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Research Article

Work Life Balance of Couple DepEd Teachers in the New Normal: A Phenomenological Study

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ABSTRACT

The purpose of this study is to determine varied responses on socio-demographic profile of couple DepEd teachers in the new normal in terms of age, highest educational attainment, school attainment, position, school designation, salary grade level, take-home pay, years in service, number of children, years of being married, family size and another source of income, exploring different lived experiences of couple DepEd teachers along childcare/dependent care, support from family, self – management, life expectations, life satisfactions, workplace support, workload, financial management, work expectations and work satisfactions and recommend a policy framework that can be suggested in responding to the work life balance of couple DepEd teachers in the new normal. This research is focused on the Province of Masbate, specifically in the municipality of Mandaon. Five couple teachers who are teaching in public schools were pre – selected. The study employed qualitative method of research, specifically phenomenological analysis to gather the lived experiences of five couple DepEd teachers. A descriptive phenomenological approach to inquiry revealed that socio-demographic profile of couple DepEd teachers in the new normal is varied but related with each other in terms of age, educational attainment, position, designation, salary grade level, take-home pay, years in the service, and years of being married. Lived experiences of couple DepEd teachers in the new standard can be divided into work (workplace support, workload, financial management, and work expectations) and life (childcare, support from family, self-management, life expectations, life satisfaction, and financial management). Work and life experiences are factors that affect the work life balance of couple DepEd teachers. The researcher recommends a policy rooted on work and life satisfaction which are needed as measures for a right work life balance in the new normal.

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Introduction

The World Health Organization (WHO), on March 11, 2020, has declared the novel coronavirus (COVID-19) outbreak a global pandemic. WHO Director-General, Dr. Tedros Adhanom Ghebreyesus noted that the number of cases increased 13 – fold and the number of countries with cases increased threefold for the same month alone. As a result, the Philippine government ordered quarantine measures and put the whole nation into lockdown. New measures were put in place to prevent the spread of Coronavirus and let everyone adapt to the new normal. The delivery of basic education has shifted from face – to – face instruction into alternative delivery modes.

Teachers are on the new environment, reaching beyond the four corners of the classroom. Teachers are unprepared for this. To provide better services for the students during this Pandemic Era, a teacher must be prepared and walk an extra mile to adapt in the new normal. Thus, sacrificing many things just to offer quality service in the workplace, resulting to imbalance of both work and life.

This research is guided by the long-term vision for the Philippines – Ambisyon Natin 2040. It represents the collective long – term vision and aspirations of the Filipino people for themselves and for the country in the next 25 years. It describes the kind of life that people want to live, and how the country will be by 2040. The long – term plan has three visions – *Matatag*, *Maginhawa*, *Panatag na Buhay*. Under the umbrella of *Matatag* Vision is the work – life balance. According to the National Economic Development Authority, *“there is work-life balance so that there is time to spend with family even for members who work. On weekends, families and friends enjoy time together in parks and recreational centers. It is a high-trust society with a strong sense of community. There are volunteer opportunities and Filipinos spend time to serve the community, help others who are in need, and contribute to various causes”*.

Men and women play a vital role in the society. Their contribution to their family could impact not just the family itself but the whole community as a whole. Their ability to balance work and life must be looked into amidst pandemics. A healthy work life balance is very essential for a teacher to be productive. Work life balance for teaching professional has become one of the greatest challenges in today’s world. The implementation of Modular Distance Learning deprives teachers’ own children the quality time to study along with their parents who are also teachers. Teachers workload not only demand their time in the school but are also extended to their homes so as to get prepared for the following day, aside from maintaining student records and attending to other school duties and functions (Rehman and Khan 2018).

Maxwell (2004) and Greenhouse, Bagnoli, Watts (2003) cited that work life balance is an extensive and complicated phenomenon, and thus there is no universal definition of it. On the other side is work life conflict as defined by Greenhaus and Beutell (1985) as a form of inter role conflict in which the role pressures from work and family domains are mutually incompatible in some respect.

