

Teachers' Work and Family Life: Impacts and the Need for Balance

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Abstract. This study investigates the impact of teacher-related work factors on their work-life balance, aiming to provide insights for more targeted policies and interventions that enhance well-being and job satisfaction. Specifically, it aims to determine how various work demands impact teachers' family lives, identify key challenges, and propose strategies for achieving balance. Using stratified random sampling, 150 teacher-respondents from four schools participated in a structured survey. Data were analyzed using frequency distributions, weighted means, and Pearson correlations. Results show that teacher-related tasks have a moderate impact on family life, with workload, professional development, community involvement, and special assignments contributing to role conflict and stress. Despite DepEd policies regulating workloads, the respondents still face work-life imbalance, highlighting the need for stronger institutional support and policy improvements. Moreover, this revealed that excessive workloads, extended work hours, urgent report deadlines, financial burdens, special assignments, and professional development demands are key challenges disrupting teachers' work-life balance, exacerbating role conflict, stress, and family disengagement, underscoring the need for flexible policies and institutional support. To cope with these concerns, teachers strategize the conduct of effective planning, time management, setting work-life boundaries, seeking family and institutional support, and maintaining a positive outlook to reduce stress, enhance personal time, and maintain work-life balance, emphasizing the importance of flexible policies and organizational support. Overall, this study concludes that while teachers face moderate challenges in balancing work and family responsibilities, they demonstrate resilience through adaptive strategies, underscoring the need for structured support systems and long-term initiatives to promote work-family balance and enhance well-being, job satisfaction, and educational outcomes.

Keywords: Flexible learning; Teacher well-being; Work-family balance; Work-life integration.

1.0 Introduction

Work-life balance has become a significant concern in today's fast-paced work environments, where employees struggle to manage their professional and personal responsibilities. Maintaining a healthy balance is crucial for reducing stress and preventing burnout, particularly for teachers who must balance academic duties with family obligations. While this issue has long existed, the COVID-19 pandemic has intensified teachers' challenges, particularly in public schools. With the shift to flexible learning and increased workloads, teachers must navigate multiple responsibilities, making it more challenging to maintain a work-life balance.

The concept and idea of work-life balance is broadly defined as an individual's ability to manage and maintain equilibrium between professional and personal responsibilities, ensuring well-being and minimizing inter-role conflict (Adisa et al., 2022; Irawanto et al., 2021; Jayasingam et al., 2021). While all definitions emphasize the need

for balance between work and life, different studies highlight specific aspects. Some focus on the ability to manage multiple roles across work, family, and personal responsibilities (Selim & Kee, 2022), while others emphasize maintaining clear boundaries, particularly in remote work settings (Weerarathna et al., 2022). Additionally, Vyas (2022) contextualizes work-life balance within evolving work arrangements in the post-pandemic labor market. Collectively, these perspectives highlight work-life balance as a dynamic concept influenced by work environments, personal obligations, and broader labor market trends.

Existing studies on work-life balance (WLB) have consistently shown that heavy workloads and strict deadlines contribute to stress and burnout among employees, including teachers. In the quest for exploration of various dimensions, several research gaps were revealed. One major gap involves the evolving impact of remote work on work-life balance (WLB), with Adisa et al. (2022) highlighting how mandatory work-from-home arrangements during the COVID-19 lockdown reduced perceived flexibility, thereby challenging previous assumptions about the benefits of remote work. Similarly, Weerarathna et al. (2022) address the lack of research on the long-term effects of remote work in specific professions, such as software engineering. Furthermore, cultural and sector-specific contexts also present gaps in WLB research. Irawanto et al. (2021) examine how work stress and WLB mediate job satisfaction in a collectivist society, an area often overlooked in individualistic-oriented studies. Meanwhile, Selim and Kee (2022) apply Job Demands-Resources (JD-R) and Conservation of Resources (COR) theories to study WLB among Egyptian academicians in a demographic and geographic context with limited prior research.

