

Teachers' Work Life Balance and Engagement

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ABSTRACT: A positive interaction between an individual and his work will have connection on his drive to work, his level of job satisfaction, and his level of engagement. This study focused on the teachers' work-life balance and work engagement in School Year 2024-2025. The independent variable focused on the teachers' Work-Life Balance in terms of responsibilities, workload and work environment and the dependent variable focused on work engagement as to absorption, dedication and vigor. The respondents of the study were the one hundred-five (105) elementary school teachers via purposive sampling with the use of researcher made survey questionnaire that passed the validity and reliability tests. The study employed a descriptive correlational and causal research design, which included a quantitative approach in collecting numerical data through a questionnaire. The data utilized statistical tools such as Mean and Standard Deviation, and Pearson Product Moment Correlation Coefficient. Results revealed that teachers work-life balance is very high. Teachers' work engagement is very high. There is a moderate positive correlation between teachers' work-life balance and engagement. It is concluded that teachers need to balance their professional and personal activities. It is recommended that school heads may formulate and conduct workshops and seminars on the importance of having a healthy and balance work and life activities to improve their coping mechanisms and to avoid burnout and stress.

KEYWORDS: responsibilities, teachers' engagement, work life balance

I. INTRODUCTION

In the entire world, the profession of teaching is held in the highest regard. They are models, and people make an effort to adopt their style. The strength of a nation is in its teaching staff. Perceptually and cognitively, teachers develop aspects of their performance styles that are related to the ways in which they relate to the people and the world around them. In order for an educational system to be effective, it is essential to have teaching staff that is highly qualified. There are a number of steps involved in developing a high-quality faculty, one of which is recognizing the factors that influence retention and teaching quality. An example of these factors are quality of work life and work engagement, which has been extensively researched by academics in the field of organizational studies and has been linked to both organizational commitment and performance.

If there is a positive interaction between that individual and their work in an organization, it will have an effect on an individual's drive to work, their level of job satisfaction, and the level of employee engagement. According to Fatmasari (2018), this condition is referred to as quality of work life. Work-life balance in this context, refers to the capacity of an individual to fulfill their obligations to their family and their job, in addition to other responsibilities and activities that are not related to their employment. The maintenance of a healthy work-life balance requires not only the interactions that exist between the functions of work and family, but also the roles that are played in other facets of life. As a result of the more extensive nature of the linkages that are uncovered, the concept of preserving a good equilibrium between one's personal life and professional life emerges as the most prominent. The concept of "work-life balance" has been analyzed and understood in a number of different ways by a number of different academics.

A healthy work-life balance does not mean that an individual should devote the same amount of time to their career, their family, and their own requirements. Based on the findings of the study that has been conducted on the subject, it has been demonstrated that the concept of work-life balance is extremely subjective and differs widely from one person to the next. A healthy work-life balance should be understood to mean making strategic use of the resources at one's disposal, including time, thought, and physical labor, in order to establish a sense of equilibrium in one's life. This is the context in which the term. work-

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life balance, should be interpreted. Some people subscribe to the concept that one should work in order to live (also known as working to live) and consider employment to be the means to an end. On the other hand, there are those who consider living to work and place their careers at the forefront of their lives (Calaby, 2021).

On the other hand, work engagement is a component that has garnered a lot of interest among leadership positions in organizations as well as academicians. Employees' levels of work productivity are directly proportional to the amount of effort they put into their jobs, thus this is a reasonable assumption to make. If those in leadership positions want to achieve their professional goals, they need to ensure that they are fully engaged in all activities. It is essential to have employees that are highly engaged in their work because this directly results in an increase in production as well as the accomplishment of the objectives set forth by the firm. Increasingly important in today's rapidly evolving corporate environment is the concept of organizational commitment, which refers to the involvement and devotion of employees to an organization (Garside, 2019).

This study is based on Herzberg's theory of worker motivation, which was published in 1996. This theory recognized hygiene and motivation as the two degrees of motivators for employees, pay, working conditions, and other "hygiene" factors, such as organizational policies, supervisors' qualifications, and connections with co-workers. In contrast, "motivational" factors include things like achieving a goal, being accountable or having autonomy, being recognized for one's efforts, and having opportunities to advance.