Developing a perfect balance between personal life and professional life must be based to addressing a real situation. There is real balance only when the individual feels that he/she has fulfilled all of his/her roles satisfactorily. Work-life balance problems should be considered seriously, and they should be addressed expeditiously (Mercado, 2019). As stated in their book, *“Work, and Family: Allies or Enemies,”* Friedman and Greenhaus (2000) mentioned that the conflict between work and family has real consequences, Moreover, it significantly affects the quality of family life and career attainment of both men and women. Lastly, the outcomes for women may include the serious limitation of their career choices, work roles, and the need to choose between two opposing activities, like an active and satisfying career or marriage, children, and a happy family life.

Thus, this study determined to determine the lived experiences of DepEd couples in these times of pandemic as benchmark for policy framework which may be used in addressing issues in their productive roles as professional teachers.

Methods

The researchers used phenomenological analysis to collect descriptive data from people's own words and behavior (Taylor, Bogdan & DeVault 2015). Specifically, the interpretative phenomenological analysis examines precisely how the respondents made sense of their experience (Smith, Flower, & Larkin 2009). Qualitative research specifically, the use of phenomenology approach focuses on the commonality of a lived experience within a particular group. The fundamental goal of the approach is to arrive at a description of the nature of the particular group and phenomenon. Typically, interviews are conducted with a group of individuals who have first-hand knowledge of an event, situation, or experience.

The interview attempts to answer two broad questions (Moustakas, 1994): What have you experience in terms of the phenomenon? What contexts or situations have typically influenced one's experiences of the phenomenon (Creswell, 2013). Through this process, the researcher may construct the universal meaning of the event, situation, or experience and arrive at a more profound understanding of the phenomenon.

Five couple teachers in Mandaon who are teaching in public schools were pre – selected. The researcher chose five couples that are responsive to phenomenological analysis to use fewer respondents to prevent overwhelming data and look into the more precise picture of the phenomenon. In addition, a couple of DepEd respondents are handling modular distance learning from different schools in the municipality of Mandaon.

The researcher used a modified questionnaire adopted from Swarnalatha (2013) used as interview guide questions. The questionnaire was constructed with two parts; Part A looked into the socio- demographic profile of the respondents. While Part B asked about the

lived experiences of a couple of DepEd teachers in the new normal along with Childcare/dependent care, Support from family, Self – Management, Life Expectations, Life Satisfaction, Workplace support, Workload, Financial management, Work expectations, and Work satisfactions. The researcher used a modified questionnaire adopted from Swarnalatha (2013) as interview guide questions an interview guide exploring lived experiences of DepEd couple teachers in the new normal. The interview process is recorded in audio format for transcription purposes. For the selection of the respondents, the researcher used purposive sampling. The respondents were selected to comply with the following criteria: (1) Couple teachers working in the Department of Education, (2) Both are teaching within the municipality of Mandaon, (3) Both are living in the municipality of Mandaon.

Results and Discussion

Socio-Demographic Profile

Five Couple DepEd teachers were interviewed from different schools in the municipality of Mandaon. Couples were given pseudonyms based on the first letter of their respective surnames. The respondents who were interviewed have an average age of 30 years old; 40% of the couple already attained graduate studies; all are designated into various school designations with different salary grade levels. Meanwhile, they earned an average of P11,000 from their job; the couple teachers average seven years in the service. On the number of children, they have an average of 2 while they were married for an average of 6 years. The have varied socio-demographic profiles of the couple DepEd teachers imply a non – uniform approach to address the different areas in socio-demographic profiles. Responding to the socio-demographic needs means fulfilling the need of teachers to balance their work and life.

Lived experiences of a couple of DepEd teachers in the new normal

Categories were predetermined at the beginning of the research. Ten categories came out to be the themes experienced by the couple DepEd teachers. The themes are (1) Childcare

care during COVID – 19 pandemic, (2) Support from family during COVID – 19 pandemic, (3) Self – Management during COVID-19 pandemic, (4) Life Expectations during COVID – 19 Pandemic, (5) Life Satisfaction during COVID-19 Pandemic (6) Workplace support during COVID – 19 pandemic, (7) Workload during COVID – 19 pandemic, (8) Financial management during COVID – 19 pandemic, (9) Work expectations during COVID-19 pandemic, (10) Work satisfaction during COVID – 19 pandemic.

Childcare care during COVID – 19 Pandemic

Respondents were asked about their daily experiences with their children, ways of taking care, and the support given by their school heads regarding childcare. The respondents shared many similarities of doing childcare as well as differences from one another.