Beyond remote work, broader labor market transformations due to COVID-19 also shape research gaps. Vyas (2022) distinguishes between the experiences of blue-collar and white-collar workers, emphasizing hybrid work models and digital transformation as key factors influencing Work-Life Balance (WLB). Additionally, Jayasingam et al. (2021) challenge the traditional understanding of "life" in work-life balance (WLB) research, arguing that non-work activities should extend beyond family responsibilities to encompass personal interests, social activities, and self-development. Specifically, this study examines the relationship between teachers' work demands and family responsibilities to inform the development of an effective work-family balance program. By identifying key factors that contribute to work-family conflict, this research aims to provide insights that can inform policies and interventions aimed at enhancing teachers' well-being and job performance. In response, the Department of Education (DepEd) introduced policies such as DepEd Order 14, series of 2020, to promote teachers' mental health and provide alternative work arrangements. However, despite these initiatives, many teachers continue to struggle with work-family balance.

2.0 Methodology

2.1 Research Design

This study aimed to determine the perceived effects of teachers' work on their family life, serving as the basis for a proposed work-family balance program. Given its objectives, this study employed a quantitative-descriptive research design. According to Bhandari (2021), quantitative research involves collecting and analyzing numerical data to identify patterns, make predictions, test causal relationships, and generalize results to broader populations. Furthermore, De Belen (2016) explains that descriptive research seeks to systematically describe an object, phenomenon, or variable, including its status, condition, or experience. Unlike experimental research, descriptive studies focus on estimation rather than hypothesis testing, primarily aiming to characterize phenomena.

2.2 Research Locale

The study was conducted in the Pobcaran District within the Division of Caloocan City, encompassing four schools: Caloocan High School, Caloocan City Science High School, Maria Clara High School, and Tandang Sora Integrated School. This locale was selected due to its diverse educational institutions and the relevance of its teacher population to the study's objectives. The inclusion of various schools allowed for a more comprehensive assessment of the perceived effects of teachers' work on their family life across different educational settings.

2.3 Research Participants

The study included 150 teacher-respondents, comprising Teachers I, II, III, and Master Teachers. Specifically, 98 respondents (65.33%) were from Caloocan High School, 27 respondents (18.00%) from Maria Clara High School, 13 respondents (8.67%) from Caloocan City Science High School, and 12 respondents (8.00%) from Tandang Sora

Integrated School. These respondents were selected based on their direct experiences in balancing professional responsibilities and family life, making them the most appropriate participants for this study.

2.4 Research Instrument

A survey questionnaire was developed to assess the perceived effects of teachers' work on their family life. To ensure validity, it was anchored on key DepEd memoranda and policies (DepEd 291, s. 2008; DepEd 35, s. 2016; DepEd 1, s. 2020; DepEd 50, s. 2020; DepEd 30, s. 2021; Magna Carta for Public School Teachers; Code of Ethics for Professional Teachers; DepEd 14; s. 2020) for content relevance. The questionnaire was structured into four sections: demographic information, work-related responsibilities and their impact on family life (measured using a four-point Likert scale), challenges in managing work-family balance, and strategies employed by teachers (both in checklist format for efficiency). Five experts in teaching, counseling, and educational leadership validated the instrument, evaluating its content, structure, clarity, and statistical applicability to ensure its accuracy and relevance in capturing work-life balance dynamics. For reliability, a pilot test involving 30 volunteer teacher-respondents was conducted, yielding a Cronbach's Alpha coefficient of 0.95, indicating excellent internal consistency. This result confirmed the questionnaire's stability and accuracy, ensuring consistent and reliable data collection for further analysis.

2.5 Data Gathering Procedure

The survey questionnaire was administered electronically via Google Forms. The department heads assisted in distributing the survey link to respondents through email or messaging applications. The data collection period lasted two weeks, during which monitoring was conducted to ensure the required responses were obtained. After completion, the collected data were systematically analyzed and interpreted.

2.6 Ethical Considerations

This study strictly adhered to ethical research guidelines and principles, ensuring the confidentiality, privacy, and voluntary participation of all respondents. Informed consent was obtained from the participants prior to data collection, emphasizing their right to withdraw at any stage without consequence. The collected data were securely stored and used solely for research purposes, ensuring the integrity and anonymity of the respondents throughout the study.