To maintain a healthy work-life balance, an individual does not have to give their career, family, and personal needs the same amount of time each day. The concept of work-life balance is highly subjective and varies widely from person to person, according to research that have been done on the issue. The results of these investigations have demonstrated this. In order to establish a sense of equilibrium in one's life, "striking a healthy work-life balance" should be understood to imply strategically utilizing the resources at one's disposal, including time, thought, and physical labor. Striking a healthy work-life balance in this sense refers to "using the resources at one's disposal strategically. Individuals who think that one should live to work and prioritize their careers are in opposition to others who think that one should work in order to live (also known as working to live) and see employment as a means to an end. Some consider themselves to be living to work and prioritize their careers over anything else. When a person is content and able to perform effectively at work and at home with no role conflict, they are said to have a healthy work-life balance (Kaur et al., 2018).

The capacity of a company to successfully communicate between its people and their work will have an impact on employee engagement by impacting both the incentive to work and the level of job satisfaction experienced by workers. According to Fatmasari (2018), this condition is referred to as quality of work life situation. Thus, it is essential to make sure that the teachers have balance their work and personal activities so that they can perform better and be always productive.

The emotive dimension of work engagement known as vigor is characterized by high levels of energy and mental resilience shown by individuals when they are performing their work. It is an indication of the degree to which individuals are willing to put forth their effort in everything that they do, as well as their perseverance in the face of difficulties at work in order to accomplish their objectives in the workplace. It is determined that people who are characterized as having vigor have high levels of stamina and resilience, are extremely willing to put in a lot of effort, do not readily become weary, and are able to endure when confronted with challenges linked to their work. The concept of commitment, on the other hand, refers to the significant participation that individuals have in their work as a result of having a sense of meaning or significance, inspiration, pride, challenge, and passion. Individuals who are committed to their work have the perception that their work is significant, they are extremely excited and proud of their work, and they find that their work offers them both inspiration and challenges.

The third dimension, known as absorption, refers to the high degrees of attention that individuals have on the tasks that they perform in their daily employment. This dimension represents the degree to which individuals are so immersed in their work that they forget about the passage of time and find it difficult to remove themselves from their task during the course of their labor. People who are highly interested in their work are so engrossed in their work that they have a tendency to forget about time and everything else that is going on around them.

II. METHODOLOGY

The researcher used descriptive correlational research design. Correlational research design is a type of research in which researchers collect data on two or more variables and examine the relationship between them. The data is analyzed to determine whether there is a statistical relationship or association between the variables (Oco, 2022).

Additionally, quantitative method was used and employed on data that have been gathered for analysis. In this particular method, researchers collect data using standardized instruments or tools, such as surveys and questionnaires. The data collected

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is often numerical in nature and is analyzed using statistical techniques such as correlation which deemed fitted to the study in determining the relationships of quality of work life and work engagement of the teachers.

III. RESULTS AND DISCUSSION

Problem 1. What is the teachers' level of work-life balance in terms of:

- 1.1 responsibilities;
- 1.2 workload; and
- 1.3 work environment?

Table 1 showcases the teachers' overall level of work-life balance. It registered an overall Mean of 3.26 with SD=0.59, qualitatively described as Very High. The data imply that the teachers are able to maintain high level of balancing their duties and responsibilities at work and their personal life as well. The teachers tried their best to manage their time and activities so that none of the aspects in their life is given less priority. Having a balance life is important as life of a person do not revolve only in one particular area. They also need to explore new things and places to unwind themselves and possibly create innovative outputs. According to Villanueva and Gaspillo (2019) balancing work and personal matters is sometimes difficult. The teachers need to practice time management and in prioritizing things or their set of activities. In this way, they can balance their priorities and make sure that equal opportunity and time is given to certain tasks assigned to them and tasks they need to perform for themselves and their families.

Table 1. Overall Teachers' Work-Life Balance

Variable	Mean	SD	Qualitative Description
Responsibilities	3.26	0.58	Very High
Workload	3.24	0.59	High
Work Environment	3.27	0.60	Very High
Overall Mean	3.26	0.59	Very High
Note: 3.25 – 4.00 Very High 2.50 – 3.24 High 1.75 – 2.49 Low 1.00 - 1.74 Very Low			

In the same table, the variable, *Work Environment*, was rated the highest with the Mean of 3.27 with SD=0.60, described as At all Times and interpreted as Very High Level. The data imply that the teachers value the importance of having a safe, secure and inspiring workplace. They believe that if they are working in a place where their colleagues have healthy relationship with each other, they will feel satisfied and inspired to do and perform better because they know that they will receive support, guidance and assistance from them. According to Ker et al. (2022) teachers that work in a school that is supportive to them often make them feel motivated to continue to hone their craft so that they will be better and become one of the sources of inspiration and better performance. They will be inspired to try to create new ideas or innovations knowing that they have a strong support system to back them.

