In the study conducted by Holly and Mohnen (2012), they had it was discovered that the capacity of employees to achieve a work-life balance differed based on the length of their work weeks. Achieving a better equilibrium between work and personal life led to increased employee happiness. Workers' viewpoints on the ideal balance between work and leisure time significantly impacted both job satisfaction and productivity.

In 2014, Balkan conducted a study examining the time commitments, stress levels, and academic performance of Turkish master's and doctoral students. Previous research has indicated that individuals who successfully maintain a harmonious equilibrium between their professional and personal lives tend to experience lower workplace stress. Disruption of work-life balance can lead to a decline in students' academic performance due to increased stress.

Elsharnouby and El-Said (2017) argued that work-life balance has a significant effect on employee performance, particularly in terms of job satisfaction, productivity, and organizational commitment. Their review of the literature provides a compelling argument for the positive impact of work-life balance on employee performance in the construction industry in Egypt.

Ghai (2014) pointed out that work-life and personal life are two sides of the same coin. Striking a balance between work and life is critical for an employee to achieve his personal and professional goals. At the

same time, its impact is very significant for the organizations since the employee's attitude, loyalty to the organization and productivity are directly dependent on how well one balances one's time between these two lives.

Byrne (2005) asserted that effectively attaining a work-life balance offers numerous advantages to employers, including heightened employee motivation, increased productivity, and reduced stress levels. This positive shift occurs as employees perceive themselves as valued by their employers. Moreover, achieving a work-life balance can lead to enhanced productivity and a decrease in absenteeism and employee turnover. Organizations that embrace the concept of work-life balance tend to be favored by prospective employees, establishing a reputation as an employer of choice.

Radha (2015) unveiled that the work-life balance of academics could be influenced by the interplay of professional responsibilities and family obligations, with a particular emphasis on the challenges faced by female professors. Implementing strategies to enhance the work-life equilibrium of women educators not only resulted in heightened levels of productivity but also greater job satisfaction.

Maintaining a work-life balance is vital for the holistic well-being and effectiveness of employees. It encompasses the art of harmonizing one's professional commitments, family responsibilities, and personal life pursuits. By attaining this equilibrium, employees can relish a robust and satisfying life beyond their work, potentially resulting in heightened job satisfaction, diminished stress and exhaustion, enhanced mental and physical health, and ultimately, enhanced work performance.

Quintana et al. (2019) found that the well-being of STEAM teachers is significantly influenced by their work-life balance, affecting their physical health, job and family satisfaction, and psychological well-being. The study identified various stressors for STEAM educators, including work-related preparations, strained family relationships, time management challenges, financial concerns, difficulties with students, and limited quality time with their children. Participants highlighted the necessity of coping strategies and emotional regulation skills to manage stress. The findings revealed that STEAM teachers experience a moderate level of distress, underscoring the need for improved work-life balance.

In conclusion, the impact of work-life balance on personal well-being and professional effectiveness is profound and undeniable. Achieving a harmonious equilibrium between one's professional and personal life is not a luxury but a fundamental prerequisite for a fulfilling, healthy, and sustainable life. When individuals can strike this balance effectively, they experience reduced stress, improved mental and physical health, stronger relationships, and enhanced overall well-being. Moreover, this sense of equilibrium transcends personal life; it extends into the workplace, where employees who enjoy work-life balance are more motivated, engaged, and productive. In essence, work-life balance is not just a personal pursuit; it is a vital asset for both individuals and organizations, contributing to a more prosperous and vibrant society as a whole. Recognizing and nurturing this balance is an investment in the well-being and success of both the individual and the collective, underscoring its importance in today's fast-paced world.

Challenges In Maintaining Work-Life Balance

In an era characterized by relentless work schedules, ever-evolving technology, and the constant juggling of personal commitments, maintaining a harmonious work-life balance has emerged as one of the most significant challenges of our time. The pursuit of equilibrium between the demands of a career and the desire for a fulfilling personal life has become an intricate and often elusive endeavor.

Jansen (2016) in her article "The 7 challenge areas for work/life balance" published in the Life Coach Directory pointed out seven challenges that hinder maintaining work-life balance. These are unrealistic demands, lack of control, unsupportive relationships, lack of resources, unhelpful attitude, lack of skills,

and high stress levels.

Employees tend to enhance their job performance when they receive the appropriate and sufficient level of Work-Life Balance (WLB). Women professionals often encounter challenges in balancing their family and social responsibilities with the demands of their careers. According to Tasnim et al. (2017), one of the most complex hurdles faced by female professors is striking a balance between work and life. This challenge arises from their involvement in household duties, family care responsibilities, and professional work responsibilities.

The difficulties they face include extended working hours, inflexible job conditions, excessive workloads, childcare obligations, workplace discrimination and bias, a lack of supervisory support, and a dominant management style. The study's findings emphasize the need for organizations to establish a structured set of guidelines aimed at mitigating these issues, thereby enabling female employees to maintain a healthy work-life balance and achieve greater harmony in their lives.

Sundaresan (2014) revealed that a significant number of career-oriented women encounter challenges in effectively balancing their professional and family lives. These difficulties stem from the substantial pressures of their jobs, a limited amount of personal time, and the aspiration to meet societal expectations. The need for extended work hours leads to a considerable overlap of work-related responsibilities in their home life.

A review of the pertinent literature indicates that women in the workforce encounter more obstacles in harmonizing their work and family commitments compared to men. Moreover, they frequently experience conflicts because work responsibilities encroach upon their home life more often than the reverse scenario of home responsibilities affecting work. Working women often find themselves in situations where they must make concessions to excel in one domain, as each workplace imposes distinct expectations and standards on them.

Maeran et. al (2013) emphasized striking a sense of balance between an individual's work and personal life is a dilemma in today's workforce that they are not much concerned about their fundamental rights as well as their work-life balance and are therefore more engaged in their professional life activities as compared to personal ones due to the increasing rate of inflation and unemployment. Meanwhile, Subha (2013) noted that according to various work-life balance surveys, more than 60% of the participants said that are not able to find an equilibrium in their private and professional lives. They have to make tough alternatives even when their job and private life are not close to equilibrium.

Dhavala et al (2019) revealed in their study uncovered a significant trend among female staff in the Mangalore region. Most of these women are under the age of 35 and are married. They typically reside in nuclear families with young children. This observation underscores the pivotal role that women play as primary contributors to their family's livelihood. Furthermore, living in nuclear families places them under greater responsibility for both child-rearing and household duties.

G. Kanthi (2013) has found a significant portion of the respondents expressed confidence in their ability to effectively manage their daily work routines. However, some individuals cited various challenges, such as economic difficulties, family issues, personal inefficiency, and a lack of commitment, which hindered their capacity to maintain work-life balance.

The research highlighted that factors such as extended working hours, mandatory overtime, excessive stress-inducing job tasks, inflexible schedules, and other related elements exert a partial influence on employees. This influence manifests in forms such as absenteeism, high turnover rates, frustration, diminished morale, and reduced motivation, ultimately resulting in an imbalance between work and

personal life. It is worth noting that a content and healthy employee tends to yield better results, make sound decisions, and positively contribute to the organization's overarching goals.

Madipelli et al. (2013), in their study on the factors contributing to work-life imbalance among school teachers, identified several key factors. They found that a significant number of teachers experience stress due to an excessive workload, challenging working conditions, and prolonged working hours. Additionally, the multiple roles that women often juggle in both their professional and domestic spheres can lead to feelings of boredom, frustration, and stress, further exacerbating work-life imbalance.

Furthermore, the quality of marital relationships and the attitudes and cooperation of husbands and family members play substantial roles in influencing the work-life balance of working women. These factors significantly contribute to the overall sense of balance or imbalance experienced by women in their professional and personal lives.

In another research endeavor conducted by Sathiyamoorthy (2019), the primary focus was on exploring the work-life balance of school teachers situated in Ambattur, within the Thiruvallur district. The central objective of this study was to delve into the challenges encountered by teachers when attempting to achieve equilibrium between their professional commitments and personal lives, as well as to gain insight into the strategies they employ in this regard.

A research study examining the work-life balance of female employees in the education sector found that the extent to which they contemplate work during their non-working hours, the time they dedicate to their workplace versus their family and friends, and the workload assigned to them all have a discernible impact on their domestic responsibilities. This study concludes that women often face a challenging situation in striving to strike a balance between their professional and personal lives, effectively playing a dual role. The prevailing mindset often leans towards working more to increase earnings, which can in turn affect their family life. Additionally, the ability to achieve this balance is influenced by factors such as age, experience, qualifications, and salary levels, as suggested by Thakur and Vishal in their 2014 study.

In their 2015 study, researchers Murthy and Shastri identified that factors such as childcare responsibilities, taking care of aging parents, job dissatisfaction, and conflicts in role expectations significantly influenced employees' capacity to achieve a harmonious equilibrium between their work and personal lives.

Santhana et al. (2013) emphasized that several factors, including marital status, working hours, the need for flexibility, additional work hours, and overtime, can disrupt the balance between work and personal life. This issue is particularly pronounced among married women because any extra hours spent at the workplace impede their ability to attend to their children and other dependents. When categorizing these factors into components, it becomes evident that these factors alone account for over 38% of the challenges in achieving work-life balance. The study also underscores that three factors, namely, the number of dependents, childcare responsibilities, and the reasons for overtime work, have a significant impact on the work-life balance of married women, especially when there are many dependents at home, particularly small children who require care and attention. In such cases, a supportive functional head can play a vital role in mitigating the consequences related to work-life balance.

Guy and Arthur (2020) found that teachers experienced several challenges in managing their dual roles, such as time conflicts, lack of support from their schools, and feelings of guilt and inadequacy. Teachers experience feelings of guilt when they try to balance their personal and professional responsibilities resulting in being overwhelmed and exhausted.

Similarly, Kara et al. (2021) examined the work of teachers with dual roles. The study revealed that teachers experienced difficulty balancing their professional and parental roles due to lack of time, guilt

feelings, and behavior-based conflicts. It further demonstrates that teachers who simultaneously fulfill personal and professional roles struggle tremendously in striking a work-life balance.

In summary, maintaining a work-life balance presents a multifaceted challenge in our modern, interconnected world. Balancing the demands of a career with personal life responsibilities, while also factoring in evolving technology and the blurring of work boundaries, can be an ongoing struggle. Yet, recognizing these challenges is the first step in addressing them. Through proactive efforts, such as setting boundaries, prioritizing self-care, and seeking employer support, individuals can navigate these obstacles and strive for a more harmonious equilibrium between their personal well-being and professional obligations.

Support Of the Schools in Maintaining Teachers' Work-Life Balance

Supporting teachers in maintaining a healthy work-life balance is not only an ethical imperative but also a fundamental necessity for the quality of education and the well-being of educators. Teachers are the backbone of our educational system, shaping the future of society through their dedication and commitment. However, the demands of teaching can be all-encompassing, often leading to burnout and high attrition rates. In this discussion, we will delve into the crucial role schools play in facilitating and championing the work-life balance of their teachers. By recognizing the significance of this support, schools can create an environment where educators can thrive professionally while enjoying a fulfilling personal life, ultimately benefiting both teachers and the students they serve.

Armstrong (2023) provided ways on how schools can support work-life balance strategies among teachers. These include a) Promoting a Healthy Work Culture where educational institutions should aim to cultivate a workplace atmosphere that places a high premium on achieving balance. This could encompass respecting employees' time, discouraging excessive work hours, and recognizing the significance of mental well-being; b) Providing Professional Development Opportunities where participation in ongoing professional development (CPD) programs can provide teachers with the necessary skills to efficiently handle their workload and sustain a well-balanced work-life equilibrium and lastly c) Reducing Administrative Burden where schools might consider methods to alleviate the administrative responsibilities placed on teachers, such as hiring support personnel to manage routine duties or implementing streamlined management systems.

Harris (2022) additionally emphasized the significant role headteachers and school administrators can play in facilitating the establishment of a positive work-life balance for teachers. Specifically, they should communicate to teachers who may be facing challenges that they are not isolated in their struggles, that their managers are there to support them, and that assistance is accessible when needed. Even the mere awareness of the existence of a supportive safety net can have a positive impact on staff well-being.

Singal and Parvesh (2015) suggested that colleges should establish guidelines and strategies to assist faculty members in attaining a work-life balance since it directly influences their job performance. This recommendation holds particular significance for women within the academic community. Research conducted by Maragatham et al. (2017) indicates that married women in academic roles receive substantial support from their families, colleagues, and the institution as a whole. This support network facilitates a more attainable work-life balance for them. Achieving greater harmony between personal and professional life can result in improved outcomes both at home and in the workplace.

A study was conducted by Noor Fatima & Sahibzada (2012), on work-life balance in different universities in Pakistan. The finding of the study showed that due to the intense workload in universities, employees turn out to be dissatisfied with their jobs. Therefore, the study suggested that universities must build up

such strategies that might facilitate their staff requirements so that they can maintain a balance between their work and life responsibilities.

Nwogu and Unuigbe (2018) highlighted the presence of various work-life benefits aimed at enhancing the work-life balance of teachers in secondary schools located in Edo State. These benefits encompass provisions such as childcare services, punctual salary payments, bonuses for teachers, the establishment of a pension scheme, and the provision of well-equipped common rooms for teachers' relaxation.

Additionally, Nwogu and Unuigbe (2018) underscored the existence of leave policies that contribute to improving the work-life balance of teachers in these secondary schools. These policies encompass granting maternity leave, providing sick leave, offering annual leave, allowing for two or three days of leave of absence, and facilitating study leave.

Rama Swathi R.S.V. et. al (2017) concluded that organizations should acknowledge the various factors influencing their employees' work-life balance and should implement contemporary work-life strategies that can effectively mitigate work-family conflicts.

Tressa and Manisha (2016) conducted a study on work-life balance among female teachers at Kendriya Vidyalaya in Uppal, Hyderabad. Their findings indicate that factors such as working hours and their compatibility with personal life, maintaining a balanced work-life, the amount of time spent on domestic duties, working overtime and during holidays, persistent concerns about work beyond official hours, and missing out on quality time with family and friends all contribute to the challenges faced by women who juggle multiple responsibilities, work commitments, and family roles.

For these women, managing these various responsibilities can become burdensome. Therefore, institutions need to recognize their situation and offer improved working conditions, which can significantly aid women in effectively balancing their lives.

Kennedy (2015) emphasized that the successful implementation of such measures for teachers would largely depend on cultivating a positive and supportive environment. This, in turn, would lead to several advantages for teachers, including an improved quality of life, increased professional productivity, and better overall health. Harney (2008) added that a comprehensive wellness program not only reduces stress but also equips individuals with strategies to effectively manage negative emotions such as anxiety and anger.

In light of the findings of their study, Mathews et al (2021) recommended that principals need to make a deliberate effort to sensitize teachers to live their personal life well. They should abandon the attitude that teachers are free to choose how to live their personal lives. This could involve, occasionally, having sessions where professionals in matters of work-life balance talk to teachers.

On a similar note, Hafeez and Akbar (2015) recommended that schools recognize excessive hours of work and enhance their staff's job satisfaction level utilizing reducing the working hours of their staff. Since working too many hours might lessen the efficacy of staff. They ought to be appreciated for their expertise, knowledge, and involvement, instead of working hours. Further, they recommended assigning job duties according to the skills of their staff to aid in addressing the trouble of too much workload among teachers. Moreover, Singh and Sharma (2015) stressed that work-life balance can be improved by improving the workplace culture, solving workplace issues, solving the time problems of the teachers, working on job satisfaction factors, and decreasing the work pressure and stress of the teachers of universities and colleges.

Organizations should also offer certain amenities to their employees, including access to personal telephones, counseling services, health initiatives, fitness facilities, equal opportunities for advancement,

training, and professional growth, assistance with personal needs through referral services, family support programs for parenting or other family-related matters, as well as relocation or job placement assistance (Ainapur, Vidyavathi, Kulkarni, & Mamata, 2016). Additionally, organizations should consider implementing more family-friendly policies to grant greater flexibility to all employees, including supervisors, managers, and senior staff. Such policies should encompass flexible work hours, schedules, and leave arrangements that accommodate their family and personal obligations without imposing any negative consequences. Organizations should conduct pre-exit interviews that inquire about whether challenges in balancing work and family/personal responsibilities influenced the employee's decision to leave before their departure. Organizations should take the matter of work-life balance for their employees seriously by developing new policies and initiatives. They should also work on enhancing their knowledge about work-life balance, raising awareness of employees' rights to access flexible work arrangements, and providing direct or recommended assistance and services to support them (Taiwo, Catherine & Esther, 2016).

In their study, Vasumathi et al. (2017) identified that women experience a detrimental effect on their work-life balance and productivity when they face conflicts with either their superiors at work or family members. The ability of a woman to maintain emotional stability plays a pivotal role in her ability to attain a harmonious work-life balance. To support female faculty members in institutions of higher learning, these institutions must prioritize their professional and personal development. This can be achieved by offering equitable compensation, performance-based incentives, and opportunities for advancement. Additionally, providing flexible scheduling options and welfare benefits can contribute significantly to enhancing the overall well-being and success of female faculty members.

Manoj Prabhakar, K., and Fonceca, C.M. (2023) concluded that employers can play a crucial role in promoting work-life balance among their employees by offering flexible work arrangements, such as telecommuting, flexible scheduling, and job-sharing. Employers can also encourage employees to take breaks and use their vacation time, provide resources for stress management and mental health support, and create a positive workplace culture that values work-life balance. Employers must provide a supportive work environment that allows employees to balance their work and personal lives effectively. In conclusion, the active support of schools in maintaining teachers' work-life balance is not just a matter of goodwill but a strategic investment. Schools play a crucial role in fostering an environment where educators can thrive both professionally and personally. By implementing policies that promote manageable workloads, offering professional development in time management, and encouraging a culture of mutual support, schools can empower teachers to excel in their roles while maintaining their overall well-being. In doing so, they not only retain talented educators but also contribute to the overall quality of education and the lasting success of both teachers and students.

Work-Life Balance Programs for Teachers

Given that well-being is closely tied to happiness, contentment, vitality, optimism, passion, and self-realization (Seligman as cited in Kluczyk, 2013), the attainment of well-being can lead to the absence of adverse effects and the realization of individuals' full potential. Therefore, it is important to have work-life balance programs that prioritize practices aimed at maximizing resources for employees' growth and development (Kim, 2013).

Educational institutions have increasingly been proactive in establishing work-life balance infrastructures and frameworks. These initiatives are geared towards evaluating work-life balance policies and enhancing various aspects of the employees' lives, including physical health, job and family satisfaction, overall well-

being, effective time management, and stress management. These measures contribute significantly to fostering a family-friendly culture within educational institutions.

Prasadh and Sasikala (2024) suggested that educational institutions should consider implementing awareness and training programs to educate residential schoolteachers about the importance of work-life balance and effective stress management strategies. These programs can provide teachers with valuable insights and resources to better manage their workloads and personal responsibilities.

Furthermore, it's advisable to incorporate a General Well-Being Assessment into the programs of the human resource department. This approach ensures that necessary support is readily available to teachers who require assistance, thereby further enhancing the work-life balance and overall well-being of the staff (Quintana et al., 2019).

Esguerra (2020) recommended that support should be given to younger employees in pursuing their graduate studies to earn higher education degrees which will open more doors for their career growth. Moreover, the institution can also devise a work-life balance program to address work overload such as practicing flexible working and giving employees the freedom to choose the best work schedule suitable to their lifestyle, thus translating to a good work-life balance situation.

Marmol (2019) studied the perception of teachers on the level of their work-life balance and school commitment and their relationship to one another, which serves as the basis for a policy review. Among the recommendations made were a) provide programs and activities for teachers on physical health and wellness such as sports and dance to reduce work- stress and promote sound health; b) motivate and support the teachers in their endeavor of enrolling in postgraduate programs and; c) apply flexible schedule and work arrangement.

In conclusion, work-life balance programs for teachers are not just initiatives; they are essential tools for nurturing a resilient and motivated teaching workforce. These programs recognize the unique challenges educators face in balancing their professional and personal lives and offer targeted solutions, such as flexible scheduling, wellness support, and stress management resources. By investing in these programs, schools and educational institutions demonstrate their commitment to the well-being of their educators, which, in turn, translates to more engaged, effective, and satisfied teachers. Ultimately, work-life balance programs not only benefit individual educators but also contribute to the overall health and success of the educational system and the students it serves.

Synthesis of the State-of-the-Art

Numerous authors have emphasized the critical role of work-life balance and the strategies to achieve it, highlighting their impact on employees well-being and performance. Abendroth and Dulk, Daipura and Kakar, Mazerolle and Goodman, Yadav and Dabhade, Purushottam, Ashwin, and Muthukumar, Susi et al., Kumari et al., Taiwo et al., Vyas et al., Oludayo et al. have collectively defined and conceptualized work-life balance, underlining its importance and identifying key factors influencing it. Additionally, Reider, Dhavala, et al., Kibriya et al., Edralin, Eljo, et al., and Prasadh and Sasikala (2024) have explored and suggested various strategies to enhance work-life balance.

Kasuma and Yacob, Diego-Medrano and Salazar, Holly and Monen, Balkan, Elsharnouby and El-said, Ghai, Byrne, Radha, and Quintana et al. have discussed the impact of work-life balance strategies on the personal well-being and professional effectiveness of employees and teachers. Their research highlights how implementing effective work-life balance strategies can lead to improved mental health, job satisfaction, and overall productivity. r employees and teachers.

Jansen, Tasnim, et al., Sundaresan, Maeran, et al., Dhavala et al., Kanthi, Madipelli, et al., Sathiyamoorth,

Thakur and Vishal, Murthy and Shastri, and Santhana et al., Guy and Arthur and Kara et al. have conducted extensive research on the numerous challenges faced by employees and teachers in achieving a healthy work-life balance. These studies reveal that employees and educators often struggle with excessive workloads, time management difficulties, and the pressures of meeting both professional and personal obligations. Additionally, the lack of flexible work arrangements, insufficient organizational support, and inadequate access to mental health resources further exacerbate these challenges. The researchers suggest that addressing these issues requires a multifaceted approach, including policy changes, enhanced support systems, and the promotion of a culture that values and supports work-life balance.