3.0 Results and Discussion

3.1 Profile of the Teacher-Respondents

Table 1 presents the teacher respondents' age distribution, with the 20-25 age group having the highest representation at 39.33% (59 respondents), followed by the 31-35 age group at 14.67% (22 respondents). The 46-50 and 26-30 groups had similar responses at 11.33% (17) and 10.67% (16), respectively. Other age groups included 36-40 with 8.67% (13), 56-60 with 6.67% (10), 41-45 with 4.67% (7), and 51-55 with 4.00% (6). These results highlight the diverse participation across age groups. Table 2 shows the gender distribution of teacher-respondents, with 116 females (77.33%) and 34 males (22.67%). A total of 150 teacher respondents participated in the study. Table 3 presents the civil status of the teacher-respondents. The majority were single, at 62.67% (94 respondents), followed by those who were married, at 34.67% (52 respondents). The least represented groups were separated/annulled and widowed, each with 1.33% (2 respondents).

Table 4 presents the profile of the teacher-respondents based on the number of dependents. The majority, 68.67% (103 respondents), have one to two dependents, followed by 22.67% (34) with three to four. Meanwhile, 5.33% (8) have five to six dependents, and 3.33% (5) have seven or more. Table 5 presents the profile of the teacher-respondents based on family income, which includes the total monthly earnings of all working family members. The majority, 46.00% (69 respondents), earn between ₱30,001 and ₱90,000, followed by 41.33% (62) who earn ₱30,001 and above. Meanwhile, 6.67% (10) earn ₱90,001 and above, and 6.00% (9) earn ₱60,001 to ₱90,000. Table 6 presents the profile of the teacher-respondents based on their position or rank. The majority, 68% (102 respondents), hold the position of Teacher I, followed by 14% (21) as Teacher III, 10% (15) as Master Teacher, and 8% (12) as Teacher II. Table 7 presents the profile of the teacher-respondents based on their years of service. Half of the respondents, 50.00% (75), have taught for five years or less, followed by 21.33% (32) with six to ten years of experience. Meanwhile, 16.00% (24) have taught for 11-15 years, 5.33% (8) for 26-30 years, 4.00% (6) for 31 years and above, 2.00% (3) for 21-25 years, and 1.33% (2) for 16-20 years.

Table 1. *Profile of the teacher-respondents based on age*

Age Bracket	Frequency	Percentage
20 – 25	59	39.33
26 – 30	16	10.67
31 – 35	22	14.67
36 – 40	13	8.67
41 – 45	7	4.67
46 – 50	17	11.33
51 – 55	6	4.00
56 – 60	10	6.67

Table 2. *Profile of the teacher-respondents based on gender*

Gender	Frequency	Percentage
Female	116	77.33
Male	34	22.67

Table 3. *Profile of the teacher-respondents based on civil status*

Civil Status	Frequency	Percentage
Single	94	62.67
Married	52	34.67
Separated/ Annulled	2	1.33
Widowed	2	1.33

Table 4. *Profile of the teacher-respondents based on no. of dependents*

Number of Dependents	Frequency	Percentage
1 – 2	103	68.67
3 – 4	34	22.67
5 – 6	8	5.33
7 and more	5	3.33

Table 5. *Profile of the teacher-respondents based on family income*

Family Income	Frequency	Percentage
30,000 and below	62	41.33
30,001 – 60,000	69	46.00
60,001 – 90,000	9	6.00
90,001 and above	10	6.67

Table 6. *Profile of the teacher-respondents based on rank*

Rank	Frequency	Percentage
Teacher I	102	68.0
Teacher II	12	8.00
Teacher III	21	14.0
Master Teacher	15	10.0

Table 7. *Profile of the teacher-respondents based on years in service*

Years in Service	Frequency	Percentage
5 years and below	75	50.00
6 – 10 years	32	21.33
11 – 15 years	24	16.00
16 – 20 years	2	1.33
21 – 25 years	3	2.00
26 – 30 years	8	5.33
31 years and above	6	4.00