Meanwhile, the variable, *Workload*, was rated the lowest, with the Mean of 3.24 with SD=0.59, qualitatively described as High. This data imply that the teachers feel that the workload given to them is beneficial and are according to their capability and capacity. They also know that it is in accordance with the standards set by the department. Although sometimes they feel that they are challenged specially when they are assigned to tasks that are new to them, they feel that it is for their benefits as they learn new things and accumulate experiences that will be used by them when they will aspire for higher or administrative positions. According to Francis (2019) teachers that are exposed to various tasks become ready to hold higher positions that have higher level of duties and responsibilities as well. They become confident that they can do it as they already are exposed to it and that they have the idea on the things they needed to do and perform.

Problem 2. What is the teachers' level of work engagement as measured by the following dimensions:

- 2.1 absorption;
- 2.2 dedication: and
- 2.3 vigor?

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Table 2. Overall Teachers' Work Engagement

Variable	Mean	SD	Qualitative Description
Absorption	3.27	0.59	Very High
Dedication	3.30	0.58	Very High
Vigor	3.29	0.63	Very High
Overall Mean	3.29	0.60	Very High

Note: 3.25 – 4.000 Very High; 2.50 – 3.24 High; 1.75 – 2.49 Low; 1.00 - 1.74 Very Low

Table 2 illustrates the teachers' level of work engagement. It registered an overall Mean of 3.29 with SD=0.60, qualitatively described as Very High. The data imply that the teachers make sure that they are engaged and immersed with their duties, responsibilities and tasks as educators and guardians. They believe that they should perform their duties and responsibilities with all they can as that is expected of them. There are challenges that occurs along the way but it definitely makes them more responsible and better as teachers. According to Vacalares (2022) teachers need to perform and engaged at high level at all times as they can influence the pupils to be like them and do the same as them. They need to exude positivity and inspiration so that it will also radiates among the pupils observing them and looking up to them.

In the same table, the variable, *Dedication*, was rated the highest with the mean of 3.30 with SD=0.58, qualitatively described as Very High. The data imply that the teachers dedicate themselves fully to the things they do at school and on their lives. Teachers believe that as they dedicate themselves to their work, they also give their best in making sure that their pupils learn and acquire the necessary knowledge and skills as well as they are also able to perform the additional tasks assigned to them. In this way, they are able to perform their main functions as well as the ancillary tasks with the best of their abilities. According to Sinclair (2021) teachers give their best in performing the assigned and entrusted tasks on them. They dedicate their time and attention in making sure that success is achieved and that the trust and confidence towards them is maintained.

Meanwhile, the variable, *Absorption*, is rated the lowest with the Mean of 3.27 with SD=0.59, qualitatively described as Very High. The data imply that the teachers make sure that they know their duties and responsibilities well as well as they consequence of it if they will not perform better. The teachers always make sure that they are performing at their best because they know that there are individuals that trust and look up to them. They also know that they are expected to perform better specially in teaching the pupils. Being a teacher is also about doing multi-tasks. It is sometimes hard and tiring but when they see the progress and development of their pupils, they are fueled again to perform at their best as they realize the effect they made to the lives of their pupils. According to Misu (2020) teaching is a challenging but also fulfilling profession up to this day. It is challenging as the teachers need to keep abreast with current trends in society and in the field of education. It also fulfilling at the same time knowing that the teachers are able to make difference in the lives of their pupils.

Problem 3. Is there a significant relationship between the teachers' level of work-life balance and work engagement?

Table 3. Test of Correlation Between Work-Life Balance and Work Engagement

Variables	r-value	p-value	Level of Correlation	Decision	Interpretation
Responsibilities	0.589	0.001	Moderate Positive Correlation	Reject Ho	Significant
Workload	0.266	0.002	Low Positive Correlation	Reject Ho	Significant
Work Environment	0.581	0.001	Moderate Positive Correlation	Reject Ho	Significant

Note: 0.91 - 1.00 Very High Positive Correlation 0.71 – 0.90 High Positive Correlation
 0.51 – 0.70 Moderate Positive Correlation 0.31 – 0.50 Low Positive Correlation
 0.00 – 0.30 Negligible Positive Correlation *Significant when computed p-value <0.05*

Table 3 showcases the Test of Correlation Between Work-Life Balance and Work Engagement. The independent variable is work-life balance focusing on responsibilities, workload, and work environment while the dependent variable is work engagement.