Armstrong, Harris, Singal and Parvesh, Maragatham, Nwogu and Unuigbe, Swathi, Tresha, Manisha, Kennedy, and Harney have all discussed the importance of supporting work-life balance. Their research highlights the necessity of creating supportive environments that facilitate a balance between professional responsibilities and personal life. These authors emphasize the role of organizational policies, flexible work arrangements, and access to mental health resources in promoting a healthier work-life balance for employees and educators.

Seligman, Kim, Prasad, Sasikala, Quintana, et al., Esguerra, and Marmol pointed out the importance of creating and implementing work-life balance programs and policies that would help teachers achieve a balance between personal and professional responsibilities.

Gap Bridged by the Study

The related literature and studies discuss the importance of work-life balance for employees including teachers, strategies for achieving it, its impact on well-being and performance, the challenges encountered, and the support needed to address these challenges. However, there is a gap in understanding the specific perceptions and experiences of teachers regarding work-life balance and the specific program to address the challenges encountered by the teachers.

The present study addressed this gap by exploring teachers' perceptions of the importance of work-life balance in the teaching profession, the strategies they employ to maintain the balance between personal and teaching roles, the impact of these strategies both on their personal well-being and professional effectiveness, the challenges they face, and how their schools support their work-life balance and more importantly by designing a program which could help the teachers in addressing challenges and achieving work-life balance. This research provides a deeper insight into the unique experiences of teachers and the effectiveness of existing support systems in educational settings.

Theoretical Framework

The following theories are considered highly relevant and can provide valuable support for the execution of this study.

Border Theory, proposed by Sue Campbell Clark in 2000, posits that work and personal life are distinct domains with unique roles, behaviors, and expectations, separated by physical, temporal, and psychological borders. The theory emphasizes how individuals manage and negotiate these borders to achieve a work-life balance. Effective border management involves either segmenting (keeping work and personal life separate) or integrating (blending work and personal life) these domains in ways that minimize conflict and maximize satisfaction. Achieving balance depends on how well individuals can navigate and control these borders to meet the demands of both domains harmoniously.

Similarly, the Boundary Theory, proposed by sociologist Paul T. Bendix in the 1970s and further developed by others like Nippert-Eng (1996), examines how individuals create, maintain, and negotiate boundaries between work and personal life. The theory posits that people manage these boundaries by either

segmenting (keeping work and personal life distinct) or integrating (blurring the lines between the two). Successful boundary management involves setting clear distinctions or flexible boundaries that adapt to the demands of both domains, which can help minimize conflict and enhance overall well-being. Effective management of these boundaries is key to achieving a harmonious work-life balance.

Further, Segmentation Theory suggests that individuals compartmentalize their work and personal life, keeping them separate and distinct from each other. This approach is based on the idea that work and personal life have different roles, responsibilities, and expectations, and maintaining a clear boundary between the two can help prevent conflicts and reduce stress. By segmenting these domains, individuals can focus entirely on their work while at work and fully engage in personal activities and relationships during their time, without letting one interfere with the other. This separation aims to achieve a work-life balance by ensuring that the demands of one domain do not spill over into the other, allowing for better focus, satisfaction, and well-being in both areas.

Additionally, the Spillover Theory, developed by Urie Bronfenbrenner, explains how experiences in one domain of life (such as work or personal life) can carry over and affect other domains. According to this theory, there are both positive and negative spillovers. Positive spillover occurs when satisfaction and positive experiences in one area enhance performance and satisfaction in another, such as when success at work leads to happiness and fulfillment at home. Conversely, negative spillover happens when stress and negative experiences in one domain adversely impact another, like when work-related stress leads to tension and conflict in family life. The theory highlights the interconnectedness of different life domains and underscores the importance of managing stress and fostering positive experiences to maintain a healthy work-life balance.

Moreover, the Compensation Theory, proposed by Wilensky in 1960, posits that individuals seek to compensate for deficits or dissatisfaction in one domain of life (such as work or personal life) by seeking fulfillment or rewards in another domain. For example, if someone is unhappy or unfulfilled at work, they might invest more time and effort into their personal life, hobbies, or family to achieve balance and satisfaction. Conversely, if personal life is unsatisfactory, individuals might focus more on their careers to find a sense of accomplishment and purpose. This theory highlights how people consciously or unconsciously use different life domains to balance their overall well-being, compensating for the lack of satisfaction in one area by enhancing their experiences in another.

Instrumental Theory on work-life balance, developed by Jeffrey H. Greenhaus and Nicholas J. Beutell in 1985, suggests that work and family roles are not only distinct but can also serve instrumental purposes for each other. This theory posits that activities and accomplishments in one domain (e.g., work) can provide resources and support that facilitate performance and satisfaction in the other domain (e.g., family). For example, financial stability from work can improve family life, while emotional support from family can enhance work performance. Instrumental Theory emphasizes the interconnectedness of work and family roles, proposing that positive experiences and resources in one domain can be used to address challenges and enhance well-being in the other.

Lastly, Inter-role Conflict Theory, proposed by Jeffrey H. Greenhaus and Nicholas J. Beutell in 1985, posits that achieving fulfillment in one aspect of life, such as work, often requires sacrifices in another area, such as personal life. This theory highlights how competing demands between roles can lead to role conflict, where the pursuit of success in one domain (e.g., career advancement) may interfere with or detract from satisfaction and responsibilities in another domain (e.g., family life). The theory emphasizes the stress and challenges that arise from these conflicts and underscores the importance of managing these

trade-offs effectively to maintain overall well-being and balance.

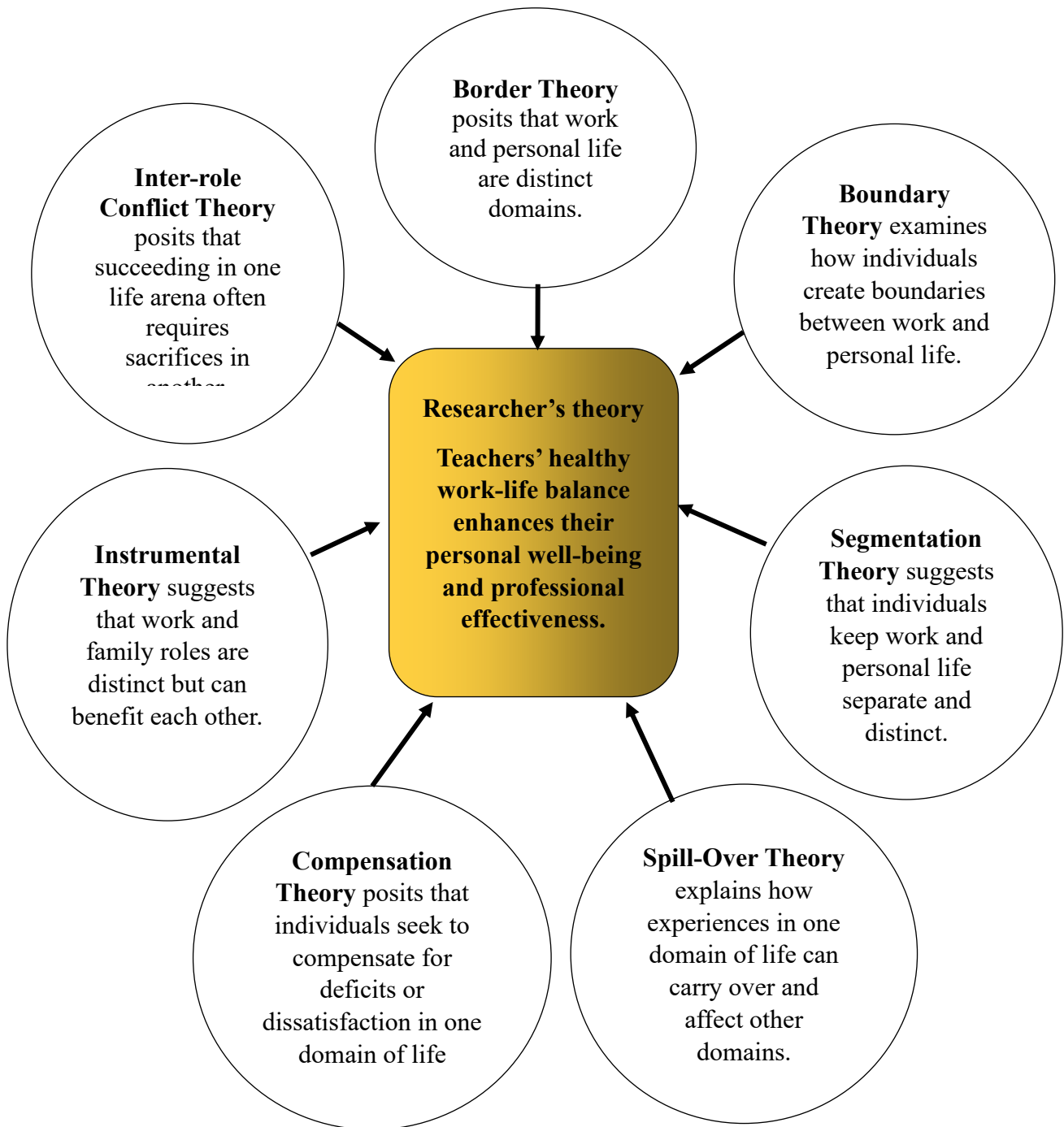


Figure 1. Theoretical Paradigm

Conceptual Framework

The conceptual framework of this study will utilize the input-process-output-outcome (IPOO) model. The research input will include the perceptions on the importance of work-life balance, the strategies used by the teachers in managing work-life balance, the impact of these strategies, the challenges encountered by the teachers, and the support given by the schools to maintain the work-life balance of the teachers.

The process will include the focus group discussion. The output of this study is a program that could help teachers maintain their work-life balance and the outcome will be enhanced personal well-being and professional effectiveness among teachers.

The outcome of this study's conceptual framework, based on the input-process-output-outcome (IPOO) model, will be the enhancement of both personal well-being and professional effectiveness among teachers. By identifying teachers' perceptions, strategies, challenges, and the support they receive in maintaining work-life balance, and through focus group discussions, the study aims to produce a program that will directly contribute to improving teachers' ability to balance personal and professional responsibilities. This, in turn, leads to a positive impact on their overall well-being and effectiveness in the classroom.

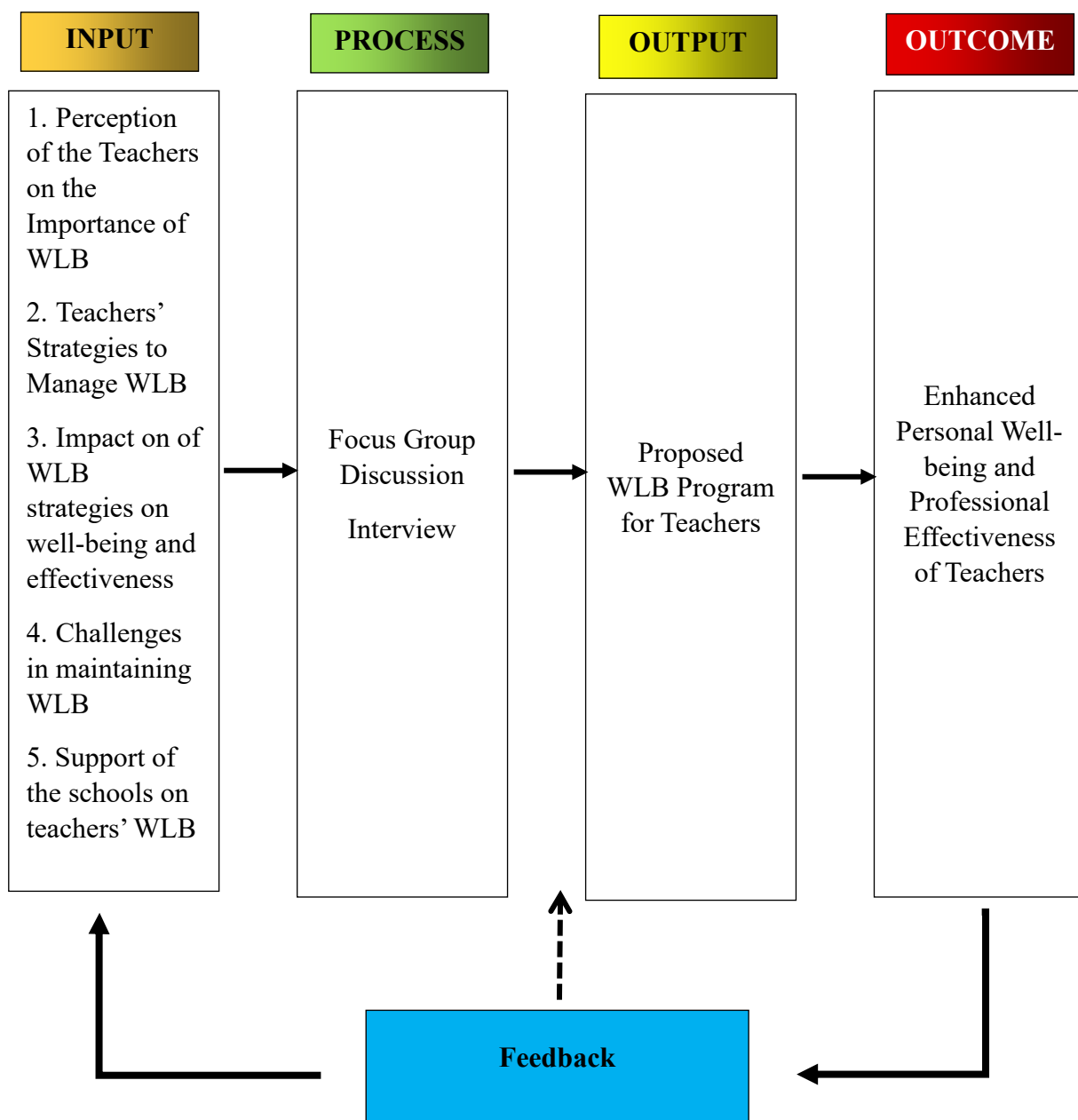


Figure 2. Conceptual Paradigm

CHAPTER III

METHOD AND PROCEDURES

This study used a phenomenological approach that focused on the strategies employed by the teachers in maintaining their work-life balance and its impact on personal well-being and professional effectiveness. It also tackled the perception of the teachers on the importance of work-life balance, the challenges they encountered, and the support of the schools in maintaining healthy work-life balance. It also discussed potential programs that could be proposed and implemented to create and maintain healthy work-life balance among teachers.

Appropriateness of Design

Phenomenology helps us understand the meaning of people's lived experiences. A phenomenological study explores what people experience and focuses on their experience of phenomena. Phenomenology has a strong foundation in philosophy. It is a form of qualitative research that focuses on the study of an individual's lived experiences within the world.

In this case, the study explored the experiences of teachers with work-life balance strategies and their impact on personal well-being and professional effectiveness. This aligns with the core principles of phenomenology, which involve exploring and describing the lived experiences of individuals.

Research Questions

Research questions are the specific questions that guide a research study or inquiry. These questions help to define the scope of the research and provide a clear focus for the study. Research questions are usually developed at the beginning of a research project and are designed to address a particular research problem or objective.

The specific questions of this study were:

1. How do teachers perceive the importance of work-life balance?
2. What strategies do teachers use to manage their work-life balance?
3. How do teachers' work-life balance strategies affect their personal well-being and professional effectiveness?
4. What challenges do teachers experience in maintaining their work-life balance?
5. How are teachers' work-life balance strategies being supported by schools?
6. What program could be proposed to help teachers maintain a healthy work-life balance thereby enhancing their personal well-being and professional effectiveness?

Population and Samples

Population refers to the entire set of individuals or instances about whom we hope to learn. Samples are subsets of populations. The extent to which we can generalize from any sample to its population depends on the representation of the sample and the size of the sample.

In qualitative research, there are various sampling techniques that you can use to determine the participants. One of the most common sampling strategies is purposive sampling in which units are selected because they have characteristics that you need in your sample. In other words, units are selected "on purpose" in purposive sampling. This strategy groups participants according to preselected criteria relevant to a particular research question.

Purposive sampling was used to select the group of participants which were composed of 20 elementary public school teachers of Magallanes South District. They were grouped into particular categories. Below is the distribution of the participants.

Table 1
The Participants

Group	n
3-5 years	5
6-10 years	5
11-15 years	5
16-20 years	5
Total	20

Instrumentality

This study utilized a focus group discussion and interview methods to collect relevant data. A focus group discussion is a qualitative research tool that originated in sociology and is popular in business, marketing, and education (Sago, 2012). Focus group discussion is used to gather data, usually in the form of opinions, from a selected group of people on a particular and pre-determined topic. The purpose of the discussion is to introduce the ground realities. During the discussion phase, the researcher encouraged free discussion and promoted equal participation of all participants. However, due to time constraints and circumstances, only a few participants were able to participate in the study. Some underwent one-on-one interviews. While some others had to write their responses in the interview questionnaire guides.

Informed Consent

The researcher made the informed consent to ensure the voluntary participation of the participants in this research endeavor. Informed consent is an ethical and legal requirement for research involving human participants. It is one of the founding principles of research ethics. It intends that human participants can enter research freely or voluntarily with full information about what it means for them to take part, and that they give consent before they enter the research. Informed consent stands as a foundational principle, upholding the rights and dignity of research participants.

Before the data-gathering procedure, the researcher ensured the ethical aspect by adhering to the principles of informed consent. She presented the nature of the study, the research methods, and the significance of their participation in the successful conduct of the study. The researcher guaranteed that participation is voluntary. She encouraged and sought the cooperation of the participants but did not use any form of coercion or influence.

Informed consent is essential for ethical research as it respects participants' rights, ensures transparency, facilitates voluntary participation, and provides necessary information for participants to make informed decisions about their involvement in the study.

Confidentiality

In research, confidentiality refers to the obligation of researchers to prevent unauthorized access to data collected from participants. This means protecting the data from disclosure to unauthorized individuals or groups.

Confidentiality is a fundamental ethical principle in research that revolves around safeguarding the privacy and sensitive information of research participants. It is a cornerstone of ethical research practice and is essential for maintaining trust between researchers and participants. Confidentiality is particularly crucial

in research involving personal or sensitive data, medical information, or any information that, if disclosed, could harm the participants or violate their privacy.

The concept of confidentiality implies that researchers have an ethical and legal duty to ensure that any information provided by participants during the research process remains private and is not disclosed to unauthorized individuals or entities.

During the conduct of the study and the data-gathering procedures, participants were assured that their data would be used solely for research purposes and would not be shared or linked to their identities without their explicit consent.

Pilot Study

In research, pilot studies play a pivotal role as invaluable precursors to larger, more comprehensive investigations. These preliminary studies, though often smaller in scale and scope, serve as critical testing grounds for research methods, instruments, and procedures. The primary objective of a pilot study is to identify and rectify potential issues and challenges that might arise in the full-scale research project. This process ultimately enhances the quality and reliability of the research, aligning with the broader principles of research ethics and integrity.

Before the actual data gathering, the researcher conducted a pilot study by interviewing some teachers using the interview guide questions. This process allowed the researcher to refine the interview guide questions, ensuring clarity and relevance. Feedback from the pilot study helped identify any ambiguities or potential biases, which were subsequently addressed to enhance the reliability and validity of the data collection instruments. Additionally, the pilot study provided an opportunity to assess the feasibility of the data-gathering process and make necessary adjustments to the research design. By conducting this preliminary step, the researcher aimed to optimize the effectiveness of the actual data gathering, thereby ensuring a more robust and credible research outcome.

Validity

Validity in research refers to the extent to which a study accurately measures or assesses the concepts and relationships it is intended to investigate. It is a critical aspect of research quality and ensures that the findings and conclusions drawn from a study are meaningful and trustworthy.

Validity is a crucial consideration in research, as it ensures that the study's results accurately represent the phenomena or concepts being studied, and it enhances the credibility and generalizability of research findings. The appropriateness of the design, methodology, and instruments used in research is crucial for ensuring the validity of the study's results.

The researcher conducted face validity by soliciting feedback from teachers, educational experts, and other relevant stakeholders. The insights gained from this feedback were used to refine the instruments, enhancing their alignment with the study's objectives and ensuring that the measures were perceived as valid by those directly involved in the educational field. Pilot testing was also conducted with a smaller sample before the main study, allowing for refinement of the instruments and methodology based on initial findings and participant feedback.

Qualitative Data Analysis

Qualitative data analysis is the process of bringing order, structure, and meaning to the mass of collected data. It is a messy, ambiguous, time-consuming, creative, and fascinating process. It does not proceed linearly; it is not neat. Qualitative data analysis is a search for general statements about relationships among categories of data. (Miles, M. B., Huberman, A. M., & Saldana, J. (2013).

In conducting a qualitative study on work-life balance strategies among teachers, the research process inv-

lives several key steps. Firstly, focus group discussions and interviews with a diverse sample of teachers were conducted and recorded to capture their perspectives accurately. Transcriptions of these discussions served as the basis for analysis. The researcher did the data familiarization by reading through the transcriptions to grasp the content and identify emerging themes. This was followed by the open and axial coding. Open coding involves the initial identification and labeling of codes representing organic concepts or themes within the data. Axial coding was built on this by grouping related codes into broader categories or themes.

The most significant and recurring themes were then selected for further exploration through selective coding. Theme development involved crafting clear and concise descriptions of each theme's significance in the context of work-life balance for teachers. Data reduction condensed the data under each theme, using relevant quotations to illustrate participant perspectives. Data interpretation considered the broader study context, examining how themes relate to research questions and objectives, while also acknowledging variations in experiences. Ethical member checking and cross-validation were employed to enhance rigor and validity. The discussion of implications connected the identified themes to teachers' work-life balance, personal well-being, and professional effectiveness, aligning findings with existing literature and theories. The study concluded by summarizing key findings and their practical implications, presenting the analysis coherently in the research report, and providing a valuable contribution to the field.

CHAPTER IV

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the results of this study based on the insights collected by the researcher from the teacher-respondents. These data were comprehensively interpreted to provide accurate conclusions and recommendations.

The data presented in this chapter were chronologically arranged based on their scope and how immense participants shared their experiences related to attaining work-life balance. Essentially, the researcher identified the perception of teachers on the importance of WLB and some of the strategies they employed. Also, the perception of the participants on how WLB strategies affect their personal well-being and professional effectiveness was discussed in the pages herein. In the same manner, the researcher also interpreted the challenges encountered by the participants in maintaining their WLB and how schools supported teachers in implementing their WLB strategies.