3.2 Extent of the Teacher-Related Work Affecting Family Life

Table 8 highlights the teacher-related tasks impacting family life in terms of scope of work. Beyond classroom teaching, teachers manage various responsibilities, with the top five moderately rated tasks including attending meetings, performing administrative duties, supporting at-risk students, mentoring, and preparing teaching materials, with weighted means ranging from 2.69 to 3.17. The overall weighted mean of 3.20 indicates a moderate impact on family life. DepEd Orders 291 (2008) and 35 (2016) outline additional responsibilities, including lesson planning, assessments, and Learning Action Cells (LACs), for professional development. Specifically, DepEd Order 17 (2022) adds to teachers' workload with the preparation for expanded face-to-face classes, further increasing their time and resource commitments. Additionally, several studies conducted by Irawanto et al. (2021) and Adisa et al. (2022) found that the increasing workload and responsibilities of teachers, particularly with remote and hybrid learning models, blur the boundaries between work and home life, leading to heightened stress and difficulty in maintaining family relationships. Work intensification and employer monitoring further contribute to role conflict, making it more challenging for teachers to balance their professional and family obligations (Adisa et al., 2022).

Table 8. *Scope of work*

Indicators	Mean	Interpretation
1. Number of Teaching Loads	3.27	Moderate
2. Number of Teaching Preparations	2.69	Moderate
3. Utilization and implementation of various teaching modalities (modular, online, or blended) including the number of students	3.29	Moderate
4. Attending the school-related meeting/s such as Learning Action Cell (LAC), department meetings, and the likes	3.17	Moderate
5. Preparation of lesson plans, instructional materials (PowerPoint presentation), evaluation tools (learning activity sheets, summative tests)	3.39	Moderate
6. Checking and recording students' work, such as activities, examinations, and performance tasks	3.54	High
7. Submission of necessary documents, forms, reports, and data concerning both the teachers and students	3.51	High
8. Performing assigned tasks in the activities such as module printing, distribution, and retrieval and preparation for limited face-to-face expansion	3.07	Moderate
9. Preparation and implementation of various programs and interventions for learners at risk of dropping out of school	3.05	Moderate
10. Counselling, mentoring, and coaching students, including home visits	2.97	Moderate
Overall Result	3.20	Moderate

Legend: 3.50 – 4.00 High (H); 2.50 – 3.49 Moderate (M); 1.50 – 2.49 Low (L); and 1.00-1.49 Very Low (VL)

Table 9 examines the impact of teacher-related activities on family life, considering both personal and professional development. While these activities demand time, resources, and effort, they can yield positive outcomes when managed effectively. Professional development enhances job-related skills, while personal development focuses on well-being and self-awareness.

Table 9. *Personal and professional development*

Indicators	Mean	Interpretation
1. Joining webinars and seminars within the school, division, and regional	3.07	Moderate
2. Joining other professional development trainings such as TESDA, capacity building, technology empowerment, and the likes	2.85	Moderate
3. Attending diploma courses and degree programs (master's, doctorate), including the submission of activities, tasks, and reports	3.00	Moderate
4. Acting as key facilitators, a technical working group (TWG), resource speaker, etc., in various seminars and webinars	2.77	Moderate
5. Reading reference materials and watching informative videos to further my knowledge in lessons	3.01	Moderate
6. Exercising and/or visiting fitness centers such as gym and/or doing a home workout	2.29	Low
7. Visiting wellness centers such as spas for massage and salons for cosmetics application, haircuts, and other related things	2.20	Low
8. Attending church services and spending time in prayer, devotion, and/or meditation	2.49	Low
9. Connecting with friends and family to improve mindset and manage emotions to cope with various challenges.	2.79	Moderate
10. Doing self-care activities that benefit physical and mental health, such as participating in sports leagues and doing recreational activities	2.63	Moderate
Overall Result	2.71	Moderate

Legend: 3.50 – 4.00 High (H); 2.50 – 3.49 Moderate (M); 1.50 – 2.49 Low (L); and 1.00-1.49 Very Low (VL)

The table shows seven activities moderately affect teachers' family lives, while three have a low impact. The top three moderately rated activities include attending webinars and seminars (3.07), reading reference materials and watching informative videos (3.01), and enrolling in diploma or degree programs (3.00). Other activities, such as

professional training, emotional support from family, and serving as facilitators or speakers, also had moderate ratings (2.85–2.63). Meanwhile, attending church, exercising, and visiting wellness centers had a lower impact (2.49–2.20). Overall, the impact of personal and professional development on family life is moderate, with a general weighted mean of 2.71. The same concern was revealed by Selim and Kee (2020), who noted that even continuous professional development, while essential for career growth, adds additional demands on teachers' time and energy, often encroaching on family responsibilities. The emotional demands associated with career advancement create additional stress, underscoring the need for institutional support to help educators balance personal growth with family responsibilities. DepEd Orders 50 (2020) and 01 (2020) emphasize structured professional growth, while DepEd Order 30 (2021) ensures funding support for teachers' continuous education and development.