Mr & Mrs L described their children as drawing, telling them their daily experience. The child's instinct of longing for the presence of the parent was also exhibited.

Pag abot ko nagsugat dayon sya sa akin tas anu na nagkanam na..." said Mr L. "Very happy sya... kay inan Naka-answer dayon sya kag gusto nya matapos Nya dayon sa isad lang ka- answeran (Mrs L)

This reflects the child's desire to finish things and the happiness it brings after. The parents' role as protector was also discussed when the children get into trouble with their playmates. Giving financial aides to dependents and providing care is also part of the theme,

Gahatag kwarta kun may kwarta. Ginaalagaan kun may sakit.(Mr L)

When asked about how would the school head will respond when they will seek permission for time off or leave to give attention to the dependents or children, *Mrs L* responded

Kay sadton nag anu, nadisgrasya si Feiah pagsabi ko na kun pwede magpamasbate dayon kami mapacheck-up, tugot dayon sya.

Mr & Mrs B talked to their child after a day of work. They also orient the child about the

things that may affect him. She answered when the researcher asked about the everyday things that the child would tell them. For example, weekends and bedtime were spent for quality time aside from spending lunchtime to check the child at home. The couple also uses service credits to attend to important family matters.

Mr & Mrs G's tiredness hinders their ability to keep in touch with their children after a day of work.

Dimasyado natutukan, kapoy naman Mr G explained, Mrs G also added that *Kapoy naman kay minsan gapaingit na. Gapaingit na ako kay galuto pa ako tapos Ma! Ma! masabi Ma, Ma!*

The couple is also practicing leaving the children at home without a guardian and checking them during lunch,

Oo, sila lang. Tas gauli lang. gauli lang bala ako mga eleven. Galuto lang ako, gakaon tas ala – una balik naman (Mrs G)

Meanwhile, before starting the modular distance learning, the couple's family enjoyed playing together compared to when they have less time to play because of modular distance learning.

I explain to them that we are busy printing modules at night because, during the day-time, the solar power cannot support the printer, so we bring the work at home (Mrs T)

She narrates her daily conversation with her children, she told about the situation in the school that affects their routine at home. Aside from school-related factor. They allow time to play after the answering module. The couple is also doing a picnic during their free time.

During Sunday or time that we are not busy or during our work from home scheduled a day, so we are having a picnic, (Mr T)

He also added that their school head is considerate and will approve related to family,

I think that our school head approves (because ahm..) Especially during the time when one of our co-teachers, especially if there is a problem in terms of their children, they allow to have a leave.

What was experienced along childcare relates to Ur – Rehman & Khan's (2018) study in Pakistan, where they noted the experience in the conflict in keeping a balance between work responsibilities and their family obligations. Therefore, childcare must be adequately addressed as it is one of the factors that contribute to the work life balance of couple DepED teachers.

The sense of protection can be concluded in telling their children the risks and effects of the pandemic. Moreover, solutions encountered were given attention to cope with childcare like financial aides, service credits, considerate superior. On the other side, negative results of the working environment to the couple and family resulted in tiredness, frustration, and leaving children behind. In this part, the theme of childcare showed resiliency on the part of the couple.

Support from family during COVID – 19 Pandemic

Mr and Mr L emphasize the need for providing financial support rather than moral support alone,

Aside sa moral support may financially support pa man. (Mr & Mrs L)

They are making that child answers the module with minimal supervision. A gender-based task of bathing children.

House responsibilities were divided at Mr & Mrs V's home.

May mga ano kami, may mga toka kami. May mga responsibilities sya, halimbawa sya sa tubig, pag – alog, pag market sya. Pag sa mga irug sana sya. Tapos pag ako na, sa pag-luto.

They described though they have a school-girl to help them with house chores. Weekends were allotted for printing rather than house tasks. On providing education the child doesn't

want to learn from parent, she preferred play with them

Contacts with extended family can be considered as rare.