I. 1. Teachers' Perceptions of Work-Life Balance

Work-life balance, a crucial aspect of overall well-being, is especially significant for teachers who juggle demanding workloads with personal lives. Based on the narratives of various participants, four key themes emerge that illuminate their perceptions of work-life balance:

Harmonious Relationship and Contribution

In the pursuit of effective teaching, the balance between professional responsibilities and personal well-being emerges as a vital theme among educators. Participants 1 and 7 emphasized the importance of fostering a harmonious relationship between their professional and personal lives. They believe that a positive work environment, where they feel safe and valued, directly contributes to their overall success and well-being. Participant 1 shared, *“Work-life balance to me is having a harmonious relationship between my work and personal life; thus, while I’m in my workplace, I feel safe and happily working and will contribute meaningfully to the success of the organization.”*

In addition, Participant 7 noted, *“Ang work-life balance sa aking pananaw ay isa sa mga mahahalagang*

aspeto sa buhay ko bilang isang guro na dapat ko isaalang-alang upang makapagturo ako nang epektibo at maaasahan, at magkaroon ng positibong resulta sa aking araw-araw na gawain sa pagtuturo” (Work-life balance for me is one of the important aspects in my the life as a teacher that must be considered for me to teach effectively and efficiently and to have a positive result on my daily teaching activities.)

Yet, Participant 17 also highlighted the role of enjoying teaching and having a passion for the profession, stating, *“Nasisiyahan ako sa pagtuturo at mahal ko ang lahat tungkol dito. Mahalin mo ang iyong passion at hindi ka kailanman mapapagod.”* (I find joy in teaching and everything it entails. When you're passionate about something, it never feels exhausting.) This emphasizes the intrinsic motivation and satisfaction derived from a deep-seated passion for teaching. Enjoying one's profession can lead to increased job satisfaction and reduced burnout, as the positive emotions associated with passion can counterbalance the stresses and demands of the job.

A harmonious relationship between personal and professional lives is essential for work-life balance. It involves positive interactions and mutual support between the two domains, facilitated by mindfulness, flexibility, supportive environments, and strong personal relationships.

Research supports the significance of a harmonious relationship between personal and professional lives in achieving work-life balance. Studies show that a positive work environment, characterized by feelings of safety and value, significantly enhances job satisfaction and performance. Grawitch et al. (2011) highlighted that supportive relationships in both work and non-work domains are crucial for work-life balance, leading to increased engagement and well-being. Dhas (2015) described work-life balance as the creation of a healthy and supportive working environment that enables employees to balance work and personal responsibilities, thereby improving employee performance. These studies suggest that when teachers feel secure and appreciated in their work environment, they are more likely to experience overall success and well-being, which in turn enhances their teaching effectiveness and efficiency.

Effective Handling of Multiple Aspects

The multifaceted nature of work-life balance encompasses various aspects, including personal life, family matters, work responsibilities, and self-care, all of which are crucial for overall well-being. Insights from participants 2, 3, 8, and 19 highlighted the importance of effectively managing these elements, particularly in the teaching profession, where fulfilling educational duties should not come at the expense of personal or family commitments.

As proof, Participant 2 described work-life balance as *“the way of handling one’s personal life, family matters, work responsibilities, social obligations, as well as intellectual and spiritual well-being.”* Also, Participant 3 noted *“Ang work-life balance sa teaching profession ay nangangahulugang nagagampanan mo ang iyong mga tungkulin sa pagtuturo nang hindi isinasakripisyo ang iyong mga personal na responsibilidad o tungkulin sa pamilya.”* (Work-life balance in the teaching profession means being able to fulfill your teaching tasks without compromising your personal or family responsibilities.)

Additionally, Participant 8 emphasized *“Ang kakayahan ng mga guro na epektibong pamahalaan ang kanilang mga professional responsibilities, tulad ng paglesson plan, grading, at classroom management habang nagpapanatili rin ng personal na oras para sa pagpapahinga, sa pamilya, sa mga libangan, at pangangalaga sa sarili.”* (Teachers' ability to effectively handle their professional duties, like lesson planning, grading, and classroom management, while also maintaining personal time for rest, family, hobbies, and self-care.)

Similarly, Participant 19 stated that work-life balance *“refers to the ability to manage and balance the demands of professional responsibilities and personal & family life, which may involve creating a*

harmonious integration of work and personal activities, ensuring that both aspects of life are given sufficient attention and time.”

The effective handling of multiple aspects of work-life balance involves managing the various professional and personal responsibilities that teachers face in a way that promotes their overall well-being and job satisfaction. Teachers often juggle numerous roles, including preparing lessons, grading assignments, meeting with parents, participating in professional development, and managing classroom behavior, all while attending to their personal and family needs.

With the many roles and responsibilities placed on teachers, they must manage their professional duties without compromising their personal time and well-being. Abendroth and Dulk (2011) characterized work-life balance as the harmonious interaction between various life domains while Daipura and Kakar (2013) defined work-life balance as seeking for a balance between work from life and feeling comfortable with both work and family commitments. This concept emphasizes the importance of not allowing work to overwhelm personal life or vice versa, but rather finding a harmonious integration where both areas are managed effectively. The goal is to achieve a state where one can fulfill work obligations while also having time and energy for family, leisure, and self-care, ultimately leading to improved well-being and productivity.

Prioritizing Self-Care and Personal Time

Prioritizing self-care and personal time is essential for educators striving to achieve a healthy work-life balance. Participants 4, 5, 9, 12, and 18 emphasized the need to prioritize self-care and personal time. They believed that balancing work and personal life requires maintaining an equal focus on both while ensuring that they have sufficient time dedicated to themselves and their families. Taking breaks, practicing mindfulness, and seeking support from colleagues and family members contribute to achieving this balance.

Participant 4 shared, *“Having a work-life balance is difficult to maintain, especially in the teaching profession. Being a teacher, you have to maintain equal relationships between working/teaching and personal life while always prioritizing self-care and well-being.”*

In the same manner, Participant 5 noted, *“For me, it means that I can be happy and productive at work, and I have time for myself and my family as well.”* However, Participant 9 explained that *“Ang work-life balance in teaching ay nangangahulugang epektibong pamamahala ng mga propesyonal na responsibilidad habang napapanatili ang ating personal na oras.”* (The work-life balance in teaching involves managing effectively professional responsibilities while preserving our time.) Moreover, Participant 12 described work-life balance as *“finding a healthy equilibrium between my responsibilities as an educator and my personal life.”*

Balancing work and personal life requires dedicating equal attention and time to both domains. This means ensuring they have sufficient time and energy for their professional responsibilities as well as their commitments and self-care. Practicing self-care plays a critical role in reducing stress, promoting well-being, and maintaining a healthy work-life balance, especially for high-stress professions like teaching. By prioritizing self-care, teachers can better manage the demands of their profession, maintain their well-being, and achieve a more balanced and fulfilling work-life integration.

In this regard, Ayala et al (2018) found that U.S. medical students who engage in self-care report less stress and higher quality of life. As the level of reported engagement in self-care activities increased, the strength of the inverse relationship between perceived stress and quality of life appeared to weaken.

Moreover, Kim McLaughlin (2015) emphasized the importance of prioritizing self-care while balancing

work and family during the summer months. She suggests scheduling time for self-care activities daily, setting boundaries, and working from home if possible, to achieve better work-life balance. Prioritizing self-care activities like mindfulness, exercise, social support, and work-life balance can help teachers be more resilient and effective in their roles.

Equilibrium and Positive Impact

Work-life balance is a crucial concept for educators, as it involves the ability to harmonize job responsibilities with personal commitments. As illustrated by participants' insights, achieving this balance not only enhances teaching effectiveness but also fosters overall well-being and job satisfaction. Participants 6, 10, 11, and 20 described work-life balance as finding equilibrium between job demands and personal life. They believe that it is about managing their responsibilities effectively while maintaining a fulfilling personal life. Achieving this balance positively impacts their teaching effectiveness and overall satisfaction.

For instance, Participant 6 stated, *“Work-life balance in the teaching profession refers to finding equilibrium between the demands of their job and their personal life outside of work.”* Additionally, Participant 10 added, *“For me, work-life balance in the teaching profession refers to effectively managing the demands of the job while maintaining a fulfilling personal life.”*

Furthermore, Participant 11 emphasized that *“work-life balance.. ito yung kakayahan nating mga guro na mapanatili ang isang healthy lifestyle and well-being kasabay ng pag-maintain ng kanilang pagiging efficient at effective sa kanilang sa pagtuturo.”* (Work-life balance for teachers means being able to maintain a healthy lifestyle and well-being while continuing to be efficient and effective in their teaching roles.) Similarly, Participant 20 noted, *“Bilang guro, kailangan nating balansehin ang ating trabaho at personal na buhay. Hindi man yung literal na pantay talaga, pero kailangan nating tiyakin na makakapaglaan tayo ng oras para sa ating propesyon at sa well-being natin.”* (As teachers, we need to balance our work and personal lives. It might not be a perfect equilibrium, but we must ensure that we allocate time for both our profession and our well-being.)

Maintaining a healthy balance between professional responsibilities and personal life is essential to prevent burnout, reduce stress, and sustain long-term career satisfaction. Prioritizing work-life balance allows teachers to recharge, engage in personal interests and relationships, and maintain their physical and mental well-being. This balance not only enhances their effectiveness and creativity in the classroom but also serves as a positive example for their students, demonstrating the importance of managing one's time and commitments effectively. Therefore, amidst the demands of the teaching profession, fostering work-life balance is imperative for both personal fulfillment and professional excellence.

Caven and Raiden (2010) defined work-life balance as an individual's ability to maintain a satisfactory equilibrium between work and non-work-life obligations. It is, however, pertinent to note that work-life balance does not mean allotting an equal amount of energy and time to both work-related and non-work-related life responsibilities (Osoian, Lazar & Ratiu, 2009).

It is important to note that work-life balance is a highly individualized concept. What constitutes balance for one teacher may not be the same for another. However, these four themes highlight the importance of teachers integrating their work and personal lives in a way that promotes their well-being and effectiveness. By recognizing the diverse experiences and perspectives of teachers, we can foster a culture that supports work-life balance and enhances overall teacher satisfaction.

I.2. The Importance of Achieving or Maintaining a Healthy Work-Life Balance Enhancing Work Performance and Motivation

Work-life balance plays a vital role in enhancing motivation and work performance among teachers, as highlighted by participants' experiences. According to participants 1, 2, and 8, maintaining balance helps them prioritize tasks, stay focused, and perform effectively.

Participant 1 stated, *“It is very important for me to have and maintain a healthy work-life balance because it motivates me to work effectively and perform well.”* Also, Participant 2 added, *“Maintaining a healthy work-life balance helps me to be on track, being mindful of what matters most, and what needs to be done in the present.”*

Remarkably, Participant 8 explained, *“Kapag sinabing work-life balance, maaaring ito ay tungkol sa paghahanap mo ng paraan upang ma-manage mo ang demands ng trabaho mo o pag-aaral...kasama ang iyong personal na buhay at mga bagay na nagbibigay saya sa iyo. Ang magandang work-life balance ay yung maaari kang maging masaya at produktibo sa trabaho tapos mayroon ka ng oras para sa iyong sarili at pamilya. Dapat magkaroon ng magandang work-life balance ang mga empleyado. Hindi lang ito nagpapabuti ng mental health, kundi pati na rin sa field. Ang teachers kapag okay ang work-life balance mas mahusay at motivated.”* (Work-life balance refers to finding ways to manage the demands of your job or studies while also nurturing your personal life and the activities that bring you joy. A healthy work-life balance allows you to be happy and productive at work while also having time for yourself and your family. Employees should strive for this balance, as it not only improves mental health but also enhances performance in their field. For teachers, a good work-life balance leads to greater effectiveness and motivation.)

Two important impacts of work-life balance among teachers are fostering motivation and enhancing work performance. Having a healthy work-life balance drives teachers to give their best and perform their tasks effectively. When teachers find balance in their work and life, they can manage their tasks and determine what needs to be done first. They manage to accomplish things with ease and excellence.

Respectively, Roopavathi and Kishore (2021) concluded that work-life balance and employee performance are equally proportional to each other. If work-life is balanced in well-mannered then the performance of the employee will be effective. On the other hand, the imbalance between work-life influences stress among individuals and it is difficult to perform productively while keeping stress in mind. Moreover, Soomro et al., (2018) concluded that a healthy work-life balance allows teachers to complete their daily tasks in an effective and timely manner. Moreover, Byrne (2005) asserted that success in achieving the balance between work and life can bring multiple benefits to employers since employees are more motivated, productive, and less stressed. Teachers who feel they have control over managing the demands of work and personal commitments tend to be more productive, engaged, and motivated in their roles.

Personal Well-Being and Relationships

Achieving work-life balance is crucial for preserving personal well-being and nurturing meaningful relationships, as highlighted by participants 6, 9, 11, and 12. They attest that it allows them to nurture relationships with loved ones, pursue personal interests, and engage in activities that promote mental and physical health.

Participant 6 shared, *“Achieving and maintaining a healthy work-life balance is paramount to my personal life as a teacher. It is not only crucial for preserving my physical and mental well-being in a profession that can be emotionally and intellectually demanding but also essential for nurturing relationships with loved ones and pursuing personal interests outside of work.”*

Furthermore, Participant 9 noted, *“Bilang guro, napakahalaga na maachieve o mamaintain ko ang healthy*

work-life balance sa aking personal na buhay. Nakakapagod ang pagtuturo ng mahabang oras tapos halos nakatayo ka pa buong araw; kung wala ang tamang work-life balance, pwede akong mapagod and syempre ma-stress. Pag may balanse, ito yung nagbibigay-daan sa akin na mag-exercise at magkaroon ng sapat na oras para magpahinga at matulog. Importante yun sa akin para mapanatili ang aking energy at maiwasan ang pagkakasakit.” (As a teacher, achieving and maintaining a healthy work-life balance is essential for my personal well-being. Teaching long hours while standing almost all day can be exhausting. Without the right balance, I risk fatigue and stress. When I have this balance, it allows me to exercise and ensure I get ample rest and sleep. This is crucial for keeping my energy levels up and preventing illness.) Truly, Participant 11 emphasized that *“ang pag-maintain ng healthy work-life balance ay mahalaga upang magkaroon ng masaya, kuntento, at payapang personal na buhay.* (Maintaining a healthy work-life balance is essential in living a happy, contented, and peaceful personal life.) Similarly, Participant 12 explained, *“Achieving and maintaining a healthy work-life balance is crucial to my personal life because it ensures I can fulfill my professional duties without sacrificing my well-being or personal relationships. It allows me to recharge, stay motivated, and bring my best self to both my job and my personal life, fostering overall happiness and long-term sustainability in my career.”*

Maintaining a healthy work-life balance is essential for personal well-being and nurturing meaningful relationships. When individuals effectively balance their professional and personal lives, they not only safeguard their mental and physical health but also create space for quality time with loved ones. This balance reduces stress and enhances emotional resilience, leading to more fulfilling and supportive relationships. Additionally, Abioro et al (2018) defined work-life balance as the balance of the time someone spends working compared to the time spent on one's time. This definition implies that achieving balance involves managing time effectively to ensure that neither work nor personal life is neglected. Moreover, Saika (2011) stated that work-life balance is not just about the amount of time spent in each domain but also about the quality of engagement and fulfillment in both areas. This perspective suggests that with a significant amount of time at work, WLB could still achieve if they find their work meaningful, satisfying, and enjoyable.

Increased Productivity and Efficiency

The relationship between work-life balance and productivity is crucial in today's fast-paced work environment. Participants 4, 10, and 19 acknowledged the positive impact of work-life balance on overall productivity. They emphasize that when employees achieve balance, they can contribute more effectively both at work and in their personal lives. For instance, Participant 4 stated, *“Employees can profit in many ways from good work-life balance; with a greater commitment and drive to work, productivity arises, absenteeism falls, and improvements are shown in both physical and mental health.”*

Participant 10 mentioned, *“Maintaining a healthy work-life balance is essential for overall well-being, quality of life, and long-term productivity.”* Similarly, Participant 19 stressed, *“It is of utmost importance as it determines one's work productivity and job satisfaction.”*

Achieving a balanced work-life dynamic is crucial for boosting productivity and efficiency. When individuals manage to harmonize their professional and personal lives, they often experience reduced stress and burnout, leading to clearer thinking and heightened focus during work hours. This improved mental clarity and energy translates into more effective time management, higher quality of work, and increased output. By ensuring that personal well-being is maintained alongside professional responsibilities, individuals can optimize their performance, fostering a more productive and efficient work environment. This can be supported by Nekvinda (2024) who asserted that when one's work and

personal life are properly balanced, it results in more focused work time and increased efficiency. Plus, it also leads to better immune health and lower burnout rates (which also leads to reduced absenteeism).

Improved Health and Long-Term Sustainability

Work-life balance is vital for maintaining overall health and promoting long-term sustainability in both personal and professional spheres. Participants 15, 16, and 18 underscore the importance of work-life balance for health. They assert that achieving balance ensures long-term sustainability in both career and personal life, reducing stress, enhancing well-being, and preventing burnout.

Participant 15 mentioned, *“Mahalaga ito dahil nakakatulong ito sa pag-manage ng stress at nababawasn ang risk na magkaroon ng anumang hindi magandang kondisyon sa kalusugan natin.”* (It is very important because it helps you to manage stress and reduce the risk of developing any unfavorable health condition.)

Also, Participant 16 added, *“Napakahalaga nito dahil ito ang defense weapon ko sa para maenjoy ang sinasabing life at its fullest”* (This is crucial because it serves as my defense mechanism for fully enjoying life.) Similarly, Participant 18 emphasized, *“It is important to your mental and physical health.”*

It's essential to note that work-life balance may vary for everyone based on personal circumstances and preferences. However, these themes derived from participant narratives underscore their significance for promoting personal well-being, professional effectiveness, and long-term sustainability.

Consequently, the study of Gragnano et al. (2020) highlighted the importance of the health domain in the WLB and stressed that it is crucial to consider the specificity of different groups of workers when considering the WLB. In addition to this, Bataineh's (2019) study indicated that work-life balance and happiness positively and significantly affect employee performance. However, job satisfaction does not impact employee performance.

I. 3. Key Factors Affecting Work-Life Balance among Teachers

Workload and Time Management

Teachers often struggle with heavy workloads, including excessive administrative tasks and time management challenges. Participant 3 highlighted that *“mga factor na nakakaapekto,, pwedeng workloads, emotional demands, kakulangan ng resources, at system support... ito ay maaaring makaapekto sa work-life balance ng mga guro.”* (Factors such as workloads, emotional demands, lack of resources, and support system can affect the work-life balance of teachers.) Also, Participant 5 noted, *“Some key factors that affect the work-life balance among teachers are as follows: heavy workloads, long working hours, lack of a proper balance between work and domestic life, lack of awareness and training on emotional intelligence.”*

In addition, Participant 9 added, *“As a teacher, maraming mga salik na nakakaapekto sa aming work-life balance, including heavy workload na nagdudulot ng mahabang oras ng pagtuturo, kaya nakaka-stress. Minsan, yung pagkakaroon ng oras para sa aming personal na buhay at pagpapahinga nagiging challenging talaga.”* (As a teacher, many factors affect our work-life balance, including a heavy workload that leads to long teaching hours and stress. Sometimes, finding time for our personal lives and rest can be quite challenging.) Participant 10 pointed out the impact of *“workload and time management, administrative tasks, support and resources, professional development, school culture and policies, flexibility, personal factors, and others.”*

Furthermore, Participant 13, reflecting on their experience as a multigrade teacher, shared that *“these are the factors I've encountered that affect my work-life balance: 1. Class Composition (Multigrade - more grade levels, more lesson planning, and grading, etc.) 2. Workload (1 teacher:3 grade level, bombarded with paperwork, meetings/training, etc.) 3. School Environment (Managing the behaviors of different*

grade levels can be challenging and requires more time and effort) 4. Poor Time Management 5. Deadlines (Online School Reports) 6. Professional Expectations (Class Observations, require more time in the preparation of lesson)."

Teachers often struggle with heavy workloads, including excessive administrative tasks, lesson planning, grading, and other responsibilities that can lead to long working hours. Balancing teaching responsibilities can make it difficult to find time for personal life. Poor time management and the pressure of deadlines, such as online school reports, can further contribute to the work-life balance challenges faced by teachers. Heavy workload is one of the major factors mentioned by the participants that affect their work-life balance. Aryee et al. (2005) said that individuals who perceive their workload to be more than they can handle are likely to experience exhaustion and fatigue, which may negatively influence one's motivation to respond to the demands of other domains like friends and family.

Similarly, Vogel (2012) stated that when employees are overloaded with work, they often get frustrated that their work-life balance seems to be missing. In a study conducted by Omar et al. (2015), it was revealed that workload was the most dominant factor affecting work-life balance, followed by role conflict. This suggests that to achieve work-life balance, there must be a manageable number of workloads given to teachers. So, they may also be able to address time management challenges.

School Environment and Expectations

The school environment plays a significant role in work-life. Meeting professional expectations, handling class observations, and managing student behavior can add additional stressors.

For example, Participant 8 explained that *"mga dagdag na paperwork, challenges sa time management, yung environment mismo ng school, professional development, mga problema pa sa bahay, class size, ugali ng mga estudyante, at expectations ng community"* (additional paperwork, time-management challenges, school environment, professional development, personal problems at home, class size or student behavior, and community expectations) can impact work-life balance. Also, Participant 9 highlighted that *"heavy workload na nagdudulot ng mahabang oras ng pagtuturo, kaya nakaka-stress"* (a heavy workload that results in long teaching hours and stress) make it difficult to carve out time for personal lives and relaxation.

Nevertheless, Participant 10 emphasized the impact of *"workload and time management, administrative tasks, support and resources, professional development, school culture and policies, flexibility, personal factors, and others"* on maintaining balance. Additionally, Participant 11 pointed out that *"ang school environment...culture..school leadership, pakikitungo ng mga katrabaho, yung relationship sa family niyo, financial status, at ang emotional and social well-being of teachers"* (school environment/culture, school leadership, co-worker relationships, family relationships, financial status, and the emotional and social well-being of teachers) all intertwine to affect balance.