Table 10 examines the impact of teacher-related work on family life in terms of community involvement. While community participation enables teachers to contribute to civic responsibility and school programs, their engagement is often mandated by the school rather than voluntary. The highest-rated moderate activity is coordinating school-related events with LGUs, such as Brigada-Eskwela, disaster drills, and module distribution, with a weighted mean of 2.77. Other activities, including environmental projects, fundraising, clerical church duties, and participation in local government, received low ratings (2.41–2.47). These findings suggest that teachers prioritize lesson preparation and instructional tasks over community activities. The overall weighted mean of 2.51 indicates a moderate impact on family life. Furthermore, teachers' engagement in community-based programs and extracurricular activities increases workload and limits the time available for family interactions (Vyas, 2022). While community involvement is important, excessive commitments contribute to fatigue and emotional exhaustion, making it challenging for teachers to prioritize personal and family needs (Weerarathna et al., 2022). DepEd Orders 24 (2008) and 320 (2008) institutionalize Brigada-Eskwela and disaster drills, reinforcing teachers' role in school preparedness. Whereas the Magna Carta for Public School Teachers (Section 27) and the Code of Ethics for Professional Teachers establish teachers' rights and limitations regarding their involvement in politics and religion, emphasizing their role in nation-building.

Table 10. *Involvement in community activities*

Indicators	Mean	Interpretation
1. Coordinating school-related activities with LGU (barangay) such as brigada-eskwela, fire and earthquake drills, module distribution, module printing and sorting, and the likes	2.77	Moderate
2. Joining fundraising activities within the community	2.46	Low
3. Participating in environmental projects, tree planting, sports leagues/clinics, and recreational tasks	2.47	Low
4. Attending clerical church and religious activities	2.42	Low
5. Participating in local government affairs, such as the state of the barangay address, relief operations, environmental activities, outreach programs, and feeding programs, among others.	2.41	Low
Overall Result	2.51	Moderate

Legend: 3.50 – 4.00 High (H); 2.50 – 3.49 Moderate (M); 1.50 – 2.49 Low (L); and 1.00–1.49 Very Low (VL)

Table 11 examines the impact of special assignments on teachers' family lives. The most prominent special assignment is serving as a coordinator or adviser in various roles, such as club adviser, grade level-in-charge, or guidance teacher, with a weighted mean of 3.11, indicating a moderate impact. Other moderately rated tasks include participating in curriculum-related advisory roles (2.86), coordinating special programs such as Brigada-Eskwela and PTA (2.77), and handling non-teaching roles, such as election duties or librarian tasks (2.73). The least concerning assignment is performing managerial tasks related to canteen management, YECS, and SSG, with a lower impact rating of 2.49. DepEd Memorandum 291 (2008) mandates a maximum of six hours of daily classroom instruction but allows additional academic activities outside the school premises. The same memorandum states that all advisory and special assignments should be considered part of one teaching load. However, teachers often take on additional responsibilities due to shortages of both teaching and administrative staff, which, if not managed effectively, may impact teaching outcomes. Special assignments, such as administrative duties, mentorship roles, and additional responsibilities, significantly increase role overload and disrupt work-life balance (Jayasingam et al., 2021). Teachers often struggle to establish clear boundaries between work and home responsibilities, leading to work-life balance issues, particularly when policies fail to address their holistic well-being (Jayasingam et al., 2021).

