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University Teachers' Work-School-Life Balance and their Commitment at Jimei University

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Abstract

Aim: This paper assessed the relationship of the university teachers' work-life balance with their work commitment in Jimei University Chengyi College in creating dynamics on managing competing demands aligned with personal and professional satisfaction.

Methodology: A descriptive research design was used in this study. The research locale is at Jimei University Chengyi College. The purposive sampling technique was used. This study used statistical treatment wherein responses were summarized, classified, and tabulated using statistical treatment such as frequency, percentage, weighted mean, standard deviation and Likert scale.

Results: The overall mean of 3.52 shows that the teachers strongly agree that the work-life-school balance is very highly manifested in their lives and that they are able to juggle the different responsibilities in both their personal and professional lives. Teacher's commitment is shown to a very great extent and is indicative of their commitment being very highly manifested which shows that the teachers are very committed to their task as a teacher. Comparing the assessment of the teacher respondents on their relationship between level of work-life-school balance and work commitment, the R-value indicates a weak positive correlation between the teacher's level of work-life-school balance and work commitment.

Conclusion: Teachers experience feelings of anxiety or depression if the balance between the three aspects of their lives, their work, the school, and their personal lives, is disrupted. They constantly think about many other things about their work and their personal life that 'easily' relaxing might not be the easiest thing to do. Teachers strongly agree that the work-life-school balance is very highly manifested in their lives and that they are able to juggle the different responsibilities in both their personal and professional lives.

Keywords: Teachers, Work-School-Life Balance, Commitment, Jimei University

INTRODUCTION

In anybody's life, life balance, whether it is for work or leisure, is important in everyday settings. Balance is an essential requirement to have a successful, happy, and stress-free life because there are many elements in life that create competing demands for both in personal and professional endeavors of teachers, as every teacher has a crucial role in educating the minds of the youth.

As Roopavathi and Kishore (2021) mentioned, maintaining a better work-life balance may lead to an inability to balance both family and workloads to poor performance. Hence, the productivity of performance affects in a great manner wherein adding school-work-life may lead to poor morale. Integration enhancement, envisioning goals, and motivation develop balance in personal and professional life by allowing oneself more towards it.

The human capital factor plays an energetic role in maximizing and maintaining the efficiency of the organization wherein work-life balance provides win-win results and is essential for the well-being of individuals. As Madhusudhan, et al. (2013) identified, these are the "factors responsible for work-life balance and extracted the responsibility for work-life balance from dependents, time flexibility, task, consistency, coworker support, family culture, work-hours, and head support." Hence, managing demands has been faced by many individuals who combine school-work-life elements which are affected by pressures due to obligations.

Work commitment is enhanced when employee engagement, happiness, dedication, corporate citizenship behavior and productivity among others are interrelated with work-life balance contributing to increasing job



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performance. How to maximize work commitment could be challenging but if everyone has a shared vision and culture this will be ensured. Although, many are always searching for factors of work commitment they venture into schooling for career progress, when organizations provide a range of facilities, policies and programs to keep their individuals motivated to cope with work responsibilities (Roopavathi & Kishore, 2020).

The work commitment of an individual is motivated by environmental factors that would be aligned with personal and professional satisfaction. As Thilagavathi, et. al. (2020) defined, work-life balance is "an employee's ability to maintain a healthy balance between their work roles, their personal responsibilities and family life." Education is often graded as one of the most stressful of all career options given the critical responsibilities and struggling to achieve work-life balance. It is also regarded that employee subjective well-being; job satisfaction and innovative work behavior are linked with school-work-life balance elements.

According to Hasan, et al. (2020), job satisfaction can effectively be described as the favorableness of a work environment for a working individual that has an influence on the personal life of the employees. When school-work-life balance is present in an organization, the procedures are in place to reduce stress and increase confidence the organization is being supportive and caring. As further discussed by Hasan, et al. (2020), "a good equilibrium among work and life enhances job satisfaction, psychosocial health, and the global life quality."

The top management has a vital role in creating dynamics to help their employees manage competing demands that may affect their personal and professional satisfaction (Salendab & Dapitan, 2020), one of which is to intrinsically motivate employees and offer employees assistance programs for their progress, development, and well-being. On subjective well-being as a major consequence of work-life balance (Hasan, et al., 2020) indicates that job satisfaction builds a stronger association between well-being and school-work-life balance.

This study is supported by variables to determine how university teachers assess their level of work-life-school balance in terms of the following dimensions namely; work, family, personal, and health as well as the extent is the assessment of the university teachers' work commitment based on the components of commitment model affective, continuance, and normative. Results of the study will be used as the basis for strengthening the work-school-life balance by creating dynamics for managing competing demands aligned with personal and professional satisfaction.

School-Work-Life Balance. The term "work life balance" may be defined as a state of equilibrium in which the requirements of both the work and personal life of an individual are equal (Roopavathi & Kishore, 2021), as well as the reasons for imbalance in work-life balance are stated as follows; "1. There is a lot of competition among the population to perform better and to achieve more in the organizational end which demands more attention and efforts, extended working hours and awareness. 2. Individual career ambition causes ignorance to the rest of the life aspects. 3. The global economy has a wider impact of work-life balance which affecting everything from choice of education and job. 4. The insufficient income of employees. 5. Less paid individuals to work for extended hours to earn adequate. 6. Higher paid individuals confine into working more hours with higher responsibilities. 7. More time in travelling because of traffic jams. 8. Demographic changes. 9. Collapsing limits between work and home. 10. Other reasons include insecurities in life due to various reasons on the professional front as well as the personal front, lack of broader outlook towards people and issues, job security and extensive use of communication technology, lack of support and understanding of family members, fellow colleagues, co-workers, work -role ambiguity and conflict."

Similarly, Kumar and Janakiram (2017) posit that "work-life balance is the individual perception that and non-work activities are compatible and promote growth in an individual's current life priorities" since employees and employers also have a personal life that is outside of their workplace. Working for longer hours, heavy workload and workplace inflexibility contribute to the competing demands. The heavy workload may result in spending more time at work and less time with the family as well as high levels of stress alters any form of work flexibility to ease the work pressure.

Work-life balance is a crucial issue for every employee in government and private institutions where work balance programs are also taken into consideration by employees as they look into personal and professional satisfaction. Work-life balance includes a balance between work and personal life that both bring satisfaction to the individual both for professional and personal satisfaction (Bataineh, 2019) wherein work-life balance has positive implications on the behavior, attitudes, and performance of employees. Moreover, work-life balance practices are changes in the organization that are made by the top management and owners of companies in the form of new initiatives or shared culture to improve employee performance and reduce conflicts between personal life which includes family and schooling.