Responsibilities registered a computed r-value of 0.589 with the computed p-value of 0.001. The computed p-value is less than the p-critical value at 0.05 level of significance. The data imply that significant moderate positive relationship was registered between work-life balance and work engagement when responsibilities is taken into consideration. Thus, the null hypothesis is

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rejected. It is important that the teachers are fully aware of their responsibilities. They will be kept posted on the things that they will do and perform. It will also help them know the limitations and the restrictions that they need to avoid. With the responsibilities at hand, they become more responsible to their actions considering the pupils are looking up to them. Thus, they need to balance everything.

As a result of the teachers' desire to have a perfect existence that includes both their professional and personal lives, they believe that they must strike a balance between the two. Even though it can be difficult at times, they are making every effort to accommodate both parties in their schedules. Finding a happy medium between one's professional and personal life activities can be difficult. On the other hand, it is attainable if one adopts the appropriate mentality and successfully manages their time. It is important for educators to be aware of the things that need to be prioritized so that they do not spend a lot of time focusing on things that are not particularly important. They are constantly able to seek aid and direction from their coworkers or from someone they trust in order to find solutions to problems (Kotresh, 2020).

Workload registered a computed r-value of 0.266 with the computed p-value of 0.002. The computed p-value is less than the p-critical value at 0.05 level of significance. The data imply that significant low positive relationship was registered between work-life balance and work engagement when workload is taken into consideration. Thus, the null hypothesis is rejected. Workload is part of the teachers' work-life balance because it is part of their duties and responsibilities that require constant attention and time specially in preparation of the lesson and its corresponding instructional materials. Moreover, additional tasks are also assigned to them as the school feel and observe that they can perform tasks beyond their primary duties and responsibilities.

The instructors have the impression that the amount of work that is assigned to them creates an opportunity for them to participate and make a contribution to the enhancement of both their own performance and the functioning of the school. Not only does this make it possible for them to form stronger ties with their students, but it also enables them to motivate and instruct them to become more responsible members of the community. Furthermore, the teachers believe that the tasks that is assigned to them gives them the opportunity to demonstrate their strengths and capacities in areas other than teaching. When the school head gives the teachers activities that are not part of their typical routines, it indicates that the head of the school has recognized the potential that the teachers have to lead and carry out tasks that are of a higher degree and responsibilities overall. Because of this, the teachers put forth their best effort in order to demonstrate that they are trustworthy and that they are capable of being assigned duties that need a higher degree of performance (Garside, 2019).

Work Environment registered a computed r-value of 0.581 with the computed p-value of 0.001. The computed p-value is less than the p-critical value at 0.05 level of significance. The data imply that significant moderate positive relationship was registered between work-life balance and work engagement when work environment is taken into consideration. Thus, the null hypothesis is rejected. Work environment contributes to the teachers' work-life balance because it provides source of energy, motivation and satisfaction. If the work environment exudes negative vibes, it can also make the teachers feel down and uninspired. The relationship of the teachers with each other and their pupils need to be maintained in a positive and functional manner so that performance and outcome are also in high level.

The instructors are of the opinion that the working environment should provide them with the opportunity for discovering their potentials and the capacity to share their expertise and abilities with others. Individuals within the area are more likely to experience favorable development and growth when they are in a healthy working environment. Furthermore, persons who perform their duties in an environment that is peaceful, safe, and secure are likely to execute their tasks more effectively, which will ultimately lead to improved outcomes (Calaby, 2021).

IV. CONCLUSIONS

Based on the findings of this study, the following conclusions are formulated:

1. Teachers have the ability to adjust & perform their duties & responsibilities in their assigned tasks.
2. Teachers are committed to perform better in their responsibilities.
3. Teachers need to balance their professional and personal activities.

V. RECOMMENDATIONS

Based on the findings and conclusion of the study, it is recommended that:

1. Teachers may continue to be conscious with their work-life balance.
2. Teachers may sustain their level of work engagement.
3. Teachers may sustain their commitment to service as much as they continue to have a work-life balance.

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