Mr & Mrs B are not relying childcare to the helper

Di mo sya 100% maiaasa sa kasambahay, may helper kami. So during weekends kami na and hands-on sa mga.. and sa gabi. (Mrs B)

According to Mrs B, household chores were divided to different members of the family,

Ano.. burulig. Ano kasi nakapisan kami sa, nakapisan pa kami sa bahay ng mother namin so kasama namin ang isa kong pinsan na pinag – aaral nag mama ko. (Mrs B)

In tutorial lessons, the parent does the tasks but hires someone to help in teaching writing and counting. When asked about their extended family helping them at home, Mrs B said,

Big help, kasi there are times na kailangan naming mag – over time dito sa school so yung nag wa-watch over sa bahay.

An extended family helping the couple do other tasks they could not. They also added that teachers are occupied with lots of works, so the presence of extended family members is a big help.

Modules were also monitored and made sure that their children answered properly.

Every day, after mag – ano, Kun minsan lunch. Ginacheck Kun ga – answer sya, then morning before breakfast, and then late night pinapabasa namin Yung sa Bisaya nya. (Mrs T)

The couple also invites extended family members and lets them appreciate the food.

Getting a helper at home is also a practice among couples, like having a tutor for their children and rely on the washing machine to do laundry. In their children's education, minimal supervision is made. They also do regular checking of the module as well as providing basic lessons to reinforce learning. Their family

also supported them financially and helped to lessen school works. Lastly, bonding with extended family members can also be considered support by inviting them during celebrations. Support from family is essential when teachers need a helping hand to accomplish things they could not.

Support from family is an example of ecological systems theory, where the joint function of process yields an additive effect on the work life experience (Grzywacz and Marks, 2000). The support from family can boost the productivity level and the efficacy of couple DepEd teachers. Thus, school administrators must ensure a meaningful collaboration among couple DepEd teachers and their extended family members.

Self-Management during COVID – 19 Pandemic

The pandemic limits the couple to enjoy the outdoor activities and allows them to ask for health and financial stability on their prayers.

Lockdown offered much time for the Mr & Mrs B for self – care,

Nung lockdown medyo malaki and time for self – care.”, said Mrs B. it also allows for much self– care and self – enhancement “self – care, self – enhancement in terms of skills, so may mga skills kami na na-acquire. Mr B added.

Weekends are the only time for the Mr & Mrs G to have a relaxation

..pag sabado.. relax relax duting lang gid. Waay man time.”, Mr G told. He also added that “Tapos pagka – gab –i man bisan work from home, gab- i gab – i gaprint.

Nighttime is used for printing even during work from home. Both are working together on their schedule and agree on their prayer for stability and safety,

Sa family sa.. kuan.. health. Inan maayon panlawas kag tagaan grasya.(Mrs G)

Mr & Mrs T cited the positive impact of a pandemic for self-management. Webinars offer for personal development during the pandemic,

In my situation, of course meron ding mga personal ah.. personal development especially in attending (Kwan oh).. webinars (Mr T)

Meanwhile, the current situation hindered Mrs T's professional development plans,

Gusto ko Tani magtapos kaso lang Yung last ko na sa thesis pan –o Dili sya magiging online sugad na situation (Mrs T)

Night talks were used to plan and consult on things to do according to Mrs G. Insufficient time for the couple they do personal development tasks was experienced because they bring work at home just to meet with the deadline, extending the time and disregarding rest to finish the task,

It also resulted in more powerful prayer for safety and good health for the couple's children.

What happens on self-management describes the Inter – role Conflict Theory. Meeting the demands in one domain makes it difficult to meet the demands in the other domain (Greenhaus and Beutell, 1985). Self– management allows teachers to do actions, feelings, and actions with ease to provide quality service in the organization. Moreover, mental health and psychological support to teachers should always be readily available to answer the greater need of couple DepEd teachers for self-management.

Life Expectations during the COVID – 19 Pandemic Relaxation is on the top of expectations among Mr & Mrs L.

A manifestation of adequate time to rest. The working environment is not strict on the part of the couple. Furthermore, when asked about their ideal children's birthday celebration, the couple has different views,

Children's party with cake, amu inan gusto ninda.. games.”, according to Mrs L and “akun Basta kay may dyutay na handa tapos may cake kay amu an gusto ninda. for Mr L

A contrast of extravagant desire for a birthday celebration and contentment on simple yet meaningful celebration.

