Research Article

The Work-life Balance Among Private Secondary School Teachers

Jimmy B. Sabuero*

Bukidnon State University, Philippines

ABSTRACT

The work-life balance emphasizes the relevance of behavioral and psychological development for public and commercial sector workers. It highlights how many workers lack the moral, emotional, and psychological stability for productive work and positive working relationships. It is advised that workers participate in work-life balance programs to help them manage their personal and professional lives. It is essential to comprehend the underlying causes of human attitudes and behaviors and the effects of managerial decisions and the organizational environment. Furthermore, the study used descriptive statistics with 50 faculty and staff through convenient sampling. The instruments also passed through validity and reliability testing. The study reveals that on the demographic profile, there were f=25, 50% of the employees were under probationary; also, it must have f=28, 56% under the tenure of 1-2 years in service to the organization; further, there were f=41; 82% with a salary of 10-20,000 Php, moreover, f=33 or 66% worked teacher. These figures revealed that most of them are establishing individuals.

Furthermore, behavioral Management has an M=3.51; SD=.610 as interpreted as a very high work-life balance, while the emotional and psychological has an M=3.44; SD=.593 as interpreted as "very high work-life balance; while intellectual and survival have an M=3.56; SD=.501, as interpreted as "very high work-life balance; while vocational and spiritual with an M=3.48; SD=.583. Further reveals that the overall M=3.50; SD=.572 of work-life balance constitutes that faculty maintains personal and professional composure. Spillover theory proves that every professional has personal and professional boundaries that can influence their performance.

Keywords: *Work-Life Balance, Behavior Management, Emotional and Psychological, Intellectual and Spiritual, Vocational and Survival Skills.*

Introduction

Behavioral and psychological development is of utmost importance since some employees, both in the government and private sector, lack the necessary moral, emotional, and psychological stability to equip their ability to work as well as develop better, if not the best, relationship attitude among their co-employee whether it be in the government or private agency (Sabuero, 2023). The Work-life balance is to devise programs for every employee to prepare them for their eventual work responsibility and life balance (Mustafa, 2014). Human behaviors in the organization have set standards for developing and motivating employees' growth and development. Effective communication and Management, as well as the sociological and psychological norms, are said to be balanced and distinct, among others (Hutagalung et al., 2020). Moreover, doing this requires a thorough understanding of the root causes of human attitudes and behavior and how your actions influence them as a manager/supervisor and by the surrounding organizational context. The researchers would significantly define the existence of working habits and attitudes that make them effective in whatever responsibilities they face in their day-to-day work (Osibanjo et al., 2019).

Furthermore, professional service companies want their workers to put in much overtime, have the highest level of flexibility, and consistently be motivated. For example, firm consultants frequently work remotely from their residences since their services are typically rendered directly to clients. Professionals' work is also distinguished by a very high level of work intensity (Byrne & Gunnigle, 2020). Moreover, many people believe that teaching is very demanding because of the demands of preparation, grading, classroom management, and administrative work. Because of the competitive educational system in South Korea, instructors may face exceptionally high levels of pressure. The study intends to add to the larger conversation on occupational health and work-life balance in the education sector by examining these linkages and emphasizing how crucial it is to support educators to maintain their effectiveness and well-being (Lee & Park, 2012).

Further, teaching is a hard job that takes time and emotional energy. Teachers frequently need help to balance their personal and professional obligations. The educational system in Malaysia has been subject to scrutiny regarding teacher performance and student outcomes. Therefore, it is especially relevant to examine aspects that impact teacher performance, such as work-life balance (Yusof et al., 2018). Moreover, university lecturers have demanding jobs that include mentoring students, research, teaching, and administrative duties. These demands can be especially difficult for female professors, who may also have to deal with social expectations and obligations pertaining to family and home responsibilities (Ezeilo & Okoro, 2019). With this, the demanding nature of their positions presents substantial obstacles for school leaders, especially principals and administrators. These include overseeing daily operations at the school, assisting instructors, attending to the needs of students, and adhering to education rules. Their capacity to maintain a healthy work-life balance may be impacted by the heavy workload and responsibilities, which could hurt their health and general well-being (Saksvik et al., 2015)

This study provides an overview of critical issues in individual, group, and organizational behavior using information learned from research into human behavior from several social science disciplines. Topics include motivation, learning, feedback, perception, personality, attribution, identity, decision-making, communications, job satisfaction, teamwork, organizational culture, conflict management, negotiations, leadership, and change management. The study is designed to keep the language simple while acknowledging that human behavior is complex. The researcher conducts this study to identify the causes of an employed individual having a problem with a work-life balance that motivates the researcher to gain a deeper understanding of the life scenario.