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Work Commitment. When employees are disengaged, there is a high turnover and a decrease when it comes to performance because an increase in job satisfaction is undoubtedly influenced by the work environment. On the other hand, work commitment shows a good working environment for employees which is influenced by the leader. As Maric, et al. (2021) discussed as follows; "The broad scientific and professional interest in the constructs relating to work-life conflict, job satisfaction and life satisfaction is growing as global competition increases rapidly and management expresses the need for such research and our research can complement these studies. The work-life conflict plays a remarkable role in the sustainability of organizations through their employees."

The basis of work-life balance departs from personal and work-life conflicts experienced by employees wherein if there is work commitment it creates a healthy and supportive work environment. The most effective work-life balance policy is implemented as Oa, et al. (2018) mentioned work-life balance strategies that can be adopted, namely: "(1) Flexible working time even without attendance, but employee performance targets must be met and ultimately employee satisfaction will be created; (2) Teleconference and Telecommuting where employees can still work from home without burdening household life and can save energy, time and money; (3) Provision of policies to employees who want to increase the burden of working time is getting longer at a certain time for employees to reduce workdays in a week; (4) Policy to allow shift work for employees who want to continue their studies to increase the capacity of these employees; (5) The employee leave program is better if it is established at the beginning of the year, so it does not interfere with company activities."

Moreover, employee performance is the result of a person's work (Salendab & Dapitan, 2020) and when there is work-life balance it may reduce stress. For organizations, before starting the implementation of the work-life balance policy, caution must be implemented like identification of core values, reviewing existing policies, and communication flow. School-Work-life balance policies must be flexible friendly and close to the family are called managerial support.

Life satisfaction is understood to be a universal feeling and attitude towards life at a particular point. As Pânișoară (2019) emphasized, "the main goal of any family should be the cultivation of mental health, well-being and self-satisfaction of children and families as a whole." "Pressures from work have been intensifying management of competing demands for personal and professional satisfaction. Hence, a high level of mindfulness is also considered an important factor when it comes to relationships and communications to build dynamics for school-work-life balance is being created.

Continuous and periodic skills enhancement (also re-skilling) can help create dynamics in managing competing demands. Also, Sharma (2021) mentioned work-life & life-work interaction, as the relationship is bidirectional. Why is work-life balance important? As Sharma (2021), the importance of work-life balance is the "positive work-life balance is the root of a successful business. If employees feel happy and motivated, they tend to provide more productivity to the business. So, the work-life balance of the employees is as fruitful for employers as it is for employees."

In addition, according to Sharma (2021), the simple and helpful practices to maintain a healthy work-life balance as follows; "(1) Create boundaries. Create a routine and follow that daily; (2) Find some time for personal leisure; (3) Create a to-do list daily; (4) Separate your work area; (5) Take a break; (6) Don't do multitasking; (7) Ask for the help; and (8) Barriers in achieving work-life balance." Moreover, to overcome barriers due to competing demands don't forget to interact, communicate and socialize as well as do meditation, stretching and breathing exercises to relax your mind and body.

The impacts of work-life balance are work and life satisfaction, health, performance in work and non-work life, and interaction with society but flexible work arrangements affect the balance. A life typically involves study, work, personal and/or family life and such workloads vary if for full-time and a part time as well as those who have parenting and marital responsibilities. One of the major issues a teacher face is how to balance work and life while teaching. Some studies have suggested that combination of full-time studying and part-time working can have a detrimental effect in the physical and mental health of teachers (Hovdhaugen, 2015; Creed, French & Hood, 2015).

As an emerging human capital issue in business ethics and diversification, work-life balance (WLB) has been gaining increasing attention to individuals and organizations (Fung, et. al., 2020) wherein the concern of work-life balance is the logical consequences of the demographic change in the workplace and personal environment. Supportive culture should include managerial support, professional development, flexible time, among others. Career consequences refer "to perceived career consequences associated with utilizing work-family benefits or devoting time to family responsibilities" (Liao et al. 2015) when there is unsupportive organization context may lead to employees'



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emotional exhaustion and fatigue. Organization often encounters difficulties in managing work-life balance practices in the workplace and affected by other factors surrounding people involved.

Factors like global competition, personal lives, family values, and an aging workforce creates challenges that exacerbate work-life balance (Gautam & Jain, 2019) wherein work-life balance is a central issue affecting wellbeing. Work life balance on different point of views stated by Gautan and Janin (2019) as follows; "Work life balance from the employee viewpoint: the dilemma of managing work obligations and personal/family responsibilities. Work life balance from the employer viewpoint: the challenge of creating a supportive company culture where employees can focus on their jobs while at work. Family-friendly benefits: benefits that offer employees the latitude to address their personal and family commitments, while at the same time not compromising their work responsibilities. Work-life balance is about effectively managing the juggling act between paid work and other activities that are important to us - including spending time with family, taking part in sport and recreation, volunteering or undertaking further study."

Moreover, work/life balance has become a predominant issue in the workplace wherein the following factors contribute to work-life balance; global competition; renewed interest in personal lives family values; and an aging workforce. Cultural factors are also influential in shaping individuals' perceptions and experiences towards managing competing demands.

Work Commitment. Work commitment can be enhanced when there is implementation of flexible arrangements programs presents an increasing popular business practice around the globe, as a reaction to socio-economic changes. As Reman (2019) mentioned, "flexible working relates to an organization working arrangement in terms of working time, working location and pattern of working" wherein people are committed with their employment (Pentang, 2021) and their private life with equal importance at both ends.

Robbins and Judge (2017) defines organizational commitment as a "condition where a worker sides with a particular organization and the desire to maintain membership in the organization" wherein coping strategies needed to be put in place. Other discussions are Buzza (2017) informs millennial employees are significantly more interested in work when there is a high work-life balance. The existence of work-life balance increases employee loyalty and organizational commitment for the millennial generation (Capnary, Rachmawati & Agung, 2018). Hence, in this study in addition to the work-life balance is the school commitment, being a student of graduate studies.

Where there is high job satisfaction employees will further increase organizational commitment (Regala, 2022) wherein compensation is also proven to increase the organizational commitment. The big challenge is to find what job-related factors can lead to happiness and its sources (Ullah & Siddiqui, 2020). Happiness is an essential source of employee wellbeing which helps manage competing demands for personal and professional concerns. Career Development is a crucial factor that attracts an employee towards a stronger work commitment. Flexible working which is worker's control over when and where they work, has increased substantially over time given the challenges, issues and demands of the modern society.

There is great importance that all material and spiritual elements should be included to improve the quality of education as working students manage to balance all requirements needed. As Polat and Özdemir (2020) mentioned that "motivation is one of the subjects that various disciplines, particularly psychology and management science are focused on". Feedback is another factor that has an effect on employee motivation. Organizations to help manage competing demands need to redesign the job descriptions and policies to ensure the business alignment of the employees is aligned on the job characteristics and qualifications.