In the same manner, Participant 12 also shared that *"workload from lesson planning and grading, administrative responsibilities, and the pressure to meet educational standards"* are key factors. Yet, Participant 13 reflecting on the multigrade teaching experience, noted challenges such as *"lass composition (more grade levels, more lesson planning, and grading), workload (1 teacher:3 grade levels, bombarded with paperwork, meetings/training), school environment (managing behaviors of different grade levels), poor time management, deadlines (online school reports), and professional expectations (class observations requiring more preparation time)."*

Moreover, the study of Chico et al. (2023) determined that there is a significant relationship between the work environment and work-life balance among selected teachers in Rizal Elementary School bears

implies that teachers who serve selflessly with a commitment to sharing knowledge, competencies & different skill sets for the students' welfare deepens essentially for school management, for the benefit of the entire community of the institution philosophy, prevalent to this needs maintains the harmonious work environment and work-life balance by taking good care of the nature of the job, benefits, compensation and the like.

Personal Factors and Relationships

Personal factors such as values, motivation, and family relationships influence teachers' work-life balance. Co-workers' attitudes, financial responsibilities, and job security can also affect well-being.

For example, Participant 2 speculated on *“the personality of the person, their perception towards life, values, family orientation, work ethics, and spirituality.”* Meanwhile, Participant 7 emphasized that *“key factors affecting the work-life balance of a teacher include motivation to pursue their work, interests, life principles, and daily needs.”*

Participant 12 detailed, *“Several key factors affect my work-life balance as a teacher. These include the workload from lesson planning and grading, administrative responsibilities, and the pressure to meet educational standards.”* In the same manner, Participant 15 highlighted the significance of *“work environment, mga kasama mo sa trabaho, job security, pati mga financial responsibility”* (work environment, co-workers, job security, and financial responsibilities) in influencing their balance.

The facts presented by Thomas (2021) drew attention to the consequences of such work-life imbalance may be poor satisfaction, mental stress, unproductivity, and problematic behavior at work or home, which may affect either work colleagues or family members. Irritability and anxiety are found to be up to 75% more common in this group. Such issues may culminate into prolonged depression, sadness, and drug or alcohol abuse. Also, if organizational loyalty is stressed at the expense of family responsibilities and expectations, family satisfaction and a withdrawal from family roles may be expected.

Emotional Well-Being and Stressors

Teachers' health, stress levels, and ability to cope with overlapping activities impact their work-life balance. Maintaining emotional well-being is crucial for managing the demands of the profession.

Participant 1 pointed out that *“health problems, workload, and negative attitude”* can disrupt balance. Also, Participant 16 suggested that *“ang main reason o factor ay nasa pagtanggap sa mga tungkulin mo... baka hindi mo talaga mahal ang trabaho mo”* (The key factor might be how you handle your responsibilities—perhaps you don't have a genuine love for teaching.) Yet, Participant 17 highlighted stressors such as *“pwedeng pagiging overworked, pagmanage ng patung-patong na trabaho, pati na rin ugali ng mga katrabaho”* (being overworked, navigating overlapping activities, and colleagues' attitudes) as crucial factors impacting balance.

These narratives were connected to the study of Santhana Lakshmi & Santhosh Kumar (2011) who said that *“Work-life balance of women employees – regarding teaching faculties”* which states that career women are challenged by the full-time work and at the end of each work-day in a private Educational Institution they carry more of the responsibilities and commitments to home.

In addition, Bell et al (2012) investigated the correlational relationships between job-related stress, health, work-life balance, and work-life conflict among academics. They concluded even with the availability of employee assistance programs in universities such as stress management and flexible work arrangements, the complex nature of stress still seems to influence academics' health and work-life balance negatively. Addressing these key factors is essential for maintaining a healthy work-life balance in the teaching profession. By acknowledging the challenges and implementing effective strategies, teachers can improve

their well-being and enhance their overall quality of life.

I. 4. Impacts of Work-life Balance on Well-being, Relationships, and Effectiveness

Personal Relationships and Neglect

The impacts of work-life balance extend beyond individual well-being to significantly affect personal relationships. Seven participants reported instances where work demands compromised their relationships. They described neglecting family time, feeling overwhelmed, and experiencing burnout, emphasizing the importance of work-life balance.

This is evident in the statement of Participant 1, *“When I refused to give the most needed time/moment to my family because of the excess work brought home which affected our good relationship when I got sick because of stress”*

In addition, Participant 3 responded, *“I am enthusiastic and dedicated na magprovide ng best instruction na pwede kong maibigay sa mga estudyante ko. So madalas, I find myself spending long hours sa school. Napansin ko na parang lagi akong pagod ako at may kaunting oras lang ako para sa family at hobbies ko. Parang hindi ko na pinapansin ang aking well-being at mga importanteng connections sa buhay ko.”* (I am passionate and dedicated to providing the best instruction possible for my students, which often leads me to spend long hours at school. I've noticed that I frequently feel exhausted and have very little time for my family and hobbies. It seems like I'm neglecting my well-being and the important connections in my life.)

Additionally, Participant 5 also expressed, *“I realized the importance of work-life balance when I experienced too much stress or becoming overwhelmed with so many activities/ tasks to attend to, to the extent of staying very late at night to finish all the tasks. When I felt so restless and burned out, neglecting even my role both as a mother and a wife.”*

While Participant 9 stressed that, *“Pag nakaka-experience ng burnout, napansin ko na maraming oras na yung ginugugol ko sa trabaho at napapabayaang na yung personal kong buhay. Doon ko narealize kung gaano kahalaga na mini-maintain mo ang work-life balance.”* (When experiencing burnout, I noticed that I spent much time at work and neglected my personal life. This realization emphasized the importance of maintaining a work-life balance.) Yet, Participant 11 added, *“There are times na madali akong mairita sa mga estudyante ko, lalo na kapag may personal na problema o kaya naman pagod ako, o may conflict kami ng katrabaho o school head ko.”* (There are times that I find myself easily irritated with my students, especially when I'm dealing with personal issues, feeling tired, or having conflicts with my colleagues or school head)

Participant, on the other hand, 13 also shared sentiments, stating, *“One of the situations that made me realize that work-life balance is very important when I felt the guilt of not giving enough time for my daughter whenever she needed me when doing her homework because I always took my unfinished work at home.”*

The responses of the participants posited the consequences of having an imbalance between the personal and professional roles played by teachers. Their insights reveal instances such as neglecting other family responsibilities, being overwhelmed by tasks, and experiencing burnout.

Remarkably, Dutt (2024) emphasized that neglecting mental well-being in pursuit of career ambitions can have serious consequences that extend far beyond our personal lives. Failing to achieve a sustainable work-life balance can directly impact productivity, creativity, and overall professional success. On the other hand, maintaining a healthy work-life balance can have a profoundly positive impact on mental well-

being. Prioritizing self-care, engaging in activities that bring joy, and nurturing relationships, support an environment that fosters resilience, reduces stress levels, and promotes overall happiness and fulfillment.

Professional Demands and Burnout

Professional demands can take a toll on educators, often leading to feelings of burnout and excessive workload. Five participants shared experiences related to professional demands. They expressed feelings of burnout, excessive workload, and difficulty managing tasks, highlighting the need for balance in their professional lives.

Essentially, Participant 6 recalled, *“One particular instance where I recognized the importance of work-life balance as a teacher was during a particularly demanding semester. I found myself consumed by the demands of lesson planning, grading, and extracurricular commitments, to the extent that my personal life took a backseat.”*

Meanwhile, Participant 8 responded *“When I experienced burnout and job dissatisfaction. Kahit na alam kong passionate naman ako sa trabaho, nakakaramdam din ako na nawawala yung enthusiam. Dahil na rin sa overwhelming na workload at stress na rin. Ang resulta, nababawasan yung job satisfaction na sinasabi.”* (When I experienced burnout and job dissatisfaction. Despite my passion for the job, I found my enthusiasm waning. The overwhelming workload and stress took their toll, leading to a noticeable decline in my job satisfaction.)

Participant 10 highlighted, *“A specific situation that a teacher might share to highlight the importance of work-life balance could be a personal experience of burnout.”* Also, Participant 12 added, *I realized how important work-life balance is during a particularly hectic semester where there are continuous school activities and piling up of tasks to be done. Sometimes, I don't know what to do or where to start with.”*

Lastly, Participant 16 also mentioned, *“May mga times na gusto kong natatapos ang araw na nagawa ko na lahat ng gawain, pero yung katawan at isip ko naman yung tumututol.”* (There are times when I want to finish the day having completed all my tasks, but my body and mind resist.)

The study of Md Shah, et al. (2024) revealed a positive relationship between work-life balance and burnout, challenging the notion that improved balance alone mitigates burnout. Workload demonstrates a strong positive association with burnout, highlighting the impact of increased demands on teachers.

II. Finding Balance: Six Key Strategies for Teacher Well-being

The pursuit of work-life balance is a universal struggle, but for teachers, the challenge is often magnified by the demanding nature of their profession. A recent study analyzing the strategies employed by a diverse group of educators has revealed six key themes, offering valuable insights into how teachers navigate the complexities of their work and personal lives.

Spiritual and Emotional Well-being

Spiritual and emotional well-being plays a crucial role in achieving work-life balance for educators. Participants 1, 2, and 8 emphasized the importance of spiritual practices in achieving work-life balance. Prayer, seeking guidance, and practicing gratitude were common strategies these educators used to reinforce their emotional well-being. For instance, Participant 1 uttered, *“Pray and ask His guidance; Manage my time; take care of your health; forgive and spread love.”*, which deals with the importance of having faith in the Supreme Being and keeping healthy emotions.

On the other hand, Participant 2 stated, *“Time and emotional management... Stress associated with teaching should not affect my duties and responsibilities as a wife and daughter. It should not affect my ministry in the church and my well-being. The best way that works for me is prayer. Quiet time also helps.”*

Having time for yourself helps a lot in dealing with stress.” this reveals her positive mindset to get rid of the negative effect of anxiety in the workplace.

Meanwhile, Participant 8 heartily uttered, *“Pinipikit ko lang yung mga mata ko at binabalikan ko yung mga panahong nagdasaral ako na magkaroon ng trabaho. Kung wala ito, hindi ko kayang masustain ang pangangailangan at gusto ng aking pamilya.”* (I remember how I prayed and dreamed of a happy and successful life, where I can balance my work with fulfilling my family's needs and desires.) This narrative reflected how Participant 8 expresses her gratitude for having a stable job although it is certain that it was coupled with some emotional challenges.

A significant number of teachers emphasized the importance of spiritual practices, such as prayer, seeking guidance, and cultivating gratitude. These practices provide a sense of purpose and resilience, helping to buffer the emotional challenges inherent in the profession. Equally crucial are emotional management techniques, including quiet time, self-reflection, and emotional regulation. Taking time for oneself to process emotions and reflect allows for emotional stability and a greater capacity to deal with the demands of their role.

Gul (2023) discussed spirituality as the discovery and cultivation of inner selves, the quest for meaning, and the connection to something greater than oneself. It involves a deep awareness of our core values, purpose, and the belief that there is more to life than material achievements and external success. Incorporating spirituality into work life allows individuals to find a sense of purpose, joy, and fulfillment beyond their professional endeavors.

Time Management and Boundaries

Effective time management emerged as a recurring theme among teachers numbered 3, 4, 5, 9, 10, 13, 16, and 20. Effective time management emerged as a central theme, with participants advocating for clear boundaries between work and personal life. This involves setting priorities, establishing clear work hours, and resisting the temptation to work late into the night. By prioritizing tasks and minimizing distractions, teachers can reclaim control over their time, creating space for personal pursuits and rest.

Participant 3 emphasized *“isabuhay ang time management, humingi ng suporta kung kinakailangan, mag-set ng boundary, at syempre take a break, magpahinga.”* (Practice time management, seek support when needed, set boundaries, and of course, take breaks and have some rest.) This was supported by Participant 4 claiming, *“To keep up with everything, I make sure to eat a healthy and balanced diet, get enough sleep and exercise, and take regular breaks.”*

Meanwhile, Participant 5 highlighted the importance of identifying stressors, saying, *“I think I have to identify the regular stressors in my life and learn how to deal with them, improve my time management skills, plan, prioritize, seek out my co-teacher support, take breaks or have relaxation, and maybe I should learn to say No.”* After determining her stressors, she acknowledged the importance of a support system, self-love, and prioritization.

In the same manner, Participant 9 stressed the necessity of *“practicing time management, setting boundaries, at syempre quality time with loved ones para sa support, emotionally.”* (practicing time management, setting boundaries, and spending quality time with loved ones for emotional support.)

Consequently, Participant 10 agreed on her view and remarked *“handling stress with a combination of strategies, including time management, self-care, professional support, and hobbies....”* The participants' experiences mirrored the significance of work-life balance with the help of effective time management for personal and professional growth.

Meanwhile, Participant 13 succinctly stated, *“Time management. Create personal and professional boundaries.”* Also, Participant 16 emphasized the importance of *“pag-enjoy ng buhay sa kabila ng mga pagsubok”* (enjoying life despite challenges) and Participant 20 concluded with, *“Siguraduhing naka-set ang mga priorities mo. Ilista mo silang lahat”* (Make sure your priorities are clear. List them all out.)

The narratives presented reveal the implication of time management and restrictions in keeping a work-life balance. It is acceptable since managing time wisely and setting one’s limitations create directions on what to accomplish and target at one point in time. Abendroth and Dulk (2011) conformed with this result and note that balance is the harmonious interaction between various life domains.

Self-Care and Health

Physical health played a significant role in teachers' work-life balance approach, as mentioned by participants 4, 10, and 12. Recognizing the importance of physical well-being, many participants emphasized the need for a healthy diet, regular exercise, and sufficient sleep. These foundational elements of self-care contribute to both physical and mental health, fostering energy and resilience to cope with the pressures of teaching. Additionally, engaging in hobbies, relaxation techniques, and pampering oneself contribute to overall well-being, providing a much-needed break from the demands of the profession.

Remarkably, Participant 4 stated, *“To keep up with everything, I make sure to eat a healthy and balanced diet, get enough sleep and exercise, and take regular breaks.”* and realized the importance of healthy living to ensure balance.

In addition, Participant 10 elaborated, *“Handling stress associated with teaching and other responsibilities involves a combination of strategies that address both professional and personal aspects. Some of the effective ways to manage stress are time management, self-care, professional support, classroom management, mindfulness and relaxation techniques, personal support network, efficient use of technology, and hobbies and interests.”* At this point, she appreciated that despite work pressure, anyone could still think of best practices that would balance work and her personal life.

Meanwhile, Participant 12 underscored the importance of regular breaks, organization, and seeking help when needed, sharing, *“The best ways for me to handle stress from teaching and other responsibilities include taking regular breaks, staying organized, and asking for help when I need it. I find that exercising, like going for a walk or playing a sport, helps me relax. I also make sure to spend time with family and friends, do hobbies I enjoy, and get enough sleep. By taking care of myself, I can manage stress better and stay happy and healthy.”* Her words reveal optimism which emanates from how she effectively balances her life’s events.

Considering self-care and health in keeping a work-life balance is crucial. This is workable and attainable; however, it would depend on individuals’ capacity to plan and implement healthful endeavors for their own good. Self-care is not merely a luxury or trendy buzzword; it is an absolute necessity. Consequently, this was reiterated by Savaira (2024), that even in the hustle of professional life, one should ensure that self-care never takes a back seat. The mind and body demand peace to function properly and it is a responsibility to dedicate specific time to nourish the self.

Mindfulness and Stress Reduction

Mindfulness practices, such as deep breathing, meditation, and yoga, were crucial stress-reduction strategies highlighted by participants 6 and 10. Mindfulness practices, such as deep breathing, meditation, and yoga, were highlighted as effective tools for stress management. These practices promote relaxation and focus, allowing teachers to better manage the emotional and mental fatigue that often accompanies their work. Taking regular breaks throughout the day, engaging in reflective activities, and consciously re-

setting the mind also contribute to stress reduction and mental well-being.

Remarkably, Participant 6 shared, *“Being mindful and doing stress reduction techniques such as deep breathing exercises, meditation, or yoga can help me manage stress. Taking regular breaks throughout the day to pause, reflect, and reset can also be beneficial in reducing stress levels and promoting overall well-being. Building a strong support network of colleagues, friends, and mentors whom I can turn to for guidance, encouragement, and empathy is crucial in managing stress associated with teaching.”* This statement proves that work-life balance can be achieved through various ways such as connecting loved ones and physical activities that promote relaxation and entertainment.

Also, Participant 10 elaborated on the work-life balance strategies she considers beneficial. She pointed out that *“Handling stress associated with teaching and other responsibilities involves a combination of strategies that address both professional and personal aspects. Some of the effective ways to manage stress are time management, self-care, professional support, classroom management, mindfulness and relaxation techniques, personal support network, efficient use of technology, hobbies, and interests.”*

These key strategies are driving forces to attain balance in all aspects of life. Being mindful of what the body needs is essential for one’s well-being. Stress reduction activities could upshot the healthy body, mind, and soul. Mindfulness meditation and techniques according to Bett (2024) help alleviate stress by calming the mind and promoting relaxation. By cultivating mindfulness, individuals can better manage work-related stressors and prevent burnout, leading to increased overall well-being.

Social Support and Relationships

A strong support network is vital in fostering work-life balance. Participants 6, and 15, stressed the importance of building relationships with colleagues, friends, and mentors. For instance, Participant 6 emphasized, *“Building a strong support network of colleagues, friends, and mentors whom I can turn to for guidance, encouragement, and empathy is crucial in managing stress associated with teaching.”* In addition, Participant 15 simply noted the importance of *“pagkakaroon ng support system sa trabaho at tahanan”* (having a support system at work and home.)

Furthermore, spending quality time with loved ones was critical for teachers 9 and 12, as emotional support plays a key role in managing the challenges faced in their personal and professional lives. Participant 9 remarked, *“Ang paglaan ng quality time sa mga mahal sa buhay, nagbibigay sa atin ng emotional support”* (Spending quality time with loved ones provides us with emotional support.) Participant 12 shared, *“I make sure to spend time with family and friends, do hobbies I enjoy, and get enough sleep. By taking care of myself, I can manage stress better and stay happy and healthy.”* Together, these insights underline the importance of social support and relationships in maintaining a healthy work-life balance.

Building a strong support network of colleagues, friends, mentors, and family emerged as a crucial factor in maintaining work-life balance. This network provides emotional support, understanding, and a sense of community. Teachers also emphasized the importance of spending quality time with loved ones, drawing strength from their close relationships, and creating a sense of belonging outside of the professional context, since both social support and work-life balance were extracted as significant predictors of burnout.

In line with this, Rahnfeld et al. (2013) stated that to expand social support in the workplace, the start point is to establish positive rapport. This can be achieved by establishing social networks and fostering existing relationships. Furthermore, Oludayo and Omonijo (2020) pointed out that employees must be encouraged to maintain proximity with family members and build rapport with people in their immediate environment.

Gratitude and Purpose

Lastly, reflecting on the significance of their job and sustaining family needs motivated teachers, as indicated by Participant 8. They stated, *“Pinipikit ko lang yung mga mata ko at binabalikan ko yung mga panahong nagdasarasal ako na magkaroon ng trabaho. Kung wala ito, hindi ko kayang mapanatili ang pangangailangan at gusto ng aking pamilya.”* (I remember how I prayed and dreamed of a happy and successful life, where I can balance my work with fulfilling my family's needs and desires.)

Balancing professional duties with personal fulfillment contributes to overall well-being, allowing educators to derive a sense of purpose and satisfaction in their work. Reflecting on the significance of their job and the positive impact they have on their students was a recurring theme, providing teachers with a sense of purpose and motivation. Balancing professional duties with personal fulfillment was considered vital for overall well-being, reminding teachers of the importance of aligning their work with their values and aspirations.

These six key themes demonstrate the diverse and multifaceted strategies that teachers employ to maintain work-life balance. By prioritizing their well-being through spiritual and emotional practices, effective time management, self-care, mindfulness, social support, and a sense of purpose, teachers can mitigate the stresses of their profession, fostering both their personal and professional fulfillment. In like manner, the study *Perceptions and Coping Strategies: A Thematic Study on Work-Life Balance of Working Women*”, by Kibriya et al. (2021) revealed coping strategies to manage work-life balance such as prompt family support system, time management, determining priorities, stress management, and task crafting. These strategies which might differ in terms have commonalities that target individuals to attain work-life balance.

Finding Harmony: Strategies for Teachers to Achieve Work-Life Balance

Teachers, often described as 'unsung heroes,' dedicate a significant portion of their lives to nurturing young minds. However, balancing the demands of a demanding profession with personal life requires conscious effort and strategic planning. The insights shared by our participants highlight essential strategies for achieving this balance:

Setting Boundaries and Prioritizing Time

Setting boundaries and prioritizing time are essential strategies for maintaining a healthy work-life balance among educators. Participants 6, 8, 10, 11, and 17 emphasize the crucial role of setting clear boundaries by defining specific times for work and personal activities. Avoiding overwork and allocating time for rest and family are vital to maintaining a healthy equilibrium. This means establishing clear 'off' hours, resisting the temptation to bring work home, and prioritizing time for personal pursuits. Participant 6 believed that *“To ensure that I do not neglect my personal life while fulfilling my teaching duties, I prioritize setting clear boundaries and managing my time effectively. I make sure there is still time for the personal life and family.”* This is supported by Participant 8 adding, *“Sa pamamagitan ng pag-set ng boundary, tulad ng pagtukoy ng tiyak na oras para sa trabaho at personal na mga gawain. Iwasan ang pagtatrabaho nang magdamag o sa mga weekend maliban kung kinakailangan.”* (By setting boundaries, such as defining specific times for work and personal activities, you can avoid working late into the night or on weekends unless necessary.)

Accordingly, Participant 10 also noted that *“Balancing personal life with teaching duties requires intentional strategies to ensure neither is neglected.”* Meanwhile, Participant 11 responded, *“I don't overwork, binibigyan ko ng oras ang sarili ko para magpahinga at mag-unwind.”* (I don't overwork, I give myself time to rest and unwind.) Similarly, Participant 17 agreed, *“Sa pamamagitan ng pagsiguro*

kong may oras ako sa personal needs ko at sa professional needs din.” (By ensuring that I have time for my personal needs and so do professional needs.)