Relaxations for *Mr & Mrs V* are scattered due to school works. Meanwhile, they do breakfast together as a family, which resulted in being late in the workplace. On the part of quality time, they always wanted to involve their child. Lastly, the couple's desire for a birthday doing nature-related activity exhibits their desire for adventure. Citing the desire of the family for privacy.

Mr & Mrs B's night time was allotted for rests rather than doing finishing school tasks,

After work, after dinner rest time na yan. (Mr B)

The need for relaxation was further highlighted when *Mrs B* told her health condition that hinders her ability to do tasks at school and responsibilities at home,

May health condition, I have allergic rhinitis, parang ang body clock ko is naka set na gumising sa oras ng pagdede nya. Kusa na lang akon gumigising. (Mrs B)

A show of motherly extinct. In addition, the couple wants a simple celebration for a birthday which reflects a simple and contented life of the couple.

Eight hours of rest is not enough for teachers, *Mr & Mrs G* started their narration of life expectations through this line. Late-night sleep sometimes was experienced due to different factors like the absence of electrical power in their location. The generator set offered electrical power, but it is not enough to sustain the power for the night alone. Furthermore, the couple wants a simple birthday celebration with the neighborhood, which expresses a simple life with a harmonious relationship within the community.

The ideal children's birthday celebration for *Mr & Mrs T* revolves around having a cake. Cake has become children's standard of what a birthday should be,

Ang panganay namin, ang grade 1 namin na bata, gusto nya may teachers. Nag cry sya Kasi Yung Nung birthday nya, mga teacher sa

high school yung nandito, Dapat yung teacher nya.

The child's desire for teachers' audience reflects the high regard for the teaching profession.

Their desire for simple children's birthday celebrations with family and guests reflects an expectation of being content, not asking for more during the pandemic. Meanwhile, negative factors affecting their life expectations are late-night sleep, health conditions, and limited electrical supply. The couples' expectations primarily focused on their desire for fulfillment. Bottom-up approach consultation regarding teachers' life expectations must be included in crafting the School Improvement Plan (SIP).

Life Satisfaction

Mr & Mrs L's answers regarding their life satisfaction during the COVID 19 point to a single word – "Nakakarela," *Mr L* said. Despite tiredness, the couple expressed the comfort and relaxation brought by their children. And then, happiness and satisfaction were defined and determined by being together and a desire for a safe home,

In addition, satisfaction on the part of parents to see progress on their child. She explained that the opportunity to have quality time is always available. Short relaxation time for *Mr & Mrs G* to have a relaxed mind was emphasized aside from relaxation, the couple's happiness surrounds being together during meals,

In addition, resiliency on the part of the couple and being able to provide care for their children can be concluded. Their free time is also used for spiritual gatherings. Moreover, the pandemic allowed for the family to enjoy things together. The frequency of the activity offers a perspective that the pandemic never affected their time to bond together.

Life expectations pointed to the satisfaction desired and needed as what Maslow's Hierarchy of Needs tells us. Meanwhile, they expressed contentment on their job satisfaction. Lastly, the respondents also expressed satisfaction in their free time, and they described it as fruitful and relaxing. Life satisfaction is

significant on the part of the couple as it satisfies their physiological and psychological needs.

Workplace support during COVID – 19 Pandemic

Having a supportive workmate was highlighted by *Mr & Mrs L*, along with considerate and supportive school head.

Sa recent times, pag anu okay man sinda. Pag gina... Nag approach ka, may kailangan ka supportive man kadamuan, nasabi ko na supportive man sya kasi ah, kag nagahatag syan consideration sa mga anu mga bagay-bagay na anu dapat na gid dapat himuon kag dapat himuon sa yana na pandemic. (Mrs L)

Further, when it comes to helping colleagues, their financial instability hinders the couple's ability to offer solutions for colleague's problems.

Mr & Mrs V viewed their colleagues as supportive and willing to help on matters outside work,

On their part, they regularly consult each other; it is a good sign and manifestation of willingness to embrace each other's ideas. And then, the school is considerate as long there is consent, a sign of respect to superiors,

Mr and Mrs B have a different story. The couple was able to do things without the help of colleagues. They never involve family members in school works which reflects an independent couple. Moreover, their school head was described as a lenient one. Yet, they explained that they are adjusting with the leadership

of new installed school head. On the matters affecting them personally, the couple expressed that they will decide on their own.