Table 11. *Performance of special assignment*

Indicators	Mean	Interpretation
1. Performing special program coordinatorship such as Brigada-Eskwela, Gender, and Development (GAD), Parent-Teacher Association (PTA), Disaster Risk Reduction and Management Council (DRRMC), Youth Entrepreneurship and Cooperativism in Schools (YECS), canteen manager, and the likes	2.77	Moderate
2. Performing coordinatorship such as club adviser, cluster coordinator, grade level-in-charge, building-in-charge, prefect of student discipline, guidance teacher, teacher-registrar, campus integrity crusader, section adviser, and the likes	3.11	Moderate
3. Participating in school curriculum-related advisership such as school selection committee, programs and trainings, planning, and the likes	2.86	Moderate
4. Having assigned non-teaching-related activities in school such as election workers (DESO, chairman, poll clerk, third member, support staff), librarian, clinician, sports committee, and the likes	2.73	Moderate
5. Performing managerial tasks and advisorship concerning canteen management, Youth Entrepreneurship and Cooperativism in Schools (YECS), Supreme Student Government (SSG), and the likes	2.49	Low
Overall Result	2.79	Moderate

Legend: 3.50 – 4.00 High (H); 2.50 – 3.49 Moderate (M); 1.50 – 2.49 Low (L); and 1.00-1.49 Very Low (VL)

3.3 Relationship Between the Profile and the Extent of Teacher-related Work Affecting Family Life

Table 12 examines the relationship between the respondents' profiles and the extent of teacher-related work that affects their family life in terms of the scope of work. The results indicate that gender correlates perfectly with a computed r of 1.000. Meanwhile, age (0.029), civil status (0.148), and the number of dependents (0.122) show negligible correlation. Family income ($r = 0.587$) and position/rank ($r = 0.458$) demonstrate a moderate relationship, while years in service ($r = 0.304$) indicate a low or slight correlation. These findings suggest that while some demographic factors have minimal impact, financial stability and professional rank play a more significant role in balancing work and family responsibilities.

Table 12. *Analysis of the relationship between the profile and extent of teacher-related work affecting the teachers' family life in terms of scope of work*

Variables Correlated	Pearson r	Interpretation
1. Age	0.029	negligible correlation
2. Gender	1.000	perfect correlation
3. Civil Status	0.148	negligible correlation
4. Number of Dependents	0.122	negligible correlation
5. Family Income	0.587	moderate relationship
6. Position/Rank	0.458	moderate relationship
7. Years in Service	0.304	low/slight correlation

Legend: 0.00 – 0.20 negligible correlation; 0.21 – 0.40 low or slight correlation; 0.41 – 0.70 moderate relationship; 0.71 – 0.99 very high relationship; 1.00 perfect correlation

Table 13 examines the relationship between respondents' profiles and the extent to which teacher-related work affects their family life, particularly in terms of personal and professional development. The results show that gender correlates perfectly ($r = 1.000$). Age ($r = 0.498$), civil status ($r = 0.545$), number of dependents ($r = 0.672$), and years in service ($r = 0.587$) demonstrate a moderate correlation. Meanwhile, family income (0.249) shows a low to slight correlation, while position or rank (0.762) exhibits a very high correlation. These findings suggest that higher professional standing has a significant influence on personal and professional development, while financial factors play a lesser role.

Table 13. *Analysis of the relationship between the profile and extent of teacher-related work affecting the teachers' family life in terms of personal and professional development*

Variables Correlated	Pearson r	Interpretation
1. Age	0.498	moderate relationship
2. Gender	1.000	perfect correlation
3. Civil Status	0.545	moderate relationship
4. Number of Dependents	0.672	moderate relationship
5. Family Income	0.249	low/slight correlation
6. Position/Rank	0.762	very high correlation
7. Years in Service	0.507	moderate relationship

Legend: 0.00 – 0.20 negligible correlation; 0.21 – 0.40 low or slight correlation; 0.41 – 0.70 moderate relationship; 0.71 – 0.99 very high relationship; 1.00 perfect correlation

Table 14 examines the relationship between respondents' profiles and the extent of teacher-related work that affects their family life, specifically in terms of involvement in community activities. The results indicate that there

is a perfect correlation ($r = 1.000$) between gender and the variable. Age (0.992), civil status (0.863), number of dependents (0.966), position or rank (0.911), and years in service (0.954) all exhibit a very high correlation. Meanwhile, family income (0.534) demonstrates a moderate correlation. These findings suggest that demographic and professional factors have a strong influence on teachers' participation in community activities, while financial status has a lesser but still notable impact.