Furthermore, Participants 4, 5, 9, 12, and 20 underscored the importance of effective time management and task breakdown. Balancing work and personal life demands planning and efficient use of time. This means breaking down large tasks into smaller, more manageable units, prioritization, and utilizing time management tools.

Participant 4 voiced out, *“I make sure to create a schedule and stick with it, I break larger tasks into smaller ones.”* Additionally, Participant 5 shared, *“Good management skills while working, focus so I can perform my job well. On the other hand, I should balance my time: time for work and time for personal. Have or spend quality time with family and leisure time.”*

Also, Participant 9 admitted, *“Paggamit ng iba-ibang strategy, halimbawa time management, boundary, at wag ding kalilimutang isingit ang self-care.”* (By using different strategies such as time management, setting boundaries, and don’t forget to include self-care practices.) This was seconded by Participant 12 revealing, *“To ensure that I don’t neglect my personal life while fulfilling my teaching duties, I prioritize and plan my time effectively. I set boundaries by allocating specific hours for work and my personal life.”* Participant 20 simply uttered, *“Paggawa ng schedule at pag-manage ng time.”* (Creating a schedule and time management.)

Delving deeper, Participants 7, 13, and 18 highlighted the benefit of completing school-related tasks before leaving the school premises. Prioritizing work during work hours ensures personal time remains uninterrupted, allowing for true relaxation and rejuvenation. Participant 7 asserted, *“Bago umalis ng school, I make sure na lahat ng school-related na trabaho ko ay tapos ko na. Ayokong gumagawa ng paperwork sa bahay.”* (Before leaving school, I make sure all my school-related tasks are completed. I prefer not to do paperwork at home.) Furthermore, Participant 13 agreed, *“I made sure that I finished my things at school before going home.”* and Participant 18 insisted, *“Finish all work at your workplace.”*

Defining personal and professional limits involves establishing clear boundaries between work and personal life to prevent overlap and ensure that each area receives adequate attention. This might involve setting specific work hours, designating work-free zones at home, or being assertive about declining additional tasks that infringe on personal time. Effective time management complements these boundaries by prioritizing tasks and responsibilities to maximize productivity and efficiency. This involves identifying the most important and urgent tasks, planning and organizing work schedules, and using tools and techniques like to-do lists, calendars, and time-blocking to stay on track.

Setting boundaries and prioritizing time is significant in attaining work-life balance. Cooks-Campbell (2023) considered setting limitations, time management, stress management, and flexibility as characteristics of a healthy work balance. These features are harmonious relationships between work and personal life.

Self-Care and Family Bonding

Self-care is essential for maintaining health and productivity, while family bonding provides emotional support and develops social skills. Participants 1, 2, 15, and 16 understood the significance of self-care and quality family time. Achieving a healthy work-life balance requires focusing on personal well-being and nurturing relationships, which involves prioritizing self-care activities like exercise, healthy eating, and hobbies, along with engaging meaningfully with loved ones.

Interestingly, Participant 1 admitted, *“Having a good time for myself through shopping such as buying the best lipstick and pair of sandals; spending my time for my family; giving attention to my health.”*

Moreover, Participant 2 added, *“Proper time management. It should be, time for God, my husband/family, work, friends, time for myself and others.”*

Meanwhile, Participant 15 also noted, *“Sa pag-maintain ng healthy work-life balance.”* (Maintaining a healthy work-life balance.) and Participant 16 emphasized, *“Naglalaan ako ng oras sa family kahit gaano pa ako ka-busy. Simple medication and remedy sa akin yung simpleng family bonding para gumaan at maging mas makabuluhan ang pagtuturo.”* (I make time for my family, even amidst a busy schedule. These moments of family bonding help lighten my workload and make my teaching more fulfilling.)

The statements from the participants highlight different personal approaches to achieving work-life balance through self-care and family bonding. Self-care and family bonding are integral strategies for achieving work-life balance, as they address the essential needs of personal well-being and meaningful relationships. Prioritizing self-care activities such as adequate sleep, healthy eating, regular exercise, and mindfulness helps to maintain physical and mental health, ensuring you have the energy and resilience to meet both professional and personal demands. Simultaneously, dedicating quality time to family bonding through shared meals, open communication, and enjoyable activities fosters strong connections and emotional support, which are crucial for reducing stress and enhancing overall life satisfaction. By harmonizing self-care with family engagement, you create a balanced lifestyle that nurtures both personal fulfillment and a productive work life.

Murphy et al. (2020) emphasized that teachers' pedagogical well-being, which includes their emotional and psychological health, is crucial for their job satisfaction and teaching effectiveness. The study finds that engaging in self-care practices helps reduce stress and burnout, positively influencing teachers' motivation and performance. It suggests integrating self-care into professional development and underscores the importance of supportive school environments to enhance teachers' well-being and effectiveness.

By implementing these strategies, teachers can find harmony between their professional responsibilities and personal lives, leading to greater job satisfaction, improved well-being, and strengthened relationships.

Strategies for Educators to Manage Responsibilities and Prevent Overwhelmed

Educators are facing increasing demands, making it crucial for them to develop strategies to manage their responsibilities and prevent overwhelm. Based on participants' narratives, four key themes emerged:

Time Management and Prioritization

Effective time management involves breaking down tasks, setting realistic goals, and prioritizing responsibilities. This helps educators stay focused and avoid feeling inundated. They emphasized the importance of staying focused on priorities and minimizing distractions.

Remarkably, Participant 3 cited, *“Time management. Maaaring mabawasan ang stress kasi natutulungan kang magprioritize ng mga gawain kung alin ang uunahin, magset ng makatotohanang goals, and binibigyan ka ng oras para sa relaxation at self-care.”* (Time management can reduce stress by helping you prioritize tasks, set realistic goals, and allocate time for relaxation and self-care.)

Likewise, Participant 4 answered: *“I find time in my schedule that I can dedicate to check things off my list. Stay focused, avoid distractions.”* Similarly, Participant 5 also pointed out: *“Among the strategies are as follows: prioritize, take a break or rest is needed, delegate or ask help from co-workers, complete one task at a time or take your time, and take a deep breath- what a good feeling!”*

In addition, Participant 6 asserted, *“To avoid becoming overwhelmed with teaching responsibilities, I employ effective time management techniques and prioritize tasks accordingly. Breaking down larger tasks*

into smaller, manageable steps helps maintain focus and prevents feelings of being inundated.”

Moreover, Participant 9 declared, *“As a teacher, sinisiguro kong hindi ako ma-overwhelm ng trabaho sa pamamagitan ng effective time management. Nao-organize ko ang schedule ko and natatapos yung gawain on time.”* (As a teacher, I ensure that I am not overwhelmed by teaching responsibilities by implementing effective time management. This allows me to organize my schedule and complete tasks on time.) Meanwhile, Participant 10 noted, *“Efficient time, task delegation, self-care, effective management”* In the same manner, Participant 11 added, *“Gumagawa ako ng daily and weekly plans”* (I make daily and weekly plans.)

Accordingly, Participant 12 enumerated, *“I use strategies like prioritizing tasks, setting realistic goals, and seeking support from colleagues to avoid feeling overwhelmed with my teaching responsibilities. This helps me manage my workload effectively and maintain a healthy work-life balance.”*

Consequently, Participant 13 said, *“Having a good time management. Do not overwork.”* This was agreed upon by Participant 14 who answered, *“I try to finish the work/task one at a time to avoid cramming at work.”* Yet, Participant 15 expressed, *“Dapat aware ka sa emotions, stress level and syempre sa health mo.* (Being aware of your emotions, stress level, and health.)

Additionally, Participant 18 said, *“Time management.”* while Participant 19 commented, *“Proper time management, prioritizing tasks.”* Finally, Participant 20 reiterated *“Kailangan focused ka sa mga priorities and needs mo para maiwasan ang distractions.”* (It's important to stay focused on your priorities and needs to minimize distractions.)

The narratives detailed teachers' various techniques on how to balance personal and professional lives. These included settling achievable tasks and prioritizing concerns. These were supported by Eljo et al. (2020) who concluded that practical strategies and recommended actions can effectively tackle work-life balance concerns and improve the well-being of teachers. These strategies involved creating distinct boundaries, setting priorities, and efficiently managing time to achieve a better equilibrium between personal and professional responsibilities. Designating a specific workspace and maintaining a clear separation between work and personal life when not working can also promote a healthier balance. Additionally, seeking assistance and maintaining open communication with colleagues and support networks can prove highly beneficial in effectively managing work-life balance.

Seeking Support and Communication

Seeking support from colleagues or superiors can provide guidance and alleviate stress. Communicating with others helps educators manage their workload more effectively and reduce feelings of isolation.

Meanwhile, Participant 1 said, *“I seek support from colleagues; I try to manage my time to avoid cramming; I prioritize the most important task.”* In addition, Participant 7 stated, *“Sundin ang work schedule and importante makipagcommunicate sa mga superior mo.* (Stick to your work schedule and maintain open communication with your superiors.)

Consequently, Participant 12 mentioned seeking support from colleagues to manage workload effectively. She pointed out, *“I use strategies like prioritizing tasks, setting realistic goals, and seeking support from colleagues to avoid feeling overwhelmed with my teaching responsibilities. This helps me manage my workload effectively and maintain a healthy work-life balance.”*

For teachers to attain work-life balance, a sympathetic support system and open communication are vital. These boost their self-esteem and self-assurance, thereby attaining happiness and satisfaction. Employees who feel supported in balancing their personal and professional lives tend to be more engaged, productive, and loyal. This, in turn, can lead to lower turnover rates, increased job satisfaction, and improved

performance. By providing support and resources, employers can help their employees achieve a healthy balance between their professional and personal lives.

This can be supported by the findings of Buonomo et al (2024) which suggested that social support from colleagues plays a crucial role in nurturing work-life balance among remote workers. Furthermore, the study indicates that job satisfaction acts as a mediating factor in this relationship. As a result, these findings emphasize the significance of offering social support to remote workers and fostering job satisfaction as integral strategies for enhancing employee well-being and work-life balance within remote work environments.

Setting Boundaries and Knowing Limits

Establishing boundaries is essential to prevent overwhelm. Educators need to learn to say no when necessary and recognize their limitations. Participants in this study explicitly acknowledged the importance of knowing their limitations.

As proof, Participant 2 stipulated *“I take control of everything. If there is a need to say No, I’ll do it. I categorize the least and most important things to be done so that there will be no overlapping of schedules and deadlines.”* Also, Participant 17 believed in *“Knowing my limitations. Aware ako sa mga kaya ko at sa mga hindi ko kaya.”* (Knowing my limitations. I understand what I can handle and what I can't.)

The statements from Participants 2 and 17 emphasized the significance of self-awareness and assertiveness in achieving work-life balance. This self-awareness allows for more realistic goal setting and better management of personal and professional demands. Both participants illustrate that recognizing and respecting personal limits and boundaries are crucial strategies for maintaining a balanced and healthy life. This result conforms with Navarathinam's (2016) conclusion that every teacher should set the goals of achieving an appropriate work-life balance and excelling in both their careers and their family role. Some of the strategies and skills used in the workplace, such as planning, organizing, and setting limits, also can be used at home to achieve a satisfying, fulfilling, well-balanced life, both professionally and personally.

Self-Care and Awareness

Self-care includes taking breaks, being aware of emotions and stress levels, and practicing relaxation techniques. These practices contribute to overall well-being and help educators sustain their careers in education. The participant emphasized love and acceptance of duty as part of self-care.

For example, Participant 3 responded, *“Time management. Maaaring mabawasan ang stress kasi natutulungan kang magprioritize ng mga gawain kung alin ang uunahin, magset ng makatotohanang goals, and binibigyan ka ng oras para sa relaxation at self-care.”* (Time management can reduce stress by helping you prioritize tasks, set realistic goals, and allocate time for relaxation and self-care.) Yet, Participant 5 emphasized: *“Among the strategies are as follows: prioritize, take a break or rest is needed, delegate or ask help from co-workers, complete one task at a time or take your time, and take a deep breath- what a good feeling!”*

In the same manner, Participant 9 asserted, *“As a teacher, sinisiguro kong hindi ako ma-overwhelm ng trabaho sa pamamagitan ng effective time management. Na-oorganize ko ang schedule ko and natatapos yung gawain on time.”* (As a teacher, I ensure that I am not overwhelmed by teaching responsibilities by implementing effective time management. This allows me to organize my schedule and complete tasks on time.) Also, Participant 10 pointed out, *“Efficient time, task delegation, self-care, effective management.”* Interestingly, Participant 12 mentioned, *“I use strategies like prioritizing tasks, setting realistic goals, and seeking support from colleagues to avoid feeling overwhelmed with my teaching responsibilities. This helps me manage my workload effectively and maintain a healthy work-life balance.”* Also, Participant

13 remarked, “*Pagkaroon ng proper time management. Huwag mag-overwork.*” (Implementing proper time management and avoiding overworking is essential.)

Moreover, Participant 14 noted, “*Tinatry kong matapos ang trabaho nang one at a time para maiwasan ko ang cramming sa trabaho.*” (I try to complete my tasks one at a time to avoid cramming and rushing through my work.) while Participant 15 cited, “*Dapat aware ka sa emotions, stress level and syempre sa health mo.*” (Being aware of your emotions, stress level, and health.) Lastly, Participant 16 acknowledged, “*Love and acceptance ng trabaho. Hindi ko magagawa lahat ng sacripisyo sa trabaho kung wala ang dalawang ito.*” (Embracing love and acceptance for my job is crucial. Without these, I wouldn't be able to make the necessary sacrifices.)

Maintaining a balance between teaching responsibilities and personal well-being is essential for educators. The strategies outlined above can help them manage their workload effectively, prevent overwhelm, and sustain a fulfilling career in education. Educators are encouraged to explore and implement these strategies to enhance their well-being and effectiveness in the classroom.

This key concept aligns with the study of Jennings and Greenberg (2009) who examined the impact of mindfulness practices, including relaxation techniques, on teachers' stress levels and overall well-being. They found that regular mindfulness practices significantly reduced stress and improved emotional regulation among educators, contributing to better job satisfaction and retention.

III. 1. Personal Well-being

The participants' narratives regarding their experiences with achieving work-life balance were analyzed and six distinct themes emerged from their responses:

Perspective and Attitude

Participants emphasized the importance of maintaining a positive outlook and being appreciative of both work and personal life. They recognized that despite occasional challenges, fulfilling both aspects contributed to their overall happiness.

Remarkably, Participant 1 shared, “*With my perspective and attitude towards life and work, I have created a happy and contented family. I consider my workplace as home. There are times when I commit shortcomings and negligence, but at the end of the day, I make sure these gaps are filled both personally and professionally.*” In addition, Participant 8 highlighted the benefits, saying, “*Nakakabawas ng burnout at stress. Natutulungan ding ma-improve ang physical and mental health sa pamamagitan ng self-care at regular na pag-ehersisyo. So, nadagdagan ang level ng satisfaction sa trabaho.*” (It helps reduce burnout and stress, while also improving physical and mental health through self-care and regular exercise. This, in turn, enhances job satisfaction.)

Moreover, Participant 11 added, “*Pag may work-life balance, happy and at peace ako sa buhay ko. Nakakapagtrabaho ako nang maayos.*” (Having a work-life balance brings me happiness and peace, allowing me to work effectively.) Yet, Participant 14 reflected, “*Ang work-life balance ang nagbibigay pananaw sa akin kung paano maipagpatuloy ang mas magandang buhay in the future.*” (Work-life balance gives me perspective on how to build a better life in the future.)

Finally, Participant 20 concluded, “*Magiging stress-free ka. Or at least mababawasan yung stress. Magagampanan mo nang maayos ang trabaho mo and still may time for personal and family.*” (You'll either be stress-free or significantly reduce your stress, allowing you to excel at work while still having time for personal and family matters.)

These insights underscore the significance of a positive outlook and appreciation for both work and personal life in achieving overall happiness and fulfillment. This was backed up by the findings of Yadav

and Dabhade (2014), They stressed that individuals employed in the field of education typically express high job satisfaction levels. This contentment arises from their ability to make a positive impact on others and the flexibility exhibited by their superiors. Furthermore, the pivotal factor influencing job satisfaction is the attainment of a favorable work-life balance, signifying its paramount importance in determining overall job happiness.

Motivation and Fulfillment

Participants highlighted how work-life balance positively impacted their motivation, productivity, and overall satisfaction. They felt fulfilled by engaging in work that connected them with students and loved ones.

Interestingly, Participant 3 shared, *“Dahil sa pagkakaroon ng work-life balance, masaya ako, kaya nagiging motivated and inspired din ako sa trabaho.”* (Having a work-life balance makes me happy, which in turn keeps me motivated and inspired at work.) Also, Participant 4 added, *“I become happy, contented, and motivated to face daily tasks.”* In addition, Participant 5 noted, *“It motivated me to be productive and engaged at work. Performing my duties and responsibilities as a teacher religiously results in a high-performance level of learners, leaving me feeling so fulfilled.”*

Moreover, Participant 6 emphasized, *“By prioritizing time for personal well-being and activities outside of work, I’ve found myself more energized, focused, and fulfilled both in and out of the classroom. This improved balance has not only reduced feelings of stress and burnout but has also enhanced my ability to connect with students, colleagues, and loved ones on a deeper level.”*

Meanwhile, Participant 7 stated, *“Nagiging motivator ko siya para bumangon araw-araw at magbigay ng serbisyo, lalo na sa mga batang kailangan tayo sa araw-araw nilang pagkatuto.”* (It motivates me to show up every day and make a difference, especially for the children who rely on our support for their learning journey.)

Also, Participant 9 shared, *“Nakakatulong ang pagkakaroon ng mas magandang work-life balance sa aking kasiyahan bilang guro. Nakakabawas siya ng stress, naiiwasan ko ang ma-burnout. Napapabuti rin ang aking kalusugan sa pamamagitan ng exercise at sapat na tulog.”* (Having a better work-life balance contributes to my happiness as a teacher. It reduces stress and helps prevent burnout, while also improving my health through exercise and adequate rest.)

In the same manner, Participant 10 observed, *“It helped me improve my well-being and enhanced my effectiveness and satisfaction as a teacher. It has allowed me to approach my work with a more positive attitude, maintain good health, build stronger relationships, and find time for personal growth, all of which contribute to a happier and more fulfilling life.”*

Moreover, Participant 12 noted, *“Achieving a better work-life balance contributes significantly to my overall happiness and satisfaction as a teacher. It allows me to feel more fulfilled in my personal life, which in turn positively impacts my teaching.”* Additionally, Participant 13 emphasized, *“Achieving a better work-life balance is essential for the overall well-being, job satisfaction, and productivity of a teacher. I also believed that a happy and well person could do a great job.”*

In addition to the above narratives, Participant 15 remarked, *“Natutulungan niya akong maging mas productive and efficient sa trabaho.”* (It helps me become more productive and efficient at work.) Also, Participant 16 shared, *“Ito ang sandata ko to attain my goals.. bilang isang guro at bilang isang ina...”* (This is my weapon in attaining my goals both as a teacher and as a mother.)

Furthermore, Participant 17 added, *“It gives me the pleasure and joy na kahit nakakapagod ang trabaho, kaya ko pa ring mag-survive at maging kontento.”* (It gives me the pleasure and joy that even though the

job is tiring, I can still survive and be contented.)

Finally, Participant 19 concluded, *“When there is work-life balance, the teaching tasks become easier and less tedious. If all the expectations of the job are met, then the teacher will always have a happy disposition, which results in greater job satisfaction. Personally, as I go to school without the burden of personal and family matters because they are well-managed, I can teach well and deal with my students in a very pleasant way.”*

The participants highlighted the profound impact of work-life balance on their motivation, productivity, and overall satisfaction. They emphasized that achieving this balance not only enhances their happiness and well-being but also improves their professional performance. By prioritizing personal well-being, teachers feel more energized, focused, and fulfilled both in and out of the classroom. This improved balance reduces stress and burnout, enhances physical health, and allows teachers to connect more deeply with students, colleagues, and loved ones.

Maintaining a work-life balance motivates teachers to be more productive and engaged in their work. This balance fosters a positive attitude, supports job satisfaction, and facilitates the management of personal and professional responsibilities. Teachers noted that a balanced life helps them meet job expectations with ease, leading to greater job satisfaction and a more pleasant teaching experience. The insights underline the critical importance of work-life balance for the professional success and personal fulfillment of teachers, benefiting both their well-being and their students' learning environments. This is supported by Punia & Kamboj (2013) who concluded that work-life balance is important for the psychological well-being of an individual, elevated self-esteem, job satisfaction, and overall sense of harmony in life.

Health and Well-Being

Participants recognized the benefits of work-life balance for their physical and mental health. Regular exercise, adequate sleep, and self-care played crucial roles in their well-being.

For instance, Participant 6 noted, *“By prioritizing time for personal well-being and activities outside of work, I've found myself more energized, focused, and fulfilled both in and out of the classroom.”* In addition, Participant 8 emphasized, *“Nakakabawas ng burnout at stress. Natutulungan ding ma-improve ang physical and mental health sa pamamagitan ng self-care at regular na pag-ehersisyo. So, nadagdagan ang level ng satisfaction sa trabaho.”* (It helps reduce burnout and stress, while also improving physical and mental health through self-care and regular exercise. This, in turn, enhances job satisfaction.)

Furthermore, Participant 9 reflected, *“Nakakatulong ang pagkakaroon ng mas magandang work-life balance sa aking kasiyahan bilang guro. Nakakabawas siya ng stress, naiwasasan ko ang ma-burnout. Napapabuti rin ang aking kalusugan sa pamamagitan ng exercise at sapat na tulog.”* (Having a better work-life balance contributes to my happiness as a teacher. It reduces stress and helps prevent burnout, while also improving my health through exercise and adequate rest.)

Also, Participant 10 added, *“Improving my well-being has enhanced my effectiveness and satisfaction as a teacher, allowing me to approach work with positivity, maintain good health, build stronger relationships, and pursue personal growth—all contributing to a happier, more fulfilling life.”*

This theme recognized the significance of healthy physical and mental aspects of teachers. Participants in this study acknowledged the importance of exercise and sleep in keeping fit and in good shape. In the study conducted by Holly and Mohnen (2012), it was discovered that the capacity of employees to achieve a work-life balance differed based on the length of their work weeks. Achieving a better equilibrium between work and personal life led to increased employee happiness. Workers' viewpoints on the ideal balance between work and leisure time significantly impacted both job satisfaction and productivity.