Colleagues are willing to provide help and advice to the couple according to *Mr & Mrs G*,

Okay man, bulig man. Syempre kun may ano baya.. gahatag sila advice, irug sana. (Mr & Mrs G) Sige lang san hinarakhakan. (Mrs G)

This shows a moment where they were able to laugh and enjoy moments despite loads of works. In addition, their superiors answer their needs,

Okay man dayon. Irug sina, di ako kasulod Ma'am kay malain ang pamatyag ko, okay dayon. (Mr G)

In the research presented by Fatima & Sahibzada (2012), statistical analysis reveals that colleague support and job resources are positively associated with the work life balance. There is an impact on work life balance if there is proper workplace support. Couples who expressed their non – reliant attitude towards co-workers never asked for help and seldom involved family members on school tasks. They also told about the light moments in the workplace. Meanwhile, there are times that some of them do not follow workplace guidelines during the times when they need to provide childcare during office hours. Luckily, their superiors are considerate about their situation. The workplace support experienced by the respondents implies positive regard for the well-being of the respondents. Being situated in a supportive workplace may result in greater productivity. It can be concluded that workplace support results in improved productivity and creates an environment of camaraderie in the workplace. Lastly, schools should adopt the idea of working together in achieving goals within the organization to impart the essence of companionship for the greater good.

Financial management during COVID – 19 Pandemic

Lots of loans – that is how *Mr & Mrs L* described their present financial status. During the times that they need money, they asked for help from extended family members.

Citing the financial problem as the main reason why they quarrel. Also, they experiencing financial burden, their salary sustains their basic needs. *Mr & Mrs V* experienced a financial problem during a week before salary. Furthermore, they were relieved when the government offered programs to lessen the financial burden of the teachers, loans were consolidated, and the couple welcomed the loan moratorium during the pandemic,

Ang amon loans pano medyo NASA.. consolidated na tanan san government kaya sa nag moratorium, kay Dahil sa pandemic and

among mga utang medyo nag and.. an amon mga utang wala anay nag and.. nag sukot. (Mr G)

Budgeting is a significant consideration that *Mr & Mrs B* are doing. Basic needs and bills take the large slice in the budgeting of the couple. Their financial stability is exhibited through their ability to buy fixed assets but added that it takes time. Financial instability can be seen through the supply of grocery for the family of *Mr & Mrs G* and their inability to loan money to colleagues. The couple expressed that the pandemic brought financial problems and resulted in stress. However, loan moratoriums helped ease the financial burden of the teacher

Sani na time Sir san pag kuan san pandemic, бага kay may moratorium hay medyo okay lang. (Mr G)

Mr & Mrs T was able to manage their financial status, and they are not always asking help from their colleagues when it comes to financial matters. To lessen the burden of loans, they practice a salary deduction scheme to lessen the stress.

Citing the study of Persson & Hakansson (2018), people with lower income are more likely to handle work life balance with help from their parents or in-law-parents, couple DepEd teachers will likely ask for support from other people to fill their financial insufficiency.

To sustain basic needs, they could borrow money because their salary cannot sustain their basic needs. Some also expressed their inability to buy fixed assets, an indication of financial instability. Meanwhile, solutions were made like consolidating loans, avail loan moratorium, and practice salary deductions for loans. Nevertheless, the respondents interviewed showed hardships in their financial management. Therefore, the financial status of couple teachers affects their ability to provide for the needs of both home and school.

Moreover, financial capability can fulfill the foundation of Maslow's Hierarchy of Needs, which has a domino effect on the higher needs. The government is doing its job in offering a loan moratorium to ease the burden during the pandemic. Likewise, the Department of

Education must continue its financial literacy programs to better handle financial affairs.