Table 14. Analysis of the relationship between the profile and extent of teacher-related work affecting the teachers' family life in terms of involvement in community activities

Variables Correlated	Pearson r	Interpretation
1. Age	0.992	very high correlation
2. Gender	1.000	perfect correlation
3. Civil Status	0.863	very high correlation
4. Number of Dependents	0.966	very high correlation
5. Family Income	0.534	moderate relationship
6. Position/Rank	0.991	very high correlation
7. Years in Service	0.954	very high correlation

Legend: 0.00 – 0.20 negligible correlation; 0.21 – 0.40 low or slight correlation; 0.41 – 0.70 moderate relationship; 0.71 – 0.99 very high relationship; 1.00 perfect correlation

Table 15 examines the relationship between respondents' profiles and the extent to which teacher-related work affects their family life, specifically in terms of performing special assignments. The results indicate that gender correlates perfectly ($r = 1.000$). Age (0.128), civil status (0.139), and number of dependents (0.109) show negligible correlation, while family income (0.557) and position/rank (0.419) exhibit a moderate relationship. The years in service (0.342) indicate a low or slight correlation. These findings suggest that financial stability and professional standing have a more significant impact on the effect of special assignments, while demographic factors have a minimal effect.

Table 15. Analysis of the relationship between the profile and extent of teacher-related work affecting the teachers' family lives in terms of the performance of the special assignment

Variables Correlated	Pearson r	Interpretation
1. Age	0.128	negligible correlation
2. Gender	1.000	perfect correlation
3. Civil Status	0.139	negligible correlation
4. Number of Dependents	0.109	negligible correlation
5. Family Income	0.557	moderate relationship
6. Position/Rank	0.419	moderate relationship
7. Years in Service	0.342	low/slight correlation

Legend: 0.00 – 0.20 negligible correlation; 0.21 – 0.40 low or slight correlation; 0.41 – 0.70 moderate relationship; 0.71 – 0.99 very high relationship; 1.00 perfect correlation

3.4 Problems Encountered Regarding Work-Family Life Balance

Table 16 presents the key challenges teachers face in balancing work and family life. The most significant concerns include excessive workloads, extended working hours beyond regular schedules, the need to submit urgent reports, and the requirement to use personal funds for teaching materials. While non-teaching tasks and extra school activities add to the burden, they are less pressing than workload and time management challenges. Several studies have also revealed that increasing workloads, the blurring of boundaries between professional and personal responsibilities, and heightened job demands significantly impact work-family balance, making it increasingly difficult for individuals to manage their time and well-being effectively. Remote and hybrid work models have intensified work stress, making it challenging for teachers to separate their work from home life, which leads to role conflicts and emotional exhaustion (Irawanto et al., 2021; Adisa et al., 2022).

Additionally, special assignments, administrative duties, and community involvement further strain their time, exacerbating fatigue and reducing family engagement (Jayasingam et al., 2021; Weerarathna et al., 2022). Professional development, though essential for career growth, adds to the emotional and cognitive burden of teachers, requiring them to balance continuous learning with family responsibilities (Selim & Kee, 2022). Moreover, institutional policies often fail to address the diverse needs of educators, focusing primarily on family-related responsibilities while neglecting individuals without dependents, which can lead to work-life balance issues and dissatisfaction (Vyas, 2022). Consequently, teachers struggle to maintain a healthy work-life balance, emphasizing the need for flexible work arrangements and organizational support systems to mitigate stress and promote well-being.