Work-life balance is crucial for health and well-being as it reduces stress and burnout by allowing individuals to manage work pressures while making time for relaxation, exercise, and personal relationships. This balance promotes better mental and physical health, strengthens social connections, enhances productivity and creativity, and ultimately leads to greater overall satisfaction and fulfillment in life. Achieving this balance enables individuals to maintain resilience, meet personal and professional goals effectively, and sustain a healthy lifestyle.

Job Satisfaction

Participants reported that achieving balance enhanced their job satisfaction. Meeting job expectations and having a positive disposition contributed to their overall happiness.

As proof, Participant 8 noted, *“Nakakabawas ng burnout at stress. Natutulungan ding ma-improve ang physical and mental health sa pamamagitan ng self-care at regular na pag-ehersisyo. So, nadagdagan ang level ng satisfaction sa trabaho.”* (It helps reduce burnout and stress, while also improving physical and mental health through self-care and regular exercise. This, in turn, enhances job satisfaction.)

Similarly, Participant 10 expressed, *“Improving my well-being has enhanced my effectiveness and satisfaction as a teacher, allowing me to approach work with a more positive attitude, maintain good health, build stronger relationships, and find time for personal growth—all contributing to a happier, more fulfilling life.”*

In the same manner, Participant 12 added, *“Achieving a better work-life balance contributes significantly to my overall happiness and satisfaction as a teacher. It allows me to feel more fulfilled in my personal life, positively impacting my teaching.”* Additionally, Participant 13 highlighted, *“Achieving a better work-life balance is essential for overall well-being, job satisfaction, and productivity as a teacher.”*

Furthermore, Participant 17 shared, *“It gives me the pleasure and joy na kahit nakakapagod ang trabaho, kaya ko pa ring mag-survive at maging kuntento.”* (It gives me the pleasure and joy that even though the job is tiring, I can still survive and be contented.) Yet, Participant 19 reflected on how achieving a work-life balance makes teaching tasks easier and less tedious, leading to greater job satisfaction. *“If all job expectations are met,”* they noted, *“teachers can approach their work with a happy disposition, contributing to effective teaching and positive interactions with students.”*

Work-life balance is vital for job satisfaction. When employees can manage their time effectively and have adequate opportunities for rest and recreation outside of work, they experience reduced stress and greater well-being. This, in turn, enhances their job performance, motivation, and commitment to their roles. Having a work-life balance, teachers experienced job satisfaction as evident in their performance and output. This detail is congruent with (Mendis & Weerakkody's (2017) findings which concluded that increased work-life balance in Sri Lankan employees resulted in greater job satisfaction and satisfied employees who were motivated to perform their tasks effectively and efficiently.

Personal Growth and Relationships

Participants valued time for personal growth, stronger relationships, and spending time with family. These aspects positively impacted their overall well-being.

Accordingly, Participant 6 shared, *“Prioritizing personal well-being and engaging in activities outside of work have energized and fulfilled me, both inside and outside the classroom. This balance has reduced stress and burnout while deepening connections with students, colleagues, and loved ones.”* In the same manner, Participant 10 reflected, *“Improving my well-being has enhanced my effectiveness and satisfaction as a teacher. Maintaining good health and fostering stronger relationships allow me to approach work with positivity and find time for personal growth, leading to a happier and more fulfilling*

life.”

Furthermore, Participant 12 added, *“Achieving better work-life balance significantly boosts my happiness and satisfaction as a teacher, enriching my personal life and positively influencing my teaching.”* Yet, Participant 15 noted, *“Natutulungan niya akong maging mas productive and efficient sa trabaho.”* (It helps me become more productive and efficient at work.) Finally, Participant 19 concluded, *“Maintaining work-life balance makes teaching easier and less tedious. Meeting job expectations leads to greater job satisfaction, enabling a pleasant teaching environment where I can engage with students effectively.”*

In this aspect, personal growth and relationships are established when there is a balance between personal well-being and professional responsibilities. Quintana et al. (2019) highlighted that STEAM educators influence various aspects of effectiveness, including their emotional well-being and interactions with students during instruction. This impact extends to their openness to taking on additional work-related tasks, their level of satisfaction and esteem for the teaching profession, their efficiency and effectiveness in their duties, their ability to manage time effectively, and their susceptibility to burnout.

Stress Reduction and Contentment

Participants found contentment and joy in achieving work-life balance. Reduced stress and the ability to remain content contributed to their happiness.

Participant 2 stated that, *“Achieving a healthy work-life balance makes me feel contented with what I have and appreciate the nature of my work.”* while for Participant 20, *“You will be a stress-free individual. You can work with your profession and still give time to your personal life and family.”*

Bataineh (2019) found that a good work-life balance and happiness at work significantly enhance employee performance. Effective work-life balance reduces stress and increases job satisfaction, leading to higher productivity and engagement. Additionally, greater happiness at work boosts motivation and efficiency, improving overall performance. Managing stress and fostering a positive work environment are key factors in achieving these positive outcomes.

These diverse perspectives underscore the multifaceted impact of work-life balance on teachers' overall happiness and satisfaction. Findings suggest that a positive attitude, motivation, well-being, job satisfaction, personal growth, and stress reduction are key elements for achieving a fulfilling work-life balance. Finding a balance between professional and personal life positively influences the quality of teaching. Educators who maintain equilibrium bring fresh perspectives and creativity to the classroom.

A Balanced Teacher: Strategies for Fulfilling Teaching Tasks

Teaching is a demanding profession, often requiring long hours and a constant dedication to student success. Yet, maintaining a strong work-life balance is crucial for educators to remain motivated, effective, and ultimately, better teachers. This article explores strategies shared by teachers themselves, showcasing the power of balance in fulfilling teaching tasks.

Setting Boundaries: Fueling Focus and Enthusiasm

Teachers consistently emphasized the significance of setting clear boundaries between work and personal life. Furthermore, Participant 6 aptly described how a healthy balance allows them to approach teaching with *‘clarity, focus, and enthusiasm.’* In addition, Participant 4 further echoed this sentiment, stating that balancing work and life helps them *‘be a better teacher’ by providing more energy and focus for lesson planning and student support.*

By establishing boundaries, teachers safeguard their mental and physical well-being, ensuring they are prepared to engage with students effectively. This translates to a more positive and productive learning environment for everyone. Allies (2021) reiterated that prioritizing work tasks allows more time for

personal pursuits. Teachers must practice breaking down tasks into manageable chunks and rewarding themselves when jobs are complete. Having regular breaks is the secret to increased productivity.

Time Management: The Key to Motivation and Engagement

Teachers frequently highlighted the importance of effective time management. As proof, Participant 1 observed that managing time well *'increases motivation and engagement.'* This sentiment was mirrored by Participant 11, who emphasized that proper time management *"allows me to balance work and personal concerns, making me more effective in teaching."*

Time management is not simply about completing tasks, but about prioritizing, delegating, and utilizing time efficiently. This allows teachers to dedicate their energy to crucial areas, ultimately leading to a more fulfilling and balanced teaching experience. Sahito & Vaisanen (2017) concluded that teacher educators who achieve job satisfaction and motivation are those who know how to: spend their time, set priorities, plan, organize their activities, schedule their assignments, delegate their time and work, stop procrastinating, minimize and manage external time wasters, focus on one task at a time and avoid multi-tasking and feel positive to reduce stress and stay healthy.

Taking Breaks: Sharpening Focus and Concentration

The importance of breaks, dedicated to relaxation, was another recurring theme. Participant 8 described how taking breaks *"improves focus and concentration and enhances lesson planning and preparation."* Also, Participant 12 added that breaks help them *'work productively and maintain student engagement.'* Breaks provide teachers with the opportunity to recharge, allowing them to return to their teaching tasks with renewed energy and focus. This, in turn, leads to more engaging and effective lessons. Taking breaks throughout the workday has benefits for both the employee and the organization, but many employees often neglect to take them. Employees stepping away from work for a few minutes increases their productivity, job satisfaction, mental health, and well-being, and are overall more engaged in their work. The findings of Fritz et. al (2013) showed that it is important to take time to step away from work and allow for the recovery process to occur. Furthermore, organizations that understand their role in facilitating employee recovery, and that encourage their employees to leverage work breaks to recharge and unwind, will benefit from a workforce that is healthy, energized, and ready to work.

Self-Care and Support Systems: Maintaining Energy and Enthusiasm

Teachers also emphasized the role of self-care and support systems in maintaining their work-life balance. Participant 9 highlighted how these strategies maintain their energy and enthusiasm for teaching leading to better outcomes. They narrated, *"nakatutulong ang work-life balance strategies para ma-maintain ang energy ko at enthusiasm sa pagtuturo, feeling ko mas nagiging effective teacher ako kaya nagkakaroon din ng magandang outcome para sa mga estudyante ko."* (Work-life balance strategies help me maintain my energy and enthusiasm for teaching, making me an effective teacher and leading to better outcomes for my pupils.) Yet, Participant 13 further underscored this point, stating that *"being happy with work-life balance ensures better quality instruction for learners."*

Building support systems, whether through colleagues, friends, family, or professional networks, provides teachers with a vital network of encouragement and understanding. This, coupled with prioritizing self-care, allows them to maintain their passion and dedication to teaching while navigating the demands of a busy life. In the study, Picton (2021) concluded that self-care and work-life balance are essential for medical students and doctors to cope with lifelong learning and deliver effective care. This finding parallels the needs of educators, particularly teachers, who also face demanding roles that require continuous professional development and sustained energy. Just as medical professionals benefit from

maintaining a work-life balance to perform effectively, teachers, too, need to prioritize self-care and balance in their lives.

The strategies shared by teachers emphasize that achieving a healthy work-life balance is not merely a personal goal, but a fundamental aspect of effective teaching. By setting boundaries, managing time wisely, taking breaks, and prioritizing self-care, teachers can maintain their energy, focus, and enthusiasm, ultimately leading to a more fulfilling teaching experience and a positive impact on their students.

IV. 1. Navigating the Tightrope: Teacher Challenges to Work-Life Balance

Teachers, the backbone of our society, are often lauded for their dedication and commitment. However, recent data reveals a concerning reality: teachers are struggling to achieve a healthy work-life balance. Based on feedback from a group of teachers, we've identified four key themes that contribute to this struggle.

Workload and Time Constraints

The overwhelming majority of surveyed teachers identified challenges in work-life balance including heavy workloads, long hours, and limited personal time as major obstacles.

Accordingly, Participant 1 pointed out, *“Stress is the number one challenge and work-related pressure, especially when you are limited to the task assigned to you.”* while Participant 4 noted, *“Long hours and limited personal time since most of the time of the teachers is devoted to work.”*

In addition, Participant 5 mentioned, *“Consistency in time management and lack of communication.”* Yet, Participant 6 highlighted, *“One significant challenge is the inherently demanding nature of the profession, including long hours, heavy workloads, and the pressure to meet various responsibilities both inside and outside the classroom. Also, the ever-present need to address the individual needs of students and ensure their academic success can sometimes blur the boundaries between work and personal life.”*

Likewise, Participant 9 pointed out, *“High workloads..na halos naging karaniwan na sa teaching, dahil sa maraming ginagawang paperwork na umaabot ng lampas sa regular na oras ng trabaho..na nagiging sobrang stressful.”* (Heavy workloads have become almost routine in teaching, often due to the extensive paperwork that spills over into after-hours, leading to significant stress.)

Furthermore, Participant 10 observed, *“Some of the challenges are time management, emotional exhaustion, work-life boundaries, external expectations, and limited resources. Despite these challenges, prioritizing self-care, setting boundaries, and seeking support from colleagues and mentors are essential strategies for maintaining a healthy work-life balance as a teacher. It's an ongoing process that requires self-awareness and a commitment to well-being.”*

In the same manner, Participant 12 stated, *“The primary challenges I face in trying to maintain a healthy work-life balance as a teacher include managing a heavy workload with limited time, finding time for self-care amidst professional responsibilities, and balancing personal commitments with teaching duties. Additionally, the pressure to meet educational standards and expectations can also pose challenges in achieving a sustainable balance between work and personal life.”*

Additionally, Participant 13 commented, *“Being a multigrade teacher. Poor time management.”* while Participant 14 reported, *“Kakulangan sa oras para matapos ang maraming workloads at iba pang demands ng trabaho.”* (Lack of time in finishing high workloads and other demands at work.) On the other hand, Participant 15 remarked, *“Mahabang oras ng trabaho kaya minsan napapabayaang at naapektuhan ang personal na buhay.”* (Long work hours often lead to neglect and impact on personal life.)

Also, Participant 18 indicated, *“Work-related activities and personal activities conflict in time.”* Finally, Participant 20 mentioned, *“Bilang ng oras na ginugugol sa trabaho and ang workplace na rin*

kung minsan.” (The amount of time spent on work and, at times, the workplace environment itself can be challenging.)

This constant pressure to manage an avalanche of paperwork, meet administrative responsibilities, and prepare engaging lessons leaves little room for self-care. The constant feeling of being 'always on' leaves teachers feeling drained and unable to recharge. Umma & Zahana (2020) recommend following time management and setting priorities, creating a good social network with spouse, family, and organization, using technology, and using the facilities given by the organization with work-life balance.

Emotional and Psychological Factors

Beyond the practical limitations, teacher-participants also grapple with significant emotional challenges. Stress, guilt for not being 'enough' for their students, and fear of missing out on personal time all contribute to a mental strain. For example, Participant 3 lamented, *“Poor time management, yung mataas na expectations sa’yo ng community, guilt at takot na mapag-iwanan ka”* (Lack of time management, high expectations, guilt, and fear of missing out.) Yet, Participant 7 recounted, *“Ilan siguro sa mga challenges na naexperince ko ay yung mapabayaan ko yung oras at communication ko sa pamilya ko. Plus pa yung feeling na stressed ako palagi at irritable.”* (Some of the challenges I’ve experienced are neglecting to communicate with family members and, most of the time, feeling stressed and irritable.)

In addition, Participant 10 detailed, *“Some of the challenges are time management, emotional exhaustion, work-life boundaries, external expectations, and limited resources. Despite these challenges, prioritizing self-care, setting boundaries, and seeking support from colleagues and mentors are essential strategies for maintaining a healthy work-life balance as a teacher. It's an ongoing process that requires self-awareness and a commitment to well-being.”*

A lack of support from administrators, toxic school environments, and family issues further exacerbate these emotional burdens. That is why, Participant 11 described, *“Siguro ‘yung toxic na school environment, demanding na mga school heads, family problems, pressure sa community at mababa o hindi sumasapat na sahod.”* (Maybe, a toxic school environment, demanding school leaders, family problems, community pressure, and low remunerations.) Also, Participant 19 acknowledged their situation, *“My status as a solo parent.”*

These factors were pinpointed by Vasumathi et al. (2017) who found that when women encounter conflict with their bosses or family members, it negatively impacts their work-life balance and productivity. A woman’s capacity to maintain emotional stability influences her work-life balance. Moreover, Radha (2015) discovered that academics’ work-life balance was impacted by both professional and family demands.

Balancing Roles and Boundaries

Blending work and personal life is a common theme as teachers often find themselves constantly on call, responding to parent emails or student needs late at night. The inherent desire to address every student's need, while admirable, can lead to a blurring of boundaries and an inability to truly 'switch off.' Setting clear boundaries and managing role overload are essential skills for teachers looking to achieve balance. Concerning this, Participant 6 highlighted, *“One significant challenge is the inherently demanding nature of the profession, including long hours, heavy workloads, and the pressure to meet various responsibilities both inside and outside the classroom. Also, the ever-present need to address the individual needs of students and ensure their academic success can sometimes blur the boundaries between work and personal life.”*

Additionally, Participant 10 elaborated, *“Some of the challenges are time management, emotional exhaustion, work-life boundaries, external expectations, and limited resources. Despite these challenges, prioritizing self-care, setting boundaries, and seeking support from colleagues and mentors are essential strategies for maintaining a healthy work-life balance as a teacher. It's an ongoing process that requires self-awareness and a commitment to well-being.”*

Moreover, Participant 12 noted that *“The primary challenges I face in trying to maintain a healthy work-life balance as a teacher include managing a heavy workload with limited time, finding time for self-care amidst professional responsibilities, and balancing personal commitments with teaching duties. Additionally, the pressure to meet educational standards and expectations can also pose challenges in achieving a sustainable balance between work and personal life.”* Also, Participant 18 remarked, *“Work-related activities and personal activities conflict in time.”*

One of the primary challenges teachers face in achieving work-life balance is balancing roles and maintaining boundaries. This difficulty arises from the need to effectively manage the diverse responsibilities and demands arising from both their professional and personal lives. Often, this challenge manifests in blurred boundaries between work and personal life, making it challenging for educators to disconnect from work obligations or fully engage in personal activities without distractions. The participants highlighted these disputes and enumerated setting boundaries, heavy workloads, external pressures, and educational expectations. The findings of Leduc (2016) suggested that an increased segmentation or an increased integration of the different spheres of life does not mean a better balance. Although both of these approaches can promote enrichment from one sphere to the other, they also increase the risk of conflict. The work-family balance thus remains an important issue in modern society and affects most workers, who have to juggle a professional life and a personal life that are both very demanding.

External Pressures and Expectations

Teacher participants also face external pressures that impact their ability to find balance. Society's expectations that teachers should be 'superheroes' combined with inadequate compensation and limited resources create a sense of frustration and discouragement. Unforeseen situations, such as unexpected school closures or parent conflicts, further contribute to the feeling of being overwhelmed.

In essence, Participant 8 responded, *“Pressure sa trabaho, time constraints, sobrang daming papel na ginagampanan, at yung dapat mayroon kang flexibility and adaptability.”* (Pressure to perform, time constraints, role overload, and the need for flexibility and adaptability.) Also, Participant 10 elaborated, *“Some of the challenges are time management, emotional exhaustion, work-life boundaries, external expectations, and limited resources. Despite these challenges, prioritizing self-care, setting boundaries, and seeking support from colleagues and mentors are essential strategies for maintaining a healthy work-life balance as a teacher. It's an ongoing process that requires self-awareness and a commitment to well-being.”*

In addition, Participant 11 described, a *“Siguro ‘yung toxic na school environment, demanding na mga school heads, family problems, pressure sa community at mababa o hindi sumasapat na sahod.”* (Maybe, toxic school environment, demanding school leaders, family problems, community pressure, and low remunerations.) Yet, Participant 17 mentioned, *“mga hindi inaasahang sitwasyon na pwedeng mangyari”* (Unforeseen situations that may arise.) Lastly, Participant 20 highlighted, *“Bilang ng oras na ginugugol sa trabaho and ang workplace na rin kung minsan.”* (The amount of time spent on work and, at times, the workplace environment itself can be challenging.)

Teachers are confronted with various challenges in doing their job. One of these is external pressures and expectations. The findings of Al Khoury (2022) indicate a direct positive relationship between a toxic workplace environment (TWE) and workplace stress (WS). This conclusion is consistent with the study by Wang et al. (2020), which also found a positive correlation between TWE and WS. The presence of toxicity in the workplace can impact individuals on multiple levels, leading to severe consequences for both mental and physical well-being.

A Path Forward

Achieving work-life balance is not a one-size-fits-all solution. It requires a conscious effort and a commitment to prioritize self-care. Teachers need to actively set boundaries, learn to delegate tasks effectively, and seek support from colleagues, family, and friends. Schools and administrators must play a role in fostering a culture of support and recognizing the emotional and mental well-being of their staff. Ultimately, a holistic approach that addresses the practical, emotional, and external pressures faced by teachers is crucial to fostering a sustainable and fulfilling teaching profession.

IV. 2. The Balancing Act: Teachers and the Struggle for Work-Life Harmony

The teaching profession, while rewarding, often presents unique challenges to achieving a healthy work-life balance. From demanding schedules to relentless workloads, teachers frequently grapple with the need to juggle their professional duties with personal responsibilities. A recent survey of teachers revealed a range of common struggles and the strategies they employ to navigate them.

Time Constraints and Health Issues:

Time constraints and health issues can significantly impact individuals' well-being and productivity. Participant 1, for instance, found themselves overwhelmed by time constraints and health issues. She noted, "*Time-constraint - Open communication; asked for adjustment of schedules; Health issues - pause, relax.*" Open communication with their supervisor and a request for schedule adjustments proved helpful in alleviating some of the pressure.

In addition, Participant 2 shared similar concerns, finding that work-related stress seeped into their home life. They recounted, "*One particular instance is the time when I still think of work even when I'm already home. It is difficult. To get rid of that situation, I started to lessen work-related activities at home. I asked for assistance in making IMs, and printing works from a volunteer teacher. Time for family should be undivided as much as possible. Saturdays are for errands at home and for other responsibilities. Sunday morning is for church, afternoon is preparation for work for the coming week.*" To combat this, they implemented a strategy of limiting work-related activities at home, seeking support from colleagues, and carving out specific time slots for family, church commitments, and lesson preparation.

These challenges obstruct the attainment of work-life balance. Teacher participants who experience time constraints and health issues find difficulty in accomplishing tasks. This observation is valid and supported by Budhiraja & Kant (2020) highlighted that 60% of Indians ranked their quality of work-life balance from awful to average. Most of them have a medical condition resulting from work stress; 17% were insomniacs, 16% were fighting depression, 9% were struggling against anger issues and anxiety, and 4.5% had hypertension.

Lack of Support and Overcommitment

Lack of support and overcommitment can create significant obstacles in a work environment, leading to increased stress and decreased productivity. Participant 3 emphasized the challenge of insufficient support. They mentioned, "*Kakulangan sa suporta. Humihingi ako ng tulong sa mga katrabaho.*" (Lack of support. I seek help from colleagues). Seeking help from colleagues provided a crucial lifeline, fostering

a sense of shared responsibility and collaboration.

However, a different perspective was shared by Participant 8, who struggled with overcommitment to professional development and extracurricular activities. She stated, *"Ilan sa mga challenges siguro na naexperience ko, yung mga deadlines for professional development activities isa na don yung sa thesis writing, then ang mga extracurricular activities, minsan nagiging sobrang committed tayo sa mga ganoon. Ang mga strategies na ginagawa ko: prioritizing tasks, setting boundaries, and time management."* (Some of the challenges I've faced include deadlines for professional development activities, like thesis writing, and involvement in extracurricular activities. We often become highly committed to these. To manage, I focus on prioritizing tasks, setting boundaries, and effective time management.)