Spillover, compensation, segmentation, and accommodation are but a few of the terms of development that have passed over many years. It helps to describe the relationships between work and family life (Lambert, 1990).

However, the construct in this domain that has received the most attention from researchers and the popular press is the work-family conflict (Sabuero, 2023).

Objective of the Study

This study aimed to determine the significant effect of work-life balance among private secondary school teachers.

Research Design

The study used descriptive statistics to measure the mean average of all information data points by dividing the number of values. Further, it measures the variability of the different highest and lowest points of information of the study. Moreover, it reveals the percentile that can be a basis for its focus (Jones Barlett, 2016). In many domains, descriptive statistics are used to describe the measures and the sample briefly. They are the cornerstone of almost all quantitative data analyses and are crucial for comprehending data properties before utilizing more sophisticated statistical methods (Dong, 2023).

Further, the study applied convenient sampling, which provides practical advantages but has serious drawbacks, especially regarding the findings' representativeness and generalizability. Researchers must use caution when interpreting data from convenience samples, considering potential biases and validity difficulties. Convenience sampling is frequently used with other techniques to provide outcomes that are more trustworthy and stable (Golzar & Noor, 2022). Convenience sampling is the term used to describe the procedure of gathering data from a research population that is easily accessible to the researcher. Differentiating between probability and non-probability sampling, a convenience sample is described as a sampling method that necessitates the researchers to visit public "locations and ask passers-by to participate (Lavrakas, 2013)." Convenience sampling can be applied to nearly any type of research because it entails using a sample that is easily accessible and readily available. The phrase is only used if the researchers' primary consideration when selecting a sample was participant availability. They could only choose from a narrow range of people and study locations (Ali et al., 2019).

In this study, the proponent took the full-time faculty and staff of one of the private schools in the area. The administration office requested the institution's faculty and staff name list, with a target of 50 faculty and staff. The instruments used in this study were tested and examined through reliability and validity testing. Further, it is validated by an expert in Human Resource Management. It also underwent pilot testing with an alpha of .92, which is excellent. Based on the findings, the question passed the consistency test, which is a fit for the survey.

With this, the researcher sought approval from the administration by administering a letter request to conduct a study. After the relevant approval of the request, the survey instrument—which functioned as the primary data source—was distributed to the targeted respondents.

Results and Discussion

Table 1 presents the respondents' demographic profile regarding employment status.

Table 1 Demographic Characteristics of the Respondents in terms of Employment Status

Demographic Variables	Frequency	Percentage
Probationary	14	28 %
Contractual	25	50 %
Regular	11	20 %
Total	50	100%

Interestingly, in Table 1, the item with a high percentage was contractual with a f=25 with 50%. This implies that the school has plenty of contractual employees, and soon enough, these faculty have a high chance of finding another venture outside. This implies that faculty and staff are establishing themselves to improve the institution's status. This

also constitutes disadvantages such as complexity and potential effects that may happen in the future. It also constitutes knowledge about the performance of the institution.

Table 2 presents the demographic profile in terms of the length of service

Table 2 Demographic Characteristics of the Respondents in terms of Length of Service

Demographic Variables	Frequency	Percentage
1-2 years	28	56 %
3-4 years	13	26 %
5-6 years	5	10 %
7-8 years	4	8 %
Total	50	100%

Interestingly, in Table 2, the items with a short range of stay in the school are 1-2 years with f=28 with 56%. This implies that these employees have a high chance of finding another job outside of the school. Moreover, only f=4, with 8% staying longer in the school, signifies that staying there is favorable for them.

This implies that faculty and staff are very new to the institution, and they need to establish themselves, considering their employment status.

Table 3 presents the demographic profile of the participant in terms of Monthly Income.

Table 3 Demographic Characteristics of the Respondents in Terms of Monthly Income

Demographic Variables	Frequency	Percentage
10,000-20,000	41	82 %
21,000-30,000	9	18 %
31,000-40,000		
Total	50	100%

Interestingly, in Table 3, the monthly income of 10,000-20,000 with a f=41; 82% is on the top rank. This implies that the school provides less compensation than the government; however, it is competitive among other private schools. This compensation is based on the country's middle-range income. Building a sustainable will not suffice; however, it is there to improve a way of living. This implies that low

income is a complex problem affecting people and society across the country. With this, faculty and staff always find ways to alleviate their way of living, which can happen when they transfer to other institutions that provide better compensation.

Table 4 presents the respondents' demographic profile regarding the number of children.