As Choo, Desa, and Abu Hassan Asaari (2016) discussed that "flexible arrangements are used as a tool or HR strategy of attracting, retaining and motivating key talented individuals" wherein employers encourage to offer these flexibilities due to the needs of workforce and changing environment. According to Vair (2013), in organizing a quality-of-life good strategies as well as choices must be recognized, prioritize and taken between work and family because both are critically important and distinct with one another given the competing demands.

Along with these elements, learning is also a key player of an employee's well-being and is important for progressing one's career forward. (Ullah & Siddiqui, 2020). The modern problem needs modern solutions wherein creating dynamics on managing competing demands involving personal and professional satisfaction driven by its mission, vision and its core values. There is importance when it comes to recognizing the need and investigating the degree of its strength of employee career development and organizational performance.

Generally, work-life climate had the strongest associations with burnout climate and personal burnout because of emotional exhaustion. Organizational commitment maintains a social status that harmonizes organizational environment. When there is collaboration and shared culture of school-work-life balance, a healthy



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environment will be creating as such dynamics are developed to manage competing demands of professional and personal satisfaction.

Previous researches have been intrigued to assess the mechanisms used by employees to cope with conflicting and varying work schedules and other areas of their non-work lives (Regala, 2023). School-Work-Life has become a global concern and a matter for urgent attention since the effects of the job characteristics of different profession on the motivation. When the work-life balance literature is examined, some limitations and problems with the measurement process can be seen. Related literature and studies are seen to be the aid in gathering, analyzing, formulating and selecting the appropriate research methods, statistical treatment, data gathering procedures. This study aims to determine how post graduate students perceive work-school-life balance in creating dynamics on managing competing demands aligned with personal and professional satisfaction.

The cited authorities and their write up uses different factors or variables on school-work-life balance and organizational commitment. However, there are some writings that are in the context of other countries and local studies that constitutes a difference to this research paper such as the limitations and focus of this study is about work-school-life balance in creating dynamics on managing competing demands aligned with personal and professional satisfaction. The study using the theoretical and conceptual framework will only be concerned on the work-school-life balance in creating dynamics on managing competing demands aligned with personal and professional satisfaction. Nevertheless, the importance is evident on determining perception and commitment on work-school-life balance in creating dynamics on managing competing demands aligned with personal and professional satisfaction.

Theoretical Framework

This study is anchored in the framework of Marmol (2019), on the dimensions of teachers' work-life balance and school commitment for policy review. The framework is comprised of work-life balance with indicators of work, family, personal, and health-related variables, the school committee has three elements namely: affective, continuance, and normative and the third indicator is policy review. In this study the indicators of work-life balance will be used to determine how do university teachers assess their level of work-life-school balance in terms of the following dimensions.

The indicators of school commitment will be used for the determination the extent of the perception of the university teachers as to their work commitment. When it comes to the work indicators it will be regards efficiency and effectiveness and workloads, for personal it would comprise of personal and self-care being, as to family indicators it would be about family relationships and support and for health-related concerns it would be about health and wellness initiatives. On the other hand, as to commitment, affective is the emotional attachment to the organizational, continuance it is the employee's belief to stay in the organization and normative is the degree to which employees believe they ought to stay committed to a particular target.

The concept is shown in the paradigm below:



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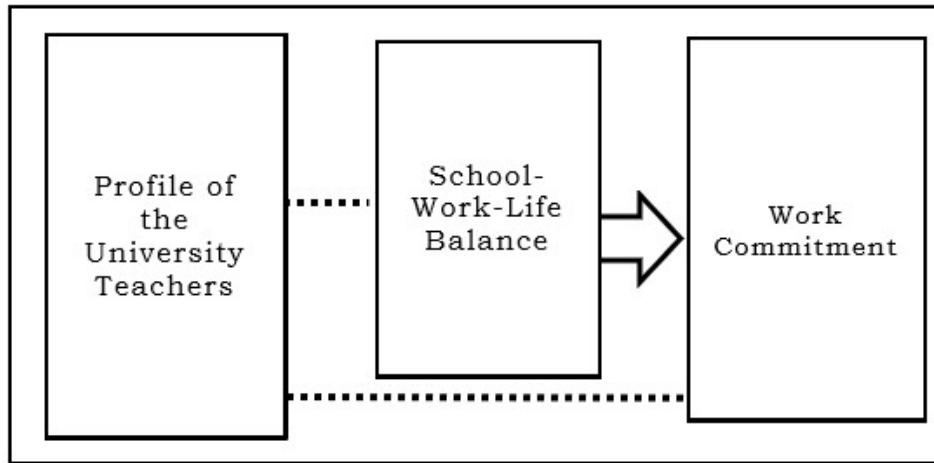


Figure 1 Research Paradigm of the Study

The research paradigm of the study presents the dynamics in managing competing demands are categorized into two; personal and professional wherein both needs committed individuals to pursue school-life balance. Life and school will be belonging to the personal category. Also, the school can be part of the professional category together with work. All elements are subject to feedback and continuous improvement.

Objectives

This paper assessed the relationship of the university teachers' work-life balance with their work commitment in Jimei University Chengyi College in creating dynamics on managing competing demands aligned with personal and professional satisfaction. Specifically, this study will deal with the following research questions:

1. What is the profile of the university teacher respondents in terms of their;
 - 1.1. Age;
 - 1.2. Gender;
 - 1.3. Degree; and
 - 1.4. Profession/Work Type?
2. What is the self-assessment of the university teacher respondents' level of work-life-school balance in terms of the following dimensions;
 - 2.1. Work;
 - 2.2. Family;
 - 2.3. Personal; and
 - 2.4. Health?
3. Is there a significant difference in the self-assessment of the university teacher respondents' level of work-life-school balance when grouped according to profile?
4. What is the self-assessment of the university teacher respondents on their work commitment in terms of?
 - 4.1. Affective;
 - 4.2. Continuance; and
 - 4.3. Normative?
5. Is there a significant difference in the self-assessment of the university teacher respondents' work commitment when grouped according to profile?
6. Is there a significant relationship between the self-assessment of the university teacher respondents' level of work-life-school balance with their self-assessment of their work commitment?
7. Based on the results of the study, what recommendations can be formulated to strengthen the work-school-life balance through creating dynamics on managing competing demands aligned with personal and professional satisfaction?



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The null hypothesis will be tested in this study:

1. There is no significant difference in the assessment of university teachers on their level of work-life-school balance when grouped according to profile.
2. There is no significant difference in the assessment of university teachers on their level of work commitment when grouped according to profile.
3. There is no significant relationship between the assessment of university teachers on their level of work-life-school balance with their level of work commitment.

METHODS

Research Design

A descriptive research design was used in this study. Descriptive research design is a scientific method that involves observing and describing the behavior of a subject without influencing it in any way (Rebmann, 2020). The researcher used the quantitative method because the primary source of information came from the self-made survey questionnaire which were more comfortable for the respondents to provide the information that were needed in this study.