Overcommitment often results from unrealistic expectations, whether self-imposed or driven by workplace demands. Employees may take on too many tasks, believing they must prove their worth or avoid disappointing others. However, this can lead to burnout and exhaustion, as individuals struggle to balance multiple responsibilities without sufficient resources or assistance.

By prioritizing tasks, establishing clear boundaries, and practicing effective time management, they successfully regained a sense of control over their schedule. Moreover, Santosh (2023) remarked that lack of support can blur the boundaries between work and personal life, making it challenging for employees to achieve a healthy work-life balance and maintain good mental health.

End-of-School Year Rush and Prioritization:

The end of the school year often brings a rush of activities that can strain teachers' ability to maintain a work-life balance. Participant 6, like many teachers, encountered a particularly stressful period at the end of each school year. They recalled, *"One challenging instance where I struggled to maintain work-life balance was during the end-of-semester rush, where grading, planning, and administrative tasks seemed never-ending. This period often felt overwhelming, with the pressure to meet deadlines while also attending to personal commitments mounting."* They developed a system for prioritizing tasks based on urgency and importance, accepting that perfection was not always achievable. This approach allowed them to navigate the busy period without feeling overwhelmed.

This insight was proven and discussed by Atienza (2023). She highlighted that mastering time management is essential for optimizing productivity, reducing stress, and achieving work-life balance. By setting clear goals, planning and organizing time, avoiding procrastination, practicing time blocking, and learning to delegate and say no, individuals can enhance their time management skills and create a harmonious integration of work and personal life.

Balancing School and Family Activities

Balancing school activities with family events is a common challenge for many individuals. Participant 11 faced the common dilemma of balancing important school activities with family events. She reflected, *"kapag nagkakataong may importanteng school activities tapos may family activities din, I try my best na makaattend pareho."* (When there are important school activities that coincide with family activities, I try my best to attend both.) Their solution was to attend both as much as possible, recognizing the importance of both commitments.

This issue shows how work activities coincide with personal commitment. This is a common encounter and Peng and Ilies (2011) explained that employee health and well-being can be achieved by understanding the work-family integration. Greater integration between work and family roles should be balanced to avoid role ambiguity and achieve well-being.

Sleep Deprivation and Workload

Sleep deprivation is a significant challenge for many educators, often stemming from the pressures of lesson preparation and report writing. Participant 14 experienced sleep deprivation due to the demands of lesson preparation and report writing. She lamented, *“Isa sa mga na-experience ko na masasabi kong mahirap mag-maintain ng work-life balance ay nung mga pagkakataong 4-5 hours na lang yata ang tulog ko para lang tapusin ang reports...magprepare ng lesson plan for the next day..So I tried at hanggang ngayon still trying na matapos at magawa ang lesson plan bago matapos ang working hours.”* (One of the toughest times for maintaining work-life balance was when I had only 4-5 hours of sleep just to finish reports and prepare lesson plans for the next day. I’ve been trying, and am still striving, to complete lesson plans before the end of the workday.) Her strategy involved actively striving to complete work within designated working hours, reducing the need for late nights.

Souza et al. (2012) emphasized that poor sleep quality and excessive sleepiness observed in teachers and the work overload characteristic of the teaching profession may compromise their health and quality of life. This, in turn, could affect teaching performance and student education. They further recommended an investigation into strategies that can improve the variables related to the sleep patterns of teachers to increase the quality of life and enhance the sleep of these professionals.

People who sleep fewer hours than their body needs may experience fatigue, difficulty concentrating, and difficulty making decisions—all of which can affect their work performance. Teachers as well, need to have adequate sleep to maintain their work-life balance.

Flexibility and Coping with Unforeseen Scenarios

Flexibility is essential for effectively managing unforeseen circumstances in both work and personal life. Participant 16 emphasized the need for flexibility in dealing with unexpected situations saying, *“kapag may mga hindi inaasahang pangyayari na kailangan ang atensyon at oras ko tapos may mga hindi pa natatapos na gawain”* (When unexpected issues arise that need my immediate attention, and I still have unfinished tasks at hand.) By addressing challenges as they arose, they maintained a proactive approach. Participant 18, on the other hand, managed overlapping activities by maximizing weekends and holidays, effectively creating pockets of time for personal endeavors. Participant 18 commented, *“When there are overlapping activities, I de-stress by making the most out of time on a weekend and holidays.”*

One of the most important aspects of personal life is family time. Spending time with loved ones is not only enjoyable, but it's also beneficial for mental and emotional health. Research shows that spending time with family can reduce stress and anxiety, improve mood and self-esteem, and strengthen relationships. The findings of Sonnentag & Bayer (2005) also underscored the importance of psychological detachment for improving positive mood and reducing fatigue during evening hours. Therefore, individuals should be encouraged to switch off mentally from work when leaving their working place and arriving at home.

Workplace Conditions and Prioritization

Workplace conditions and dynamics significantly impact employees' ability to manage their responsibilities effectively. Participant 20 highlighted the crucial role of flexibility and prioritizing tasks when managing work hours and conditions in her response, *“Yung workplace, work hours and working conditions. Dapat flexible ka at marunong ka kung anong dapat unahin”*. (Workplace dynamics, hours, and conditions can be challenging. It's important to be flexible and know how to prioritize effectively.)

These diverse experiences illustrate the complexities of achieving work-life balance in the teaching profession. While each teacher's journey is unique, the common themes of communication, support, prioritizing, and setting boundaries emerge as essential strategies. Ultimately, maintaining a healthy work-

life balance is an ongoing process, and these shared insights offer valuable guidance for navigating the challenges teachers face every day.

The challenges experienced by the teacher-participants in maintaining their work-life balance correspond to the findings of Unal and Dulay (2022). He found out that there were two themes (i) challenges for work-life balance and (ii) ways of maintaining a work-life balance. It was found that the teachers, who had to work from home, did not maintain a balance between personal life and work because of such challenges as inadequacy of workspace, irregularity of working hours, lack of support, and role conflicts. Consequently, they failed to achieve the desired outcomes of work and individual lives which adversely affected their well-being. Besides, working from home and distance education seem likely to continue even after the pandemic has ended. On the contrary, the present study deals with the challenges encountered during face-to-face interaction with students.

V.1. Supporting Teacher Well-being: Schools Embracing Work-Life Balance

The well-being of teachers is paramount to a thriving educational environment. Recognizing this, many schools are actively implementing strategies to promote a healthy work-life balance for their staff. Participant contributions highlight key mechanisms and initiatives, demonstrating a growing awareness and commitment to teacher support.

Volunteer Teachers and Task Assistance

Schools are recognizing the value of volunteer teachers in assisting with tasks. Participant 2 noted that they help with preparing instructional materials and remedial activities, allowing regular teachers to manage their time effectively. She proudly stated, *“One of the initiatives our school implemented when we started the 8-week curriculum, is having a volunteer teacher. Until now, we have volunteer teachers who assist/help us in the preparation of instructional materials, giving remedial/reading activities for slow learners and other work-related tasks. By that, we can manage our time well in doing our work responsibilities.”*

Meanwhile, Participant 9 further suggested that assigning specific subjects to volunteer teachers can significantly reduce workloads, affording regular teachers time for crucial tasks like paperwork and even vital breaks. She narrated, *“Pagbawas ng mga gawain sa pamamagitan ng pag-assign ng ilang subjects sa mga volunteer teachers. Nagiging daan siya sa aming mga permanent teachers para magkaroon ng extra time na tapusin ang ibang paperwork at makapaghinga ng sandali.* (Reducing workloads by assigning specific subjects to volunteer teachers, can provide regular teachers with time to complete paperwork and take short breaks to rest.)

The provision of volunteer teachers to some of the schools in the district was a significant step toward supporting the work-life balance of the regular teaching staff. One of their key contributions includes assisting with the preparation of instructional materials and checking test papers and other student work. Additionally, they help with school activities and programs. Some of the volunteer teachers even handle at least one subject in a class, giving the regular teachers extra time to complete other work-related tasks such as reports and paperwork.

In line with the result, Cromer (2018) emphasized that with the negative view of volunteers assisting with administrative tasks in the School-Based Agricultural Education Programs (SBAE) programs, school administrators, policymakers, and the agricultural education profession should work to create and promote policies that reflect a culture that supports delegating paperwork to others both within agricultural education and within local schools and districts.

Regular Meetings and Communication

Open communication and frequent meetings are critical for addressing work-related issues and concerns. Participant 3 emphasized the importance of regular faculty meetings as a platform for sharing and resolving challenges stating, *“Regular session and faculty meetings where we can tackle work-related issues and concerns”*

Continuous reminders through group chats and meetings, as highlighted by Participant 5, ensure teachers stay informed and organized, contributing to a smoother workflow as shown in their response, *“Planning ahead of time so as not to cram or be overwhelmed in doing the tasks. Set target dates for every activity or submission of reports, etc. Giving constant reminders through Group Chat (GC). Conduct meetings for updates. Grant free days for special occasions like birthdays. For urgent issues or emergencies, considerations are given/extended.”*

One of the essential supports that schools can do to effectively address work-related issues and concerns is by cultivating a culture of open communication and conducting regular meetings. With this practice, teachers are not only provided with a platform to discuss issues and resolve challenges but also it helps the teachers to be well-informed and organized. This could result in a more efficient and supportive work environment. Regular faculty meetings, continuous reminders through group chats, and considerate policies for special occasions and emergencies collectively enhance the overall workflow and well-being of the teaching staff.

Kauffeld & Lehmann-Willenbrock (2012) highlighted the importance of proactive communication for team meeting effectiveness and organizational success. The result of the study further suggests that an active problem-solving approach that incorporates specific action-planning communication in a meeting seems to be quite difficult to pursue for many teams. To implement new ideas in their work lives, team members need to be interested in action planning, getting their peers involved, and talking to their supervisors, so that their ideas can become reality.

Open communication in the workplace encourages all employees to share their thoughts and ideas freely. This approach fosters a collaborative environment where diverse perspectives can be heard, leading to more innovative solutions and a stronger sense of team unity.

Collaboration and Resource Sharing

Schools are fostering a culture of collaboration and resource sharing to alleviate workload pressures. As noted by Participant 6, teachers are encouraged to work together, share resources, and divide responsibilities. She mentioned, *“Teachers are encouraged to collaborate with their colleagues to share resources, divide the workload, and support each other in managing tasks effectively.”* This collective approach creates a supportive environment where colleagues can effectively manage tasks and alleviate individual burdens.

By creating and supporting a culture of collaboration and resource sharing, schools are not only alleviating workload pressures but also nurturing a supportive and cohesive environment among teachers. When teachers work together, sharing resources, and dividing responsibilities, it contributes to more effective task management and mutual support. When teachers collaborate, a sense of camaraderie and teamwork among colleagues will be developed. The tasks become easy and manageable thus resulting in more accomplishments and better results ultimately benefiting both teachers and students alike.

In the article, *“5 Benefits Of Teacher Collaboration In Education W/ Examples On How To Promote It”*, Torgerson (2022) mentioned these 5 essential benefits: 1) it helps teachers brainstorm creative ideas & lesson plans, 2) It provides an avenue for professional growth, 3) it leads to improved student outcomes,

4) it aids in the success of school and district initiatives and 5) it decreases teacher turnover.

Flexible Scheduling and Professional Development

Embracing flexibility is crucial for promoting work-life balance. Participant 8 highlighted the importance of schools offering flexible work arrangements and valuable professional development opportunities. She remarked, *“Sa school namin may mga opportunities for professional development, kinu-consider ang possible flexible work arrangements, and bawas na rin po ang ibang administrative tasks.”* (The school offers professional development opportunities, considers possible flexible work arrangements, and administrative tasks have been reduced already.)

Also, Participant 12 further emphasized how initiatives like flexible scheduling for professional development allow teachers to pursue personal growth without sacrificing personal time as they commented, *“Our school has implemented initiatives like flexible scheduling for professional development, providing resources for lesson planning and grading efficiency, and promoting a culture of work-life balance through stress management workshops.”*

The findings underscored the significance of embracing flexibility to promote work-life balance among teachers. One participant highlights the critical role of schools in providing flexible work arrangements and valuable professional development opportunities. Another participant emphasizes the positive impact of flexible scheduling for professional development, allowing teachers to pursue personal growth without sacrificing their time.

Kamran et al., (2014) stressed the importance of worker policies such as flexible starting times and reduced working hours which significantly increased the work-life balance and productivity of university teachers in Pakistan.

One of the conclusions derived in the study of Austin-Egole, Iheriohanma, & Nwokorie (2020) emphasized that employers should find ways to implement these types of FWA that generate positive organizational outcomes such as lower absenteeism, turnover, and espionage among employees while aiming at increased performance. They further recommend that organizations, especially in developing economies, should imbibe employee-driven flexible work arrangements as they have been shown to help employees balance their work-life and this positively affects their abilities, interest, and zealotness towards their jobs in the organization and indirectly enhances improved performance.

Stress Management and Supportive Leadership

Schools are proactively addressing stress through workshops and leadership support. Participant 11 points to seminars on work-life balance and stress management conducted during sessions like Gender and Development (GAD). She emphasized, *“May good school environment, na nirerespeto ang bawat isa at pinakikinggan ang mga opinyon. May seminars sa work-life balance at paghanlde ng stress-halimabawa during GAD activities, may mga team building activities na ginagawa.”* (Maintains a good school environment where each one is respected and opinions are heard. Provide seminars on maintaining work-life balance, and handling stress - examples during GAD activities, conducting team building activities.) Supportive administrators, noted by Participant 13, understood the limitations of teachers and provide the necessary flexibility in completing tasks, fostering a trusting and respectful environment. They recalled, *“As much as possible, my school’s administrator didn’t pressure me for the things that I can’t do on time. She let me do things at my convenience.”*

Stress is one of the factors affecting the performance of a teacher. A teacher who is under stress may struggle to perform well. Their job satisfaction and motivation levels slow down and they show unwanted behaviors like absenteeism, mistakes during work, and even aggression. They may also have more health-

related physical and psychological complaints.

Conducting workshops and seminars on work-life balance and handling stress could help teachers in managing their stress. Organizing team-building activities as part of the Gender and Development program was also found to be beneficial. These initiatives do not only alleviate stress but also foster a positive working environment, enhancing well-being and performance.

In line with this, Patro & Kumar (2019) identified the relationship between workplace stress and employees' efficiency in private enterprises. Workplace stress management strategies affect employees' efficiency. Therefore, the study provides insights into the effect of workplace stress, taking into consideration variables such as stress program interventions, and training and development on employees' efficiency.

Meanwhile, supportive school leaders who understand that teachers have limitations and are not pushing teachers to the limit also provide the teachers the opportunity to manage stress. Teachers with supportive and understanding school heads are more likely to experience reduced stress levels, leading to improved job satisfaction, motivation, and overall effectiveness in their roles. Khalid et. al (2012) confirmed that supportive leadership plays an important role as a moderator between the stress and performance levels of employees, faculty, and administration, and at educational institutions of Rawalpindi and Islamabad.

Leave Policies and Special Occasions

Clear and accessible leave policies are essential for addressing personal matters without unnecessary stress. Participant 14 stressed the importance of easy access to personal leave as they confirmed, "*madali pong magrequest ng personal leave kapag may importante kaming lalakaran o gagawin.*" (It is easy to request a personal leave in case we have an important matter to do.) Furthermore, Participant 16 emphasizes the impact of local arrangements like birthday leave and bonding events, creating a welcoming and supportive work environment stating, "*Pwedeng mag-avail ng birthday leave. Pero local arrangement lang. May bonding din halos taon-taon lalo na kapag may mga special occasions or celebrations.*" (We are entitled to a birthday leave though it's typically arranged locally. We also have annual bonding activities, especially during special occasions or celebrations.)

Taking leave is essential for maintaining a healthy and productive workforce. Regular time off allows individuals to rest, recharge, and attend to personal matters, which can prevent burnout and reduce stress. For teachers, taking leave is especially important as it helps them regain their energy and maintain their passion for teaching. Rested and rejuvenated teachers are more effective in the classroom, fostering a positive learning environment for their students.

Further, Nwogu and Unuigbo (2018) highlighted the existence of leave policies that contribute to improving the work-life balance of teachers in secondary schools in Edo State. These policies encompass granting maternity leave, sick leave, annual leave, leave of absence and study leave.

In the article "The Importance of Taking Leave", Donna McLeod (2019) mentioned that taking leave is essential to promote good physical and mental health in the workplace and improves people's work-life balance. Happier, recharged people are less likely to be sick or take unexpected time off work.

Encouraging teachers to take time off can greatly benefit a school by boosting productivity, increasing job satisfaction, and improving the overall school culture. When schools understand and implement good leave policies, they create an environment where teachers can succeed both in their professional and personal lives.

V.2. Supporting Teacher Well-being: A Call for Action

A recent study of educators highlighted the pressing need for improved support for teacher work-life ba-

lance. Participants, sharing their valuable insights, identified five key themes that demand attention and action:

Professional Development and Time Management

Teachers consistently requested workshops and resources focused on time management, stress reduction, and work-life balance skills. Participant 6 emphasized the need for practical guidance on prioritizing tasks, while Participant 12 highlighted the importance of training that equips teachers with effective strategies for managing their workload.

Participant 6 narrated *“To enhance support for teachers' work-life balance strategies, my school could implement several additional measures and improvements. Firstly, the administration could prioritize professional development opportunities focused specifically on time management, stress reduction, and work-life balance skills. These workshops could provide teachers with practical strategies and resources to better manage their workload and prioritize personal well-being. The school could create designated spaces or times for teachers to engage in self-care activities, such as mindfulness practice or exercise, during the workday. Finally, fostering a culture of open communication and collaboration between teachers and administrators is essential for identifying and addressing ongoing challenges related to work-life balance.”*

In addition, Participant 12 stated, *“In considering additional measures to enhance support for teachers' work-life balance at our school, I believe implementing on-site childcare services or subsidies would greatly benefit teachers with young children, alleviating some of their childcare responsibilities. Providing resources or training on time management and workload prioritization could also help us optimize efficiency and reduce stress and establishing a formal mentorship or peer support program could offer valuable guidance and insights on achieving a healthy balance between work and personal life. These initiatives, combined with regular feedback mechanisms and clear policies on workload expectations, would contribute significantly to creating a more supportive and sustainable work environment for teachers.”*

The narratives presented are associated with Umma & Zahana (2020) in their recommendation for conducting a seminar on time management and work stress, being flexible in deadlines and workload, and creating the environment to maintain good relationships among supervisors, and subordinates.

Wellness Programs and Resources

The need for comprehensive wellness programs emerged as a critical concern. Participant 10 advocated for proactive steps to address both physical and mental health challenges as she mentioned, *“Flexible work arrangements, wellness programs and resources, workload management strategies, clear communication and expectations, peer support networks, and recognition and appreciation.”* Meanwhile, Participant 8 expressed the need for robust wellness initiatives and training opportunities as they also noted, *“Siguro dapat ano, may training tungkol sa work-life balance at may mga wellness programs na rin. (Maybe, there should be training on work-life balance and enhanced wellness programs and initiatives.)*

Following the narratives above, Roopavathi & Kishore (2021) concluded that organizations, with the provision of a healthy work environment and culture, proper training programs, and better life plan designs, can help their employees perform better. Support from employer to employees plays a role of motivational factor to employees.

Peer Support and Communication

Fostering a culture of support and collaboration emerged as a vital aspect of teacher well-being. Participant 9 advocated for the establishment of peer support networks where teachers can access advice and

encouragement as they remarked, *“Sa pamamagitan ng peer support networks kung saan pwedeng magkaroon ng connections ang mga teacher sa ibang kasamahan, halimbawa kung kailangan ng advice at encouragement sa buhay.”* (By facilitating peer support networks that allow teachers to connect with colleagues for advice and encouragement.) Participant 18 echoed this sentiment, emphasizing the importance of open communication and camaraderie among colleagues stating, *“Open forum.”*

Khurana (2024) emphasized that building a strong support network is invaluable for maintaining balance as a peer support worker. Connecting with peers who understand the unique challenges is a great help. These connections can provide emotional support, practical advice, and a sense of community. Whether through formal networks or informal gatherings, these relationships can be a source of strength and resilience.

Practical Assistance

The study revealed a strong desire for practical support to alleviate teachers' workload. Participant 13 proposed hiring classroom assistants to manage non-teaching responsibilities by responding *“Classroom Assistants. Hire teaching assistants to help manage classroom responsibilities.”*

Meanwhile, Participant 14 suggested allocating a budget for office staff to assist with administrative tasks as they pointed out, *“Pagprovide ng opportunity at saka budget...so pwede siyang makatulong sa aming mga guro na magkaroon ng work-life balance kung ang school ay may office staff na pwedeng tumulong sa mga reports.”* (Providing opportunities and a budget for support can help teachers achieve work-life balance, especially if the school has office staff to assist with reports.)

These narratives are aligned with the study of Irfan (2021) revealing that the WLB implication is that adopting suitable work-life balance practices will be beneficial and support professionals working on projects. Professionals engaged in projects, both at managerial and team levels, are exposed to work-life balance resulting from work performance and personal life responsibilities. The empirical results revealed conflicts came across due to poor time management, and these conflicts have adverse effects on personal and professional commitments.

Workload Management and Expectations

Participants emphasized the need for realistic workload expectations and a reduction in non-teaching duties. Participant 4 advocated for minimizing extra tasks and exploring the benefits of smaller class sizes mentioning, *“Maybe, lessen or minimize extra tasks of the teachers and having smaller class size.”*

Yet, Participant 11 called for a clear delineation of responsibilities and the removal of extraneous tasks that hinder teaching effectiveness. Additionally, she firmly narrated *“Pwede siyang gawin sa pamamagitan ng pagconduct ng school activities para sa mental health ng teachers, at sa well-being; pagbawas o pag-alis ng non-teaching workload, pagkakaroon ng participative leadership; at pagsuporta sa professional development ng tmga guro.”* (This can be done through conducting school activities for the mental health and well-being of teachers, reducing or eliminating non-teaching workload, fostering participative leadership, and supporting the professional development of teachers.)