Work satisfaction during COVID – 19 Pandemic

The couples were asked about their satisfaction with working hours, recognition, opportunities, respect, and right work balance. "*Well – recognized,*" that is how *Mr & Mrs L* defined their worksatisfaction,

I have gathered the recognition that I (will) wanted from the start as pay, as a payment for my, for the job well done. (Mrs L)

They also expressed their satisfaction for a simple recognition they obtained. They were satisfied with the opportunities and told the researcher that the pandemic brought few opportunities. However, on the other side, it also allowed for more professional development and good social development. They also expressed their satisfaction from the respect and the need to give it back. The pandemic offers satisfaction for the couple because of lots of free time for the part on *Mr & Mrs V*. Another satisfaction is on the designation because it allows for them to go to different places during training, a rare event during a pandemic. Meanwhile, *Mr V* expressed his worry about his designation as Wash in Schools Coordinator during the pandemic. Moreover, dissatisfaction on the part of workloads was told because it disregards other school tasks. Finally, they shared how they can say that they have a balance work and life. Telling the researcher that they are satisfied on how they are treated.

Mrs & Mrs G expressed their ability to do school records and consider it challenging and the requirements to be done during school evaluations. In addition, non-working printers can be a challenge for the couple because it is their only way of realizing the goal of providing modular distance learning. To note that the school does not have a proper way of managing printers is another burden that adds to their dissatisfaction. Furthermore, supplies were given to teachers to ease the burden in implementing modular distance learning, yet they make sure to provide for their own. When

asked about their work and life balance, Mrs G said,

Happy kami ngayon. Yes, happy kaya gani nakabuo isad kay happy.

It is telling that she is pregnant and everything is doing well despite the pandemic.

The level of satisfaction and work life balance have significant relationship as concluded by Mercado (2019). Satisfaction can lead to self – actualization, where a specific individual achieves one's full potential.

Moreover, the couple teachers were satisfied with their work performance, and respect received, though some are not satisfied with other stakeholders. Their working environment can be considered as friendly as well as their designations offered perks. Meanwhile, challenges happened because of the pandemic, school records, mismanaged printing schedules, school evaluations, designations, supplies, and school budget. Although some are satisfied, some are not, work satisfaction during COVID – 19 pandemic differs from one couple to another. Different situations asked for another solution. Their experiences ask for different solutions for work satisfaction. Work – satisfaction is not all about good payor situations. The couples' shared experiences defined their contentedness with many factors in work and life. Lastly, the work satisfaction of couple teachers must be considered as a gauge of the Department of Education on what is going on with their most important asset – the human resource and recommend solutions to uplift the well-being of its workforce.

Policy framework

- Fulfilling life

Ensuring that employees can satisfy their needs, provide childcare, receive family support, and manage themselves as well as their life expectations. It offers: (a) for couple teachers – to have lots of time to: attend for child care duties, access family support and manage themselves as well as their life expectations, (b) for school administrators – to consider employees' child care duties, access family support and

manage themselves as well as their life expectations in their School Improvement Plans (SIP). (c) for the Department of Education – to craft policies and programs that will ensure that their human resource will be able to attend for child care duties, access family support, and manage themselves and their life expectations.

It is essential to look into the study's significant findings and four areas: childcare, support from family, self-management, and life expectation. There are varied experiences towards childcare. Children expressed their attitudes and feeling differently during COVID – 19 Pandemic. Sense of protection was exhibited, solutions encountered and made to cope up with childcare, there are negative results of the working environment to the couple and family and management of house tasks and family members' collaboration. Next, support from family suggests that couples are getting a helper at home, supervising education at home, problems were encountered, and family members provided solutions, bonding with extended family members is evident, planning and regular consultation on essential matters.

- Achieving work

Achieving work implies the ability of the teachers to respond appropriately to the tasks and responsibilities within the workplace. Therefore, ensuring that (a) employees are correctly supported in the workplace, able to handle workloads and realize their work expectations, (b) school administrators ensure employees' support, designate reasonable workloads and consult their work expectations, (c) the Department of Education will create and implement policies to foster workplace support and address workload issues.

- Work Life Balance Policies

- A. Flexible alternative work arrangements

The need to implement a flexible alternative work arrangement is highlighted. On the study conducted by Purwanto, Asbari, Fahlevi, Mufid, Agistiawati, Cahyono, and Suryani (2020) on work from home on Indonesian teachers' impact performance during the Covid – 19 pandemic, several advantages and disadvantages to the work from home program were

revealed. Advantages include work from home activity that is more flexible in completing work. It does not follow office hours. It does not need spending money to pay for transportation costs or gasoline costs. It minimizes the level of stress experienced besides traffic jams, traffic from home to the office. Lastly, it creates more free time. On the other hand, the disadvantage