Table 4 Demographic Characteristics of the Respondents in terms of the Number of Children

Demographic Variables	Frequency	Percentage
0	40	80 %
1	5	10 %
2	5	10 %
Total	50	100%

Interestingly, in Table 4, on the note of zero (0) child, it has a f=40 with 80%. This implies that improving one's life is essential when

there is no responsibility. Furthermore, shaping a brighter without responsibility has a bigger chance. Employees can focus first on

shaping their future by not having a heavy load back home. This implies that faculty and staff must establish themselves before having a child; also, faculty and staff are conservative.

Table 5 presents the demographic profile of the respondents in terms of occupation.

Table 5 Demographic Characteristics of the Respondents in Terms of Occupation

Demographic Variables	Frequency	Percentage
Cashier	5	10 %
Accounting Head	4	8 %
Principal	1	2 %
Teacher	33	66 %
Librarian	2	4 %
Cleaner	5	10 %
Total	50	100%

Regarding occupation in Table 5, teachers have a high range of f=33, with 66%. Since it is a private school, it is noted that there should be more teachers, and the school should be equally divided according to needs. In every academic institution, only one (1) should be the head of the institution- and that is the principal. The list of jobs is essential in running the

academic institution. This implies that since it is an academic institution, the highest number is in the teaching position.

Table 6 presents the respondent's assessment of behavioral Management of the private secondary school faculty and staff with an M=3.51; SD=.610 as interpreted as "very high work-life balance."

Table 6 The Effect of Behavioral Management on Private Secondary School Teachers

Items	Mean	SD	Interpretation
Challenge over the grade and find you needed to be corrected.	3.42	.672	Very High Work-life Balance
Implementing your teaching styles or strategies.	3.70	.614	Very High Work-life Balance
Resolving issues from misleading information.	3.64	.563	Very Low Work-life Balance
Delivering good responses coming from colleagues.	3.38	.635	Very High Work-life Balance
Challenges in handling with peers and students	3.42	.570	Very High Work-life Balance
OVERALL	3.51	.610	Very High Work-life Balance

Interestingly, table 6 presents the level of Behavioral Management of an employee. Data showed that employees and teachers could easily handle and shape their strategies. "Implementing your teaching style or strategies" with an M=3.70; SD=.614, interpreted as " Very High Work-life Balance," signifies that teachers have freedom in academic activities. This implies that when faculty have freedom in their academic activities, they feel comfortable doing

their task freely. They can show more of their skills and ability.

Further, subordinates will be led by these ideals and the behavior of leaders; therefore, both sides' behavior should become more consistent (Tsait, 2011).

Table 7 presents the respondent's assessment of the emotional and psychological effect on the private secondary school teacher with an M=3.44; SD=.593, as interpreted "very high work-life balance".

Table 7 The Effect of Emotional and Psychological Effects of Private Secondary School Teachers

Items	Mean	SD	Interpretation
Sharing an experience with peers in the workplace	3.58	.574	Very High Work-life Balance
Comfortable working with peers in the workplace	3.62	.567	Very High Work-life Balance
Management enhancing the development of the employee	3.14	.639	High Work-life Balance
Employees have a good treatment with the company	3.42	.641	Very High Work-life Balance
Employee-employer relationship	3.46	.645	Very High Work-life Balance
OVERALL	3.44	.593	Very High Work-life Balance

Table 7 shows that the emotional and psychological effects of the respondents are high in terms of their ability and skills to assess and evaluate the student's capacity. "Comfortable working with peers in the workplace" with an M=3.62; SD=.567, interpreted as "Very High Work-life Balance," signifies teachers working harmoniously with the other teacher. Furthermore, it shows that working with peers can contribute to the psychological and emotional stability of the teachers. To completely understand their personnel, firms must address their psychological needs, which appear as psychological empowerment (Jordan et al., 2017).

Table 8 presents the respondents' assessment of the effect of intellectual and survival of the private secondary school teacher with an M=3.56; SD=.501, as interpreted as "very high work-life balance".

Table 8 The Effect of Intellectual and Survival of the Private Secondary School Teachers

Items	Mean	SD	Interpretation
Always attend seminars conducted by the company	3.84	.370	Very High Work-life Balance
Healthy relationships with peers	3.66	.592	Very High Work-life Balance
A healthy relationship with students	3.60	.571	Very High Work-life Balance
Patience in handling stress in the workplace	3.10	.364	High Work-life Balance
Engage with the work	3.58	.609	Very High Work-life Balance
OVERALL	3.56	.501	Very High Work-life Balance

Table 8 shows that the intellectual and spiritual involvements of the employees are well-diverse in their field. "Always attend seminars conducted by the institution" with an M=3.84; SD=.370, interpreted as " Very High Work-life balance," signifies that the school constantly improves the teacher's capability. This shows that the Management developed their employees' abilities and skills through seminars and proper treatment. These employees did not feel disgraced in their working environment. The Management gave full support to the employees in developing workforce growth and development.