These insights from educators paint a clear picture of the challenges they face and pinpoint specific areas where support is urgently needed. By implementing these measures, school administrations can create a more sustainable and supportive environment for teachers, ultimately contributing to improved student learning outcomes and a more fulfilled teaching profession.

The thoughts of Alison (2023) focused on work-life balance as an essential and often undervalued aspect of maintaining a healthy and fulfilling life. It involves the equilibrium between the demands of one's professional commitments and personal life, ensuring that neither overshadows the other. Achieving work-

life balance allows individuals to lead more fulfilling lives by reducing stress, improving overall well-being, and fostering healthier relationships. It promotes productivity, creativity, and a sense of contentment in the workplace and personal spheres, making it an essential pursuit for a happier and more sustainable lifestyle.

VI. Proposed Work-Life Balance Program for Teachers

This study proposes a program designed to assist teachers in achieving a better work-life balance. The program focuses on improving personal well-being and enhancing professional effectiveness by providing strategies and support for managing both work and personal responsibilities. By addressing key challenges and offering practical solutions, the program aims to foster a healthier, more productive teaching environment and support teachers in their overall professional and personal development.

PROGRAM PROPOSAL

I. Program Title: Harmony in Action: A Work-Life Balance Program for Teachers

II. Rationale

The teaching profession demands the performance of numerous and varied roles essential for student development and educational success. It is a time-demanding profession that seems stressful encroaching on the teachers' personal lives. The teacher's job does not only encompass the preparation of lesson plans and instructional materials and being able to deliver in the teaching-learning process. There are many aspects of the profession that he/she needs to attend to such as preparation of reports, conducting conferences with parents, attending training and seminars, seeking professional growth, and many others. Indeed teachers are the most time-demanding profession that seems to be stressful encroaching on their personal lives. Thus, a need to take into consideration to put attention to their work-life balance aspects. Work-life balance means the balance between working life and personal life and how they relate to each other. A balance between work and personal life reduces the risk of stress, fatigue, and sick leave and fosters better well-being among employees. (Pouluose and Sudrasan, 2017). Work-life balance is a crucial consideration for educators, especially teachers who often face significant challenges in managing their professional responsibilities alongside personal well-being. Balancing lesson planning, grading, extracurricular activities, and administrative duties with personal life commitments can lead to stress, and burnout, and ultimately impact job satisfaction and performance.

In this regard, a work-life balance program was proposed to help teachers maintain a healthy work-life balance. This program recognizes the importance of maintaining mental, emotional, and physical health to sustain long-term professional effectiveness and personal fulfillment.

III. Objectives

The “**Harmony in Action**” Work-Life Balance Program is designed to support teachers in achieving a sustainable work-life balance. The program aims to enhance personal well-being and professional effectiveness through a holistic approach that includes flexible work arrangements, wellness initiatives, time management training, supportive policies, and promoting communication.

Specifically, it aims to meet the following objectives:

1. To improve the balance between the personal and professional roles of teachers.
2. To enhance the teachers' well-being by improving physical and mental health and reducing stress.
3. To enhance the productivity, creativity, and effectiveness of the teachers in their professional roles.
4. To build a stronger school community where work-life balance culture is recognized and honored

IV. Program Mechanics

A. Flexible Work Arrangements. Encourage flexible schedules, remote work options, and compressed work weeks. This allows teachers to manage their time better and reduces stress.

Unlocking Productivity and Well-being: The Power of Flexible Work Arrangements

In today's dynamic world, where work-life balance is increasingly paramount, employers are recognizing the importance of embracing flexible work arrangements. This paradigm shift goes beyond simply offering remote work options; it encompasses a wide spectrum of solutions designed to empower employees and enhance their overall well-being, ultimately leading to increased productivity and a happier workforce.

The Benefits of Flexibility

Improved Time Management. Flexible work arrangements allow teachers to tailor their schedules to their individual needs and responsibilities. This translates to a better understanding of personal commitments and the ability to effectively manage their time, leading to reduced stress and a greater sense of control.

Enhanced Work-Life Balance. The ability to work from home, adjust schedules, or take compressed workweeks empowers teachers to better integrate their personal and professional lives. This leads to reduced burnout, improved mental health, and a greater sense of fulfillment.

Increased Productivity. Research consistently shows that teachers who have greater control over their work environment and schedules are more engaged, motivated, and productive. By fostering autonomy and trust, flexible arrangements empower teachers to work at their peak performance.

Attracting and Retaining Top Talent. In today's competitive job market, offering flexible work arrangements is a key differentiator for employers. It attracts and retains top talent, creating a more diverse and engaged workforce.

Reduced Costs for Employers. Flexible work arrangements can lead to reduced office space costs, lower commuting expenses for teachers, and potentially increased productivity.

Types of Flexible Work Arrangements

Remote Work. Allows teachers to work from home or another location outside of the traditional office.

Flexible Hours. Offers teachers the ability to adjust their start and end times, creating a schedule that better suits their individual needs.

Compressed Workweek. Allows teachers to work longer hours on fewer days, providing them with additional time off during the week.

Job Sharing. Two or more teachers share the responsibilities of one full-time position, creating flexibility for both individuals.

Implementing a Successful Flexible Work Program:

Establish Clear Communication. Define expectations, policies, and procedures for flexible work arrangements.

Use Technology Effectively. Invest in tools that facilitate communication, collaboration, and project management for remote teams.

Foster Trust and Autonomy. Trust your teachers to manage their time and work effectively.

Provide Regular Feedback. Ensure that teachers have the support and resources they need to succeed in a flexible work environment.

Flexible work arrangements are no longer a luxury but a necessity. By embracing this shift, employers can create a more engaged, productive, and satisfied workforce. The benefits are numerous, and the positive impact on both employees and organizations is undeniable. As the world of work continues to evolve, embracing flexibility will be crucial for success in the 21st century.

B. Wellness Initiatives. Promote physical and mental health through wellness programs. Offer fitness classes, mindfulness sessions, and access to counseling services.

In today's stressful work climate, Deped must emphasize their teachers' well-being. Wellness activities are critical for improving physical and mental health, establishing a positive work-life balance, and increasing productivity.

Promoting Physical Health

Fitness Classes. Provide a variety of fitness classes, including yoga, Zumba, and aerobics, to accommodate diverse preferences and fitness levels. This encourages teachers to exercise regularly, which improves cardiovascular health, muscle strength, and flexibility.

Health Screenings. Schedule regular health screenings, such as blood pressure checks, cholesterol testing, and BMI evaluations. These scans can detect potential health risks early on, allowing teachers to take proactive steps.

Wellness Challenges. Plan workplace wellness events like team-based step competitions or healthy eating contests. These challenges foster camaraderie, promote healthy habits, and motivate employees to stay active.

Supporting Mental Health

Mindfulness Sessions. Introduce mindfulness sessions, such as meditation or breathing exercises, to reduce stress, improve focus, and promote emotional well-being.

Access to Counseling Services. Provide confidential access to counseling services for employees who may need support with mental health challenges. This service can help them manage stress, cope with personal issues, and enhance resilience.

Wellness Workshops. Host workshops on topics such as stress management, healthy sleep, and work-life balance. These workshops educate employees on healthy coping mechanisms and provide practical tools for improving their well-being.

Implementation Strategies

Integrate Wellness into Workplace Culture. Make wellness a fundamental part of company culture by promoting healthy habits at all levels. Encourage leadership to set a positive example by participating in wellness activities.

Encourage Employee Participation. Create an inclusive environment where all teachers feel encouraged to participate in wellness initiatives. Offer flexible schedules and provide incentives to reward participation.

Monitor and Evaluate. Track the effectiveness of wellness programs by measuring teacher engagement, health outcomes, and absenteeism rates. Regularly evaluate and adjust programs to ensure they are meeting the needs of teachers.

Benefits of Workplace Wellness Initiatives

Reduced Absenteeism and Healthcare Costs. Healthy teachers are less likely to miss work due to illness, leading to reduced absenteeism and lower healthcare costs for the organization.

Increased Productivity. Teachers who are physically and mentally well are more engaged, focused, and productive at work.

Improved Teacher Morale. Wellness initiatives demonstrate that the organization values teachers' well-being, creating a positive and supportive work environment.

Attraction and Retention. Comprehensive wellness programs can be a competitive advantage in attracting and retaining top talent who prioritize their health.

Wellness initiatives are a strategic investment in the well-being of employees. By promoting physical and mental health through fitness classes, mindfulness sessions, and access to counseling services, organizations can empower employees to live healthier, happier, and more productive lives. A commitment to wellness is essential for creating a positive work environment, fostering employee satisfaction, and driving organizational success.

C. Enhance the Productivity, Creativity, and Effectiveness of the Teachers in their Professional roles

Teachers play a pivotal role in shaping the minds and futures of students. To ensure their optimal performance, it is imperative to foster their productivity, creativity, and effectiveness in their professional roles.

Professional Development and Support

Provide ongoing opportunities for teachers to engage in professional development, workshops, and training to update their knowledge and skills.

Encourage collaboration and mentorship among teachers, fostering a supportive and growth-oriented environment.

Grant access to resources such as online platforms, libraries, and research materials to enhance their professional knowledge base.

Technology Integration

Equip teachers with the latest technologies and incorporate them into the curriculum to enhance engagement and streamline processes.

Train teachers in the effective use of educational software, digital platforms, and online resources to support student learning.

Utilize technology to facilitate collaboration, communication, and access to real-time feedback from students.

Empowering Teachers

Grant teachers autonomy and decision-making power in their classrooms, allowing them to tailor lessons to the specific needs of their students.

Encourage teacher participation in school-wide decision-making processes, giving them a voice in shaping the educational experience.

Recognize and reward teachers for their dedication, innovation, and positive contributions to student outcomes.

Fostering Creativity

Create a classroom environment that encourages play, experimentation, and risk-taking.

Provide teachers with opportunities to brainstorm and collaborate on creative teaching methods.

Implement initiatives that foster artistic expression, critical thinking, and divergent thinking among students.

Collaboration and Innovation

Encourage interdisciplinary collaboration among teachers to share ideas and develop innovative teaching practices.

Facilitate workshops and networking events where teachers can showcase their best practices and learn from each other.

Establish partnerships with businesses, universities, and community organizations to provide opportunities for teachers to gain new perspectives and stay up-to-date on industry trends.

Well-being and Work-Life Balance

Prioritize teacher well-being by providing support systems, stress-management resources, and flexible work schedules.

Promote work-life balance by respecting teachers' time outside of work hours and encouraging them to take breaks and recharge.

Create a positive and supportive school culture that minimizes stress and fosters collaboration.

Data-Driven Decision-Making

Provide teachers with access to learners' performance data and analytics to inform their teaching practices. Train teachers in the use of data-driven decision-making techniques to personalize instruction and improve student outcomes.

Implement systems to collect and analyze feedback from learners, parents, and colleagues to continuously improve teaching effectiveness.

By implementing these strategies, schools and educational systems can empower teachers to become more productive, creative, and effective in their professional roles. When teachers are supported, appreciated, and given opportunities to excel, they can make a profound impact on the lives of their students and the future workforce. Investing in teacher development and well-being is an investment in the success of future generations.

D. Building a Stronger School Community: Fostering a Culture of Work-Life Balance

The modern school environment often demands tireless dedication from educators, leaving little room for personal rejuvenation and family time. This can lead to burnout, decreased morale, and ultimately, a negative impact on the quality of education itself. Building a school community that genuinely values and supports work-life balance is crucial for the well-being of educators and the overall success of the school. Here's how to create this positive and sustainable environment:

Leadership Buy-in

Lead by Example. School administrators should model healthy work-life balance by setting clear boundaries, taking time off, and prioritizing their well-being.

Communicate Values. Explicitly emphasize the importance of work-life balance in the school's mission statement and policies.

Provide Resources. Offer flexible work arrangements, professional development opportunities on stress management and time management, and access to employee assistance programs.

Fostering Collaborative Culture

Open Dialogue. Encourage open communication about workload and stress within the school community. Create platforms for teachers to share their concerns and suggestions for improving work-life balance.

Shared Responsibilities. Distribute workload equitably, promoting teamwork and collaboration among staff.

Flexible Scheduling. Implement flexible work schedules, such as flextime, compressed workweeks, or remote work options, when feasible.

Recognizing and Honoring Individual Needs

Personalization. Acknowledge that each individual has different needs and priorities. Encourage teachers to set personal boundaries and communicate them.

Respect for Time Off. Respect vacation time and leave periods, ensuring adequate coverage and minimizing pressure to work during these periods.

Support Networks. Create support networks within the school, such as mentoring programs, peer support groups, and social events, to foster a sense of community and shared responsibility.

Promoting Well-being Practices

Stress Management. Offer workshops and resources on stress management techniques, mindfulness practices, and healthy coping strategies.

Physical and Mental Health Focus. Encourage breaks throughout the day for physical activity, proper nutrition, and mental relaxation.

Family Engagement. Create opportunities for families to be involved in school life, fostering a sense of shared responsibility and support.

V. Evaluation and Monitoring

Measuring Success

Objective: Assess effectiveness in improving teacher well-being, job satisfaction, and performance.

Regular Feedback. Conduct regular surveys and feedback sessions to assess the effectiveness of implemented strategies and gather input from teachers.

Monitor Burnout. Track key indicators of burnout, such as sick days, absenteeism, and staff turnover, to identify potential areas for improvement.

Methods: Surveys, interviews, observations, and data analysis.

By implementing these strategies, schools can build a stronger community where work-life balance is not just recognized, but actively encouraged and supported. This will lead to happier, healthier educators who are better equipped to nurture and inspire the students they serve. Ultimately, a school culture that prioritizes work-life balance is a recipe for a more fulfilling and successful educational environment for everyone involved.

CHAPTER V

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, findings, conclusions, and recommendations of this study based on the analysis, and interpretation of the insights collected from the participants.

Key concepts

Work-life balance is a term easy to understand but hard to achieve. A lot of people including professionals dream and aspire to achieve this balance of personal and professional endeavors since it radiates happiness, self-satisfaction, and contentment. The challenge of maintaining balance in all life's aspects may seem impossible to many because of common, unavoidable circumstances that individuals are trapped in. These do not only weaken their capacity to enhance their well-being but also, this imbalance slowly pushes them into the feeling of displeasure and detachment. How people view life, and its intricacies affects how he could successfully endure all life's struggles and turn them into life's opportunities.

This study entitled "*Work-Life Balance Strategies on Personal Well-Being and Professional Effectiveness Among Teachers*" explored the experiences of the participants on how they managed the pressure of personal challenges and the demands of current work. Through careful analysis of the participants' narratives, several relevant themes emerged which served as the basis for the interpretation, conclusion, and recommendation of this study.

Essentially, this phenomenological study centered on determining the perception of teacher-participants on the importance of WLB and the strategies they employed to manage such balance. Furthermore, the researcher explored how teachers' WLB strategies affect their personal well-being and professional

effectiveness. In addition, the challenges experienced by the participants in maintaining their WLB were also investigated, together with how teachers' WLB strategies are being supported by the school.

Furthermore, this study developed a program proposal titled "*Harmony in Action: A Work-Life Balance Program for Teachers*" which aimed at helping teachers take bolder steps to promote self-awareness and assessment to live life to the fullest, considering stability in personal and professional dimensions.

Research Questions

This phenomenological study determined the strategies employed by the teachers in maintaining work-life balance on personal well-being and professional effectiveness.

Specifically, it answered the following questions:

1. How do teachers perceive the importance of work-life balance?
2. What strategies do teachers use to manage their work-life balance?
3. How do teachers' work-life balance strategies affect their personal well-being and professional effectiveness?
4. What challenges do teachers experience in maintaining their work-life balance?
5. How are teachers' work-life balance strategies being supported by schools?
6. What program could be proposed to help teachers maintain a healthy work-life balance?

Research Process

This phenomenological study which predominantly focused on discovering the strategies employed by teacher-participants in maintaining WLB along with personal well-being and professional effectiveness underwent a meticulous investigation of all its components and variables. Its chronological set-up, effective time management, and actual recording resulted in factual, credible, and reliable outcomes.

This study began with the researcher brainstorming on possible topics and titles for her dissertation. With the relevant insights and suggestions of her adviser, she was able to come up with a good title that centers on teachers' welfare. After systematic planning and writing the proposal, the researcher faced the panel members in a title defense and luckily convinced the latter to proceed and conduct the study.

The gathering of data was done in a very methodical manner wherein the researcher crafted a set of interview questions to elicit responses from the twenty identified participants. Since the setting was at Magallanes South District in the province of Sorsogon, she purposively selected the participants from the fourteen elementary schools. Moreover, these participants were taken as representatives whose teaching positions range from Teacher I to Master-Teacher II and have been in the service for at least three years.

The need for the validation of the set of questions for formal interviews and focus-group discussion was considered by the researcher and ask the expertise of her adviser to justify the said instrument. After a comprehensive study, the tool was approved, and its implementation was agreed upon and allowed by the Dean of Graduate Studies, Schools Division Superintendent, Public Schools District Supervisor, and School Heads through a formal letter.

To formally gather insights from the participants, the researcher patiently conducted one-on-one formal interviews from one school to the other. However, in some cases, some teacher-participants were timid to answer in person and so, there was a modification in the manner of collecting data. Instead, they were given ample time to write their answers in the question guides. This occurrence conformed with the ethical considerations in research and so they were fairly treated and accepted. For triangulation of results, the researcher conducted FGD to validate data and exhaust all significant information from the participants.

With the information at hand, the researchers proceeded with coding and theming which were significant processes to understand, discuss, and interpret participants' narratives. With the guidance of her research

adviser, she identified key themes for each problem and was able to arrive at findings, conclusions, and recommendations.

The process of the completion of this phenomenological research underwent a serious and careful investigation of all the components. All the participants' information was treated with utmost care and confidentiality. Every participant was treated fairly, and no one was forced to be part of this study.

Findings

Based on the analysis and interpretation of data, the salient findings of the study are as follows:

1. Work-life balance was perceived by teachers as fostering harmonious relationships between professional and personal lives, enjoying teaching, and having a passion for the profession. Recognizing the balance between personal life, family matters, and work responsibilities, prioritizing self-care and personal time, finding equilibrium between job demands and personal life, preserving personal well-being and relationships, promoting personal well-being, professional effectiveness, and long-term sustainability
2. The strategies employed by teacher-participants in managing WLB include setting boundaries and prioritizing time, self-care and family bonding, time management and prioritization, seeking support and communication, setting boundaries and knowing limits, self-care, and awareness.
3. WLB strategies affect teachers' personal well-being and professional effectiveness through perspective and attitude, motivation and fulfillment, health and well-being, job satisfaction, and stress reduction and contentment.
4. Some of the challenges experienced by teachers in maintaining work-life balance include workload and time constraints, emotional and psychological factors such as stress and guilt, balancing roles and boundaries, external pressures and expectations, health issues, lack of support and overcommitment, end-of-school-year rush and prioritization, balancing school and family activities, sleep deprivation, workload .and workplace condition.
5. Schools support the work-life balance strategies of teachers through volunteer teachers and task assistance, regular meetings and communication, collaboration and resource sharing, flexible scheduling and professional development, stress management, and supportive management leave policies and special occasions.
6. A program on work-life balance for teachers, aimed at helping educators maintain balance through self-awareness and fostering stability in both personal and professional aspects, is proposed.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. Teacher participants have a clear understanding of the significance of work-life balance in maintaining personal well-being and professional effectiveness which was manifested in their rich insights and perception of the subject.
2. Teachers employ various and personalized strategies in managing work-life balance which covers their physical, emotional, and psychological aspects to maintain their well-being and work productivity.
3. Work-life balance strategies have a direct impact on teachers' viewpoints, attitudes, relationships with family and co-workers, self-awareness, contentment, and job gratification.
4. Teachers are confronted with enormous challenges in maintaining their work-life balance, from personal struggles family pressure, job expectations, and even poor work environment.

5. The participants have positive views on the support of the schools in maintaining the work-life balance of teachers, which was demonstrated by the initiatives of school managers to lessen the burden and pressure at work.
6. A program on work-life balance for teachers, where educators can maintain balance by practicing self-care, fostering self-awareness, setting boundaries, prioritizing key tasks and events, communicating openly, and utilizing effective support systems, is proposed.

Recommendations

The following recommendations were formulated from the emerging themes and findings:

1. Teachers be updated on some of the effective techniques in maintaining work-life balance for healthy well-being and productivity at work. Additionally, they should be given opportunities at home, at work, and even in the community to foster self-care and self-awareness.
2. Teachers be motivated to assess and evaluate their priorities and work expectations and whether they conform to maintaining their work-life balance. In addition, they should be given the freedom to reassess what makes them emotionally disturbed and plan for appropriate modifications.
3. Teachers who experience an imbalance between personal well-being and professional effectiveness be prioritized to seek assistance from experts and medical practitioners to redirect them and find ways to lighten their emotional burden and work pressure.
4. Teachers who experience challenges in maintaining work-life balance are introduced to groups and community centers that aid individuals in dealing with difficult life circumstances and navigate them to gradually find solace in themselves and in people who care for them.
5. Schools are integral part of teachers' quest for balance between personal growth and professional effectiveness through programs and projects that prioritize the well-being of teachers.
6. Proposed work-life balance program be adopted to help teachers achieve and maintain a healthy work-life balance leading to increased job satisfaction, improved mental health, and enhanced overall performance.
7. The following further studies are recommended for future research:
 - A. Navigating the Dual Roles: A Qualitative Study on Work-Life Balance Strategies and Their Impact on Teachers' Well-Being and Classroom Performance
 - B. Balancing Acts: Exploring the Relationship Between Work-Life Balance Practices and Professional Effectiveness in the Teaching Profession
 - C. The Harmony of Life and Work: Qualitative Insights into How Teachers Manage Work-Life Balance and Its Effects on Their Personal and Professional Lives
 - D. The Role of Support Systems: A Qualitative Study of How Teachers' Personal Networks Influence Their Work-Life Balance Strategies
 - E. Adapting to Change: Exploring How Teachers Adjust Their Work-Life Balance Strategies During Major Life Transitions
 - F. Cultural and Institutional Influences: A Qualitative Investigation into How Different Educational Environments Shape Teachers' Work-Life Balance Approaches

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