of work from home is that it can lose work motivation to bear electricity and internet costs, which can cause data security problems. Even though work from home has its disadvantage, it will also allow flexible working time and manage child care responsibilities. On November 9, 2020, the Civil Service Commission (CSC) had amended the guidelines on Alternative Work Arrangements under CSC Resolution No. 2000912 promulgated on October 14, 2020, and circularized via CSC Memorandum Circular No. 18, s. 2020, agencies located in areas under Enhanced Community Quarantine (ECQ) and Modified Enhanced Community Quarantine (MECQ) shall adopt work-from-home arrangements. A skeleton workforce may be allowed unless a different operational capacity is provided in agencies providing essential or critical services. Meanwhile, this type of work set - up may not just provide benefits for the employee but low administrative burden within the workplace, as cited by Chron.com. To conclude, alternative work arrangements may answer the need to give attention to childcare, support family, and better self- management.

A. Boost financial literacy programs

Boosting programs to equip teachers with better financial management will help them achieve work. As defined by the Inter-role Conflict Theory, it occurs when meeting the demands in one domain makes it difficult to meet the demands in the other domain (Greenhaus and Beutell, 1985).

Moreover, financial problem is the main reason why the couple quarrel. Financial factor affects the physiological needs of the teachers and creates a domino effect in terms of attaining security and safety. Lastly, the issuance of DepEd Memorandum No. 032, s. 2019 – Financial Literacy Learning Resources provides simple ways to save and manage teacher's expenses.

B. Investing in people, supporting their development, and encouraging them to achieve their potential

Investing in people, supporting their development, and encouraging them to achieve their potential may result in comfort, happiness, and safety. Managers or administrators in the Southeast Asian context, especially in the education sector, must consider both the work of the employees in their institutions and their personal lives because a proper balance can lead to a high level of job satisfaction. This, in turn, could heighten their level of commitment and loyalty (Mercado. 2019). Moreover. Avoiding a preoccupation with personal shortcomings and dysfunctions and focusing instead on personal strengths and good qualities, today's leaders and their associates can develop confidence, hope, optimism, and resilience, thereby improving both individual and organizational performance, Fred Luthans, Kyle Luthans, Brett C. Luthans (2004). The two types of research proved that investing in the people, supporting their development, and encouraging them to achieve their potential may lead to work life balance.

Meanwhile, DepEd issued Memorandum No. 050, s 2020 – DepEd Professional Development Priorities for Teachers and School Leaders for School Year 2020 – 2023 allow for flexibility for specific local needs, priorities, and emerging developments in teacher and school leader professional development, thus emphasizing on the diversity of developmental needs among couple teachers to attain work life balance. Lastly, achieving couple teachers' potential is related to self-fulfillment, seeking personal growth, and peak experiences. Those are the highest level in Maslow's hierarchy, the self – actualization.

C. Explore other options on printing modules

Many respondents are adopting Modular Distance Learning (MDL) as a learning delivery mode. Many referred module reproduction and sorting take much time. Manila Bulletin published its article regarding problems on modular learning system; they; they cited the allegation of Alliance of Concern Teachers that some are even being made to report to school as late as 11:00 pm as their school or division

implements a shifting schedule for teachers in order to finish the printing on time. In contrast, others reported a "one grade level per day" scheme in printing, collating, and organizing learning packets where all the teachers for a particular year level will report on their assigned day of the week.

Meanwhile, options like centralized printing using the government assets like the National Printing Office and exploring the public-private partnerships to do the tasks rather than leaving the work to the teachers alone. Lastly, by removing the tasks of printing modules to teachers, they will be able to attend to essential school tasks and allot appropriate time to family.

Conclusion

The new normal situation sees respondents modify their practices and become more technologically involved. The use of zoom helps in developing the pupils' English speaking skills. since the Zoom Application is very interesting as it provides motivating and stimulating activities for English learners. Moreover, using the Zoom Application makes English learners an appropriate platform and new friends to practice improving their speaking skills at the same time.

Although the zoom application is useful in teaching language, teachers still encounter challenges in adopting it in online teaching. This can be attributed to the limited time and opportunity to attend training workshops. Online Tutorials like Youtube, among others, can address the problem of insufficient time.

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