Research Locale

The research locale is at Jimei University Chengyi College.

Population and Sampling

The purposive sampling technique, also called judgment sampling, is the deliberate choice of a participant due to the qualities the participant possesses (Etikan, 2016). The purposive sampling technique was used in this study since is a non-random technique that does not need underlying theories or a set number of participants to participate in the research.

The researcher followed the specific criteria for the respondent-participants as follow: (1) Must be a teacher for at least one year; (2) Must be currently employed in Jimei University Chengyi College; (3) Has existing business or currently working; and (4) Willingness, knowledge of the research issue, and capacity to participate in the research. This research paper is for academic purposes only and in addition, the survey questionnaire which was used by the researcher in gathering the primary data and information composed of different reaction and précised information from the respondents were assured with confidentiality.

Research Instrument and Technique

This study used a self-made questionnaire as the main data-gathering instrument based from different set of questionnaires, ideas from various literature and studies which were presented to the research adviser and industry experts for content validation and reliability before administering to the target respondents. Suggestions and comments of the adviser and industry experts were considered to improve the survey questionnaire prepared by the researcher. Also, the researcher used the statement of the problem formulated in the study, the conceptual and theoretical frameworks, related literature and studies which served as guiding tools to the formulation of the instrument.

The survey questionnaire composed of three (3) parts and this are profile of the respondents which includes age, gender, and degree; the second part is about the assessment on how do university teachers at Jimei University Chengyi College assess their level of work-life-school balance and the third part is about assessment of the university teachers on their work commitment in terms of the components of commitment model.

Data Gathering Procedures

The self-made survey questionnaire was presented to the research adviser and industry experts for review and all suggestions will be considered. Once the survey questionnaire was finalized, the researcher sought permission to the target participants in the selected higher educational institutions in the Province of China to conduct the survey and were collected and gathered afterwards, and organized for tabulation using the statistical treatment mentioned in this study. Such data matrix was processed through statistical treatment that would help the researcher in the analysis and interpretation as well as confirming the results to the research literature and studies.



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Statistical Treatment

This study used statistical treatment wherein responses were summarized, classified, and tabulated using statistical treatment such as frequency, percentage, weighted mean, standard deviation and Likert scale which were presented in tables. The statistical treatment is defined as follows; Percentage and Frequency Distribution. Frequency count were used to tabulate the counting of answers by the respondents as assessed by them. Percentage was used to show the extent of frequency distribution wherein it determines how a part relates to its whole and present quantitatively the profile of the respondents. Standard deviation. This tool was used to measure the variation of responses on the assessment of the respondents. Weighted Mean. Since the options of the items of the questionnaires were assigned with points, the weighted mean was used as the measure of central tendency. One Way Analysis of variance. It was used in detecting the significant differences more than two variables. T-Test for Independent Samples. This tool was used to get the significant difference between variables and independent groups. Likert scale. It was used to measure the assessment of the respondents based on the questions provided.

Guide to Interpretation

All computations and counting were processed using Microsoft Excel. Statistical Package for Social Science (SPSS) Version 25 was used to analyze the data. The guide for interpretation using the SPSS would be if the sig value is greater than 0.05 the null hypothesis would be accepted and if the sig value is lesser than 0.05 the null hypothesis would be rejected.

Ethical Considerations

This research involves university teachers of Jimei University Chengyi College in China. The requirements of ethical principles and confidentiality of responses of the respondents were considered. Confidentiality clause was included in the survey questionnaire. The researcher adhered to ethical standards and complied with the confidentiality agreement between the researcher, respondents and the higher educational institutions in gathering relevant data needed in the present research study. The confidentiality clause is also indicated in the survey questionnaire. The researcher values the anonymity of the data which were obtained from the university teachers by not revealing the identity of those concerned. The researcher assured that the information was used purely for academic purposes. All the sources of literature were acknowledged through proper citations and referencing.

The researcher informed all the parties involved in the study. The respondent-participants were briefed about the research topic, answering the survey questionnaire and the researcher assured them of confidentiality of the information. The researcher used a statistical treatment that would provide computations without biases.

The privacy of the participants and the confidentiality of data that could be obtained from the respondents was strictly maintained in such a manner that the participants could not be identified in the report or results or any related publications. The researcher assured that the information was used purely for academic purposes as well as to provide a confidentiality clause which would be included in the survey questionnaire and letter to respondents.

RESULTS and DISCUSSION

I. Profile of the Respondents

Table 1 shows the profile of the teacher respondents in terms of their age, gender, educational attainment, present rank/position, and their status.



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Table 1
Frequency Distribution of the Teacher Respondents' Profile

Profile	Frequency	Percentage
Age		
20-25 years old	36	10.9%
26-30 years old	166	50.3%
31-35 years old	61	18.5%
36 years old & above	67	20.3%
Total	330	100%
Sex		
Male	227	68.8%
Female	103	31.2%
Total	330	100%
Educational Degree		
Master's degree	78	23.6%
Doctoral degree	176	53.3%
Professional Development Courses	76	23%
Total	330	100%
Profession or Work Type		
Self-Employed	177	53.6%
Employed	153	46.4%
Total	330	100%

The demographic profile of the teacher respondents revealed that in terms of age, thirty-six (36) or about 10.9% of the teacher respondents are within 20-25 years old, one hundred and sixty-six (166) or about 50.3% of the teacher respondents are within 26 to 30 years old, sixty-one (61) or about 18.5% of the teacher respondents are within 31 to 35 years old, and sixty-seven (67) or about 20.3% of the teacher respondents are within 36 years old and above. This means that majority of the teacher respondents are within the age group of 26 to 30 years old. This may be taken to mean that the teacher respondents have accumulated considerable experience given their age.

In terms of sex, two hundred and twenty-seven (227) or about 68.8% of the teacher respondents are male and the remaining one hundred and three (103) or about 31.2% of the teacher respondents are females. This means that majority of the teacher respondents are males in terms of sex. This may be taken to mean that there are more male teachers in the institution than female teachers.

In terms of educational degree, seventy-eight (78) or about 23.6% of the teacher respondents has a master's degree, one hundred and seventy-six (176) or about 53.3% of the teacher respondents are doctorate degree holders, and seventy-six (76) or about 23% of the teacher respondents have taken professional development courses. This means that majority of the teacher respondents are doctorate degree holder. This illustrates that the teacher respondents are professionally prepared and qualified to hold their current positions as they currently meet the basic educational requirement.

In terms of profession or work type, one hundred and seventy-seven (177) or about 53.6% of the teacher respondents are currently employed in a self-employed job, and one hundred and fifty-three (153) or about 46.4% of the parent respondents are currently employed in a job, regardless of working in the government or private company. This means that majority of the parent respondents are not currently self-employed. This means that the parent respondents are working but are flexible in their work arrangement which allows them to do other stuff.