Table 16. *Problems encountered in work and family life balance*

Identified Problems	f	Rank
1. Having more than the expected/required number of teaching loads	111	6
2. Having more than the expected/required number of teaching preparations	89	12
3. Having more than the expected/required number of class size or students per section	95	9.5
4. Having too many tasks and responsibilities at work interferes with the quality of time with my family	127	1
5. Working for more than 8 hours a day, during weekends and even on holidays because of the reports I need to accomplish, which are to be submitted as soon as possible	126	2
6. Doing school-related tasks such as lesson plans, instructional materials (PowerPoint presentation), and evaluation tools (learning activity sheets, summative tests), which coincides with my responsibility at home	108	7
7. Too many activities, examinations, and performance tasks to check and record	103	8
8. Submitting the necessary documents, forms, reports, and data which are due immediately	115	5
9. Receiving messages through messenger and texts coming from my students, parents, colleagues, even after working hours	117	3
10. Attending various webinars, seminars, and other professional development training such as TESDA, capacity building, technology empowerment, etc., and diploma courses and degree programs (master's, doctorate) during weekends and holidays	95	9.5
11. Having been assigned as key facilitators, technical working group (TWG), resource speakers, etc., in various seminars and webinars most of the time	74	14
12. Designated as a special program coordinator in Brigada-Eskuwela, Disaster Risk Reduction and Management Council (DRRMC), Youth Entrepreneurship and Cooperativism in Schools (YECS), and the likes, which requires me to attend beyond my school official time	72	15
13. Assigned to non-teaching-related activities in school such as guidance teacher, registrar, librarian, clinician, sports committee, and election workers (DESO, chairman, poll clerk, third member, support staff)	81	13
14. Performing tasks and activities that are not explicitly included in my scope of work, attending school-related activities not within such as various ancillary responsibilities	92	11
15. Spending my money to finance my teaching devices such as laptop/computer, headphones, including instructional materials, and internet/load	116	4

3.5 Strategies Employed to Balance Work and Family Life

Table 17 presents the strategies teachers use to balance work and family life. Common strategies include effective planning and scheduling, supporting family members, maintaining a positive outlook, setting boundaries for work-related communication, and ensuring regular family interaction. Various studies have reflected on how teachers adopt various strategies to manage their work-life balance, including setting clear boundaries between work and personal life, prioritizing self-care and mental well-being, and leveraging support from supervisors and institutions (Selim & Kee, 2022; Weerathna et al., 2022). Additionally, flexible scheduling, time management techniques, and task delegation help reduce work-related stress and enhance personal time (Vyas, 2022). The role of organizational policies is also critical, as more inclusive and adaptable frameworks help educators balance career growth with family responsibilities (Jayasingam et al., 2021).

Table 17. *Strategies employed to achieve work and family life balance*

Identified Strategies	f	Rank
1. Conduct planning, scheduling time-framing, and routine activities to accomplish various tasks and assignments.	137	1
2. Inform and involve family members and colleagues in time-management activities to spend time effectively and efficiently simultaneously.	118	7
3. Set a time when can and cannot be contacted by students, parents, and colleagues.	127	4.5
4. Do not answer calls and messages after a specific time (working hours), on weekends, or on holidays.	86	12
5. Demonstrate professionalism and produce quality work towards colleagues and profession.	120	6
6. Assist my colleagues in accomplishing tasks and show volunteerism towards work.	84	14
7. Keep oneself updated professionally by attending various seminars/webinars and engaging in graduate studies.	110	9
8. Upgrade one's ability and look for other skills that benefit me.	103	11
9. Visit fitness and wellness centers regularly and have a travel vacation with family whenever possible.	84	14
10. Do recreations, hobbies, and leisure activities of one's interest that would develop oneself.	109	10
11. Conduct regular checkups with various doctors (family medicine, dentist, etc.) to assess one's health.	84	14
12. List and track financial savings, expenses, and salary to ensure I only purchase what is more important.	113	8
13. Maintain positive relations and constant attention/communication with family members.	127	4.5
14. Be optimistic and demonstrate a positive outlook concerning work and family.	129	3
15. Support family members' moral, spiritual, emotional, and financial aspects.	131	2

4.0 Conclusion

This study examined the perceived impact of teachers' work on their family life, laying the groundwork for a proposed work-family balance program. The findings revealed that while teachers face moderate challenges in balancing work and family responsibilities, they demonstrate resilience by adopting strategies to manage their workload. The study found that demographic factors, including age, marital status, and teaching experience, influence work-family balance to varying degrees. Community involvement exhibited the highest correlation with these factors, while personal and professional development was moderately affected. Despite the additional responsibilities of special assignments, teachers remained committed to career growth and institutional contributions. Teachers' challenges highlight the need for structured support systems to enhance their well-being. Future research can investigate the long-term effects of work-family balance initiatives and evaluate their effectiveness in various educational settings. By addressing these challenges, institutions can better support teachers, ultimately improving job satisfaction and overall educational outcomes.

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Joshua Jay O. Eden – editing, writing, supervising, BA – data analysis, encoding, etc.

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7.0 Conflict of Interests

The author(s) declare no conflict of interest.

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