Teachers and employees have solid personal growth towards time management at work and in their families. This indicates that the survival skills of an employee in terms of compensation were high because management was looking up to the employee's welfare. According to Michael J. Pelmer states that students should have to execute a task based on some laboratory work. This is congruent with the context of student and teacher development on their own. Psychological approach engagement was perceived as valuable for the state of employees, with surveys found and correlated with organizational tactics. Human behavior should be addressed, as stated in the

context, to maximize the growth and profitability of neither the establishment nor the company (Uzuegbu & Nnadozie, 2015).

Table 9 presents the respondent's assessment on the effect of vocational and spiritual of the private secondary school teachers with an M=3.48; SD=.583, as interpreted as "very high work-life balance.

Table 9 The Effect of Vocational and Spiritual of the Private Secondary School Teachers

Items	Mean	SD	Interpretation
Adaptive working environment	3.54	.646	Very High Work-life Balance
Providing competent support from the school management	3.60	.571	Very High Work-life Balance
Always deprived the happiness of my family	3.44	.705	Very High Work-life Balance
The Salary is on time	3.22	.465	High Work-life Balance
Safety	3.62	.530	Very High Work-life Balance
OVERALL	3.48	.583	Very High Work-life Balance

Table 9 shows that the teachers and employees were comfortable with their working conditions, including their family's. This figure showed that the employees' work-life balances were well-managed, incongruent with the family's needs. The item "Safety" is on the top with M=3.62; SD=.530, interpreted as "Very High Work-life Balance." The most current trend has been dubbed "spirituality and meaning at work." The rise of spirituality in modern business has several roots (Chalofsky, 2008)."

Table 10 summarizes the work-life balance dimension with an overall M=3.50; SD=.572, as interpreted "very high work-life balance".

Table 10 Summary of the Work-life Balance Dimension

Items	Mean	SD	Interpretation
Behavior Management	3.51	.610	Very High Work-life Balance
Emotional and Psychological	3.44	.593	Very High Work-life Balance
Intellectual and Survival	3.56	.501	Very High Work-life Balance
Vocational and Spiritual	3.48	.583	Very High Work-life Balance
OVERALL	3.50	.572	Very High Work-life Balance

Table 10 shows that the work-life level of the employees of the Private Secondary School Teacher was strong concerning the growth and development of the company. The item "Intellectual and Survival" got the highest score with an M=3.56; SD=.501, interpreted as "Very High Work-life Balance". This implies that, in every academic institution, intellect is essential for our job, and to survive, intellect comes first because it deals with learners. It is the way of shaping one's view. This clearly shows that no matter how tedious and mundane the organization, employees and staff maximized their effort to attain the mission and vision of the company. They must be respected to build a greater sense of belongingness. Furthermore, even how hard it is, only the employee determines and declares their work-life status (Ida Sinaga et al., 2021).

Conclusion and Recommendation

Based on the findings revealed in the study, the following conclusion is drawn: building a career is our priority for ourselves, and we tend to figure out how to develop our expertise and skills in an institution they can provide. It is also concluded that we can never stick to one institution, but wealways look for better opportunities as individuals. Further, it was concluded that when employees find comfort in the institution, they stay because they are happy and grow. According to Denison's model, employees would be able to adopt the norms of the market, which is why they could create

involvement to be part of the company's long-term direction. Furthermore, Henry Fayols asserts that poor discipline comes from poor leadership, which is why the school's management has a good leadership style to maintain the value of the employees' lives. He added that giving an employee development helped to enhance performance and work-life balance.

Based on the result and conclusions of the study, the researcher recommends the following to correct some of the weaknesses identified by the study:

Program to be implemented by the Institution: The Institution should recognize employee achievement. Conduct training and seminars in the areas needed to help the faculty find comfort in the institution. *The* institution should review and upgrade the salary scale of the employees/teachers accordingly and develop a strategic management program about the organizational commitment of the faculty and staff.

Program to be implemented by the Faculty and Staff: Attend all the training designed and created by the institution, especially commitment training, team building activities, workload management training, and workshops to ensure that faculty and staff honed their skills and ability to maintain balance between work and family perspective.

Program to be implemented by the future researcher: Continue researching work-life balance, organizational commitment, and workload management strategy in a moderating research design.

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