3.2. Assessment of Teacher-Respondents on the Level of Work-Life-School Balance



Table 2 presents the result of the assessment of teacher respondents on the level of work-life-school balance.

Table 2
Assessment of Teacher-Respondents on the Level of Work-Life-School Balance

The Teacher can ...	Mean	Qualitative Description	Interpretation
<i>Efficiency and Effectiveness of Work.</i>			
1. I believe I am an effective employer/employee even I am stressed.	3.73	Strongly Agree	Very Highly Manifested
2. I am happy with the quality of work	3.81	Strongly Agree	Very Highly Manifested
3. I feel more respected because of my responsibilities at work/job.	3.14	Agree	Highly Manifested
<i>Personal and Self-Care Being</i>			
4. I can balance my work with leisure and hobbies/other responsibilities.	3.19	Agree	Highly Manifested
5. I can sit down and quite relax easily.	3.13	Agree	Highly Manifested
6. I do take special initiatives to manage my health and diet.	3.47	Agree	Highly Manifested
<i>Family Relationship and Support</i>			
7. I always have time to help and support each member of the family.	3.28	Agree	Highly Manifested
8. My job prevents me from attending appointments and special events at home.	3.46	Agree	Highly Manifested
9. I have to change plans at home most of the time.	3.34	Agree	Highly Manifested
<i>Health and Wellness</i>			
10. I have adequate sleep.	3.85	Strongly Agree	Very Highly Manifested
11. I regularly exercise	3.89	Strongly Agree	Very Highly Manifested
12. I easily experience anxiety or depression.	3.92	Strongly Agree	Very Highly Manifested
Overall Mean	3.52	Strongly Agree	Very Highly Manifested

Legend: 3.51-4.00 Strongly Agree/ Very Highly Manifested; 2.51-3.50 Agree/ Highly Manifested; 1.51-2.50 Disagree/ Lowly Manifested; 1.00-1.50 Strongly Disagree/ Very Lowly Manifested

The assessment of teacher respondents on the level of work-life-school balance revealed that the highest mean of 3.92, with the qualitative description of the teachers strongly agreeing to the statement and the teacher's work-life-school balance as being very highly evident, was found for item 12 which states that the teachers easily experience anxiety or depression. This may mean that the teachers experience feelings of anxiety or depression if the balance between the three aspects of their lives, their work, the school, and their personal lives, is disrupted. This disruption may alter their routine or their schedule which can lead to these ill feelings. Feeling distressed or confusion can quickly escalate to anxiety and depression when the balance is not attained after it has been disrupted. Much like how the pandemic disrupted the normal day-to-day living of most of us, the idea of breaking the routine can be a source of concern albeit stress for the teachers.

Work-life balance has always been a major subject for modern research because of its connection to a life at work that is both productive and fulfilling (Fleetwood, 2007; MacInnes, 2008). Every person needs a healthy work-life balance to be more productive and successful, which leads to job satisfaction, which in turn increases chances of success in future endeavors. In the context of student learning, work-life balance is essential to teacher efficacy and satisfaction. Research has shown that a healthy work-life balance improves student behavior as well as the faculty's wellbeing.



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ISSN 2945-3577



The Exigency
ISSN 1908-3181

Additionally, a healthy work-life balance contributes to job satisfaction and increases retention rates inside the organization (Lakshmi & Kumar, 2011). Every teacher encounters certain challenges in finding a balance between their personal and professional lives during their career because there isn't a distinct line separating the two due to schedule flexibility. Additionally, during the past few decades, academic work expectations have increased significantly on a national and international scale, leading to a variety of stressors. According to some, increasing academic pressures are "eroding" universities' operational capacities (Perry, et al., 1997). Few studies have looked at academics' capacity to reconcile their personal and professional lives and resolve work-life problems (Bell, Rajendran & Theiler, 2012).

High levels of perceived job pressure stress and job threat stress, according to Zedeck's (1992) hypothesis, would be associated with higher levels of work-life conflict and lower levels of work-life balance. However, Punia and Khosla (2009) discovered that the majority of organizational role stress dimensions in the education sector use collaboration strategies, indicating that people in this sector prefer to avoid conflict and stress because it is closely related to teacher performance both inside and outside the classroom, both of which are integral parts of their workplace environment.

On the other hand, the lowest mean of 3.13, with the qualitative description of the teachers strongly agreeing to the statement and the teacher's work-life-school balance as being very highly evident, was found for item 5 which states that the teachers can sit down and quite relax easily. The teachers constantly think about many other things about their work and their personal life that 'easily' relaxing might not be the easiest thing to do. The bulk of work that teachers perform – from holding regular classes to the documents that they have to prepare, can be daunting and although teachers always strive to balance their work and personal lives, it cannot be helped that there are things that they might think about in advance.

Teachers are exposed to a variety of stressors, according to research. Teaching uninspired kids, maintaining classroom discipline, having a hard workload, being subjected to frequent changes, being assessed by others, dealing with difficult or challenging relationships with coworkers and administrators, and working in subpar conditions are major among these (Kyriacou, 2001).

According to Kyriacou (2001), each teacher has different pressures that are specific to them and depend on how their personality, values, talents, and circumstances interact. Additionally, a teacher's perception of how stressful a situation is can be influenced by a variety of variables, including coping mechanisms, personality traits, and environmental factors. To deal with stressful events and to lessen feelings of distress, teachers employ coping mechanisms that include cognitive, emotional, and behavioral strategies of consoling and adapting to the stressful situation (Admiraal, Korthagen, & Wubbles, 2000; Kyriacou, 2001).

In accordance with the transactional model of stress and coping developed by Lazarus and Folkman in 1987, which focuses on how difficult situations cause stressful experiences, when a person is faced with a particular incident, they go through two successive phases of assessment. The first is a primary appraisal in which the event is classified as either stressful or enjoyable depending on the circumstance and the person. The person will then participate in a secondary evaluation process in which s/he will cognitively assess her/his own resources as well as those of the surroundings to deal with the stressful occurrence. The transactional model developed by Lazarus and Folkman predicts that people would utilize a variety of coping mechanisms, including cognitive, emotional, and behavioral ones, to deal with any given stressful situation.

The overall mean of 3.52 shows that the teachers strongly agree that the work-life-school balance is very highly manifested in their lives and that they are able to juggle the different responsibilities in both their personal and professional lives. When seen from a personal perspective, maintaining a healthy balance between one's professional and personal obligations is the best approach to reconcile the demands of the two worlds and find contentment in one's life and career. Even though it may initially appear to be a time management issue, most experts believe that the key to striking a balance between work and personal life is not how much time we allot to each, but rather how we actually go about doing it.

Work Life Balance can be defined as the ability of an individual to schedule their personal and professional life for a period of time to lead a healthy and peaceful life. Work Life Balance emphasizes on the beliefs, attitudes and values of women regarding their work timings in order to balance their work and maintain their family and professional life. The term 'Work Life Balance' was first coined in the United States in the year 1986 with the idea of maintaining and balancing responsibilities associated with 'Work ... Life ... and Family'.

There are three vital concepts associated with the term 'Work Life Balance' as it is framed – Work, Life, and Balance. Work can be defined as the job done to get paid; 'Life' encompasses all the tasks that may or may not be



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ISSN 2945-3577



The Exigency
ISSN 1908-3181

linked with work but are generally associated with the activities that are other than their employment. Skinner and Pocock (2008) definition of Work Life Balance as 'Activities outside Work' reveals the importance of friends, family, and community, which are outside Work and Life domains. Clark (2000, p. 751) definition on 'Balance' as "Satisfaction and Good functioning at work and at home with a minimum of role conflict" Both these definitions can be combined together to arrive at a general definition for our understanding – "Sufficient time to meet commitments at both Home and Work".

3.3. Assessment of Teacher-Respondents on the Level of Work Commitment

Table 3 presents the result of the assessment of teacher respondents on the level of work commitment.

Table 3
Assessment of Teacher-Respondents on the Level of Work Commitment

	Mean	Qualitative Description	Interpretation
<i>Affective Commitment</i>			
1. I would be very happy to spend the rest of my career with this company/business.	3.56	Very Great Extent	Very Highly Manifested
2. I feel like being part of the company family.	3.66	Very Great Extent	Very Highly Manifested
<i>Continuance Commitment</i>			
3. Staying with the company is a matter of necessity.	3.50	Great Extent	Highly Manifested
4. I am not afraid of leaving the company and look for other opportunity.	3.36	Great Extent	Highly Manifested
<i>Normative Commitment</i>			
5. I believe in loyalty and moral responsibility.	3.97	Very Great Extent	Very Highly Manifested
6. Transferring from another company does not seem unethical at all.	3.57	Very Great Extent	Very Highly Manifested
Overall Mean	3.60	Very Great Extent	Very Highly Manifested

Legend: 3.51-4.00 Very Great Extent/ Very Highly Manifested; 2.51-3.50 Great Extent/ Highly Manifested; 1.51-2.50 Moderate Extent / Lowly Manifested; 1.00-1.50 No Extent At All/ Very Lowly Manifested

The assessment of teacher respondents on the level of work commitment revealed that the highest mean of 3.97, with the qualitative description of the commitment being shown to a very great extent and the teacher's commitment being very highly evident, was found for item 5 which states that the teachers believe in loyalty and moral responsibility. This means that the teachers believe in loyalty as a result of this commitment and that teachers are expected to be committed to their work being teachers. Teachers who are dedicated to their work do so by cultivating positive relationships with and respect for their students. Additionally, such teachers have unwavering dedication to their field, which promotes good teaching and student learning.



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The Exigency
ISSN 1908-3181

The emotional tie that instructors have with their students' learning is known as teacher commitment. One of the most important elements of good teaching is teacher dedication. As a result, teachers with a high level of dedication can influence their pupils' learning and accomplishment. Teachers that are dedicated to their profession are involved in the institution they support, and they devote time and resources to raising awareness of it. A successful learning environment where students develop their potential for increased achievement is linked to teacher dedication. An internal force known as teacher dedication motivates educators to exhibit improved job performance (Tsui & Cheng, 1999).

In a similar spirit, caring and learning new things are passions shared by dedicated teachers. Passion is drive and an interest in the novel. It is the propensity someone exhibits for a pursuit in which they expend time and energy (Carbonneau, Vallerand, Fernet & Guay, 2008). The pursuit of knowledge, novelty, and passion are all interconnected. Day (2004) claims that hope, devotion, compassion, and enthusiasm are all characteristics of passion. Being passionate is important because it inspires and encourages teachers.

The dedication of teachers to their jobs has been regarded as a passion. Effective education is built on a foundation of passion. Day (2004) contends that a need for a high standard of education is a need for passion. Teachers that are passionate about their work act more motivatedly (Vallerand, 2007). Because of this, enthusiastic teachers can inspire students to perform better. All teaching methods fail without passion, according to Hargreaves (1997). Therefore, it is commonly acknowledged that passion affects learner achievement. In his attempt to define the term passionate teacher, Hansen (2001) claims that passionate teachers can inspire students to work harder and more willingly. Fink (2003) emphasizes that students who care and are excited about learning perform better academically.

On the other hand, the lowest mean of 3.36, with the qualitative description of the commitment being shown to a great extent and the teacher's commitment being very highly evident, was found for item 4 which states that the teachers are not afraid of leaving the company and look for other opportunity. This means that the teachers really value loyalty and commitment to the institution that they belong in. The teachers don't consider finding another company not because they are scared that they will not find other opportunities but because they have developed the loyalty to the vision and mission of the school and so are committed to achieving the goals of the school and align their personal goals to this.

Teachers that are committed like working with their pupils and are concerned about their growth. Through the use of various strategies, these teachers profoundly battle for efficiency in teaching and learning. Effective teaching cannot be done without a passion of the vocation. Teachers that are very committed are passionate about what they do (Garrison & Liston, 2004). Additionally, they appreciate pupils and it is remarkable that they develop close relationships with them, which is a quality that distinguishes excellent teachers. Teachers that are committed always look for ways to improve. It is thought that teachers who are dedicated to their work collaborate with other educators to support students' learning.

The foundation of a high-quality education is teacher dedication. It has an impact on elevating the teaching profession, work performance, academic achievement, and student success (Billingsley & Cross, 1992). Devoted teachers are always looking for teaching methods that will improve student comprehension. Teachers that are dedicated to the profession might alter their methods of instruction to help students in the classroom. A key requirement for creating a successful learning environment where students are actively engaged in learning is improved job performance. Next, dedicated teachers grow to be loyal to the institution they work for and put up a lot of effort on its behalf. All of these elements influence student accomplishment and assist students in achieving their academic objectives.

The overall mean of 3.60 shows that the teacher's commitment is shown to a very great extent and is indicative of their commitment being very highly manifested which shows that the teachers are very committed to their task as a teacher. The teaching profession requires commitment. An effective educator has to be committed not only to his students but also to the teaching profession as a whole. Teachers are in the teaching profession because of their deep commitment and love for the noble task of molding the future citizens of the country. Committed teachers always put their students' wants, needs, and interests first. Now that we are in a rapidly changing world, teachers have to continuously update themselves with the current trends in education. They have to keep abreast with the latest developments in education. Those who are dedicated to their profession never stop learning new methods and techniques as well as strategies. This can help them in ensuring an effective teaching-learning process. An effective teacher is a remarkable factor which predicts effective performance and the attainment of quality education. Performance in education put a great demand of teaching commitment; when teachers are able to fulfil



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ISSN 2945-3577



The Exigency
ISSN 1908-3181

the teaching professional responsibilities or achieving the education goals. Committed teachers are determinants of quality education and academic performance of students or schools. Once Nyerere (1975) in Lema, Mbilinyi, & Rajani, R. (2004) said, "Children are, because teachers are." The global world determines teachers as prime movers in implementing curriculum and teaching/learning (Duze, 2012). In this regard, teachers' commitment is a significant aspect for achieving quality education. Thus, the success of education is routed on teaching professional competence and commitment basing on teachers skills, knowledge, attitudes and values, as well as accountability on effective teaching which can be measured in terms of school performance.

3.4. Significant Differences in the Assessment of Teacher-Respondents on the Level of Work-Life-School Balance

Table 4 presents the significant differences in the assessment of teacher respondents on the level of work-life-school balance when the demographic profile of the teacher respondents is taken as test factor.

Table 4

Difference on Assessment of Teacher-Respondents on the Level of Work-Life-School Balance when Grouped according to Profile

Variable	Profile	Mean	SD	F-value/ T-value	Sig	Decision on Ho	Interpretation
Age	20-25 years old	3.46	.18	1.80	.14	Accepted	Not Significant
	26-30 years old	3.52	.16				
	31-35 years old	3.54	.16				
	36 years old & above	3.51	.16				
	Total	3.52	.17				
Sex	Male	3.53	.16	3.19	.41	Accepted	Not Significant
	Female	3.49	.17				
	Total	3.52	.17				
Educational Attainment	Master's degree	3.54	.16	1.34	.26	Accepted	Not Significant
	Doctoral degree	3.50	.17				
	Professional Development Courses	3.52	.17				
	Total	3.52	.17				



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Profession or Work Type	Self-Employed	3.51	.17	1.54	.96	Accepted	Not Significant
	Employed	3.53	.16				
	Total	3.52	.17				

In terms of age, a computed T-value of 1.80 and a significance value of 0.14 were identified. Since the significance value is greater than 0.05 level of significance, the null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents on the level of work-life-school balance when they are grouped according to age. This means that there is no difference in the assessment of teacher respondents on the level of work-life-school balance despite the difference in the teacher's age group. This goes to show that the younger teacher-respondents have the same evaluation of the teacher's level of work-life-school balance as that of the older teacher respondents' assessments. Thus, the factor age does not affect the assessment of teacher respondents on the level of work-life-school balance.

In terms of sex, a computed F-value of 3.19 and a significance value of 0.41 were found. Since the significance value is greater than 0.05 level of significance, the null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents on the level of work-life-school balance when sex is a test factor. This means that there is no difference in the assessment of teacher respondents on the level of work-life-school balance although there is a difference in sex. This illustrates that both the female and the male teachers have the same assessment of teacher respondents on the level of work-life-school balance. Therefore, the factor sex does not affect the assessment of teacher respondents on the level of work-life-school balance.

In terms of educational attainment, a computed T-value of 1.34 and a significance value of 0.26 were found. Since the significance value is greater than 0.05 level of significance, the null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents on the level of work-life-school balance when the respondents are grouped according to educational attainment. This shows that there is no difference in the assessment of teacher respondents on the level of work-life-school balance, although there is a difference in the educational attainment of the teachers. This illustrates that the teachers with higher educational attainment and those with lower educational attainment has the same assessment. Thus, the factor educational attainment does not affect the assessment of teacher respondents on the level of work-life-school balance.

In terms of profession or work type, a computed T-value of 1.54 and a significance value of 0.96 were identified. Since the significance value is greater than 0.05 level of significance, the null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents on the level of work-life-school balance when the respondents are grouped according to seminars attended. This means that there is no difference in the assessment of teacher respondents on the level of work-life-school balance although the profession or work type of the teacher are different. This goes to show that those who are self-employed and those who are employed have the same assessment of teacher respondents on the level of work-life-school balance. Therefore, the factor profession or work type does not affect the assessment of teacher respondents on the level of work-life-school balance.

3.5. Significant Differences in the Assessment of Teacher-Respondents on the Level of Work Commitment

Table 5 presents the significant differences in the assessment of teacher respondents on the level of work commitment when the demographic profile of the teacher respondents is taken as test factor.



Table 5
Difference on Assessment of Teacher-Respondents on the Level of Work Commitment when Grouped according to Profile

Variable	Profile	Mean	SD	F-value / T-value	Sig	Decision on Ho	Interpretation
Age	20-25 years old	3.60	.26	.06	.97	Accepted	Not Significant
	26-30 years old	3.61	.25				
	31-35 years old	3.61	.22				
	36 years old & above	3.59	.23				
	Total	3.60	.24				
Sex	Male	3.61	.24	.16	.54	Accepted	Not Significant
	Female	3.60	.24				
	Total	3.60	.24				
Educational Attainment	Master's degree	3.62	.21	.27	.76	Accepted	Not Significant
	Doctoral degree	3.60	.24				
	Professional Development Courses	3.59	.29				
	Total	3.60	.24				
Profession or Work Type	Self-Employed	3.59	.26	.70	.02	Rejected	Significant
	Employed	3.62	.22				
	Total	3.60	.24				

In terms of age, a computed T-value of 0.06 and a significance value of 0.97 were identified. Since the significance value is greater than 0.05 level of significance, the null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents on the level of work commitment when they are grouped according to age. This means that there is no difference in the assessment of teacher respondents on the level of work commitment despite the difference in the teacher's age group. This goes to show that the younger teacher-respondents have the same evaluation of the teacher's level of work commitment as that of the older teacher respondents' assessments. Thus, the factor age does not affect the assessment of teacher respondents on the level of work commitment.

In terms of sex, a computed F-value of 0.16 and a significance value of 0.54 were found. Since the significance value is greater than 0.05 level of significance, the null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents on the level of work commitment when sex is a test factor. This means that there is no difference in the assessment of teacher respondents on the level of work commitment although there is a difference in sex. This illustrates that both the female and the male teachers have the same assessment of teacher respondents on the level of work commitment. Therefore, the factor sex does not affect the assessment of teacher respondents on the level of work commitment.

In terms of educational attainment, a computed T-value of 0.27 and a significance value of 0.76 were found. Since the significance value is greater than 0.05 level of significance, the null hypothesis is accepted which



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ISSN 2945-3577



The Exigency
ISSN 1908-3181

means that there is no significant difference in the assessment of teacher respondents on the level work commitment when the respondents are grouped according to educational attainment. This shows that there is no difference in the assessment of teacher respondents on the level of work commitment, although there is a difference in the educational attainment of the teachers. This illustrates that the teachers with higher educational attainment and those with lower educational attainment has the same assessment of the level of work commitment. Thus, the factor educational attainment does not affect the assessment of teacher respondents on the level of work commitment.

In terms of profession or work type, a computed T-value of 0.70 and a significance value of 0.02 were identified. Since the significance value is lesser than 0.05 level of significance, the null hypothesis is rejected which means that there is a significant difference in the assessment of teacher respondents on the level of work commitment when the respondents are grouped according to profession or work type. This means that there is a difference in the assessment of teacher respondents on the level of work commitment, with those who are employed in a government or public company having the higher assessment, as seen in their mean score of 3.62, and those who are self-employed having the lowest assessment, as indicated by the mean score of 3.59. This goes to show that those who are self-employed and those who are employed have the same assessment of teacher respondents on the level of work-life-school balance. Therefore, the factor profession or work type does not affect the assessment of teacher respondents on the level of work commitment.

3.6. Significant Relationship Between the Level of Work-Life-School Balance and Work Commitment of the Teacher Respondents

Table 3.6 shows the significant relationship between level of Work-Life-School Balance and Work Commitment of the teacher respondents.

Table 6
Relationship between Level of Work-Life-School Balance and Work Commitment of the Teacher Respondents

Variable	Profile	Mean	r-value	Sig	Decision on Ho	Interpretation
	Work-Life-School Balance	3.52	0.42	.00	Rejected	Significant
	Work Commitment	3.60				

Comparing the assessment of the teacher respondents on their relationship between level of work-life-school balance and work commitment, a computed r-value of 0.42 and a significance value of 0.03 were identified. The r-value indicates a weak positive correlation between the teacher's level of work-life-school balance and work commitment. This means that as the other variable increases, the other variable decreases and vice versa. The correlation co-efficient also indicates that the relations between the teacher's level of work-life-school balance and work commitment as being weak which indicates that the increase and decrease of the variables is not the same for the two when they are correlated. This may mean that as the higher the level of work-life-school balance of the teacher, the lower the work commitment that the teacher may exhibited, or the inverse of this. As such, the extent of



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The Exigency
ISSN 1908-3181

the teachers work-life-school balance does not directly indicate a strong or very great extent of exhibiting work commitment of the teachers. Hence, the work-life-school balance and work commitment of the teacher was found to have a weak negative correlation.

Additionally, the significance value of 0.00 were computed. Since the significance value is lesser than 0.05 level of significance, the null hypothesis is rejected which means that there is a significant relationship between the assessment of teacher respondents on the level of work-life-school balance and work commitment. This means that there exists a relationship between the work-life-school balance and work commitment.

Conclusion

Based on the findings, the following have been concluded:

1. The demographic profile of the teacher respondents revealed that majority of the teacher respondents are within the age group of 26 to 30 years old, are males in terms of sex, are doctorate degree holder, and are not currently self-employed.
2. The teachers experience feelings of anxiety or depression if the balance between the three aspects of their lives, their work, the school, and their personal lives, is disrupted. This disruption may alter their routine or their schedule which can lead to these ill feelings. Feeling distressed or confusion can quickly escalate to anxiety and depression when the balance is not attained after it has been disrupted. Much like how the pandemic disrupted the normal day-to-day living of most of us, the idea of breaking the routine can be a source of concern albeit stress for the teachers.
3. The teachers constantly think about many other things about their work and their personal life that 'easily' relaxing might not be the easiest thing to do. The bulk of work that teachers perform – from holding regular classes to the documents that they have to prepare, can be daunting and although teachers always strive to balance their work and personal lives, it cannot be helped that there are things that they might think about in advance.
4. The teachers strongly agree that the work-life-school balance is very highly manifested in their lives and that they are able to juggle the different responsibilities in both their personal and professional lives. When seen from a personal perspective, maintaining a healthy balance between one's professional and personal obligations is the best approach to reconcile the demands of the two worlds and find contentment in one's life and career. Even though it may initially appear to be a time management issue, most experts believe that the key to striking a balance between work and personal life is not how much time we allot to each, but rather how we actually go about doing it.
5. The teachers believe in loyalty as a result of this commitment and that teachers are expected to be committed to their work being teachers. Teachers who are dedicated to their work do so by cultivating positive relationships with and respect for their students. Additionally, such teachers have unwavering dedication to their field, which promotes good teaching and student learning.
6. The teachers really value loyalty and commitment to the institution that they belong in. The teachers don't consider finding another company not because they are scared that they will not find other opportunities but because they have developed the loyalty to the vision and mission of the school and so are committed to achieving the goals of the school and align their personal goals to this.
7. The teacher's commitment is shown to a very great extent and is indicative of their commitment being very highly manifested which shows that the teachers are very committed to their task as a teacher. The teaching profession requires commitment. An effective educator has to be committed not only to his students but also to the teaching profession as a whole. Teachers are in the teaching profession because of their deep commitment and love for the noble task of molding the future citizens of the country. Committed teaches always put their students' wants, needs, and interests first. Now that we are in a rapidly changing world, teachers have to continuously update themselves with the current trends in education. They have to keep abreast with the latest developments in education. Those who are dedicated to their profession never stop learning new methods and techniques as well as strategies. This can help them in ensuring an effective teaching-learning process.
8. The factors age, sex, educational attainment, and profession or work type do not affect the assessment of teacher respondents on the level of work-life-school balance.
9. The factors age, sex, and educational attainment do not affect the assessment of teacher respondents on the level of work commitment.



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ISSN 2945-3577



The Exigency
ISSN 1908-3181

10. The factor profession or work type does not affect the assessment of teacher respondents on the level of work commitment, with those who are employed in a government or public company having the higher assessment and those who are self-employed having the lowest assessment.
11. The R-value indicates a weak positive correlation between the teacher's level of work-life-school balance and work commitment. Additionally, there is a significant relationship between the assessment of teacher respondents on the level of work-life-school balance and work commitment.

Recommendations

In view of the summary of findings and the conclusions, the researcher highly / recommends the following:

1. Teachers should identify and eliminate nonessential tasks. Some ways to this is by consolidating the time spent responding to emails, doing minimal paperwork and not worrying about creating elaborate bulletin boards.
2. Close relationships at work increase your job satisfaction and engagement. Talking with colleagues whom you can vent with, ask for help from or share a laugh with can do wonders for your well-being.
3. Getting away from the classroom, even if it's just for a few minutes, can help you be more creative. Taking a walk around the block has been shown to boost your productivity, and taking a walk in nature is even better. Being in nature is the most effective way to relax your brain and refresh your senses.
4. Stay updated on the latest research in learning and educational technologies by setting aside time to read your favorite publications. Join a professional association and attend local meetings, when possible.
5. Set boundaries at home — both physical and mental. If you do need to bring work home, make sure you have an office or a designated working area that you can close the door on. Don't check email after a certain hour to ensure that you have uninterrupted time with your family. And have one day a week where you're completely offline in order to disconnect from stress.

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